IPEM JOURNAL
FOR INNOVATIONS IN
TEACHER EDUCATION

**The Annual Refereed Journal of the Centre for Teacher Education
of the Institute of Professional Excellence and Management**

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CONTENTS

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EDITOR-IN-CHIEF'S MESSAGE

An investment in knowledge pays the best interest.

-Benjamin Franklin

It is with great pride, enthusiasm and anticipation that I invite you to read the Current issue of IPEM JOURNAL OF INNOVATION IN TEACHER EDUCATION (IJITE) – 'A new series of IPEM Journal'.

In this issue of JOURNAL OF INNOVATION IN TEACHER EDUCATION (IJITE) of CTE, you will find an array of works, representing some of the variety and excellence that IPEM promises. The future of India lies in the present classrooms and teachers who provides the knowledge to the students that brings an opportunity to the students to make a clear difference in the society. There are a lot of challenges a teacher is facing in the classroom of today. Thus to meet those challenges, the teacher needs to be smarter than earlier and innovative in her practices. IJITE intends to be a leader in facilitating a new kind of platform to the teachers, academicians, administrators and educational planners to transforms the ideas in academia. It not only will help in promoting research in the field of teacher education but also strengthen the relationship between communities and institution of higher learning.

Success in the knowledge economy comes to those who know themselves-their strength, their values, and how they best perform'.

-Peter Drucker

Keeping the quote, an enormous amount of work has gone into the development of this journal and I believe you will see that effort reflected in this edition and in the impact it will have in the field of teacher education.

As the Editor in chief of JOURNAL OF INNOVATION IN TEACHER EDUCATION (IJITE), I take this opportunity to express my sincere gratitude to the authors who have chosen our journal to disseminate their research work. Further, I would like to thank the publisher Mr. Anupam Goel, Associate Editor, Assistant Editors, Review Committee members, Ex Executive Director and Director General of IPEM for the success of this Journal.

We look forward to receive the contributions for our next issues from academicians, scholars and professionals to ensure consistency and the success of the Journal. We welcome comments and suggestions that would advance the objectives of the Journal.

Dr. Sugandha Goel
Editor-in-Chief, IJITE

From the Editorial Board

W We are glad to present Sixth Edition of the Centre for Teacher Education Journal "IPEM JOURNAL FOR INNOVATIONS IN TEACHER EDUCATION" Volume 6, July 2021 ISSN No.2581-5881. Publishing a research Journal is a tough task. However, we braved all the odds and published this issue as always, on time.

We followed a rigorous method to select the papers. All the papers we have included in this issue of IPEM JOURNAL FOR INNOVATIONS IN TEACHER EDUCATION are peer reviewed and only those papers which went through this rigor have been given space in this Journal.

The issue has research papers related to innovation in the field of Education. The research papers focus on; Educating future teachers beyond teaching, Review of Related Literature on Techno pedagogy in Higher, Education, Impact of COVID-19 on MSME In INDIA, Development of A Scale to Measure The Attitude Towards Online Teaching-Learning of Students at University Level, Online Teaching: A New Framework to Strengthen the Teacher Education, Role of Agriculture Sector In Rural Development of India, Issues and Challenges of Online Teaching, Teacher Education for the generation next, Teacher education in 21st century: Challenges and suggestions, Remote Learning: Challenges and effective strategies, "Teaching: A New Challenge in the Healing World", Emerging Issues and Trends in Education and Teachers' Commitment in 21st Century, भारत में कौशल प्रशिक्षण का बढ़ता वर्चस्व एवं बढ़ते रोजगार के अवसर, एकात्म मानवदर्षन एवं शिक्षा व्यवस्था ।

We sincerely hope that these in-depth research papers, focusing on different issues, will further stimulate the academic research, and will help in developing an insight in the concerned areas. We are eagerly waiting for your critical response which we shall incorporate in the forthcoming issues.

We are greatly indebted to the paper writers who took keen interest and submitted their research papers on time. It is because of the sincere efforts of these people that the IPEM JOURNAL FOR INNOVATIONS IN TEACHER EDUCATION is in your hand today.

We are grateful to our Patron Dr. Anupam Goel who provided all the moral and financial support to publish the IPEM JOURNAL FOR INNOVATIONS IN TEACHER EDUCATION.

Contents

Teaching: A New Challenge in the Healing World

Ansh Kapoor*
VIbhu Tripathi**
Shalini Lamba***

ABSTRACT

The post COVID-19 world integrating with The New Education policy will make a huge impact on the future generation of the education givers, this will be the reason of reformation of the teaching profession. The Education ministry earlier known as Ministry of Human Resource Development recently announced the National Education Policy 2020 (NEP). NEP is mainly concentrated on the education given in the Schools and Colleges because of which it will influence the teaching techniques practiced in these education institutions. NEP will build generalized students, which will be the cause of escalated number of generalized preceptors and plunged number of specialized preceptors, this will set new professional standards for educators.

This pandemic compelled the educators to think out of the box and innovated distinct ideas to stay connected with their students. The post COVID-19 world will favour online education over the traditional methods, educators have to change their teaching conventions, they have to be technologically more state-of-the-art to provide best in class education to the upcoming generation. The posterior educators must be familiar to different online teaching platforms, they must have a basic idea of the handling of modern-day computers. This will increase the significance of computer science in the life of a modern-day educator. Preceptors must have to be prepared for different challenges they will face in the online mode of education.

In this research paper, we are going to discuss about the approaching challenges the knowledge givers will face in the near future and how they can tackle them.

***Keywords:** COVID-19, New Education Policy (NEP), Preceptors, Educator, Generalized, Specialized, Conventions, Online teaching.*

Introduction

Education is not only a fundamental right; it is a way of shaping and promoting National Education. Every year the United Nations publishes the Human Development Index, one of the key elements of which is the Education index, which demonstrates the importance of education in the prosperity of a society. India spends a huge amount on education, around 4.6 % of its total GDP. Still, India is a home for around 313 million unlettered people, to overcome these obstacles the Union cabinet of India introduced New Education Policy on 29th of July, 2020. New Education Policy (NEP) delineate the vision of India's new education system.

The coronavirus pandemic pushed the governments to implement lockdown, lockdown not only affected the economic growth of a country, but also negatively affected the education system worldwide by pushing the preceptors to think about different ways of providing education to their students, the

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major change in the education system during the pandemic is the introduction of online classes, teachers and students rapidly adapted online education. Millions of teachers worldwide lost their job during the pandemic. Different online teaching platforms showed positive growth, teachers familiar to work with computers are also able to sustain their jobs during the pandemic.

Contemporary challenges in Online Teaching

Currently, one of the major problems is how little knowledge about computers and computer networks many teachers in India have. Before the pandemic, very rarely electronic or online resources were used, except for subjects that explicitly required the use of those resources. Many teachers (and students) would be more aptly prepared for the pandemic teaching methods if the electronic and online resources were used before as supplements. The awareness of how useful phones and other electronic can be with help information sharing that the internet provides, will have a massive impact on the future. More and more people will try to have access to this resource, making people aware of such wonders, does not come without its own setofproblems.Whileourcomputersareextremelyeffi cientinspreadinginformation,butthey spread all types of information, some of which might be extremely eye-catching but at the same instant it can also be extremely useless.

Concentration issues

The lack of concentration and motivation during the online classes is producing passive observers than active participants. This is due to the abundance of such eye-catching and useless knowledge, many people are extremely vulnerable to such information. Vulnerable means that they are unable to differentiate between the saliency and noticeability of some information from actually how useful the information is. The best example of this in the online world would be social media, it isn't that social media has no useful information it's that we pay more attention to it than is necessary and also it is extremely addictive.

This doesn't mean we should stop making people aware of the capabilities of our computer as that would be impossible as long the technology exists, its awareness will spread. Some students may be unable to differentiate what is simply noticeable/entertaining and what is actually important, and there can be a multitude of reasons for this. One of these is that teaching is not catchy, this itself can be for two reasons, that the information is not catchy and is boring, which we can do nothing as we can't change the information of a particular subjects. The second one, which we can make adjustments in, is the method of teaching, and this is something a teacher can do by changing their way of explaining and speaking. Using more hand gestures and some other technique. But this solution, we believe, isn't one which is effective enough and changing a human behaviour takes tremendous effort and time.

Figure 1.

We can see in many western countries where a' mental health crisis' is occurring, more and more people are diagnosed with many types of attention deficiency disorders, while it is not all due to the internet and social media, but they are one of the major causes of this due to the large amount of addictive, eye-catching but, alas, because of the useless information that is present on it, we believe trying to get rid of this will be in vain as one man's useless is another man's important. So, with the spread of internet and social media occurring here, we should expect similar results unless precautions are taken. This is where, we believe, educators and the education system can be of great importance, for this is where the new generation comes to gains knowledge on the world and themselves. If we can teach the coming generation how to focus, to distinguish between what is important and what is simply eye-catching and then try to make them aware of why this is being done, we will have done a great service for them. In the coming times the amount of information in the hands of a single person will be tremendous, so it will be of paramount importance to learn how to go through all of it fast and extract what is actually important, for this a different subject itself may have to be added for learning how to learn.

Technical difficulties

Practical work is impossible without the required instruments, it is hard for the instructors to teach practical topics using online tools, and it is not as effective as it sounds. Virtual classrooms made doubt solving a much more frustrating task for the preceptors, because of which students feel disconnected from the instructors, students were not able to apply their learning outside of virtual classroom.

It is difficult for the preceptors to know whether the students are participating in learning activity or not, nowadays technical issues are very common during online classes because of the increased network traffic, that's why preceptors were looking for a light weighted unpaid software to conduct online classes. Sports and PT is a necessity for young and energetic students, but it is neglected by the authorities during online classes. Creating study materials and evaluating students based on online test or exams is a time-consuming process, it is hard for the preceptors to provide valuable feedback to the students without knowing the progress of their students. Absence of a peaceful environment at home and the availability of easily distractive material is making the new generation of education takers inattentive.

Figure 2.

Challenges Arising from Technical Difficulties

Technical issues themselves lead us to the next problem we face, which is that these issues frustrate all the users of the virtual classroom, and this keeps compounding as time goes on destroying the patience of even the most stoic of people, this frustration is easy to take out on the other users of the virtual classroom with little repercussion, so most users have to thread on thin ice in the classroom, such an environment is not one that promotes teaching, it only reduces the hopes of interactions.

This frustration while does occur in physical classrooms too, it is usually defused by the many social interactions that occur during classes through social pleasantries like jokes and just simple chats between two individuals, sharing the same frustration but no such interactions can occur online due to reduced teaching and myriad of other issues, and even if they can occur, they are much less effective as interactions are not physical. This problem is easy to deal with one at a time but increase tremendously as more of it is encountered, so the best we can do is to deal with the frustrations one at a time so it doesn't compound and become unresolvable.

Figure 3.

Challenges after implementation of NEP

National Education Policy targets to build new infrastructure for our education system, which will then increase the demands for new skilled teachers, currently India has around 1000 universities, the Government of India set a goal of doubling the gross enrolment ratio, which will demand for a new university every week for the upcoming 15 years, and also it demands around 50 new schools per week, which will drastically increase the demand of skilled teachers.

India performed very well to tackle illiteracy in the past decade but still we were very far from our goals, Cultural shift is required in our education system to achieve our targets, because of which the Government of India introduced New Education

Policy (NEP), which is indeed a major step to change our education system. NEP demands for new colleges and schools which will then initiates the recruitment of trained teachers to fulfil the needs of our country (for schools we need around 50 headmaster and 200-300 skilled teachers in a week), due to the economic impact of COVID-19, it is hard for the government to pay these new teachers, the training of these teachers will also demand for modern infrastructure which is going to be an expensive deal for the Government of India.

NEP pushes for inclusion of diverse subjects in the curriculum, this will create another challenge for the students, they will have to see the world from the many perspectives of history, math, science, art etc. This would be an extremely tough endeavour for a student and it is not something a student should have to go through, at least not on their own. The

world is one and all the different subjects interact with each other in this world. The student usually gives up trying to understand completely or partially, as trying to understand so many different subjects from so many perspectives is quite impossible. A student may pick only a few subjects which the student has interest in to understand from that subject's perspective, the rest may be learned forcefully through rote methods, which will reduce the prospects of the student ever trying to understand the subjects that are learned through rote, this disconnect only becomes wider as the student continues to lean towards the subject already understood.

Conclusion

The pandemic situation is easing, so the contemporary issues of E-teaching will start to fade away soon as we return to our pre-pandemic mode of being, though the issues that arose are something we should try to learn from, but that is of little importance when compared to the developments that may come to pass in the future due to the effects the pandemic has had on our daily lives' tasks, the new perspectives given to us on how certain activities can be performed.

The new means to seek as well as disseminate information, that we gained due to the pandemic, will stay with us, due to which the importance of general computer knowledge will only continue to increase, we can see it in our current situation itself, due to the pandemic it has become very important to have devices that allow us to connect with the internet to get our education, in this manner the pandemic has had a great effect on making India digital, but this digitization will have consequences. Junk food-esquein formation of social media is extremely appealing, addictive and has many adverse effects, now with the digitization an increasing number of people (especially the youth) are gaining access to it which will have a significant effect on the future learners of our country, therefore is something that we should prepare for.

The NEP also brings many reworks to the education structure, in the hopes of making the future youths more generally learned students but only reworking the framework of the education system will not be enough, for the system only partly impacts how a child is educated. The other parts, arguably more important parts, individual educators along with their tools for teaching, are of great significance too and shall also have to change to accommodate for this call of general education, and now would be a good time, as many of the instruments of teaching require alteration, due to the change in the aim of the education system.

Though, of greater importance will be the modification necessary in how teachers instruct, if NEP wishes for universally learned students then, to provide this universal knowledge the teachers themselves will have to gain it as well understand it to see how so many of the currently taught subject connect to form a web, and then to guide their students through it towards greater knowledge.

Our goal for this paper has been only to increase the awareness of the many challenges on the horizon and how they shouldn't be taken lightly, but also make any reader aware that just because these challenges are present doesn't mean we shan't strive towards the horizon.

Future Aspects

COVID-19 has given a new perspective how teaching in a post-pandemic world can be done. Physical can never be replaced, the social interaction between students and teachers, writing physical notes, direct interaction and many such aspects of the physical classrooms can never be replicated by their virtual counterparts but virtual classrooms can be used as alternatives or as supplements. Online teaching also made many people, who were previously not connected to internet or didn't know about educational aspects of it, become aware of the tremendous potential of the internet and information sharing it can provide.

Educators can change the resources used to teach a student, using computer software much of the information can be made eye-catchy like if while teaching about some phenomenon that particular phenomenon can be shown or at least a copy of it which bears an extremely close resemblance to it. Using computers, show-don't-tell, show-and-tell and other such ways of teaching can be applied to even theoretical subjects. But this too, in the end, is

only a short- term solution as the student learning is still confused between what's important and what's noticeable.

Union Government of India should have to invest a big chunk of India's GDP in the education sector, only then we can achieve our desired goals on time. GOI have to initiate different modern infrastructure projects to provide best in class training to our modern educators. We have to start multiple campaigns related to awareness about mental health condition and effects of social media on our brains, which can help to spread information about the consequences of socialmedia.

An educator's role in the upcoming era, can be to provide connecting paths between various subjects if only a few times. To connect small topics of various subjects in meaningful ways to push the student, interested in the current subject being taught, just a little to try understand the subject being connected to, for this we will need teachers who, while being experts in their own fields, also have some general knowledge of the topics of other subjects and can do some creative thinking to create bridges between different topics of different subjects.

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Issues and Challenges of Online Teaching

Dr. Pallavi Misra*

Education is the development of all innate powers of man in the positive direction.

Education helps an individual in attaining spiritual, physical, intellectual and worldly aspirations. In the traditional educational system student comes in the close contact of teacher for gaining values as well as informations. Thus institutional method of departing education is prevailed from long ages. With the advent of educational technology teaching learning has become virtual.

According to Association for Educational Communications and Technology ,USA " Educational Technology is a complex ,integrated process involving people, procedures, ideas ,devices and organization for analyzing problems and devising ,implementing evaluating and managing solutions to those problems , involved in all aspects of learning".(aect.org) In the education system internet is playing vital role in offering and sharing valuable informations. The internet has become the most accessible source of information .It has become the essential part of social , economical and educational activities.(Retrieved from What is online education ; indiaeducation.net).

Online teaching and learning is faculty delivered instruction via the Internet .Online learning may be referred as web based training, e-learning, distributed learning ,Internet- based learning, web based instruction, cyber learning, virtual learning or net based learning (Urdan & Weggen) It uses a number of computer assisted instructional methods .Online instruction includes real time (synchronous)and anytime, anywhere (a synchronous) interactions. Online learning includes a number of approaches, such as-

- Asynchronous Online Courses
- Synchronous Online Courses
- Hybrid Courses
- Creating Course Content
- Fostering Collaboration
- Distributing Materials

Online courses are prepared for the fulfilment of varied needs of learner .Those individuals who are enrolled in any particular course can enhance their professional and educational credits through joining specific online courses. Without switching from their place they can attend their classes with their own pace. Multi tasking and career oriented learners prefer online courses instead of regular institution oriented courses. Online courses help in grooming many professional skills.

There are many organizations who are working for the improvement of online education in higher education such as Quality Matters and Online Learning Consortum. They provide resources for the quality curriculum development.

Excessive use of mobiles and availability of internet services has made online teaching learning more popular. Bassoppo-Moya, 2006; Conaway, Eston, & Schmit, 2005; Ko & Rossen, 2010; Limperos, etal, 2015 studied and identified issues relating to various aspects of online education such as method of delivering content, time management pedagogy and assessment. In the Journal of Educational Technology Systems. Issues related to online courses has been identified (journals. sage pub.com). Aspects and issues related to online learning can be categorised into three parts:

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1) Instructor related issues
2) Learner relatedissues
3) Content relatedissues

*   **Instructor related issues :** In the online teaching, instructor has to master online teaching styles. Content should be presented and shared keeping time in hand.
*   **Learner's related issues:** Learners have individual differences in their expectations, readiness in participation in online course.
*   **Content related issues:** Quality and adequacy of content according to the need of course is very major issue. Besides this integration of multimedia and instructors methodology in delivering it is of prior importance.

Advantages of Online Teaching and Learning

Online teaching and learning has many advantages. Some advantages are discussed here-

1) **It costs less-** It is not the secret that school and college maintenance costs a lot of money. Students pay for classes ,cafeteria meals ,activity fees and host of other random expenses..But with online class learner pay for educational institutions credits.
2) **Less intensity-** Taking classes usually means showing up on a class at a particular time, attending lectures and then going to next class .Students can take break in between, inspite of this one has to stay in the institution .It can make really long and intense and also exhausting day. In online classes learners get opportunity for attending class at their own place.
3) **Easier attendance-** In a rough and unfavourable weather it is very difficult to reach school at time with any exhaustation .In online class attending class is as simple as opening the computer or tablet and submitting attendance.
4) **Learning with own pace-** With online classes one can do all the work at their own pace .As long as learner meet their assignment deadlines and participate appropriately ,instructor is satisfied .This means much less pressure andintensity.
5) **Improvement in self discipline-** Learners' develop the value of self discipline while

attending online classes .Learners have to be aware about their attiquetes and gestures as there is no colleague to remind about them .Learner has to participate in the discussion to get participation credits .Being lazy or indiscipline will cause one quickly fall behind .By taking online classes learner develop stronger self discipline , which often helps one inother areas of their life such as ethics and honesty at work place as well as athome.

6) **Easier access to instructor-** In traditional class teacher has to entertain many questions and queries at the same time. Students sometimes hesitate in asking their struggles in their studies. In online classes learners can e-mail questions directly .They can take as much as time as they need to answer .They don't have to worry about getting someone else question before class ends. Learner's have more of their teachers' attention.
7) **Learning technical skills-** Online classes motivate learners to be more technical literate. They learn to prepare and upload theirassignments.

Didem Yesil in her article Eight Online Teaching Platforms That Will Make You Want to Teach Online (as cited in linkedin.com) mentioned that online teaching is a great source of income. It has advantage over traditional teaching in terms of flexibility ,working hours ,opportunity to reach more students, easy communication tools and reusable online materials.

8) **Exposure to information-** Teacher and learner become more familiar with technology .As Ocean of informations is available to be searched. Students become active learners .They explore information according to their needs andinterest

Challenges Related to Online Teaching and Learning

Information communication technology has effected all spheres of life .It has created opportunities of replacing traditional classroom learning to online learning phase. But mere use of technology cannot fulfil the desired needs of learners.In Teaching and Learning Online A

Handbook for UMass Faculty three primary challenges associated with online teaching are discussed.

A) Effectively structuring onlinecourses
B) Creating community in virtualclassrooms
C) Facilitating and encouraging onlinediscussions

There are certain challenges which instructor as well as learner face while attending online courses.Some of the challenges that online learning faces are discussed here-

Challenges Faced by Learners in Online Learning

1) Adaptability-Students find it difficult to adapt to an online learning environment immediately after traditional classroom learning .Due to sudden change ,they are not able to change their mindset of traditional classroom learning and accept the computer based learning.

2) Technnical Issues- Due to not well equipped with high internet connection ,students face problems in going live for virtual learning .They also face difficulty in downloading valuable information related to the subject .Blurred videos make it difficult to understand thetopic.

3) Lack of computer knowledge-Lack of computer knowledge is a major hindrance in joining and conducting online classes for learners as well as for instructors .Many people still don't know how to operate Microsoft Office,, power point presentation .Lack of computer literacy can cause difficulties with live classes ,usage of appropriate icons and other technical issues. .Because of these reasons learners face problems in finishing their assignments .They are always hesitant in their onlinepresentations.

4) Self Motivation- Students starts losing hope once they find difficulty in online learning .It requires motivation to complete tasks and engage students with their learning .Lack of motivation is the most common problem faced by onlinelearners.

5) Distraction-In online class students have to manage everything in one room with parents around them .They can be easily distracted by the noise and ongoing activities inhome.

6) Lack of interaction -Many students learn by the motivation provided by their t eachers and fellow students. Online learning lacks in person interaction.

7) Addiction of being all time online-It is very hard on the part of parents to monitor whether their ward is genuinely spending their valuable time on their online classes or not. Sometimes lucrative sites make learners to indulge visiting them ,which is neither beneficial for studies nor for their personallives.

Challenges Faced by Instructors in Online Learning

1) Teachers who are comfortable in traditional classroom teaching, find online teaching a burdensome task .They trust that online teaching has much more influence in students learning in comparison to online teaching. Lawrence Bacon and their colleagues in their study find that many teachers are suspicious about the effectiveness of online learning as they admire the traditional method of teaching ,in which they goteducation.

2) Robert Bernard and co-authors in their meta analysis examined the effectiveness of different types of interactions. They concluded that programs offering high levels of interactions had better achievement outcomes than those offering lessinteraction

3) In some of the institutions ,faculty members show their resistance where they are instructed to convert their traditional courses to an online format. This hesitation is due to a lack of support, assistance as well as training by institutions of higher education (Allen & Seamen,2008; Keenge ,Kidd,& Kyei,Blankson,2009)

4) Instructors face hurdles in developing online content courses .Sometimes instructors lack technical expertise which leads to delay in developing and designing online courses(Nkonge & Gueldenzoph,2006)

5) Instructor feel that online teaching is more difficult than traditional courses. They complain that online instruction demands more labour as more time has to be invested in grading papers and in respondingqueries.

6) In conducting online classes instructor has to play many roles simultaneously .He has to be aware of learners needs ,demands aspiration level attainment possibilities .While taking care

of learners psychology he has to create conducive friendly social ambience in online classes .He has to master technical skills for effectively designing and conducting online classes. All these roles make instructor exhausted. Thus faculty member has to be a mentor, counsellor, supervisor and problem solver.

Suggestions

1) Instructor should plan and design their course content before the session begins.
2) Content should meet the diverse needs of individual students.
3) Course should have little bit of flexibility so that if needed some changes can be formulated in between the session.
4) Instructor should provide prior information about the deadlines of submitting particular assignment.
5) Instructor should provide guidance to those learners who are not comfortable intaking online classes due to lack of technical skills.
6) In contrast to traditional classes online classes lack social interaction, hence student–student interaction as well as faculty–student interaction should be encouraged.

Conclusion

In online classes where instructor and learners rarely meet, its very important that educational as well as social ,psychological needs of learners should be taken care of. By creating more and more opportunities of interaction, course content can be impressively delivered .Like the time of pandemic COVID 19 online classes bridged the gap between the learner and their instructor. Hence with all the positive qualities online classes should be conducted. Learner should be aware that they should make maximum utilization of their online classe

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Online Teaching: A New Framework to Strengthen the Teacher Education

Dr. Poonam Madan*

ABSTRACT

At present, ICT as universal presence has changed teaching and learning measure in our formal and open education system. This new and rising advancement in technology has changed the general customary cycle of educating and learning. Teaching has become one of the most challenging jobs in this digital era where information is extending quickly and current innovations are demanding teachers to get familiar with the utilization of these advances in their teaching. Education becomes an internet-driven framework focused on conversations and books. Smart classrooms fitted with audio and visual systems, and PPTs are replaced in the classrooms with blackboards. Teachers are provided with online training aid via online tutorials and education assistance through several on-line applications, including BYJU 'S, Unacademy, Cue math, and GuruQ. E-Pathshala offers students on-site solutions in Google Classroom, etc. E- books have taken place of textbooks. Today is the need of hour that the teachers and students ought to have information on all these online teaching tools. These ICT tools can give more adaptable and powerful ways of proficient advancement for teachers, improve pre-and in- administration teacher training, and associate teachers to the worldwide teacher network. On line education system has brought tremendous improvement in students' horny knowledge base and enables them to succeed in a more competitive environment. However, there is also a flip side that students who believe they can access the knowledge online often don't concentrate on classroom lessons and usually don't pay enough attention to their teachers. In this context, is it intended to determine the advantages of digitization of training and the adverse effects on students and society of the various electronic media available to students due to online teaching system? This paper examines the additional opportunities and difficulties that online teaching has brought to teachers preparing and proficient turn of events. It also highlights the significance of online teaching in educational sector, effect of this on classroom teaching, points of merits and demerits of online teaching.

Keywords: *Information Technology, Smart Classes, Online Teaching Assistance, Technology adequacy, Education*

Introduction

"Teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame."

Rabindra Nath Tagore

In any nation development, education is a significant sector. To impart specific knowledge and skills, it has been designed as deliberate and planned process so that the human behavior can be modified in a desirable and socially acceptable way. Overturning the pages of past, it can be observed that how the education is important for the economic, social and moral development of any nation. A nation's ability to educate its population and to create skilled manpower determines its development. In India, education was imparted through the gurukul system if we go forward to the Vedic period. The guru teaches the student in an

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atmosphere under the tree, where students were strictly monitored, supervised, and supervised by the guru. The classroom teaching and learning period were subsequently adopted in a concise blackboard instruction and textbooks style for possible lectures. The way teaching and learning have changed enormously after the Indian economy opened in 1991 and the information technology revolution emerged.

Nowadays, technology integration has transformed all aspects of human life that has totally changed the way of people thinking, work and lives. So that it has become a crucial element in teaching and learning to acquire knowledge and skill about it. Over a century ago, in higher education the most prime role of teacher has been classroom-based and instructor led; today this traditional approach of learning is being transformed by new technologies. We digitize our education system and progressively shift to a paperless business, thereby replacing conventional books with e-books, blackboards, connected with the LCD projector and computer, have been replaced by smart boards, illustrating the concepts to the students not through the primary medium of lace and voice, but by replacing them through PowerPoint presentations returning paper assignments in a soft copy, etc. Even a literate person is feeling himself as an illiterate because he is unable to cope up with the information explosion. For better teaching and learning, these online teaching tools are considered as add-on supplements instead of treating them as a replacing tool. Even the partnership between teachers is done electronically through different tutorial websites and online apps. Just by clicking a button, the digitalization of education made available a great deal of information. It has contributed to end-user awareness of infinite content that can quickly quench the thirst for knowledge. In today scenario, online teaching is crucial because this type of teaching and learning is not only possible in the school environment, but also can possible even if teachers and students are not physically in contact. Although online teaching by itself may not be sufficient to improve education, but appropriate use of Information Technology will help teachers to perform their job effectively.

Objectives of the Study

1. To explore the growth of online learning.
2. To identify the strengths, weaknesses, opportunities, & challenges (SWOC) analysis of online learning.
3. To provide some suggestions and recommendations for the success of online learning.

Basic Components of Online Teaching

Information is a resource which has worth only when it is extracted, processed and utilized. Technology is an investment in science & engineering (S&E) that is empowering the society with broad and significant changes. Information technology includes all the activities which are associated with the creation, gathering, processing, storage, presentation and dissemination of information. At present, all aspects of life including education are affected by Information and communication technology. Across the past 20 years the use of ICT has fundamentally changed the practices and procedures of nearly all sectors especially in educational sector. In education, IT and communication technologies are focused on clear pre-requirements and can only be made to online education after satisfying these basic infrastructural requirements. The following are some of the vital peripheral components of digitally connected classrooms:

1. **Google Drive:** Google Drive is an incredibly useful file storage and synchronization system.It is very simple to use and provide a huge amount of storage space of 15GB. It embraces Google docs, Google sheets, and Google slides and it allows user to edit of documents, spreadsheets, presentations, drawings, forms, and more. Files created and edited are saved in Google Drive automatically.
2. **Unacademy:** In 2010, Gaurav Munjal started Unacademy as a You-tube channel. It was officially registered as an education company by Gaurav Munjal, Roman Saini, and Hemesh Singh in 2015, and its headquarter located in Bangalore. The organization organization has more than 18,000 educators and provides study material for students who are preparing for civil

services, bank jobs and other competitive exams in India. Unacademy courses are available in the form of live classes both free as well as viasubscription.

3. **Edmodo:** Edmodo is an educational tool that offers communication, collaboration and coaching platform to teachers and students, and is assimilated into a social network. Teachers can create online joint groups, measure performance of student, make available educational contents and communicate with parents, among other functions. Edmodo can be used free of cost but it also offers premium services. It is highly used platform by teachers and students both in and out of theclassroom.

4. **Google Classroom:** Google Classroom is a blended learning platform developed for educational institutions to assist them in a paperless format in writing, mass delivery, and grade tasks. It also allow teachers and students to share the files in simplified manner. Students can join a class through a private code, or automatically entered into school domain. Teacher can create a separate folder for each class, where the student can submit work to be graded by a teacher. Teachers can return work after being graded along with comments. TheGoogle

Classroom puts together Google Drive, Google Docs, Writers' Sheets and Slides, Gmail, and Google Calendar for assignment and delivery.

5. **Animoto:** Animoto is a digital tool that allows teachers to create video from photos, video clips from any mobile device, inspiring students and helping improve academic lessons. It can be used free as well as paid version is also available.

6. **BYJU' S:** In 2011, Think and Learn Pvt Ltd, established by Byju Raveendran developed BYJU'S app. BYJU'S is a education tutoring app, which uses gamification strategies to involve students. At BYJU'S, technology offers teachers different tools, media, and interactive platforms for implementing best-in-class concepts. For 4th to 12th class students, the software includes intensive learning programs in mathematics and science. The curriculum also contains competitive test preparation courses such as CAT, NEET & JEE, IAS, GRE & GMAT,etc.

7. **Edu Clipper:** It is web based educational tool that allows teachers and students to organize and maintain their collected educational material. It provides the opportunity for teachers and students to arrange more effectively founded academic online material, improve research techniques, and have a digital record of what students achieved during the course. Teachers can share the collected information found on the internet with the members of created groups. They can organize a virtual class with their students and create a portfolio where all the work carried out isstored.

8. **Kahoot:** It is an interactive game-based platform that allows students to learn through games or multiple-choice questions. Teachers draw up more questionnaires and discuss the academic lessons contents using this multimedia tool, which can be accessed through a web browser.The content can then be projected in the classrooms, and the students answer questions while simultaneously playing and studying. This not only increases student participation but also creates an educational atmosphere that is diverse, interactive andenjoyable.

9. **Project:** Project is a multimedia presentations tool which is used by teachers or students to prepare the presentations for study material with dynamic slides. To make the presentation slides more effective maps, links, online quizzes, Twitter timelines, and videos and many other options can be inserted in these slides. Teachers can share these presentations with their students during a class session which are visually adapted to different devices.

10. **TED-Ed:** TED-Ed is a "lesson creator" platform that allows teachers to prepare an assignment around a video and assess students' engagement with the study material. Teachers can also create educational lessons with the collaboration of students and animators which contributes to both motivation and assessment. It is very easy to use which requires only a TED-Ed account that can be opened through an email address or face book account and password. It allows users to have an active participation in the learning process of others.

11. **EPathshala:** Under the digital india campaign, ePathshala a portal/app is developed by the CIET and NCERT in November 2015. It is jointly funded by the Human Resource Development Ministry and the National Council for Education Research and Training. Epathshala is accessible on a wide range of platforms such as the Internet, Android, IOS, and Windows, including teachers, students, parents, researchers, or educators. It provides all required contents for all classes, including textbooks, audio, videos, journals, and many prints and non- print materials. EPathshala also allows users to access eBooks through mobile phones, tablets, laptops and desktops. Users can download these materials for offline use with no limits on downloads. It enables the user to carry books according to the capacity of their devices. Users can pinch, select, zoom, bookmark, highlight, navigate, share and make notes digitally on these books.

12. **Khan Academy:** The Khan Academy is a non-profit organization designed with the goal of creating a set of online tools that help educate students with a more superficial understanding of the different lessons and concepts in several online resources. It provides short tutorials, both on the YouTube channel of the Khan Academy and on the very famous www.khanacademy.org Website. This enables teachers to use Khan Academy to complement their teaching and to provide students with additional work and to support them with all or difficult material. Teachers can set up a classroom, assign courses to their students and track their progress. It also provides additional practice activities and instructional content on its website.

13. **GuruQ:** GuruQ is India's BEST and most unique digital platform that solve the problem of students of getting the correct tutors, who can provide quality education, are trustworthy, have good teaching experience and according to their budget. tutors of the GuruQ family are given a proper orientation to familiarized them with the GuruQ quality standards, modern global teaching tips, techniques and methodologies so that they can manage their students efficiently. In India Community, it is the largest tutoring platform for quality licensed and user-qualified tutors that offer online and offline tutors—using the app to choose accurate

'GuruQ' by logging in at www.guruq.in. The tutors are approved according to their choices for primary, intermediate and advanced courses. Students can personalize their tuitions classes by selecting tutor and booking them with selected tutors by the hour for special needs such as revision and exam preparation.

Students' progress can also be tracked by their parents. The innovative Dashboard of GuruQ allows students to save precious time by handling classes and self-advancement review.

14. **Topper In India:** Toppr the fast-rising apps for students was founded in 2013 by Zishaan Hayath and Hemanth Goteti. It provides customized learning for students who are studying for boards, Olympics, engineering, trade and competitive medical exams. This platform helps students to understand the subject concept, develop their tests and increase their potential. Italso offers tailored, adaptive learning assessments and realistic packages to enable students to recognize and buildrank.

Advantages of Online Teaching

Online teaching makes the learner more intelligent and embodies logical thinking and reactions in a situation than traditional classroom teaching and methodologies. Education is becoming digitalized faster than expected. This is accompanied by the significant advantages of online education over the conventional education system.

1. **More responsible:** Online education is much more engaging and entertaining than detailed textbooks or side-by-side lessons as it offers a greater meaning, perspective,and more enticing activities than traditional education methods. Students can be benefitted from different methods such as peer interaction, collaboration, problem-solving, reverse education, idea charts, gamification, play, stories, and so on. It also provides more comprehensive and thorough way of digesting information to increase their base of knowledge. It also enables the students to control their progress and to boost their motivation and obligation.

2. **Develop learning skills:** Online tools and technologies allow students to develop practical autonomous learning skills. Use of online tools develops the productivity and performance of

students. Apart from engaging students and the growth of logicalthought, interactive learning resources and technology sharpen critical thinking abilities. Students answer open questions of creativity and intuition that increases their decisions making power. Gamification is an excellent way to encourage children in a group to trust and to learn interactively. It also facilitates partnership and co-operation in all facets of life, basic qualifications.

3. **No regional limits:** In case of offline educational programs, physically presence is must. Now several international universities have launched online student graduation courses. Online education has now crossed all borders for learners who have a hunger for information.

4. **Scope for employability:** Online learning tools and technology in primary, middle and secondary schools enable students to learn skills, including problem solving,information about new technologies and self-motivation, for their higher education and professional careers that creates the employment opportunities for students. Online learning promotes constructive, collaborative learning approaches and draws the attention of students to an authentic learning approach to meet the demands of a career at anearly.

5. **Effective exchange of information:** Shifting of exchange of information from print to digital has changed academic training and increased learning opportunities. Online education not only provides more and more information to students but also ensures that the information is adaptable and relevant to their requirements. Classrooms around the country and across the globe can communicate with each other and exchangeexperiences and to encourage learning, knowledge and communication skills by using digital technology and linked learning. A shared economy ecosystem has been created by the explosion of free and open content and instruments. Online learning instruments and technology allow educators to exchange knowledge quickly and in real time with other educators. It is best opportunity for students to understand the most critical benefit of digitallearning.

6. **More participation:** Online learning has increased the participation of educators and parents. Teachers can use various resources and technology like social learning platforms to build and handle communities. The possibility of customizing learning sequences for each student makes training more effective and speeding up progress. To ask questions and share tips on the world of learning, teachers will also be able to enter online professional learning group. Using Online learning resources and technology, teachers can keep themselves updated with the quality of their curriculum. . This encourages teachers to teach better and students to better learn through dedication and pleasure.

Parents should also use educational opportunities to promote the enthusiasm of their child for learning. Parents should discuss their child's online learning experiences as an extension of their classroom experience.

Challenges in Online Teaching

Educators, education administrators and other stakeholders face so many difficulties in online educational system. Difficulties which are faced by them known as "challenges". Following are the major issues or challenges:

1. **Limited approachability:** Lack of access to resources including home access is a major challenge that avoids teachers from integrating new technologies into education. It was very difficult for teachers to have access to computers. Sometimes, teacher would have no access to ICT materials because most of these were shared with other teachers. Sometimes this problem creates because of the poor resource organization, poor quality hardware, inappropriate software, or lack of personal access for teachers. Insufficientunit of computers, insufficient peripherals, insufficient numbers of copies of software, and insufficient immediate Internet access are the barriers to the successful ICT implementation ineducation.

2. **Lack of teachers' competency:** Lack of teachers' competence may be one of thestrong barriers in online education. The main barrier is to their

acceptance and adoption of ICT and they are resistance to any change.

3. **Limited time:** Lack of time is another reason for making little use of technologies. They needed time to locate Internet advice, prepare lessons, explore and practice using the technology, deal with technical problems, and receive adequate training.

4. **Lack of effective training:** Another barrier to teachers' use of ICT in teaching was the lack of training. The main problem with implementing online education is that teachers have no sufficient amount of in-service training. Lack of digital literacy is an obstacle using new technologies in classroom practice. To carry out online education appropriate training of ICT is essential.

5. **Lack of teachers' competency:** Another challenge directly related to online education is the teachers' competence in integrating ICT. Because of the lack of technological competence, teachers are not ready to accept and adopt ICT integration as a teaching tool. Many teachers don't ready for online education only because of lack of ICT skills. Hence, lack of teacher skill and their resistance to change are the strong barriers to integration of technology into education.

6. **Limited technical support:** For successfully conducting online education, good technical support and whole-school resources are necessary. Without these teachers cannot be expected to overcome the obstacles preventing in online education. Waiting for websites to open, failing to connect to the Internet, printers not printing, malfunctioning computers, and teachers having to work on old computers are some technical barriers obstructed the smooth delivery of the chapters or the natural flow of the classroom activity.

7. **Lack of coordination:** The prescribed curriculum in schools, colleges and university, the examination and evaluation system, the available instructional material and the infrastructure are not in a position to provide desirable support for online education.

Conclusion

Since the teacher is the turn of the whole training framework and is the fundamental synergist specialist for presenting attractive changes in the showing learning measure, all endeavors are expected to make encouraging educators to get inventive and imaginative. Innovation and teacher education are a two-way road. Online education can be a amazing asset in educator readiness, constant overhauling and assistance. In like manner, teacher education and preparing is a conspicuous and entrenched pre-essential for successful reconciliation of advancements into the training cycle.

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Role of Agriculture Sector in Rural Development of India

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ABSTRACT

Rural development and agribusiness are essential for the development of the rural sector. Today, trained managers are needed for rural development. In the rural areas, there is a lack of this issue. Today, many young people with higher education in agriculture work only in multinational companies. All these highly educated youth need to turn to agriculture and uplift the sector with their ingenious leadership. This new generation should not only have jobs in IT companies but also change their mindset and focus on agriculture and rural areas to realize the dream of inclusive development.

Agriculture is the fabric of rural society and is the main economic activity in many countries of the world. Any sudden and profound change in the agricultural sector could have serious consequences for social and political stability in economic and developing countries. Agriculture also plays an important role in the rural development, especially in countries with low economic importance due to land use. The main potential contribution of agriculture to rural development is to support employment, ancillary occupations and environmental services. In suburban areas, it may be necessary to support economic and social infrastructure for agriculture. To ensure sustainable development for rural areas, agricultural contributions should be used to improve agricultural activities, and support services. In the context of agricultural reform, WTO regulations must have sufficient flexibility to allow countries to sustain rural development, especially social and political stability.

Preface

Today, agriculture, and rural development is a given top priority by the government, and the central government is committed to the development of rural areas. It covers various topics related to agriculture and rural development. The term transformation in rural areas have a multifaceted meaning and has been interpreted from different angles. From an economic point of view, some of these issues seem to be similar from a development point of view. Knowledge, various resources, tools for development and innovation in rural areas are seriously considered to increase production and productivity and returns in rural and agricultural sectors as well as to create new employment opportunities in rural areas. A growth rate of 10 percent in total GDP may not seem like a much regarding reducing poverty until agricultural development gains a certain momentum. In addition, inclusive growth can only occur when agriculture is growing rapidly. The benefits of this development are also widely shared among the people of the country. In recent years, the government has introduced a number of policy reforms and incentives to meet the demands of the market. Farmer-oriented agricultural research, progressive widening of regional and national markets, diversification of rural economy, and rural industrialization has been promoted. It has strengthened the rural infrastructure to change the picture of rural development. Various aspects of

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rural transformation in India. Thus, it is important to understand the basic role of agriculture for developmental transformation in rural areas. This necessitates clarification of institutional factors affecting agricultural development and clarification of government policy interventions.

New Opportunities for Rural Development through the Agricultural Sector in India

Nearly 5000 years have elapsed since the evolution of human society, and it is this human society that has played an important role in agriculture today. Total employment has been created through employment opportunities. This is why the contribution of agriculture sector to GDP seems to have declined from 2010 to 2011 as the Indian economy is growing in a diversified manner. The largest source of employment is still an important part of India India & overall socio-economic development. Agriculture is the main occupation of the people living in India 70% of the population lives in rural areas and their main occupation is agriculture and allied industries. This means that rural agriculture and agro-based industries are the major productive assets of the people in these areas. Indian agriculture is their main source of income for the rural population. It controls and regulates livelihood, livelihood, employment and their welfare. It is government that determines the area of specific land, and the welfare of the people. That is why control of land and related to ownership is important for millions of people. Raising sustainable living through sustainable community development It remains an important challenge for the architects of India & long-term economic development policy to put it into practice. The most comprehensive function to do Love will continue to be a strong resource for the future.

Irrigation Structural Reality of Rural System

Under the Irrigation Department component of Bharat Nirman Program, the target was to create an additional one crore hectare potential irrigation capacity from 2006 to 2009. It is planned to complete the medium irrigation project expeditiously. Capacity building was planned. There is a definite gap between irrigation capacity building and potential sources used. The restoration and utilization of irrigation capacity of 10 lakh hectare area under Bharat Norman was done through expansion, renewal and modernization of schemes including area development and water management practices.

There are many areas in the country with underground water resources. It is planned to create 2 lakh hectare irrigation capacity through ground water development. The remaining 10 lakh hectare irrigation capacity was planned to be created by the government using surface flow of small scale irrigation schemes. Irrigation capacity is also planned to be repaired, renewed and rehabilitated by reservoirs and expansion, renewal and modernization of small scale irrigation schemes. Poverty in rural areas is closely related to the distribution of land and water resources, the nature of these resources and their management. Accidental distribution of these resources, their internally low productivity and poverty in rural areas including poor livestock are communicative factors. In 1952, it fell from 0.48 hectares, and in 1991 it fell to 0.06 hectares, and in 2020 it is expected to decline to 0.08 hectares. And effective and optimal management of land and water, which are essential for job creation efforts. India has sufficient natural resources to support a decent standard of living for its citizens, if their use is adapted and management is streamlined.

We use our time, energy and resources in ADI towards rural development through a livelihood generation initiatives based on land and water resource management and other needs. The objective is to contribute to poverty alleviation / livelihood generation programs with specific reference to land and water resources management and other non-agricultural based activities. Due to long-term agricultural and environmental reasons, horticulture, vegetable gardening, oil seeds, pulses as well as agro-processing and fodder crops, animal husbandry and dairying have become a necessity in a variety of agricultural packages. Reduces and builds micro-irrigation systems and rehabilitates water bodies reverses the trend of water scarcity in the area, and enables people to augment their livelihood by making better use of land and water resources. Such a system reduces uncertainty and increases pulses, oil seeds and other crops. It has

made it is possible to take large amounts of risk, and this has increased the profits of the farmers. Rural development and related development opportunities are being created in ADI through demonstrations, and in-house and job-skills training and motivational and awareness training. ADI assists in the planning, and implementation of watershed programs. Overall work experience in this field, water sheds are an important component of logical planning and management from a sustainable and ecological point of view. And is an important factor in the rural development. ADI is a group of professionals working for water resources management, and they need sustainable livelihoods. Groups of professionals have been formed by major organizations from around the world, contributing to the development sector in virtually every Indian republic and elsewhere globally. Contribution of agriculture to rural development. The place of agriculture in the Indian economy is very important. Although industrialization is increasing day by day, the importance of agriculture and agro-based business is still there and will continue to be so in the future. Despite the increasing urbanization, the rural population is still large. Although the agricultural sector has made significant gains in food grains and other products through many experiments with the help of new technologies, the Indian agribusiness is still dependent on the monsoon rains. This has been reaffirmed by the severe drought in the country in recent years. The unfortunate suicide has made agriculture more unreliable.

To find a way out of this, it is necessary to start a business that is complementary to agriculture and manage it properly, so that the rural economy needs to be revived. If not managed. The response to this effect is evident from the present situation of the co-operative sugar factories in Maharashtra. Rural and agribusiness management is somewhat less preferred by students than other specializations like marketing, finance, human resources management, etc. However, it is important to understand that the sector place in the overall economy is as important as any other subject. This is why the subjects under the specialization of Rural and Agri Business Management has been included so that the young class can come here.

Indian Economy & Agriculture

This topic is very important to understand the place of agriculture in our economy. It is necessary to study what green revolution is, how it was brought about, what was planned in it and what were the reasons behind the success of green revolution, and what efforts were made. It covers the methods used to grow crops in the past, land reforms, their requirements and methods. It also provides information on measures to be taken to increase agricultural production, as well as food security legislation. New trends in the profession for those who want to pursue a career in agriculture. This requires co-operative farming, mechanization of agriculture as well as measures used globally. To study the availability of labor in agribusiness, labor laws, forced labor and measures to stop it, the problem of unorganized labor together. Opportunity is found in this subject from the subject of Indian Economy, and Agriculture, it is necessary to study the interrelationships between agriculture, agribusiness, and Indian economy as well as the current situation in agribusiness, the problems facing them and the solutions to them, the global developments.

Role of Rural Marketing in Rural Development

The success of any business depends largely on how it is marketed. From this point of view, it is necessary to study the structure of the market in rural areas as well as what needs to be considered while marketing in rural areas. This includes how the rural economy is structured, as well as the economic, social, political environment in rural areas and how all this affects marketing in rural areas. The success of marketing lies in understanding the customer and providing the product according to his needs. In this regard, the customer in the rural sector and his preferences as well as his psychology should be known. Consumers in rural areas also need to understand the decision-making process. Market research is needed in this regard. There is also an urgent need to use new marketing techniques in rural areas.

Marketing of Agricultural Commodities

Just as it is necessary to set up agro-based industries to uplift the living standards of the people in rural areas, it is also necessary to market the products produced from these industries. Marketing is not just about selling goods in the market, it involves all the work from producing the product to bringing it to the market. That is, marketing involves storing, transporting and distributing agricultural commodities to the market. In general, it appears that the right system for marketing agricultural products is still not available. Also, there is no trained staff available in this area. To do marketing in a scientific way, various processes are available, e.g. Rural development needs to be guided on how to store, and how to price goods. It should also include how to take a forecast of agricultural prices.

Rural Finance & Rural Development

Along with marketing, financing is of paramount importance in ago business management. It provides information on the current method of financing the agribusiness and the importance of financing. Co-operatives and banks have been instrumental in providing capital to the rural sector as well as to the agribusiness. From this point of view, the co-operative banks and their financing can be studied through this subject. Also, when taking a loan, you know how to do risk management. Microfinance plays an important role in the development of the rural sector. He is also involved in this subject. In addition to above, important topics, the opportunities available in agribusiness also needs to be understood by various sections of the society. For this, different types of business, e.g. Agriculture, fruit processing industries, industries based on biotech technology, animal feed manufacturing industries, poultry farms, etc. Business needs to be developed under rural development. Apart from this, the use and application of information technology in agribusiness, future flows, etc. must be given importance.

Contribution of Rural Development Process to Economic Development

Rural development is understood in the primary sense of the process of promising progressive improvement in the economic security of people in rural areas. Rural areas are generally defined regarding of maximum population density, with figures of 150 inhabitants per square kilometer, depending on the structure of the community. Employment in the agricultural sector In countries where the share of employment in agriculture as a whole is high,, for example, farmers where more than 50% of the workers are represented. Agriculture is the main economic process that determines the progress of rural development. Any policy due to the large number of labor force engaged in agriculture, which seems to have led to rapid and artificial reduction in employment. Aggregate labor force and dependents can have catastrophic consequence, and this can lead to social and political instability.

An Agriculture All Economy Related to Rural Development Process

The agricultural sector in each country supports ancillary and service industries. The country & supply and distribution chain as well as the entire processing industry generates economic activity. Where agriculture is the primary economic activity, the entire rural economy, including health services, education and Basic services will depend on the benefits of the sector. It can be an important part of limited economic activity to maintain the economic viability of agriculture in remote and peripheral areas where society has given legal priority to population control. Agriculture in the entire rural area can make a significant contribution to rural development by providing environmental, and cultural services to the community. These activities include supporting rural development through both agricultural and non-agricultural activities in which agriculture is an important component of the state.

Employment Opportunities In the Agricultural Sector

In countries where most employment is currently available in the agricultural sector, many new employment opportunities can be created in the agricultural sector. One of the major concerns is the proper maintenance of every component of the agricultural sector. Unexpected and unplanned changes in economic activities, especially those affecting agriculture, could jeopardize the political

and social stability of Geisha. Small and diverse economies, especially those whose trade is limited to agricultural products, may be vulnerable to changes in global trade conditions. In economically developing countries in which an agricultural sector is consider ease globally efficient. The rapid change in the economy that rural societies as a whole depend on for many other sectors could put them at the risk of serious upheaval. While agricultural management promises to bring about changes in employment practices in rural areas, efforts to strengthen agriculture in these areas may include investing and improving productivity. The availability of wages depends on the type of farming, and especially the extent of mechanization. Those who are aero work on the farm may have skills that are not easily adapted to alternative work even when opportunities are not available. Many societies need to avoid high rates of urban migration in rural area, and manage structural changes in rural areas without excessive disruption. Thus, even if production of a commodity is more efficient in another part of the world, a country must have the means to limit disruptive and potentially catastrophic changes in its rural economy. It has been proven that, in principle, increasing employment in the field can be achieved by increasing production in a short period   more workers are needed to get more production. However, in the long run, this trend will be overcome by increased productivity, resulting in an overall and sustained decline in agricultural employment. The trend of agricultural employment may be downward, especially in developed countries, there are some exceptions which Indicate there is a buffer against agricultural sector unemployment under certain circumstances. The 1990s and 1990s saw some of the fastest growing Central European economies increase the proportion of the population engaged in agriculture. This has led to a decline in industrial employment.

The economy was transformed into a market and people returned to rural areas in search of economic security. However, this phenomenon should be seen as a temporary response to extreme situations. Some consumers are demanding food products that are made using labor-intensive techniques. Organic farming, for example, which does not rely on the use of artificial inputs and relies on the annual rotation of crops and pastures, has been shown to require increased levels of employment due to the need for greater manual labor. Organic products have been recognized by some consumers because traditionally produced food and retailers are able to demand a premium of the price. In societies where the cultural importance of ensuring balanced economic development throughout the region, including its peripherals, has been recognized, special attention should be paid to support the viability of the agricultural sector. Efforts to retain or increase jobs in structurally disadvantaged areas such as remoteness and terrain constraints, where there may be very few alternative activities in agriculture, must inevitably focus on the agricultural sector. However, in rural areas where a diverse rural economy exists, employment and other rural developments initiatives hold examine all options to assess the most appropriate and sustainable options. Society may demand that farmers manage their agricultural activities in a way that provides environmental services to the community as a whole, such as reducing the risk of some natural disasters or cultural services such as rural heritage conservation. These issues are further discussed in the European Commission's paper. "The Contribution of Agriculture to Trade-Related Concerns Not Environmentally and Culturally Relate.." Strategies designed to promote the viability of the agricultural sector may include strategies for managing structural adjustments such as investment incentives, training, applied research and appropriate technology and land improvement and generational change. The Rural Development Initiative, which includes appropriate partnerships in the public and private sectors, should bring together all those with a legal interest in the proposals.

Institutional Organizations & Non-Farm Activities

The agricultural sector will need ancillary industries to provide services and support in production. These businesses are also a source of employment and economic development, though not many in rural areas. In the secondary areas, the quality of provision of essential services such as health care and education will depend on the level of economic

activity, and the local population. These factors may depend on the relative prosperity of the agricultural sector, especially in areas that have few alternative sources of employment. Increased economic stability can be provided in agricultural-based rural economies by promoting agricultural development by promoting the development of enterprises such as agriculture or processing of consumer products in rural areas. Consumers can also have more control over their financial status through a co-operative financial activity or directly through farm shops and markets. Agricultural buildings and land represent property to farmers which can be used in various ways for non-agricultural income. Frequently mentioned projects in economically developed countries include educational activities, including learning experience or farm visitors and agro-tourism. Improvements in infrastructure, especially communication networks, can increase competition in agriculture and other sectors of the rural economy. Infrastructure investment can facilitate the establishment of new industries on agriculture, although such developments are not dependent on agriculture.

Importance of Agricultural Sector for Rural Development

Agriculture is a major use in rural areas around the world and a key component of rural viability. Agriculture and allied activities form the basic fabric of rural life, making significant contributions to the state as a whole regarding of employment and business opportunities, infrastructure and environmental quality. Agriculture is a degree that represents the contribution of the rural economy and hence its relative importance as a sector determines its potential economic contribution to rural development. In some countries, agriculture may be the primary economic activity of a sector and the majority of people support employment.

In such areas, it is clear that overall social and political stability is related to the state of the agricultural sector. However, in most economically developing countries, agriculture is a relatively small part of the diverse rural economy and in addition the importance of agriculture regarding of national wealth and employment is declining in most areas. This should not only reduce the potential role of agriculture in rural development in those countries, but should also include the contribution of alternative economic activities that provide sustainable opportunities for employment and economic growth.

Conclusion

The right of countries to adopt rural development policies in which agriculture plays an important role must be recognized. In a part of the world where agriculture represents economic activity in rural areas, countries should have the means to prevent the disruptive and potentially catastrophic social and political upheaval caused by the rapid decline in the economic condition of the agricultural sector. In other rural areas where employment in agriculture is a small part of the workforce, there is a broad approach to rural development and the role of agriculture in the process may is required, along with strategies to diversify sources of income. The sustainability of rural areas in the peripheral region depends to a large extent on the strategies for sustaining the agricultural sector. Rural development policies affecting the agricultural sector should adhere to the principle of minimal trade-offs, and allow structural changes to take place. In the context of agricultural reform, WTO rules require countries to have sufficient flexibility to promote rural development and maintain social and political stability.

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Teacher Education for the Generation Next

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ABSTRACT

In the last few decades tremendous progress has been observed in the field of Secondary Education in India in spite of enumerable challenges. However, the very essence of participation of each student in teaching learning process as per their pace and need is seemed to be received inadequate attention of the researchers and policy makers. Therefore, this study intends to investigate the lived experiences of Secondary School Teachers of Malkangiri District in Odisha and find out how they do conceptualize inclusive participation and how they do implement it in their respective classroom teaching learning process. In this venture, qualitative approach with phenomenological research design has been adopted for this study and purposive sampling has been employed by the Researcher for data collection. The findings of the study highlights the conceptual makeup of the Secondary school teachers about inclusive participation and challenges they face while implementing it in their classroom teaching learning process and explore a suggestive framework for wider application.

***Key words:** Inclusive participation, secondary school, teaching learning process*

Introduction

The future world is going to be totally different from today. The assumptions of present society will very quickly become obsolete for the generation next. There are lots of new demands from the generation next students and teachers in the era of globalisation, and digitalisation. These calls for a more relevant and self-directed learning which will help the future generation to live, compete and collaborate in the new society. The world is in the phase of transition and we find following changes such as: The changing work demands, Preparation of global citizenship, Global migration, Changing in our nature of neighbourhoods, Flattened global economy Etc.In the flattened global economy we have seen that the company is based in other country and their employee is in some other part of the globe. We find that there is no barrier of geographical boundaries. Employers are looking for competent and skilled workers who will give their best regardless of the location. For the generation next to be prepared for this flattened economy we need to prepare them with multiple set of skills. They should have innovative skills, creative thinking, and critical thinking. They should be aware of the operating system of global markets, they should be aware of economic, social and cultural demands. The students should have deep understanding of the world we live in. For the students to be effective worker in future they should be competent enough to understand the significant topics of global significance in their subject areas such as business, science, history, ecology or any other subject which is going to constitute their future work. They should be competent enough to face the challenges of the flattened world. To create such students who are fit for the generation next it is very imperative for the teacher education to change. Teachers are the important source or facilitator to bring this change but if they themselves are not prepared for this change then we cannot prepare students who can meet the challenges of the generation next. In this paper the author is focussing on how the teacher

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education has to change to fulfil the new demands of the society.

Teacher Education for Generation Next

There is a need to prepare teachers who can address global challenges in their classrooms and also prepare the global citizens. When they are dealing with their subjects in the schools they should be able to look into the subject matter from the global context. Their learning has to be in global context. We visualise various challenges in future and we need to get prepared for it. Some of the challenges in front of teacher education with respect to generation next are discussed her and what teacher education can do to meet these challenges are also dealt with.

Multicultural and Multilingual Classrooms

In this globalised world, migration is a common feature. We find people moving from one place to another for job not only nationally but internationally too. Due to this migration the classrooms has become culturally diverse. These kinds of migration will need new educational responses. The challenge we will face is how we can prepare the teachers to deal with these diverse classrooms? How can we nurture our future teachers who will be able to manage these cultural complexities? Nowadays it is very common that due to migration the teachers are faced with multicultural and multilingual students. Dealing with these students will be a challenge. It is very important for teacher education institutions to train their generation next teachers to deal with these multicultural and multilingual classrooms. We need to train teachers to view the course content from the global perspective and how they can instil the critical thinking and reasoning skills in their students. The teacher should be competent enough to bring out illustration from varied culture.

Global Need

There is a need to start learning through international collaboration. The generation next teachers should have a global idea as the teacher education programme is not restricted to prepare the teachers for local regions. We have to think globally and prepare teachers for global world. This makes it important to have social networking and collaboration with other institutions at global level. They should be given an opportunity to see the classroom scenarios of different places in world. Learn about the teaching learning approaches used by them. Internship can also be planned at global level with the help of the digital technology. Virtual visits can be made to different classrooms. The objective should be to prepare a global teacher. After completing the teacher education programme one should feel confident and competent enough to teach in any school at any part of globe.

Digital World

We have realised in this pandemic that how technology is important. We could continue with our education despite the schools being closed with the help of technology. In this new era technology plays an important role. Now we don't have physical boundaries. This pandemic has shown us new opportunities. Now a student can be in any place and attend the class. The teachers so swiftly took up the challenge and despite not conversant with the technology learnt it and slowly and gradually took up the online teaching. Now the generation next teachers need to be competent enough in the digital technology. They need to be trained in the digital tools for education. Not only teaching but even assessment can be done digitally. We know that online exams are a new trend. The teacher education should take up this challenge and train their future teachers in different technologies which can help them in making online teaching and online assessment possible. We do find lots of job opportunities for teachers in the international market. The generation next teacher education should focus on equipping their future teachers with all the global skills and global competency which will make them fit for the international market. Global competitiveness should be the focus. The abilities of these generation next teachers should be nurtured in such a way that they are competent enough to share their ideas and communicate across different cultures.

Developing Global Competence

We need to prepare global citizens. With the traditional set up or same old practices it is not possible to prepare the global citizens. The teacher education needs to change and prepare its teacher to

be equipped to handle multiethnic and multicultural classrooms. They should also be trained enough to equip the future teachers in the global skills. The 21st century skills need to be developed in the future teachers. The teacher education institutions have to develop the global competency in their student teachers which in turn will transform these skills in their students. For this the teacher education has to transform its age old practices. It's a high time that they introduce the curricula of international level, give international exposure to their teachers.

Changing Nature of Job

We do find that the nature of work is also changing with times. Its changing at a pace which we are not fully able to grasp. There is a need to transform the teacher education to prepare the people for the changing jobs. The teacher education should not be restricted to only preparing teachers for school education. There are many other avenues available in the field of education. The roles of teachers are changing. There is no certainty what will be future demands of the teaching job. Much of the work will change. We saw this in pandemic situation new opportunities emerging in the education sector. The online teaching has given opportunities for many to start their own online classes. We also see nowadays many digital platforms coming up eg Byjus, Udemay, Unacedemy, even swayam platform and epathshala which are giving digital lessons. The tuition classes also have lost the concept of physical boundaries. It's a need of the hour to train the teacher for this generation next needs. The job opportunities for the teachers are not now restricted to school teaching they can take up various other jobs also. Some of the new avenues which we see in future are: Content developer, virtual teacher, Consultant, educational liaison, Entrepreneur etc.

The teachers can work as a freelance content developer. They can even write different web portals related to education. For being content developer they need the creativity and content knowledge along with the technology knowledge. Various teaching learning material can also be developed. Now the government has come out with Tycathon wherein the students and teachers are encouraged to take up start-ups to develop toys which can be used for teaching learning at different levels. The

generation next teachers can be trained in being resourcefull and creative.

There is also lot of requirement for virtual teacher. Many online platforms are inviting the virtual teachers. The generation next can have national and international collaboration with various institutions and join as virtual teacher.
Even the teachers can act as consultant. Educational consultancy is an upcoming area. These consultants can help the teachers and students. The educational consultant can be administrative consultant, human resource consultant, counsellor etc. You can provide training to the future teachers in the upcoming technologies.

Educational liaison is another opportunity for the generation next teachers. These educationalliaisons can work as mediatory between different organisations. If someone is interested in opening up new institution, school or higher education institution and if he does not know the procedure then these educational liaison can do the formalities on their behalf. They will do all documentation on the behalf of the organisation. The teacher education should incorporate all these.

The teachers can be entrepreneur also. Are the teacher education institutions focussing on preparing them for entrepreneurship? The teacher education should motivate the future teachers to be entrepreurs. Various opportunities are available to them., they can open up their own institutions, they can have their own digital learning platform, they can prepare teaching learning aids which can be utilised by educational organisations, they can prepare digital games, different educational apps, even can be a toy designer in the field of education.
The teacher education institutions should incorporate all these new skills and competency which are needed. Broaden their focus and let the future teachers know that they have other avenues also for their career progression. Incorporate the skills of content writing, ICT should be the focus area.

Conclusion

The teacher education now cannot be moving on with traditional mode. There is a dire need to change with changing needs of the society. We need to

bridge the gapbetween the skills needed in the teachers to cater to the diverse needs of the society. Teacher education programme should now move from local to global. The teacher education institutions should be now ready to train the generation next teachers with the global competence.

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Teacher education in 21st Century: Challenges and Suggestions

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ABSTRACT

A very popular saying that 'teacher is a builder of the nation', is really true. Human being is a social creature. It born, grow and develop in society. Although society makes great influence upon the development of a man but society also depends upon individuals belonging to it for its development. Good education for a child is really need of society. In fact individual and social development of a child depends on quality of education that he receives. Good and proper education is not possible without efficient teachers. Teacher plays vital role in personality development of students . For a student he becomes a role model. For discharging such type of high responsibilities, a teacher must possess some qualities such as dutiful, aware, sensitive, knowledgeable, techno familiar, life time scholar, punctual, up to date etc. Some of these qualities are inborn but some may be developed through teacher education programs.

Teacher education refers to the pre planned and well organized program including relevant policies and procedures that are designed to equip teachers with the emotional and professional skills which are required to perform effectively their task in classroom and school. Teacher training programs are helpful in inculcating such type of attitudes, behaviors, and skills that are required to a teacher to perform his duties properly.

Effective teacher education programs are demand of the society. Although many institutions such as NCTE, NCERT, SCERT, DIETS etc have making great efforts for quality teacher education but there are still so many challenges before them. Few of them are problem of physical presence of all enrolled trainees, quality related issues, lack of integration of human and professional skills, lack of innovations, traditional nature of training programs, lack of researches on the local problems, lack of planning of required manpower in future, lack of trained teacher educators in teacher education institutions, professional attitude of management of training institutions instead of educational, unhealthy organizational environment of training institutions etc. Through the present article author has made an effort to reveal some challenges of teacher education and presented some suggestions accordingly.

Key words :
- *Teacher Education:* It refers planned and well organized programs that develop emotional and professional skills and teaching aptitude.
- *Challenges:* It refers the problems and obstacles in the way of qualitative teacher education.
- *Suggestions:* It denotes advices that are required to improve quality of teacher education.

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Introduction

"Technology is just a tool. In terms of getting the kids to work together and motivating them, the teacher is the most important."

-Bill Gates

Education is a process of all-round development of a child. It brings desirable changes in personality of a person and makes him productive member of society. Teacher is an important aspect among the three aspects of education that are teacher, student and curriculum. Through education a teacher brings out innate abilities of students and makes them able to make best use of their abilities for their development and for the progress of whole society. A teacher gives direction to education process. A teacher plays vital role in building good citizens and also in nation building.

Teacher is an important pole of whole education system and his role is also changed by changing society's needs, demand and educational system. Teacher have to possess some professional, emotional and social skills to discharge their duties in changing role in society. These qualities may develop through qualitative and effective teacher education.

Teacher education refers to the pre-planned and well-organized program including relevant policies and procedures that are designed to equip teachers with the emotional and professional skills which are required to perform effectively their task in classroom and school. Teacher training programs are helpful in inculcating such type of attributes, behaviors and skills that are required for a teacher to perform his duties properly.

In today's classroom, teachers are no longer lecturers, they are facilitators. Their main task is to set goals and organize the learning process accordingly. They should also be good at technology eg. computer, photocopier, power-point, projector etc. These changing demands have changed the structure of teacher education. Although so many agencies such as NCTE, NCERT, SCERT, DIETS etc are playing vital role in field of qualitative teacher education but there are also some challenges and problems that are obstacles in the way of quality teacher education. Few of them are mentioned by the author in the present paper.

Challenges of Teacher Education

- **Lack of innovations:** Teacher education programs are going on traditional pattern. There is lack of innovations. Today's educational pattern is changed. Students' understanding level, attitude, learning style and capacity etc are also changing. These changes demand something more then the past. Teacher education can't prepare ideal and good teacher without innovative practices.

- **Traditional Structure of training programs:** Structure of teacher training programs is very old. That is not suitable for today's schools and classes. Trainees are forced to follow a fix pattern of teaching. They don't have flexibility to apply their creative approach. The teachers prepared with this type of teacher education can't fit in actual classes where students need something new and creative to make learning fun.

- **Too little use of ICT in field of teacher education:** Teacher education is going on traditional pattern but use of technology is needed for providing best training to pupil teachers and making themgood teachers for the students of advanced society. In fact today's teacher education should be completely ICT based. These type of changes are demand of time and society. But there are many problems such as poor financial conditions of training institutions, lack of ICT equipments, poor electricity supply and internet connection, teacher educator's disinterest for ICT etc are barriers in using ICT. Cosmas B.F.Mnyanyiand Tolly S.A. Mbwette (2011)alsoreported that the ability of teachers to integrate technology with other delivery components is one of the important challenges for teacher education. Low budget for teachers' professional development, lack of willingness to change, shortage of fund for ICT equipments and accessories, poor electricity and internet connection etc. are some factors that affects the integration of technology, content and pedagogy.

- **No Planning for future requirement of manpower:** Now a days this is tendency of students that they choose teaching profession when they do not get entry in any desirablearea. Providing teacher education to these type of people is not good. Providing teacher education without any planning of future requirement of trained teachers is really dangerous. This would increase huge crowd of unemployed trained teachers and this will also decrease the quality of teacher education programs.Laxman Singh and Dr. Mohd. Shakir (2019) also stated that the problem arises when those candidates enter in the teacher education programme who do not have desirable competencies and qualities required for such an important profession. Consequently, it results in the production of poor quality teachers in the education system.

- **Unsufficient trained teacher educators:** There are several self-finance teacher training institutions, which have not appointed required faculty. The management of these institution do not take any interest in quality of teacher education. They appoint untrained teacher education at low salary to save money.

- **Unhealthy organizational environment:** Organizational climate of any institution is very important for effective teaching leaning. Organizational environment of some training institutions is poor and unhealthy as there are disputes and clashes among faculty members and also between management and teacher educators.

- **Professional attitude of Management:** Attitude of management is totally professional rather than educational in some self financed teacher education institutions. They run teacher education institutions only for the sake of profit.They are not interested in quality of teacher education. They only wants to earn more and more profit by imposing high fees on trainees and spending less amount on facilities and quality.

- **Lack of researches on local educational problems:** Researches in education needs novelty. Most researches are repetitive and not focused on local educational problems. Besides this, mostly researchers prefer to do quantitative research rather than qualitative. As condition of teacher education institutions varies from place to place therefore researches on centralized problem can't be good solution for local problems. Kumar and Azad (2016) also stated that the sufficient amounts of researches are not being conducted in the field of teacher education and researches are not conducted with keeping in mind the current problems of teacher education and according to global standards.

- **No Focus on quality of teacher education:** Teacher education grows rapidly in quantity but not in quality. There is not estimation of demand and supply of trained manpower's in field of education and teaching profession. Some trainees are not serious in their training and just chosen teaching profession as an option in their hand. Few managements are also interested only in profit and not in quality. All these factors have decreased the quality of teacher education.Laxman Singh and Dr. Mohd. Shakir (2019) also reported that in the present scenario, the quality concern in the field of education has emerged as a big challenge in the time of globalization and privatization. Current training programme does not provide the proper opportunities to pupil teachers to develop required teaching skills.

Suggestions to improve quality of teacher education

Author has also made an effort to present some suggestions for improving quality of teacher education in the light of challenges discussed above.

- There should be strict rule for the attendance of pupil teacher. At least 90% attendance should be compulsory for all trainees.
- Pupil teachers should be given opportunity to use their creative and novel way of teaching rather using traditional pattern of teaching.
- Both human and professional skills should be developed through teacher education programs as one can't be good teacher without a good human being.
- Innovative practicesshould be introduced and used according to need and abilities of students and demand and objectives of society. Pupil

teacher should be trained to promote and use innovations to make learning fun for students.

- An apex body of teacher education should control the quantitative growth of teacher education institutions. Entry in these institutions should not be easy as teacher education should be provided only to those people who have teaching aptitude and who also want to give their best in this area.

- Aplanning for required manpower in the field of teaching profession is necessary. As this type of planning is done in many areas but not in the area of teaching. Proper planning will increase the quality of teacher education and decrease the educated unemployment ratio.

- Strict rules should be formed and imposed on teacher education institutions run in private sector. Teacher educators appointed in these institutions should be trained and fully eligible and this should be ensured by the recognition body.

- Only those management should be given recognition to run teacher education programs in there institutions who fulfilled all the required norms. Recognition should be disaffiliated if any mismanagement found.

- Recognition body should organize the meeting of the management of self financed institutions and also to motivate them to provide quality training to pupil teachers and to follow all rules and regulations.

- Researchers should do research work on quality of teacher education. Local problems should also be focused. All agencies and persons related with teacher education should make effort to improve quality of teacher education.

Conclusion

Teacher is the builder of the nation. He gives right direction to the people of the society. In today's society, so many ways, methods and modes of learning and teaching are in practice but no one can replace the role of teacher. Role of teacher is important in all learning situations. In today's learning situation teacher plays role of the facilitator. A good and qualitative teacher education can produce best teacher for the society but there are so many challenges in the way of quality teacher education. Government and non government agencies should make effort to improve the quality of teacher education. Teaching profession should not be taken as an option. Only those candidates should be allowed to enter in teacher education institutions who are willing to serve their best in this filed and who have teaching aptitude in their personality. By making such type of efforts, barriers of quality teacher education can be removed and society will get good and ideal teachers.

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Development of A Scale to Measure The Attitude Towards Online Teaching-learning of Students at University Level

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ABSTRACT

Background: *Learning takes place in many diversified forms, which make it easy to facilitate the general public in getting Education. Among these diversified and facilitated forms, the most adopted and acceptable way of promoting academics in educational institutions across the globe is online learning. Attitude is an important factor in every individual to go through the high and lows in life. When it comes to learning both the teacher and the students must have the willingness and the ability to teach and learn. Due to the rise of the pandemic covid -19, all the educational institutions are closed, as a result the teaching-learning process is completely dependent on the digital Platforms. Although, previously the institutions had a blended way of teaching (face to face and usage of technology). Today the total scenario is changed, teaching and learning are completely in Online mode. Objective: This paper describes an attempt to construct and validate a scale to measure the Attitude towards Online Teaching-Learning of Students at the University Level. Methodology: The questionnaire of the Attitude towards online teaching-learning was constructed by the investigator, data is collected in Google form. Likert's method (Five points) of scaling was adopted. The researcher constructed the statements; acceptance or rejection of each one would imply a different degree of favorable or unfavorable Attitude of students. Pilot Study: The statements were then screened and edited by following the guidelines suggested by Likert's and others. 32 statements were retained both positive and negative statements. Eventually, a pilot study was conducted on 120 students from various departments at the Central University of Rajasthan. After the pilot study item analysis (Item total Correlation) was carried out for each item. The scale is tested using split-half and also Cronbach's Alpha method and found to be a reliable tool for measuring the Attitude towards Online- Teaching, and Learning of Students at University Level. Conclusion: Policymakers can inculcate online teaching and learning topics in the curriculum at the higher education level and the Institutions need to organize workshops and seminars for teacher educators to equip them with knowledge and application of techno pedagogy in the academic process.*

Keywords: *Attitude, Technology, Online Teaching, University Students, Higher Education, Techno-pedagogy.*

Introduction

At the onset of March 2020 most campus closures were enacted even before any students were tested positive for covid-19, models showed that Schools, Colleges, and Universities can be hotbeds of coronavirus. As a result of the pandemic situation teaching –Learning process had a complete transformation and moved towards online teaching. Students and Teachers faced their struggles while accessing Online Platforms. Students are a vulnerable group with regard to mental health and this pandemic did have an impact on their learning. Students had a difference of Opinion, Interest, and attitude towards the sudden change to Techno Pedagogy.

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Need and Significance

In this 21st century, we have radically changed the concept of Traditional Education. The rise of the pandemic has brought a complete transformation of Education into Online Education. The Revolution of Online classes started a long time back. Students and teachers have started to accept this change. They feel Online education enables them to set their own learning Pace, it allows a better balance of work and study. It results in Time Management skills. Virtual Learning provides to accept responsibilities, more autonomy, and Intellectual freedom. There is access to diverse study material in the form of videos, e-books, etc. Teachers can integrate the study material with discussions and blended learning models to help the student to select the appropriate subject and achieve their goal. Online Education seems to be cost- effective compared to traditional education. E-Learning empowers the interacting powers of students, the introverts feel free to interact. Online Education has developed to its peak on the arrival of the Internet. Since Today's generation is well versed in the use of Technologies, Attitude towards Online Learning is made easier for the generation to access online classes. Online education is a paradigm shift in Pedagogy. The Transition of Virtual Learning is a challenge for all stake Holders. The whole world has started to accept it and now online learning will be more sustainable while instructional activities will become hybrid provided the challenges experienced during this pandemic are well explored and transformed into opportunities.

Aim of the Study

To construct and validate a scale on Attitude towards Online Teaching –Learning of Students at University level.

Construction of the Research Instrument

The researcher constructed the statements after referring to some available materials of online teaching and learning- related journals, books and theses; acceptance or rejection of each one would imply a different degree of favorable or unfavorable related to the research instrument. Several works have been done with the construct of the tool. A thorough understanding of online teaching and learning is done by previous studies to understand the nature of the construct and prepared the tool for the present study. Constructed statements for the questionnaire and given to the expert in the field. Based on their point of view, the suggestions, 32 items were initially drafted.

Pilot Study

A sample of 120 University students studying at Central University of Rajasthan was taken for the pilot study to establish the reliability and validity of the tool. Among them, 72 were male students and 48 were female students. The duration of filling up the research instrument by the respondent was noted and the trial has been made.

Item Analysis

Item analysis is a statistical process that examines responses to each test statement to assess the quality of those statements and the test as a whole. In this present study, researchers used the Item Total Correlation method.

Item Total Correlation

An item-total correlation is performed to check if any item in the set of measures is inconsistent with the average behavior of the others, and thus can be discarded. The analysis is performed to purify the measure by eliminating unwanted items before determining the factors that represent the construct; that is, the meaning of the average measure. The present study mainly focused on the correlation values between 0.3 to 0.6.

Table – 1
Showing the Item Total Correlation value of each statements

Item-Total Statistics						
S. No	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted	Remarks
1	215.94	497.473	0.391	0.949	0.678	SELECTED
2	214.64	520.678	-0.016	0.939	0.694	Rejected
3	214.88	514.37	0.094	0.942	0.69	Rejected
4	215.11	496.142	0.437	0.941	0.677	SELECTED
5	215.26	492.178	0.55	0.934	0.674	SELECTED
6	214.37	514.482	0.127	0.919	0.689	Rejected
7	215.69	494.46	0.476	0.938	0.676	SELECTED
8	214.65	525.307	-0.101	0.942	0.697	Rejected
9	215.46	498.866	0.377	0.941	0.679	SELECTED
10	215.01	537.054	-0.292	0.955	0.705	Rejected
11	214.89	521.25	-0.027	0.943	0.694	Rejected
12	214.63	527.572	-0.149	0.941	0.698	Rejected
13	214.09	520.607	0	0.867	0.692	Rejected
14	215.51	495.575	0.438	0.945	0.677	SELECTED
15	216.45	501.157	0.444	0.903	0.68	SELECTED
16	214.27	516.29	0.1	0.892	0.69	Rejected
17	214.25	516.621	0.094	0.894	0.69	Rejected
18	215.04	496.083	0.48	0.927	0.677	SELECTED
19	216.04	494.852	0.486	0.943	0.676	SELECTED
20	215	491.108	0.554	0.945	0.673	SELECTED
21	215.96	494.068	0.489	0.944	0.675	SELECTED
22	215.79	500.473	0.331	0.949	0.681	SELECTED
23	215.17	496.664	0.502	0.923	0.677	SELECTED
24	215.51	489.298	0.538	0.947	0.672	SELECTED
25	215.1	492.029	0.483	0.944	0.675	SELECTED
26	215.37	498.634	0.348	0.952	0.68	SELECTED
27	214.69	501.924	0.428	0.912	0.68	SELECTED
28	214.76	503.694	0.412	0.897	0.681	SELECTED
29	215.33	494.807	0.499	0.934	0.676	SELECTED
30	214.98	520.646	-0.019	0.947	0.694	Rejected
31	214.94	511.15	0.159	0.938	0.687	Rejected
32	214.08	524.902	-0.108	0.901	0.695	Rejected

Table – 2 : Showing the Selected statements

S.NO	STATEMENT	SA	A	NI	DA	SDA
1	I felt happy when I came to know that my full semester will be in online mode only					
2	I could manage my class in Android Mobile					
3	I could understand the content explained by my professor in the online classes					
4	I am motivated and got interest to attend my class online					
5	I Feel Time is saved in Online Classes					
6	Online classes provide more time to study on the same topic					
7	I feel online and Offline classes seem to be the same for me					
8	I feel the whole world has accepted the digital Platform for Teaching- Learning Process					
9	I feel for my stream (Arts/Science) online classes are more effective and sufficient					
10	Online classes help me to cope up with the missed Lectures					
11	Web assisted Learning online is interesting than the Book assisted learning					
12	I have internet with good speed to download study material and videos					
13	I have lost my fear, doubt and phobia related to online classes					
14	I feel comfortable to ask questions and doubts to my professor in online than the regular class					
15	I am happy to submit my Assignments online					
16	I am comfortable following the instruction and write my exam in online					
17	Due to Online Teaching I can operate the various new Apps and to download them for Learning					
18	As a result of Online Learning, I have got The Chance of learning Many number of E- material					
19	Visualized explained content by the professor in the online class helps me to understand the concept easily					

Description of the Final Instrument

The Attitude towards online teaching- learning scale was constructed and validated by the researcher. Item total correlation value of each item was calculated for a sample of N = 120 and the statements. By doing Item analysis some statements were deleted. At last, the questionnaire finalist 19 statements are selected out of 32 statements.

Scoring method given in the table column

Table – 3 : Showing the scoring procedure of the scale

Scoring Method			
Positive Items		Negative Items	
Description	Scores	Description	Scores
Strongly Agree	5	Nil	
Agree	4		
No Idea	3		
Disagree	2		
Strongly Disagree	1		

The questionnaire consist of 19 items, all are positive question only. Each item has five- point rating scale [Strongly Agree to Strongly Disagree] is given and scores were calculated concerning respondent response.

Reliability of the Instrument

The reliability of the research tools was worked out by using Cronbach's alpha and the Split-Half method. The calculated reliability co-efficient values are given in table-4.

Table – 4 : Showing the Reliability of the scale

S.NO	Research Tools	Reliability Co-efficient	
		Cronbach's Alpha	Split-Half
1	Attitude towards Online Teaching Learning Scale	.904	.854

The above- mentioned reliability co-efficient values, which is fairly high and indicates that the scale was suitable for the study.

Validity of the Instrument

Table – 5 : Showing the Validity of the scale

S.NO	Research Tools	Validity	
		Cronbach's Alpha	Split-Half
1	Attitude towards Online Teaching Learning Scale	.95	.92

Validity for the research tool found to be the mentioned which indicates that it possesses high validity.

Educational Implications

- Online education after the pandemic has gained its popularity among working professionals and students pursuing higher education. It paves way to schedule the full-time employment, internships and caring for family.
- An online course motivates self-discipline and involves students to set their goals, tracking progress and meeting deadlines.
- Online learning does not end up in isolation, it offers discussion forums, email and one-on-one support.
- Technology offers visual experience by incorporating animations that interacts for effective learning and communication.
- Online learning programmes creates an opportunity for children from the weaker socio-economic background, who have limited access to learning resources i.e. teachers, text books and infrastructure. Techno based education will provide global network for rural students.
- Online learning facilitates a variety of learning styles among students. As educators, it is our prior duty to add efforts to incorporate online learning programmes into the curriculum in the most suitable manner.

Suggestions for Further Research

- Orientation on online can be conducted for educationalists to advance their skills in curriculum implementation and policy making.
- At the onset of New Normal, Education through Online mode is to be made relevant to the needs of the future students through ingenuity, passion and careful planning.
- Studies can be conducted in other Central universities to find out the attitude of students towards online classes department wise.
- Study can be conducted for students related to their interest, Perception towards online classes at university Level.

Conclusion

The investigator is hopeful that this scale would be helpful to measure the level of Attitude towards Online Teaching and Learning. Hence, the constructed tool will be useful for the investigator to measure the extent level of Attitude towards Online Teaching and Learning among Students at the University Level for future studies and research. Policymakers can inculcate online teaching and learning topics in the curriculum at the higher education level and the Institutions need to organize workshops and seminars for teacher educators to equip them with knowledge and application of techno pedagogy in the academic process.

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Remote Learning: Challenges and Effective Strategies

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ABSTRACT

Education is a process of all round development of a child. It is helpful in drawing out and developing innate abilities. Although education is a life long process including both formal and informal education but formal education plays vital role in shaping human life. It provides direction to our life. During the procedure of formal education, the two personalities- the teacher and the taught make influences upon each other. Face to face interaction occurs in this situation that makes teaching learning process more effective and alive. But due to pandemic Covid-19 the educational institutions are closed for the students from last few months. Although schools and colleges are making efforts to approach their students through online modes but recreating traditional classroom situations through online devices is not an easy task. Remote learning is also a mean of education to facilitate the students at their homes during the present situation when opening institutions and organizing traditional classes is not possible.

Remote learning provides opportunities to students to study remotely from their homes but they are desired to follow a given time schedule. All classes run at their fixed time according to time table and all students are required to join classes with their teachers at the given time schedule.

Remote learning is very helpful at the time of emergency but it doesn't mean that it should be used only in emergency like pandemic Covid-19. It can also be used with offline traditional classes for more better result. But its success depends upon some factors such as attitude of teachers and students, students' home environment, their participation in remotely organized teaching learning activities, their determination, network connectivity, students' self motivation etc.

In traditional classes where face to face interaction is possible, teacher plays important role to motivate students to participate in learning activities but in remote learning although teacher tries to provide motivation by giving positive reinforcement but without students' self motivation the teaching learning process can't runs properly. Teaching remotely is different from traditional teaching in these ways. Remote learning could be made more interactive and effective with the help of some strategies such as following punctuality, increasing participation of students, giving attention on students ideas and thoughts, fixing small goals that could be attainable in one day etc. The present article aims at describing the challenges of remote learning. The author has made an effort to explore challenges of remote learning and to present some strategies for effective remote learning classes.

Key words: Remote Learning: It refers to virtual classes that require to follow pre decided time schedule in order to create traditional classroom situations.

Challenges: It denotes the problems and obstacles that create barriers in success of remote learning classes.

Strategies: It indicates the methods, plan of action and policies that are helpful in organizing effective remote learning classes.

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Introduction

"The most important principle for designing lively eLearning is to see eLearning design not as information design but as designing an experience."

- Cathy Moore

Although education is a life long process which happens anywhere in any situation but formal education plays important role in shaping life of any person. Formal education bounds with a fix time schedule. A given syllabus, time table, study material etc. are required to follow in formal education. Normally it runs through offline mode but presently online mode is also popular for formal education. Today's emergency generated by pandemic Covid-19 gave rise to use of online modes in education. Remote learning takes place online but it is different from online learning.Through remote learning teacher make effort to recreate the classroom environment for the students who learn from home by using their PC and laptops.Theseare virtual classes organized at scheduled time that are attended by students from their homes rather than actual classes. All students can participate in group learning activities and attend lectures by following a given schedule.

Remote learning provides opportunity to students to study from their homes remotely. It doesn't require physical presence in schools and colleges. Remote learning has given platform to students to continue their education when governments have to closed educational institutions from the safety point of view. Although it is used most popularly at the time of pandemic Covid-19 but it doesn't mean that it is only a mean of education during some emergency. It could also be beneficial with offline classes in normal times.

Challenges in remote learning classes

Remote learning is very beneficial in the situation where offline classes are not possible. But there are also some challenges before remote learning. Few of them are as follows:

- **Boundation of a fix time schedule:** In remote learning a fix time schedule is followed and all students have to attend lectures at the given time schedule. Sometimes this becomes very difficult for adult learners who are engaged full day in economic or home affairs to follow fix time schedule.

- **More accountability:** Remote learning needs more accountability as there is lack of self motivation from the students' side. Accountability from both side students as well as teachers,is required for success of remote learning classes.

- **Lack of flexibility:** There is lack of flexibility in remote learning classes. Both teachers and students have to follow a pre determined time schedule to run the classes properly.

- **Poor interaction:** Interaction with teacher and among students both arenecessary for an effective class but because of lots of technical issues there is lacking of such type of communication in remote learning classes which maydecrease quality of lectures.

- **Not easily accessible:** As we know our students belongs with different types of families and residential locality. They don't have equality in availability of resources. There are few students who don't have PC, laptops or smartphones and some of them have not broadband connections. Remote learning facilities are not accessible for these type of students. This lacking limited the success of remote learning classes.Hani Morgan (2020) also reported that in 2017, about 14% of US children between age 6 to 17 lived without internet access at home. The author also reported the research findings of Anderson and Persin (2018) that in US about 25% of teens from households with an annual family income below $ 30000 had no access to computer at home.

- **Technical problems:** Some technical issues such as poor networking may create barriers in remote learning classes. In case of network problem students and teachers find it very hard to connect properly. Poor connectivity may decrease the possibility of success of remote learning classes.

- **No assurance of equal participation of all students:** Some students participate well in teaching learning activities organized remotely but few of them do not participate satisfactorily. Due to lack of physical appearance, teacher does not have direct control on students' participation. Although he tries to motivate his students but students self motivation is also important at the same time.

Some effective strategies

As we know despite of so many challenges, remote learning classes is demand of the time. We can make our remote classes more effective and successful by following some strategies. Few strategies to make remote learning more effective are as follows:

- **Be punctual:** Although in remote learning classes students attend lectures from home but they should follow fix routine to be on time and utilize most from the classes. All students are required to attend classes with full preparation as they do in actual offline classes. They should wake up in their routine time and be ready for classes as a student does for offline classes.

- **Learner centred classes:** In remote classes, teacher needs to play role of facilitator rather than instructor. Students should be provided opportunities to learn themselves by completing projects, assignments, presentations etc. Chen (2010) also mentioned that teacher can provide students with the opportunities to do projects, use digital tools to collect information and to work with peers to create presentations as they share ideas rather than to use technology to present information to students.

- **Ensure proper communication:** Communication between student and teacher is must for success of remote learning classes. Students should communicate with teacher to clarify their doubts and problems but speaking all together should be avoided. D. Zhang (2010) have conducted two experiments and found that students in fully interactive multimedia based e-learning environment achieved better performance and higher level of satisfaction than those in traditional classroom and those in a less interactive e-learning environment.

- **Set and follow a routine:** setting and following proper routine will be highly beneficial in learning remotely. All participants should follow a fix schedule and proper routine as they used to follow during offline classes.

- **Be focused and attentive:** Students should be focused and attentive. Although they attend classes from home but they will have to join the classes with a proper mindset to learn and achieve something. Allmind distracting things should be kept away. At the time of classes, only classes should be focused. No other thing should be handled together.

- **Provide feedback immediately to students:** In traditional face to face offline classes students get immediate feedback from their teachers and peers but in teaching remotely it is not easy to do so. A teacher who organized remote classes for students should try to provide feedback immediately after any right response, good presentation, project or assignment presented by students. This will encourage students to participate actively in classes.

- **Set small goals:** Small goals should be fixed for each day class that would be attainable easily. Each day goal should be defined clearly and should also be understandable to all students.Specific and small goals can be attained easily and provide motivation for further goals.

- **Motivate students:** All students should be motivated to participate in teaching learning activities. In remote classes students' self motivation is less than actual offline classes therefore success of remote learning depends upon external motivation provided by teachers.

- **Listen students thoughts:** Creating interest among students is an important task of teacher in remote classes. One side lecture may be boring for students therefore they should also be given opportunity to express themselves and to present their thoughts and experiences.

- **Make virtual classes alive and interesting:** As there is lack of actual physical presence in remote classes therefore it is important responsibility of teacher to create interest and make classes alive for students. Teachers should try to know students queries related to the topic and do best efforts to satisfy their queries.

- **Use short videos:** Short videos, lectures and presentations should be used because long lectures and videos may be boring for students and a very long presentation in remote classes will distract students' attention and create disinterest.

- **Small group meetings:** Small group meetings among students should also be organized after remote classes where they could discuss their experiences, problems, queries and suggestions. Peer group meetings and discussions are more effective to make deep understanding of any topic.

- **Create light and stress free environment:** Remote classes run according to fixed schedule but this doesn't mean that these classes create stressful environment. Teachers should make stress free environment for effective learning. Images, videos, funny dramas, short assignments etc. should be used to make environment light and stress free. Teachers should start classes with the short presentation or story based on students' previous knowledge. It will create interest among students and arouse curiosity for new topic.

- **Give space to students to ask questions:** One sided teaching should be avoided. Teachers should give proper space to students to ask questions and clear their doubts. Some students participate themselves in class while some others hesitate and don't show active participation. This is also responsibility of teacher to increase participation of those students who don't participate themselves.

Conclusion

Teaching remotely is really a good option during the time of COVID-19 pandemic and in other situations too when physical presence and gathering is not possible. There are so many challenges before the teachers who are organizing remote classesbut a good and attentive teacher can cope with all challenges by using some effective strategies to makeremote classes alive and interesting .Teaching remotely is not just completing syllabus but it is sharing of experiences.Students should also be encouraged to share their learning experiences in the classes running remotely.Remote classrooms are demand of the time and this can also be used with the combination of traditional face to face offline classes. These type of practices willgive better result and promote innovations in teaching.

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Review of Related Literature on Technopedagogy in Higher Education

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ABSTRACT

"Online Learning: The medium of tomorrow"
– The Hindu News, 16 May, 2020.

Originally, pedagogy is defined as learning and educational theory and practice, as a scientific branch studying the unity of theory and practice. Within this understanding of pedagogy, methods and learning resources are seen as pedagogical technologies, consecutively and systematically applied for accomplishing pedagogical tasks. Techno pedagogy is connected with precise formulation of an issue, recognition of interconnections, the choice of appropriate resources and their consecutive application in practice following a developed pattern. Being a branch of pedagogy, techno pedagogy is only at the beginning of its development. Although digital technologies already play an important role in the educational processes, techno pedagogy is still not clearly conceptually defined. In the present study the investigator discusses the related literature on Techno Pedagogy. It offers a frame work, the ways to enhance student centered learning, instructional practices. This study is a systematic literature review of peer-reviewed journal articles concerning the use of Techno Pedagogy in empirical and qualitative studies. The aim of this descriptive study is to examine review of Techno Pedagogy literature for Higher Education and also presents some recommendations to the Higher Education. Findings show different approaches and instruments to examine Techno Pedagogy.

Keywords: *Techno-Pedagogy, e-Learning, Higher Education, Open educational practices, Open pedagogy.*

Introduction

"If a country is to be corruption free and become a nation of beautiful minds, I strongly feel there are three key societal members who can make a difference. They are the Father, the Mother and the Teacher."

–Dr. A.P.J. Abdul Kalam.

Teacher is called as an architect and nation builder who leads their students from the darkness of ignorance to the light of knowledge and truth. "The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage" NCTE (1998). "No people can raise above the level of its teachers" (Indian education commission 1964-66). The quality of teachers is a key predictor of students learning (Ololube, 2005). Therefore, teacher education to produce teachers of high quality is of utmost importance. In recent years, Teacher education is gaining prominence because of the need for qualified teachers with the necessary skills and knowledge needed to adequately carry out teaching jobs as well as for professional growth (Osunde and Omoruyi, 2004). The knowledge of Information and Communication Technology and skills to use ICT in teaching and learning process has gained enormous importance for present scenario teachers. ICTs are tools that can facilitate teacher training and help teachers take full advantage of the potentials of technology to enhance student learning (UNESCO, 2003). Teachers must understand their role in

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technologically-oriented classrooms. Merely introducing technology to the educational process is not enough but one must ensure technological integration since technology by itself will not lead to change. Rather, it is the way in which teachers integrate technology that has the potential to bring change in the education process. ICTs have qualitatively and quantitatively impacted on teaching, learning and research through teacher education. Therefore, ICT provides opportunities for student-teachers, academic and non-academic staff to communicate with one another effectively during formal and informal teaching and learning (Yusuf, 2005). In the same vein, teachers need training not only in computer literacy but also in the application of various kinds of educational software to teaching and learning (Ololube, 2006). Thus, in the present era of technology, it becomes essential to every teacher should know how to use technology, pedagogy and subject area content effectively in their daily classroom teaching. Furthermore, there is a need to learn how to integrate ICT's into classroom activities.

Teacher Education

Teacher's education is an area of great significance in any country. A sound programme of teacher's education and effective teachers training institutions are essential for the qualitative improvement of overall education system of a nation. It is a truism that without improving the quality of teacher's education, the quality of schools education cannot be improved (Sharma, 2003). Teacher education is the process of training that deals with the art of acquiring professional competencies and growth of the teachers. It is an essential exercise that enhances the skills of teaching and learning process. It is designed to produce highly motivated, sensitive, conscientious and successful classroom teachers who handle students effectively and professionally for better educational achievement (Ololube, 2005). The National Council for Teacher Education (1998) defined teacher education as – A programme of education, research and training of persons to teach from pre-primary to higher education level. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet

the requirements of the profession and face the challenges therein. Teacher education encompasses teaching skills, sound pedagogical theory and professional skills (Teacher Education-IV.pdf, n.d.).

Teacher Education = Teaching Skills + Pedagogical theory + Professional skills.

- **Teaching skills** would include providing training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.
- **Pedagogical theory** includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. The theory is stage specific and is based on the needs and requirements that are characteristic of that stage.
- **Professional skills** include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counselling skills, interpersonal skills, computer skills, information retrieving and management skills and above all lifelong learning skills. An amalgamation of teaching skills, pedagogical theory and professional skills would serve to create the right knowledge, attitude and skills in teachers, thus promoting holistic development (Teacher Education-IV.pdf, n.d.).

Thus, teacher education is a process of training that deals with art of acquiring teaching skills like effective classroom management skills, preparation and use of instructional materials and communication skills, professional skills such as soft skills, counselling skills, interpersonal skills, computer skills, information retrieving and management skills and above all lifelong learning skills and pedagogical theory that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom.

Techno-pedagogy

This is the hybrid method of teaching in which ICT is being used for teaching learning situation. Literally, 'pedagogy' refers to the art-science of teaching and 'techno' refers to the art-skill in handcrafting (weave or construct'). Here, 'techno' is a qualifier; it intersects or crosses the meaning of 'pedagogy' with its own. Thus, Techno-pedagogy refers to weaving the techniques of the craft of teaching into the learning environment itself(Thakur, 2015).

Ozoji (2003) defined "Information and Communication Technologies (ICTs) as the handling and processing of information which may be in the form of texts, images, graphs, instructions and so on for use by means of electronic and communication devices such as computers, cameras, telephones, etc."

According to Nwachukwu, (2004) "Information and communication technologies is the application of computers and other technologies to the acquisition, organization, storage, retrieval and dissemination of information."

> 'I hear and I forget,
> I see and I remember,
> I do and I understand.'
> Confucius' Proverb

Confucius' proverb clears the fact that if someone learns something with using his more senses then he can understand the concept in a well manner. In the same way, the use of information technology can engage learners in the four-step process as described by Kolb in the book Experiential Learning (1984), where he identifies the steps in the following manner:

Watching → Thinking → Feeling → Doing
    (Eyes) (Mind) (Emotions) (Muscle)

Core aim of using ICT in education is that to improve and transform educational practices by infusing ICT into curriculum and educational institutions. "The whole purpose of using technology in teaching is to give better value to students" (Miller et al., 2000).

Merely introducing technology to the educational process is not enough. One must ensure technological integration since technology by itself will not lead to change. Rather, it is the way in which teachers integrate technology that has the potential to bring change in the education process. For teachers to become fluent in the usage of educational technology means going beyond mere competence with the latest tools to developing an understanding of the complex web of relationships among users, technologies, practices, and tools. Teachers must understand their role in technologically-oriented classrooms. Thus, knowledge about technology is important in itself, but not as a separate and unrelated body of knowledge divorced from the context of teaching--it is not only about what technology can do, but perhaps what technology can do for them as teachers.

Objectives of the Study

- To review the related literature on Techno-pedagogy in Higher Education.
- To identify the theoretical, practical bases for the effective integration of Techno -pedagogy in Higher Education.

Methodology

Qualitative descriptive research design has been used in the present paper, to represent a comprehensive summarization about Techno-pedagogy based on the reviews of related literature collected by the researcher.

Recent Reviews related to Techno - Pedagogy

Gloria and Edward William Benjamin., (2014) exploredTechno-Pedagogical Skills in Teacher Education. Teacher Education is to learn to teach and teach to learn. Recent evidence indicates that reforms of teacher education creating more tightly integrated programs with course work on learning and teaching produce more effective and more likely to enter and stay in teaching. An important contribution of teacher education is its development of teacher's abilities to examine teaching from the perspective of learners who bring diverse experiences and frames of reference to the classroom. It is important to recognize that, Teacher Educators and Training Graduates are becoming

more knowledgeable of Information and Communication Technology outcomes (ICTs), they continue to have knowledge or skill with which to integrate those technologies into their teaching practice. This paper discusses and outlined the importance of developing Techno-pedagogical skills in Teacher Education.

Nabin Thakur., (2015) undertook a Study on Implementation of Techno-Pedagogical Skills, Its Challenges and Role to Release at Higher Level of Education. Techno-pedagogical skills are the ways to make accessible and affordable quality education to all. The NCF (2005), and XII five year plan (2011), emphasized to provide connectivity, valuable content and low cost computing devices to all the Institutions of higher learning in the country. This hybrid skill facilitates to enhance linguistic abilities, to sketch specific pedagogy with advance study materials, to design multi-grade instruction. In higher education, techno-pedagogical skills facing some challenges such as; destitute infrastructure of ICT, scarce competence on English language and online content, calamity, and lack of incentives and awareness of teachers, evils on research and development, hitch of using software, limited techno-pedagogical resources, lack of coordination among the departments, frequent power outages and fluctuations. These challenges can be way-out by the bumping of infrastructure, enhancing competence on English language and online content, dissolving the crisis of teachers, comprising of incentives of teachers, resolution on research and development, encompassing of awareness of existing techno-pedagogical services, using of licensed software, eternal techno-pedagogy supportive resources, improving coordination among the departments, removing of frequent power outages and fluctuations, developing e-Content and web page for techno-pedagogical skills, developing Computer Based Learning Resources Management Systems, increase publicity about existing ICT services.

Sibichen K.K., (2017) studied theTechno-Pedagogical Skills of Secondary Teacher Education Students. This study has been undertaken with a view to find out the techno-pedagogical skills of secondary teacher education students. Survey method was adopted for the study. Results reveal that there is significant difference between graduate and post-graduate secondary teacher education students in their skills in implementing instructional strategy and guidance. Results also reveal that there is significant difference between secondary teacher education students who have attended computer course and who have not attended computer course in their skill in learning, evaluation and techno-pedagogical skills. Thus, the present study shows that how techno-pedagogical skills in the classroom redefine established teaching-learning styles. Thus techno-pedagogical skills of teacher trainees play a pivotal role in the acquisition of knowledge and competency.

Leema K M, and T. Mohamed Saleem., (2017) carried out Infusion of Techno Pedagogy In Elementary Teacher Education Curriculum: Perspectives And Challenges. Acquiring techno-pedagogical proficiencies will make teaching and learning a pleasurable exercise as it would minimize the pressure on the teachers and enable the students to delve deeper into domain of knowledge. Teacher education curriculum is responsible for imparting such abilities to modern teachers. This paper is an effort to review newly revised and restructured elementary teacher education curriculum of Kerala for contents to improve techno pedagogical skills of student teachers. And the paper will try to perform analysis on the effectiveness of the current contents enabling techno pedagogical skills, in the teacher education curriculum of Kerala and also, it will try to identify the challenges in transaction of technological contents in current syllabus. Despite the existing contents for enabling techno pedagogical skills, there are still many areas need improvement, the paper will also provide suggestions for further development in those sections.

AvniYILDIZ., (2017) established the Factors Affecting Techno-Pedagogical Competencies and Critical Thinking Skills of Preservice Mathematics Teachers. Students' high-level thinking skills, like critical thinking, have been developed thanks to the use of technology. When the previous researches in the literature are analyzed, it will be understood that this research is original by providing significant contributions to the literature. This research aims to investigate whether techno-pedagogical competencies and critical thinking skills show statistically significant difference in terms of some

variables and whether there is statistically significant relationship between critical thinking skills and techno-pedagogical competencies of pre-service elementary mathematics teachers. At that point, this research is remarkable for presenting an idea in terms of educating more qualified mathematics teachers. This study was designed as a descriptive study. The sample of the research consists of 552 pre-service elementary mathematics teachers. Two types of data collection tools were used in this study: "TPACK Self-Efficacy Scale" and "Critical Thinking Scale". The data of the study were analyzed by using the Statistical Package for Social Science (SPSS) 21.0. The results of the study reveal that the techno-pedagogical competencies and critical thinking skills of pre-service mathematics teachers are midlevel. On the other hand, there is a significant relation between the pre-service mathematics teachers' critical thinking skills and techno-pedagogical competencies.

Vijay Laxmi and Gobind Singh Gure., (2017) investigated Techno-Pedagogy Practices In Teacher Education. In the rapidly expanding knowledge based society, teaching becomes one of the most challenging professions so it is necessary for teachers to use and applies modern technologies in their teaching. Merely introducing technology to the educational process is not enough. One must ensure technological integration since technology by itself will not lead to change. Rather, it is the way in which teachers integrate technology that has the potential to bring change in the education process. Therefore, the aim of teacher education is to develop skills and appropriate knowledge among teacher trainees for using and integrating the correct technology in an appropriate manner. Every teacher should know how to use technology, pedagogy and subject area content effectively in their daily classroom teaching. Hence, knowledge of ICT and skills to use ICT in teaching/learning has gained enormous importance for today's teachers. There must be congruence between the school curriculum and teacher training curriculum. Otherwise, teachers are not ready to utilize their knowledge to effectively design teaching/learning processes, project work, and assignments. This will help student teachers to develop the concept of 'techno pedagogy' to a greater extent. Present article focuses on the various issues relating to ICT in education as a core component in pre-service teacher education and the

different models to be adopted for its integration in education.

Thanavathi, (2018) explored Techno Pedagogy Skill of Teacher Educators. The main aim of the study is to find out the significance difference of certain democratic variables. Survey method was adopted for this study. The sample consists of 50 teacher educators in Thoothukudi district. Simple Random Sampling Technique was used. Techno Pedagogy Skill self made tool was used to collect the data. The statistical technique used was mean, standard deviation and 't' test. The findings of the study were: there is significant difference between male and female teacher educators in their techno pedagogy skill. There is significant difference between urban and rural teacher educators in their techno pedagogy skill. The educational implications and suggestions for further study are also given as per the findings of the study.

Gloria and Edward William Benjamin., (2018) made an attempt to study on the Attitude of Teachers Towards Techno-Pedagogy. Teaching jobs are regarded as the noblest of all the professions in the world. The quality of education in any educational institute hinges on the availability of good teachers. "Technology won't replace teachers. But Teachers who use technology will probably replace Teachers who do not." It is important to recognize that, the teachers are becoming more knowledgeable of Information and Communication Technology outcomes (ICTs), they continue to have knowledge or skill with which to integrate those technologies into their teaching. As the twenty-first century approaches, the literate citizen is increasingly expected to use computer technology to access and manipulate information. Knowing how to manage electronic information from an ever-widening array of resources and in proliferating formats is essential. The education system was now witnessing a paradigm shift from the traditional chalk-and-board teaching methodology to digitizing the pedagogical approach through technical devices. A transformation would not only increase the capability of the teachers but would also widen the knowledge base of students so as make them competitive in the international arena. The technology orientation needs to improve in order to equip themselves to face the students belong to the

digital era and also to face the challenges in the modern classroom.

Jeyaraj, and R. Ramnath., (2018) conducted a Study on Technological Pedagogical and Content Knowledge of B. Ed Student Teachers in Puducherry Region. A survey was conducted to study the Technological Pedagogical and Content Knowledge (TPACK) of B. Ed. student teachers in Puducherry region. Two hundred B.Ed. student teachers were selected through simple random sampling technique and used as the sample for the present study. The standardized Likert type of scale prepared by Ismail Sahin was used as the tool for the study. The tool consists of 47 items with five responses. The collected data were analyzed by using SPSS package. The result revealed that TPACK of B. Ed student teachers are moderate. There exists significant difference in TPACK of B. Ed student teachers with respect to degree, access of e-content and technology usage frequency in teaching learning process.

Table 1 Short summary of Review of Literature on Techno - Pedagogy

No	Researchers/ Authors	Year	Country	Method	Title
1	Gloria & Edward William Benjamin	2014	India (TamilNadu)	Qualitative	Techno-Pedagogical Skills in Teacher Education
2	Nabin Thakur	2015	India (Orissa)	Qualitative	A Study On Implementation Of Techno-Pedagogical Skills, Its Challenges And Role To Release At Higher Level Of Education
3	Sibichen K.K	2016	India (Kerela)	Survey	Techno-Pedagogical Skills of Secondary Teacher Education Students
4	Leema K M and Mohamed Saleem	2017	India (Kerala)	Content Analysis	Infusion Of Techno Pedagogy In Elementary Teacher Education Curriculum: Perspectives And Challenges
5	Avni YILDIZ	2017	Turkey	Survey	Factors Affecting Techno-Pedagogical Competencies and Critical Thinking Skills of Pre service Mathematics Teachers
6	Vijay Laxmi and Gobind Singh Gure	2017	India (Punjab, Rajasthan)	Qualitative	techno-Pedagogy Practices In Teacher Education
7	Thanavathi. C	2018	India (Thoothukudi)	Survey	Techno Pedagogy Skill of Teacher Educators
8	Gloria and Edward William Benjamin	2018	India (TamilNadi)	Qualitative	Attitude of Teachers towards Techno-Pedagogy
9	Jeyaraj, R. Ramnath	2018	India (Puducherry)	Survey	A Study on Technological Pedagogical and Content Knowledge of B. Ed Student Teachers in Puducherry Region

Findings

- There is significant difference between male and female teacher educators in their techno pedagogy skill. There is significant difference between urban and rural teacher educators in their techno pedagogy skill. Teacher educators can be encouraged to actively participate in orientation and public organization programmes to develop their techno pedagogy

skill. Teacher educators can be recommended mini projects to improve their techno pedagogy skill (Thanavathi, 2018).

- Technology improves learning and makes the teaching-learning process more interesting (Gloria and Edward William Benjamin, 2018).
- Techno-pedagogy is a key deciding factor for the hybrid approach of meta-teaching (Nabin Thakur, 2015).
- Techno-pedagogical skills in the classroom redefine established teaching-learning styles. Thus techno-pedagogical skills of teacher trainees play a pivotal role in the acquisition of knowledge and competency (Sibichen K.K, 2016).
- Integration of technology, content and pedagogy knowledge helps the teacher to teach effectively in the present scenario. TPACK helps the teacher to update their knowledge and skills which leads to enhance their professional development. Technology enhanced class room climate promotes confidence among learners, encourage to learn, easy to access at their convenience and long term retention will be there (Jeyaraj, & R. Ramnath, 2018).
- Techno pedagogy has given outstanding weightage in the newly revised elementary teacher education syllabus. But to facilitate pre-service teachers to improve their techno pedagogical skills, the present teacher education scenario has to improve upon most of the impeding factors (Leema K M and Mohamed Saleem, 2017).
- Techno-pedagogical competencies have been determined to be midlevel for pre-service elementary mathematics teachers (Avni YILDIZ, 2017).

Conclusion

The Indian Government has established the National Curriculum Framework (NCF) in 2005 to emphasize on giving connectivity, valuable and helpful content and low cost computing strategies and equipments to all the higher education institutions. But the cultural, socio-economic, time and geographical barriers obstruct the techno-pedagogical practices in higher education. Now, the situation is slowly changing and most of the teachers and students of higher education are using ICT tools for their teaching and learning process. Online registration and online examination are being used by colleges as well as universities. If all the teachers are willing to use techno-pedagogic instruction, the quality of education will be enhanced very soon.

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एकात्म मानवदर्शन एवं शिक्षा व्यवस्था

श्रीमती मोहिनी गुप्ता*

सार

भारत की आजादी से पहले और आजादी के बाद कई ऐसे महान सपूत हुए जिन्होंने अपने बलबूते समाज को नई दिशा देने का प्रयास किया। उन्हीं में से एक रहे भारतीय जनता पार्टी के मार्गदर्शक और नैतिक प्रेरणा से स्रोत पं0 दीन दयाल उपाध्याय आप पं0 दीन दयाल उपाध्याय राष्ट्र के सजग प्रहरी व सच्चे राष्ट्र भक्त के रूप में भारतवासियों के प्रेरणास्त्रोत रहे हैं। आपने कार्य चिंतन एवं विचारों से न केवल भारत माता का मस्तिष्क ऊँचा किया बल्कि आपके द्वारा दिया गया एकात्म मानवदर्शन पूरे राष्ट्र को एकजुटता के सूत्र में बांध रहा है। राष्ट्र की सेवा में सदैव तत्पर रहने वाले दीनदयाल जी का यही उद्देश्य था कि वे अपने राष्ट्र भारत को सामाजिक, राजनीतिक, आर्थिक, शैक्षिक क्षेत्रों में बुलन्दियों तक पहुंचा देख सकें। पं0 दीनदयाल जी ने राष्ट्र कल्याण हेतु भारत माता को एक मानवीय एकता का मंत्र दिया यह मंत्र हम सभी का मार्गदर्शन करता है। पं0 जी के अनुसार एकात्म मानववाद प्रत्येक मनुष्य के शरीर, मन, बुद्धि और आत्मा का एकीकृत कार्यक्रम है। पं0 जी ने कहा था कि मनुष्य का शरीर, मन, बुद्धि और ये आत्मा चारों अंग ठीक रहें तभी मनुष्य को चरम सुख और वैभव की प्राप्ति हो सकती है। उनका कहना था कि जब मनुष्य के किसी अंग में कांटा चुभता है। तो मन को कष्ट होता है, बुद्धि हाथ को निर्देशित करती है कि तब हाथ चुभे हुए स्थान पर पल भर में पहुँच जाता है और कांटे को निकालने की चेष्टा करता है। यह एक स्वभाविक प्रक्रिया है। सामान्यतः मनुष्य शरीर, मन, बुद्धि और आत्मा इन चारों की चिंता करता है। मानव की इसी स्वभाविक प्रवृति को पं0 दीनदयाल उपाध्याय ने एकात्म मानववाद की संज्ञा दी है।

पं0 जी का मानना था कि भारत की आत्मा को समझना है तो भारत के सांस्कृतिक दृष्टिकोण को देखना होगा एवं शिक्षा के द्वारा ही संस्कृति हस्तान्तरित एवं विकसित होती है। शिक्षा के द्वारा ही विभिन्न प्रकार की कौशल विकसित होते हैं। कौशल, भावना और बुद्धि के क्षेत्र में विकसित व्यक्ति ही अपना जीवन सुसंस्कृत, समृद्ध और पौरुषपूर्ण बनाता है। शिक्षा द्वारा ही समाज की व्यवस्था बनती है एवं संचालित होती है। सहज एवं स्पष्ट रूप से हम कह सकते हैं कि जैसी शिक्षा वैसा व्यक्ति, व्यक्तियों से ही समाज बनता है। शिक्षित व्यक्तियों से समाज की रचना भी विकसित होगी। इसलिए जिस प्रकार पं0 जी का मानना था कि ''हमारी प्रगति आर्थिक योजनाओं तथा आर्थिक प्रगति का माप समाज के ऊपर की सीढ़ी पर पहुँचे हुए व्यक्ति ही नही बल्कि सबसे नीचे के स्तर पर विद्यमान व्यक्ति से होगा''। उनके इन्हीं विचारों पर आधारित है कि एकात्म मानवदर्शन के अनुसार यदि हमें समाज रचना का विचार करना है तो शिक्षा का विचार करना अनिवार्य होगा, वास्तव में आज यदि राष्ट्रजीवन में जिन भीषण से लेकर सामान्य समस्याओं का सामना हम कर रहे हैं। उनका मूल कारण अस्वस्थ शिक्षा ही है। अतः हमें शिक्षा पर विचार करना आवश्यक है कि शिक्षा द्वारा भारत की सांस्कृतिक विरासत पूरी दुनिया को प्रकाशमान करें और शायद वह दिन दूर नहीं जब भारत विश्व मंच पर पूरी दुनिया को राह दिखाने वाला होगा।

प्रस्तावना

पं0 दीनदयाल उपाध्याय एकात्मक मानववाद जैसी प्रगतिशील विचारधारा के प्रणेता ने बताया कि एकात्म मानववाद मानव जीवन व सम्पूर्ण सृष्टि के एकमात्र सम्बन्ध का दर्शन है। पं0 दीन दयाल उपाध्याय कहते थे कि जहां एकल, समता और बंधुता होती है वहां एकात्म मानववाद का दर्शन होता है। वास्तव में कहा जाए तो एकात्म मानववाद एक ऐसी विचारधारा है जो मनुष्य को जीना सीखाती है और एक ऐसे समाज का उदय करती है जहां एकता हो और वहां के लोग भाईचारों के साथ रहते हैं। एकात्म को हम अविभाज्य या एकीकरण भी कह सकते हैं। इसका मतलब होता है एक ऐसा समाज जहां किसी प्रकार का विभाजन न हो और एकता हो। मानववाद एक ऐसी विचारधारा है जो मानव के मूल्यों और उनसे सम्बन्धित समस्याओं पर ध्यान देती है। कहा जाए तो मानववाद एक भरोसा और धारणा है जो मानववाद के प्रति लोगों को आकर्षित करती हैं। जहां एकात्म मानवदर्शन का अनुकरण किया जाता है ऐसे समाज में संघर्ष के लिए कोई जगह नहीं होती। वहाँ लोग सिर्फ प्रेम और भाई चारे के

साथ इकट्ठे होकर रहते हैं। पं0 जी ने एकात्म मानवदर्शन के रूप में ऐसा चिन्तन प्रस्तुत किया जिसके अनुसार शाश्वत तत्वों के आधार पर वर्तमान में क्रियान्चन की योजना बन सके।

चिन्तन को यदि व्यवहार में उतारना है तो शिक्षा के माध्यम से ही सम्भव होता है। शिक्षा ऐसी व्यवस्था है जिससे व्यक्ति मानस बनता है। उसके विचार बनते हैं, विभिन्न प्रकार के कौशल विकसित होते हैं। मानव कौशल, भावना और बुद्धि के क्षेत्र में विकसित होता है।

एकात्मक मानव दर्शन की धारणाएँ :-- एकात्मक मानव दर्शन में निहित धारणा 'अस्तित्व के लिए संघर्ष' नहीं अपितु 'अस्तित्व के लिए सह–अस्तित्व' की नीति ही कल्याणकारी है एकात्म मानव दर्शन की धारणा को निम्नलिखित बिन्दुओं द्वारा समझा जा सकता है :--

भारतीय संस्कृति एकात्मवादी :-- भारतीय संस्कृति का दृष्टिकोण एकात्मवादी हैं। टुकड़े–2 में विचार करना वैज्ञानिक की दृष्टि से उपयोगी हो

*असिस्टेंट प्रोफेसर, इंस्टीट्यूट ऑफ प्रोफेशनल एक्सिलेंस एंड मैनेजमेंट गाजियाबाद

सकता है परन्तु व्यवहारिक दृष्टि से यह उपयोगी नहीं माना जाता । भारतीय संस्कृति की पहली विशेषता यह है कि सम्पूर्ण जीवन का, सम्पूर्ण सृष्टि का संकलित विचार करती है ।

विविधता में एकता :– हम यह तो स्वीकार करते हैं कि जीवन में अनेकता अथवा विविधता हैं किन्तु उसके मूल में निहित एकता को खोज निकालने का सदैव प्रयत्न किया है । विविधता में अथवा एकता का विविध रूप में व्यक्तीकरण ही भारतीय केन्द्रस्थ विचार है । संसार में एकता का दर्शन कर उसके विविध रूपों के बीच पूरकता को पहचानकर परस्परानुकूलता का विकास करना तथा संस्कार करना ही संस्कृति है ।

आदर्शों का संघर्ष :– विश्व की एकता व राष्ट्रीयता में भी टकराव आता है । कुछ लोग विश्व एकता के लिए राष्ट्रीयता को नष्ट करने की बात कहते हैं तो दूसरे विश्व एकता को स्वप्नन जगत की बात बताकर अपने राष्ट्र के स्वार्थों को ही महत्व देते हैं । दोनों का मेल कैसे बिठाया जाये । इस प्रकार की समस्या प्रजा तंत्र और समाजवाद के बीच उपस्थित होती है । एकात्म मानव दर्शन द्वारा ही इस समस्या का समाधान सम्भव है ।

मनुष्य भगवान की सर्वश्रेष्ठ कृति :– मनुष्य का व्यक्तित्व एकात्म है वह केवल बाहर से दिखाई देने वाला शरीर नहीं है । वह शरीर, मन, बुद्धि और आत्मा का समुच्चय है

परस्पर सहयोग :– सृष्टि में जैसे संघर्ष दिखता है, वैसे ही सहयोग भी दृष्टिगोचर होता है । वनस्पति और प्राणी एक दुसरे की आवश्यकता को पूरा करते हुए जीवित रहते हैं । हमें ऑक्सीजन वनस्पतियों से मिलती है तथा वनस्पतियों के लिए आवश्यक कार्बनडाइऑक्साइड प्राणी जगत से प्राप्त होती है । इस परस्पर–पूरकता के कारण ही संसार चल रहा है ।

एकात्म मानवदर्शन व शिक्षा व्यवस्था :– पूर्व में उल्लेख किया है कि किसी भी तत्व को व्यवहारिक स्वरूप देना है तो उसे शिक्षा के माध्यम से देना होगा । शिक्षा संस्कार, ज्ञान, रीतिरिवाज, जीवनशैली आदि को एक पीढ़ी से दूसरी पीढ़ी को हस्तान्तरित करती है । मनुष्य में संस्कार, ज्ञान, गुण का विकास शिक्षा द्वारा सम्भव है शिक्षा के इस असाधारण महत्व को समझ कर ही उसकी रचना करनी चाहिए ।

एकात्म मानवदर्शन व शिक्षा का स्वरूप :– एकात्म मानवदर्शन के अनुसार मनुष्य एकात्म है । व्यक्ति के रूप में वह शरीर मन, बुद्धि और आत्मा का समूच्चय है । पं0 जी की यह कल्पना औपविदिक चिन्तन पर आधारित है । मनुष्य का व्यक्तित्व पंचकोशात्मक है अर्थात् स्थूल रूप में हम इन्हें शरीर, बुद्धि, प्राण, मन और चित्त कह सकते हैं । शिक्षा का विचार करते समय इस पंचकोशात्मक व्यक्तित्व की संकल्पना को स्वीकार करना आवश्यक है ।

व्यक्ति का पंचकोशात्मक विकास शिक्षा का प्रथम उद्देश्य है । विकास किसे कहते हैं विकास का मौलिक स्वरूप जानना भी आवश्यक है । वर्तमान समय में विकास के बहुत ही भौतिक स्वरूप की कल्पना की जाती है । परन्तु एकात्म मानवदर्शन के अनुसार विकास की कल्पना के स्थान पर सांस्कृतिक स्वरूप का विकास करना आवश्यक है ।

व्यक्ति जन्म से ही विभिन्न प्रकार की सम्भावनाओं को लेकर आता है । ये सम्भावनाऐं उसे जन्म–जन्मान्तरों के संस्कार से प्राप्त हुई होती है । इन सम्भावनाओं को पूर्ण अभिव्यक्ति ही व्यक्ति का विकास है । व्यक्ति का ऐसा विकास साधना शिक्षा का लक्ष्य है ।

शिक्षा द्वारा व्यक्तित्व के विकास का स्वरूप :– विकास की वर्तमान संकल्पना का लक्षण यह है कि वह व्यक्तिकेन्द्रित है । जबकि विकास पर येष्टीकेन्द्रित होना चाहिए । इस प्रकार के विकास के लिए पंचकोशात्मक विकास आवश्यक है । अतः इस प्रकार विकास को स्थूल रूप में शारीरिक विकास कह सकते हैं । व्यक्ति का शरीर यंत्रशक्ति है, प्राण की कार्य शक्ति है ।

उसे जीवन शक्ति भी कहते हैं । प्राण की ऊर्जा से ही कार्य कर सकता है और जिन्दा कहा जाता है । यह तो सब जानते हैं यह प्राण बलवान होना चाहिए, नियमन में रहना चाहिए और सतुलित रहना चाहिए तभी कार्य सिद्धि होती है ।

शिक्षा द्वारा मन के विकास का स्वरूप :– मन की तीन शक्तियाँ हैं विचार शक्ति, भाव शक्ति और इच्छा शक्ति । सभी ज्ञानेन्द्रियों के अनुभवों को मन ही विचारों में अनुमोदित करता है । दया, अनुकम्पा जैसी भावनाएँ भी मन के विषय हैं । मन इच्छाओं का पुंज है । मन की इच्छाएं कभी पूर्ण नहीं होती ।

मन उसे अच्छी लगने वाली वस्तुओं, व्यक्तियों या घटनाओं में आसक्त हो जाता है । जिससे आसक्त हुआ उससे अलग होना पड़ता है । तब यह दुःखी हो जाता है ।

मन अतिशय बलवान होता है । सामान्य रूप से अपने वश में नही रहता है । वह बुद्धि को खींचकर ले जाता है, प्रभावित करता है और गलत निर्णय करवाता हैं विश्व के सारे के सारे पक्षपातपूर्ण आचरण अशिक्षित मन के कारण होते हैं । संक्षेप में एकात्म मानवदर्शन के अनुसार मनुष्य के लगभग सभी संकटों का कारण अशिक्षित मन है । भारत के सभी शिक्षाशास्त्रियों ने मन की शिक्षा को अहम माना है । दुर्भाग्य से वर्तमान शिक्षा में मन शिक्षा की बहुत उपेक्षा हुई है । अब अनेक मनीषी, अनेक सांस्कृतिक संगठन और शिक्षाशास्त्री मूल्यशिक्षा की जो बात करते हैं वह वास्तव में मन की शिक्षा ही है । व्यापक अर्थ में जिसे धर्मशिक्षा कहते हैं वह भी मन की शिक्षा है ।

शिक्षा द्वारा बुद्धि के विकास का स्वरूप :– लौकिक भाषा में इसे बुद्धि के रूप में समझ सकते हैं । ज्ञान के क्षेत्र में इसका बडा महत्व है । इसके सम्बन्ध में इस प्रकार विचार किया जा सकता है ।

➢ बुद्धि जानती है, समझती है, आकलन करती है, ग्रहण करती है, धारण करती है, बुद्धि विवेक करती है, निर्णय करती है ।

➢ मन संकल्प विकल्प करता है, संशय करता है, बुद्धि निश्चयात्मिका होती है । निरीक्षण–परीक्षण, अनुमान, तर्क–तुलना, विश्लेषण, संश्लेषण बुद्धि में परिणत होता है । जिससे वह निर्णय तक पहुंचती हैं ।

➢ बुद्धि सत्वगुणी है आहार का सात्विक अंश बुद्धि में परिणत होता है इसलिए सात्विक आहार बुद्धि विकास के लिए आवश्यक है । मन का संयम बुद्धि विकास के लिए अनिवार्य है मन की शिक्षा सम्यक रूप से नही होती है तो बुद्धि का विकास सम्भव नहीं है ।

शिक्षा द्वारा सृष्टि का संदर्भ में शिक्षा का स्वरूप :– सृष्टि परमात्मा का व्यक्त का विश्वरूप है जिसमें मनुष्य अकेला नही रह सकता उसका सम्बन्ध जड़–चेतन सभी से होता है । वास्तव में सृष्टि का सारा व्यवहार आपसी आदान–प्रदान से ही चलता है । मनुष्य को अपना व्यवहार भी इस आदान–प्रदान की प्रक्रिया को न्यायपूर्ण पद्धति से निभाने के रूप में चले इस प्रकार का होना चाहिए । मनुष्य इस सृष्टि का एक अंग है उसका जीवन सृष्टि के बिना सम्भव नहीं होता । इस बात को ध्यान में रखकर उसे अपना व्यवहार ठीक करना चाहिए । सृष्टि के प्रति स्वामित्व का नहीं अपितु स्नेह का भाव रखना चाहिए प्राकृतिक संसाधनों का शोषण नही अपितु दोहन करना चाहिए ।

एकात्म मानवदर्शन द्वारा शिक्षा में व्यवहारिकता :– व्यवहारिक धरातल पर एकात्म मानव दर्शन का प्रयोग किया जा सकता है । वास्तव में एकात्म मानवदर्शन का उद्देश्य परिवार, व्यापार, संस्थान को विद्यालय महाविद्यालय आदि से लेकर सरकार तक सभी स्तरों पर एकात्म मानवदर्शन का व्यवहारिक प्रयोग सम्भव है ।

आत्मीयता से एकात्मता :– विद्यालय के सभी अध्यापक एवं एकात्मक इकाई के रूप में कार्य करें यह उद्देश्य प्राप्ति हेतु अनिवार्य है ।

सहशासन से सुशासन :– परिवार हो या संस्था या सरकार सभी को सुव्यवस्थित ढंग से संचालित किया जाना अपेक्षित है । किसी भी सामूहिक इकाई में स्वभावतः श्रेणी का निर्माण होता है ।

सबका विकास :– विकास में सहयोग, प्रेरणा, मार्ग, दर्शन जहां जो आवश्यक हो प्रदान करते रहना आवश्यक है।

सतत गुणवत्ता विकास :– अन्दर से ही अपने आपको सही बेहतर बनाने की प्रेरणा जगानी होती है। इस हेतु हर स्तर पर गुणवत्ता जरूरी है।

स्वांगीण उन्नति :– विकास पर बल देना शुरू किया तो स्वंय ही सारी बातें व्यवस्थित हो जायेगी।

योगदान का भाव :– समष्टी में योगदान का भाव जाग्रत रहे तो स्वतः ही पूरे समाज का एकात्म एवं समग्र विकास संभव होता है।

मौलिकता का प्रोत्साहन :– विद्यामंदिरों और आचार्य के अपने चिति के अनुसार मौलिक कार्य कर स्वातंत्रय और प्रोत्साहन मिलता रहता है।

निष्कर्ष :– एकात्म मानव दर्शन द्वारा विद्यालयों महाविद्यालयों और विश्व विद्यालयां में जो भी संस्कृत सामाजिक शास्त्रों के विषय हैं। इन विषय का बाल किशोर और तरूण और युवा अवस्थाओं में निरन्तर रूप से जो पढाया जाता है। उससे छात्रों के विचार मन, समझ, व्यवहार और दृष्टि बनते हैं। ऐसे छात्र जब पढाई पूर्ण करके जीवन के क्षेत्र में आते हैं तब उनका व्यवहार जो पढे हैं उनके

अनुसार ही होगा इसमें आश्चर्य नहीं। इन शिक्षित लोगों की कल्पना के अनुसार ही देश भी चलता है। आज हमारे विद्यालय–महाविद्यालयों और विश्व विद्यालयों में विभिन्न संस्थाओं में जो सिद्धान्त पढाया जाता हैं वे एकात्म मानव दर्शन के होंगे तो देश में संस्कृतिक और भौतिक स्वरूप की वर्तमान में परेशान करने वाली समस्या पैदा हो इसमें कोई भी समस्या उत्पन्न नही होगी, किन्तु एकात्म मानव दर्शन के अनुसार शिक्षा परिवर्तन का कार्य सरल नही है। इस प्रकार शिक्षा व्यवस्था पर पुनः विचार करना आवश्यक है।

यहां इस विषय में अति संक्षेप में एकात्म मानवदर्शन के अनुकूल शिक्षा की रचना एक भगीरथ कार्य है। परन्तु यह करणीय कार्य अवश्य है।

संदर्भ सूची

एकात्म मानव दर्शन : मा0 स0 गोलवलक
दीन दयाल उपाध्याय
दन्तोपन्त ठोंगडी
मैगजीन : अगजोस्टिंग इण्डिया।
एकात्म मानवदर्शन : ब्रहमनंद राजदूत
https://www.exoticindiaart.com

भारत में कौशल प्रशिक्षण का बढ़ता वर्चस्व एवं बढ़ते रोजगार के अवसर

पूजा सिंह*
डॉ. संध्या कुमारी सिंह**

सार

भारत की आर्थिक और सामाजिक स्थिति को बदलने के लिए युवाओं के कौशल विकास को बढ़ाना अत्यंत आवश्यक है। कौशल विकास से न केवल रोजगार के अवसर प्रदान हो रहे हैं बल्कि युवाओं को अपनी प्रतिभा को दुनिया के सामने लाने का भी अवसर मिल रहा है। देश में 2005—2017 के दौरान 2.7 मिलियन लोगों को कौशल विकास के माध्यम से रोजगार के अवसर मिले हैं। भारत में कौशल विकास के संवर्धन हेतु पारंपरिक दृष्टिकोण का आकलन करने की आवश्यकता है। जर्मनी, आस्ट्रेलिया और चीन ने कौशल शिक्षा पर सर्वाधिक ध्यान केंद्रित किया है जिसके फलस्वरूप वहां पर युवाओं को रोजगार के अनेक अवसर मिल रहे हैं। इसी प्रकार भारत में भी कौशल विकास पर बहुत ध्यान केंद्रित किया जा रहा है जिस कारण आज भारत सरकार हर वर्ग के युवाओं जिनमें महिलाएं, आंशिक रूप से अपंग एवं गरीब क्षेत्र के युवाओं में कौशल विकास कर रही है जिससे अब वो अपने हुनर से एक बेहतर कल की शुरूआत कर रहे हैं। भारत सरकार ने अनेक तरह की योजनाएं आरंभ की हुई हैं तथा देश के बहुत से शिक्षण संस्थान अब इन योजनाओं के माध्यम से युवाओं को रोजगार प्रदान कर रहे हैं। वर्ष 2009 में राष्ट्रीय कौशल नीति का गठन किया गया जिसका उद्देश्य देश में कौशल विकास में आ रही चुनौतियों को दूर करने के लिए किया गया। भारत में वर्ष 2022 तक 24 क्षेत्रों में 109.73 मिलियन कुशल मानवश्रम की आवश्यकता होगी। देश में आज बहुत क्षेत्रों को विकास हुआ है जिनमें कौशल के द्वारा ही उनका निवारण किया जा सकता है। वर्ष 2019 में सबसे रोजगार में वृद्धि पिछले 8 सालों में सबसे बेहतर रही। भारत में युवाओं को कुशल बनाकर आज हर क्षेत्र में वृद्धि हो रही है जिससे न केवल देश में रोजगार के अवसर बढ़े हैं बल्कि भारतीय निर्यात में भी काफी वृद्धि हुई है। अतः कौशल विकास से देश के युवाओं के जीवन में एक नई रोशनी ला दी है।

महत्वपूर्ण शब्दः कौशल विकास, कौशल शिक्षा, मानवश्रम, शिक्षण संस्थान।

प्रस्तावना

भारत विश्व में अर्थव्यवस्था के मामले में सबसे तेजी से उभरता हुआ देश है। कौशल शिक्षा के क्षेत्र में देश बहुत तेजी से बढ़ रहा है। इसमें दक्षता लेकर युवा वर्ग न केवल हुनरमंद हो रहा है बल्कि रोजगार के अवसर भी मिल रहे हैं। इसका सबसे अच्छा असर यह हुआ है कि देश में नई नई तकनीकियों के आ जाने से युवाओं के लिए रोजगार और उद्यमिता के अवसर बढ़े हैं। दक्षिण के राज्यों में की औसत आयु 29 से 31 वर्ष के बीच है जबकि उत्तर प्रदेश, राजस्थान और में उनकी औसत आयु 20—22 वर्ष के बीच है इसलिए युवाओं में कौशल विकास के प्रतिमानों को पहुंच और प्रासंगिता के आधार पर तैयार किए जाने की जरूरत है। देखा जाए तो देश में जिस तेजी से कौशल शिक्षा में रुचि दिखा रहे हैं उससे वर्ष 2030 तक कुशल श्रमशक्ति में बहुत इजाफा होगा। सरकार भी देश में कौशल विकास में काफी अहम भूमिका निभा रही है जिससे देश में विभिन्न योजनाओं और कार्यक्रमों की मदद से युवाओं को हुनरमंद बनाया जा रहा है। यह अति आवश्यक हो गया है कि देश में कौशल शिक्षा पर अधिक ध्यान दिया जाए क्योंकि देश में बेरोजगारों की संख्या भी तेजी से बढ़ रही है जिसके मदेनजर यह आवश्यक है कि देश में कौशल शिक्षा पर अधिक जोर दिया जाए। कौशल शिक्षा को अपनाकर युवा वर्ग आसानी से रोजगार के अवसर प्राप्त कर सकता है। किसी भी क्षेत्र में हम तभी कुशल हो सकते हैं जब कौशल विकास के साथ साथ उसमें कौशल शिक्षा को भी समावेश हो। ये दोनों आपस में पूरक हैं। कौशल विकास तभी संभव है जब उसको शिक्षा के माध्यम से समझा जाए अन्यथा उसमें दक्षता पाना अत्यंत मुश्किल है। रोजगार पाना तब ओर भी आसान हो जाता है जब उस क्षेत्र की तकनीकी जानकारी हो।

विश्व बैंक के अनुसार, भारत विश्व की सबसे तेजी से विकसित होने वाली अर्थव्यवस्था है और भविष्य में दक्षता की मांग को देखते हुए कौशल संबंधी कार्यसूची, पर पुनर्विचार किया जाना अपेक्षित है, चूंकि विनिर्माण क्षेत्र में विश्वव्यापी स्तर पर संरचनात्मक परिवर्तन होंगे।

सरकार के सांख्यिकी आंकड़ों के अनुसार 2011 में भारत में युवा साक्षरता दर (15—24) और वयस्क साक्षरता दर (15 वर्ष और उससे अधिक) क्रमशः 86.1 प्रतिशत और 69.3 प्रतिशत थी। सरकार की राष्ट्रीय शिक्षा नीति 2016 के तहत छात्रों के लिए प्रासंगिक कौशल हासिल करने के लिए पाठ्यक्रम में शामिल और प्रशिक्षण को भी शामिल करने की परिकल्पना की गई है।

11वीं पंचवर्षीय योजना में यह स्वीकार किया गया कि कौशल विकास एक गतिशील प्रक्रिया है और व्यक्तिगत कौशल को निरंतर ऊंचा उठाने में सहायक है।

प्रो. श्यामाचरण दुबे ने सामुदायिक विकास योजनाओं के भारतीय ग्रामों पर पड़ने वाले प्रभावों को लेकर 'भारत के बदलते हुए गाँव' (1958) पर एक अध्ययन किया है। इस अध्ययन में उन्होंने सामुदायिक विकास में मानव तत्व की महत्ता एवं उसकी मुख्य भूमिका को रेखांकित किया है। इसके साथ ही इसमें योजनाओं के फलस्वरूप उत्पन्न हुए परिवर्तन तथा तत्जनित समस्याओं का मूल्यांकन किया गया है। ई.एफ. शूमाकर ने अपनी पुस्तक 'स्माल इज ब्यूटीपुफल : ए स्टडी ऑफ इकोनॉमिक्स इज ए पिपल मैटर्ड' (1973) में पाश्चात्य आर्थिक नीति की आलोचना की क्योंकि बड़े उद्योगों द्वारा प्रकृति का दोहन होता है और सतत विकास पर नकारात्मक प्रभाव पड़ता है। इन्होंने लघु

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उद्योगों एवं आम जन की आत्मनिर्भरता पर बल दिया तथा पर्यावरण हितैषी सतत विकास की बात की। अंतर्राष्ट्रीय श्रम संगठन द्वारा नवम्बर, 2010 में कुशल कार्यबल पर एक रिपोर्ट 'ए स्किल्ड वर्कफोर्स फॉर स्ट्रांग, सस्टेनेबल एंड बैलेंसड् ग्रोथ : ए ळ20ट्रेनिंग स्ट्रेटजी' में कौशल विकास के प्रशिक्षण की तकनीक ओर नवोन्मेषण की व्यापक अवधारणा प्रस्तुत की तथा यह दर्शाने का प्रयास किया कि किस प्रकार कुशल कार्य बल धारणीय विकास में योगदान दे सकता है। मैकलीन, स्पर्ट, जगन्नाथन, शान्ति, सारवी एवं जोको द्वारा सम्पादित पुस्तक 'स्किल्स डेवलपमेंट फॉर इंक्लूसिव एंड सस्टेनेबल ग्रोथ इन डेवलपिंग एशिया–पेसिफिक' में एशिया प्रशांत क्षेत्र में कौशल विकास से संबंधितमुद्दों पर ध्यान केन्द्रित किया गया है साथ ही गांव से शहरों की और पलायन कर रहे चीन के मजदूरों की समस्याओं पर प्रकाश डाला गया है। फिक्की द्वारा इंडिया इन्टरनेशनल ट्रेड फेयर (2012) में 'स्किल्स फॉर ऑल न्यू एप्रोच्स टू रिस्किलिंग इंडिया' रिपोर्ट प्रस्तुत की गई जिसमें कौशल तक पहुँच में सुधार एवं कौशल आधारित शिक्षा के दृष्टिकोण में परिवर्तन जैसे मुद्दों पर व्यापक चर्चा की गई है।

भारत में शुरू की गई कौशल विकास संबंधी योजनाएं एवं मिशन निम्नलिखित हैं:

(1) राष्ट्रीय कौशल विकास मिशन
इस मिशन की शुरूआत 15 जुलाई, 2015 को कौशल दिवस के अवसर पर की गई। इसके तहत 2022 तक 40 करोड़ युवाओं को प्रशिक्षित करने हेतु क्षमताओं का सृजन किया जाएगा। इसके तहत 20 केंद्रीय मंत्रालय और विभाग कौशल विकास कार्यक्रम में लगे हैं जिन्होंने वर्ष 2015.16 और 2016.17 के कौशलीकरण लक्ष्य को 125.69 और 117.50 लाख की तुलना में क्रमशः 104.16 और 60.32 लाख अभ्यर्थियों को प्रशिक्षित किया गया।

(2) कौशल भारत कुशल भारत मिशन
कौशल भारत मिशन को अन्तर्गत मोदी सरकार ने गरीब व वंचित युवाओं प्रशिक्षित करके बेरोजगारी की समस्या और गरीबी को खत्म करने का लक्ष्य रखा है। इस मिशन का उद्देश्य उचित प्रशिक्षण के माध्यम से युवाओं में आत्मविश्वास को लाना है जिससे की उनकी उत्पादकता में वृद्धि हो सके। इस योजना के माध्यम से सरकारी, निजी और गैर–सरकारी संस्थानों के साथ साथ शैक्षिक संस्थाएं भी सम्मिलित होकर कार्य करेंगी।

(3) प्रधानमंत्री कौशल विकास योजना (पीएमकेवीवाई)
यह योजना 15 जुलाई, 2015 को शुरू की गई। प्रधानमंत्री कौशल विकास योजना (PMKVY) कौशल विकास और उद्यमिता के नए मंत्रालय (MSDE) के परिणामस्वरुप शुरू कि गई प्रमुख कौशल प्रशिक्षण योजना है। इसयोजना का उद्देश्य भारतीय युवाओं की एक बड़ी संख्या को कौशल प्रशिक्षण लेने के लिए जुटाना और अपनी आजीविका कमाने के लिए सक्षम बनाना है। यह देश के विभिन्न क्षेत्रों के कर्मचारियों को उच्च गुणवत्ता और कौशल प्रशिक्षण प्राप्त करने के लिए उन्हें सक्षम कर उनकी उत्पादकता को बढ़ावा देगा।

(4) प्रधानमंत्री कौशल युवा योजना (पीएमवाईवाई)
यह योजना 9 नवंबर, 2016 को शुरू की गई। इसके योजना के अंतर्गत 2016.17 से 2020.21 तक विभिन्न ट्रेडों में 14.5 लाख युवाओं को कौशल क्षेत्र में प्रशिक्षित करने का लक्ष्य है। इस योजना में उद्यमशीलता शिक्षा और प्रशिक्षण उपलब्ध कराने के लिए 3050 संस्थान जिसमें उच्च शिक्षा के 2200 संस्थान, 300 स्कूल, 500 आईटीआई और 50 उद्यमिता विकास केंद्र मैसिव ओपन ऑनलाइन कोर्सेज के माध्यम से शामिल किए हैं।

(5) प्रवासी कौशल विकास योजना (पीकेवीवाई)
इस योजना को 14वें प्रवासी भारतीय दिवस सम्मेलन के दौरान 9 जून, 2017 में शुरू किया गया। इस योजना का उद्देश्य विदेश में रह रहे भारतीय युवाओं की कौशल विकास क्षमता में संवर्धन करना है। इस योजना के तहत 9 राज्यों में 16 भारत–अंतर्राष्ट्रीय कौशल केंद्र स्थापित किए गए हैं।

(6) दीन दयाल उपाध्याय ग्रामीण कौशल योजना (डीडीयूजीकेवाई)
इस योजना को ग्रामीण विकास मंत्रालय द्वारा 25 सितंबर, 2014 को शुरू किया गया। इसका उद्देश्य रोजगार से जुड़ी आबादी में वैश्विक कमी के कारण उत्पन्न अंतर्राष्ट्रीय अवसरों का लाभ पाने के लिए गरीब ग्रामीण युवाओं को सक्षम बनाना है।

इसमें 18–35 आयु वाले ग्रामीण युवाओं को सार्वजनिक.निजी भागीदारी (पीपीपी) मोड में 3,6,9 और 12 माह के प्रशिक्षण कार्यक्रम संचालित किए जाते हैं। इसके तहत 1.49 लाख अभ्यर्थियों को कौशल प्रशिक्षण दिया गया। इस योजना में 24 राज्यों के 617 जिले भाामिल हैं।

(7) भहिमायत योजना
जम्मू के युवाओं को रोजगार से जुड़े कौशल विकास के लिए मंत्रालय द्वारा 21 अगस्त, 2011 को श्रीनगर में यह योजना शुरू की गई। इसका लक्ष्य 5 वर्ष में 18–35 आयु के एक लाख युवाओं को रोजगार योग्य कौशल प्रदान करना है।

(8) "रोशनी" योजना
देश में वामपंथी उग्रवाद से सर्वाधिक प्रभावित 27 जिलों में 18–35 आयु के गरीब युवाओं को लाभांवित करने के लिए ग्रामीण विकास मंत्रालय ने 10 / 06 / 2013 को इस योजना की शुरूआत की। इस योजना में युवाओं को योग्यताओं के अनुरूप 6,9 और 12 माह के प्रशिक्षण कार्यक्रम द्वारा 3 वर्ष में 50,000 युवाओं को कवर करने का लक्ष्य है। जिसमें कम से कम 40:महिलाएं हैं।

2014 से 2017 के दौरान दीर्घअवधि कौशल प्रणालियों में हासिल की गई उपलब्धियां

दीर्घावधि प्रशिक्षण मई, 2014 के आंकड़े मई, 2017 के आंकड़ेटिप्पणी

दीर्घावधि औद्योगिक प्रशिक्षण संस्थानों की संख्या 10,750 13,353 24: की वृद्धि

दीर्घावधि औद्योगिक प्रशिक्षण संस्थानों में सीटों की संख्या 19.82 लाख 28.52 लाख 44: की वृद्धि

दीर्घावधि औद्योगिक प्रशिक्षण संस्थानों में विद्यार्थियों की संख्या 17.80 लाख

(2013–14 के आंकड़े) 22.40 लाख
(2016–17 के आंकड़े) 26: की वृद्धि

स्रोत : योजना पत्रिका

2014 से 2017 के दौरान अल्पावधि कौशल प्रणालियों में हासिल की गई उपलब्धियां

एनएसडीसी के जरिय अल्पावधि शुल्क आधारित प्रशिक्षण पाठ्यक्रमों में भी इजाफा हुआ।

1. मई, 2014 से मई, 2017 के दौरान प्रशिक्षण केंद्रों की संख्या में 85.9: की वृद्धि दर्ज की गई।
2. 2013–14 से 2016–17 के बीच उम्मीदवारों की संख्या में 71: अभूतपूर्व वृद्धि दर्ज की गई।

कौशल शिक्षा के क्षेत्र में आने वाली समस्याएं

हाल ही में शारदा प्रसाद समिति (एसपीसी)ने "अपर्याप्त इंडस्ट्री इंटरफेस'' को भारत में व्यावसायिक शिक्षा और प्रशिक्षण प्रणाली के समक्ष मौजूद प्रमुख मसलों में से एक करार दिया है। वीईटी कोर्सेज के डिजाइन और पाठ्यक्रम तैयार करने में उद्योग जगत से पर्याप्त इनपुट नहीं लिए जाने के कारण अक्सर वहां सिखाए जाने वाले कौशल नियोक्ताओं की आवश्यकताओं के अनुरूप नहीं होते।

व्यावसायिक शिक्षा और प्रशिक्षण में उद्योग जगत को शामिल नहीं किया जाना कौशल विकास क्षेत्र के समक्ष वर्तमान में आ रही प्रमुख चुनौतियों में से एक है। इसमें डिलिवरी,संस्थाओं के प्रबंधन और पाठ्यक्रम तैयार करने में उद्योग को ज्यादा शामिल नहीं किया जाना शामिल है।

आईआईटी बेंगलौर द्वारा कराए गए एक अध्ययन में पाया गया कि संस्थान प्रबंधन समितियों (आईएमसी) में नियोक्ता की भागीदारी सीमित है। इन समितियों का गठन 2007—08 में उद्योग जगत के निकायों के रूप में किया गया था और इन्हें नए कोर्स, कोर्स के पाठ्यक्रम शुरु करने तथा प्रशिक्षकों को नियुक्त करने का जिम्मा सौंपा गया था। टीमलीज़ सर्विसिज द्वारा जारी रिपोर्ट में पाया गया कि राष्ट्रीय कौशल विकास परिषद (एनएसडीसी) उद्योग जगत की जरूरतों के अनुरूप कोर्स की रूपरेखा और पाठ्यक्रम का तालमेल बिठाने में समर्थ नहीं रही। सर्वेक्षण में शामिल किए गए 78 प्रतिशत से ज्यादा छात्रों और 66 प्रतिशत नियोक्ताओं ने इन संस्थाओं और इनके द्वारा संचालित किए जा रहे कोर्सेज को औसत या खराब बताया है।एक नए रास्ते की रूपरेखा तैयार किए जाने की जरूरत है, जो वीईटी के डिजाइन और डिलिवरी में उद्योग जगत को ज्यादा प्रभावी रूप से शामिल करे। इसकी जिम्मेदारी सरकार और साथ ही साथ निजी क्षेत्र, दोनों को उठानी होगी। उद्योग जगत के प्रतिनिधित्व के बगैर वीईटी व्यवस्था तैयार करना बेकार है।

दूसरा, देश में कौशल प्रशिक्षण के प्रमाणन मापदंड तय करने की तत्काल जरूरत है। वर्तमान में, डीजीटी और एनएसडीसी के साथ—साथ करीब 20 मंत्रालय व्यावसायिक प्रशिक्षण पाठ्यक्रमों का संचालन करते हैं। उपलब्ध कार्यक्रमों के बारे में स्पष्टीकरण के अभाव और विविध कार्यक्रमों के प्रावधान के कारण नियोक्ताओं को इस प्रशिक्षण की समग्रता और गुणवत्ता पर विश्वास नहीं है।

पाठ्यक्रम और प्रमाणन के मापदंड तय करने के लिए सरकार को चाहिए कि वह नेशनल स्किल्स क्वालिफिकेशन फ्रेमवर्क के तहत गुणवत्ता या क्वालिटी पैक्स के आकलन की जिम्मेदारी औद्योगिक इकाइयों को सौंपे, ताकि उन्हें उद्योगों की जरूरतों के अनुरूप बनाया जा सके। इसके बाद यह पता लगाने के लिए नियमित रूप से तीसरे पक्ष द्वारा इनका आकलन किया जाना चाहिए कि प्रशिक्षण संस्थानों या प्रदाताओं द्वारा एनएसक्यूएफ का पालन किया जा रहा है या नहीं।

कौशल संबंधी चुनौतियों का समाधान

1. प्रशिक्षण की गुणवत्ता में में सुधार करना यह बहुत ही अहम समस्या है जिसके अंतर्गत औद्योगिक प्रशिक्षण संस्थानों ने प्रशिक्षण में ग्रेडिंग में सुधार किया है साथ ही साथ प्रत्यायन और सम्बद्धता मानदंड को सुदृढ़ किया है एवं व्यापक पाठ्यक्रम सामग्री को अपग्रेड करके उसमें सुधार किया है।

2. कौशल संबंधी जो भी प्रशिक्षण दिया जा रहा है वह रोजगार दिलाने में कितना सहायक होगा यह भी बहुत ही अहम विषय है अर्थात वर्तमान में उस कौशल प्रशिक्षण की कितनी मांग है। अतः इस समस्या को देखते हुए संस्थान कौशल संबंधी उन्हीं प्रशिक्षणों पर ज्यादा ध्यान केंद्रित कर रहे हैं जो रोजगार परक हैं।

3. युवा वर्ग कभी कभी यह नहीं समझ पाते कि उन्हें किस प्रशिक्षण को चुनना है यह भी एक बहुत बड़ी समस्या है जिसके लिए संस्थान उन्हें इस बारे में सही ढंग से जानकारी देने के लिए प्रयास कर रहे हैं।

निष्कर्ष

कौशल शिक्षा के माध्यम से न केवल युवाओं में छिपी प्रतिभा को उजागर किया जा सकता है बल्कि उन्हें एक अच्छे रोजगार दिलाने में मदद भी आसानी से हो सकती है। इसलिए यह आवश्यक है कि कौशल शिक्षा को ध्यान में रखकर उस पर ध्यान केंद्रित किया जाए। इससे भारत में बेरोजगारी की समस्या का निवारण होगा, उत्पादकता में वृद्धि होगी, गरीब समाप्त होगी, भारत में छिपी हुई योग्यता को बढ़ावा मिलेगा, राष्ट्रीय आय के साथ—साथ प्रति व्यक्ति आय में वृद्धि, भारतीयों के जीवन स्तर में सुधार होगा। सरकार द्वारा किए गए प्रयासों से यह सामने आया है कि कुशल व्यक्ति सही दिशा में बढ़ रहा है।

A Conceptual Framework for Analyzing A Teacher Education Program: A Pursue of Quality

Pipit Novita*

ABSTRACT

Quality of teacher education plays a significant role in the quality of future teachers. Every year, future teachers graduate from teacher education with different levels of accreditations. To keep updated with the challenges and dynamics of the teaching profession, a deeper understanding of the aspects that affect teacher education quality is required to ensure best practices in teacher education and train better quality of teacher graduates. A research was conducted to explore stakeholders' views on the quality of a teacher education program in Indonesia. The study involved participants from the institution, graduates as well as graduates' employers. Thus, the views of the Dean of Faculty of education, Head of Department, educators, student teachers, teacher graduates and their principal were taken into account to get a balanced perspective. Logic model framework was developed to guide the study. Due to the complexities of aspects contributing to teacher education quality, research cannot cover all of them in one single study. Therefore, the conceptual framework focuses on some influential aspects of the input, process, outcome and impact in teacher education which are informed and supported by the emerging literature. This conceptual paper discusses the framework to better understand the teacher education program's quality in this study. Even though the study was conducted in Indonesia context, this model may also give more insight and clarity on what might need to be considered to be evaluated to explore the quality of a teacher education program in a broader context. The discussion highlights the importance of these aspects for evaluation and performance assessment feedback to improve teacher education quality.

Keywords: Teacher Education Quality, Conceptual Framework, Logic Model, Program Evaluation

Introduction

Teacher quality has also long been a national concern in Indonesia. In the reviews of national policies for education, OECD (The Organisation for Economic Co-operation and Development) and ADB (Asian Development Bank) reported that Indonesia's low education level is mostly caused by the poor quality of teachers (OECD, 2015). The reviews also called for more quality in teacher education to improve the quality of teachers. In that case, having a good quality of teacher education should become a priority because it is central in laying the foundations for developing the teacher as a professional. A study needs to be conducted to better understand the quality of teacher education in Indonesia. Teacher education and teacher preparation might be used interchangeably in this paper to mean a four-year undergraduate university program to prepare student teachers to become teachers and join the teaching profession.

Quality in higher education such as teacher education is defined as a 'surprisingly complex undertaking,' context-dependent, vary from sector to sector (Bowers, Ranganathan, & Simmons, 2018 p. 2) and has to be done with an understanding of the purpose of the institution (Green, 1994; Turner, 2011). The outcome might be different, depending

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on who defines the purpose. Harvey & Green (1993) proposed that quality can be viewed as exception, perfection, fitness for purpose, value for money, or transformative. They also argued that there is no single correct definition of quality. The concept of quality in education differs across countries and contexts due to the fact that quality is assessed against criteria set by local or national administration boards. In Indonesia, fitness for purpose is the preferred definition of quality and relevance for the modern higher education system. 'Fitness for purpose as higher education's ability to respond to the needs of its students should strongly complement and replace academic rigour as the main definition of quality in higher education' (Negara & Benveniste, 2014b p. 9). In this study context, good quality of teacher education program ensures its graduates meet standards for what beginning teachers should know and do in the teaching profession. Align with the study's aim to explore the quality of teacher education program in Indonesia, program theory was adopted to develop a logic model as the conceptual framework to guide the study (for details see Bickman, 1987; Rogers, 2008).

A conceptual framework can be defined as an integrated way of looking at the problem (Liehr & Smith, 1999) or bringing together some related concepts to predict or give a broader understanding of the phenomenon or a research problem (Imenda, 2014). Previous studies have established different conceptual models in assessing the quality of teacher education. Every conceptual model was designed for a particular purpose. For example, Blömeke, Suhl, & Kaiser (2011) examined the effectiveness of ITE by taking two indicators from student teachers in the final year: future teachers' mean achievement and the variability of teacher achievement due to background characteristics. Previously, Avalos & Tellez (2010) assessed the effectiveness of ITE using the concept of opportunity to learn to teach. In their study, the effectiveness of ITE is assessed by the opportunity to learn, which contributes to the quality of content and pedagogic knowledge and changes in beliefs about teaching. In this study, a conceptual framework was developed to get holistic views on teacher education quality by investigating each influential aspect of teacher education. On stakeholder perceptions, this study assumes that some influential aspects will likely influence the quality of teacher education. Accordingly, apart from other contextual and external factors, these components were built into the study's conceptual framework. The study of the literature in the field suggests a set of contributing aspects of the teacher education program's quality. This paper outlines the pertinent research aspects examined in the project to explore teacher education quality in Indonesia. Furthermore, in the framework, these influential aspects are categorized under four associated concepts in teacher education: input, process, output, and impact (see Figure 1).

Figure 1 : Conceptual Framework
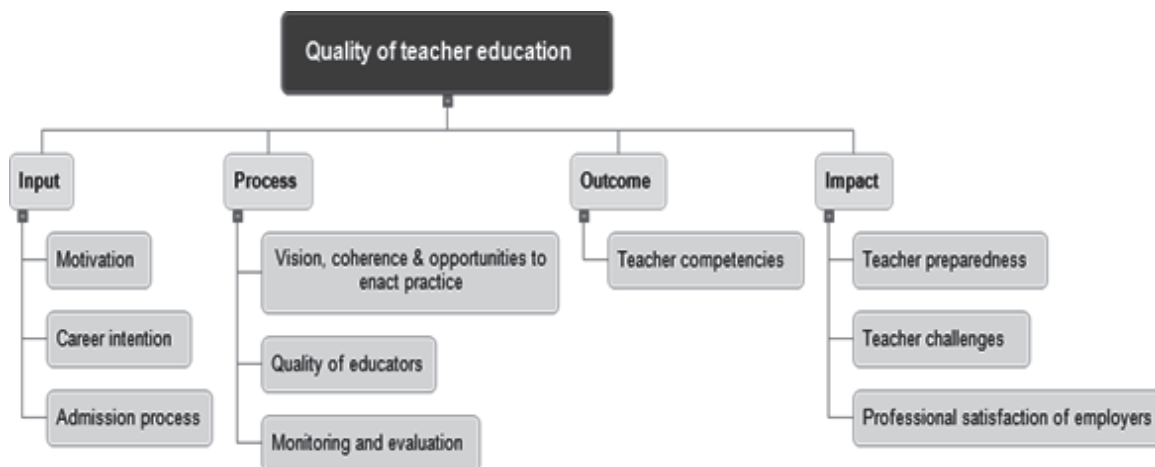
Ten influential aspects in the conceptual framework to explore the quality of teacher education program included motivation, career intention, admission process, vision, coherence & opportunities to enact practice, quality of educators, monitoring and evaluation, teacher competencies, teacher preparedness, teacher challenges and professional satisfaction of employers. The next section in this paper will provide a brief review of the literature on this particular topic and emphasize its link to teacher education quality.

Motivation

Teacher education in high performing countries such as Finland and Singapore recruited the best candidates with teaching passion for becoming teachers (Darling-Hammond, 2017a; Tryggvason, 2009). These high achievers see teaching job as promising and prestigious because of adequate income and high social status. The teacher education candidates are chosen from high achievers with teaching passion through a highly competitive entrance test. Teacher education then trains highly motivated and intelligent student teachers to become well-prepared in their teaching profession. Motivation is one of the essential factors to be successful learning. An influential policy paper such as the Mc Kinsey report (Barber & Mourshed, 2007) reporting that the top-performing school system recommended getting and developing the right people to become teachers. However, previous studies in Indonesia suggest that student teachers join teacher education does not necessarily mean they want to become teachers (Suralaga et al., 2020; Suryani, 2017; Tustiawati, 2017). Previous studies also suggest recruiting more highly motivated students who want to become teachers. For that reason, the motivation aspect should be taken serious consideration in recruiting new candidates for teacher education.

Career Intention

Several studies have reported student teachers' interest in the teaching profession after graduating (Abotsi et al., 2020; Cheung & Yuen, 2016; Clandinin et al., 2015). However, whether all student teachers in teacher education want to become teachers remain questionable. Rather than making sweeping generalization of all student teachers want to

become a teacher. Teacher education should pay more attention to the career intention of student teachers. Because teacher graduates who are not interested in the teaching profession will leave the teaching profession to non-teacher education graduates who may not have enough pedagogical skills and in the long run will affect the quality of teachers in a bigger scale.

The reason for this issue is because, in 2013, the Ministry of Education makes a policy which allows all university graduates (non-teacher education) to teach at all levels from kindergarten to high school and be certified to become professional teachers. The implementation of this policy raises issues regarding job opportunity for teacher education graduates, teachers' quality, and the essence of teacher education. Student teachers are aware of the fact that the job opportunity for the teaching profession is not specifically for them. For that reason, student teachers sometimes do not see the teaching profession as their only choice for the future. It is expected that the good quality of teacher education trains candidates interested in teaching rather than just making it an option for other careers.

Admission Process

In Indonesia, a private university and a state university represent two types of higher institution categories. Typically, the tuition fee in private university is higher than a state university. Private teacher education is a non-government institution which is typically owned by a foundation and administers the admission process independently. Meanwhile, state teacher education is a government institution where the government administers the national level's admission test. Thus, state teacher education is more competitive because state teacher education's acceptance rate is relatively lower than private teacher education. Nevertheless, both types of institution do not have high stake selection process to recruit candidates. It means anyone holding a high school certificate with a diverse level ability can enrol to become teachers. This problematic policy will affect teacher education quality as educators face more challenges in training their candidates with diverse abilities to become qualified teachers. The investigating and reforming the admission process of teacher education may recruit better teacher candidates as input to be

trained rather than develop anyone with diverse ability to become well-prepared teachers.

Vision, coherence and Opportunities to enact practice

Literature suggests that high quality in teacher education needs a set of vision that underlies it. The program's delivery also has to be coherent with the rationale of vision that underpins it and give the opportunity to enact the theories from the program into practice. Klette & Hammerness (2016) proposed indicators which highlight features of high-quality teacher education: vision, coherence, and opportunity to enact practice (see Figure 2).

Figure 2 : Indicators of Vision, Coherence and Opportunities to Enact Practice
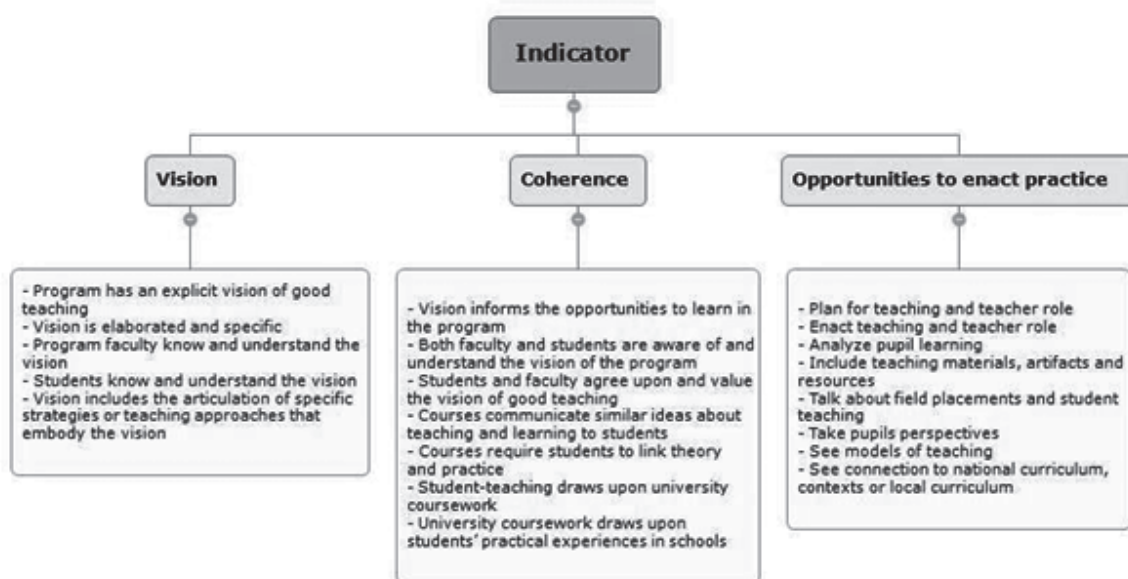
(Source: adapted from Klette & Hammerness, 2016)

A clear vision of good teaching which linked to real classroom practices has been emphasized as a fundamental part of the teacher education program (Darling-Hammond et al., 2005; Kennedy, 2006; Zeichner & Conklin, 2008). Vision is also necessary to build what and how new teachers learn by informing the program curriculum and pedagogy design. For example, teacher education in Singapore is guided by standards that were developed to support the 21st-century competencies established for students and the nation's new vision of teaching and learning (Darling-Hammond, 2017b).

Coherence can be conceptualized as a consistent teaching and learning approach that informs program construction within course work, across courses as well as between fieldwork and university classes (Klette & Hammerness, 2016). So, there is an alignment between core ideas and learning

opportunities, course work and clinical experience (Darling-Hammond, 2006; Grossman et al., 2008). Furthermore, Hoban (2005) emphasized four components in a coherent teacher education program (conceptual links, social-cultural links, personal links, and theory-practice links) to ensure the interrelated nature of teaching and encourage sustainable and dynamic learning. Programme coherence is an essential factor in classroom teaching and placement (Smeby & Heggen, 2014). For example, since 1979, Finnish teacher education has implemented research-based academic teacher education (to equip teachers with the recent advances of the research in the subject they teach). The program is multi-layered education where teachers first get their subject education of 240 credits, followed by one-year pedagogical education that prepares for theory and practice (Tryggvason, 2009). This well- structured and

coherent program could be a major reason for the high quality and result of school teaching in Finland today.

Teacher education has long been critiqued for its gap between theory and practice. Opportunities to enact practice should be the bridge to link the gap between what is learned in university and school so there will be no the separation between theory and practice in education (Darling-Hammond, 2014; Zeichner, 2010). Some of the innovations such as a mandatory experiential learning program from community-based project in Hongkong (Harfitt & Mei Ling Chow, 2018) action research project in Norway (Ulvik et al., 2018) and co-teaching model in the USA (Levi et al., 2018) have been proposed to integrate theory into practice. In Indonesia, opportunities to enact practice mostly done in one practicum period for four months at the end of the program (Azkiyah & Mukminin, 2017).

Having said that vision, coherence, and opportunity to enact practice are the strong indicators of quality features in teacher education, it is worth underscoring that quality is a holistic concept and should be seen as the whole experience of being educated as teachers. It is far more than ticks of indicators. However, having teacher education with a clear vision, coherent program and opportunities to enact practice are expected to result in the improvement of the quality of teacher graduates.

Quality of educators

Educators are the front liner in teacher preparation. Studies have emphasized the significant role of educators in teacher education quality (Loughran, 2014; Lunenberg et al., 2007; Ritter, 2007; Tamir, 2020; Uerz et al., 2018; Vanassche & Kelchtermans, 2014). Educators need to become models of teaching practices more than just lecturing theories of education or pointing out key references. Besides that, educators are also expected to be inspirational figures for students to become better teachers, thinkers, and researchers to thrive in the teaching profession and solve the problem in their day-to-day classroom teaching. A deeper understanding of the parameter on what constitutes a good quality of educators is required to ensure best practices in teacher education as student teachers learn to teach from educators. Therefore, besides focusing on what

students need to be able to know and to do in the teaching profession, teacher education also pays close attention what educators need to be able to know and to do to educate future teachers (Darling-Hammond et al., 2017; Goodwin & Kosnik, 2013; Goodwin et al., 2014; White et al., 2020). For that reason, the quality of educators in the program should be prioritized to be sustained and updated.

Monitoring and evaluation

Evaluation is a part of the educational process needed for improvement and can be defined as collecting systematic information regarding the nature and quality of educational objects (Nevo, 2011). Evaluation as a process of reasoning from evidence is guided by validity as the principal criterion for assessing the quality of the program and reliability (Feur et al., 2013). According to the function of the evaluation and the resources available for its implementation, educational programs can be evaluated by external evaluators such as national accreditation board, organizations or independent researcher and internal evaluators such as ITE itself. There are two types of evaluation; process evaluation to help stakeholders see how a program outcome is achieved and outcome evaluation to investigate the program's effectiveness and impact (Judd, 1987).

A good grasp of the evaluation problem requires an understanding of (a) the nature of the program to be evaluated, (b) key evaluation audiences and stakeholders, (c) why the program is being evaluated, (d) what kinds of information should be collected, and (e) what criteria should be used to assess the program Nevo (2011). Although evaluation itself cannot improve the teacher education system's whole complex issues, the assessment of teacher preparation programs can provide useful information for the improvement of teacher preparation policy and practice.

Teacher competencies

Classroom teaching is a complex task. The teacher education program should prepare students with classroom competencies which qualify them as teachers and do satisfactory work in their first teaching job. Program content is vital for program effectiveness (Coggshall et al., 2012). Ingvarson,

Meiers, & Beavis (2005) suggested that the most effective teacher programmes are the ones that put-on emphasis on the subject matter, research-based knowledge about student learning of content and has the level of school support. A teacher needs to have pedagogical content knowledge and technological pedagogical content knowledge (Mishra & Koehler, 2006; Shulman, 1987; Van Canh, 2020). The curriculum of teacher education found in many statements of standards competency for teaching is commonly organized into three areas; knowledge of learners and their development in a social context, knowledge of subject and knowledge of teaching (Darling-Hammond et al., 2005). Align with the consensus in the field which emphasizes the importance of teacher competencies, in 2005, Indonesia passed the Teacher Law No. 14/2005, requiring teachers to achieve Bachelor degrees followed by certification (World Bank, 2010). The certified teachers must fulfil the competency standards, including personal, pedagogical, social, and professional competences (see Figure 3).

Figure 3 : The Professionalism Vision of Teachers in Indonesia
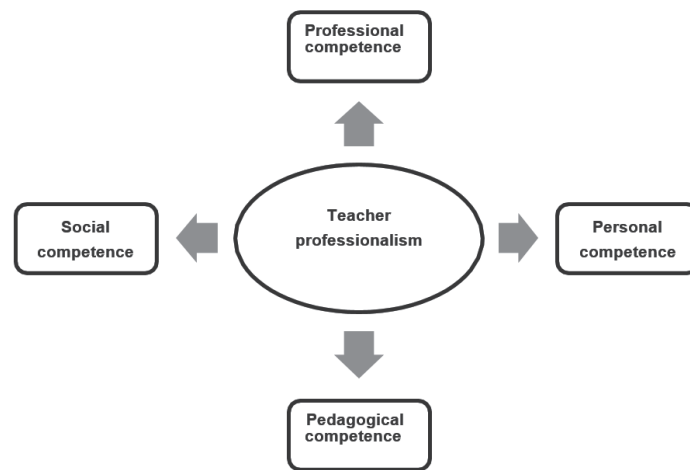
Thus, there should be no capacity gap between the expectations for teacher graduates and what their training equips them to do. Teacher education program needs to explore the impact of the program by exploring the teacher graduates' competencies so that the program benefits the graduates for their teaching profession.

Teacher Preparedness

The newly qualified teachers judged the quality of teacher education regarding its immediate impact in preparing them to take up their first posts and focused on practicality and relevance (Blake & Hanley, 1998). Many researchers have investigated factors affecting the quality and the impact of teacher education programmes to prepare teachers better. While Feiman-Neimser, Tamir, & Hammerness, (2014) emphasized the coherence between assignment learning opportunities and major program structured with the guiding vision. Boyd, Grossman, Lankford, Loeb, & Wyckoff (2009) focused on the opportunity for student teachers to practice activities similar to the work of classroom teaching because it will have a more significant impact upon their students learning as measured by standardized tests. Ingvarson, Beavis, & Kleinhenz (2007) argued that the completed course that provides teachers with in-depth content knowledge is influential because teachers know how students learned the content. Flores & Day (2006) emphasized the effect of the school context and the personal background experiences during teacher education as important variables because teacher graduates experienced both inner and practical tensions between the awareness of the 'pedagogical theories' learned at university and the complex and demanding reality of the classroom. Teacher graduates view that good quality of teacher education should be preparatory, realistic, and practical. In light of these findings, to understand teacher education quality, the program needs to be informed about their teacher graduates'

preparedness and teaching practices. Teacher preparedness could be regarded as one of the indicators of the program's quality as well as feedback on the features from the program which graduates found most useful in helping them in the teaching profession.

Teacher challenges

Every new teacher face challenges. In Indonesia, the national curriculum that focuses on the national exam as high-stakes testing sometimes becomes a concern for teachers (Saukah & Cahyono, 2015). Most teacher graduates feel confused when there is a misalignment between what is taught in teacher education and what needs to be done at school especially with the national curriculum's changing (Gultom, 2015; Lengkanawati, 2005). They question whether focusing the teaching for students understanding the concept or teaching for passing the national exam. Their educational ideas seem 'washed out" during practice placement (Kenneth & Tabachnick, 1980). The truth is there will always be challenges as the nature of the teaching profession itself is dynamic and heavily tied to several contextual factors. For example, Covid 19 pandemic has forced teachers to adapt to online learning fast. In this situation, online learning is seen as a choice and a way to survive and solve the problem. Understanding the teacher graduates' challenges does not necessarily guarantee a problem-free road for the next graduates. Still, the conversation will be valuable input for teacher education to improve their curriculum and practices to accommodate the needs in the teaching field to prepare them better.

Professional satisfaction of employers

Qualified graduates are likely to be hired. For that reason, teacher education is supposed to equip the student teachers with the skills and knowledge needed for the teaching profession. The headteachers judged the quality of teacher education by its ability to produce newly qualified teachers who were competent (knowledge, personality, and attitude, teaching and classroom management skills, personal philosophies). They had the potential for further development (Blake & Hanley, 1998). A study in Indiana showed that principals were satisfied with new teachers' affective and attitudinal approaches, but were moderately well satisfied with their general instructional abilities and content knowledge (Shepherd & Devers, 2017).

Furthermore, they suggested that teacher education improved training methods and evaluated the effort to train new teachers using effective instruction.

Srikanthan & Dalrymple (2003) argued that four major groups stakeholders in higher education should be involved in defining and measuring quality: providers, users of products, users of output and employees of the sector. In the similar vein, a recent study by Bowers et al. (2018) showed that student and employers are considered the most significant stakeholders to measure quality comparing the other stakeholders because students represent the users of the product and employers represent users of the output. Therefore, feedback from employers as users of the output from teacher education is essential to fill in the gap in teacher education quality as teacher education needs to keep updated with the school demands.

Discussion

A conceptual framework was developed to explore how stakeholders perceive teacher education's quality regarding the influential aspects of teacher education. The investigation is expected to inform the strength, weakness, and possibilities for teacher education program improvement. The investigation used mixed methods and involved stakeholders from the institution, graduates and their employers. Related aspect from four different elements of teacher education was explored and discussed. The input emphasized the importance of candidates' motivation for entering teacher education, the admission process, and their interest in a teaching job. The process emphasized the vision, coherence, and opportunities to enact practise in the program. It also explored the quality of teacher educators and the monitoring and evaluation system. The outcome focused on the national standard competency consisting of professional, personal, social and pedagogical competencies. The impact highlighted teacher preparedness challenges their teaching and the professional satisfaction of principals as their employers.

Even though the conceptual framework in this study is not one size fits all and might not be generalizable to all context, it shared some common practices to improve the quality of teacher education. Because the study involved the stakeholders from institutions and schools, the situation, condition and expectation from one stakeholder could be cross-checked and triangulated. As if having a helicopter view, the gap, the missing and the matching points could be spotted from above. The bridge could then be built to link them together to make it coherent between what is expected from teacher education and what needs to be done. The concept of quality in teacher education is contested and dynamic as the education that we have today will be different from tomorrow. And the challenges from one context like Indonesia will be different from another country setting. However, it is essential to note that stakeholders' ongoing conversation is helpful insights in any educational context. It is hoped that the conceptual framework will contribute to the discussion on teacher education research. The findings could give a better understanding of the quality in teacher education and the recommendation for policy and practice. Yet, more research needs to be done on contextual factors and the extent to which they impact teacher education quality.

Conclusion

Inarguably, the good quality of teacher education is expected to prepare teachers better to meet challenges in their teaching profession. However, there has been long-standing discussion over what constitutes good quality teacher of education. This paper specifies some influential aspects contributing to the good quality of teacher education. Every teacher education program should not be comfortable with mediocrity and keep on the pursuit of quality in any way possible. The quality might not always be calculated by numbers, scores or ranks. But it could be measured by the good intention of implementing and improving best practices from the input and process as well as reflecting and assessing the outcome and impact. Therefore, the future teachers gain the benefits and values of the teacher education, and in the long run, hopefully, it could improve the quality of teachers in the teaching profession.

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Emerging Issues and Trends in Education and Teachers' Commitment in 21st Century

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ABSTRACT

The covid-19 pandemic has a profound impact on the world. No nation remained untouched by this, it has made its impact on every aspect of human life whether it is economic, social, cultural, psychological, or educational, etc. Although, government policies are striving to make the country recover from the economic recession, human beings themselves are trying to overcome the deteriorating social, psychological conditions. Educational administration and School management are also trying hard to make the smooth conduct of the education system. For which, online education has been arranged with the aim that there should neither be any disruption in the education of the students nor their year is wasted.

Although, online education was arranged to run the disrupted education smoothly, many teachers and learners have not been able to use this system properly. In the present scientific and technological era, there is a need to provide proper education to the learners, and also to change the educational trends in teaching. Digital literacy, as an example, where teachers make videos and audios of their lectures and provide their links to the students. In this way, teachers get the opportunities to complete interactive learning components, which may include simple student tasks, such as making classroom presentations, or more complex, collaborative tasks, such as using digital tools using video clip creations or online "mind-maps". The area of digital literacy will continue to grow in the coming years as a new method of learning and will be effectively implemented through new technologies in near future. Teachers will have to commit themselves to participate in this new trends and will have to do teaching work by engaging education in new dimensions. Teachers should try to update themselves with the latest technology, and be inspired to contribute to the field of education. Teachers should focus on effective and enjoyable learning of the student and also remain committed towards the students' achievements during online teaching. For this, assignments should be given in the form of online presentations, work sheets and modal classes, etc. Ensure the participation of every student to be mandatory. Only then proper teaching will be safeguarded and teachers' commitment to teaching will be portrayed.

Therefore, this research paper presented 'The emerging issues and trends in Education and Teachers' commitment in 21 Century'. In this context, this paper provides an effort to discuss new trends and the new methods of education in the present scientific age. It also discusses certain suggestions for enhancing the teachers' commitment to reach this digital education to the students.

Keywords: Emerging issues, trends, education and teachers' commitment.

Introduction

Education is the pillar of the nation. Education reflects the culture, social behavior, and activities of any nation. Education not only keeps them and also pass them on to future generations. Education is the continuous and purposeful social process by which the innate power of a child is developed, his

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knowledge and skill are enhanced, his behavior is changed and he is made a civilized and cultured citizen. By education, the individual and society both develop continuously.

"Education is that process of development in which consists of the passage of a human being from infancy to maturity, the process whereby he adapts himself gradually in various ways physical, social, and spiritual environment."

T. Raymont

Every nation should make proper arrangements for education to improve its position and secure its future. After India has worked hard in this direction for a long time, Nai Shiksha Niti-2020 (NEP-2020) was announced on September 11, 2020. In which '21st Century School Education' is talked about. Higher education may also be directed for major reforms.

The aim of the New Education Policy is to make India an unbiased and knowledge-based industrial society. In this case, there is an idea to implement an education system centered on India. Which will directly contribute to transforming the country into a global superpower, and will create a competent and well-educated educative ecosystem for a new self-sufficient India. But the year 2020 changed the form of the whole world. The cause of change is the Covid-19 epidemic, which broke the backbone of the world economy. It has a bad effect on the social, economic, political, cultural, educational, and mental levels of people all over the world. The education sector has also been badly affected. Teachers too have not remained untouched by this. Many teachers lost their jobs, many teachers did not get the salary for many months, and many teachers had to live on half the salary. But in the event of this calamity, the school administration, management, and government to make proper arrangements for education and to reach the students' appropriate education, started an online education. The purpose

is to enable students across the country to receive education, and no student should be deprived of the right to education.

Although online education has been arranged, there are still many challenges/emerging issues. Such as –

- Performing other work by muting the video by giving online classes' attendance by the students.
- Students play video games during class.
- Lack of full attention in students during class time.
- Students are uncomfortable and interested in online learning.
- Lack of sufficient interaction between teachers and students.
- The internet is slow or sometimes disconnected from the internet.
- Often, there is a power cut so that's why mobile and laptop don't charge.
- Students will feel uncomfortable after taking a long class on their mobile phones.
- The teacher doesn't fully attention to all students of the class.

This means that online education is not being proven to be very good. It has not been able to do all-round development of the student properly. Even teachers, despite their best efforts, are not able to succeed in their teaching work. However, the education system will be back on track in the near future, schools will open again, the normal learning process will start with a radical change in the school style. But, there are worth considering here is that in this age of science and technology, it is natural that these problems (epidemics or other natural outbreaks) will recur in the future. Therefore, it is the duty of all of us teachers to arrange such education, so that the teaching work can be conducted smoothly between the teacher and the learner, and the student should concentrate on his education and secure the future. In this context, some upcoming trends in the education sector are as follows:

New trends in the education			
Digital Literacy	Digital classroom	Allow students to study anywhere at their convenience	Open educational resources

Digital Literacy

Nowadays, institutions are trying to focus on students so that they can focus their entire lives on how to learn correctly. In view of the current situation of the world epidemic, it is now necessary to add a new technology/innovation to the teaching work based on traditional methods. There is a need to provide a link to the textbook as an online e-content and provide the audio/video lectures by teachers to the students. This issue may include simple student tasks, such as making classroom presentations, or more complex, collaborative tasks, such as using digital tools using video clip creations or online "mind-maps." E-content should be interactive, creative, fun, and entertaining. Which to generate interest in students' learning, and they will give attention to learning.

The Digital classroom

Today technology is leading a revolution in the way of learning in the field of education. It is helping to solve problems of student's learning ability and quality of education. Teachers can now reach the whole class of students through digital screens so that every child will get the same material. Student participation is high because it combines different teaching styles, and every student can receive a world-class education, which is not possible with chalk and conversation methods.

## Allow students to study anywhere at their convenience

Currently, students are proficient in the digital elements of the online education system. Now, the goal of teachers should be to create an environment where every student wants to learn. As well, given that today's young students are usually surrounded by computers, iPads, and mobiles, bringing the same technology to classrooms makes them feel easy and familiar teaching process should not be limited to the classroom but should give students the freedom to learn anywhere at a given time.

Open educational resources

Open educational resources also help to create a flexible environment in which teachers can set up customized educational content for a single meeting or classroom. Teachers need to create some innovative learning applications for different subjects. This applies to typical courses such as mathematics, science and language, as well as business and fine arts.

In online teaching, the teacher's role/commitment is very important in making the students participate in the learning process. Teachers should present the syllabus in an attractive way, such as presenting teaching content in the form of pictures in PowerPoint. Google Slides, Kahoot app, etc. should be used to perform the teaching. Because of this, the confusion or discomfiture of students with online teaching can be removed. Owing to not being in face-to-face contact, sometimes students are not clear on expectations, especially if they do not have good time management and scheduling skills. Organizing and organizing content into modules/units meaningfully not only makes it easier for students to understand and remember concepts but also makes them easier to manage. By doing this, the instructor can present complex concepts/ideas as "bite-size information," so that students can understand, apply, and retain the information. By incorporating assessment and feedback with each learning module, instructors have the opportunity to support students' learning. Teachers should divide large assignments or projects into smaller parts to help students manage the workload and provide feedback at each step. Provide review courses or instructional videos. After teaching, the teacher has the responsibility of how much the students have learned. For this, some common assessment methods can be used to support students' learning, such as-
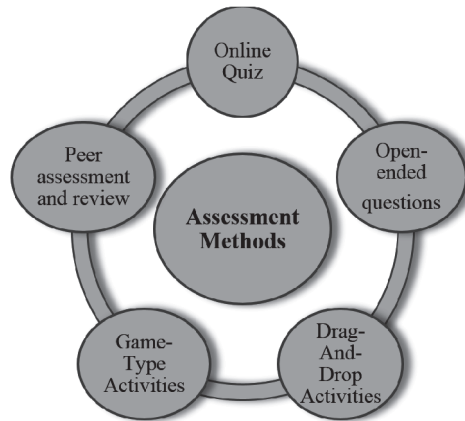
Online Quiz

A quiz is an excellent tool for students to evaluate and attract students to learn. Many types of questions can be answered in the quiz, such as filling in the blanks, matching the following content, multiple choices, and hot spots. The advantage of such questions is that they are short and easy to assess. Online quizzes are ideal for measuring the learning outcomes of a wide range of students. The teacher can perform a final graded exam at the end of the course to reinforce the concepts taught in the lesson, or to evaluate the students' overall performance.

Open-Ended/Essay Questions

Teachers should conduct homework in the form of open-ended or essay-style questions to make a basic measurement of the existing knowledge among students. These motivate learners to explore their thoughts, feelings, and opinions and test their understanding of a topic. At the same time, students will develop a creative mindset, and are best suited for evaluating high-level learning.

Drag-And-Drop Activities

Drag-and-drops are a type of assessment that shows a learner's ability to link information and apply knowledge to solve a practical problem. It's essential to use this assessment type when you want learners to be able to apply knowledge in a real-life situation.

Game-Type Activities

After completing the course, the teacher should put forward a series of test questions to the students through game activities and ask them to solve it within a given time. For example, a common sense game may require learners to answer certain questions within a given time, and reward them based on the number of correct answers. This idea will develop cognitive skills in the students i.e., efforts can be made to enhance learning by promoting the development of problem-solving, discipline, risk-taking, and collaboration.

Peer assessment and review

Peer assessment allows students to evaluate and supervise each other's work. These activities enable each participant to reflect on their own knowledge and then communicate their feedback in a structured and coherent manner.

Conclusion

Finally, it can be said that world epidemics have changed the way of life of mankind. The field of education is also not untouched by this, here online education has taken a special place. It has proven to be very effective in conducting proper teaching between the teacher and the learner. In this context, the teacher's commitment to teaching is extremely important, such as:

• Teachers should be willing to understand professional knowledge, that is, to enhance knowledge. Knowledge refers to the content

knowledge, technical knowledge, and practical understanding that teachers need to perform their duties.

- Teachers must always keep in mind that learning is a lifelong and dynamic process. They should always be ready to learn.
- The teachers' community should arrange meetings and create informal learning communities around a particular interest, such as game-based learning.
- Teachers should be focused on the student's efficient and enjoyable learning.
- Teachers should always take a positive attitude towards the teaching world.
- Teachers should strive to update themselves with the latest technology.
- Administrators/Managers should motivate them to contribute to the education field.

Teaching is a profession, and every teacher should devote himself to his profession. Teacher commitment may be directed toward many entities; such as, to the occupation of teaching, to student success, to specific programs, or to the school as an organization. It is the teacher's commitment to teaching that can help in providing proper education to the learners in the changed education system as well as will be helpful in implementing the new education policy of the nation.

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Impact of COVID-19 on MSME in India

Sruthi.s*

ABSTRACT

The world is doing combating with present day repulsions like the COVID-19, which has abandoned the whole world dumbfounded and concerning how one infection has carried the whole world to a halt. This overwhelming infection which is proclaimed by the WHO as the pandemic has taken over right around 195 nations in its grip. This infection is mounting an intense danger to the worldwide economy too, which is as of now in grave hazard. There is no uncertainty that the Indian economy, which is as of now faltering, is developing at probably the most reduced rate over the most recent six years In the worldwide gracefully chain, China assumes an essential job for India and its MSME division also, this part is to a great extent reliant on China for its crude material. In this manner complete lockdown of China and halfway lockdown of India has prompted different issues running from shrinkage of fares, end of creation, non-accessibility of labor, the vulnerability of utilization, and liquidity crush in the market as well. Miniaturized scale, little and medium undertaking is the division which was at that point reeling under colossal pain right off the bat in view of demonetization, at that point in light of inadequately executed GST followed by the drawn-out monetary log jam lastly, the greatest of all - the COVID-19 which will exasperate the emergency in this particular area further. This research paper deals with the Challenges on MSME due to COVID-19. The data for this study were collected from various secondary sources of data such as articles, magazines, websites, etc.

Keywords: COVID-19, MSME, lockdown, GST

Introduction

A huge portion of India's organizations are small, informal and operate in the unorganized division. Ongoing yearly reports on Micro, Small and Medium Enterprises (MSMEs) demonstrate that the part adds to around 30% of India's GDP, and dependent on moderate evaluations, utilizes around half of modern laborers. Over 97% of MSMEs can be named small scale firms (with an interest in plant and hardware under ₹25 lakh), and 94% are unregistered with the legislature. These MSMEs are consistently spread across country and urban regions and are similarly spoken to in the assembling, exchange and administrations segments. 66% of MSMEs are worked by socially defenseless gatherings (Scheduled Caste/ Scheduled Tribe/Other Backward Classes) and 20% by ladies.

The current coronavirus pandemic (Covid-19) lockdown will considerably disturb the activities of these MSMEs because of their reliance on the money economy that is seriously hit by the lockdown, the physical non-accessibility of laborers, and limitations in the accessibility of crude materials and transport foundation. This will have generous implications all through the economy and in this manner, a powerful strategy reaction is fundamental.

There is no uncertainty that the Indian economy, which is as of now faltering, is developing at perhaps the most minimal rate over the most recent six years.

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What's more, presently, another arrangement of financial difficulties released by this infection is leaving numerous divisions destroyed. In the worldwide gracefully chain, China assumes a urgent job for India and its MSME area also, this segment is to a great extent reliant on China for its crude material. For instance, Indian medication producers source just about 70 percent of their fixings from Chinese plants and Chinese merchandise worth $30 billion. In this way complete lockdown of China and fractional lockdown of India has prompted different issues extending from shrinkage of fares, suspension of creation, non-accessibility of labor, the vulnerability of utilization, and liquidity press in the market too.

As indicated by the Confederation of All India Traders (CAIT) which speaks to 70 million dealers in India and most of them are MSME. The exchange sway for India is assessed to associate with Rs.380 lakh and the compound division is relied upon to endure a big cheese of Rs.12 crore 90 lakhs. Miniaturized scale, little and medium undertaking is the division which was at that point reeling under tremendous pain right off the bat as a result of demonetization, at that point as a result of ineffectively executed GST followed by the drawn-out monetary log jam lastly, the greatest of all - the COVID-19 which will irritate the emergency in this particular segment further. As the COVID-19 pandemic in India has just gone into the subsequent stage and the same number of specialists are stating

that we will go into the third stage very soon that includes the spread of this pandemic from group to network. After the nation is put under lockdown till May 3 one thing is almost certain that the MSME will be enduring a most extreme shot and that the bothered area will render numerous individuals jobless and will prompt the conclusion of thousands of mechanical outlets until the end of time. As indicated by an examination dispatched by All India Manufacturers Organization (AIM0), India is at present home to more than 75 million MSMEs and near 25 percent of these organizations will confront conclusion, if the lockdown forced because of the COVID-19 goes past about a month while an incredible 43 percent will close shop if alarm stretches out past about two months. The segment which gives work to more than 114 million individuals and adds to more than 30 percent of the GDP is experiencing one of the intense stages; along these lines activities are required right away.

Thinking about the far-reaching devastation unleashed by the COVID-19, the administration needs to concoct a consistent following system and ought to declare prompt help measures to support the trust in this significant part which has gotten hammered because of a whirlwind of interruptions presented by the legislature. An improvement monetary bundle is required to re-empower the market economy. Numerous nations like the USA and China have turned out numerous new measures to spare MSMEs from the COVID-19 danger.

Definition of MSME

Classification	Manufacturing Enterprise*	Service Enterprise*
Micro	Up to Rs 25 lakh	Up to Rs 10 lakh
Small	Above Rs 25 lakh to Rs 5 cr	Above Rs 10 lakh to Rs 2 crore
Medium	Above Rs 5 cr to Rs 10cr	Above Rs 2 cr to Rs 5 cr

*Manufacturing Enterprise: investment in plant & machinery;
Service Enterprise: investment in equipment

Figure 1: Definition of MSME

Objectives of the Study

• To study about the impact of COVID-19 on MSME in India
• To study about the challenges faced by MSME during COVID 19
• To study about the Role of of MSMEs in Making India Self-Reliant

Research Methodology

The data for this study is collected from various secondary sources such as articles, newspapers, magazines, Government reports and websites.

MSMEs in the Shadow of Corona

The coronavirus emergency has spelt emergency over the world as a few nations now focusing on checking the quick spread of the infection while managing the financial implications. With governments around the globe forcing lockdown and social separating turning into the new standard, the post-pandemic world will wake up to another exchanging society. On the home grounds, the COVID-19 pandemic has battered all segments of the economy, with the smaller scale, little and medium ventures (MSMEs) among the most exceedingly terrible hit.

Considered as the development motor of the country, the MSME segment represents 33.4% of India's assembling yield, utilizing around 120 million and creating 45% of India's fare. Be that as it may, the pandemic episode and the subsequent stoppage of financial exercises have activated frenzy the country over, with organizations confronting termination dangers. Albeit some business exercises inside the 'trivial class' were continued as the lockdown expanded, monetary movement, aside from agribusiness and basic exercises, remains ended.

The MSME area, most of which depends on everyday business to remain above water, keeps on being the most helpless inferable from the lockdown and a decline popular. As per a review covering 5000 MSMEs, directed by the All India Manufacturers' Organization (AIMO) has uncovered that 71% of the organizations couldn't pay compensations in March. The overview further uncovered that an incredible

43% would close shop if alarm reaches out past about two months. Thinking about the stoppage of financial movement in the course of recent weeks, it is incomprehensible that an immense number of MSMEs will be gagged, maybe to the point of perpetual conclusion.

Challenges faced by MSME

1. **Access to finance** The current household economic situations don't give enough chances to the MSME division for raising minimal effort reserves. To improve the progression of credit there is a need to give minimal effort money to the MSME segment, which has restricted working capital and is reliant only on account from open part banks. The expense of credit in the Indian MSME segment is higher than its worldwide peers. A straightforward FICO assessment framework, rearrangements/decrease in documentation for getting to fund, giving loan fee grant to the MSME part should be thought about so as to keep up the development of the MSME part.

2. **Access to markets**
   MSMEs commitment ought to be seen not just as far as yield, work, salary, venture or fares yet in addition regarding subjective pointers, for example, the cooperative energies they advance with enormous enterprises, their commitment towards adjusted local development, interest in supporting enterprising soul, development and in giving an across the country pool of gifted and prepared labor. Indeed, even today, most independent ventures in India are set up by original business people. They frequently have an item or administration thought also, some enthusiasm to buckle down. In any case, the restricted markets get to in particular capital get to, brand advancement arrangements, promoting backing, coordination's and deals backing, and data and correspondence innovation (ICT) bolster slows down the enthusiasm to take the venture to next level.

3. **Access to people**
   The Indian economy is currently the second quickest developing economy of the world. In such an obvious development condition, gigantic endeavors are being made by SMEs

(Little and Medium Enterprises) to make their essence felt and to change over their development plans into the real world. Fundamentally, most recent couple of years have seen the exponential development of SMEs. While huge players appreciate economies of scale to control costs, SMEs appreciate spryness in bringing the item quicker to the market. Human Resource is one of the most basic development pointers for associations today. Enormous firms who are focusing on high development rates scour the market for ability what's more, MSMEs can never defeat enormous organizations as far as compensation. The other challenge looked by MSMEs is to protect the flat structure that was common when they were youthful.

As the association develops, the cohesiveness present toward the beginning gradually begins to blur away. MSMEs should guarantee that they attempt compelling HR arranging and guarantee that the arrangement underpins a development desire, be outfitted to expanding the company's adaptability and responsiveness and help the organization build up its change the board abilities. Nonetheless, there are sure difficulties looked by MSMEs in accomplishing the previously mentioned HR plan destinations.

4. **Access to technology & environmental constraints**
   The innovation move issues relating to MSMEs in creating countries are altogether different from those being looked in the created nations like the US and UK. The nonappearance of an empowering biological system which is abundantly required for encouraging a functioning communication in the innovation move process is a significant inhibitor for the segment. Different issues, for example, 'constrained association' between innovation suppliers furthermore, innovation searchers, negligible information about up and coming advances, and the social and the territorial contrasts in the creating countries unfavorably influence the profitability of the MSME area. The intensity of any economy relies upon how effectively all the assets during the time spent creation are used and how productively these

are promoted, henceforth the whole chain of creation must be effective. This implies that the procedure of creation must be cost effective and addresses quality issues of the shoppers. This improvement can get using most recent innovation.

5. **Issues regarding regulatory facilitation**
   As far as geology, the overview saw cooperation of organizations from major mechanical States which incorporates Maharashtra, Karnataka, West Bengal, Uttar Pradesh, New Delhi, Andhra Pradesh, Tamil Nadu, Gujarat and Rajasthan. Greater part (90 percent) of the respondents had a place with the assembling area what's more, the rest (10 percent) from the administrations area. A considerable lot of them are too associated with numerous business exercises like exchanging and so forth. Out of the aggregate respondents, 88 percent were seen to be enrolled and staying 12 for every penny didn't have MSME/SSI enrollment endorsement. The review uncovered that 70 percent of the ventures were uninformed about the different plans run by the government for creating and supporting MSMEs. This is an unmistakable sign that there is a bungle between what government means to accomplish and the outcomes gotten on the ground.

   Countermeasures taken by the Government to tide over the Pandemic

To infuse soul to the MSME part, the administration needs to before long show up at a financial boost. The Reserve Bank of India pronounced a few money related arrangement measures to check the effect of the coronavirus pandemic:

➢ Pronounced an impressive cut in the approach repo rate by 75 premise focuses to 4.4% – most minimal strategy rate in this century
➢ Declared to infuse around ₹3.74 lakh crore liquidity into the framework
➢ Permitted a 3-month ban on installment of portions on the current term advances
➢ RBI has additionally opened another Rs.50,000 crore in renegotiating window for NABARD, SIDBI and NHB under which:

➢ Banks will require to make these ventures inside one month from getting the assets from the RBI

➢ Diminished the liquidity inclusion proportion to 80% from 100% already, and gave an exceptional money related office of Rs.50, 000 crore to All India Financial Institutions (AIFIs) at the repo rate.

In spite of the fact that these declarations are relied upon to help the MSMEs in handling monetary pressure, they may not end up being profitable quickly as the interest is probably going to stay low because of the overall lockdown limitations and low business feelings. Different measures to help the MSME part involve crisis credit lines reported by Public Sector Banks, a low-premium advance pace of 5% inside 48 hours announced by SIDBI, and business progression quantifies by the RBI.

The Minister for MSME and Road Transport and Highways, Nitin Gadkari said that the legislature is taking a shot at an agro MSME approach that will concentrate on enterprise advancement in rustic, inborn, rural, and woods regions for assembling items utilizing neighborhood crude material. While the measures are taken an attention on facilitating the momentary liquidity concerns, the improvement bundle, destined to be declared by the administration, should be sweeping for the MSME division to hold over the effects of the pandemic. The administration needs to show up at a definitive arrangement to restore the MSME division. Nonetheless, it may not be a simple errand as it will require some investment for the circumstance to go anyplace close to regularity. Working capital will keep on being the centralized computer of the area, and any lack at it will challenge its endurance. Having said that, the portion of possibility finance for the MSME area is the need of great importance, though, organizations need to improve on their budgetary necessities and rebuild in like manner to continue working.

The post-pandemic world will encounter a shortage of capital and will require money related foundations to loan some assistance to the MSME division. The administration should empower an exhaustive environment for the MSMEs to refocus and begin leading business.

Role of MSMEs in Making India Self-Reliant

With this much significance to MSMEs and "Self-Reliant India" idea, the Role of the Professionals become multi collapsed on both the front for example compliances and warning. An undertaking is endeavored to expound this Role in Self Reliant India and MSMEs:

1. **Start-ups:**
   Start-ups are most positive plan of action in Atmanirbhar Bharat. The Company Secretaries are the Professionals who have been prepared and prepped in approach to conform to new changes and difficulties clearing over the Industries. The job of Company Secretary in Start-ups is past customary one. A total data and top to bottom information on contenders, forerunners, enormous players of the market with introductory examination will expand odds of beginning on the correct way whereupon, essential changes will be made to the field-tested strategy, model and market procedure. CS can, not just guide fires up since its considering thought, consolidation, subsidizing, endorsements, licenses, day - to - day business undertakings like compliances, valuations, liaising with different elements, for example, CA's, valuers, staff members, financial speculators, IPR experts, corporate systems anticipating business, yet additionally identify and limit fakes and tricks and to remain up bosom with corporate administration as a cognizant manager.

2. **Financing including Foreign Investment:**
   As we probably aware, Self-Reliant methods less and less reliance on others (nations). The Professionals assume lead job in dynamic cycle of keeping up proportion of possessed reserve and obtained support in any business. MSMEs experience a progression of financing beginning from seed funding to initially adjust and second round, each esteeming the MSMEs at an alternate stage. The CS should change the capital structure of the organization to oblige the fluctuating value dependent on the capital or give a capital structure and choices for the financial speculators which can work in an ideal way for both, the advertisers just as the

subsidizing elements. Another top most need of the business is least pace of enthusiasm over acquired reserve which is significant strength of expert mastery. On the off chance that, MSMEs are making arrangements for accepting financing as unfamiliar venture at that point, the job of Professionals will contain duty of compliances and genuine heading both. The expert must guide MSMEs regarding recognizable proof of unfamiliar speculators, commitments, wellsprings of store, KYC of unfamiliar financial specialists, timespan, reimbursement terms, proprietorship terms, endorsement/programmed course, enrollment, contribution of Authorized Dealer Bank, earlier and post consents of Government, documentations and compliances as characterized in under FDI (Foreign Direct Investment) strategy reported by the Government every once in a while read with FEMA (Foreign Exchange Management Act), 1999 controlling unfamiliar subsidizing exchanges and Foreign Currency Regulation Act, 2010, rules made there under as corrected occasionally till date.

3. Key Management:
The meaning of Key Managerial Personnel incorporates Company Secretary as referenced in arrangements of Section 2(51) of the Companies Act, 2013. Accomplishment of targets and objectives with apparatuses of investigation, arrangement, execution and assessment coming about into techniques of ideal use of the accessible assets in recommended timespan is called as vital administration in which the Professionals are assuming significant job. Experts clarified the administration for Planning rather than avoidance or imagined obliviousness. The experts consistently keep the Promoters refreshed and mindful of the changing business sector for upper hand. Achievement of any business set up relies upon the moment arranging and exacting execution by getting open door accessible in the market. Consistent Dynamic cycle of defining methodologies, approaches and usage can't be envisioned without contribution of experts in Self Reliant India.

4. Administration:
In straightforward terms, Governance implies set of frameworks, systems, strategies, standards and cycles of usage in the business by which a Company is represented. The Company Secretaries are connected between Board of Directors and partners, store holders, investors, Regulators, representatives, laborers. This Professional upgrade Boards; supportability oversight towards business and society. Administration legitimately impacts picture and marking of business. So as to accomplish the genuine objective of Atmanirbhar Bharat Abhiyan, it becomes obligation of Company Secretaries to guidance the board in such a way, that the MSMEs must fabricate and sell items/administrations in India as well as make trade market by keeping best serious rate and quality.

5. Improvement Package of the Central Government of India for MSMEs:
Amid COVID-19 and constant Lockdown circumstance, out of the 15 alleviation estimates declared by the Finance Minister Nirmala Sitharaman under Rs 20 lakh crore boost bundle, nine planned for resurrecting lockdown-hit India's immense MSME part. Banks and NBFCs will present to 20 percent of whole remarkable credit as on February 29, 2020, to MSMEs. Units with up to Rs. 25 crore exceptional credit and Rs. 100 crore turnovers are qualified for taking these advances that will have four-year tenor with a ban of a year on head installment. The plan can be profited till October 31, 2020. The legislature will give total credit ensure spread to moneylenders on head and premium sum. Numerous measures and help have been declared to support liquidity and empower MSMEs to rival unfamiliar organizations, and reinforce their system. MSMEs announced NPAs or those focused will be qualified for value uphold as the legislature will encourage the arrangement of Rs 20,000 crore as subordinate obligation. The administration will likewise give Rs 4,000 crore to CGTMSE that will offer halfway credit ensure backing to banks for loaning to MSMEs.

Declaration of modification in meaning of MSMEs is additionally one of the helps to economy. So as to stay in finish with the huge size unfamiliar organizations during acquisition of tenders, worldwide tenders till Rs.200 Crores will be solely accessible for MSMEs. The administration and focal open area endeavors will deliver all pending MSME installments in 45 days. The pastor additionally said that fintech undertakings will be utilized to help exchange based loaning utilizing the information by the e-commercial center. This e-market for creating linkages for MSMEs will be elevated to supplant exchange fairs and presentations. Extraordinary indebtedness goal structure for MSMEs under area 240A of the Insolvency and Bankruptcy Code, 2016 (IBC) will be advised soon.

Also, declaration as to suspension of new inception of bankruptcy procedures up to one year relying on pandemic circumstance as well, generally protects MSMEs. Decriminalization of Companies Act infringement including minor specialized and procedural defaults like CSR announcing, deficiencies in Board Reports, delay in holding yearly comprehensive gatherings and so forth and greater part of the compoundable offenses segments to be moved to inside mediation system. As an undertaking of simplicity of working together, arrangements of Part IXA (Producer Companies) of Companies Act, 1956 to be remembered for Companies Act, 2013 arrangement to make extra/specific seats for NCLAT and lower punishments for all defaults for Small Companies, One-individual Companies, Producer Companies and Start-ups. The Government intends to present new strategy for a New, Self-dependent India under which: List of key segments requiring nearness of PSEs openly premium will be told, private area will be permitted in vital segments including privatization of Leading Public Sectors Enterprises. It will likewise build the quantity of private undertakings in key segments and decline the open holding organizations to one or four maxima.

Conclusion

The MSME segment that frames the foundation of the Indian economy was hit because of the blows of demonetization and GST execution. In any case, as the circumstance gave indications of progress, the pandemic episode introduced another arrangement of difficulties, abandoning numerous organizations because of the pandemic flare-up and the resulting lockdown. Also, factors like credit deficiency, lack of working capital, and a diminishing popular for superfluous products paints a bleak picture.

In spite of the way that the administration is taking countermeasures to battle the misfortune caused because of the pandemic, MSMEs are battling for solidness as deals and income stay at an end. According to the CII CEOs snap survey on the effect of COVID-19 on the economy and industry, 54% of organization heads anticipate work misfortunes in their individual areas post the lockdown while 45% predict 15-30% cutbacks. Also, 33% of the organizations are expecting a fall in income for FY21. For example, car makers like Maruti Suzuki said the creation for April was 'zero,' while, during February, the organization delivered 1,40,933 vehicles. This is the predicament over the assembling businesses, including materials, synthetic concoctions, among others.

What exacerbates things is that with a reduction popular and no conceivable bounce back later on, it might get progressively trying for the greater part of the organizations to stick to their commitments. As per Transunion Cibil, MSME advances worth Rs.2.3 lakh crore are at a higher danger of turning out to be non-performing. Further, the requirement for working capital will increment as installment cycles are probably going to be broadened, producing income issues. This circumstance is relied upon to win, even as the administration loosens up limitations. Thinking about the present circumstance, the need of great importance is the allotment of a strong financial bundle to resuscitate the certainty of the MSME area and in this manner start monetary recuperation. It is likewise significant that the budgetary help not simply give transitory alleviation by mixing momentary liquidity, rather address medium to long haul prerequisites. It is basic for the administration to present a strategy structure, remembering different situations, and encourage a comprehensive methodology toward building the MSMEs flexibility to the pandemic episode, as once the pandemic becomes dim, the country will require its development motor to turn over structure the economy.

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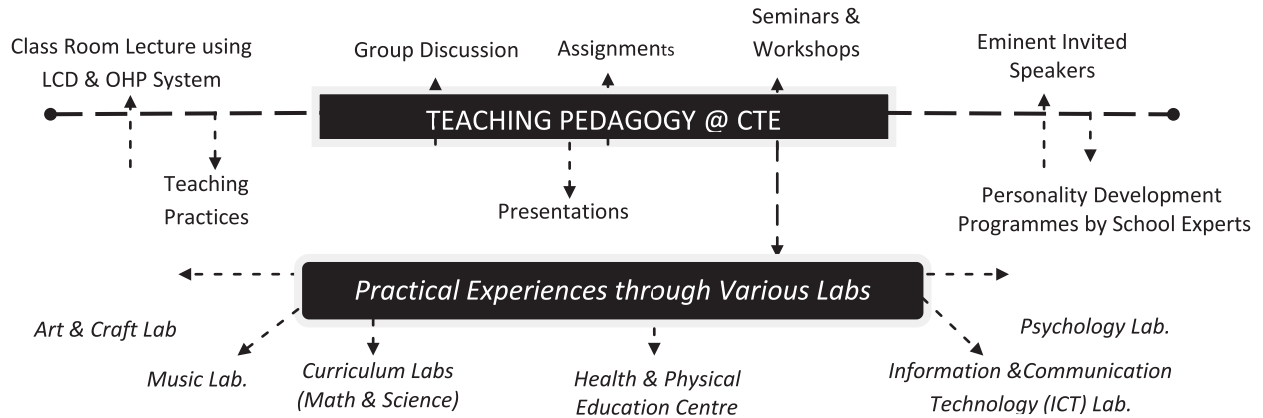| Subscription Rates			
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