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ONLINE EDUCATION TODAY

Dr Jayashree Samantaray*

Abstract

Online education is established, growing, and here to stay. It is creating new opportunities for students and also for faculty, regulators of education, and the educational institutions themselves. Much of what is being learned by the practitioners will flow into the large numbers of blended courses that will be developed and delivered on most campuses. Some of what is being learned will certainly improve pedagogical approaches and possibly affect other important problems, such as the lengthening time to completion of a degree. Online education is already providing better access to education for many, and many more will benefit from this increased access in the coming years.

Key words: - Online education, digital planning, learning online

Introduction

Generally, in corporate training, online leaning means accessing short training modules that ;over specific topics (e.g., quality practices, new) product information, and diversity practices) available as self-study units on the corporate intranet In his sense, the online aspect is providing an efficient distribution mechanism, replacing CDROMs or even printed manuals. In contrast, institutions of higher education offer their courses in quite a different form: In most cases, class cohorts are formed rather like traditional classes that start Hid end on specific days.

Online education is a type of educational instruction that is delivered via the internet to students using their home computers. During the last decade, online degrees and courses have become popular alternative for a wide range of nontraditional students, include those who want to continue working full-time or raising families. Most of the time, online degree programs and courses are offered via the host school's online learning platform, although some are delivered using alternative technologies. Although there are subtle dissimilarities, the main difference between online and traditional learning is the fact that online education liberates the student from the usual trappings of on-campus degree programs — including driving to school, planning their schedule around classes, and being physically present for each sequence of their coursework.

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GROWTH AND DISPARITIES IN NSDP / PCNSDP OF HIMALAYAN MOUNTAINOUS STATES IN INDIA

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Abstract:

The Indian economy practiced sluggish "Hindu Growth Rate" until the end of the seventies. In the late 1990s, the growth rate was the highest which was significantly higher than the growth experienced in the 1980s. It may be growth performance has increased in the Indian states, however the mountainous states growth performance is questionable. However, the inequalities have broadened especially in the recent time and there is evidence of divergence as compared to convergence. The paper attempted to prove that how much differed NSDP/ PCNSDP growth performance in the mountainous states, which belong to special category states. The study result indicated that higher average growth rates of mountaionus states in NSDP/PCNSDP in the post refrom period as compared to pre refrom period. In the inequalty, our results showed that the values of Gini coefficient decreased to 0.011, which implied that there was an equality / convergence. Lastly, nothing can be inferred about β-Convergence or divergence because the value of 'β' is positive but statistically insignificant. So, the paper has analyzed many issues in the vein of growth, inequalities and convergence/ divergence, and so on has not been examined adequately in the available literature.

Keywords: Growth Rates of NSDP / PCNSDP, Inequality and Convergence & Divergence.

Introduction

The Indian economy practiced sluggish "Hindu Growth Rate" of an average of approximately 3.5 percent per annum until the end of the seventies. However, there is a continuous increase in the shares of industrial and service sectors in the gross domestic product since the planning era. The growing fiscal imbalances of the 1980s trickled over to external sector and were also reflected in the inflationary pressures. The weak and repressive financial system was said to be the main reason behind the unsustainable growth process. On the basis of the above situation, India adopted new economic policies to accomplish structural adjustment and stabilisation of the economy. In July 1991, the "New Economic Policies" were launched that led to globalisation, privatisation and liberalisation. Consequently, both the private and other sectors enjoy free

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ROLE OF ICT TO ENHANCE QUALITY IN TEACHER EDUCATION

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ABSTRACT

We believe that when we talk about ICT in schools and also in teacher education we shouldn't only be concerned with the 'means', that is to say, how to introduce computers or how to use a word processor and Internet resources, but also with the 'ends'. There are a variety of approaches to professional development of teachers in the context of use of ICT in education. Professional development to incorporate ICT into teaching and learning is an ongoing process. Teachers need to update their knowledge and skills as the school curriculum and technologies change. Two aims of teacher training are fundamental: teacher education in ICT; and teacher education through ICT. Teacher is considered to be the architect of the nation. The use of ICT can effectively enhance learning where traditional models have failed. While these technologies offer advantages, they also pose challenges. Several studies have been conducted in the west about the use of ICT in Middle and High School students. These technologies along with overhead protector and computer projections have the potential to make teaching, learning and training processes more efficient and cost effective. ICT is gradually emerging as an integral part of teacher education at different level. It influences not only teaching system but also the learning styles. ICT results in transformation from teachers oriented learning to that of exploratory self learning. Role of ICT to elevate teacher at different level of teacher education to empowering teachers for self-study, reference political thinking, abstract thinking, and of knowledge by adopting various such as project work, acquire skills. Teacher educators have to develop new understanding approaches and attitudes in harmony with new developments in information technology. Their proficiency in these areas would help them to train student teachers effectively. Teacher's education institutions will have to take leadership in using information technology.

Keywords: - ICT, Teacher Education.

INTRODUCTION

We believe that when we talk about ICT in schools and also in teacher education we shouldn't only be concerned with the 'means', that is to say, how to introduce computers or how to use a word processor and Internet resources, but also with the 'ends'. Information technology (IT) is concerned with managing and

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