Perception of Online Training among Teachers in India: - A study of NMEICT T10kT Programme.

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Abstract: This research paper presents the perception of Online Training among Indian teachers. With improving internet penetration and affordability the relevance and prevalence of online training is gaining momentum in India. Perception studies with reference to the online trainings are sparse in the Indian context. For the purpose of study data was collected from 437 respondents who have participated in the NMEICT T10kT workshops. Snowball sampling approach was deployed to reach out to the respondents. Data was collected through google forms/telephonic interviews. The respondents were primarily college and university teachers of technical education courses. The perception was measured for six variables. Results indicate preference for some variables with reference to online trainings among the respondents.

Index Terms – ICT, NMEICT, T10KT, e-learning

I. INTRODUCTION

The development of computers and the internet in the latter half of the 20th century led to an increase in e-learning resources and delivery strategies (Stick & Ivankova, 2004) (Hill et al., 1997) (Swaggerty & Broemmel, 2017) 08/02/2023 12:35:00 PM. People were able to have computers in their homes because of the invention of the first MAC in the 1980s, which made it simpler for people to study about specific subjects and hone particular skill sets (Esposito & Mastroianni, 1998). Furthermore, with improvement in affordability and accessibility, online trainings started to flourish and are becoming a new normal.

Online Training refers to a process for teaching or delivering education with the aid of Information Technology (Berechet & Istrimschi, 2014). In order to give education to many recipients simultaneously or at different times, e-learning is also known as a network-enabled transfer of skills and knowledge (Hubackova, 2015).

The Indian government has been keen in implementing digital changes that might significantly boost the development of the eLearning sector. . On its website, the Ministry of Electronics and Information Technology (MeitY) states that one of the most important resources for delivering education is eLearning. The government has been providing financial support for R&D initiatives for various educational institutions in the field of eLearning, content creation, faculty training, R&D/technology development projects, and human resource development.

Towards the direction The National Mission on Education through Information and Communication Technology (NMEICT) was founded with the objective of maximizing the value of ICT in the teaching and learning process for all students in higher education institutions, regardless of location or time (Singh, 2017). In order to increase the Gross Enrolment Ratio (GER) in Higher Education by 5 percentage points throughout the XI Five Year Plan period, this was anticipated to be a significant intervention. The Mission, which the Ministry of Human Resource Development (MHRD), Government of India, began in 2009, is a historic endeavor with the goal of seamlessly delivering high-quality educational content to all qualified and motivated learners in India. The objective is to meet all of the educational and learning demands of students, teachers, and others.

As a part of the mission IIT Bombay launched the "Train 1000 Teachers" Programme in 2009. Funded under the umbrella of NMEICT, the major goal of this Programme is to collaborate with national engineering colleges to improve faculty teaching abilities in foundational engineering and science courses. To truly reach and engage a huge number of teachers, and via them, a much greater number of students, it uses an ICT enabled approach incorporating both synchronous and asynchronous mode. This Programme was expanded in 2013 to train as many as 10,000 teachers at once using 385 established Remote Centers located all over India. The "Train 10,000 Teachers" (T10kT) initiative makes use of the Amrita University-developed AVIEW framework, which offers an online social environment for interactive e-learning as well as communication and interaction with individuals in various locations (Atrey et al., 2016). It is utilised to provide and transmit all RCs with live lectures delivered by IIT faculty.

II. RATIONALE OF STUDY:

It is evident that the Online education is going to play a pivotal role in the teaching learning process. However, the efficacy of any online teaching activity depends on multiple factors which can be categorized into technical and non-technical. It is very critical for the stakeholders to be sensitized the factors influencing the process. This becomes more relevant as the governments and private players are contemplating huge investments in creating the content, systems and infrastructure for online education and training. Since the T10KT Programme is unique and presently on the only such online training activity in terms of scalability and participation. Furthermore, the availability of contact details of the participants makes it more appropriate for such kind of study.

III. RESEARCH METHODOLOGY:

For the purpose of the study a questionnaire instrument was designed, same was administered to the respondents via online and offline mode. Although the response rate with the online group was low, however it still counted to more that 90% of the total respondents. The questionnaire instrument was designed to collected the date for the six chosen variables with respect to the perception of teachers regarding online training. The variables are as under.