



Teacher Education In The Light Of National Education Policy, 2020 During COVID-19 In North-East India

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ABSTRACT:

The scheme of teacher education was upgraded during COVID-19 and specified with a well-stated mission to train the in-service and pre-service teachers for achieving sustainability in education. Especially, the skills of e-learning and pedagogy helped the pre-service and in-service teachers to develop skills of critical thinking, problem solving, and creativity. The study assessed the existing status of quality parameters of teacher education in North Eastern states of India during the lockdown era of COVID-19 in light of National Education Policy, 2020. 50 teacher-training colleges at Secondary level and 15 teacher training institutions at primary level were randomly selected in the northeastern states of India. In this online survey, the researchers assessed the quality parameters and quality dimension of teacher education in the northeastern states of India. It concluded that the existing status of quality parameters of in-service and pre-service teacher education in northeastern states of India during the lockdown era of COVID-19 in light of National Education Policy, 2020 is satisfactory. Both students and teachers shared information through the learning management system. The quality parameters of teacher education in northeastern states of India during the lockdown era of COVID-19 in light of National Education Policy, 2020 was in the expected direction.

Key words: COVID-19, dimensions of teacher education, National Education Policy, 2020 , parameters of teacher education,

INTRODUCTION

COVID-19 is an extreme breathing illness delivered approximately with the aid of using Corona virus Sars-Cov-2 (Lai et al., 2020). WHO proclaimed COVID-19 as a pandemic of

illness (WHO, 2020b) may infect the whole world of population. However precaution might also additionally prevent the unfolding of the infection. Consequently, a big quantity of schools and faculties were close to assisting society, doing away with measures and consequently restricting the unfolding of the infection. India led an evaluation on superior training and noticed that there are all the schools, all the Colleges, and all the Institutions recorded on their entrance, which upload to practice. The instructive extrude in India with inside the COVID-19 length is with the aid of using all bills a stay case of the way want sincerely is the mom of introduction or reevaluation, in this situation (Basilaia & Kvavadze, 2020). Permitting instructive groups to include net-primarily based studying and imbues a digital record culture; the pandemic is as of now guiding the department ahead with mechanical improvement and progressions. At the existing time, video-conferencing packages like Zoom and Webex are tossing schools a help. Be that because it might also add audio system areas but try to hold up a comparable profundity of dedication with understudies they may have in an observed corridor setting. They need to find out arrangements — and quick — to keep a strategic distance from a dunk withinside the nature of the education they're giving. Online practice stages, for example, Coursera, an IFC client with a global nearness, can anticipate a beneficial activity with the aid of using tapping their capacity in online application structure, selection of tech degree, and automatic marketing and marketing to accumulate the pleasant substance both with and for the traditional player. The pandemic has confined schools to carry their publications on the net. This is most effective one degree alongside the manner to any other instructive worldview, be that because it might also additionally. We can count on that any other version has to increase as soon as COVID-19 has passed. The impact of the corona has been emotional and groundbreaking as teachers scramble to install serviceable brief solutions for a long way off teaching and studying, especially in growing markets, in which understudies and faculties face greater movements recognized with financing and available foundation.

The new education policy, 2020 is a comprehensive document, which suggested some constructive alterations for the entire education system, which after implementation would definitely bring positive changes in the education system of India. Nevertheless, the policies and programs vision and mission of online and distance mode of in-service and pre-service teacher education system was discussed in various education policy (Goel & Goel, 2012). The NPE (1992) emphasized on qualitative improvement in teacher education. 'Quality', conveys difference in worth, in reference to what's common. If something has quality, it's perceived as being less accessible than a variant of an equivalent object, which lacks quality (Jena and Devi, 2017). Quality is most frequently defined as the fitness associated with the requirements of the learners, which indicated what's the aim of that phenomenon (Sahu and Pradhan, 2011) and quality improvement in teacher education programs can be assessed as per the quality indicators (Dilshad & Iqbal, 2010). Quality parameter of teacher education includes research in teacher education, internship program, online and distance mode of in-service and pre-service teacher education, and school development. Griffiths (2000) emphasized on the importance of professional development consists of two major components such as theory and the practicum (Jena and Thengal, 2017a, Jena and

Thengal, 2017b). In addition, group learning, and conference methods, field trips and excursion, online and distance mode of in-service and pre-service teacher education, problem solving and preparation of projects are the approaches of teacher education (Jena and Gupta,2019). However, Online and distance mode of teacher education and pedagogical e-content delivery is recently a task to satisfy the needs of the students (Kleickmann et al., 2013; Malm, 2009). Malmberg & Hagger (2009) predicted the quality of online and distance mode of in-service and pre-service teacher education by online classroom platforms. Faculty selection should be made on merit only & compromises should not be a part of selection (Gay, 2010). In addition, value inculcation is the prime responsibility rests within the restoration of the upper values of life among this generation. However, gender sensitivity in the workplace supports the teachers to enjoy a balanced professional life (Jena and Panda,2017; Tang, 2011). In this connection, McDonald (2005) suggested that teacher education programs should be integrated, and related to social justice. Moreover, teacher education is program for continual refinement, evaluation of goals, and ongoing modification of procedures (Roberts, 2007).

Global Status of Teacher Education during Covid-19

The freezing and extreme impact of COVID-19 has shaken the arena to its center (Abdulmir & Hafidh, 2020). Further, a massive part of the Governments around the world have by the way close down their agencies and seeking to prevent the unfold of the COVID-19 pandemic (Ait Addi et al.,2020). In India as well, the legislature as a chunk of the throughout the kingdom lockdown has close each instructive foundation, due to which, college students going for walks from faculty going youngsters to postgraduate understudies, are influenced. The UNESCO file appraises that the corona virus pandemic will antagonistically have an effect on greater than 290 million understudies throughout 22 nations. E-mastering and Distant mastering seems to be a realistic solution for understudies throughout this time as they provide helpful, on - the-move and slight get entry to exercises. E-adapting likewise comes as an interesting and clever alternative whilst contrasted with look at corridor instructing. By the through, Covid-19 has incited professionals to reevaluate the everyday approach of practice (Naciri et al., 2020). Advanced education offers off an impact of being an appropriate solution for fill within side the void for look at corridor practice for a time of 3 to 4 months at the same time as restricting the chances of any infection to understudies till instructions continue. All the greater significantly, it has moreover delivered the till now fringe difficulty of superior practice in India to the center stage. Going ahead, superior education might be going to be coordinated into general practice. This will empower complete practice through encouraging mastering throughout differing geologies in India. In addition, it's going to supply a risk to teachers to consider altered mastering solutions for every understudy.

In this specific situation, the global status of online and distance mode of in-service and pre-service teacher education is an essential perused, as it depicts and evaluates the difficulties of instructors face around the world, yet additionally outlines a way towards a progressively feasible future. This notable worldwide report presents the voice of instructors over all degrees of instruction from Early Childhood, through Primary and

Secondary instruction to technical and vocational education and training and university training (Biswas and Das, 2011). Our examination here at online and distance mode of in-service and pre-service teacher education is an international issues uncovers the issues of world of teacher educators who are progressively utilizing their knowledge and skills under unstable and disgraceful conditions, low maintenance contracts are on the ascent. An excessive number of instructors are getting inadequate pay rates, conflicting with their degree of capability and experience. In 79% of the nations we reviewed educators pay rates are not as much as that of different positions with comparative capabilities and under 17% of technical and vocational education and training and early childhood education instructors think they procure reasonable compensations. Teacher burnout is likewise turning into a devastating and enduring issue, as indicated by our examination. Most governments are interested to implement online and distance mode of in-service and pre-service teacher education in associations about training strategy.

Like never before, the jobs and privileges of teachers are currently subjects that are high on the worldwide teacher education program. In 2015, UNESCO underscored that except if nations have 'skilled, persuaded, and performing teachers', the EFA objectives would not be acknowledged (UNESCO, 2015). Over the previous decade, teacher educators have progressively been perceived as the key factor in accomplishing the EFA objectives. This was as of late made clear in the foreword to the 2015 EFA Global Monitoring Report (UNESCO, 2014a), in which online and distance mode of teacher education was established as a training framework. Although elementary school enrolment has extended the range of 57 million kids despite everything, stay out of school. Accomplishing all inclusive essential training (UPE), a key EFA objective, requires having an adequate number of educators. Incomprehensibly, in any case, online and distance mode of teacher education will be met the needs of governments. So mass teacher education can only be possible through online and distance mode of in-service and pre-service teacher education. It is assessed that 1.6 million educators are as yet required around the world (UNESCO, 2016a), despite the fact that this figure is a significant decrease from the 18 million required in 2016 (UNESCO, 2016).

Vision of National Education Policy, 2020

National education policy, 2020 is a comprehensive document emphasized elementary education to higher education. The aim's the indigenous education by 2021, sustainable education for increasing expenditure of education from around three percentage of gross domestic product of India, and the policy emphasized on mother tongue, Sanskrit and other foreign languages will be given emphasized, both education policy 1986 and program of action 1992 and Right to education 2009 objectives are the advisory guidelines. In school education, 10+2 system was replaced with 5+3+3+4 model. Foundation stage divided into 3 years anganwadi, preparatory stage from class III years class V, middle stage from class VI to class VIII and secondary stage covers class IX to class XII. Higher education included four years integrated course, Mphil, and Ph. D., teacher education included four years integrated degree. Along with this online education is preferably can be included in formal education system. Nevertheless, the policies and programs, vision, and mission of online and distance mode of the teacher education system were discussed in various education

policies (Goel & Goel, 2012). Especially the NPE (1992) emphasized qualitative improvement in teacher education. 'Quality', conveys difference in worth, about what's common. If something has quality, it's perceived as being less accessible than a variant of an equivalent object, which lacks quality (Jena & Devi, 2020). Quality is most frequently defined as the fitness associated with the requirements of the learners, which indicated what's the aim of that phenomenon (Sahu and Pradhan, 2011) and quality improvement in teacher education programs can be assessed as per the quality indicators (Dilshad & Iqbal, 2010).

Significance of the Study

On account of the scene of the pandemic, the work from home (WFH) culture is impacting in India. As social isolating is prescribed as the best way to deal with control the spread of COVID 19, associations are gone up against with a remarkable trial of promising it is old news whether or not every person is working indirectly (Wilder-Smith et al., 2020). Thusly, not simply agents or new establishments in India have chosen an online mode like Zoom App to remain related with their laborers who are working from their homes yet moreover the enlightening associations have settled on different propelled stages to support learning for their understudies (Toquero, 2020). Instructors are following the new rule and giving their important guidance through E-mail, WhatsApp, YouTube, Facebook Skype, WebEx Zoom, Video conferencing (Jena,2019). The explanation, reason is that covid - 19 is exceptionally irresistible requirements instructive administration without open social occasions (Bai et al.,2020). COVID-19 may advance in stretching out online guidance to end of spring semester; grounds and staffing contemplations manner (Salovey, 2020a; Salovey, 2020b). Akopyan,2009 found that the thoughts of online instruction have positive relationship with the teacher and preparing. While scarcely any schools in the urban zones are outfitted with force, and e-learning stages yet in the commonplace schools don't have power (Usak et al., 2020). In any case, question rises why e learning is certainly not a practical answer for the COVID-19 instruction emergency in India. Overall, trust, the ongoing pandemic made an open door for change in instructive methodologies and presentation of virtual training in all degrees of training. As we don't have the foggiest idea how long the pandemic circumstance will proceed, a progressive move towards the on the web/virtual training is the interest of the current emergency. UGC and MHRD have eaten numerous virtual stages with online stores, digital books and other web based instructing/learning materials. Blend of the customary advancements (radio, TV, landline telephones) with versatile/web innovations to a solitary stage with all storehouses would improve better availability and adaptability to training. This would include updating the administration stage to empower it to meet the necessary volume of instructive requests of understudies. All specialist organizations should be activated to give appropriate access to the instructive assistance stages to the burdened gatherings of populace too. Virtual training is the most favored method of instruction during this season of emergency because of the flare-up of Covid-19. The post Covid-19 training is by all accounts instruction with generally acknowledged on the web/virtual instruction, which may maybe, be an equal arrangement of training. Instructors and students ought to be prepared to use web based encouraging learning process utilizing innovation. Strategy ought to be embraced by

Government/instructive foundations to give free web and free computerized devices to all students so as to empower internet learning because of which individuals would get ready for marriage and stay safe during pandemic (Jena,2020). Change is unavoidable which has been constrained upon the public due to Covid-19. The open doors made by the pandemic Covid-19 will lead towards a superior tomorrow (Sintema,2020). Tomorrow will be another morning, which will completely be in our own hands. New advances will unquestionably challenge the customary ideal models, for example, study hall addresses, methods of learning and methods of appraisal. The new patterns will permit the training part to envision better approaches for instructing learning. Propelled learning has various central focuses in itself like electronic learning has no physical cutoff points, it has additionally learning duty experience rather than the ordinary learning, it is moreover useful and understudies find the opportunity to learn in the limits of their typical scope of nature. In any case, mechanized learning isn't without its limitations and challenges, since very close affiliation is commonly observed as the best sort of correspondence when diverged from the decently impersonalized nature of distant learning. Completely, web based preparing has met with some accomplishment. By virtue of India, we in spite of everything have far to go before cutting edge learning is seen as standard preparing, since understudies living in urban locale have the workplaces to pick electronic guidance, regardless, natural zone understudies don't have the fundamental establishment nor are fiscally strong to profit the benefits required for cutting edge guidance. Working of the mechanized guidance establishment by the Government of India eventually appears, apparently, to be inconvenient as a result of nonappearance of money related arrangement.

Research Questions

Does the existing status of quality parameters of in-service and pre-service teacher education in northeastern states of India during the lockdown era of COVID-19 in Light of National Education Policy, 2020 is in expected direction?

Objectives of the Study

- 1) To assess the existing status of quality parameters of in-service and pre-service teacher education in northeastern states of India during the lockdown era of COVID-19 in Light of National Education Policy, 2020.
- 2) To assess the perception of students towards the quality parameters of in-service and pre-service teacher education in northeastern states of India during the lockdown era of COVID-19 in Light of National Education Policy, 2020.

METHODOLOGY

Participants

During this pandemic COVID-19 era, the students of Northeastern states of India are accessing training in distance mode, and recently teachers are providing the instruction through E-mail, WhatsApp, YouTube, Facebook Skype, WebEx Zoom, Video conferencing. NCF (National Curriculum Framework), 2005 NCF arranged by NCERT and acknowledged by the CBE is now following constructivist teaching method and significant national

concerns. NCFTE (National Curriculum Framework for Teacher Education), 2009 NCTE which is the administrative body for educator training has given NCFTE. These organizations are advising the training institutions to provide instruction through E-mail, WhatsApp, YouTube, Facebook, and Skype mode. NERIE (North East Regional Institute of Education) (NCERT) Initiative NERIE, NCERT, has as of late started activity to get ready to prepare e-modules for preparing the undeveloped educators of Northeastern states through up close and personal mode to be executed by concerned states. Alongside this, NERIE has likewise begun preparing a lot of Master Resource Persons for each state to actualize these e-modules. I-CAT (Institute of Competency Advancement of Teachers), IGNOU In perspective on the earnest need of reinforcing instructor preparing offices in Northeastern states, IGNOU has as of late settled another organization called I-CAT to structure and convey need-based educator preparing programs through ODL (open and distance learning) framework. The organization started to working in Guwahati, India and the principal focal point of the organization was to use ICT (data and correspondence innovation) in an educator preparing broadly. In the present study, the researcher has randomly selected 50 teacher-training colleges at the secondary level and 15 teacher-training institutions at the primary level in the Northeast region of India. Out of these, 1050 teacher educators, and 1560 teacher trainees were participated in this online survey and cooperated in data collection. This survey research investigated the existing status of teacher education concerns with quantity and quality parameters online, distance mode of in-service and pre-service teacher education during the lockdown era of COVID-19 in Light of New Education Policy, 2020.

Design of the study

This survey research investigated the existing status of teacher education concerns with quantity and quality parameters of in-service and pre-service teacher education during the lockdown era of COVID-19 in Light of National Education Policy, 2020. In the present study, the quality parameters, and quality dimensions of in-service and pre-service teacher education institutions of Northeast region of India was assessed through questionnaire. For that purpose, 50 teachers training institutions and 15 DIET institutions were undertaken to assess the existing status of quality dimension of in-service and pre-service teacher education.

Instrumentation

Questionnaire for teacher educators

Questionnaire for principal has 13 items; all items are dichotomous type items. Item no 1, 2 and 11 has internal sub- item having “Yes” or “No” type item. However, item no 3, 4,5,6,7,8,9,10,12 and 13 were single stem with “Yes” or “No” type option. All this item are prepared by the consulting with the expert and supervisor. The reliability and validity of the questionnaire was .87 and .85.

Questionnaire for pre-service and in-service teachers

Questionnaire for teacher educators has 10 items, having “Yes” or “No” type option by the following guidelines. The researcher has developed the tool item number 1, 2 and 6 has “Yes” or “No” type option but respondent has to write his personal opinion about if why they select “Yes” or “No”, The reason they have to write in the questionnaires. Item number 3 to 5 and 7 to 10 are single question form item having “Yes” or “No” type option. All the items developed for the teacher educator. The reliability and validity of the questionnaire was .86 and .84.

Procedure of Data Collection

The researchers randomly selected 50 Secondary Teacher Training colleges and 15 Elementary Teacher Training institutions. After getting the consent of the Principals, teachers and the in-service and pre-service teachers of these colleges, the data were collected. Online Google data sheet used to collect the data. Teacher educators responded the questionnaires provided by e-mail. However, unfortunately few teachers were not responded the questionnaire. Similarly, questionnaire was administered among the pre-service and in-service teachers but unfortunately, a few teacher trainees were not responded. However, 1050 teacher educators, and 1560 teacher trainees of 50 teacher-training institutions have responded the tool.

ANALYSIS AND RESULTS

Objective 1: To assess the existing status of quality parameters of in-service and pre-service teacher education in northeastern states of India during the lockdown era of COVID-19 in Light of New Education Policy, 2020.

Table 1 depicts the % of responses of teachers towards the quality parameters of online and distance mode of in-service and pre-service teacher education in northeastern states of India during the Lockdown Era of COVID-19 in Light of National Education Policy, 2020. Quality parameters of online and distance mode of in-service and pre-service teacher education refers availability of qualified teachers in teacher training institutions, academic qualification of teachers, professional qualification of teachers, infrastructural facilities available etc. which is presented in the table-1. Similarly, the responses of teacher educators towards attending pre-service and in-service training programme, appropriate curriculum, well equipments with ICT facilities and using modern technology in teaching learning process as well as satisfied with institutional management, community service and maintain relationship within teachers and students through learning management system which is presented in the table – 1. It reflected that, 100% qualified teachers are available as per NCTE norms reported training institutions reported that qualified teachers are having depth of content knowledge, good idea in methodology of teaching etc. Regarding the curriculum and resources, the teachers of the institutions were responded that they have flexible curriculum for in-service and pre-service training. 100% of the teachers are the techno-skilled providing the e contents to the preservice and inservice teachers according to their efficiency, however 252(24%) of teachers were using E-mail, and WhatsApp, 315(30%) are using YouTube, and Facebook, 210(20%) are Skype, and WebEx,

and rest 273(26%) are preferring Zoom and Video conferencing modes. 315 (30%) teachers are preferring e-curriculum & e-resources to teach through Skype, and WebEx for in-service & pre-service training, and 284(27%) of teachers feel Skype, WebEx are appropriate medium to teach for online and distance learning those developed academic awareness where 315(30%) of teachers feel that YouTube, and Facebook are the real platform. 315(30%) of teachers perceived YouTube, Facebook maintaining ethics, and 315(30%) of teachers thought Skype, WebEx Zoom, Video conferencing Skype, and WebEx are helping in Time management for curriculum transaction. 315(30%) of teachers are using Skype and WebEx to teach through availability of Online resources, where 284(27%) delivered e-contents through Skype, WebEx. 315(30%) teachers perceived that they have Online library with recorded YouTube, Facebook Skype, WebEx Zoom, Video conferencing. 273(26%) of teachers are delivering their depth content knowledge of through YouTube, and Facebook. Most of the time teachers 315 (30%) organized e-classroom YouTube, Facebook Zoom, Video conferencing and interacted with students through Skype, and WebEx. The teachers of teacher-training institutions reported that, 100% of good teacher with well content knowledge and they have ability to transact the curriculum in an organized manner. They were maintaining the interaction between students and teachers. The existing status of quality parameters of online and distance mode of in-service and pre-service teacher education in northeastern states of India during the Lockdown Era of COVID-19 in Light of National Education Policy, 2020 is satisfactory.

Objective 2: To assess the perception of students towards the quality parameters of in-service and pre-service teacher education in northeastern states of India during the Lockdown Era of COVID-19 in Light of New Education Policy, 2020.

Teachers used learning management system. The % of responses of students about the quality parameters of online and distance mode of in-service and pre-service teacher education in Assam during the Lockdown Era of COVID-19 is depicted in Table 3. 50% of students are satisfied with e-learning provided by LMS1 and LMS2, 20% liked LMS3 and LMS4, 10% students preferred LMS5 and LMS6, 10% students enjoyed LMS7 and LMS8. 43% of students were satisfied with using of educational technology through LMS1 and LMS2, 27% LMS3 and LMS4, 17% LMS5 and LMS6, 27% LMS7 and LMS8. Getting knowledge without face to face classroom learning. 45% of students prefer to LMS and LMS getting knowledge without face to face classroom learning, 20% preferred LMS3 and LMS4, 25% liked LMS5 and LMS6, 10% LMS7 and LMS8. 50% of students availed e-materials according to their needs through LMS1 and LMS2, 20% liked LMS3 and LMS4, 15% preferred LMS5 and LMS6 15% attended LMS 7 and LMS6. 45% students satisfied with assessments and assignments with LMS1 and LMS2, 23% preferred LMS3 and LMS4, 22% LMS5 and LMS6, 10% LMS7 and LMS8. 40% of students got e-contents for reading through LMS1 and LMS2, 30% liked LMS3 and LMS4, 15% preferred LMS5 and LMS6, 15% liked LMS7 and LMS8. 45% students satisfied with present virtual institutional management through LMS1 and LMS2, 25% liked LMS3 and LMS4, 15% preferred LMS3 and LMS4, 15% liked LMS5 and LMS6. 50% of students satisfied with pupil-pupil virtual interaction via LMS1 and LMS2, 15% liked LMS3 and LMS4, 15% preferred LMS5 and LMS6, 20% satisfied with LMS7 and LMS8. 45% students satisfied with e-classroom and

getting space for learning through LMS1 and LMS2, 15% preferred LMS3 and LMS4, 20% liked LMS5 and LMS6, 20% liked LMS5 and LMS6. 40% of students satisfied with teachers-students collaborative e-classroom via LMS1 and LMS2, 30% preferred LMS3 and LMS4, 15% liked LMS5 and LMS6, 15% preferred LMS5 and LMS8. 40% students satisfied with using of modern technology in teaching learning process via LMS1 and LMS2, 20% liked LMS3 and LMS4 15% preferred LMS4 and LMS5, 25% liked LMS6 and LMS7. 45% of students availability of individual and group e-learning space through LMS1 and LMS2, 25% for LMS3 and LMS4, 15% used LMS5 and LMS6, 15% preferred LMS7 and LMS8. 45% of students preferred LMS1 and LMS2 regarding the contents uploaded for pre- service and in-service teacher, 20% liked LMS3 and LMS4, 15% preferred Skype5 and WebEx6, 20% liked Zoom and Video conferencing. 50% of students perceived that E-contents are appropriate and they are getting these through LMS1 and LMS2, 20% preferred LMS3 and LMS4, 15% students liked LMS5 and LMS6, 15% liked LMS7 and LMS8. 50% of students perceived contents are well arranged and getting through LMS1 and LMS2, 15% LMS5 and LMS6, 15% LMS7 and LMS8, 20% LMS3 and LMS4. 50%-25% students accessible the e-contents through learning management system. 40% -255% of students satisfied with teaching technology, Teachers-students' synchronous interaction, asynchronous interaction. 45%-25%% teachers are satisfied with assignment and performance in learning management system. The perception of students towards the quality parameters of online and distance mode of in-service and pre-service teacher education in northeastern states of India during the Lockdown Era of COVID-19 in Light of New Education Policy, 2020 is an expected direction.

Table 1. % of responses of teachers towards the quality parameters of in-service and pre-service teacher education in northeastern states of India during the lockdown era of COVID-19 in Light of New Education Policy, 2020.

Parameters	Items	LMS1		LMS3		LMS5		LMS7	
		LMS2	LMS4	LMS6	LMS8	Yes	No	Yes	No
Techno-skilled Teacher e-Curriculum	Teacher's efficiency in using online tools	252(24%)	-	315(30%)	-	210(20%)	-	273(26%)	-
	Flexible for In-service & pre-service training	242(23%)	-	283(27%)	-	315(30%)	-	210(20%)	-
Resources	Appropriate curriculum	251(24%)	-	273(26%)	-	284(27%)	-	242(23%)	-
	Academic awareness	251(24%)	-	315(30%)	-	210(20%)	-	273(26%)	-
	Maintaining ethics	105(10%)	-	315(30%)	-	315(30%)	-	315(30%)	-
	Time for curriculum transaction	242(23%)	-	283(27%)	-	315(30%)	-	210(20%)	-
	Availability of Online resources	242(23%)	-	283(27%)	-	315(30%)	-	210(20%)	-
	e-contents	251(24%)	-	273(26%)	-	284(27%)	-	242(23%)	-
Pedagogy	Online library	105(10%)	-	315(30%)	-	315(30%)	-	215(30%)	-
	Depth content knowledge of Teacher	251(24%)	-	273(26%)	-	284(27%)	-	210(23%)	-

Organizing classroom	e-	252(24%)	-	315 (30%)	-	210(20%)	-	315(30%)	-
Interacted classroom	in	242(23%)	-	283(27%)	-	315(30%)	-	210(20%)	-

LMS1=E-mail, LMS2=WhatsApp; LMS3=YouTube, LMS4=Facebook; LMS5=Skype, LMS6=WebEx; LMS7=Zoom, LMS8=Video conferencing

Table 2 The % of responses of students about the quality parameters of in-service and pre-service teacher education in Assam during the lockdown era of COVID-19 in Light of New Education Policy, 2020

Items	(LMS1/LMS2)	(LMS3/LMS4)	LMS5/LMS6	LMS7/LMS8
	Yes	Yes	Yes	Yes
Satisfied with e-learning	50%	20%	10%	10%
Satisfied with using of educational technology	43%	27%	17%	27%
Satisfied with getting knowledge without face to face classroom	45%	20%	25%	10%
Availing e-materials according to the needs	50%	20%	15%	15%
Getting e-contents for reading	40%	30%	15%	15%
Satisfied with present virtual institutional management	45%	25%	15%	15%
Satisfied with pupil-pupil virtual interaction	50%	15%	15%	20%
Satisfied with online learning	45%	15%	20%	20%
Satisfied with my classroom performance.	40%	30%	15%	15%
Satisfied with using of modern technology in teaching	40%	20%	15%	25%
Availability of individual -learning space	45%	25%	15%	15%
Contents uploaded for pre- service and in-service teacher	45%	20%	15%	20%
E-contents are appropriate	50%	20%	15%	15%
Well arranged e-contents	50%	15%	15%	20%
Well accessible e-contents	40%	30%	15%	15%
Satisfied with teaching technology	45%	25%	15%	15%
Satisfied with Teachers-students' synchronous interaction	50%	15%	15%	20%
Satisfied with Teachers-students' asynchronous interaction	45%	15%	20%	20%

LMS1=E-mail, LMS2=WhatsApp; LMS3=YouTube, LMS4=Facebook; LMS5=Skype, LMS6=WebEx; LMS7=Zoom, LMS8=Video conferencing

DISCUSSION

It claimed that, the existing status of quality parameters of in-service and pre-service teacher education in northeastern states of India during the Lockdown Era of COVID-19 in Light of New Education Policy, 2020 is satisfactory. All the teachers and students are sharing the e-contents through E-mail and WhatsApp, YouTube and Facebook, Skype and WebEx, Zoom and Video conferencing. All the teacher training institutions has qualified teachers who were skilled and they have good content and idea of delivering the lessons. Similarly, all the teacher educators of each teacher training colleges were providing good e-contents to their pre-service and in-service teachers. As per infrastructural concern, all the training colleges have two units of classroom, e-library, reading room. Not most effective turned into that each one instructor education faculties have desirable instructors and they may be taking instructions nicely via LMS1=E-mail, LMS2=WhatsApp; LMS3=YouTube, LMS4=Facebook; LMS5=Skype, LMS6=WebEx; LMS7=Zoom, LMS8=Video conferencing (Jena and Bhabatosh,2016). The study reveals that, every institution has qualified teachers who are maintaining institutions. They have flexible curriculum, timetable and they are using teaching learning materials during curriculum transaction. They have well infrastructure with sufficient number of teachers having the knowledge of the delivering the e-lecture. Teacher's efficiency of using online tools, and flexibility to teach and share contents through E-mail and WhatsApp was appropriate related with curriculum, academic awareness, ethics. They have well availability of e-contents development and reposition in online library. Students are satisfied with e-learning and educational technology. They are satisfied with getting knowledge without face to face classroom learning because of availing e-materials according to the needs and getting e-contents for reading. They also satisfied with present virtual institutional management. In addition, students are satisfied with pupil-pupil virtual interaction and getting space for self-learning in this teachers-students collaborative e-classroom (Jena, Bhattacharjee, Langthasa, 2015). Because of COVID -19 issues they are using of modern technology in teaching learning process with individual and group e-learning space. Contents uploaded for pre- service and in-service teacher are appropriate, well arranged e-contents,well accessible e-contents where teachers-students are satisfied with synchronous interaction(Jena et al.,2020). And yet, there is a glaring weakness as tests must be delayed. Assessments can't be directed on the web. It isn't just barely the subject of granting persistent and continuous picking up during the flare-up of COVID 19 pandemic yet in addition the most significant test for the educator is to concentrate on the general components of a very much grew course (Aljofan, & Gaipov, 2020). Building up a deliberate and all around characterized online course, which bolsters the educator and student, implies dedicating the fitting time and inserting the appropriate course components into the e-learning condition (Jena et al., 2019). Using innovation, we can, if not give a solid option in contrast to the regular instruction framework, alleviate and make up for the obstacles presented and bother caused due to COVID 19 pandemic to the training framework and students by expansion (Bacow, 2020). Learning, as is commonly said, is a consistent and ever-developing procedure (Jena & Paul, 2016). The instructive organizations in India, from schools to colleges, can utilize this current misfortune as a

surprisingly positive turn of events and make computerized training a significant piece of the learning procedure for all students later on (Jena, 2018).

CONCLUSION

It concluded that the perception of students and teachers perception towards the quality parameters and dimension of online and distance mode of in-service and pre-service teacher education in northeastern states of India during the Lockdown Era of COVID-19 in Light of New Education Policy, 2020 is an expected direction. These qualified teachers have high academic as well as professional qualification as per NCTE norms have sound knowledge and method expertise. Recently, these training colleges have prepared flexible curriculum, e-learning resources, and teaching learning resources (Biswas and Das, 2011). In Assam district, colleges, those were having well qualified teachers organized curriculum as per the NCTE norms. In Meghalaya, these four teachers training institutions were good, who were fulfilling the NCTE norms and maintaining the quality parameters. Similarly, the e-learning resources is concerned, in all these training colleges have well organized e-library, those were satisfactory and fulfilled the NCTE norms (Sukla,1988). That is why, this colleges were better in Assam. Well-qualified teacher educators and the teachers' depth of content knowledge are the most important aspects in pre-service and in-service teacher education program. Good library, well structured classroom with adequate ICT facilities should be organized for the students (Jena et al.,2020, 2015). The following are the suggestions regarding the in-service and pre-service teacher education in northeastern states of India during the Lockdown Era of COVID-19 in Light of New Education Policy, 2020. The division of higher education into type Type II, and I, type II will surely bring some positive changes based up on their areas of emphasis but the concerns in this regard is about the basis of appointing the proportion of population to single university, which needs to be addressed properly. In addition, with relation to assigning at least one of each type of universities to every district, the concern is that such action may lead to localization of universities which itself is contradictory to the very concept of 'University'. The knowledge diversity will be limited. The proper control over the financial matters like course fees and other related changes should be taken care of. The report states that teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, the formation of dispositions and values and the development of practice under the best mentors. The objective set is a mammoth task. The yardstick required for judging the highest training in to e-contents, e- pedagogy, and practice needs to be designed with utmost care and expertise since the term highest quality is quite subjective. Regulatory body (NCTE) is already in function, but it is not able to bring the desired change in the operation of such institutions. For quality enhancement, there must be a fully empowered visioning agency to inspect the institution's functioning intermittently and report to the regulatory body for compliance. There is a need to integrate e-pedagogic element in every subject rather than to run a single B.Ed. program, since it would help someone entering in to teaching profession at higher education level.

The suggestion put forward with regard to the modalities of admission to pre-service teacher preparation programs is appreciable. Furthermore, creation of substantial new

teacher preparation capacity is an innovative step, but requires proper *modus operandi*. One striking factor in this point is the recommendation regarding public investment and Philanthropic efforts. This needs greater clarification. Public investment is a welcoming gesture for development whereas Philanthropic contributions are something needs to be evaluated further. There is a need to decipher training in pre-service and in-service teacher preparation programs for both school and higher education. In this report, it has also been categorically stated that education departments across country must also be able to offer blended and part-time learning to enable practicing teachers to continue their higher education studies and professional mobility. Therefore, this umbrella schemes seems to be quite invigorating befitting but needs huge expenditure as well as proper people-teacher ratio. The recruitment policy has to be modified so that a fast track system may be functional. Teacher's recruitment and retention policy should be in force, which again requires ensuring proper service conditions, amenities so that they can discharge their duties properly. The last few generations of learners in the post-independence period are products of a system, which has given more emphasis on quantifiable standards rather than qualitative standards. In this context, how can we expect that the aspiring teachers would have strong theoretical underpinnings and pedagogical expertise? It is the need of the hour to re-orient teachers towards the values envisaged in the constitution of India by involving them in the local and regional communities. There is a need to design a comprehensive scheme for teacher education through which the aptitude towards teaching is judged properly. There is a need for mobility via student-teacher exchange program at the national level so that the term unity in diversity is justified in the truest sense for strengthening the idea of a pluralistic society.

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