



TEACHER EDUCATION AND DISTANCE EDUCATION

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Abstract

A method of study where teachers and students do not meet in a classroom but use the Internet, e-mail, mail, etc., to have classes. It's Flexible, convenient ,saves time energy, and money. Teacher education refers to the policies and procedures designed to equip prospective teachers with he knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community.



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Distance Education

Distance education or **distance learning** is the education of students who are not physically present at a school. Courses that are conducted partly through distance education and partly on-site are referred to hybrid or blended education. Massive open online courses, offering large-scale interactive participation and open access through the World Wide Web or other network technologies, are recent developments in distance education. A number of other terms (distributed learning, e-learning, online learning, etc.) are used roughly synonymously with distance education.

Simple Definition of DISTANCE EDUCATION

A method of study where teachers and students do not meet in a classroom but use the Internet, e-mail, mail, etc., to have classes. Types of Distance Education

There are two distance education delivery system categories - synchronous and asynchronous. Synchronous instruction requires the simultaneous participation of all students and instructors. The advantage of synchronous instruction is that interaction is done in "real time" and has immediacy. Examples include interactive telecourses, teleconferencing and web conferencing, and Internet chats.

Asynchronous instruction does not require the simultaneous participation of all students and instructors. Students do not need to be gathered together in the same location at the same time. Rather, students may choose their own instructional time frame and interact with the learning materials and instructor according to their schedules. Asynchronous instruction is more flexible than synchronous instruction, but experience shows that time limits are necessary to maintain focus and participation. The self-paced format accommodates multiple learning levels and schedules. Examples of asynchronous delivery include e-mail,

audiocassette courses, videotaped courses, correspondence courses, and WWW-based courses.

❖ **Advantages of Studying through Distance Education**

1. **It's Flexible:** You can earn and study at the same time! Flexibility is the biggest advantage of distance learning courses. This stands true especially if you are a working professional. Not everyone has the luxury of taking their own time to finish their studies. For those who had to take a break from studies to start working, such courses are a boon and provide the opportunity to pursue higher education.

2. **Saves Time & Energy:** You save up a lot of time and energy on commuting. You can stay in Pune and pursue a course that is available in Bangalore. Or you might be based out of a remote village or town which does not have enough options for higher studies. Distance learning courses eliminate these obstacles.

3. **Study at your own Pace:** Not everyone has the same pace of learning. Some students pick up things fast, others need time to grasp a concept. One of the biggest advantages of distance learning is that you can study at a pace that is comfortable for you.

4. **Saves Money:** These courses are almost always cheaper as compared to their on-campus counter-parts. You also cut down on the costs incurred while commuting etc.

5. **Convenient:** You can submit your assignment with the click of a button or simply drop it off at a post-office! It's sometimes as simple as that!

6. **24X7 Access to Study Material & fellow Students:** This is the best way to study if you are comfortable with internet and technology. You can access your study material online whenever you want and also clear doubts, exchange views and discuss with your virtual class-mates!

7. **Study any Topic You Want:** Since you'd already have all your books/online study material with you, you can pick up any topic/chapter that interests you and tackle that first! This way your interest in the subject is sustained.

❖ **Disadvantages of Studying through Distance Education**

1. **No Direct Contact with faculty:** There isn't any fun if you don't have a teacher you can make fun of! On a serious note, lack of personal interaction with teachers often affects the learning curve for some students. This is one major disadvantage of distance learning. Flipping through voluminous books with no mentor to guide you can be overwhelming for some students.

2. **Overdependence on Technology:** Some distance learning programs especially online courses require access to internet. Unless you are comfortable with this medium, you will find studying and interacting with your faculty online difficult.

3. **Lack of Discipline:** Since you don't have a teacher standing on top of your head, reminding you of deadlines, asking for your assignments, there are chances that you will not take a distance learning programme seriously. You need to be mature and disciplined to take full advantage of a distance learning programme.

4. **It can get Lonely:** Even if you're in a virtual classroom that is full of students, the lack of personal interaction might make you feel detached and lonely. This can be solved as you get more comfortable with using the internet.

5. **Not All Courses are Available/ Taught:** Another major disadvantage of distance learning is that not all courses can be taught online. For example, subjects like Medicine and

Engineering can't be taught online or through distance learning since practical classes, experiments etc. can't possibly be conducted over the internet! Some things, you've got to do yourself!

6. Not Valued by all Employers: No matter how good the university/college from where you pursued your distance learning programme, some employers will always prefer a candidate who has pursued a regular programme over you.

❖ **Teacher Education**

Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community.

Nature of Teacher Education

1) Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other. According to the International Encyclopaedia of Teaching and Teacher education (1987), —Teacher education can be considered in three phases : Pre-service, Induction and In-service. The three phases are considered as parts of a continuous process.||

2) Teacher education is based on the theory that —Teachers are made, not born|| in contrary to the assumption, —Teachers are born, not made.|| Since teaching is considered an art and a science, the teacher has to acquire not only knowledge, but also skills that are called —tricks of the trade||.

3) Teacher education is broad and comprehensive. Besides preservice and in-service programmes for teachers, it is meant to be involved in various community programmes and extension activities, wiz adult education and non-formal education programmes, literacy and development activities of the society.

4) It is ever-evolving and dynamic. In order to prepare teachers who are competent to face the challenges of the dynamic society, Teacher education has to keep abreast of recent developments and trends.

5) The crux of the entire process of teacher education lies in its curriculum, design, structure, organization and transaction modes, as well as the extent of its appropriateness.

6) As in other professional education programmes the teacher education curriculum has a knowledge base which is sensitive to the needs of field applications and comprises meaningful, conceptual blending of theoretical understanding available in several cognate disciplines. However the knowledge base in teacher education does not comprise only an admixture of concepts and principles from other disciplines, but a distinct ‘_gestalt’ emerging from the ‘_conceptual blending’, making it sufficiently specified.

7) Teacher education has become differentiated into stage-specific programmes. This suggests that the knowledge base is adequately specialized and diversified across stages, which should be utilized for developing effective processes of preparing entrant teachers for the functions which a teacher is expected to perform at each stage.

8) It is a system that involves an interdependence of its Inputs, Processes and Outputs.

Need of teacher education

1) It is common knowledge that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals of a nation. The focus of teacher preparation had to shift from training to

education if it had to make a positive influence on the quality of curriculum transaction in classrooms and thereby pupil learning and the larger social transformation. The aspects that need greater emphasis are; the length of academic preparation, the level and quality of subject matter knowledge, the repertoire of pedagogical skills that teachers possess to meet the needs of diverse learning situations, the degree of commitment to the profession, sensitivity to contemporary issues and problems and the level of motivation. This is not possible if teacher preparation focused only on training. Holistic teacher building is necessary and therefore teacher education needed more emphasis than mere training.

2) Educating all children well depends not only on ensuring that teachers have the necessary knowledge and skills to carry out their work, but also that they take responsibility for seeing that all children reach high levels of learning and that they act accordingly.

3) People come to teacher education with beliefs, values, commitments, personalities and moral codes from their upbringing and schooling which affect who they are as teachers and what they are able to learn in teacher education and in teaching. Helping teacher candidates examine critically their beliefs and values as they relate to teaching, learning and subject matter and form a vision of good teaching to guide and inspire their learning and their work is a central task of teacher education .

4) The National Academy of Education Committee's Report wrote that : —On a daily basis, teachers confront complex decisions that rely on many different kinds of knowledge and judgement and that can involve high stakes outcomes for students' future. To make good decisions, teachers must be aware of the many ways in which student learning can unfold in the context of development, learning differences, language and cultural influences, and individual temperaments, interests and approaches to learning||.

In addition to foundational knowledge about the areas of learning and performance listed in the above quotation, teachers need to know how to take the steps necessary to gather additional information that will allow them to make more grounded judgements about what is going on and what strategies may be helpful. More importantly, teachers need to keep what is best for the student at the centre of their decision making.

5) Teacher education like any other educational intervention, can only work on those professional commitments or dispositions that are susceptible to modification. While we can't remake someone's personality, we can reshape attitudes towards the other and develop a professional rather than a personal role orientation towards teaching as a practice.

6) The Ministry of Education document —Challenge of Education : A Policy Perspective|| (1985) has mentioned, —Teacher performance is the most crucial input in the field of education.

7) Whatever policies may be laid down, in the ultimate analysis these have to be implemented by teachers as much through their personal example as through teaching learning processes.|| India has reached the threshold of the development of new technologies which are likely to revolutionise the classroom teaching. Unless capable and committed are teachers in service, the education system cannot become a suitable and potential instrument of national development.

The teacher is required to acquire adequate knowledge, skills, interests and attitudes towards the teaching profession. The teacher's work has become more complicated and technical in view of the new theories of psychology, philosophy, sociology, modern media and materials.

The teacher can be made proficient with well planned, imaginative pre-service and in-service training programmes.

Objectives of teacher education

- Provide opportunities to observe and engage with children, communicate with and relate to children.
- Provide opportunities for self-learning, reflection, assimilation and articulation of new ideas; developing capacities for self directed learning and the ability to think, be self-critical and to work in groups.
- Provide opportunities for understanding self and others (including one's beliefs, assumptions and emotions); developing the ability for self analysis, self-evaluation, adaptability, flexibility, creativity and innovation.
- Provide opportunities to enhance understanding, knowledge and examine disciplinary knowledge and social realities, relate subject matter with the social milieu and develop critical thinking.
- Provide opportunities to develop professional skills in pedagogy, observation, documentation, analysis, drama, craft, story-telling and reflective inquiry.