

**TEACHER EDUCATION AND DISTANCE EDUCATION****Bhaskar Dattatraya Sambhaji, Ph.D.***Asst. Prof. SVCS B.Ed. College, Solapur 413006, India.***Abstract**

Teachers play a very important role in the process of building any nation. The teachers are prepared/trained through TEPs at different levels. The TEPs are implemented through regular conventional in class mode as well as through Distance Education mode. The field of Pre Service and in Service Teacher Training is drastically changing on the advent of Modern Communication Technologies. Distance Education mode has been proved to be very significant in Teacher Education. The Distance Education mode utilizes Multimedia Approach involving the use of Print Media, Radio, Video, Interactive Video Conferencing i.e. Two way Audio – video Digital etc. in Teacher Education. The case studies of China, Nigeria, Egypt, India, Brazil, YCMOU Nasik, United Kingdom, South Africa, Chile, Mongolia, Burkina Faso etc. prove the effectiveness of Distance Education mode in Teachers Education.

Key Words- TEP, Conventional Teacher Education, Multimedia, Two way Audio – Video Digital.



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

Introduction

“The Training of The Teacher who is to help life is something far-more than learning of ideas. It can include the training of Character, it is a preparation of the spirit.” - Maria Montessori This quotation underlines the effective training of the teacher, importance & scope of teacher training. Maria Montessori states that, the teacher has to help the life of the learner, the teacher has to train the character of the learner in a more formative, creative and constructive way. The teacher has to prepare the spirit of learner to live in a more meaningful & purposeful manner. This spirit includes the spirit to know the truth through experimentation, observation, applying scientific method, questioning forming and attaining the concepts, spirit of scientific temper, spirit of recording the facts objectively & ultimate spirit of drawing inferences objectively and reporting them courageously. To prepare such kind of courageous, spirited learner, the teacher should be trained very effectively through high quality TEP.

Teacher Training process :

The Teachers at different level are trained through well thought and designed Pre-Service and In-service teacher training programs. These programs include regular inclass programs and Open & Distance Learning (ODL) Teacher Training programs. Along with regular inclass TEP, the teacher training may be delivered / offered effectively through Distance Mode.

Background

The present researcher has been working as Teacher Educator at B.Ed. & M.Ed. Level for Last 10 years and is also associated with Distance Education Teacher Education Programs of

YCMOU Nashik, in different capacities like counsellor to B.Ed. & DSM, Co-Ordinator to DSM, External & Internal Examiner to DSM, M.A. Education and M.Ed. course & has experienced the process of transacting the TEP through distance mode very closely. These experiences made the present researcher to study the Teacher Education through distance mode more deeply, so as to make it more learner centric.

Need And Importance Of The Study

Generally the TEP's are implemented on regular in class basis, as teacher education is a professional course which requires a number of Practicum Components involving field works like class room Teaching Practice, School Experience, study of school management & an Experienced Teacher etc. This study will give an approach of utilization of distance mode in Teacher Education, the mechanism of its transaction, its effectiveness & thus, will lead to broaden the outlook towards Open & Distance Learning (ODL) in Teacher Education.

Statement Of The Problem

TEACHER EDUCATION AND DISTANCE EDUCATION

Definitions Of Important Terms

Teacher Education.

Curricula designed and transacted at D.Ed., B.Ed., B.P.Ed, level are taken into consideration in this study.

Distance Education.

The mechanism adopted by open universities as well as traditional universities to deliver the instructions, mode of conducting Practicums and evaluation procedure through correspondence courses, distance education, open school, open university, private appearance in the absence of daily contact between the learner & the taught and by using a large number of communication technologies.

Objectives

The present study has been undertaken with following objectives –

- 1) To study the concept of Teacher Education through Distance Education.
- 2) To study the case studies of Teacher Education through distance education at different levels.
- 3) To study the teaching process & the role of instructor in distance education.
- 4) To suggest changes in the existing Teacher Education process through distance education.

Scope

The present researcher has attempted to study the mechanism of transacting the Teacher Education programs through distance education mode at state, national & international level.

Methodology

The present researcher has studied the available information resources in online and offline mode regarding Teacher Education through Distance Education mode with respect to mechanism of transaction, its effectiveness etc.

The concept of Teacher Education

The curricula designed & transacted to prepare the teachers required at various – levels in the field i.e. Primary, Secondary, Higher Secondary levels. These curricula are known by the name Teacher Education Program. These include D.Ed., B.Ed., B.P.Ed, M.Ed & M.P.Ed. courses etc.

The concept of Distance Education

Distance Education is an Umbrella Term which describes all the Teaching Learning arrangements in which the learner & the teacher are separated by Space and Time. In fact, it's a mode of delivering Education/ Instruction to the learners who are not physically present in a traditional setting of a classroom. The transaction of the curriculum is carried out by utilizing specially prepared self learning study materials & these study materials are supplied to the learners at their residence & this is done by using various Media like print, Television, Radio, Educational Satellites, Audiovisual Tapes, CD-ROM's, Internet, Web Technology etc.

In addition to these, technological medium replaces inter personal communication of classroom based education at contact sessions. The communication between the institution, teacher & learners is mainly through electronic media (telephone, teleconferencing, videoconferencing, interactive radio counseling, email etc.) and also through postal Correspondence & limited face to face contact sessions arranged at study centers, that are set up by the Distance Education Institutions as close to the learner's homes as possible. Distance education is the education of students who are not physically present at school / college. The courses, that are conducted partly through distance education & partly on site are referred to as hybrid/ blended education. Massive Open Online Courses (MOOCs) offering large scale interactive participation & open access through www & other networking technologies are recent developments in distance education. A number of other terms, for example, distributed learning, e-learning, online learning are used synonymously with distance education.

One of the earliest attempts was advertised in 1728 in the Boston Gazette for "Caleb Phillips, Teacher of the New Method of short hand" who sought students who wanted to learn through weekly mailed lessons. The First Distance Education course in the modern sense was provided by Sir Issac Pitman in the 1840's. who taught a system of short hand by mailing text transcribed into short hand on Post Cards & receiving transcriptions from his students in return for correction. The element of student feedback was a crucial innovation of Pitman's system. This scheme was made possible by the introduction of Uniform Postage Rates across England in 1840.

This early beginning proved extremely successful & the Photographic Correspondence Society was founded in 1843 to establish these courses on a more formal basis. This society paved the way for the later formation of Sir Issac Pitman colleges in England. Later on William Rainey Harper, Walter Perry made commendable work in distance education.

Objective 1

To study the concept of Teacher Education Through Distance Education.

India's National Policy on Education 1986 decided that, the Professional Improvements & Career Enhancement of Teachers should be addressed on a continuous basis. The POA of the policy highlighted the role of Distance Education in TEP, due to the reasons like 1) A large number has to be catered 2) There is a need to organize courses on a continuous basis in the career of teacher. 3) The distance mode of education has the Unique Potential to train teachers without taking them away from the work. Thus, its a better means of transferring knowledge, understanding & skills to the teachers in their day to day practice. Distance Education has emerged as a new mode of teaching known as distance teaching different from conventional mode of teaching. While in distance teaching, media of communication is the

most important factor, in conventional teaching, Methods & Techniques are essential for effective presentation. The Content, Presentation and the Communication are the dimensions of Teacher Education through Distance Education.

Objective 2

To study the case studies of Teacher Education through Distance Education at different levels.

China : Reaching Teachers Through Television.

China has provided large scale initial Teacher Education through a National Level Distance Learning Institution the China Television Teachers College (CTVTC) since 1994. The distance education is included in China's Strategic Planning for Teacher Education & plays a significant role in initial teacher education & continuing professional development.

Nigeria : An Alternative Route to Primary Teacher Qualification. The National Teacher Institute in Nigeria provides National Certificate in Education which provides an alternative route to the initial teaching qualifications for working Primary Teachers in a country, very short of Qualified Teachers & where conventional college output cannot meet the demand.

Egypt : Continuing Professional Development of Teachers by Video Conferencing .

The Egyptian Govt. provided a program for the continuing development of teachers throughout Egypt using interactive video conferencing, known as Two way Audio Video digital. The distance training network was managed by the Technological Development centre in the Egyptian Ministry of Education.

India : Developing primary Teacher's knowledge & skills in child Guidance.

In India, the IGNOU has provided a program in child guidance for Primary Teachers, Parents & Social workers, using Printed Text, AV materials which provides a practically oriented non specialist program that is not otherwise available

YCMOU Nashik Maharashtra : Quality Assurance in Teacher Education through Distance Mode

The YCMOU Nasik implements the B.Ed. program through Distance Mode. The YCMOU Nasik has published a book on Quality Assurance in Teachers Education Through Distance Mode & found that, distance mode has been proved to be very fruitful while implementing the B.Ed. program through distance mode.

Objective 3:

To study the Teaching & Role of the Instructor in Distance Education.

Therese Don Giovanni O' Neil has found that, Reading Writing and Arithmetic (3R) have gone cyber. The classroom has evolved from the one room school house to a virtual classroom. With this change, come changes in the role of educator. The distance education has changed the teaching & the role of the teacher from a disseminator of information to a facilitator of learning. The distance education has its advantages like 1) Students can proceed at their own pace 2) students can replay the audio/video clips 3) slow learner students do not slow down their classmates.

It is found in distance education mode that, one of the keys to the effectiveness is that, the instructor takes full advantage of the interactive nature of whichever technology is being used. This means bringing learners frequently into action by asking questions, encouraging student presentations, getting students to talk to each other & the ways involving them fully in the TLP.

Objective 4 :

To suggest changes in the existing Teacher Education through Distance Mode.

- 1) The contact sessions should be made Student Centric.
- 2) Along with Print Media, the use of other multimedia devices like Radio, Video, Videoconferencing, CD-ROM's should be used on large scale so as to raise the effectiveness of TLP.
- 3) The faculty members should encourage the learners to attend the contact sessions.
- 4)The internet & www technology should be used vigorously while transacting the Teacher Education programs through distance education mode.
- 5)The use of Educational satellites for implementing TEP through distance education should be more.

Conclusion & Discussion:

Finally, it may be concluded that, by studying the use of Distance Education in Teacher Education, the role of distance education is growing up. The distance education is proving to be an independent system of transacting the TEP as well as it is functioning as a supplementary system in traditional universities while transacting the TEP's in a conventional way.

The Distance Education is playing an important role in Pre-Service & In Service TEP's. The only thing is that, the optimum potential of multimedia used in distance education should be harnessed. In the last, it can be said that, Distance Education is a boon to the Teacher Education.

References

Books

- Sharma, B.L. & Saxena, R.N. (2011). *UGC NET/SLET Education*. Meerut : R.Lall Book Depot.
- Joshi Anant, Salunkhe Kavita, Dharnkar Madhavi (2006). *Quality Assurance in Teacher Education Through Distance Mode*. Nasik: Registrar, YCMOU
- Mishra, B.K, Mohanty, R.K. (2003). *Trends & Issues in Indian Education (3rd edi)*. Meerut : Surya Publishers.
- Sharma, A.R. (1985). *Educational Technology*. Agra : Vinod Pustak Mandir.
- Naik , Chitra et al. (1999). *Higher Education : Challenges and visions*. Pune : Registrar Pune University Pune.

Periodicals & Journals.

- Mohanty, Sunil Bihari. (2015). *High Quality Teacher Training in Advanced Education Systems*. *Journal of AIAER* , 27, 1-37, June 2015

Electronic Sources :

- Distance Education, from Wikipedia, the free encyclopedia.
- Perraton Hilary et al . (2007).*International Case Studies of Teacher Education at a Distance*, Vol. 12, 17-41 & 135-162, Retrieved from [www. google.com](http://www.google.com).
- Therese Don Giovanni O'Neil. (2006). *How Distance Education has changed Teaching and the Role of Instructor*. *E Leader Solvakia* 2006, 1-7, Retrieved from www.google.com