



ISSUES IN IN-SERVICE TEACHER TRAINING PROGRAM

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Abstract

Distance education (D.E.) aims all its activities in teacher education program for the professional development of the student teachers (ST), to benefit their learners (D.E.) enable the STs to practice autonomy in choice, therefore (D.E.) developed modular, granular curriculum, for expansion brought ICT, which enhance the required information to be disseminated to a large number of the students at the same time, and in order to fulfill the needs of the STs In (D.E.) have framed schools based practicum. other practices too. In spite of that after the long experience of lunching Presenter found some quality assurance related issues which should be discussed in bid platform so present had discussed hear the contextual process related, a, theoretical and technological issues in detail. This will be benefited to all open universities.



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Introduction

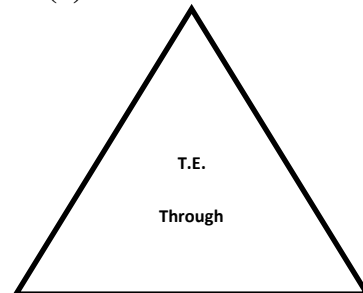
We have a strong feeling that after completing teachers education through D.E our student teachers well acquire all the required competencies up to a significant level. This has been proved by one of our student smt. Swati Wankhede. She was our student of B.ED. and M.ED program she is the recipient of distance learning award from commonwealth of learning in New Zealand in 2004. In spite of all the philosophical foundations, student characteristics, student requirement of the distance education considered there are some issues in TE through DE. Because we believe "Quality, like excellence, is not a destination as much as it is a never ending journey" (peter S. Cookson, Quoted by V. Venkaiah, 2004) the issues in the TE through DE have been classified into three groups the contextual. The program and process related and the theoretical and technological and quality assurance related issues. They are discussed below.

Issues:

(1) The contextual Issues

**(3)Quality Assurance
Theoretical Technological**

1. The contextual Issues:



**(2) Program and Process
Related**

Influence of Conventional Teachers Education program: in the initial stages there was a great impact of the conventional TE program as the experts invited for the development of the program belonged to the conventional system. They were well conversant with the theoretical and the practical aspects of TE but their thinking was rigid. The distance mode for the professional courses was also under criticism then. There was no scope for the in service teachers to be enrolled as student teachers. The question of considering the characteristics of the service teachers did not arise.

Dependence on conventional system: Though, through distance mode it is essential to have some contact with the Teachers Education. Certain Activities are essentially to be conducted under the supervision and guidance. Hence there is a need of study centers to be identified. The study centers are obviously located in the colleges of education running in the conventional system. These institutes in the conventional system were and still are the centers where the TE program is carried out. The personnel involved in the execution and implementation of the TE through DE have their own beliefs, faith, so also their priorities are different with the limitations of their own.

Local vs Global: The program through DE by virtue of nature and requirement cannot be restricted to certain area. They need to be dispersed executed and implemented in global context. This is possible through multi media. The use of multimedia increases the cost of the program. The nature of the program itself solves this problem if it fulfills the requirements of quality assurance. The quality program attracts the students and the enrollment increases. The number solves the problem of cost affairs. At the same time issues arises as there are cultural differences that affect the content, the context and references in the self instructional Material which is one of the major components of the DE, not only that Ewell (1999) says that the ideas and concepts borrowed from alien sectors rarely succeed. The context free SIM would dominate the issue. But it will itself suffer. The other element is that of the ideologies which differs with the individuals as well as the countries. Z Lamm says ‘ The connection between social and cultural factors and the content of knowledge transmitted by education to young people operates through specific cognitive structures known as ideologies’ (quotes Gaikwad Ph.d. Thesis report) the ideology in the global context would be totally different.

Possibilities of commercialization: the distance mode and globalization increases the enrollment. The institutions enrolling the number may go for higher enrollment. This is bound to affect the quality of program. Although it is said that quality and quantity go hand in hand distance mode but the efforts and factors involved are delicate issues in the same. The desire to increase the number may lead to commercialization.

Statutory controlling authorities impose rigid standards: there are statutory authorities that control the programs in different areas e.g. NCTE and the technical board, that control the TE and the Engineering Courses respectively. These are welcoming situations but again there is rigidity in their functioning due to the conventional system which has totally different philosophy that does not match with that of distance mode.

Being in service, the burnouts join out of compulsion: The service conditions laid by the authorities in the secondary schools demand trained graduates to teach in secondary classes. The primary teachers are given promotion after they complete their graduation and training. Also 25% seats in the primary sections are reserved for the trained graduates getting the scales that of trained graduates. Due to these compulsions and a desire to get higher scale the

service teachers do join the program, but they lack in enthusiasm. Their situation is that of the burnouts. This requires lots of efforts on the part of the counselors to refresh and motivate them.

Difficulty in pooling of good human resources and expertise: The programs are s being conducted in the study centers prescribed by the authority (NCTE). These study centers are located all over Maharashtra and hence is a difficulty in pooling all the required human resources together. So also there is a dependency on the human resources expertise available at those study centers. The honorarium is also is not very attractive.

Program and process related issues:

Difficulty in designing the teacher education Program (TEP) as per the needs of the teachers, schools and their background: The in service student teachers seeking admission for the TEP come from different background and different schools. They belong to different levels (primary, Secondary and Higher Secondary). They posses different characteristics. Their needs are different and so are the limitations. Developing the TEP as per the needs of each and every student teachers developing the SIM accordingly. Limitations arise here. Thus there is difficulty in developing a program that would cater to the needs of one and all candidates. Yet all care is taken to see that at least minimum needs are catered to.

Program needs to be treated as an input for continuing professional development: the program is being restructured and consists of elements, components and activities that enhance the professional development of the student teacher. This aspect needs consideration.

The role of personal influence in professional education cannot be ignored: As stated earlier, the counselors involved in the implementation and execution of the program are already all over Maharashtra. They have their own beliefs regarding the profession, their own ways and methods of dealing with the content matter and pedagogical aspects. This influences the professional education of the student teachers. The control over this aspect is not easy to achieve from the nodal point

Difficulty in influencing the affective domain of the student teachers: the program is conducted through distance mode. The little contact which takes place during the sessions is utilized for the orientation of the student teachers in the practical aspects which forms an integral and an important part of the program. The shaping of the attitude, development of the commitment requires long association which is not available. The motivational aspect also is not sufficiently catered to. Till now they were habituated to the colleagues. The distance mode is likely to develop a feeling of isolation. This feeling needs to be eliminated and hence the SIM and the other activities need to be very carefully developed.

Absence of the self learning skills in the student teachers as a pre requisite: self learning is the soul of the distance mode. This in turn requires concentration, perseverance and internal, motivation. The student teachers lack in these qualities as they are habituated to face to face education system since their childhood. This makes them dependent to some to some extent, this causes hindrance in the self learning.

quality assurance, theoretical and technological issues:

Achieving quality assurance in development and operation of the program: The diversity in the background: the program is carried out at different study centers. These centers are located and situated indifferent places. Controlling them is not an easy task. Continuous visits. Maintenance of records, their evaluation all this is a vast activity. The

remuneration allotted and the minimum student contact are the other factors that affect the quality achievement.

Lack of coherent theoretical foundation of TE through DE : teachers education through distance mode is an emerging system. There is still a lot thinking and theorization to take place. This becomes a barrier.

Issues related to transfer of training: student teachers being in service do have real situation to transfer what they learn. They are supplied with the self-evaluation scale. But they fall short in the objective use of these scales. The number of scale to be supplied has certain limitations.

Constraints in use of logistical and academic use of ICT: there are constraints in the part of the students as well as the counselors. They are not so conversant with the technology itself. The communicational aspect as far as the language is concerned is weak. The technology and the communication through it requires fair knowledge of computer operating skills along with the mastery over English language. Those who are well conversant with these aspects may or may not have the interest in surfing. Further those who are interested do not have the skill of navigation of websites through internet. As far as the counselors are concerned, they are the experienced and rigid teachers. They do not either the enthusiasm of learning the computer based technology or they are scared of the technology (which they feel embarrassing to share) and so they are more comfortable with their chalk and talk technology.(of course it will never fade!) some may have the theoretical knowledge but the practical use is scanty of absent. Thus failure on the part of electricity power, the virus infections and damages to the grad discs are some of the grave problems. This totally handicaps the user and the tasks suffer. Thus is constraint in the use of logistic and academic use of ICT.

Epilogue

The Yashwantrao Chavhan Maharashtra Open University strives for quality at the same time takes care of the quantity too. It caters to the education or had to quit in the middle of the other reasons could not complete their education or had to quit in the middle of course due to the financial constraints. It promotes the cause of social equality. It is a source of inspiration for those who aspire for higher qualifications while in job. The focus of school of educations is the teacher education program. The TE through DE and the issues there in are the outcome if the continuous struggle to impart quality teachers education program with a visionary outlook, making the TE more flexible and suitable for those in service there by extending all the help to enable them to shoulder the dual responsibility. It is marching ahead to create the effective engineers of human life, so that the society is in good shape. It is confident that with the strong philosophical base of distance education and a theoretical foundation for the curriculum it will be able to explore new possibilities and avenues. The steps have already been initiated.

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