



Teacher Education through Distance Mode

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Abstract-

After independence during 1950s large number of schools were to be established and more teacher need to be appointed every year and regular teacher training institutions was not adequate but large number of untrained teachers were working in school Hence the need for training through correspondence –Cum – Contact programme arose during 1960s . The experiment of summer – school – cum correspondence course for awarding B.Ed degree give rise to a new type of mass scale correspondence cum contact course for B..Ed degree which was launched by several universities. Correspondence /Distance Education programme effectively cover theoretical aspect of teacher education. NCTE compendium entitled “Curriculum Framework for Quality Teacher Education has aptly stated that DE is emerging as an alternative to the formal Education system

Over a few decades the demand for admission to B.Ed degree programmes has considerably increased partly because of the increasing demands as a result of this privet teacher education colleges has sprung up so problems of admissions to distance education mode program is increasing year to year and another problems in DE mode are become challenges for teacher education through distance mode.

Introduction:

Just after Independence during 1950’s it was felt that in order to cope up with expansion of education a large of schools were established & more no. of Teachers need to be

appointed every year .the no. of trained teacher through the regular teacher training institutions was not adequate. besides a large no. of untrained Teachers were still working in schools . hence the need of training Teachers

through correspondence-cum-contact programmes arose during 1960s

Central Institute of Education & Regional college of education conducted Summer- school-cum- correspondence course (SSCC) for training of untrained Teacher. The experiment of SSCC for awarding B.Ed.degree gave rise to a new type of mass scale correspondence-cum- contact course for B.Ed. degree which was launched by several universities this led to the deterioration and dilution of the quality of B.Ed. course transaction in terms of knowledge, understanding, skills and attitudes required for competent teachers. Similarly in order to keep teachers abreast with the latest development to content knowledge & methodology, inservice training programmes need to be effectively & continually organised by universities.

Subsequently, the Correspondence Courses were renamed as Distance Education. The Correspondence / Distance Education mode had some distinct advantages. It could cater to the needs of a large number of clientele at a time. It provide well-structured and validated package of printed learning material. It was possible to enable learners to read and understand these materials at their own pace and time convenient to them. These materials were also developed by experts in the programmed learning or self-study principles. These were also well-articulated, comprehensive and up-to-date. It was not difficult to go through and assimilate the self-study materials on the part of students. In case, there are any doubts or certain points for clarification or elucidation that can be taken care of face-to-face interactions during the “Contact” programmes, which are occasionally organised, of course, at least once a year preferable during vacations. Counselors also available at study centers under the open University System. Students enrolled for Correspondence / Distance Education courses are found to be more self-dependent and self-motivated. All these make the learning experiences, particularly in Distance Education Programmes more rewarding, meaningful and profitable.

DILUTION IN DISTANCE MODE EDUCATION

1. In the correspondence-cum-contact courses of the Universities, 100% of the theory was covered through correspondence lessons and the contact programme was usually of one or two weeks duration in which only some important points were discussed. The teacher-student ratio was on the other hand was 1:50
2. Large number of curriculum guides or tutors to whom the students submitted their assignment and who returned these to the students' concerned after necessary correction and advice for improvement. Such student guidance service was either absent or very poorly provided in the B.Ed. correspondence courses organised by the Universities.
3. In the SSCC Programme, methods of teaching were taught and demonstration lessons were arranged for the students to observe during the first summer session. Detailed instructions were given to the students regarding the methods of teaching that they would use in practice in their schools. A trained teacher in their school was appointed as supervisor for the student teacher and he/she supervised and guided the student teachers in his / her teaching. The students used to maintain records of his / her lesson plans with the remarks of the supervisor which were produced at the time of practical examination. A student who did not complete his/her assignments and did not complete the practice teaching was not admitted to the second summer session.
4. Correspondence course for B.Ed. organized by all the universities, no demonstration teaching was organized, methods of teaching were not discussed and supervision of practice teaching was hardly done. In this case the student was only to furnish a certificate from the head of a school that he/she had taught the required number of lessons in that school. The universities went on continuing their very much diluted and commercialized
5. Correspondence B.Ed. programme claiming that they were using modern technology and meeting the needs of the people through this alternative face-to-face mode of teacher education.

Although Correspondence Education for B.Ed. course has been vehemently criticized, Distance Education has proved successful as well as acceptable to the educationists,

especially for B.Ed. courses. The recent launching of B.Ed. course through Distance Education mode under the auspices of IGNOU is a bright testimony to its theoretical perspectives and its practical effectiveness can be proved with experience. However, it is a fact the howsoever a programme is made theoretically well-developed, unless adequate care is taken for timely and systematic implementation, nothing can prove a success.

For a long decade educationists, particularly teacher educators have been discussing, deliberating and contemplating the introduction of Distance Education (DE) Mode in Teacher Education.

The Central Advisory Board of Education Committee on DE (1992) under the chairmanship of prof. G. Ram Reddy studied the poor quality and commercialization of B.Ed. correspondence courses and observed that international experience goes in favour of DE as an effective for in-service training needs of school teachers. Pakistan, Bangladesh, Srilanka, Indonesia and India also have achieved great success in launching training programmes through DE. Subsequently, Ram Lal Parikh Committee (1993) and Lyngdoh Committee (1994) after examining the Correspondence B.Ed. Programmes have suggested a number of precautionary measures for controlling the standard of B.Ed.

CONCLUSION

Distance Education mode has its peculiar potentiality for Teacher Education which cannot be underestimated for improving both its quality and quantity. The deficiency of Teacher through Distance Education is not inherent in the mode, but in its management. Commercialization is another stigma that is holding back the proper utilization of the Distance Mode for improving Teacher Education. Here also mistake does not lie with TE through DE last with management. The advantages of the mode might have guided the IGNOU and prevailed upon the NCIE to the launching of B.Ed. courses through Distance Education. With adequate infrastructure and efficient management, Teacher Education through Distance Education can bring about wonders in Teacher Education programmes. Particularly, in service Teacher Education programmes can be successfully managed with the help of Distance Education mode. Both economy and efficiency can be maintained in organization of various in-service Teacher Education programmes . At present, such

programmes are being organised very haphazardly in an unplanned and unsystematic manner. Government and Institutes are happy with spending the money provided for the purpose without having expected impact on teachers as well as the Teacher Education system. The methods followed are traditional and are not utilizing the electronic media which can ensure effectiveness. Hence, NCTE should formulate a series of in-service Teacher Education courses of different durations with specific objectives and through Distance Education mode which can be implemented regularly and throughout the year. The Directorates and Departments of Teacher Education and Distance Education. Where they feel convenient and viable and the courses can be properly organised with efficiency and effectiveness.