



## **Classrooms without Walls and Remote Teachers**

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### **Abstract:**

Today the world is experiencing an unprecedented change, developments in science and technology, media, internationalization of education and the ever expanding competitive environments are revolutionizing the educational scenario. The new challenge before the country at the beginning of the 21<sup>st</sup> century is not only to become a developed society and have a vibrant economy run by talent and achievement, but to improve and enhance the qualities of a teacher who proves to be an indirect source for the economic developments. It is therefore in this competitive world market that Indian Education system in general and Teacher Education in particular should play a new role to provide the nation and the world at large with skilled human power (competent teachers at all levels).

### **Introduction:**

Teacher education through alternative mode:-

Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. Distance Education is one of the non traditional ways of imparting education to produce talented and competent teachers. It is the off campus mode of education that questions the existing norms of traditional education. It provides a new orientation to the educational process.

It is an attempt to support student learning at a distance by providing instructions, tutoring, counselling and assessment that are easily accessible.

Need for Teacher Education through Distance Mode:-

The Government of India under universalization of education realised the need to educate all its citizens for which trained teachers were required. Judging the dearth of trained and competent teachers to produce a global citizen the idea of educating teachers through

distance education was proposed. The expansion of education and therefore the proliferation of number of new schools and institutions of higher education increased the demand for existing teachers to be trained through distance mode. Between the years 1960s & 70s only 45% of the teachers were trained and the number of untrained teachers was more. Also for the advancement from Gurukul system of education to E-Gurukul it was necessary to train teachers through distance education.

Commencement of teacher education through distance mode:-

The government of India decided to provide training to the teachers through Distance Education, Correspondence Courses, Education through Open Universities and the very recent On Line Education which includes E-Learning (use of internet through computers) and M-Learning (use of internet through mobile phones).

Distance education or technology mediated education is commonly defined as teaching that takes place at a distance from the learner. Learning materials are developed by the educational institutions. They take over the responsibility of educating a student from the individual teacher. The constraints and problems of traditional teaching are thus removed. It provides the non resident students instructions and exercises through mails and thus makes education available to the student at his place, to be studied at his own pace and flexible schedule.

Objectives of providing teacher education through Distance Education:-

1. Teacher education through distance mode was started basically to provide a systematic experience and strengthen the qualities and competencies of the aspiring teachers.
2. To develop such human power that can understand and organize the teaching learning process which is learner centric.
3. To understand the nature of the learner and to effectively deal with classroom problems.
4. To develop an appreciation of the role of the teacher in the existing socio cultural and political system in general and educational system in particular.

It was therefore the All India Association of Teacher Education adopted a resolution in the annual conference and it stated that:-

Teachers with five years of continuous teaching (experience) should be trained. The training should consist of two consecutive summer school programmes with some correspondence lessons. Therefore the Central Institute of Education (CIE, 1966) and the Regional Colleges of Education (RCE, 1970) started with summer school cum correspondence course (SSCC). Teachers appointed prior to 1965 were trained under this programme. The course was of 16 weeks duration (each session of 8 weeks). SSCC provided by regional colleges was called B.Ed. SSCC. This course brought about a demand to start a full fledge B.Ed Degree course through correspondence cum contact. Many universities started providing instruction for B.Ed degree course covering 100% of the theory through the distance mode. Certain aspects of the instructions were discussed through the personal contact programme which was of one or two week's duration.

Merits of training teachers through distance mode:-

1. It helped to increase the teacher student ratio from 1:10 to 1:50.
2. Enrolment to the teacher training institutions started increasing.
3. It provided employment opportunities in the education sector.
4. It is cost effective and provides quality education to the aspiring teachers in remote and far flung areas.
5. Education is considered as a pricey affair in India and therefore distance education helped aspiring teachers to gain the opportunity to fulfil their dreams.
6. It provided well planned instructional materials which helped the students to plan their course of action during offbeat hours.
7. Helps the student to pursue job along with study.
8. The greatest advantage is it doesn't require relocating oneself.

Aspects to be considered:-

1. Distance mode of teacher education should not lead to the deterioration and dilution of B.Ed course.
2. It should suit the needs of both urban and rural population.
3. Degrees should carry equal weight age for job opportunities.
4. Course materials to be revised at periodic intervals and should be professionally developed.
5. It should include internship and compulsory contact programme to maintain its quality and integrity.

Conclusion:

