



## **Education through Distance Mode**

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### **Abstract.**

Education for the new millennium needs to enhance an individual's ability to assimilate, evaluate and apply the available information. Education has dual function of transmitting to the new generation heritage of the past with its accumulated wisdom, and preparing it for the present and the future that the emergent needs of society and individuals hold before us. The entire gamut of teacher education revolves round linking of academic learning to life experiences. There are innumerable modes which made the teaching learning process (TLP) easier and interesting. The need of the country in twenty first century is to become a developed society by the year 2020, which is not only confined to a thriving knowledge, but also a new society where justice and human values prevail to be created.

Distance Education has emerged as a new mode of teaching which is known as distance teaching. Communication is the most important factor in distance mode. Teacher education through distance mode requires content, presentation and communication awareness and the practice for teaching.

Distance learning lends itself to a variety of interpretations which empowers it as a concept". Distance Education" is an umbrella term which indicates the tangible distance between the learner and the teacher where the process of teaching and learning is not confined to the four walls of the classroom any more. With its horizontal mobility, Distance Education transcends the barriers of time, space, creed, community and religion, thus breaking the myth of elitism in conventional teacher education.

Any professional training in distance mode should lay emphasis on progressive stages towards greater professionalism which should enable it to be seen both as a career and a discipline. Providing fulfilled professional training in distance mode is a positive and necessary step in this direction.

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Distance mode may be defined as the family of instructional methods in which the teaching behaviours are executed apart from the learning behaviours, including those that in a contiguous situation would be performed in the learners' presence, so that communication between the teacher and the learner must be facilitated by print, electronic, mechanical or other devices. The term "Distance Education" has been borrowed from the "European terms Fernunterricht" "Tele-ensignment" and "education a distancia" to describe all the teaching-learning arrangements in which the learner and teacher are normally separated by space and/or by time.

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**Key Words:** Education, Distance Mode

### **ESSENTIAL COMPONENTS OF DISTANCE MODE IN TEACHER EDUCATION**

- -The separation of teacher and taught, which distinguishes it from face to face learning.
- -The influence of an educational organisation, which distinguishes it from private study.
- -The use of technical media, usually print, to unite teacher and learner and carry the educational content of the course.
- -This mode of education involves participation in a more industrialised form.
- -The teaching of students as individuals are rarely in groups, with the possibility of occasional meetings for both didactic and socialisation purposes.

### **NEED FOR TEACHER EDUCATION IN DISTANCE MODE.**

Teacher education through distance mode separates the learner from the teacher. The preparation and presentation of materials is systematic. Support services are provided for the students making this mode more effective. The design of educational structure is much more advanced as compared to the past few decades. Distance mode is a deliberate effort to democratise education. Distance education systems differ widely in their organisation, practices and objectives, as their target clientele, their scales of operation and their structural complexities differ. These systems are now a major force in educational development in many countries all over the world. Institutions involved in distance mode for teacher education face the following two problems;

(1) They must adapt themselves to the new situations immediately.

(2) They must contribute to the culture and vitality of distance mode in positive terms for a long term impact on the society in general and on education in particular.

The first of these problems is solved with the help of workshops etc, but the second problem calls for professional training of a very high grade.

### **PROCEDURE OF DISTANCE EDUCATION THROUGH DISTANCE MODE**

There are two types of people involved in the professional training programme for distance teachers namely those who are to be trained and those who will train them are engaged in the programme. There are two categories of trainees:-

(1) The Professionals

(2)The Non-Professionals

1. **PROFESSIONAL TRAINEES** : Each professional specialisation requires a specific kind of training relevant to its need and job requirements.They are as such:-

a)planners and administrators working at various levels of the systems.

b)surveyors , course planners,curriculumdevelopers,editors, evaluators etc.

c)audio producers, video producers, script writers,designers etc.

d)facilitators at various services- librarians, laboratory staff etc.

2.THE NON –PROFESSIONAL TRAINEES: The non –professionals have a host of people who may seemingly have nothing to do with distance education, but in reality may play a vital role in the success or failure of the system.They may be listed as:-

(a) Politicians , policy makers who motivate the creation of distance education institutions and mobilise resources.

(b)The target learner populations are of different tyoes whom the institutions serves directly, and it is important to know how to serve them in maximum.

### **QUALITIES OF TRAINER IN DISTANCE MODE OF TEACHER EDUCATION**

The attributes of the trainer should be kept in consideration. At the end of the entire term of distance education the implication of the particular skills to be present in the learner. A distance teacher trainer should have the following traits:-

1.)Skilled:- The elements used as teaching materials in distance education is a boon for large number of people of different levels.

2.)Flexibility:-Flexible distance educator plays diverse roles as academicians,technicians,producers and administrators.To show its utility the trainers should be able to display the attribute in good measure.

3.)Patience:-As long as the institutions keep on moving innovative in terms of offering new courses,extending its reach the diverse sections of the society,reducing the costs of its products and becoming increasingly responsive to social needs,the distance educators will continue to face frustration and anxieties etc.

4.)Innovation:-Distance education is an innovation which survives on its ability to build one innovation on the other beginning from course design to course offerings.

5.)Co- operative:- Distance education can not be carried out in isolation from other tasks and roles.All the activities pertaining to these are inter-related and inter-linked leading to success at the end.Trainees too have to be co- operative in order to promote this attribute among the perspective trainers(ie.trainees).

### **“ESSENCE “ OF DISTANCE TEACHER TRAINING(CONTENT)**

The essence of distance education consists of networks and chains of diverse tasks.Training in this field should provide expertise and practise to the personnel carry out their own specific tasks and duties.Each should be capable oin functioning effectively and within their role- chains and task networks.The motive carries out with best means and ways of making the co-operative effort successful.

Distance mode training is carried as to provide for the building blocks of “commitment” on the part of the trainees, who should get committed to distance education in their thoughts,words and deeds.These are the underlying principles of the content of training.Teacher education in distance mode should provide the contents in these three domains:- cognitive,curative and affective to build effective human resources for establishing, developing, maintaining and expanding the system of distance education.

### **ROLE OF UGC AND NCTE**

The agencies which influence the policy and practice of teacher education in India includes the state ministeries of Education, the ministry of HRD,government of India, the UGC,National council of educational research and training and the National council of Teacher Education.Government is determined to use the distance mode to improve the existing state of educational affairs in the country. The government feels that teacher education programmes should be made available to nursery and elementary school teachers for improving their qualifications and career prospects.It shall be helpful to carry on B.Ed courses in distance mode if up – to – date state of norms and guidelines could be evolved:

1)the developments since 1980(especially, the NPE and POA,)and

2) the fact that at least for certain categories of candidates such course will have to be run for quiet a few years to come.

Government of India is always keen in improving the lot of secondary school teachers as well as the primary school teachers.They are concerned about the efficient running of distance education courses.UGC with regard to distance / correspondence education in general-----

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“The Commission has been supporting the programmes of distance/correspondence courses with a view to providing a new stream of education to enable a large number of persons with necessary aptitude to acquire further knowledge and improve their professional competence.”