

# AUGMENTING QUALITY IN TEACHER EDUCATION: A MODEL BASED ON FIELD STUDY

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## **ABSTRACT**

Diploma in Elementary Education is a major intervention started by the Ministry of Human Resource Development to develop the professional competencies of those working teachers of elementary schools who have entered in the profession without formal training. In order to carry out the study 15 study centers of Chhattisgarh situated in different location were surveyed and interacted with stakeholders to find their opinion regarding different provisions of this programme. In this study total 15 Co-ordinators, 150 Resource persons and 300 Trainees were selected as a sample. The Coordinators were interviewed, questionnaires were filled by the resource persons and trainees respectively while check-list and observation schedule were used for collection of data. After the analysis of those data it was found that all the stakeholders lamented about a number of obstacles which were related to planning, execution and assessment procedure of D.El.Ed. programme. On the basis of suggestions obtained from the stakeholders a model is proposed which helps the planners to design the further In-Service Education for Teachers (INSET) programme to cope up with the needs of stakeholders.

**Key words:** Distance education, D.El.Ed. programme, Quality aspects, Suggestive Model

## **I. INTRODUCTION**

Distance education has established its relevance and efficiency across the globe and is considered as having immense potentials for In-Service Education for Teachers (INSET) also (pandey,2005). The need for this alternative mode for INSET in India is being experienced due to number of factors such as: backlog of trained teachers and woefully inadequate human and physical resources to provide recurrent training. Seven states including Chhattisgarh were identified those states which are confronted with above mentioned problems (Department of school Education and Literacy, MHRD-2012). With the enactment of Right to Education Act-2009 it became responsibility of both central and state governments to train all untrained teachers through a course approved by the National Council Teacher Education by 31st March 2015. To cope with these demands identified seven states have opted distance mode for upgradation of untrained

teachers. In Chhattisgarh training of untrained teachers provided under the Diploma in Elementary Education (D.El.Ed.) programme through distance and SCERT entrusted with the responsibility to implement the programme throughout the state successfully. Diploma in Elementary Education was a major intervention started by the Ministry of Human Resource Development to develop the professional competencies of those working teachers of elementary schools who have entered in the profession without formal training. The need of distance education as a field to disseminate knowledge seems to be axiomatic not only from pedagogical consideration but also from managerial point (pandey, 2005). This puts the qualitative aspect of the distance education courses into questions. Robinson (1995) stated that the success of distance education programme depends on how well the course production, delivery and student support sub-system function. So to maintain the quality in distance education programme is major concern.

## **II. RATIONALE OF THE STUDY**

During field survey 15 study centers of Chhattisgarh situated in different location were surveyed and interacted with stakeholders to find their opinion regarding different provisions of this programme. After the gathering and analysis of those data it was found that all the stakeholders lamented about a number of obstacles which were related to planning, execution and assessment procedure of D.El.Ed. programme. On the basis of suggestions obtained from the stakeholders a model is proposed which help the planners to design the further INSET programme to cope up with the needs of stakeholders. This model is highly influenced by the model proposed by the Pandey (2005). The proposed model is shown just after conclusion.

## **III. METHODOLOGY**

Descriptive survey method was used to get opinion of stakeholders. In this study total 15 Co-ordinators, 150 Resource persons and 300 Trainees were selected as a sample. For the data collection coordinators were interviewed, questionnaires were filled by the resource persons and trainees respectively while check-list and observation schedule were used by the researcher. Content analysis technique was used to analyse the data and get the major area which need consideration.

## **IV. SUGGESTIVE MODEL FOR INSET PROGRAMME THROUGH DISTANCE**

The main objective of the proposed model is to organize and systemize all the efforts planned to upgrade the teachers and get positive perception of stakeholders regarding such programmes. This model is relied on the three interrelated levels which are planning and designing of the programme, execution of course and assessment as well as auditing procedure of all related variables.

#### 4.1.Planning and Designing of the programme

Before the planning of any distance education programme three major things need to be studied which are: target population, global and local demands and training objectives. As these three things required in depth study, so formation of a separate working group is also advisable.

**4.1.1 Target population**—It is recommended that on the first step of planning it is needed to have detail information about target population for whom the training is to be designed. This information includes both profile and working setting of target population. The major variable which must be identified includes: age, professional experience, abilities, attitude, and specific skills as well as previous training if they have and about their working setting which includes physical, technical, local resources and working style.

The analysis of these factors not only shows their capabilities but also provide the contextual facts where they work.

**4.1.2 Demands** – This section comprised both local and global demands of education which are important to cater the contemporary need with the help of local support.

**4.1.2.1 Local demand-** Each and every region has its own culture and specific demands which directly influence the acquisition skill and learning capacity. So it becomes the teachers' responsibility to fulfill the local need. This arouses several problems for the teachers. In case of Chhattisgarh this problem is severe because this state has numerous cultural and geographical diversities. Due to this planner are required to do in-depth study of societal and cultural expectation from concern teachers, professionals and related personal.

**4.1.2.2 Global demand-** In 21<sup>st</sup> century a wide range of expansion has taken place in the field of knowledge like multimedia approach; multidisciplinary approach, research based studies etc. so the planners are required to imbibe those advances in their programme at their maximum extent with the available resources.

**4.1.3** After the completing of study of target population and global /local demands the planners are required to set appropriate objectives because these objectives are the key to design the training programme and essential to judge the effectiveness of the programme (Pandey,2005). During the framing of objectivities demands of contemporary society and need of heterogeneous target group should be kept in mind.

Curriculum and available resource are the essential tools to achieve the framed objectives.

**4.1.3.1 Curriculum-** As per the framed objectives several courses and activities should be encompassed in the curriculum which develop the skills, abilities, competencies and other professional attributes in target

groups. Content must be finalized and sequenced as per the pre decided objectives. It must have quality to attain all the objectives of training programme.

**4.1.3.2 Resources-**Availability of the physical and human resources in local phenomena is kept in the consideration. The planners are required to ensure all the requisite physical resources as well as support system before the implementation of programme. Beside this it should be also ensured that adequate no. of teaching and non teaching staffs are available who have sufficient training about such programmes. Generally all the staffs have experience to work in the traditional stream that why special orientation must be needed.

**4.1.4 Working Group-** To assess the all needs required for the training like collecting, maintaining, analyzing and reporting information on a continuous basis relate to nature, scope of the programme, contextual facts, target population and academic as well as non academic staff a separate working group should be formed. Theses working group will give detail about the ground reality and also diminish the workload on other staffs.

#### **4.2 Execution of the programme**

At this level two major things are incorporated which are developing learning materials and transaction strategies.

**4.2.1 Developing learning materials-**The learning material used in distance education is quite different from the traditional one. So that Self Learning Materials(SLMs) should be developed in print, audio and video also. Availability, accessibility, cost effectiveness and validity should be ensured. It is also important that all the content should be inseparable and enhance the learning pace individually.

**4.2.2 Transaction strategies-** First a well furnished and well equipped space should be required for the contact classes. Along with the traditional techniques multimedia devices should be also arranged time to time. Learner centered and multidisciplinary approach should be followed. It must be cared that target population are former teachers having several years of working experience so that a high skill based teaching learning is needed by which trainees take the responsibility of their own development.

#### **4.3 Assessment and Auditing of programme**

It is one of the major parts which to assesses the effectiveness and success of the programme. It should be done on the three levels: 1) trainees' assessment 2) trainers' assessment and 3) programme assessment. An effective assessment strategies for intrinsic and extrinsic evaluation in required for this.

**4.3.1 Trainees' assessment-** There must be a continuous monitoring of the trainees performance either they are on campus or off campus. One follow up mechanism is also requisite to assess the trainees in their working field to know whether they are utilizing their skills/knowledge which they learned during training or not.

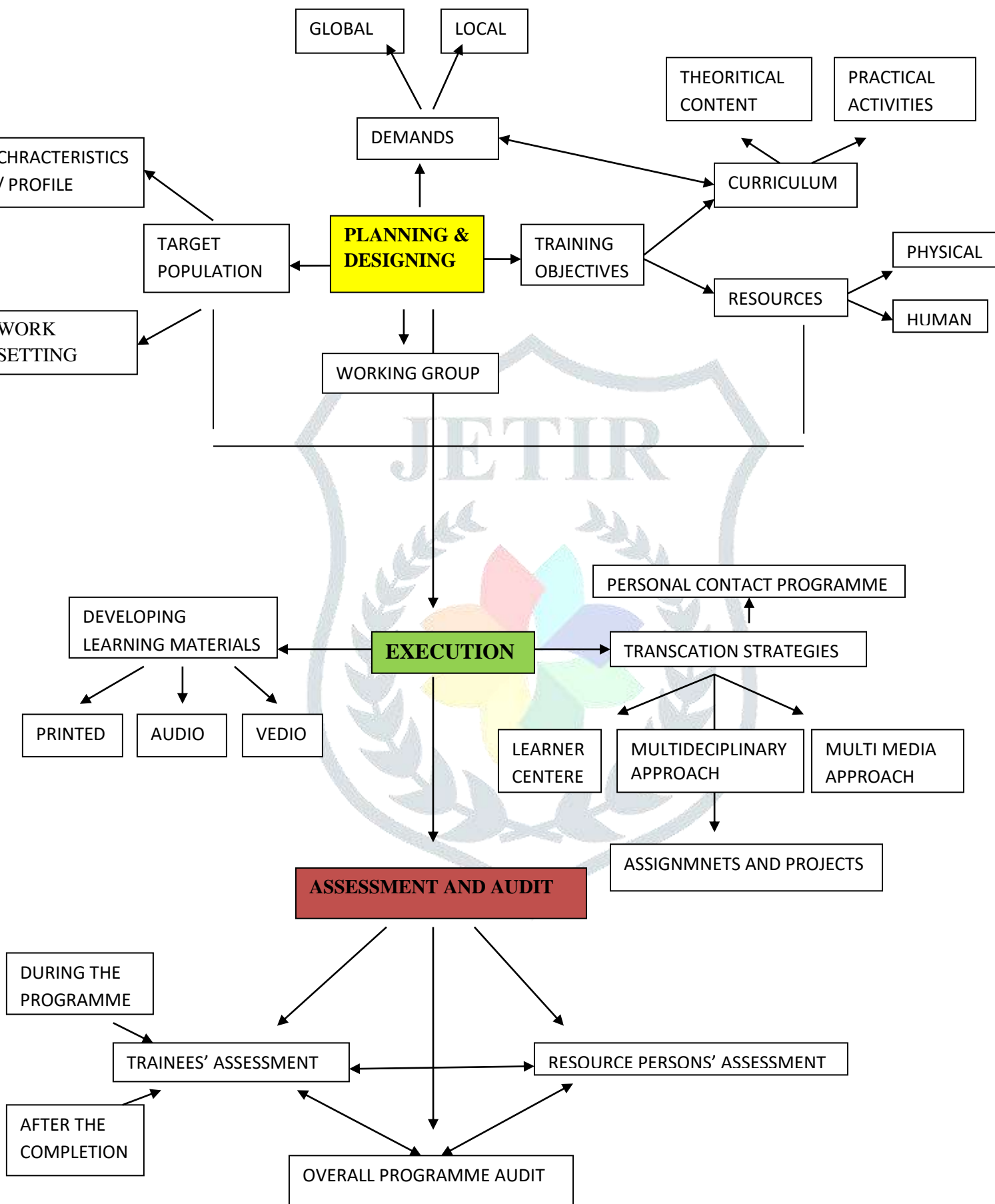
**4.3.2 Resource Persons' assessment** – It should also be done frequently to know whether trainers perform as per the objectives or not, what are their teaching strategies, are they seeking help etc.

**4.3.3 Overall programme audit-**Above mentioned assessment strategies and feedback technique from the stakeholders should be carried out continuously to know that designing, implementation and validation of the programme carried out properly or not. At last a comprehensive report should be prepared by the working group in detail with all the relevant information like date, comments observations on the basis of their audit to present a detail description of the programme which will help the planners to design other programme in future.

## V. CONCLUSION

Distance education has capacity to reach a large number of target groups especially in the field of teacher education. It is highly acceptable mode to provide in- service education to teachers. But it can be said that poor planning can diminish its quality. So it is imperative to take care of its all components during planning and implementation. It is also well known that to get the positive perception of learners about any distance education programme it is essential that programme has the capacity to cater the need of the target population and compel with the contemporary demands.





**Model : Suggestive Model for INSET programme through Distance****References**

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