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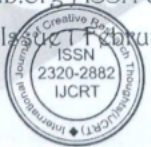
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TOWARDS ORGANISING A TRAINING PROGRAMME THROUGH
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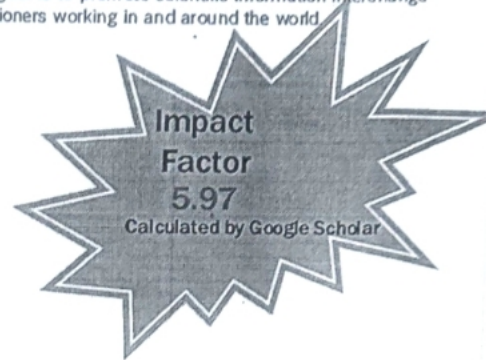
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A FLEETING LOOK ON TEACHER TRAINEES' OPINION TOWARDS ORGANISING A TRAINING PROGRAMME THROUGH DISTANCE MODE: A CASE OF CHHATTISGARH

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Abstract: Indian education system is identified distance mode of education as one of the most significant way to disseminate knowledge as well as to gather knowledge. It is also accepted as a vital mode of learning in the field of in-service teacher education programmes. Trainees are the targeted population of these programmes, therefore in structuring such a programme they can be consulted and their opinion should be considered to make changing decision related to all components of such type of teacher education programmes. The main purpose of this study is to evaluate the in-service teachers' opinion towards structuring of Teacher Education Programme through Distance mode. This is a qualitative study and conducted on those in-service teacher trainees who were enrolled in Diploma in Elementary Education (D.El.Ed.) through distance mode. Total 300 trainees were chosen randomly for the study. To get the opinion a questionnaire was used which comprised one open ended question in which trainees were free to give their opinion about the different components of the teacher education programme. The contact classes, self learning materials, support services, qualities of resource persons and future plans that can be used in the future for structuring such a programme were considered for the analysis.

Keywords: Distance Education; In- service teacher education programmes; opinion of trainees

I. INTRODUCTION:

Indian education system has its own glorious past and it's both learning mode i.e. face to face mode and distance mode keep same importance to enhance its quality. To cope up the need of contemporary period and demand of the society, Indian education system is also accepted that distance mode of education as one of the most significant way to disseminate knowledge as well as to gather knowledge. Many policies and plans were made time to time to develop the quality of education system and strengthening its different fields especially teacher education. Teacher education programmes always been considered as important professional programs for education of teachers. After the implementation of Right to Education Act-2009 (RTE-Act), demand of trained teachers became more imperative to maintain the quality of school education. The maintenance of standard and quality in teacher education programme has become more challenging in view of the demand for training from large number of teachers. The demands for large number of trained teachers have always attracted the attention of policy maker and they accepted the intervention of distance education for providing teacher education. It is also accepted as a vital mode of learning in the field of in- service teacher education programmes too. Perraton(2003) also said that this is the area where distance education has been used extensively to provide pre-service Teacher Education, upgrading of academic qualification, in-service continuing professional development in subject content areas and instructional methods.

Diploma in Elementary Education (D.El.Ed.) has been visualized a major area of intervention in Sarva Shiksha Abhiyan (SSA) which focusing on training of those untrained elementary teachers who were recruited without professional qualification. Department of school Education and Literacy, MHRD-2012, identified seven states i.e. Uttar Pradesh, Madhya Pradesh, Orissa, Chhattisgarh, Bihar, Assam, Jharkhand and West Bengal with least resources for teacher education. These Seven states including Chhattisgarh have prepared strategies to enable the existing Untrained Teachers to get the Diploma in Education (D.El.Ed.) through distance mode. In Chhattisgarh Teacher training through open and distance learning (ODL) mode started from 07.05.2012 with the permission of NCTE and State Council of Educational Research and Training (SCERT) entrusted with the responsibility to implement this programme throughout the state successfully.

II. NEED OF THE STUDY:

Teaching can be identified as an occupation which provides highly dedicated intellectual services. So it needs a specialized intellectual training to represent high degree of creativity. Though learning by teachers does not end with acquiring various universities degree but for their professional development, continuous training and growth in their knowledge is also requisite. Teachers' to be more experts, which have the required knowledge and the skills for their working field, will be possible through providing different types of educational and professional programme in these field. Distance education will help teachers to fulfill the demand of their continuous learning. Then, there occurs another question: how to structure this kind of