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**ORIGINAL ARTICLE** 



#### **Evaluation Of Teacher Education Through Distance Mode**

#### Girdhar lal Sharma

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#### Abstract:

The present paper is restricted to only B.Ed.(2 year) course through Distance Mode in University College of Education, Kurukshetra University, Kurukshetra in order to ascertain the effectiveness and weaknesses of the programme.

#### **KEY-WORDS**:

Teacher, Student, Distance learning, Study, Contact programme.

#### INTRODUCTION

Distance education or distance learning is a field of education that focuses on teaching methods and technology with the aim of delivering teaching, often on an individual basis, to students who are not physically present in a traditional educational setting such as a classroom. It has been described as "a process to create and provide access to learning when the source of information and the learners are separated by time and distance, or both."

Distance Education (DE) is an outcome of the developments in modern communication technology. It has been defined as a method of imparting knowledge, skills and attitude rationalized by the application of division of labour and organizational principles as well as extensive use of technical media.

Desmond Keegan (1986) has attempted a synthesis of most of the definition and has given the following important characteristics of Distance Education.

1) Most of the time teacher and learner remain separate unlike conventional face to face education.

2) Educational organization involving the preparation of learning materials and the provision of student support services distinguisher it from correspondence education.

3) It provides two way communication for the benefit of students and teachers both.

4) Students are taught as individuals and not in groups with the possibilities of occasional meetings for both didactic and socialization purposes.

Distance learners differ from the conventional learner as they study independently without having the opportunity to interact with their teachers and peer group regularly. The positive side of this self-study however, is that the learners can continue their study without any pressure or interference of time, pace, quality and rules and can in turn become self confident, self-reliant and more knowledgeable. The negative side of this freedom is that the learners hav to do each and every thing to solve their problem themselves. This situation generates the feeling of loneliness, helplessness, demotivation in the distance learner and in turn affects this learning pace and ability. To avoid these problems, it is important to have a place where the learners can enjoy the facility of interacting with the teacher as well as the peer group in face-to-face situation. This type of contact may help learners cognitively (solving the course content related problems) as well as effectively (solving their psychological problems to some extent). Thus, personal contact

programme provide opportunity to distance learners to feel at home academically as well as personally. During the contact programme, the distance learner may exploit the opportunity of viewing course related

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**Evaluation Of Teacher Education Through Distance Mode** 



video cassettes, listening audio cassettes, interacting with the counselor as well as peer group, going through the text as well as reference books to get in depth knowledge of the subject. The significance of personal contact programme particularly in teacher education is very well recognized by many of the distance learning institutions all over the world.

#### **PLAN AND PROCEDURE**

#### Methodology

The present study was an evaluative study of the Personal Contact Programme for B.Ed(2year) course. Keeping in view the purpose of the study, survey method was used for the study. So, this investigation was undertaken as an opinion survey of B.Ed.(2 year) Personal Contact Programme organized by University College of Education, Kurukshetra University, Kurukshetra.

#### Sample

Sample of the present study was taken up from the students who were attending the Personal Contact Programme conducted in University College of Education, Kurukshetra University, Kurukshetra for B.Ed.(2 year). The total number of student who attended the Personal Contact Programme for B.Ed.(2 year) course was 250. But 200 students filled the questionnaires and supplied the required information for the study.

#### **Tools used**

A self made questionnaire was used by the investigators for collecting data from students. This questionnaire contained 5 sections and 30 questions.

#### **Collection of data**

The investigators personally contacted all the students who were attending the Personal Contact Programme for B.Ed.(2 year) course and distributed the questionnaire to them after a polite request. Only 200 students return the questionnaires and supplied the required information for the study.

#### Scoring

For scoring purposes the investigators counted the total number of responses on the threepossible responses viz, Agree, Disagree, Undecided separately. In this way, the investigators determined the frequencies of three possible responses. Then they converted these frequencies into percentage data by applying percentage method. And thereafter the data was analyzed and interpreted.

#### Statistical technique used

The investigators used percentage method for analysis and interpretation of the data.

#### Main Finding of the Study

The main finding of the study according to the responses of the B.Ed (2 year) students discussed under five different sections.

#### Section 1: Based on the Management of PCP

After analyzing and interpreting the data, the opinion of the majority of students, based on the management of PCP were as follows:

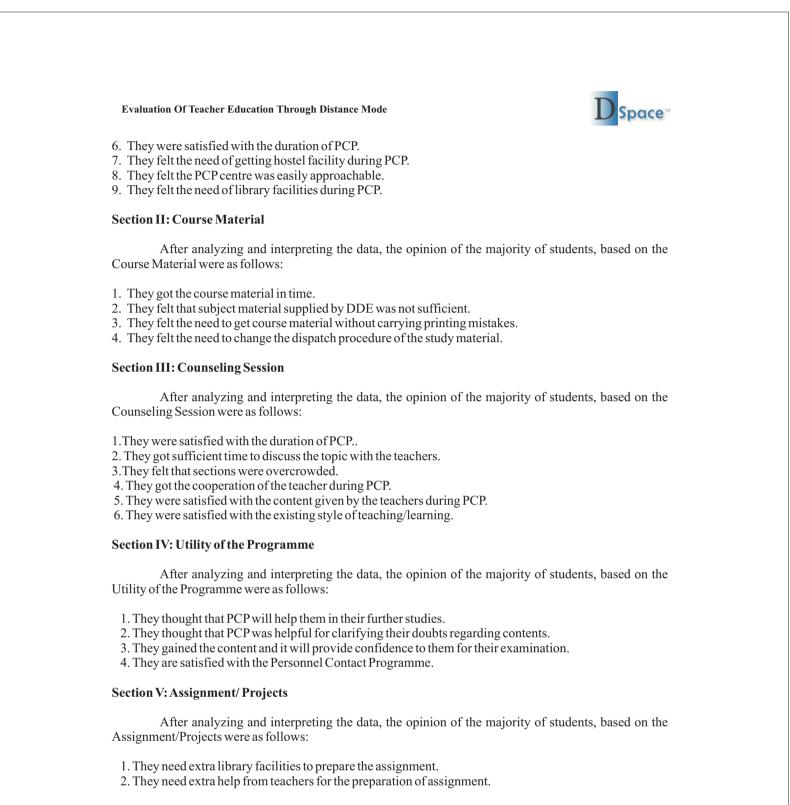
- 1. They got the information of attending the PCP in time.
- 2. They were not face any problem.
- 3. They were satisfied with the efficiency of the registration process.
- 4. They fold the most of a fourier to four a complete registration process.

4. They felt the need of orientation before coming to attend the PCP.

5. They were satisfied with time table of PCP classes.

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#### SUGGESTIONS

On the basis of findings of the present study the following suggestions are offered to boost the contact programme:

1. There should be orientation programme before coming to the centre.

2. Hostel facility should be provided to them during PCP.

3. Library facilities as well as library period should be there in Time table.

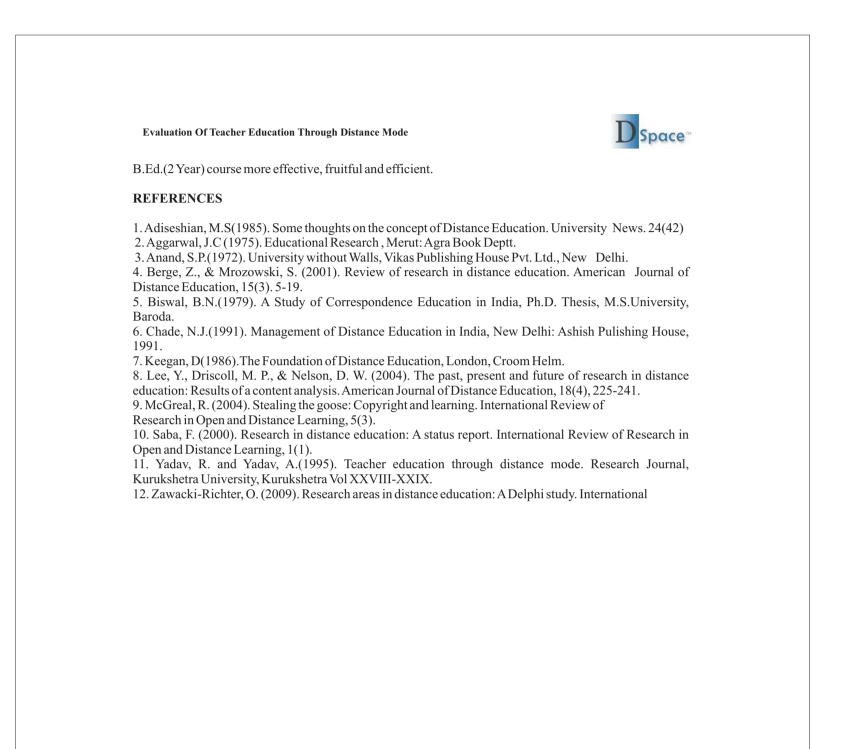
4. Subject material supplied by the DDE should be in Hindi medium also.

5. There should be extra period in the time table so that the students can be helped for preparation of assignments and to clear their doubts.

These recommendations, if applied will prove helpful to the Department of Distance Education and University College of Education, Kurukshetra University, Kurukshetra to make its future PCP of

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