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# Inservice Secondary Teachers Training Through Distance Education In Haryana

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**Abstract:** *The present study was conducted on 50 B.Ed. (DE) trainees of Directorate of Distance Education, M.D. University, Rohtak who were undergoing inservice distance teacher training in the state of Haryana with regard to their reactions towards different components of B.Ed. (DE) programme. The findings of the study revealed favourable reactions towards admission procedures, compulsory personal contact programmes and printed study material. However, it was suggested that language of study material should be made easy to learners and marks obtained in assignments should be credited towards the final examination. Further, it was opined that during forty days teaching practice, trainees involvement in administrative and cultural activities should be made mandatory. Project work, the study shows, should become an integral part of every paper.*

## Introduction

Haryana as a separate state came into being on 1<sup>st</sup> November, 1966 as a result of Punjab-Reorganisation Bill passed by the Indian Parliament on September 10, 1966, bifurcating the bilingual state of Punjab into two. From the administrative point of view, the state of Haryana has been divided into 19 districts. Before 1966, it was considered an educationally backward region. But since its inception, the state is trying to catch up with the trends in education, specially in the field of teacher education, distance education and information technology. Accessibility of teacher education colleges has improved considerably, yet, many of the inservice untrained teachers have largely remained outside the reach of regular B.Ed. training colleges. In order to increase access, the State laid emphasis on imparting teacher education through distance education mode.

Distance Education is an established as well as a recognised mode of education today with the changing socio-economic needs and the emerging educational demands of the new millennium. It has emerged as a result of a long search for such an educational system which could be provided to a person at his/her own place and convenience. In simple words, distance education implies such teaching-learning process where the learner learns by taking his/her own time and at a distance from his/her peer, tutor, institution etc. with the help of various media mix.

Keeping in view the spirit and philosophy of distance education, and to meet the requirement of Haryana state, i.e. to clear the backlog of untrained secondary teachers, Kurukshetra University, Kurukshetra, and Maharshi Dayanand University, Rohtak started B.Ed. Programme through distance mode.

To start with, the duration of the B.Ed. Programme through distance mode was of one year as it was in the regular B.Ed. colleges of education. The Government of India constituted National Council for Teacher Education (NCTE) as a statutory body in 1995 to improve

quality and regulate the functioning of teacher training programmes in the country. On the recommendation of NCTE, the duration of Inservice Secondary Teachers Training through distance mode was made two years, excluding the time taken for admission formalities of entrance test and examination process.

At the same time NCTE made it mandatory to give admission to only untrained regular teachers serving in recognised schools (Primary, Secondary and Higher Secondary levels) within the jurisdiction of the university with a minimum of two years of teaching experience. Besides this, for an intake of 250 students, a regular faculty of 5 teachers comprising Professor (one), Readers (two), Lecturers (two) in the field of education is an essential condition. With the imposition of such mandatory norms, at present only one university in Haryana i.e. Maharshi Dayanand University, (M.D. University) Rohtak is running B.Ed Programme through distance mode with an intake of 250 students in the Directorate of Distance Education.

The duration of the Programme is two years. The admission is granted only to untrained regular teachers serving in recognised schools of eight districts of Haryana i.e. Rohtak, Jhajjar, Bhiwani, Sonapat, Mohindergarh, Rewari, Gurgaon and Faridabad. These eight districts are within the jurisdiction of M.D. University, Rohtak.

Self instructional printed study material, essay type assignments, 50 days compulsory Personal Contact Programme (PCP) of 6 hours duration per day and 40 days teaching practice, consists of major components of B.Ed. (DE) programme of M.D. University. PCP consisting of 50 days has been divided into two phases i.e. 25 days each. These PCPs are arranged only in those colleges of education which are recognised by NCTE. During the PCPs, emphasis is laid on content, major teaching skills, training in pedagogical analysis of content and assignments. Evaluated assignments provide feedback to the students.

The other components like ordinances, syllabus and courses of reading for B.Ed. examination remain the same for both regular and inservice distance education students. However, examinations are conducted for distance mode students after the completion of the two year academic session, as per NCTE norms.

Inservice secondary teacher education in general and through distance mode in particular is an important and emerging area of research. As stated above, the Directorate of Distance Education, M.D. University, Rohtak has taken a pioneering step in organizing distance education programme for inservice teacher training at the secondary level in the state of Haryana. It is very important to study the various components of this inservice training programme. Further, reactions of distance learners to the different components of this programme will be very helpful in making necessary modifications/changes and at the same time help in identifying better means of imparting training through distance mode. Considering these factors, the investigators conducted a study with the following objectives.

### **Objectives**

- To find out the reactions of trainees to different components of Inservice Secondary Teachers Training through Distance Mode.
- To receive suggestions for improvement of the ongoing B.Ed. programme through distance mode.

## Methodology

### Population and Sample

All the students i.e. 250 trainees enrolled in B.Ed. (DE) class for the session 1998-2000 formed the population of the study. The sample consisted of fifty B.Ed. distance learners, i.e. 20 percent of the population were selected randomly.

### Tools

A reaction scale was prepared to measure the reactions of learners towards the different components of the B.Ed. (DE) programme. In the beginning the reaction scale consisted of fifty items covering different components of B.Ed. (DE) programme, was given to teachers associated with B.Ed. programme. Teachers were requested to give their advise, views and criticism on the items of the scale. After analyzing responses collected through these teachers, final reaction scale was prepared. In the end, there were thirty five items covering five specified components of B.Ed. distance education programme. These items were of Yes/No response type.

### Procedure

Fifty inservice teacher trainees selected randomly from the second phase of compulsory PCPs were given reaction scale. They were asked to give their reactions in 'Yes/No' against each item given in Reaction scale.

## Findings

Reactions of Learners towards different components of programme through Distance Education Mode were analysed and the findings were presented below:

Distance education based B.Ed. programme includes admission procedure, study material, compulsory PCP, essay type assignments and teaching practice. The analysis of these components done on the basis of the responses given by Distance Education (DE) learners has been presented in Table -1.

**Table 1: Learners Reaction to Different Components of B.Ed. (DE) Programme**

Components wise specified items	Responses in Percentage	
	Yes	No
<b>A. Admission Procedure</b>		
1. Problem in getting Admission Brochure	-	100
2. Clarity of Instructions in Brochure	100	-
3. Difficulty in filling Admission Form	-	100
4. Admission Intimation Letter	100	-
5. Fee Submission Procedure	100	-
6. Fee Submission Time	90	10

<b>B. Study Material</b>		
7. Receipt of Study Material	100	
8. Coverage of Syllabus	100	
9. Language	60	40
10. Desired Improvement from Learners point of view	40	60
11. Acquaintance with study material before PCP	40	60
<b>C. PCP</b>		
12. Allocation of PCP centers	100	
13. Intimation about PCP	60	40
14. Briefing about PCP	80	20
15. Display of Time-Table of PCP	100	-
16. Teaching in PCP according to Syallbus	80	20
17. Teaching by Resource Persons	100	-
18. Getting opportunity to discuss problems	100	-
19. Course coverage	100	-
20. Regularity in PCP	80	20
21. Attendance in PCP	100	-
22. Classes held as per notified Time-Table	100	-
23. Discussion Lessons	100	-
24. Feedback on Demonstration Lessons	100	-
25. Mastery of different Teaching Skills	80	20
<b>D. Assignments</b>		
26. Receipt of assignment	60	40
27. Assignment submission	80	20
28. Feedback on assignments	60	40
29. Consultations of guide/help book	100	
30. Help of regular B.Ed students		100
<b>E. Teaching Practice</b>		
31. Completion of Teaching Practice	100	-
32. Time-Table for Teaching Practice	80	20
33. Feedback by Supervisor on Lessons	80	20
34. Use of Teaching Aids	100	
35. Training in Administrative and cultural activities	40	60

#### i) Admission Procedure

From the reaction of the students, it was found that the learners did not face any problem in getting the admission brochure, and all were fully satisfied with the clarity of instructions given there in. Also, 100 per cent learners agreed that the time given for depositing fee i.e. fifteen days was sufficient and they also agreed with fee submission procedure.

ii) *Printed Study Material*

100 per cent learners received the study material in time. Infact, the Directorate had started supplying the study material to the learners at the admission time itself by hand. This step was taken to avoid postal delay or loss of study material in postal transaction.

100 per cent learners were of the view that study material covered the entire syllabus. However, 40 per cent learners considered that the language of study material was not simple and understandable. They were of the view that study material required further improvement and the language of the material should be made simpler.

The analysis revealed that students could not go through the study material before their PCP. 60 per cent learners agreed that they could not get time due to their professional and social responsibilities.

iii) *Personal Contact Programme(PCP)*

As far as PCP Centre was concerned, learners were happy that they got the PCP centre/station according to their choice which was a motivating factor. They were of the view that it was very convenient for them to reach the center from their places of living. But 40 per cent learners were unhappy with non-receipt of PCP intimation in time.

A large percentage of learners i.e. 80 per cent considered that local co-ordinator did brief about twenty five days PCP on the very first day i.e. registration day. 100 per cent learners agreed that time table was displayed on the notice board on the registration day. 80 per cent learners opined that Resource Persons engaged in the PCP taught the content according to the syllabus. Further, 100 per cent agreed that the teaching done by the Resource Persons during twenty five days of PCP was effective. At the same time, resource persons discussed the problems of students and attended to their queries with patience. Also 100 per cent learners agreed that they could maintain their attendance complete i.e. 80% in PCP, because the quality of PCP motivated them to attend the same regularly. Analysis revealed that resource persons delivered discussion lessons by doing pedagogical analysis of content, 100 per cent learners were of this view. Proper feed back was provided on demonstration lessons. 20 per cent learners said that the feed back was not sufficient, as it could not help them in mastering some important teaching skills like stimulus variation, black board writing etc.

iv) *Assignments*

In all, 40 per cent learners could not get assignments from the Directorate. In such cases, the local co-ordinator arranged for assignments. 80 per cent learners submitted their assignments and 60 per cent learners received them back after proper feed back from Resource Persons. Rest 40 per cent learners did not take their assignments seriously, as there was no provision of internal assessment in B.Ed. (DE) programme. For writing the assignments, learners did not take any help from any regular B.Ed. student.

v) *Teaching Practice*

In all, 100 per cent distant learners completed their 40 days of teaching practice in secondary schools. 80 per cent agreed that school Principals/Headmasters/Headmistresses

gave them proper time-table for teaching practice. In most of these schools, students were asked to participate in other school activities. Their lessons were also properly supervised and proper feed back was given. 100 per cent distant learners used different teaching aids in order to make their lessons more interesting and effective. Only 40 per cent learners participated whole heartedly in administrative and cultural activities of the schools during teaching practice.

### **Conclusion**

The present study concludes that M.D. University, Rohtak is imparting inservice secondary teachers training to its trainees through distance mode successfully. Instructional facilities of this programme include self instructional printed study material, PCP and assignments. A large percentage of learners i.e. 80 per cent used printed study material supplied by the university. Compulsory PCP, where 80% attendance is compulsory, forms the special component of the programme. In the PCP, distance learners got the opportunity of interacting with their peer group and at the same time the PCP provided F2F teaching, discussion in the classroom which they have really liked and participated. Students had to submit one assignment per paper but as there was no provision of internal assessment, students did not take them seriously. In forty days teaching practice students were asked to take part in the administrative and cultural activities of the schools besides doing teaching practice. It was quite beneficial for the students who are working at the primary level. Learners felt that these activities should be made compulsory part of teaching practice. Other suggestions offered by the learners were — that emphasis on use of modern technologies i.e. video, audio, teleconferencing etc. should be given. Project based work to use Computers, planning and implementation of instructional activities, action research etc. should be encouraged. With the inclusion of modern technologies and project work in every paper, the quality of B.Ed. (DE) programme will be enhanced and learners will be benefitted.

The reactions of students to a large extent are positive on all major components of the B.Ed.(DE) programme through distance mode. The present study is a good proof to disprove all those critics who are of the view that B.Ed. programme cannot be effectively offered through distance mode.

## REACTION SCALE

1. Did you face any problem in getting admission brochure?	Yes	No
2. Whether the instructions given in brochure were clear?	Yes	No
3. Whether you faced any difficulty in filling admission form?	Yes	No
4. Did you receive the admission letter in time?	Yes	No
5. Whether the time given for admission of fee was sufficient?	Yes	No
6. Was granting of 15 days sufficient?	Yes	No
7. Did you receive study material in time?	Yes	No
8. Whether the study material covered the entire syllabus?	Yes	No
9. Whether the language of study material was simple and understandable?	Yes	No
10. Whether the study material needs improvements?	Yes	No
11. Whether you had gone through the study material before going to Personal Contact Programme and PCP?	Yes	No
12. Whether you got the PCP centre according to your satisfaction?	Yes	No
13. Whether you received PCP intimation in time?	Yes	No
14. Whether briefing was done about twenty five days PCP by the local Co-ordinator on the first day?	Yes	No
15. Whether time table was put on the notice board on the registration day?	Yes	No
16. Whether the resource persons engaged in PCP taught the content according to prescribed syllabus?	Yes	No
17. Whether all the resource persons taught effectively?	Yes	No
18. Whether the resource persons gave you opportunity to discuss your problems/ queries regarding B.Ed programme?	Yes	No
19. Whether the course content covered by resource persons during the PCP was adequate?	Yes	No
20. Whether you attended the PCP regularly?	Yes	No
21. Whether 80% attendance in PCP was made essential in your PCP center?	Yes	No
22. Whether the resource persons took the classes as per notified time table?	Yes	No
23. Whether resource persons delivered discussion lessons by doing pedagogical analyses of content?	Yes	No
24. Whether resource persons provided you proper feed back on demonstration lessons?	Yes	No
25. Whether proper feedback helped you in mastering different teaching skills during PCP?	Yes	No
26. Did you get the assignments from the Directorate?	Yes	No
27. Whether you submitted assignments?	Yes	No
28. Whether assignments were duly returned after proper feedback from resource persons?	Yes	No
29. Whether you consulted any guide for writing of assignments besides study material?	Yes	No
30. Whether you took the help of any regular B.Ed. student for writing assignments?	Yes	No
31. Whether you completed 40 days teaching practice in your school seriously?	Yes	No
32. Did you get the proper time-table for teaching practice from school principal?	Yes	No
33. Were the lessons supervised and proper feedback given by the supervisor?	Yes	No
34. Did you use appropriate methods, media and techniques of teaching?	Yes	No
35. Whether you get the training in different administrative cultural activities of school during your teaching practice?	Yes	No

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