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RESOURCE MANAGEMENT IN TEACHER EDUCATION THROUGH DISTANCE MODE: PLANNING AND IMPLEMENTATION

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ABSTRACT :

Distance mode of learning is one of the highly acceptable approaches to disseminate knowledge and skills in different professional field including teacher education. Its' flexible and 'reach at the job' nature make it special. This is not to deny that full-fledged infrastructures along with adequate number of competent human resources are requisite to maintain the quality in distance learning. Diploma in Elementary Education was a major intervention in the field of teacher education which chose distance learning mode for providing professional training to untrained teachers. To maintain the quality in this programme, NCTE fixed some measures in the context of availability of physical and human resources at study centers. This study intended to know whether those advices were followed by the planner at the time of establishment of study centers or not. For this study 15 study centers were visited and the coordinators of those selected study centers were interviewed. Along with this, Check list was used to evaluate the presence of recommended resources. Opinions of stakeholders were also incorporated to increase the validity of result. The result revealed that most of the study centers had so many deficiencies while only DIETs (identified study centers) were fulfilled the required resources at some extent. Apart from this all the identified study centers had prescribed number of academic and nonacademic staffs however they had no longer experience of distance learning. Meanwhile most of the study centers faced the shortage of resource persons in second phase of training. Stakeholders were also said about the shortage of necessary resources. So for the betterment of the programme and to maintain the quality it is suggested that planner must be ensured the availability of all the mandatory resources before the commencement of the programme.

KEYWORDS : *Distance Mode of Learning, Diploma in Elementary Education (D.El.Ed.), Quality Issues, NCTE Norms about Physical and Human Resources.*

BACKGROUND OF THE STUDY

The open and Distance education is an outcome of the effort of policy planners and educationists to meet the new challenges of education worldwide. It is an evolutionary concept for the development of the present education system. It is acknowledged that open and distance education is an effective mean of providing cost effective, high quality education and training as well as potential to reach at large number of people. According to Khan (1999), open and distance education is not supplementary, complementary or alternative to the conventional system but it is the part of the evolution of new methodologies in teaching and learning. Reddy and Reddy (1997), opined that it has made a niche for itself and has established itself as an independent system of its own. In the context of India during last few decades, certain trends like: Accessibility and Affordability,

Fulfilment of constitutional obligations, higher productivity means competent and skilled man powers, Greater flexibility, Evolving Context specific pedagogy, Learner centred, overcome the disadvantages of private studies etc. emphasized on the need for distance education. According to Pandey (2005), 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. The programme was successful in reducing the proportion of untrained teachers from 90 per cent to 9 per cent within five years (Perraton,2010). In this context, Ministry of Human Resource Development (MHRD) started Diploma in Elementary Education programme (D.El.Ed) to provide the professional education of those working teachers of elementary schools who have entered in the profession without formal training. This programme is implemented by many Indian states including Chhattisgarh with the help of State Council of Education and Research for Teachers (SCERT), Raipur. Aim of this programme is to provide need based and local specific in-service training for teachers and other elementary education functionaries. Through this programme, teacher training is imparted without dislocating the teachers from their school or from their place of work and also as per their convenience. But 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 always 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. In this context NCTE has set various norms to ensure standards in elementary teachers training programme through Open and distance mode which are: establishment of the study centres, duration of the programme, Eligibility of teachers, academic and non academic staff, support services like library, accommodation facilities and physical infrastructure, self learning materials, organization of personal contact programme, evaluation and monitoring procedure etc.

REVIEW OF RELATED LITERATURE

Quality of distance education programme may be described and evaluated in terms of several parameters but important is that those parameters must be holistic in nature and functional in application. In this connection Gupta (2005) listed some important aspects which are: Goals and objectives, academic model including support services and academic support, administrative model, curriculum development, instructional materials, transaction procedure and evaluation procedure. Upadhyaya and Gupta (2005) also said that infrastructure, trained staff should be included in quality proposals for distance learning. Kumar and Bhatia (2005) in their paper said that to manage the quality in distance education student support services and training and development of concerned staff must be ensured. In this connection , Robinson (1995, as quoted by Thapliyal,2014) said that quality of distance education can be the result of a variety of factors which includes the level of skills and expertise of staff, the amount of resources available, weak and strong leadership, efficiency of its administration systems or the communications infrastructure in a country.

After reviewing all the above mentioned studies it can be concluded that to increase the liability and trustworthiness of distance education, assurance of quality of distance education is a must. To maintain the quality it's all components including availability of physical and human resources must be ensured.

NEED OF THE STUDY

Distance mode of learning is one of the highly acceptable approaches to disseminate knowledge and skills in different professional field including teacher education. It is also noticeable that to provide quality professional education through distance mode a sound system of teacher education with full fledged human and physical resources is inevitable. D.El.Ed. is a major intervention in the field of teacher education which chose distance learning mode for providing professional training to untrained teachers. To maintain the quality in this programme , NCTE fixed some measures in the context of availability of physical and human resources at study centers. So this study is an enthusiastic effort to

know whether those advices were followed by the planners at the time of commencement of the programme to establish study centers or not. In addition, the findings of the given study have a border application with regards to introducing modifications in the area of consideration.

Considering the above issues the following research question was formulated: At what extent the advices of NCTE are followed by the planners at the time of commencement of the D.El.Ed. programme to establish study centers in the context of availability of physical and human resources?

OBJECTIVES

The main objective of this study was:

- To know at what extent the advices of NCTE are followed by the planners at the time of commencement of the D.El.Ed. programme to establish study centers in the context of

1) availability of physical resources
2) availability of human resources

METHOD & SAMPLE

The purpose of this study was to know the availability of physical and human resources at established study centers advices by the NCTE. So the researcher was used descriptive survey method to fulfill the formulated objective. For this study 15 study centers of Chhattisgarh situated in different location were visited and the coordinators of those selected study centers were interviewed. In this way 15 coordinators were selected as sample of the study.

TOOL

A structured interview schedule was used to get the opinion from coordinators regarding availability of physical and human resources. Along with Check list was used to evaluate the presence of recommended physical resources.

PROCEDURE OF DATA COLLECTION

The data were collected through structured interview schedule and check list. First 15 sample study centres were selected. The coordinators of those study centres were interviewed by with their consent. After that with the permission of coordinators study centres were observed to fulfil the Check list for getting the information regarding availability of resources.

METHOD OF DATA ANALYSIS

The statistical treatment employed for qualitative data were percentage technique and frequency. To get the information regarding availability of physical resources percentage technique was used while to know the presence of academic and non-academic staff frequency technique was used. Opinions of stakeholders were also incorporated to increase the validity of result.

RESULT AND DISCUSSION AVAILABILITY OF PHYSICAL RESOURCES

Infrastructure and related support materials are very important in distance education as they provide learning environment and motivate the learners however teachers are not always present there.

NCTE prescribed measures related to physical infrastructure. At the study centre level NCTE suggested availability of : Science and psychology laboratories, workshop for practical work, sufficient number of rooms for individual guidance of trainees in methodology subjects, availability of an elementary practicing school, sufficient number of rooms for organizing contact classes. It also recommended some other needed facilities like telephone, fax machine, photocopier machine, inter connection, computers, audio-video players, interactive multimedia CD, Edusat receive only (ROT) Satellite, or interactive terminal (SIT), LCD etc.

Table-1 revealed the availability and adequacy of infrastructure and related components which are prescribed by the NCTE. Relevant data were collected through check list prepared by the researcher.

Table-1 Parameters of Study Centers for support services

Sl.No.	Parameters of Study Centers for Support Services	Availability in %
1	Office Room	93%Y
2	Cubicle room for Faculty members	100%Y
3	Class room for methodology	100%A
4	Science Laboratory	47%Y
5	Psychological Laboratory	93%N
6	Educational Technology Laboratory	33%Y
7	Work shop rooms	60%S
8	Elementary Practical schools	100%Av
9	Rooms for PCPs	100%
10	Numbers of rooms	As per the availability
11	Telephone Facilities	60%Y
12	Photocopier Machine	33%Y
13	Computer, Internet	100%Y
14	Fax Machine	13%Y
15	EDUSAT Facilities	100%Y
16	Library Room	60%Y
17	Accommodation Facilities	27%Y
18	Transport Facilities	13%Y

(Y=Yes, N=No, A=Adequate, Av=Available)

RESULT

Table-1 depicts that approximately 93% of the study centers have official room for Co-coordinator and also for center superintendent. 100% of study centers have cubicle rooms for faculty members and resource persons. For the teaching of methodology 100% study centers have class rooms but the number of class rooms are varied. Just about 27% of study centers have 2 class rooms, approximately 13% have 3 class rooms , approximately 26% have 4 class rooms where as around 34% study centers have more than 5 class rooms for teaching methodology . About 47% of study centers have science laboratory. Approximately 93% of study centers have insufficiency of psychological laboratory. Just about 33% of study centers have facilities of Educational technology. Around 60% of study centers have rooms for workshops. Elementary practical schools are available for each study centers. 100% of study centers have sufficient number of rooms for personal contact programmers but also there is variation in numbers of rooms. Just about 27% of study centers have more than 6 rooms for Personal Contact Programmes. Approximately 60% of study centers have telephone facilities. About 33% of study centers. Approximately 33% of study centers have photocopier machines as well as around 13% have fax machine. 100% of study centers have EDUSAT and internet facilities with computer facilities. About 60% study centers have library facility. As per the requirement about 27% and 13% of study centers have accommodation and transportation facilities respectively.

DISCUSSION

The data represented in the table- 1 is obtained by the interview from the coordinators and with the help of check-list prepared by the researcher. All the study centers have sufficient number of rooms for teaching methodology and personal contact programme but numbers of rooms are varied

as per the availability of the rooms. It may be due to, mostly higher secondary schools and DIETs performs the duty of study centers for the teacher education programme through Open and Distance mode and PCPs are organized mostly on the Sunday. As per the accordance of result found by the researcher, Harichandan (2007) found same as study rooms were provided at the study centers. Approximately 47% of coordinator said that they have science laboratory. It is so because, most of the schools and DIETs have science laboratory and as these institutions act study centers for the training, their labs are also permitted for the use of trainees. Though Psychological lab is found only in Dantewada , DIET, It may be due to presence of relevant recourses& tools. However Mpofu and et.al (2012) and Sikwibele and Mungoo (2009) found contradictory result that the centers had lack enough laboratory space to cope with the demand of practical subject training. Each study centre has EDUSAT and computer with internet facilities. As this programme based on distance mode with limited personal contact programme, so these facilities become necessary for each study centers to get quick instruction. Beside this EDUSAT provide innovative and update materials in short duration for trainees which is very valuable. Even though Msiska (2013) found that there was absence of Satellite Learning Centers which were equipped with internet. Around 33% of study centers have only educational technology laboratories with computer and internet which is not adequate. The reason behind this is most of the study centers have pitiable infrastructure of the study centers. In addition Baipoledi (2010) and Karal, Çebi and Peksen(2010) found that there was lack of computers and lack of computer hardware or software create the internet related problem. Mpofu and et.al (2012), Chinwe (2009) and Karal, Çebi and Peksen(2010) also stated about problem of electricity that created problems of integration of ICT tools

Table-1 also reveals that approximately 60% study centers have telephone facilities in which few have fax machine and photocopier machine. These facilities are negligible in occurrence. It is due to most of the study centers are situated in remote location. While at those study centers where these facilities are available, not in used due to poor maintenance. Though Harichandan (2007) found that the support services were provided include photocopying facilities, audio- visual aids. Most of the study centers have workshop rooms as these activities carried out in between the personal contact programmed and those rooms used for workshop also. In this teacher education programme school based activities are also a most important part. All the trainees enrolled in this programme do their school based activities in that school where they are posted. That's why for each study centers elementary practical schools are available. More than 50% study centers have specific library rooms and other study centers are used their staff rooms as a library where Self Learning Materials and books are kept. But Sikwibele and Mungoo (2009) found that there were lack of library facilities in remote areas and Chandrasekhar (2001) said that available Libraries are in very poor status.

However coordinators and resource persons said that classroom are not well furnished. Apart from this poor electricity create difficulty in use of computers. They also said that Libraries have not sufficient learning materials as well as supportive learning resources. Hey also cried about the presences of basic facilities like drinking water and toilet facilities and their sanitation. Pitiable learning resources and support services create learning environment very gloomy.

AVAILABILITY OF HUMAN RESOURCES

For the successful implementation of D.El.Ed. Programme, NCTE made a condition that all the study centres have the entire requisite infrastructure and staff as per NCTE norms. In this connection, NCTE fixed a certain numbers of academic and administrative staff for each study centre which are all the study centres have 01 Co- ordinator, 01Assistant Co-ordinator, 01Computer operator for maintaining database, 01office assistant and 01Helper. NCTE made provisions that Resource persons shall be recruited as per the programme need. As per the JRM team report, 2013 it was found that total twelve resource persons for each study centre were suggested and the ratio of resource persons and trainees was fixed as 1:10.

Table-2 shows the availability of Academic and Non-academic staffs which are prescribed by the NCTE. Table -3 present the data related to no. of Academic staffs and trainees in both session i.e. session2012-13 and 2013-14 respectively. Relevant data were collected through semi structured interview schedule.

Table 2: No. of Academic and Non-academic Staffs

Study Centers	No. of Co-ordinator	No. of Assistant Co-ordinator	No. of Computer operator	No. of office assistant	No. of Helper/Peon	No. of Resource Person
SC1	01	01	01	01	01	18
SC2	01	01	01	01	01	18
SC3	01	01	01	01	01	12
SC4	01	01	01	01	01	13
SC5	01	01	01	01	01	12
SC6	01	01	01	01	01	12
SC7	01	01	01	01	01	24
SC8	01	01	01	01	01	16
SC9	01	01	02	01	01	24
SC10	01	01	01	01	02	19
SC11	01	01	01	01	04	19
SC12	01	02	01	01	01	24
SC13	01	01	01	01	01	12
SC14	01	01	01	01	01	20
SC15	01	01	01	01	01	14

Table 3: No. of Academic Staffs and Trainees in both session

Study Centers	No. of Trainees in First Academic Session 2012-13	No. of Trainees in Second Academic Session 2013-14	No. of Resource Persons in both session
SC1	100	185	18
SC2	100	173	18
SC3	100	170	12
SC4	100	171	13
SC5	100	167	12
SC6	100	160	12
SC7	100	225	24
SC8	100	202	16
SC9	100	251	24
SC10	100	242	19
SC11	100	144	19
SC12	100	284	24
SC13	100	160	12
SC14	100	208	20
SC15	100	139	14

RESULT

Table-2 indicates that each study centre fulfill the mandatory requirement of one coordinator, one assistant coordinator, one staff for office assistant, one computer operator except

one study centre. Study centre SC9 has two computer operators. Study centre SC10 and SC11 has two and four helpers respectively. It is clearly reflected from the table that there is a lot of variation in the appointment of Resource persons. Maximum numbers of resource persons are observed in SC7, SC9 and in SC12 which are twenty four. SC14 has twenty resource persons. SC10 and SC11 have 19 resource persons as well as SC1 and SC2 has 18 resource persons.

DISCUSSION

Table-2 reveals that number of resource persons varied from one study centre to another. Variations in the numbers of resource persons are depended on the strength of trainees in each study centers. Harichandan (2007) found same result as the faculty strength varies institute wise. Sharma (2001) also stated that there exists a large variation in the faculty strength of CCl /DDEs and the open universities. As per the NCTE norm and interview from the co-ordinators, it is clear that for the successful transmission of content each study centers have two resource persons for each subject. As there are six subject to teach that's why minimum twelve teachers are required for each study centre. Beside it as per the ratio of Resource persons and trainees, it is prescribed 1: 10. That's why numbers of resource persons varied, as each study centre has different strength. It is clear from above analysis that all the selected study centers fulfill the compulsory requirements regarding academic and administrative staff members.

The ratio of Resource persons and trainees as revealed by the table-2 was adequate for the session2012-13 i.e. at the commencement of the programme while by table-3 it is found that in the second year of D.El.Ed. programme i.e. in session2013-14 the no. of trainees increased but the no. of resource persons remained same. Due to increased no. of trainees the prescribed ratio was ended and it aroused workload on the trainers. Coordinators and stakeholders also said that all the staffs have experience to work in the traditional stream so that the given orientation was not sufficient for them. They also said that due to shortage of subject experts available resource persons were forced to teach other subjects which diminish the quality of learning. Resource persons got overburden with work and for this they didn't get any extra reimbursement.

EPILOGUE

Distance mode of learning is one of the highly acceptable learning modes in the field of teacher education. Its' flexible and 'reach at the job' nature make it special. This is not to deny that full-fledged infrastructures along with adequate number of competent human resources are requisite to maintain the quality in distance learning. The present study sought to illuminate the presence of human and physical resources at study centers as advices by the NCTE. As per the findings the following suggestions can be drawn which are directly related to ensure quality in distance mode:

- There should be adequate number of well furnished rooms and proper sitting for proper and smooth process of teaching & learning.
- Computer and internet connectivity with different types of teaching aids are also suggested.
- There should be also availability of well equipped laboratory for doing practical task.
- It is also recommended that toilet facilities especially for female and fresh drinking water should be available at each study centre.
- Transportation as well as accommodation facilities are also suggested as per the need of the trainees.
- There must be a library with good number of reference books, journals and magazines etc.
- It is also suggested that photocopier machine, fax machine should be availableat study centres.
- There should be increment in reimbursement of coordinators and resource persons.
- There should need to increase in the number of qualified and experienced resource persons.
- Resource persons should be well qualified, competent and also have sufficient teaching experience.

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