INFORMATION COMMUNICATION TECHNOLOGY (ICT) ON IN-SERVICE TEACHERS: AN EXPERIMENT ON BACHELOR OF EDUCATION LEARNERS STUDYING THROUGH DISTANCE EDUCATION SYSTEM

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Abstract:

Learning needs assessment continuously from the beginning and up to the end of the course. We call this continuous evaluation as formative evaluation. . In general assignments, project work, practical etc. are for making internal assessment. Internet helps to collect information for writing assignments, to carryout project works and other practical works. It is obvious that the difficulties in network searching for valuable information by the Distance learners. Internal assessment is an integral part of the teaching learning process. Many of the learners wanted to use networking services for their preparation and submission of their assignment and other practical works at their work place itself. They face problem to have a link with their educators as a result internal assessment is not up to the level. Based on these views this study was carried out, the result were such as distance learners need to have internal assessment and 60% of them are like to use ICT for this purpose.

Key Words: Distance education, Bachelor in Education, ICT, Internal assessment, evaluation, in-service teacher

Introduction

Assessment and evaluation are essential part of the learning process. Learning needs assessment continuously from the beginning and up to the end of the course. We call this continuous evaluation as formative evaluation. It is one of the methods followed to award internal assessment. It makes means to communicate the students and teacher in Distance education system. This communication helps and guides the learners to continue their learning process in a favorable approach. In the internal assessment students and teachers involve directly to assess the learning. In general assignments, project work, practical etc. are the resources of internal assessment. Internet is one of the resources to collect information for writing assignments, to carryout project works, practical works etc. This paper is based on the perception of Distance learners of Bachelor of Education programme on their internal assessment. It is one of the important areas to be studied on in-service teacher learner with their experience on ICT as an agent.

Information Communication Technology

Difficulties in networking for searching valuable information for assignment writing, project report writing is a big challenge for the Distance learners. It is also obvious that it is difficult to determine the validity and reliability about the information. Learners depend on their own for assessing the information. Learners need to know how to manage, analyze and transform the information into usable knowledge. So as to incorporate those information in to their assignments, projects etc., They require training and assistance from their distance educators for proper access of information. The use of ICT for teaching learning process will help to remove this problem.

Internal assessment

There are external assessment and internal assessment. Internal assessment is one of the processes of evaluation in which the pupil and the teacher are directly involved in measuring the progress of student's learning. Assessment must facilitate in the evaluation process by providing additional information needed to make considered judgment. Internal assessment provides feedback to

learners about their strengths and weaknesses of their performance. It directs the students towards their improvement. It is an integral part of the teaching learning process.

In-service teachers

       In-service teachers are the B,Ed., students in the distance education system. They find very least time to attend personal contact programs in the study centre, many of them are not able to reach the study centre in proper time due to far away working places. As a result insufficient attendance in the personal contact program classes and it leads to the extension of the course period. Many of the learners are want to use networking services for their preparation and submission of their assignment and other practical works at their work place itself. For this they expect the help of distance educators. They face problem to have a link with their educators as a result internal assessment is not completed up to their expectation level. Based on these views this study is carried out on the distance learners those who took admission in B.Ed., course.

Review of literature

       Evaluation is defined as the collection, analysis and interpretation of information about any aspects of a program of education and training, as part of a recognized process of judging its effectiveness (Thorpe, 1988). Many of the students in distance education system are like to have some level of interaction with the teacher for their learning process through ICT (Mahajan, 2010). Temporal and spatial separation between educators and learners in distance education is thought out as a problem and it should be overcome by various teaching and learning strategies of the distance education system including e-strategies (Ponmeni, 2012). Dial-a-teacher may be one of the ways to overcome the difficulties of the learner via the call centre containing the facilities of various subject experts, fax, e-mail and internet (Khanna, 2010,). Students have the positive attitude of using ICT for their course learning is observed from the studies carried out by Ponmeni (2013). It is well understood that ICT and e-learning were recommended as a necessary approach for distance learners by most of the educators. The assignment activities as an internal assessment, develops a new teaching and learning approach, it facilitates active learning and reflecting on continuous practices (Ponmeni, 2011 and 2013). It is an ideal for anyone in a teaching or learning role those who needs to innovate and to update their skills (Roberts, 2011)

Title of the study

      Studies carried out on the title "Information Communication Technology (ICT) on in-service teachers, an Experiment on Bachelor of Education learners in the Distance Education system".

Objectives of the study
- It is to identify the perception of the learners about the internal assessment.
- This is to find out the interest of the learners about ICT for their interaction with the educators.

Hypothesis to be tested
- Distance learners do not want to have internal assessment in their course.
- Distance learners do not want to interact with the distance educators through information communication technology for their internal assessment.

Limits of this study
- Present study is carried out on the distance learners only.
- Study is carried out only on in-service teachers working in various schools of Haryana.
- Study is carried out on 150 in-service distance learners only.
- Calculations of the results were carried out up to percentage (%) level only.

Methods used in this study
- Learners are asked to provide their broad views regarding the internal assessment of their own course studies (B.Ed., Course).
- Responses were drawn independently in a written form from every one of the student.
- Calculation of the results were done up to percentage (%) level.

Analysis and Discussion

The views of distance learners were analyzed, from the analysis it was assumed that three hours external examination at the end of course is not sufficient to assess the learner thoroughly. So they all have the opinion that, there is a need of internal assessment for the learners to evaluate them in a proper manner. As per the hypothesis 100% of the distance learners were said to have the internal assessment. Like this, the first hypothesis is tested.

Continuous assessment through assignment, school based practical, and workshop based practical are offering self-satisfaction of the learners because these made them to have an interaction with the educators for the proper preparation. This study also states that more than sixty percentage (60%) of the learners need to have this interaction with educators from their own working place via various means of multimedia and ICT to save the time and money. Other 40% are not having proper working knowledge in the networking technology and ICT for their communication. Thus the second hypothesis was tested.

Conclusion

The above study is providing the message of perceptions about the internal assessment. All distance in-service learners expecting it as a support for their proper learning. So the opinion about internal assessment shows a favorable attitude. On the other hand many number of students wanted to interact with their distance educators through ICT for their doubts for preparing their assignments and other related practical works leading towards their awards for internal assessment. Hence it is concluded that distance educators and distance education institution should consider the expectations of the learners and provide support to them through their possible directions.

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