CHAPTER V
MAJOR RESEARCH FINDINGS AND IMPLICATION OF THE STUDY

In this chapter an effort has been made to present the findings of the study and focus the attention to implication of the study for necessary consideration and implementation.

5.1 Summary of the findings

The major findings in context to the different objectives of the study are given below-

5.1.1 Organizational status of Teacher Education programme (B.Ed) as alternative mode under IGNOU

1. So far as the governance of IGNOU B.Ed programme is concerned, it is functioning at three levels as per the rule of IGNOU such as Study centre, Regional centre and Head quarter level.

2. In Assam IGNOU B.Ed programme has been conducted by two study centres located at Guwahati and Jorhat since 2000 and 2003 respectively. One more centre has recently been started working at Silchar from 2012.
3. Both the Guwahati and Jorhat study centres were under the jurisdiction of Regional centre Guwahati till 2012. After the establishment of Jorhat Regional centre in March, 2013 Jorhat study centre came under the jurisdiction of it.

4. There are 27 districts in the state of Assam out of which 18 come under the purview of Guwahati Regional centre and remaining 9 under the Jorhat Regional centre.

5. The officials of Regional centre visits the study centres regularly to monitor the documents related to the programme, discuss financial matter, workshop time schedule, counselling schedule, analyzed information regarding enrolment, attendance, payment of salaries, maintenance of accounts of financial assistance etc.

6. The technological facilities like teleconferencing through Gyan Darshan channel, Gyan Vani for B.Ed programme were not found implementing either in Study centre or Regional centre. Such provisions were not working in Regional centre Guwahati since 4th October 2011 due to some technical defect.

7. It is found that all admission related activities are done by the Regional centre. The Study centres remain ignorant about the
status of students enrolled till the list comes to the study centre.

8. The B.Ed admission is done on the basis of the result of Entrance test conducted at all India level. The lists of qualified candidates are prepared by the Headquarter of IGNOU and the final admission is done by the Regional centre after verification of relevant documents. The study centres are not concerned about the admission and fees related matter of the programme.

9. Enrolment of student teachers for the programme is found increasing since 2009-2012. The total enrolment was 51 in 2009, 93 each in 2010 and 2011 and 199 in 2012.

10. In last four years (2009-2012) the total enrolment of female student teacher including both the study centres was found higher than the male student teachers (It was male 214, female 222).

11. The number of Academic counsellor in IGNOU Jorhat study centre who are associated with the B.Ed programme is found 18 whereas in Guwahati study centre it is 10.
12. There is no full time staff in both the study centres. The PICs of the study centres opined that due to non availability of approved list of counsellors timely, creates problem in conducting B.Ed counselling/workshop sessions comfortably.

13. The programme related assignments are found evaluated by the academic counsellors whereas the final examination answer scripts are sent to Head Quarter, Delhi for evaluation.

14. There is no scope to know about the final academic achievement of the students in the study centre as it is not made available from the Regional and Head office of IGNOU.

15. There is no provision of advanced payment for conducting workshop and other course related programme at centre by Regional office. Disbursement of imprest amount process was also found to be time consuming.

16. It was found that no telephone facility is available in both the Study centres of IGNOU to contact with PIC, Counsellor or any other office staff in the hours of need.

17. Due to non-availability of permanent staff, PIC of the study centres are facing problem in allotting invigilators during Term End theory examination. It is also found that sometimes less experienced persons are engaged in invigilation duty.
18. The remuneration paid to the staff is found much less for which the counsellors and other office staff of IGNOU study centre are not interested to bear any additional work load.

19. The infrastructural facilities of IGNOU Study centres are fully dependent on the host institution. Many times they face problem of proper space or class room to conduct counselling/workshop sessions or even holding Term End theory examination if the host institution is having class or examination.

20. The theoretical guidelines of IGNOU B.Ed programme is found satisfactory but its implementation requires to be strengthened as the study centres are having some hindrances in terms of academic, infrastructural, financial, physical and instructional amenities.
5.1.2 Student support facilities provided by IGNOU B.Ed programme

1. Most of the student teachers were found to be satisfied with the SLMs provided by IGNOU as course contents are duly illustrated in simple language and taking care of the latest development in Teacher Education.

2. Some of the students other than English and Hindi medium found the contents difficult to understand as SLMs are not available in regional languages.

3. Majority of the student teachers realized the importance of counselling sessions to clarify difficult areas of SLMs, to bring continuity in their study and to share some doubts with peers during counselling sessions.

4. The student teachers revealed differently regarding collection of SLMs. 66.16% of them revealed that they collected materials by post whereas 33.85% of them expressed that they collected materials from Regional centre personally.

5. The counselling sessions of B.Ed programme is not made compulsory by IGNOU course structure, so some of the student teachers do not take this seriously and find problem
to get thorough knowledge about the course and to prepare assignments.

6. Technological facilities provided during counselling/workshop sessions are not sufficient. It was found that traditional method was commonly followed by the Academic counsellors and Resource persons.

7. It was found that some student teachers were not satisfied with the competency and communication skill of some of the Academic counsellors.

8. For B.Ed course print materials are the main medium. The centres have video facilities for viewing during tutor led sessions. In practice a low level of use of audio and video materials was reported because of low students attendance during academic sessions. Since counselling is not compulsory only 2% to 3% student teachers turn up for counselling at the programme centre.

9. There is no pre-fixed counselling session for the course. But it is arranged by the PIC as per demand of the students to clarify their doubts on contents.
10. It was found that workshop sessions are attended by most of the student teachers. As these are made mandatory and organized during summer vacation so all could attend.

11. The process of feedback on assignment is found different in two study centres. Tutor marked assignments are returned with comment more regularly in Jorhat study centre than the Guwahati study centre.

12. Supervision of practice teaching classes is not done properly. Some of the student teachers were of the opinion that the teacher educator did not supervise their classes during practice teaching period.

13. B.Ed Term End examination is held twice in a year, so it is found effective as continuity in achievement can be maintained.

14. IGNOU B.Ed study centres have no library service of their own. It was also found that Guwahati Regional centre library has no such reference books which are relevant to B.Ed programme.

15. Interactive teaching facilities for B.Ed programme at the study centres were not found available. Guwahati study centre has only two desktop computers but no printer
whereas Jorhat centre has dish antenna and some cassettes along with desk top but these are not properly used during counselling or workshop sessions.

16. It is found that there is no provision of video facility in both the centres as prescribed in Student Teachers’ Handbook of B.Ed course which is supposed to be conducted during workshop sessions.

17. The responses of B.Ed candidates of Jorhat study centre found more positive about self learning materials provided by the programme and its delivery system than the candidates of Guwahati study centre, whereas the B.Ed candidates of Guwahati centre were found more positive in accepting SLMs as sufficient for independent learning than the B.Ed candidates of Jorhat study centre.

18. The technological facilities used during workshop/counselling sessions were found less in both the study centers, however the Jorhat study centre was found to be better than the Guwahati study centre in terms of using technological facilities.
19. The Jorhat study centre was found more regular in giving feedback on assignments submitted by the student teachers before their final theory examination than the Guwahati study centre.

20. In Guwahati study centre arrangement for practice teaching classes were found mostly done in student teachers’ own school than the Jorhat study centre.

21. The student teachers of Guwahati centre were found more satisfied regarding the process of yearly two examination for the programme than the Jorhat study centre as they revealed that the process keeps continuity in progress and helps to complete the programme on time.

22. The provisions of library facility of both the centres were not adequate, however Jorhat study centre was found slightly better than the Guwahati study centre.

23. The B.Ed syllabus of conventional and distance mode is not same, so the student teachers of IGNOU B.Ed programme have not found much benefited from the library books of host institution.
5.1.3 **Constraints faced by student teachers under IGNOU B.Ed programme**

1. 63.85% of student teachers were found facing problem in receiving admission advertisement and postal delivery of forms on time.

2. A majority of student teachers (72.30%) found fee structure of the B.Ed programme as unaffordable in comparison to conventional B.Ed institutions.

3. It was found that the study materials are not delivered on time. Even some times student teachers do not get full materials at a time.

4. Since SLMs are written in English and Hindi medium, some of the Assamese and Bengali medium student teachers found SLMs difficult to follow.

5. 34.56% of student teachers expressed that they did not get counselling session schedule at the beginning, and hence missed few sessions.

6. Both the programme centres have no telephone facility, so PIC or Counsellors could not be contacted for information.
7. The study centres are not well equipped with ICT facilities such as LCD projector, Digital Voice Recorder, VCR, computer printer or even adequate number of computer. For audio-video presentation, materials are sent from Regional centre which are not in use as there is no proper arrangement of computer room or T.V. room.

8. It was found that the co-ordination between students and IGNOU authorities is very poor. The student teachers found problem to clarify queries as it was difficult to contact officials easily. Besides there is much delay in communication through mail and sometimes not attended from Regional office or Head quarter.

9. Sometimes feedback on assignments were not sent timely from the Study centres to Head quarter. So the candidates had to face problem receiving result on time as grade on assignments carry weightage to their final theory grade.

10. The practice teaching system of the programme was found having constraints. The Mentor of the school where the student teachers do their practice teaching classes found taking the whole process quite casually since they do not
get any financial benefit or other recognition either from the study centre or Regional centre.

11. Absence of close monitoring and supervision was felt during practice teaching. The student teachers do not take classes seriously hence no skill development and competency is reflected in their teaching.

12. There is no arrangement of school for doing practice teaching from Regional centre. The supervisor has to arrange school for those student teachers who are far from their own school. Besides far away schools are also difficult for them to visit.

13. The student teachers of Guwahati study centre were found facing more constraints in respect of feedback on assignments than the Jorhat study centre.

5.1.4 Gender achievement of students of IGNOU B.Ed Programme

1. It is found that out of 260 student teachers of last four years (2009-2012) only 101 student teachers completed the final B.Ed examination which is only 38.84%.
2. In Guwahati study centre out of 130 student teachers only 53 numbers of them completed the final examination successfully.

3. Out of the successful candidates of Guwahati centre 23 were male and 30 were female.

4. Under the Guwahati centre 42 numbers of male student teachers and 35 numbers of female student teachers could not complete the final examination.

5. Both the male and female successful candidates of Guwahati study centre passed the final examination securing ‘B’ grade.

6. In Jorhat study centre, out of 130 student teachers, 48 numbers of student teachers completed the final B.Ed examination successfully.

7. Out of the successful B.Ed candidates of Jorhat centre, 21 were male and 27 were female.

8. Under Jorhat study centre 44 numbers of male student teachers and 38 numbers of female student teachers were found not completing the final examination.

9. Out of successful male candidates only one candidate secured ‘A’ grade and 20 numbers of them secured ‘B’ grade.
10. The 5 numbers of successful female B.Ed candidates of Jorhat study centre secured ‘A’ grade and 22 numbers of them secured ‘B’ grade.

11. It is found that the academic achievement of female candidates is better than the male in both the centres.

12. Out of the successful B.Ed candidates more female candidates found securing ‘A’ grade than male candidates.

13. It has been observed that many student teachers do not complete the examination in first two years as they have four years of time to complete the programme and so The rate of completion of B.Ed degree is much lower in comparison to the enrolment trend.

5.2 Implication of the study

The present study reveals that IGNOU as an ODL system has occupied a significant place since its inception. It is now being recognized as a potential medium of reaching with latest information and knowledge to the society at large. It has been found to be an effective alternative mode of professional training at certificate, diploma, degree and post graduate level. Teacher training at secondary level (B.Ed) is one of them. After complete
analysis of the data it was revealed that parallel to conventional Teacher Education programme, IGNOU is successful in offering professional training programme to secondary level teachers in Assam. A cursory glance at the enrolment pattern in the state since last few years proves the fact. The findings of the study are intended to bring to light the strengths and weaknesses of B.Ed as a professional programme in Assam under IGNOU.

In the state the programme is being offered by only 3 study centres- Guwahati, Jorhat and recently added Silchar with total intake capacity of 100 each. The number is not found sufficient considering the growing demand in conventional B.Ed colleges. Hence IGNOU must take initiative to enhance the intake capacity either by opening new study centre or by increasing the intake capacity of existing centres.

It is also found from the study that IGNOU B.Ed programme is having some deficiencies not inherent in the mode but in management. Some such deficiencies are-less co-operation among Head quarter, Regional and Study centre, irregular monitoring, inadequacy of staff, delay in delivery of study materials, financial support, delay in submitting
assignments, non availability of result sheet in the study centres and so on.

It is also seen that the rate of academic achievement of B.Ed students in the state is lower in comparison to the enrolment trend. Since the maximum duration of the programme is of 4 years so the student teachers take it in a casual way. Besides, due to late submission of assignment grades by the study centre, sometimes the student teachers do not get result on time. Therefore, before implementing a programme it is necessary to see the future impact of it.

From the analysis and interpretation of data it has also been found that in certain components of the course the student teachers showed less satisfaction and in some they expressed mixed reaction whereas in some other components they expressed higher satisfaction. While administering the questionnaire and organizing Focus Group interview, the student teachers have given their personal suggestions on certain components of the programme such as holding workshop during vacation, providing more technological facilities, timely organization of sessions as per programme guide, feedback on assignment, proper monitoring on practice teaching etc. They
have also given suggestion to improve library facilities, checking the constraints related to postal delivery, pattern of Entrance test, nature and number of counselling sessions etc. Some student teachers have also desired raising medium of SLMs apart from Hindi and English. It is also suggested by both student teachers and PICs of the programme centres that the counselling sessions should be made compulsory and whole programme should be closely monitored by competent authority. The present study reveals certain crucial areas of the IGNOU B.Ed. programme where IGNOU may put more inputs and make the programme more effective.

5.3 Suggestions for strengthening IGNOU B.Ed programme in Assam

On the basis of the findings of the present study and in the light of the experience gained during the conduct of the study, the investigator puts forward some suggestions for strengthening the programme in the state. These are presented below-
1. To clear the backlog of untrained teachers and looking into the demand of professional training of secondary level teachers in the state IGNOU should raise the number of B.Ed study centres.

2. To make the programme more interesting and motivating Gyan Darshan and Gyan Vani should effectively utilize in the study centres. Other technological supports should also be made available in the study centres and supply on time to facilitate the programme.

3. A close co-ordination is required among study centre, Regional centre and Headquarter. IGNOU should involve study centre in admission process, preparing final list of qualified candidates and even keeping record of results.

4. Apart from English and Hindi, study materials should also be prepared in other regional languages so that the teacher students get interested and pursue the programme comfortably.

5. IGNOU should have building of its own with all required facilities, so that they need not have to depend on the host institutions all the time to undertake their activities effectively.
6. IGNOU is having the problem of irregularity in sending study materials. More firm procedure should be prepared and followed by MPDD for timely despatch of study materials.

7. For better performance of the study centre sufficient number of Academic counsellor and other office staff should be appointed by IGNOU on regular basis with better emoluments.

8. There should be provision of advance or timely payment of expenditure of induction meeting, counselling/workshop sessions, holding examination etc. The remuneration of the staff can be increased to attract more experienced and qualified persons for the job.

9. Counselling sessions of IGNOU B.Ed programme needs to be strengthened by making it compulsory.

10. Proper library service should be introduced by IGNOU. Sufficient number of programme related books should be made available both in Study centre and Regional centre.

11. The Study centre and Regional centre are not aware about the final B.Ed results. If the candidates have any result related grievances they need to contact directly to Head quarter but it is a time consuming and tedious process. So IGNOU should redress the matter and take initiative to make it flexible.


5.4 Scope for future research

Considering the findings of the present study, it becomes obvious that a number of problems relating to IGNOU, its programmes and services in Assam need detailed investigation and studies. Keeping this view, the future investigators can take the following areas for study-

1. To study the status of professional education programme under IGNOU in the North East Region.

2. To make a comparative study on enrolment trend of conventional and alternative system of education.

3. To study the effectiveness of the programmes offered by IGNOU and other distance mode open university in the state of Assam.

4. To study if there is any qualitative difference between the products of B.Ed under distance mode and conventional mode.

5. To study the problems face by the learners of IGNOU in Assam.

6. To study on the syllabus of Teacher Education programme under conventional and open university.
7. To study the effectiveness of IGNOU as a distance education programme on unemployed people of Assam.

8. To study the working condition of IGNOU Regional and study centre functionaries with special reference to Assam.

9. To study the impact of IGNOU in Assam and in other states.

10. To make a comparative study on the status of the courses offered by IGNOU with special reference to Assam.