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CHAPTER I

INTRODUCTION

1.1 INTRODUCTION

Education is as old as the human race. Its importance has been realized since times immemorial and it continues right up to this day. It has been accepted as one of the primary needs of every civilized person. This is the only reason why philosophers and leaders of human thought have so eloquently sung its praises in all ages.

Education plays a vital role in giving human beings proper equipment to lead a gracious and harmonious life. Even lower animals make an unconscious effort to make their life happy by securing adjustment with their environment. Among human beings, the effort for self-improvement and making their life happy and comfortable is conscious and deliberate. They try to secure happiness not only at the physical, but also at mental and spiritual level. Education in the widest sense is this constant interaction between the individual and the environment. No good life is conceivable without education.

Thus, education is a purposeful and organized activity which is undertaken both by the educator and the learner for the sake of clear-cut objectives. Without an end or ideal no purposeful activity will have that force which is likely to have in the presence of the aim. In education, all the aims are more important. The reason is that the education, which bridges the gulf between the original nature of immature child and the exacting demands of the society which increase with growth of civilization.
Education in narrower sense is confined to school and college instruction. They believed that education starts when the child enters the school and ends with the departure from the school or college. In its broader sense, education includes all knowledge and experience, which tries to develop the child as an integrated human being. As such, education is not teaching of 3 R’s (Reading, Writing and Arithmetic), but it is training of 4 H’s (Head, Heart, Hand and Health). It is not limited to school instruction only. It is the sum total of experiences that the child receives inside and outside the school by different persons and through variety of subjects in the laboratory, library, playground and in the home and society.

Education literally means the bringing up or training, instruction strengthening of the powers of body or mind. It is the fulcrum upon which hangs the peaceful and evolutionary transition of society. Education is not the mere passing on of the cumulative wisdom of society to the next generation. Education can ensure that society is transformed peacefully. Education is an essential factor in shaping the future. Education can develop in people a dynamic non-conformist, non-conservative frame of mind.

According to the Indian Education Commission Report (1964-66), “The realization of the country’s aspirations involves changes in the knowledge, skills, interests and values of the people as a whole. This is basic to every programme of social and economic betterment of which India stands in need. If this ‘change on a grand scale’ is to be achieved without violent revolutions, there is one instrument and one instrument only that can be used: Education.”
In a world based on Science and Technology, it is Education that determines the prosperity, welfare and security of the people. Education can be a powerful instrument of social, economic and political change.

Real education has to draw out the best from the boys and girls to be educated. Education has been the torchbearer of humanity’s most noble ideals. Education means not merely intellectual cramming of information into the brain the application of them into one’s life so that life became better at individual, social, and spiritual levels. Education is a life transformer.

We, in India have accepted a secular, socialistic, democratic way of life. The Constitution of India lays down that universal, compulsory and free education must be provided for children up to the fourteen, within ten years of its promulgation. The Constitution has declared that there shall be equality of status and opportunity for all citizens. The Constitution has laid on the state the obligation to promote with special care the interest of those who suffer from social, economic or educational handicaps.

According to John Stuart Mill (1859), “The worth of a state in the long run is the worth of the individuals composing it”. The Indian Education Commission (1948) has observed that one of the important social objectives of education is to equalize opportunities enabling as a lever for the improvement of their and individuals to use education as a lever for the improvement of their condition. Every society that values social justice, and is anxious to improve the lot of the common man and cultivate all available talent, must ensure progressive equality of opportunity to all sections of the population. The need for universalization of education and total literacy cannot be
over emphasized. Education is the weapon of democracy and without good education for all, democracy will not be successful.

We need good, trained teachers to achieve the goal of universal literacy, poverty, over-population, sexual bias, narrow outlook, regional and economic disparities due to lop-sided development programmes, are enormous obstacles that hinder the cause of universal literacy. Therefore the need for teachers’ training is of vital importance, particularly in a country like India.

Even after six decades of attaining freedom from the foreign rule, we are still striving for a society which is free from various kinds of biases and imbalances such as rural/urban, rich/poor, and differences on account of caste, gender etc. The children of poor people and people belonging to groups suffering from specific disabilities and social discrimination also have to face the additional misery caused by lack of access to education.

Education plays a significant role in minimizing and overcoming these differences by providing equality of access to education and opportunity. The concept of distance education has emerged as result of man’s search for an education, which could be provided to a person at home.

1.1.1 Distance Education

‘Necessity is the mother of invention’ is too well-known a proverb to be elicited. In the days gone by, education from a distance was never thought of because teachers were available to teach who wanted to quench their thirst for knowledge. Not everybody was interested in higher education or education for leisure or for that matter, enhancing his knowledge for further promotion in his job.
But the situation is quite different at present, in the twenty first century. Time never ran so fast as today. Competition in life was never so hard, as we find at this juncture. Knowledge of man never became obsolete in such a short time as we find today. Now ambitions are going higher and higher. Every country has realized the need of educating its population in the real sense of the term. Every man or woman wants to improve his/her lifestyle and living standard. Continuing education is becoming a part of educational system. As such, the formal system of education prevalent was not sufficient to meet the demand of the coming century.

The formal system of education has two major constraints, viz., spatial and temporal. Education takes place within the campus and in classrooms and laboratories. It is confined to the early of one’s life, generally from six to twenty five years of age. But in today’s era of continuing and lifelong education, education does not end when formal schooling ends. Education is a continuous process that covers the entire life span of the individual. The formal system of education has spatial and temporal constraints. Distance Education is the need of the hour to transcend these limitations of formal education.

Moreover constraints in terms of manpower and money to build educational institutions appoint teachers, provide other infrastructure and the distance of students from the school/colleges led to the search of a via media which could alternatively be used to expand education and fulfill educational needs of all. Instead of bringing students to the schools and colleges, it was proposed to take school to the student and hence this concept of distance education came into existence.

Till almost the middle of the twentieth century, the term ‘distance education’ was unknown, although it had existed since the time, the postal service became
popular. In fact with the beginning of the postal service, people started sending messages and advice to their wards living far off. This was no doubt, education from a distance! The letters written by Pandit Jawaharlal Nehru to his daughter Indira Priyadarshini (Smt. Indira Gandhi) from Naini Jail can be cited as the first known instance of distance education in our country!

Distance education traced its origins to mid-19th century Europe and the United States. The pioneers of distance education used the best technology of their day, the postal system, to open educational opportunities to people who wanted to learn but were not able to attend conventional schools. People who most benefited from such correspondence education included those with physical disabilities, women who were not allowed to enroll in educational institutions open only to men, people who had jobs during normal school hours, and those who lived in remote regions where schools did not exist.

Distance Education is a viable and effective alternative channel for imparting education at all levels. Although the Constitution of India provides for equal educational opportunities to all, there are significant disparities in the availability of educational opportunities. Hence, Distance Education is no longer a matter of choice but a compulsion that will impart education to a large number of learners. Distance Education democratizes higher education by taking it to the doorsteps of the students and providing access to high quality education to all those who seek it regardless of sex, age or region.

Educators, statesmen, community leaders, scholars, and politicians express the need to speed up the adoption of distance education, especially at the college level.
They advocate that the sound pedagogical implementation of distance education can help to meet the challenges facing education today.

More than 70 countries of the world are offering distance education programmes in several forms at several levels. In India the first correspondence course at the University level was launched by the University of Delhi in 1962. The Punjab University, Patiala was the Second University to start correspondence courses in 1968. The University of Rajasthan, Jaipur also set up an Institute of Correspondence Studies and Continuing Education in 1968.

Meerut University and Mysore University started Institutes of Correspondence Courses and Continuing Education in 1969. The period between 1970 and 1980 witnessed a major thrust in correspondence education as institutes of correspondence education/directorates were set up in as many as 19 Universities.

Between 1980 and 1986 seven more Universities started institutes of correspondence programmes. By 1992 there were 41 Universities offering correspondence programmes in India. The Institutes of Correspondence Studies in these Universities offer undergraduate, postgraduate and diploma courses, mainly through the print media. Some Institutes use radio and television programmes to supplement lessons.

The eligibility criteria, curriculum and examination system are more or less the same as those followed conventionally in their respective Universities and Colleges. Personal contact programmes and counselling sessions are also organized by these institutes for their students. The learning outcomes of students are also measured through assignments submitted by them.
1.1.2 Types of Professional Educational Training

To enter the teaching profession, one needs specialized knowledge and skills besides general education. Moreover, teaching is a living science. The teacher has to keep up to date with regard to the latest trends and practices of education. Process of education of teachers is continuous. Hence it has the following:

i. Pre-service Training: It gives professional preparation. Pre-service teacher education is a compulsory qualification for anyone who wants to become a teacher today.

ii. In-service Training: It is related to professional growth of teachers working in schools. Initially this was felt necessary to provide opportunity for untrained teachers working in primary and secondary schools to get themselves trained in professional skills.

Models of teaching are even improving due to the impact of psychological and sociological research. To cope with the situation, educators, teacher educators and administrators of education have to be updating their professional knowledge and skills, while they are in service. Hence wide ranging in-service education programmes have to be developed.

1.2 NEED AND SIGNIFICANCE OF THE STUDY

The success of the distance learning hinges upon the background, characteristics, expectations and competence of the learner because distance education is basically individual entered system. The learner is the axis around which the system of education revolves. Research and development helps to understand the learner, his attitude towards distance learning and makes the whole working of the system smooth and effective. Indira Gandhi National Open University (IGNOU) is making an attempt
to create an open educational scheme through web-based teaching and learning tools, such that learners have access to high quality, affordable materials and learning interactions that meet their requirements in the rapidly changing information age. The responsibility of the university in the case of B.Ed programme is not completed by providing materials and conduct classes for the learners but it is needed to provide proper training programmes for the prospective teachers.

1.2.1 Teacher Training

It has been defined as a process of helping others to acquire skill and knowledge without reference to any great meaning for the individual’s learning to perform the skills or to verbalize the knowledge, these being performed at the instance of conditional course.

It is necessary that recruitment to teacher training institutions should be regulated through stringent aptitude and attainment tests, giving special consideration to service students, sportsmen and people with manual dexterity and wider interests.

There is general acceptance regarding the need for reform of pre-service teacher training arrangements and also an increasing realization regarding in service training or continuing education of the teaching community.

1.2.2 Need for the Training of Teachers

Teaching is an art. This art has to be learnt by undergoing a specific training. In the beginning of the present century the general belief was that ‘teachers are born not made’. Mastery of the subject was required for a would be teacher and professional training was not considered necessary. But with the increasing
knowledge about child psychology and advancement in the science and pedagogy, the old belief has changed now. Teaching is beginning to be recognized as an expert’s job. The whole concept about teacher and teacher education has undergone a tremendous change.

A teacher is supposed to understand the child when he teaches. Pedagogy demands that the teacher should know the subjects as well as the child. An untrained teacher would be a loss to undertake this responsibility. Therefore, training is needed to perform this task successfully.

Education of teachers is of utmost importance to make teaching an interesting process. In the hands of untrained teacher, education degenerates into formal instruction. He follows the unpsychological and unscientific teaching methods consequently education becomes dull and uninteresting. Training prepares the teacher for his job and makes him competent.

Knowledge of learning and teaching process, planned education, different qualities of a teacher can be developed only through a programme of regular training. Hence, there is a greater need for training of teachers.

The present status of teacher education with its deteriorating standards is pushing all sorts of dull, inefficient and disinteresting people into teaching profession. The rapid expansion of school education and phenomenal rise in pupil enrollments has led to a great demand for teachers. More and more educated persons, many of them the first generation of the educated in their families have taken to the teacher career more out of necessity and availability of job than of love or aptitude for teaching. Also, a large number of teacher education institutions with meager facilities
and indifferent personnel have sprung up. As a consequence, the standards have gone down. Thus the job of the research in the field of teacher education should be to take up such studies as would help to understand the various aspects of teacher education.

1.2.3 Recent Trends in Distance Education

Distance education has been witnessing unprecedented expansion in the recent past, and is now recognized as a proven means of extending, to a large number of aspirants, access to educational provisions, right from primary to tertiary levels, in most countries of the world. Since its inception a century before, it has metamorphosed itself considerably from correspondence education to virtual education. Distance education programmes are being offered with the help of a plethora of interactive media - printed material, audio-video programmes, teleconferences, internet, academic counselling, assignments, face-to-face workshops, project work, practical works, etc. However, these technologies may influence learning in unanticipated ways if used without understanding the implications for student learning (Maher, 1998). ‘Distance education is currently experiencing great growth in new applications of interactive technologies, but we have not guaranteed that, without critical reflection on our practice, we will produce any significant growth towards transformative learning, towards the development of personal empowerment and critical abilities to question rather than to accept assumptions, beliefs and expectations about one’s role in the World’ (Burge & Haughey, 1993: 2). Hence, the assumptions which have driven distance education theoreticians and practitioners to believe that different distance education technologies induce student learning. Although such assumptions may be true, they need to be empirically validated.
One can find a number of empirical validations pertaining to student reactions or perceptions to distance education from several perspectives. Similarly, comparative effectiveness of distance education and traditional education systems has also been studied in terms of several variables. For example, researchers have examined student feedback on print material (Sahoo, 1985; Koul, 1988; Kamau, 1995), on academic counselling (Sahoo, 1985), on audio video programmes (Sahoo & Patri, 1998), on assignments (Biswal, 1979; Sahoo, 1985), on delivery of printed material (Sahoo, 1985). Similarly educators who continue to employ alternate modes of study and those who continue to participate in them report distance delivery to be positive (Barker & Platten 1989). Others have also reported that student achievement levels in distance learning are comparable, if not slightly higher than those learning in the traditional face-to-face classroom (Kirby & Chugh, 1993).

However, these studies do not validate the assumption that different distance education technologies contribute to student learning or achievement. Of course, a few studies have attempted to examine this aspect. For example, Maher (1998) studied the impact of delivery media on student learning. Fritsch & Strohlein (1998) examined the effect of mentor support on the performance of distance education students. They compared the effect of classroom lecture / discussion and live televised instruction on student performance, attitude and interaction. But, there is hardly any study which has examined the impact of face-to-face workshop on the academic achievement of distance teacher trainees. The present study is an attempt to assess the impact of face-to-face workshop on the academic achievement of distance teacher trainees of Indira Gandhi National Open University (IGNOU), India.
1.2.4 Indira Gandhi National Open University (IGNOU)

The encouraging response to the Andhra Pradesh Open University culminated in the establishment of the Indira Gandhi National Open University by an Act of parliament on 20th September 1985. This University has been charged with the dual responsibility of providing opportunities for higher education to larger segments of the population, particularly those for whom access to the formal system is difficult or impossible, and also for developing the Open University system and distance education systems in India and to coordinate and determine standards in such systems.

Indira Gandhi National Open University (IGNOU) is a university with a mission to open doors of higher education to all and make learning innovative, flexible, job oriented and cost-effective.

To achieve its mission, IGNOU has set-up aims of:

i. Expanding higher education facilities and widening access by a diversity of means
ii. Providing need based programmes
iii. Reaching out to a large number of people, especially the disadvantaged
iv. Establishing and operationalizing a major Open University network
v. Establishing and developing educational resource bases
vi. Assuring the quality of programmes, and services offered

Mishra (2009), found that the IGNOU centres need to improve the presentation of the courses to reach the maximum result in the academic aspects. Lalitha (2006) suggested that appropriate technologies have to be used in imparting
effective curriculum transaction. Bansal (1999) suggested that interactive teleconferencing has helped to achieve the course objectives to the maximum. Modern technologies like teleconferencing seems to helping in capacity building of the teachers (Ranjan, 2012). Fozdar (2007) supported that the modern technologies such as mobile phones can be used as a supporting instrument to enhance retention of the students.

Teachers can act as trail-blazers in the lives of learners and in the process of education for development. If teachers acquire professional competencies and commitment, and if they are enabled and empowered to perform their multiple tasks in the classroom as well as in the school and the community in a genuinely professional manner, then a chain reaction can begin-starting with a sound teacher performances and culminating into a high quality learning among increasingly more students in cognitive, affective and psychomotor areas of human development.

1.2.5 IGNOU B.Ed Programme

IGNOU launched a Bachelor of Education (B.Ed) programme in 2000, to meet the professional requirements of untrained graduate teachers working at different levels of education. The programme, with 48 credits, has duration of two years in the minimum or four years in the maximum. The programme comprises eight theoretical courses of four credits each and practical courses of sixteen credits. The instructional components of the programme consist of self-learning materials, academic counselling, assignments, audio-video programmes, teleconferences, school-based activities, and face-to-face workshops. It is assumed that each of these instructional components does have an impact on the achievement of the teacher trainees; there is hardly any empirical evidence in support of such an assumption.
The success of the distance learning hinges upon the background, characteristics, expectations and competence of the learner because distance education is basically individual entered system. The learner is the axis around which the system of education revolves. Research and development helps to understand the learner, his attitude towards distance learning and makes the whole working of the system smooth and effective. IGNOU is making an attempt to create an open educational scheme through web-based teaching and learning tools, such that learners have access to high quality, affordable materials and learning interactions that meet their requirements in the rapidly changing information age.

The strategic importance of secondary education in India is well recognized and has been changing over the years. It is which facilitates occupational and social mobility. In this world of ever increasing competition, quality of performance has become an important factor. Studies focused on the characteristics of educational developments in India suggest that there has been a positive spurt in quantity and a negative spurt in the quality of overall education. Secondary education is very much valuable and of crucial importance in a country with a large number of villages and rural population because of its terminal and transactional nature. It necessitates imparting quality teacher education at secondary level.

The conventional face-to-face system of education has proved to be inadequate to accommodate the growing needs of the burgeoning population especially in a developing country like India. Distance education is an effective alternative system that cuts across the barriers of time and space and utilizes mass media in addition to print materials, counselling sessions and also utilization of sophisticated user-friendly internet media with flexible study patterns. Considering
the requirement of manpower and largest groups that two systems can serve both conventional and Open Distance Learning systems can co-exist and supplement each other.

Distance education has become the need of the present times. It has been felt that the multimedia support services are of great relevance to distance education in reaching the unreached in terms of target group and place, and play a very vital role in democratizing education while maintaining quality. It is professed aim of distance education to provide excellent quality education in all the different programmes of study available, with multimedia package, for which IGNOU is noteworthy one.

An independent assessment of the efficacy of teacher education programme on the basis of the extent to which the teaching skills developed during training is transferred to the actual teaching is important. Though teacher education programmes being offered by IGNOU for more than a decade, still the programme outcome is not upto the desiring level of expectation. Still there are dropouts during the programme of their study. Moreover there are occasions that the candidates often prolong the programme duration and complete the programme at the maximum period of time. These are the indicators like the effectiveness; attitude of the clients, facilities available, etc have to be studied thoroughly for the benefit of the educational system. Most often the clients offered with the C grade which indicates that they do not have much effectiveness to inspire their students and teacher educators. As the system needs a critical analysis of its functional and facilities effectiveness, the researcher has chosen the present investigation as the topic of research.
1.3 STATEMENT OF THE PROBLEM

It is assumed that IGNOU B.Ed programme can have a prominent role in imparting quality teacher education. An independent assessment of the efficacy of teacher education programme on the basis of the extent to which the teaching skills developed during training is transferred to the actual teaching is important. Of course, there have been studies of teacher trainees’ feedback on the various components of the programme. Sharma & Singh (2001) found that reactions of the student teachers to a large extent were positive on the major components of the B.Ed programme. Sharma (2002) found that reactions of the student teachers on major components of the B. Ed programme were positive except interaction of students with peers as well as teacher educators, audio-video inputs, discussion of assignment questions by the resource persons, feedback on the assignments.

Shukla (2002) found that student teachers rated IGNOU B. Ed programme more comprehensive and better than the conventional B. Ed programme. Rastogi & Sahare (2003) found both SIM & TCR strategy equally effective in raising level of knowledge of B. Ed students. But none of these researches has attempted to find out whether IGNOU B.Ed programme has an impact on the academic and professional performance of distance teacher trainees in terms of their sex, age, residential background, educational qualification, school background, subjects of study, etc. Hence, a study is undertaken to assess the efficacy of IGNOU B.Ed Programme on the academic and professional performance of teacher trainees of IGNOU. Hence the study “An Assessment of the Efficacy of IGNOU B.Ed Programme in the Context of the Academic and Professional Performance of Teacher Trainees” is taken up by the researcher.
1.4 DEFINITION OF THE KEY TERMS

**Assessment:** It is the process of gathering and discussing information from student teachers in order to develop a thorough understanding of what learners know, understand, and can do with their knowledge as a result of their educational experiences.

**Efficacy:** Efficacy is the power to produce an intended or desired effect as shown in the production of it. The public image of a teacher is that he possesses certain basic qualities and abilities developed by the teacher education programme. The capacity of the IGNOU B.Ed Programme to develop these qualities and abilities is the ‘efficacy’ which the investigator intends to study.

**IGNOU B.Ed Programme:** The programme of activities and experiences are developed by IGNOU for the preparation of prospective and well trained teachers. These are expected to be self-contained, properly directed, motivating and will help to improve the skills related to the cognitive and affective behaviour of the learners.

**Academic and Professional performance:** The skills, capabilities and moral and ethical values acquired and practiced by teachers from the teacher education programme.

**Teacher Trainees:** Those who are undergoing teacher training programme namely B.Ed with the qualification of any degree for their professional improvement to get the professional qualification with the degree of B.Ed and enter into the profession of teaching.
1.5 HYPOTHESES FORMULATED FOR THE STUDY

1. The IGNOU B.Ed programme is distinct and has high potential for imparting academic and professional qualities and values in teacher trainees.

2. There is maximum transfer of the academic and professional skills and qualities developed during the training period, to the actual classroom situation.

3. There is significant positive correlation between multimedia usage and academic performance of distance learners.

4. Significant differences exist among distance learners in their usage of multimedia learning facilities on the basis of their background variables.

5. The teacher trainees in the IGNOU B.Ed programme experience difficulties in accessing and practicing the activities envisaged in the programme.

1.6 OBJECTIVES OF THE STUDY

1. To find the curricular potential of the IGNOU B.Ed programme for imparting quality teacher education;

2. To find out the general nature of attitude of teacher trainees towards the IGNOU B.Ed programme;

3. To find the extent of use of activities in the IGNOU B.Ed programme for improving the academic performance of teacher trainees;

4. To find the extent of use of activities in the IGNOU B.Ed programme for professional development of teacher trainees;

5. To identify the teacher efficacy of teacher trainees of IGNOU B.Ed programme;
6. To find out the difficulties being encountered by teacher trainees while engaging in the activities of the IGNOU B.Ed programme; and

7. To identify measures to enhance the availability, accessibility, and create the academic and professional aspects of the IGNOU B.Ed programme to the teacher trainees on the basis of the findings of the research.

1.7 METHODOLOGY IN BRIEF

1.7.1 Method

The method of research used in the present investigation is survey to collect data from the selected sample to analyze them to arrive at meaningful findings. The sample for the study will constitute a representative group of teacher trainees and teachers (N=600) of IGNOU B.Ed Programme, selected on the basis of 'stratified random sampling technique'.

1.7.2 Tools and Techniques Used

The researcher has used the following tools to collect data to arrive at meaningful findings:

1. Quality of Curriculum Scale (QCS): This tool was prepared by the researcher under the supervision of the guide and consists of 31 statements which have five options such as excellent, adequate, good, satisfactory and poor, having the scores as 5, 4, 3, 2, 1 and vice versa. It includes dimensions such as information or content, strategy of implementations, evaluation, teacher behaviour

2. Attitude towards IGNOU B.ED Programme Scale (AIBPS): This tool was prepared by the researcher under the supervision of the guide. This tool
consists of 22 statements. Every item has been given three options such as agree, undecided and disagree. The scores are assigned as 3, 2 and 1 for positive items and vice versa.

3. **Multimedia Usage Scale (MUS):** This tool was prepared by the researcher under the supervision of the guide and consists of 18 statements which have five options such as always, often, occasionally, rarely and never, having the scores as 5, 4, 3, 2, 1 and vice versa. It includes dimensions such as academic purpose and non-academic purpose.

4. **Teacher Efficacy Scale (TES):** This tool was developed by Guskey & Passaro (1994) which consists of 21 statements which include the dimensions such as I factor and E factor. The scores are assigned as 3, 2 and 1 for positive items and as reverse for negative items.

5. Interviews with experts and persons associated with Programme Centres of IGNOU regarding the feasibility of the B.Ed Programme

The tools are administered on the sample under standardized conditions and the data thus collected are analyzed using appropriate statistical techniques.

**1.7.3 Variables of the Study**

In the present study four variables have been selected as the prime factors that have to be studied in detail so as systematic findings can be arrived. The major variables of the study are quality of curriculum, attitude of student teachers towards IGNOU B.Ed programme, usage of multimedia and teacher efficacy of student teachers of IGNOU B.Ed programme. The background variables refer to the following:
a. Gender (Male / Female)

b. Age (Below 25 / 25 – 45 / Above 45)

c. Locality (Rural / Urban)

d. Years of Teaching Experience (Below 5 years / 5 – 10 years / Above 10 years)

e. Subject (Arts / Science / Language)

f. Nature of Service (Government / Aided / Unaided)

1.7.4 Population and Sample

The population of the present investigation comprises of the student teachers those who are doing their B.Ed programme in IGNOU, New Delhi through distance mode and working as a teacher in a school.

The sample of the present investigation comprises of 480 student teachers doing their B.Ed programme in IGNOU, New Delhi, covering all the groups selected randomly from various programme study centres of IGNOU in Kanyakumari District of Tamilnadu and Kollam District of Kerala.

Sampling Technique

The sampling technique adopted in the present study is random sampling. A prior planning was made by the researcher with her guide to choose proper strata of learners from the population in a random manner.
1.7.5 Procedure Adopted for the Study

The researcher analyzed about the system of teacher education programmes of IGNOU and the materials offered for the purpose of training. After the selection of the variables to be studied on the system of educational system, the researcher has reviewed the structure of programme and courses available in the IGNOU B.Ed programme.

Efforts have been made to prepare and validate the assessment instruments to assess the variables identified. Items were prepared in connection with the variables selected for the study such as effectiveness of the programme, usage of multimedia, attitude of student teachers towards the programme. Interviews were carried out with various people of educational system such as teacher educators, programme in-charges, student teachers etc to understand about the strength and weakness of the programme.

The content validity of the prepared tools was established by giving the tools to the experts in education and experienced programme in-charges of IGNOU B.Ed programme. The prepared tools have been administered with 100 student teachers to establish validity and reliability of the tool. The final tools were administered to the student teachers of various study centres and the completed tools have been received and the scores have been computed as per the key of the tool.

The personal information collected from the student teachers and the scores of concerned tools have been entered in the table format and undergone systematic statistical analysis and the findings have been arrived from them.
1.7.6 Statistical Techniques Used

Following are the statistical techniques that are used in the present research for the purpose of analysis of data:

i. Apart from Arithmetic Mean and Standard Deviation, ‘t’ test for independent and large sample was used to find out the significant differences between two means

ii. ANOVA was used to find out the difference among more than two means

iii. Post ANOVA Test (Scheffe) was used to find out the significant difference between means when the F score is significant

iv. Carl Pearson’s Product Moment Correlation was used to find out the relationship between two variables

v. Regression Analysis was used to find out the predicting nature of independent variables on the dependent variable

1.8 SCOPE, DELIMITATIONS AND LIMITATIONS OF THE STUDY

The present study can bring out concrete findings about the nature and level of quality of B.Ed programme, attitude towards B.Ed course, multimedia usage and their academic performances. It may bring out the impact of various background variables of the sample selected for the present study. It may also bring the impact of one attributes on the other variables selected for the study. On the basis of the findings of the study, recommendations can be drawn to the various sectors of the educational system such as educationist, the government, teachers and administrators. Being the teachers are the national builders, the findings of the study may be useful to have a
data on the qualities and ways to improve their status. Thus the present study may be an important contribution for the field of education especially distances education.

“Delimitations are the boundaries beyond which the study is not concerned” (Mohan, 2010).

The delimitations of the present investigation are:

1. The study is limited to student teachers those who are undergoing their B.Ed degree course in Indira Gandhi National Open University (IGNOU)
2. The research is limited to Kanyakumari District of Tamilnadu and Kollam District of Kerala
3. The sample of the student teachers are chosen only from the programme study centres available in the above stated location

The following are the limitations that were faced by the researcher while carrying out the research:

1. Though the research has its area as the programme centres falling under the jurisdiction of Thiruvananthapuram Regional Centre, it hardly has seven institutions from where the data have been collected
2. Even after the effort of the researcher, few items were not responded by the respondents
3. Being the off– campus, B.Ed programme of IGNOU has hardly 15 days of workshops, getting permission for data collection needed a intensive effort
4. As the student teachers of IGNOU B.Ed programme are heterogeneous group, conveying the information to the group is highly challenging and often leads to wrong interpretations
5. Tedious effort was needed to collect their practical and theoretical performances in the previous examination which includes getting permission and collect information from the programme centres and regional centre.

1.9 FORMAT OF THE REPORT

Chapter I includes a brief introduction, discussion of the need and significance of the study, statement of the problem and definition of the key terms, hypothesis formulated for the study, objectives of the study, methodology in brief, scope, delimitation and limitations of the study. Chapter II consists of the bulk of literature as well as studies reviewed in relation to the topic chosen to establish the framework of the present study. Chapter III furnishes the methodology which includes the method and design adopted in the present study, tools and techniques used for preparation and description of the tools, population, sample, statistical techniques used, and data collected. Chapter IV depicts the analysis of the data collected and interpretation of the data in detail. Chapter V provides the summary, conclusion and suggestions for further research.

*The next chapter deals with Review of Related Literature.*