

Teacher Education Programme in IGNOU: An Analysis

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ABSTRACT

The present study was conducted with the objectives like to study the usefulness of Self-Learning print materials of B.Ed. programme, to study the Workshop-based Activities B.Ed. programme in IGNOU, to study the school-based Activities of B.Ed. programme in IGNOU and to study the internship programme of B.Ed. programme in IGNOU. The study revealed that self-learning materials helped to improve the teaching skill. Workshop activities were meaningful but it should be organised timely. Internship and school-based activities were helpful for enhancing the professional skills of the student teachers.

Keywords: Teacher Education, IGNOU, Internship, WBA, SBA

INTRODUCTION

Indira Gandhi National Open University (IGNOU) offers Teacher Education programme which aimed for enhancing the professional skills of teachers through Online and Distance Learning (ODL) mode. IGNOU has played a crucial role in democratising education with the teacher education programme being one of its flagship initiatives. Teacher education programme in IGNOU has aim to prepare competent teachers who can meet the challenges of the 21st century. In-service teachers and graduates having D. El. Ed. qualification that are unable to attend face to face mode of teacher education programme due to various problems can able to enrol in IGNOU. This is significant in catering to diverse learner needs, working professionals and those seeking professional development.

It is important to saying that the progress of a country depends on the quality of the education, which depends on quality of teachers. Teacher education programme through distance mode serves to achieve the objectives of teacher education by adopting theoretical and practical areas. Researcher had gone through various selected studies conducted by Dr. Saravanakumar, A. R. and Dr. Subbiah, S. (2012), Goswami, R (2022), Jena, P.K (2022), Asgar, A and Panda, S (2022), Bose, S (2021), Abdullah, N. A and Mirza, M. S (2020), Bozkurt, A (2019).

In open and distance learning system, it is necessary to evaluate and revise the programme after every five years. It is evident that no studies have been conducted in Odisha on Distance teacher education programme. Hence, the investigator took interest to conduct the present study.

Statement of the Study:

The problem is stated as “Teacher Education Programme in IGNOU: An Analysis”. The purpose of the study is to know what kinds of benefits that the pupil teachers are getting from IGNOU and how teacher education programme is going on in a systematic manner in IGNOU.

Research Questions:

- Weather the student teachers are satisfied and getting benefits using the Self-learning print materials of B. Ed. Programme?

- What is the opinion of student teachers on Workshop- based Activities in B. Ed. Programme?
- What is the opinion of student teachers on School-based Activities in B. Ed. Programme?
- How could Internship programme of B. Ed. Programme help the student teachers to improve their professional skills?

Objectives of the Study:

Following objectives have been framed to conduct the study

- To study the usefulness of Self-Learning print materials of B.Ed. programme.
- To study the workshop-based Activities B.Ed. programme in IGNOU.
- To study the school-based Activities of B.Ed. programme in IGNOU.
- To study the internship programme of B.Ed. programme in IGNOU.

Delimitations of the Study:

The present study was conducted with the following delimitations.

The study was delimited to only B.Ed. Students enrolled in the study centres of NDWCTE (CENTRE CODE-2160P) Bhubaneswar, and CTE Balasore (CENTRE CODE-2162P) under IGNOU Regional Centre, Bhubaneswar (RC-21), Odisha.

Method of the Study:

The present study employed Descriptive Survey Method.

Population of the Study:

All the B.Ed. students enrolled in 2024 in all the study centres under RC Bhubaneswar are the population of the study.

Sample of the Study:

The samples drawn systematically from the population by adopting simple random sampling technique. 100 numbers of B.Ed. students who enrolled during academic session 2024 had selected from NDWCTE, BBSR and CTE Balasore study centres as sample of the present study.

Tools used to collect Relevant Data:

Questionnaire for Student Teachers was designed by the investigator as per the objectives and used for collecting the data.

Procedure of Data collection:

The researcher had used various tools developed by him to collect data from different respondents. The data pertaining to the problem had collected from the two major sources. They are:

- Primary Sources:** The researcher collected related literature from the books, journals, dissertations, theses, Survey of Research in Education by NCERT and World Wide Web sources.
- Secondary Sources:** The researcher used tool in order to collect data pertaining to different objectives of the study. The various procedures for collecting data are discussed below.

The researcher had collected the mail ID, contacted number of sample and then sent the questionnaire through mail with clear cut instructions along with a request to fill the questionnaire and resend through mail. The researcher followed them regularly.

Statistical Techniques Used:

It includes both qualitative and quantitative techniques. The data collected from various respondents analysed by adopting content analysis for open ended questions and percentage analysis has done for close ended questions. For quantitative analysis, he had used techniques of percentage analysis and for qualitative analysis content analysis done by the researcher.

Analysis and Interpretation of Data:

Analysis and Interpretation of Feedback of B.Ed. Student Teachers on Various Aspect of B.Ed. Programme:

(A) Self-Learning Print Materials:

Table 01 Responses of the Students on the Nature of Self-Instructional Materials are presented

Nature of B.Ed. programme materials	Frequency	Percentage
Fully Self-instructional	84	84
Partially Self-instructional	12	12
Reasonably Self-instructional	04	04
Not at all Self-instructional	0	0
Total	100	100

In table 1: it is found that 84% of the respondents mentioned that B.Ed. programme materials are fully Self-instructional also responses of the respondents on the relevancy of contents of the materials are presented.

(B) Work Based Activities (WBA):

Table 02 Respondent Feedback on Workshop Based Activities (WBAs)

Sl. No.	Feedback on WBAs	Yes	No
01	Attending workshop for 12 days.	84 (84%)	16 (16%)
02	Design of workshop schedule effectively.	80 (95%)	4(5%)
03	Satisfaction with the presentation.	80 (95%)	4 (5%)
04	Increasing workshop days.	42(50%)	42(50%)
05	Help from workshop activities in development of professional skills.	84(100%)	00 (00)
06	Academic and professional problems faced during workshop.	12 (14%)	72 (86%)

It is revealed from table 2 that 84% of them attend workshops for 12 days at their study centres; 95% of them said that all the workshop sessions were designed effectively. 95% of them satisfied with the presentation delivered by the resource persons, 100% of them said that the workshop helped them in improving their professional skills and 86% of them answered that they did not face any academic and professional problems during workshop. A few of the respondents dissatisfied with the presentation because they felt some misconception and doubts regarding Workshop based activities.

Some of the respondents suggested increasing the number of days of the workshop to 18-22 days so that they get an opportunity to interact with peers and gain more knowledge on various aspects of the programmes. A few of them suggested that it should be decreased the workshop to 5 days. Opinions of Majority of respondents

satisfied with the 12 days of workshop.

(C) School Based Activities (SBA):

Table 03 Respondent Feedback on School Based Activities (SBAs)

Sl. No.	Feedback on School-Based Activities	Yes	No
01	Conducting School Based Activities.	100(100%)	00 (00)
02	Professional help obtained from SBAs.	100 (100%)	00 (00)
03	Cooperativeness and helpfulness of Mentors/ Headmasters.	100 (100%)	00 (00)
04	Difficulty in conducting Activities.	20 (20%)	80 (80%)

It is found from the table 3 that, 100% respondent said that they conducted SBAs; 100% of the respondent viewed that the SBAs helped them in enhancing their professional skills; all of the respondents agreed that the mentors/ Headmaster were cooperative and helpful to them and 80% of them did not face any difficulty in conducting School Based Activities.

(D) Internship Programme:

Table 04 Feedback of Respondents on Various Aspect of Internship Programme

Sl. No.	Aspect Of Internship programme	Yes	No
01	Delivering 40 lessons	80(80%)	20(20%)
02	Help from mentors/ Headmasters	80(80%)	0
03	Awarding grades by supervisor	80(80%)	0
04	Difficulties in Delivering Lesson	8(10%)	72(90%)

It is found from the table 04 reveals that 80% of the respondents delivered 40 lessons in two methodology courses at their respective school; 80% of them said that they took help from their Mentors/Headmasters for planning and delivering the lessons; 80% of them said that the grades were awarded by the supervisors in the help of teaching assessment battery (TAB); 10% of them said that they faced difficulties while delivering 40 lessons.

Major Findings of the Study:

The findings of the study are stated below.

- The researcher collected 100 responses out of them 84% of the respondents mention that SLMs are fully self-instructional and relevant.
- Self-learning materials helped them to improve their teaching skill and help them to be competent in their profession.
- All of the learners stated that workshop programme is valuable; worthy and useful. It contributes for improving their professional skill. Further they opined that workshops are not organised on time. The duration of workshop should be 3 weeks and more than that was the opinion of half of the respondents.
- 80 (95%) of them said that all the workshop sessions were designed effectively also same satisfied with the presentation delivered by the resource persons.
- Majority of them reported that they did not face any academic and professional problems during workshops and resource persons are very cooperative and helpful.

- All student teachers stated that SBAs helped them in enhancing their professional skills. 80 (80%) of them suggested that they did not face any difficulties during school-based activities. So, it can be concluded that mentors / Headmasters are cooperative and it is very beneficial for enhancing professional skills among student teachers.
- All the student teachers delivered all 40 lessons in two methodology courses. 08 (10%) of them said that they faced difficulties in search of the schools for their internship activities.

CONCLUSION

The IGNOU B.Ed. program effectively develops teaching skills through workshops, school-based activities, and internships. Student teachers enhance classroom management, lesson planning, and instructional techniques while learning to use teaching aids and innovative methods. Interaction with resource persons and counsellors fosters positive attitudes toward teaching. Self-learning materials (SLMs) deepen their understanding of pedagogy, learner psychology, and evaluation methods. The program also covers school management and student support strategies, preparing educators to address academic and personal challenges.

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