**PROBLEMS OF IGNOU B.Ed. STUDENTS**

**IN KERALA**

**DILEEPKUMAR A.**

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the requirements for the Degree of**

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**2005**

**D E C L A R A T I O N**

 I, **Dileep Kumar A.,** do hereby declare that this dissertation entitled, **PROBLEMS OF IGNOU B.Ed. STUDENTS IN KERALA** has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

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**C E R T I F I C A T E**

 I, **Prof. C. Abdusalam**, do hereby certify that this dissertation entitled, **PROBLEMS OF IGNOU B.Ed. STUDENTS IN KERALA** is a record of bonafide study and research carried out by **Mr. Dileepkumar A.,** under my supervision and guidance and has not been submitted by him for the award of a Degree, Diploma, Title or Recognition before.

Farook Training College **Prof. C. ABDUSALAM**

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Farook Training College,

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**B I B L I O G R A P H Y**

**A P P E N D I C E S**

**INTRODUCTION**

 Education is an ever evolving concept. So many changes have taken place in its structure and form through the ages. According to the article 14 of the constitution, India was committed to provide within ten years free and compulsory education to boys and girls up to the age of fourteen. But this goal has not been achieved so far. Formal education system has been playing a vital role since Independence. But it has been perpetuating the disparities and unbalanced growth in the society. It has been realized that the conventional system cannot make universalisation of education a success due to its inadequacy in various aspects.

 Therefore, the situation demands an effective alternative education system such as distance education and open University system. Open University system was designed to offer opportunities for part-time students for learning at a distance and for innovation in the education system.

**Distance Education**

Distance education has been considered as a method of teaching in which there is no regular face to face relationship between the teacher and the taught but they are linked mainly through correspondence i.e, printed media, radio, T.V etc, Distance education is a method of imparting knowledge, skills, and attitudes by the extensive use of technological aids, media, especially for the purpose of producing, to instruct greater number of students at the same time wherever they live.

 Distance education was introduced in India for the first time in 1962 by the University of Delhi and in 1963, an expert Committee appointed by U.G.C with D.S Kothari as Chairman recommended establishment of Directorate of Correspondence Course. The Indira Gandhi National Open University (IGNOU) establishment in 1985 marks a landmark in the history of distance education in India.

 At present we have a large number of people to educate and larger amount of knowledge to be imparted than we had at the time of Independence. This call for a rethinking on our part. The fundamental question is 'how to provide more and more knowledge to more and more people within the limitation of time and resources at our disposal. Fortunately scientific and technological advancement has come to our rescue. We believe that it is possible to increase the efficiency of education by using modern information technology. This is the basis of distance education, as an alternative approach.

 The establishment of open universities was recommended by a working group headed by G. Parthasarathy (1974), which was constituted by the Government of India to study the problems and recommend solution. The lead was taken by the state of Andrapredesh by establishing Andhrapredesh open University at Hyderabad in 1982. At national level, IGNOU was setup in 1985 by an act of parliament. After this some state governments also gave some serious thought to the matter and started establishing open Universities at the state level. The share of distance education (NPE. POA, 1992) in the total enrolment which was 11.5% in 1992 had increased to 16.5% by the end of 8th five year plan (1992-1995).

 The conventional system of higher education in India though very large, could serve only a microspically small section of the population because of its restricted scope and rigid approach. It could not reach out to those who;

1. were left out and could not continue their education beyond secondary stage due to familiar and economic constraints.
2. dropped out without completing even the first degree course and joined job-market or family occupation.
3. wanted to continue their education for improving of knowledge and skills while remaining in employment.
4. lived in geographically isolated area having peculiar climatic condition and
5. belonged to socially and economically weaker section of the society including women.

The open learning system is an alternative to the conventional one. On the one hand, it has to provide for equality of educational opportunities. So as to democratize Higher education and on the other, it has to introduce an element of "flexibility" in the curriculum so as to provide for a grater variety and larger spectrum of educational choice.

The main difference between conventional and open learning of education lies in the delivery system. In the conventional system there is face to face interaction between teachers and the learners in a formalized class room situation. While on the contrary, direct interaction is minimum in open learning and teaching learning process goes on through mass media with occasional contract programmes. Therefore the delivery system is the backbone of the open learning system.

Distance education is an emerging system of education. Development and expansion of distance world over and its popularity by virtue of its openness, flexibility, wide access multimedia teaching and a wide range of course offering relevant to the social needs have ushered in an era of globalization of distance education. Distance education helps in extending education to people at large and in equalizing educational opportunities. It can provide instruction to those living in remote areas where formal educational opportunities are rare. Distance education offers a vast scope of for innovation in teaching methods, provides scope for variety of subjects and inter disciplinary options. It is flexible and highly economical compared to formal system and enables the learner to learn at their own pace, place and time. Distance education involves all media technology such as Radio, T.V., audo cassettes and video tapes to supplement print media.

**INDIRA GANDHI NATIONAL OPEN UNIVERSITY (IGNOU)**

 IGNOU came to being on September 20, 1985 by an Act of Parliament (1985) to achieve the following objectives:

– democratising higher education by taking education to the door steps of the learners.

– providing access to high quality education to all those who seek it irrespective of age, region, or formal qualifications.

– offering need-based academic programmes by giving professional and vocational orientation of the courses.

– promoting and developing distance education in India.

– as an apex body, setting and maintaining standards in distance education in the country.

 Special features of IGNOU are:

– Relaxed entry regulations.

– Study according to your own pace and convenience.

– Flexibility in choosing the combination of courses from a wide range of disciplines.

– Study from our own chosen place.

 IGNOU has emerged as one of the largest open universities in the commonwealth. Establishment of Distance Education Council (DEC) for the co-ordination and determination of standards of distance education systems in the country (1992) and recognition of a centre of excellence in distance education by the commonwealth of learning (1993) are the important achievements in the field of IGNOU.

**Bachelor of Education (B.Ed.) Programme**

 The B.Ed. programmes of IGNOU aims at developing the understanding and competencies required by practising teachers for the effective teaching-learning process at the secondary stage. The programme also provides opportunities of sharing experiences gained by practising teachers. It enables in-service teachers to select and organise learning experiences according to the requirement of learners. It provides knowledge and develops in them an understanding of areas such as educational evaluation, school management, etc.

 The B.Ed. programme aims to enable practising teachers to achieve the following objectives:

i) To systematize experiences and strengthen the professional competencies of inservice teachers.

ii) To imbibe the knowledge and develop an understanding of various methods and approaches of organising learning experiences of secondary school students.

iii) To develop skill required in selecting and organising learning experiences.

iv) To understand skill involved in dealing with the academic and personal problems of learners.

v) To understand the nature of learners and the learning process.

vi) To acquire the knowledge and develop an understanding of the various procedures and techniques of evaluation and their classroom application.

vii) To develop skill involved in selecting developing and using evaluation tools.

viii) To acquire the knowledge and develop an understanding of various aspects of school management.

ix) To develop competencies for organising various instructional and student support activities.

x) To develop an appreciation of the role of the teacher in the prevailing socio-cultural and political context in general and the educational system in particular.

(Student Handbook & Prospectus of IGNOU B.Ed., 2003)

**1.1 NEED AND SIGNIFICANCE OF THE STUDY**

 It is the established fact that the good quality of teachers is a prerequisite for the development of any nation irrespective of time or place. But now a days the quality and effectiveness of teacher training programmes is diminishing. It is for various reasons: the lack of good management, defective system of education, lack of effective teachers, willy-nilly attitude of government to the teacher programmes and commercialization of educational system etc. Whatever it may, it is an established fact that the quality of teacher training programme is considerably diminishing.

 Because of Commercialization of education the private educational Institutions are emerging like mushrooms, teacher education Institutions are not an exemption for this. The quality and effectiveness of the teacher, that come from the Institutions are in question. Comparing to that of distance education, the traditional regular students did get considerable amount of facilities in quality and quantity. Even then their quality and efficiency is in question. Then we must think about the quality of distance teacher educators in general and particularly about IGNOU B.Ed. students who are receiving considerably less facilities compared to that of regular students. Naturally IGNOU B.Ed. stuents are receiving less faculties in quality and quantity.

 Teacher education involves modification of behavior. It is doubtful whether the objectives of teacher education can be attained through distance education mode. As the practices involve the emulation of good teachers, there is every possibility for the failure of pre service teacher education through distance mode in certain respects. As the programme involve a lot of practical work which need demonstration and a lot of skills has to be acquired. These necessitates face to face interaction with veterans in the field of teacher education. Without multimedia presentation, the curriculum cannot be transacted effectively. Similarly, the teachers who join the programme have acquired family and therefore may not be able to engage fully in the teacher education programme. There are various problems envisaged with regard to curriculum, use of facilities, use of infrastructure, supervision of teaching practice, interpretation of test results etc. in which distance learners may find it difficult to satisfy the quality standards expected of present competitive world of teacher education.

 In spite of all these problems there are many advantages for distance education mode. Moreover, Indira Gandhi National open University being a national University having academic excellence with many innovative practices it needs to be supplemented by providing feed back regarding various aspects of its function with respect to teacher education. This noble endeavour has to be promoted and strengthened so that commercialization can be curB.Ed. to some extent. Thus the investigator wanted to explore deeply the problems encountered by the student teachers who are destined to join the non formal stream. The results of the study may yield sufficient information so that the educational practices can be altered cosumarate with the findings of the study.

**1.2. STATEMENT OF THE PROBLEM**

The problem for present study is entitled as "PROBLEMS OF IGNOU B.Ed. STUDENTS IN KERALA"

**1.3 OPERATIONAL DEFINITION OF KEY TERMS**

The key terms used in the statement of the problem are defined as follows.

**1.3.1 IGNOU**

IGNOU is the Indira Gandhi National Open University that came into being on September 20, 1985, by an Act of Parliament.

**1.3.2 B.Ed. Students**

The students who have undergone the B.Ed. course offered by IGNOU during 2003-04 in Kerala region.

**1.3.3 Kerala**

 Kerala is one of the states in India which is situated in the South-Western part of India. Under the States Re-organisation Act of 1956, Travancore, Cochin state and Malabar were united to form the state of Kerala on 1st November, 1956.

**1.4 VARIABLE OF THE STUDY**

The only variable of the study is problems of IGNOU B.Ed. students.

**1.5 OBJECTIVES OF THE STUDY**

The objectives set forth for the study are the following.

1. To identify the extent of academic problems of IGNOU students undergoing B.Ed. through distance mode.

2. To identify the extent of major problems of IGNOU B.Ed. students for the subsamples based on

 1. Gender

 2. Locale

 3. Programme Centre

3. To examine whether there is considerable difference in the major problems identified for subsamples of

 1. Male and female students

 2. Rural and Urban students

 3. Farook Training College programme centre students and Peet Memorial Training College Programme Centre Students.

**1.6 HYPOTHESES OF THE STUDY**

1. The IGNOU students have a lot of academic problems while undergoing B.Ed. course through distance mode and they differ in the extent of occurrence of those academic problems.

2. The extent of major problems of IGNOU B.Ed. students differ for subsamples based on gender, locale and programme centre.

3. There will be considerable difference in the problems perceived by

 1. Male and Female students

 2. Rural and Urban students

 3. Programme Centre of Farook Training College and Peet Memorial Training College Moovattupuzha

**1.7 METHODOLOGY OF THE STUDY**

**1.7.1 Sample**

 The investigator decided to include the student teachers who had under gone IGNOU B.Ed. Course during 2003-04 in Kerala. The study was conducted on a sample of 110 student teachers.

**1.7.2 Tool used**

Rating scale on problems of IGNOU B.Ed. students in Kerala was used as the main tool.

**1.8 SCOPE AND LIMITATION OF THE STUDY**

The present study is an attempt to find out the extent of academic problems of IGNOU students undergoing B.Ed. through distance mode. For the collection of data, the investigator developed a rating scale on problems of IGNOU B.Ed. students in Kerala with the help of supervising teacher. The study was conducted on a sample of 110 students of IGNOU B.Ed. in Kerala region. Even though precautions were taken to make the study perfect as much as possible, some limitations are there. Some of them are the following.

 Since the sample selected for the study was IGNOU B.Ed. students at remote places, there was some difficulty to approach them personally and the response obtained from them may be biased to some extent due to the fact that some respondents were not timely returning the rating scale duly filled. Due to shortage of time of the course no other tools could be used to supplement the study.

**1.9 ORGANIZATION OF THE REPORT**

Chapter I presents a brief introduction to the problem, need and significance of the study, statement of the problem, definition of key terms, hypothesis and objectives, methodology, scope and limitation of the study.

 Chapter II presents the review of related studies

 In chapter III, the Methodology of the study describing in detail variable selected, the tool used, selection of sample, data collection procedure, scoring procedure, and statistical techniques used for analysis is given.

 Details of statistical analysis of data and discussion of results and tenability of hypothesis are given in Chapter IV.

 Chapter V presents the summary of the study, major findings, educational Implications and some suggestions for further research in this area.

**REVIEW OF RELATED LITERATURE**

A review of related literature is a must for the successful completion of research. Any worth while study in any field of knowledge require an adequate familiarity with the work which has already been done in the same area. It is essential thus the researchers should acquire up to date information about what has been thought and done in the particular area by review of related literature.

 As Best and Kahn (1999) notes "Since effective research is based upon past knowledge, this step helps eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation".

 The search for related literature though time consuming, it is fruitful phase as it helps the research workers to find what is already known, what methods of attach have been promising or disappointing and what problem remain to be unsolved.

**REVIEW OF RELATED STUDIES**

The economic of correspondence Education in Indian Universities was studied by Pandey (1980). The main objectives of the study were: (1) To find the effectiveness of correspondence education in Indian universities on the basis of (a) cost-benefit analysis (b) types of costs and (c) academic performance. The sample of the study was 7 Indian Universities offering regular courses at undergraduate level. The tools used were performa and checklist. The major findings of the study were (a) There was a significant difference between correspondence courses and regular courses with respect to recurring Income. (b) Correspondence courses supported themselves without government subsidy and mostly depended on students Contributions (C) No difference was marked with regular and correspondence education. (d) For all enrolled, appeared and passed students of graduation courses, correspondence education was found to be more economical.

 Kahn (1982) studied "The suitability of Teaching English through correspondence courses as offered by some Indian universities at the first degree level". The objectives of the study were, (1) to study the status of teaching of English through correspondence in (a) universities with special reference to lesson scripts, students response sheets, personal contacts programmes, radio talks and the use of audio visual aids. The finings of the study were: 1. The English teaching programme through correspondence was found inadequate because of lack of teacher training, lack of provision of self-learning materials for students, lack of facilities for spoken and listening skills in English language and out dated syllabi.

 Gomathi (1982) had conducted a critical study of the participant's evaluation of selected P.G courses of correspondence evaluation programme of Madhura Kamaraj University. The main objectives of the study were: (1) to assess the objectives of the M.A correspondence programmes of Madhura Kamaraj University and the socio economic characteristics of the clientele of the course and their attitude towards the course. Findings of the study were: there was no significant relationship between the achievement of the candidates and their evaluation regarding realization of objectives, lesson units, response sheets, study centre and evaluation.

 Pillai and Mohan (1984) studied, 'The impact of performance of correspondence education programmes of Madhura Kamaraj University'. The main objectives of the study were: (1) to identify the primary beneficiaries of correspondence education in terms of economic, social, occupational and psychological indicator. The finding of the study reveals that, the men participants constitutes 2/3 of the sample and women 1/3rd of the sample 46% were married, 45% belonged backward classes and 50% SC/ST. Majority came from middle income group, 37% belonged to the 30-40% age group and 27% of them were teachers.

 Uperti (1988) conducted a study of Impact of teacher training through correspondence courses (B.Ed. SSCCC) on upward occupational mobility of elementary teachers in the western region. The major objectives of the study were: to identify the factors affecting the mobility of elementary level teachers, and whether the B.Ed. degree has affected the mobility of elementary-level teachers. A questionnaire was used to treat the data. The study found that, a majority of teachers have average performance ability at secondary and higher secondary level. (2) Teachers from urban background and working in urban schools were found to have more vertical mobility.

 Goutam Renu (1990) studied success in distance learning system in relation to some key learned and institutional variables. The objectives of the study were: (1) to try out the learner orientation inventory and other draft performance and tools (2) to identify learners characteristics and reasons for joining correspondence courses (3) to predict success in distance learning. The findings of the study were: both learner variables and Institutional variables contributed positively to the success of distance learning at B.Ed. level. The learners enrolled in B.Ed. through the Correspondence programme have been found to give a good account of themselves in the university examination in theory papers.

 Kahn, Neelofar (1991) conducted a study of Effectiveness of distance education programme with special reference to the teacher training course of Kashmir University. The objectives of the study were: (1) To assess (a) the opportunity of technical and professional training with regard to the practice of teaching (b) the benefits of the distance system (Student enrolment) (c) the access to the distance education system. (2) to study the preparation and comparison of the achievement profiles of both the sexes. The major findings of the study were: (1) the availability of the centres for practice teaching is increasing year after year in consideration of the interest of the pupils teacher. (2) The teaching competency of teachers trained through the formal system is higher than that of those trained through the Directorate of Distance Education. (3) The percapita cost in the DDE is less than in the college of education run by the government.

 Pugazhenthi (1991) conducted a study of teacher education programme through correspondence system in Madhurai Kamaraj University. The major objectives of the study were: (1) to examine the status and effectiveness of the teacher education programme through the correspondence system of the Madhurai Kamaraj University with reference to (a) admission policies. (b) infrastructure facilities (c) student background and aspirations. The major findings of the study were: (1) although only teacher candidates were admitted to the course initially from 1983-84, graduates as well as post graduates were also being admitted. (2) The age of the teacher trainees ranged from 25 to 61 years. (3) 38% of the MEd and 49.4% of the B.Ed. candidates belonged to the rural areas. (4) The per head cost of training through the correspondence system was found to be much lower than that of training through the formal system.

 Shah, Anupama and Mandal, Sushmits. (1993) conducted a study 'Use of Modern and conventional media for Distance Education: An experiment'. The major objectives of the study were: (1) to study the effectiveness of two instructional strategies in teaching selected aspects of puppetry to Home Science students in terms of gain in knowledge and development of ability. The main findings of study reveals that there was significant gain in knowledge as well as development of ability through both the instructional strategies.

 Matheswaran (1995) studied the Utilization of the supporting service system by IGNOU learners. The main objectives of the study were: to analyze the utilization of self instructional material (SIM) by IGNOU learners. The investigator reported that (1) majority of the IGNOU learners were not viewing IGNOU programme regularly. The analysis reveals that only 14% of the learners were viewing the programme. Regarding the visiting and utilization of library facilities, 14 percent of the learners were using the library and the rest of the learner were using the facilities very rarely (3) only 23% of the learners were attending counselling session and classified their doubts and the rest of the learners were not attending the counselling session. They were attending the counselling session rarely.

 Pandey Saroj (1996) carried out research on distance learners profile: a case study of IGNOU. Objectives of the study were: to asses the extent to which IGNOU has succeed in bringing under privileged section of society under the network of education. The major findings of the study reveals that, IGNOU is becoming increasingly popular as is evident from the increase in the student enrolment over the last nine years.

 Rathore, Harish (1997) conducted a study on quality of feedback in distance education, a comparative study of India and Germany. The study compared students perceptions about the quality and cost-effectiveness of and satisfaction with feed back they get through written correspondence, face-to-face sessions, and non-contiguous interaction on electronic media. Comparative analysis revealed a number of significant differences that supported the hypothesis that material development of a society results in better support to students in distance education. In general, Fern University was found to provide its students better feedback than IGNOU. Fern University students found feedback from all forms of noncontiguous communication to be significantly more cost effective than IGNOU students. Feed back through computer-marked assignments was better than tutor-marked assignments at Fern University and it was least qualitative and cost effective at IGNOU, reflecting the impact of industrialization in Germany on distance education. Another support for this contention was that although qualitatively the two universities did not differ significantly in tutor-marked assignments to students, Fern University students perceived it to be more cost effective. Distance students in both universities viewed face-to-face sessions very positively.

 Srivastava, Manjulika (1999) conducted a case study on effectiveness of distance education in Karnataka. The major objectives of the study were: to investigate the historical development of distance education in India with special reference to Karnataka. The major finding of the study was that: in Karnataka state, during 1985 to 1992 the growth of enrolment in distance education as compared to conventional system was two times higher.

 Ashok kumarkalia (1999), Lecturer Directorate of Distance Education conducted a study of "Perceived causes of failure among distance learners in relation to age and sex". The major objectives of the study were: to identify the causes of failure as perceived by failed B.Ed. distance learners. The findings reveals that, (1) failed distance learners belonging to younger age group were found to be significantly superior on resource person's behavior characteristics as compared to those belonging to the mature age group.

 Kumar, Anil (1999) studied distance learners attitude towards distance education. The main objectives of the study were: to explore the pattern of open university distance learners attitude towards distance education among total and subsamples based on the background variables at the first-degree level. Findings: (1) distance learners showed a positive and favorable above average attitude towards distance education irrespective of their background characteristics.

 Thomas, Gaosh (1999) conducted a study on Teaching of Library and information Sciences through Distance Mode. When the Master of Library and Information Sciences (MLISC) programme at Indira Gandhi National open University (IGNOU) was offered at a distance, many questions were raised regarding its effectiveness. Outcomes are presented of a detailed case study of its impact on the first group of learners at the Culcutta Regional Centre of IGNOU.

 Bansal, Kiron (1999) conducted a study on Interactive Radio for supporting Distance Education: An Evaluation study. Indira Gandhi National Open University (IGNOU) started on interactive radio project with the objective of interacting with students in their own languages and sharing experiences with them. Findings revealed that students appreciated the interactive radio sessions for helping accomplish course objectives, and that students participation in the sessions was higher than in teleconferences and face-to-face sessions.

 Sarah Williams and Gnanadevan (2000) had conducted a study on Self-concept of teachers undergoing MEd course through Distance Education. The objectives of the study was to find out the self-concept of teachers working in Tamil Nadu who are undergoing the MEd course through distance education in Annamalai University. The tool used for the study was Mohsin's self-concept Inventory and the sample was a random sample of 125 teachers. It was found that the self concept of the teachers is very high. Further, it was found that the teachers working in urban schools have a better self-concept than teachers working in rural schools.

 Sharma, et. al. (2000). Conducted study of 'In-service Secondary Teacher Training through distance education in Haryana. The major objectives of the study were: to find out the reaction of trainees to different components of In-Service Secondary Teachers Training through distance mode. The major findings of the study were: the learners did not face any problem in getting the admission and all were fully satisfied with the clarity of instructions.

 Sathyanarayana Rampelli (2000) students support services in IGNOU-study in Maharashtra region. The major findings of the study were: the majority of the respondents was happy with the system of information on admission and payment of fees.

 Sharma Mahesh Chand (2001) conducted a study of teacher education through Distance mode: An in-depth study. the major objectives of the study were, to find ut the strength and weakness of the present teacher education programmes through distance mode. The study found that,(1) present practices of teacher education programme offered through distance mode needs to be improved in essential aspects. (2) There was an urgent need to bring improvement in preparation and delivery of course material.

 Karim,et. al., (2001) investigated on the role of radio and T.V Progamme in Distance and Open learning - a case of Bangladesh open University. The main objectives of the study were: to assess the effectiveness of Bangladesh Open University radio and TV programmes. The findings of the study were: the radio sets were available to more than 80% of the total participants while only 50% find it effective and helpful in their study.

 Biswas, Prabir Kumar (2001) conducted a study of 'learning strategies and academic performance: A study of the successful distance learners of PGDDE programme of IGNOU". The major objectives the study were; to investigate whether age, gender and previous educational qualification of the PGDDE (Post Graduate Diploma on Distance Education ) learner have any effect on their present academic performance. It is found that age, gender and previous academic qualification and even some disturbances at home during study have no effect on the academic performances of the distance learners of PGDDE programme of IGNOU.

 Raddy, V. Sudhakara and Jyothi, M.Nirmala (2002) conducted a study of attitude of teachers trained through correspondence mode. The major objectives of the study were; to study the attitudes of teachers trained through correspondence mode. The study found that (1) All the teachers were possessing favorable attitude towards B.Ed. through correspondence course. Men and women teachers were found to be significantly different in their attitude towards B.Ed..

 Thomas Anu and Bajaj Satinder (2002) conducted a study of evaluation of a developmentally tested and revised experimental multiple media instructional package on woman distance learners. The main objectives of the study were: to design and develop a proto type self Instructional, experimental multimedia package for distance learners on process models in community nutrition and health interventions. The findings of the study reveals that the distance learners who participated in the present study found print material easy to use (2) Distance learners found it more difficult initially to study from materials.

**Conclusion**

A review of related literature presented above indicates that although some studies related to IGNOU students have been undertaken, no detailed study has been carried out to study the problems of IGNOU B.Ed. students. Hence an attempt is made to find out the problems of IGNOU B.Ed. students.

**M E T H O D O L O G Y**

 The success of any research depends upon the selection of appropriate methods and implementation. It is the methodology of the study which determines the techniques or procedure to be adopted in an investigation. According to Sharma (1992) "method is a style of conducting a research work which is determined by the nature of the problem".

 The present study is titled as "PROBLEMS OF IGNOU B.Ed. STUDENTS IN KERALA".

 This chapter presents a detailed description of tools, samples for collection of data and statistical techniques used for analysing data along with the objectives and hypotheses under the heading viz.,

 A. Variable

 B. Objectives

 C. Hypotheses

 D. Tool Employed for Data Collection

 E. Sample for the Study

 F. Procedure of Data Collection and Consolidation of Obtained Data

 G. Statistical Techniques Used

**A. VARIABLE**

The variable of the study is problems of IGNOU B.Ed. students.

**B. OBJECTIVES**

1. To identify the extent of academic problems of IGNOU students undergoing B.Ed. through distance mode.

2. To identify the extent of major problems of IGNOU B.Ed. students for the subsamples based on

 1. Gender

 2. Locale

 3. Programme Centre

3. To examine whether there is considerable difference in the major problems identified for subsamples of

 1. Male and female students

 2. Rural and Urban students

 3. Farook Training College programme centre students and Peet Memorial Training College Programme Centre Students.

**C. HYPOTHESES**

1. The IGNOU students have a lot of academic problems while undergoing B.Ed. course through distance mode and they differ in the extent of occurrence of those academic problems.

2. The extent of major problems of IGNOU B.Ed. students differ for subsamples based on gender, locale and programme centre.

3. There will be considerable difference in the problems perceived by

 1. Male and Female students

 2. Rural and Urban students

 3. Programme Centre of Farook Training College and Peet Memorial Training College Moovattupuzha

**D. TOOL EMPLOYED FOR DATA COLLECTION**

 According to Sukhia and Mehrota (1966) "For each type of research we need certain instruments to gather or to explore new fields. The instruments thus employed as means are called tools". The selection or construction of suitable instrument or tools is of vital importance of successful research. Different tools are suitable for collection various kinds of informations for various purposes.

 For the present study, the investigator prepared a rating scale, "Scale on problems of IGNOU B.Ed. students in Kerala" and was used for collecting the data required for the study. For the preparation of rating scale the investigator made an extensive study of what are the salient features of B.Ed. course of IGNOU. Then with the suggestion of supervising teacher, various areas of rating scale were decided. Based on different areas, the investigator developed the items of the rating scale. The investigator visited the programme centres, some work centres and met programme in charge and some counsellors to understand the problems of students. The draft of the rating scale thus prepared consisted of 68 items of different dimensions. These were given to experts. After consultation of experts a draft of rating scale were modified incorporating their views. The draft scale was administered to IGNOU B.Ed. students who were available in a workshop meant for them. The investigator interviewed some of the students of the workshop. The problems expressed by them were also incorporated in preparing the final draft. The final draft of the rating scale consisted of 60 most relevant items.

 The items of the rating scale were categorised into the following components:

**TABLE 1**

**Area wise distribution of items**

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Categories of Problems of IGNOU B.Ed. Students | Item numbers in the rating scale | Total No. of items |
| 1 | Admission | 1, 2, 3, 4, 5, 9, 10, 60 | 8 |
| 2 | Self Instructional Materials | 14, 15, 16, 50, 52 | 5 |
| 3 | Programme centres | 6, 7, 11, 49, 51, 56, 57 | 7 |
| 4 | Counselling session | 17, 18, 19, 20, 21, 22 | 6 |
| 5 | Work Shop | 26, 34, 35, 36, 37, 38 | 6 |
| 6 | Practice teaching | 13, 30, 33, 39, 40, 41, 42, 43, 53, 54 | 10 |
| 7 | Assignments | 12, 23, 24, 25, 27, 28, 29, 31, 32, 59 | 10 |
| 8 | Support services | 44, 45, 46, 47, 48 | 5 |
| 9 | General  | 8, 58, 55 | 3 |

 Great care was taken to avoid ambiguous and indefinite statements. It was prepared in such a manner that the respondents goes through it easily and to mark his or her response without any doubt or confusion.

 The first area mainly deals with the problems connected with 'Admission' of IGNOU B.Ed. course. The main items are: 1, 2, 3, 4, 5, 9, 10 and 60.

Eg: Sample question papers for entrance examination were not available for preparation of the test.

 Five items were given regarding 'self instructional materials'. The items are: 14, 15, 16, 50 and 52.

Eg: The study materials are not easily understood by an average student.

 The third dimension is mainly dealt with the 'programme centres'. The items in this area are: 6, 7, 11, 51, 49, 56 and 57.

Eg: The number of study centres offering IGNOU B.Ed. in the state are inadequate.

 Six items are given on the problems encountered with respect to 'counselling session'. The items are: 17, 18, 19, 20, 21, 22.

eg: There is shortage of time for clearing the doubts of students during the counselling session.

 The fifth dimension mainly dealt with the 'workshop'. The items connected with these are; 26, 34, 35, 36, 37, and 38.

eg: Some counselling do not attend the workshop and the periods are wasted.

 The sixth area dealt with the 'practice teaching' component. The items connected with these were: 13, 30, 33, 39, 40, 42, 41, 43, 53 and 54.

eg: Mentors generally do not render timely help in the correction of lesson plans and the delivery of lessons.

 Ten items were given regarding 'assignments'. They are items 12, 23, 24, 25, 27, 28, 29, 31, 32 and 59.

eg: Adequate time is not available to resubmit the assignments.

 Five items were given regarding 'support services'. These items are: 44, 45, 46, 47 and 48.

eg: Library facilities cannot be utilised properly as the classes were conducted on holidays.

 Next area dealt with the 'General problems'. The items connected with these are: 8, 55 and 58.

eg: B.Ed. offered by IGNOU, through distance mode is not recognised for employment purpose in Kerala except for promotion.

**E. SAMPLE FOR THE STUDY**

 As the study is related to the IGNOU B.Ed. offered in Kerala, the investigator collected the list of all programme centres offering B.Ed..

 The investigator decided to include the student teachers who had under gone IGNOU B.Ed. course during 2003-2004 in Kerala. The study was conducted on a sample of 110 student teachers.

**F. PROCEDURE OF DATA COLLECTION AND CONSOLIDATION OF THE OBTAINED DATA**

**a. Reliability and Validity of the tool**

 Reliability and validity are the two essential characteristics of a tool. It determines the accuracy and efficiency of the measuring device.

 "Validity is that quality of a data gathering instrument or procedures that enables it to measure what is supposed to measure" (Best and Kahn, 1995).

 The validity of rating scale is assumed, in actual practice, to rest upon the judges understanding of the meaning of the traits being evaluated and upon their accuracy in rating them". (Freeman 1965).

 In the present study the validity of the rating scale is ensured through face validity According to Donald Xry (1972), "face validity is a subjective evaluation by judges as to what a measuring device appears to measure". A test is said to have face validity when it appears to measure whatever the author had in mind, namely what he thought he was measuring". Garrett (1991). For this, the investigator consulted experts in field of education, discussed with principals and teachers. The items in the rating scale were prepared in the least ambiguous without difficulty and misunderstanding.

**b. Administration of the Tool**

 The investigator personally approached the principals of IGNOU programme centres in Kerala, to get permission to collect the address of each students. Then the investigator send the rating scale through mail, and requested to them to respond to the items in the scale and return the rating scale back to the Investigator.

 All the necessary instructions were given in the scale, so that no difficulty was felt by the subjects in responding it. The investigator administered the tool to two hundred IGNOU B.Ed. students in Kerala. Only one hundred and ten response sheet were returned back to the investigator.

**c. Scoring procedure**

 A respondent has to respond 60 items by choosing any one of the five alternative given: 'Always a problem', 'Often a problem', 'Sometimes a problem', 'Rarely a problem', and 'Never a problem'. Five columns were given against each item.

 A score of 5 is given for the response 'Always a problem', 4 for 'Often a problem', 3 for 'Sometimes a problem', 2 for 'Rarely a problem', and 1 for 'Never a problem'.

 Thus in the case of a respondent who responded to all items, the score would range from a minimum of 60 to a maximum score 300.

**G. STATISTICAL TECHNIQUE USED**

 The data collected through the rating scale were organised, analysed and interpreted by using the following statistical procedure.

1. Mean percentage score

 Total score obtained

 Mean percentage score = ---------------------------- x 100

 Maximum score obtainable

**ANALYSIS AND INTERPRETATION**

 This chapter deals with analysis and interpretation of the collected data. The data collected was analysed statistically with reference to the objectives of the study. The present study attempts to find out the extent of problems of IGNOU B.Ed. students in Kerala in various aspects.

 The objectives of the present study were:

1. To identify the extent of academic problems of IGNOU students undergoing B.Ed. through distance mode.

2. To identify the extent of major problems of IGNOU B.Ed. students for the subsamples based on

 1. Gender

 2. Locale

 3. Programme centre.

3. To examine whether there is considerable difference in the major problems identified for subsamples of

 1. Male and Female students

 2. Rural and Urban students

 3. Farook Training College programme centre students and Peet Memorial Training College Programme centre students.

 The analysis and the interpretation of the result has been presented under the following major headings.

**4.1 MAJOR PROBLEMS OF IGNOU B.Ed. STUDENTS IN THE TOTAL SAMPLE**

 This section of the analysis was done to find out the major academic problems of IGNOU students who were undergoing B.Ed. through distance mode.

 As the first step of analysis, the investigator calculated the mean percentage score for each problem in the total sample. Then the problems were arranged in the descenting order of their mean percentage of occurrence. By doing so, the investigator could identify the extent of academic problems of IGNOU students undergoing B.Ed. in the order of their occurrences. The rank of each item in the rating scale according to their mean percentage of occurrence are presented in Table 2.

TABLE 2

**Rank and Mean Percentage scores of
 of occurrence of problems of IGNOU B.Ed. Students**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Rank | Mean Percentage of occurrence | Item No. in the rating scale |  | Rank | Mean Percentage of occurrence | Item No. in the rating scale |
| 1 | 94.18 | 8 |  | 31 | 56.18 | 57 |
| 2 | 77.81 | 58 |  | 32 | 55.81 | 51 |
| 3 | 77.45 | 6 |  | 33 | 55.63 | 16 |
| 4 | 76.34 | 7 |  | 34 | 55.45 | 13 |
| 5 | 74.90 | 26 |  | 35 | 55.27 | 29 |
| 6 | 73.09 | 45 |  | 36 | 55.09 | 30 |
| 7 | 72.27 | 59 |  | 37 | 54.90 | 32 |
| 8 | 71.63 | 25 |  | 38 | 54.70 | 49 |
| 9 | 69.81 | 60 |  | 39 | 53.81 | 31 |
| 10 | 68.72 | 27 |  | 40 | 53.63 | 4 |
| 11 | 66.18 | 50 |  | 41 | 53.27 | 12 |
| 12 | 65.81 | 46 |  | 42 | 52.72 | 39 |
| 13 | 65.63 | 44 |  | 43 | 51.63 | 38 |
| 14 | 65.45 | 23 |  | 44 | 51.09 | 53 |
| 15 | 64.75 | 18 |  | 45 | 50.90 | 3 |
| 16 | 63.63 | 24 |  | 46 | 50.72 | 52 |
| 17 | 62.90 | 14 |  | 47 | 50.54 | 35 |
| 18 | 62.72 | 17 |  | 48 | 50.36 | 5 |
| 19 | 62.54 | 37 |  | 49 | 49.81 | 21 |
| 20 | 62.18 | 46 |  | 50 | 49.63 | 19 |
| 21 | 60.18 | 48 |  | 51 | 49.27 | 34 |
| 22 | 59.45 | 43 |  | 52 | 49.09 | 22 |
| 23 | 58.72 | 1 |  | 53 | 47.81 | 42 |
| 24 | 58.18 | 28 |  | 54 | 47.45 | 20 |
| 25 | 57.81 | 55 |  | 55 | 47.27 | 41 |
| 26 | 57.63 | 9 |  | 56 | 44.72 | 2 |
| 27 | 57.45 | 47 |  | 57 | 43.45 | 40 |
| 28 | 52.27 | 56 |  | 58 | 43.27 | 15 |
| 29 | 56.90 | 33 |  | 59 | 42.80 | 10 |
| 30 | 56.72 | 11 |  | 60 | 39.45 | 54 |

 Table 2 shows that in the sample the highest mean percentage of occurrence of problem is 94.18 (item No.8) and second highest mean percentage of occurrence of problem is 77.81 (item No.58) and so on.

 After the identification of problems according to their occurrence, the investigator found from Table 2 that 48 items have mean percentage score greater than fifty and 12 items have mean percentage score of less than fifty. This shows that majority of the problems listed are serious problems of the IGNOU B.Ed. students.

 From Table 2, the investigator could identify the frequently occurring ten problems and the least felt ten problems to the IGNOU B.Ed. students. The most occurring ten problems are listed below in descending order.

1. B.Ed. offered by IGNOU through distance mode is not recognised for employment purposes in Kerala except for promotion (94.18).

2. B.Ed. course is of two year duration and therefore it takes more period to get the Degree (77.81).

3. The number of study centres offering IGNOU B.Ed. in the state are inadequate (77.45).

4. I cannot attend counselling sessions regularly (76.34).

5. The date of submitting the assignments fall before the workshop or counselling sessions when the correct method of writing the assignment are taught (74.90).

6. Library books cannot be borrowed and timely returned since study centre are located at distant places (73.09).

7. There is no provision for betterment of results of the passed subjects (72.27).

8. There is no provision to return the assignments after valuation through mail (71.63).

9. Lack of knowledge about the subjects before joining the course made it difficult to choose the optional subjects (69.81).

10. The scope of assignment questions are not very clear to the students (68.72).

 The most occurring ten problems listed above may have caused for various factors.

 If the Degree offered is not recognised for employment purpose the very purpose of doing B.Ed. will be defeated in the case of majority of students who pursue the course for getting an employment.

 The second most occurring problem is regarding the duration of the course. Almost all the universities offer B.Ed. of one year duration. When the duration is enhanced it will affect the prospects of promotion and employment, and it is natural that the students consider is as a difficult problem.

 The third most occurring problem is regarding inadequacy of study centres in Kerala. This problem is also genuine since the present centres are located at a distance from the residence of the students. This might be created problem in attending counselling sessions and contacting programme centres causing the loss of time, money and energy on the part of students.

 The fourth problem is specifically regarding the inability to attend counselling sessions regularly. The major reasons for these may be their personal problems like their nature of employment, family problems, the distance from the study centre, financial reasons, lack of compulsion from the university, lack of motivation, insufficient utility etc.

 The fifth problem is regarding the date of submitting the assignment. Because of administrative delay in the regional centre or the programme centre the induction meeting is conducted late. This further delays the workshop and counselling session. But the schedule for submitting the assignments are fixed in advance and provided in their students handbook.

Therefore there is a need to stick to the schedule.

The sixth most occurring problem is regarding the utilisation of library books. This problem also mainly due to the distance factor.

The seventh problem is regarding lack of provision for betterment of results in the theory examination the candidate has passed. The students of an open university opt that system for various factors that does not permit them to join the regular stream. In the case of other universities they do offer a provision for betterment of results. Therefore the students feel that they are at a disadvantage and thus cite it as a problem.

The next problem is regarding the returning of the assignments. In the IGNOU programme the part grade of the examination is depending upon the grade obtained in the assignments. If their assignments are timely valued and returned to them by mail it will provide a feedback to them regarding their performance. They will have to approach the programme centre to receive each and every valued assignments, causing much travel and hardship.

The ninth problem cited is regarding the awareness on the subjects and fix in the optional subjects before they join the course. This make them study subjects in which they are not interested or they find it difficult to study.

The tenth most occurring problem cited is that, the scope of assignment question are not very clear to the students. This may be due to the fact that they attempt assignments without attending counselling sessions or before attending workshops.

The least occurring ten problems are listed below in the ascending order.

1. The medium of instruction for theory classes is Hindi or English so I find it difficult to follow (39.45).

2. Original qualifying certificates are not duly verified and admission to the course ratified on time (42.80).

3. Many self instructional materials and assignments are not properly delivered to the addressee, hence they are lost in transist (43.27).

4. Teaching practice are not supervised properly (43.45).

5. Course fee was not reimbursed from Harijan Welfare department as in the case of other regular B.Ed. students (44.72).

6. Supervisors are not available for getting the feedback as many times as required by regulations (44.27).

7. Internal assessment marks are not introduced for attending counselling sessions (44.45).

8. Mentors generally do not render timely help in the correction of lesson plans and the delivery of lesson (47.81).

9. The counselling sessions are not useful (49.09).

10. As the attendance is compulsory in the workshop during all session, I am unable to complete the course due to one or two days inability to attend the workshop for genuine reason (49.27).

 Regarding the ten problems, least occurring we can say that they are comparatively not a serious problem for the student teachers. The least occurring problem cited is that, 'the medium of instruction for theory is Hindi or English so I find it difficult to follow'. The students are selected after an entrance test and they are graduate students engaging classes in schools. They already studied English and Hindi in their younger days and thus it is not a serious problem.

 The second problem which is not very serious to them are original qualifying certificates are not very duly verified and admission on the course ratified on time. This problem might not have affected them at all, since the regional centre or programme centre might have done such verification on time.

 The third least occurring problem is regarding non delivery of the self instructional materials and assignments, and the loss of articles during delivery through the post. This may be due to fact that the postal system is efficient and the direction offered to them are very clear. And then maintain photostat copies of assignment so that it never assumes a problem of great seriousness.

 The fourth problem is that "the teaching practices are not supervised properly". As the students they feel that the observation of lessons are properly made by their mentors and teacher educators. And this also is not a frequently occurring problem.

 "Course fee was not reimbersed for Harijan welfare Department as in the case of other B.Ed. students' is not cited as a problem because there not many SC and ST students who joined the course because of this problems and for others who belong to other caste it may not be a problem.

 The sixth least occuring item is 'the supervisors are not available for getting the feed back as many times as required by regulations'. The supervising teacher are having heavy responsibilities in their own colleges, therefore, such regular fulltime teachers cannot do for justice to the supervision work of IGNOU students who are doing their practice teaching at distant places. The traveling allowances provided to them is not adequate to take up such work as frequently as expected in the regulations.

 The seventh item is 'the internal assessment marks are not introduced for attending counselling session'. Here also a majority of students are not attending counselling session they may not be in favour of introducing internal assessement for attending counselling sesssion.

 The eighth item is 'Mentors generally do not render timely help in the correctin of lesson plan and the delivery of lesson'. As mentors are not provided with any guidelines or orientation by the IGNOU they may not be aware of their roles and duties.

 The ninth item is 'the counselling session are not useful'. Majority of the students do not attend the counselling sessions spending a lot of time, money and energy to attend the counselling sessions. It may not be as useful to them in consumerate with their expenses. As the number of counselling sessions are limited the counselors may not be able to concentrate on the individual needs of participating students. They can only give a general survey of the scope of the syllabus. Majority of the students come unprepared to attend the class without reading the study materials they cannot properly make use of counselling sessions.

 The tenth item is regarding the attending of workshop and regarding the compulsory nature of attending all the sessions of the workshop. Majority of the students do complete and attempt all the sessions and thus it is not a serious problem to them.

**4.1.1 COMPONENT WISE MEAN PERCENTAGE SCORES OF PROBLEMS ENCOUNTERED BY IGNOU B.Ed. STUDENTS FOR TOTAL SAMPLE**

 An attempt is made in this section to study the major problems encountered by IGNOU B.Ed. students in different components of B.Ed. course for the total sample. The major areas considered for the study of problems are classified in to nine categories viz., 1.Admission, 2.Assignments 3. Counselling session, 4. Practice teaching, 5. Support services, 6. Self instructional materials, 7. Programme centre, 8. Workshop and 9. General.

TABLE 3

**Mean Percentage score
of Problems encountered by IGNOU B.Ed.
students in different components of B.Ed. Course for total sample**

|  |  |  |
| --- | --- | --- |
| Sl.No. | Problems of IGNOU B.Ed. students (Component wise) | Mean Percentage scores |
| 1 | General | 74.30 |
| 2 | Support services | 64.76 |
| 3 | Programme centre | 61.89 |
| 4 | Assignments | 61.67 |
| 5 | Admission | 53.79 |
| 6 | Self instructional materials | 53.78 |
| 7 | Counselling session | 53.45 |
| 8 | Practice teaching | 51.90 |
| 9 | Workshop | 45.39 |

 The data presented in Table 3 shows that, the least affected problem area is 'workshop' and the mean percentage score is 45.39, and maximum score obtained is in the area 'General', the score is 74.30. This may be due to the fact that trainees get direct interaction with teachers during workshop. The counsellors and study centres are unable to deal with the general problems and hence maximum problem is felt with respect to general problems category. The IGNOU B.Ed. students come from distant places so that they are not able to make use of support services like library, laboratory and computer. It can be one of the reasons for citing 'support services' as the one of the most occurring problem of IGNOU students.

 The percentage of problems felt in the order of occurrence of difficulty are: 1. General (74.30), 2. Support services (64.76), 3. Programme centre (61.89), 4. Assignments (61.67), 5. Admission (53.79), 6. Self instructional materials (53.78), 7. Counselling session (53.45), 8. Practice teaching (51.90) and 9. Workshop (45.39).

 The mean percentage scores of problems encountered by IGNOU B.Ed. students in different components of B.Ed. course for total sample is shown in the bar diagram (Fig. 1).



**FIGURE-1 Mean Percentage Score of Problems of IGNOU B.Ed. Students in Total sample : Component wise**

**4.2. MAJOR PROBLEMS OF IGNOU B.Ed. STUDENTS FOR THE SUBSAMPLES BASED ON GENDER, LOCALE AND PROGRAMME CENTRES**

 In this section, an attempt is made to study the major problems of IGNOU B.Ed. students for the subsamples based on gender, locale and programme centres of IGNOU in Kerala. The details of the analysis carried out in this context are presented in six subsections.

**4.2.1. Mean Percentage scores of problems felt by male students in different components of IGNOU B.Ed. course**

 One of the objective of the present study is to find out the percentage of problems felt by male students in different components of IGNOU B.Ed. course.

 The value obtained for each component is given in Table 4.

TABLE 4

**Mean Percentage score of problems felt by
Male students in different components of IGNOU B.Ed. course**

|  |  |  |
| --- | --- | --- |
| Sl.No. | Problems of IGNOU B.Ed. students (Component wise) | Mean Percentage scores |
| 1 | General | 73.33 |
| 2 | Programme centre | 62.24 |
| 3 | Support services | 59.42 |
| 4 | Assignments | 58.95 |
| 5 | Counselling session | 54.10 |
| 6 | Self instructional materials | 54.09 |
| 7 | Practice teaching | 53.19 |
| 8 | Admission | 50.47 |
| 9 | Workshop | 46.34 |

The percentage of problems felt in various components in the order of difficulty are: 1. General (73.33), 2. Programme centre (62.24), 3. Support services (59.42), 4. Assignment (58.95), 5. Counselling session (54.10), 6. Self instructional materials (54.09), 7. Practice teaching (53.19), 8. Admission (50.47) and 9. Workshop (46.34).

 The data presented in Table 4 shows that, the problems of male students is comparatively high with regard to the 'general problems' (highest percentage score is obtained for these area; viz., 73.33) and the least is that of 'workshop' (percentage score obtained is 46.34).

 Component wise mean percentage score of problems of male IGNOU B.Ed. are given in bar diagram (Fig. 2)

**FIGURE-2 Mean Percentage score of problems of male IGNOU B.Ed. students** **: Component wise**

 Mean Percentage scores

**4.2.2 Mean Percentage score of problems felt by female students in different components of IGNOU B.Ed. course**

One of the objective of the present study is to find out the percentage of problems felt by female students in different components of IGNOU B.Ed. course.

 The value obtained for each components is given in the Table 5.

TABLE 5

**Mean Percentage score of problems felt by
 female students in different components of IGNOU B.Ed. course**

|  |  |  |
| --- | --- | --- |
| Sl.No. | Problems of IGNOU B.Ed. students (Component wise) | Mean Percentage scores |
| 1 | General | 74.90 |
| 2 | Support services | 68.10 |
| 3 | Assignments | 63.35 |
| 4 | Programme centre | 61.71 |
| 5 | Admission | 55.84 |
| 6 | Counselling session | 53.08 |
| 7 | Practice teaching | 51.10 |
| 8 | Workshop | 44.80 |
| 9 | Self instructional materials | 44.65 |

 The data presented in Table 5 shows that, the problems of female students is highest with regard to the general problems (mean percentage score, 74.90) and least problem is related to that of 'self instructional materials' (Mean Percentage score, 44.65).

 The mean percentage score of problems for female students in the order of occurrence in the descending order are: 1. General (74.90),
2. Support services (68.10), 3. Assignments (63.35), 4. Programme centre (61.71), 5. Admission (55.84), 6. Counselling session (53.08), 7. Practice teaching (51.10), 8. Workshop (44.80) and 9. Self instructional materials (44.65).

 Component wise mean percentage score of problems of female IGNOU B.Ed. students are given in bar diagram (Fig 3).

 **FIGURE-3 Mean percentage score of problems of Female IGNOU B.Ed. students : Component wise**

 Mean Percentage Scores

 Mean Percentage scores

**4.2.3 Mean Percentage score of problems felt by rural students in different components of IGNOU B.Ed. course**

 One of the objectives of the present study is to find out the mean percentage score of problems felt by rural students in different components of IGNOU B.Ed. course.

 The value obtained for each components is given in the Table 6.

TABLE 6

**Mean Percentage score of problems felt by
 rural students in different components of IGNOU B.Ed. course**

|  |  |  |
| --- | --- | --- |
| Sl.No. | Problems of IGNOU B.Ed. students (Component wise) | Mean Percentage scores |
| 1 | General | 73.33 |
| 2 | Support services | 64.70 |
| 3 | Programme centre | 62.73 |
| 4 | Assignments | 62.58 |
| 5 | Admission | 55.14 |
| 6 | Counselling session | 53.87 |
| 7 | Self instructional materials | 52.23 |
| 8 | Practice teaching | 50.78 |
| 9 | Workshop | 44.90 |

 The data presented in Table 6 shows that, the problems of rural students are the highest with regard to the 'general problems' (mean percentage score, 73.33) and the least with regard to that of 'workshop' (mean percentage score, 44.90).

 The mean percentage score of problems felt in the order of occurrence in the descending order are:1. General (73.33), 2. Support services (64.70),
3. Programme centre (62.73), 4. Assignments (62.58), 5. Admission (55.14), 6. Counselling session (53.87), 7. Self instructional materials (52.23),
8. Practice teaching (50.78) and 9. Workshop (44.90).

 Component wise mean percentage score of problems of Rural IGNOU B.Ed. students are given in bar diagram (Fig 4).

 **FIGURE-4 Mean percentage score of problems of Rural IGNOU B.Ed. students : Component wise**

 Mean Percentage scores



**4.2.4 Mean percentage score of problems felt by urban students in different components of IGNOU B.Ed. course**

 One of the objective of the present study is to find out the percentage of problems felt by urban students in different components of IGNOU B.Ed. course.

 The value obtained for each components is given in the Table 7.

TABLE 7

**Mean Percentage score of problems felt by
 urban students in different components of IGNOU B.Ed. course**

|  |  |  |
| --- | --- | --- |
| Sl.No. | Problems of IGNOU B.Ed. students (Component wise) | Mean Percentage scores |
| 1 | General | 75.87 |
| 2 | Support services | 64.85 |
| 3 | Programme centre | 60.54 |
| 4 | Assignments | 60.19 |
| 5 | Self instructional materials | 56.28 |
| 6 | Practice teaching | 53.85 |
| 7 | Counselling session | 52.77 |
| 8 | Admission | 51.60 |
| 9 | Workshop | 46.19 |

The data presented in Table 7 shows that, the problems of urban students is the highest with regard to the 'general problems' (mean percentage score, 75.81) and the least problem is related to that of 'workshop' (mean percentage score, 46.19).

 The mean percentage score of problems felt in the order of occurrence in the descending order are:1. General (75.87), 2. Support services (64.85), 3. Programme centre (60.54), 4. Assignment (60.19), 5. Self instructional materials (56.28), 6. Practice teaching (53.85), 7. Counselling session (52.77), 8. Admission (51.60) and 9. Work shop (46.19).

 Component wise mean percentage score of problems of urban IGNOU B.Ed. students are given in bar diagram (Fig 5).

**FIGURE-5 Mean percentage score of problems of urban IGNOU B.Ed. students : Component wise**

Counselling

 Mean Percentage scores



**4.2.5 Mean percentage score of problems felt by Farook Training College programme centre students in different components of IGNOU B.Ed. course**

 Objective of the present study is to find out the mean percentage score of problems felt by Farook Training College programme centre students in different components of IGNOU B.Ed. course.

 The value obtained for each components is given in the Table 8.

TABLE 8

**Mean Percentage score of
problems felt by Farook Training College programme
centre students in different components of IGNOU B.Ed. course**

|  |  |  |
| --- | --- | --- |
| Sl.No. | Problems of IGNOU B.Ed. students (Component wise) | Mean Percentage scores |
| 1 | General | 72.98 |
| 2 | Support services | 62.53 |
| 3 | Programme centre | 61.11 |
| 4 | Assignments | 57.73 |
| 5 | Self instructional materials | 50.21 |
| 6 | Admission | 49.71 |
| 7 | Practice teaching | 48.42 |
| 8 | Counselling session | 48.12 |
| 9 | Workshop | 40.81 |

 The data presented in the Table 8 shows that, the problems of Farook Training College programme centre is highest with regard to the 'general problems' (mean percentage score, 72.98) and the least problem is related to that of 'workshop' (mean percentage score, 40.81).

 The mean percentage score of problems felt in the order of occurrence in the descending order are: 1. General (72.98), 2. Support services (62.53),
3. Programme centre (61.11), 4. Assignments (57.73), 5. Self instructional materials (50.21), 6. Admission (49.71), 7. Practice teaching (48.42),
8. Counselling session (48.12) and 9. Work shop (40.81).

 Component wise mean percentage score of problems of Farook Training College programme centre IGNOU B.Ed. students are given in bar diagram (Fig 6).



Counselling

session

 Mean Percentage scores

**FIGURE-6 Mean percentage score of problems of Farook Training College programme centre students : Component wise**

**4.2.6 Mean percentage score of problems felt by Peet Memorial Training College programme centre students in different components of IGNOU B.Ed. course**

One of the objective of the present study is to find out the mean percentage of problems felt by Peet Memorial Training College programme centre students in different components of IGNOU B.Ed. course.

 The value obtained for each components is given in the Table 9.

TABLE 9

**Mean Percentage score of
problems felt by Peet Memorial Training College programme
centre students in different components of IGNOU B.Ed. course**

|  |  |  |
| --- | --- | --- |
| Sl.No. | Problems of IGNOU B.Ed. students (Component wise) | Mean Percentage scores |
| 1 | General | 75.72 |
| 2 | Support services | 67.69 |
| 3 | Assignments | 65.52 |
| 4 | Programme centre | 62.69 |
| 5 | Counselling session | 59.11 |
| 6 | Admission | 58.16 |
| 7 | Self instructional materials | 57.58 |
| 8 | Practice teaching | 55.62 |
| 9 | Workshop | 50.31 |

 The data presented in the Table 9 shows that, the problems of Peet Memorial Training College programme centre is highest with regard to the 'general problems' (mean percentage score, 75.72) and the least problem is related to that of 'workshop' (mean percentage score, 50.31).

 The mean percentage score of problems felt in the order of occurrence in the descending order are: 1. General (75.72), 2. Support services (67.69),
3. Assignments (65.22), 4. Programme centre (62.69), 5. Counselling session (59.11), 6. Admission (58.16), 7. Self instructional materials (57.58),
8. Practice teaching (55.62) and 9. Work shop (50.31).

 Component wise mean percentage score of problems of Peet Memorial Training College IGNOU B.Ed. students are given in bar diagram (Fig 7).

 **FIGURE-7 Mean percentage score of problems of Peet Memorial Training College programme centre students :
 Component wise**

Counselling

 Mean Percentage scores

**4.3 COMPARISON OF MAJOR PROBLEMS IDENTIFIED FOR SUBSAMPLES OF MALE AND FEMALE STUDENTS, RURAL AND URBAN STUDENTS, AND THE TWO PROGRAMME CENTRES**

 An attempt is made in this section to compare the major problems identified for subsamples of male and female students, rural and urban students, and the two programme centres. The details obtained in this context are presented in three subsections.

 The comparison of data is made on the arbitrary criteria that a difference of four or more mean percentage score for each category is taken to be a considerable difference.

**4.3.1 Comparison of mean percentage scores of problems felt by male and female students**

The objective of the present study is to find out the difference in the major problems identified for subsamples of male and female students.

 The values obtained for each component for in male and female students are given in Table 10.

TABLE 10

**Comparison of mean percentage scores
of problems felt by male and female students
in different components of IGNOU B.Ed. course**

|  |  |  |
| --- | --- | --- |
| Sl.No. | Problems of IGNOU B.Ed. students (Component wise) | Mean Percentage scores |
| Male | Female |
| 1 | General | 73.33 | 74.90 |
| 2 | Programme centre | 62.24 | 61.71 |
| 3 | Support services | 59.42 | 68.10 |
| 4 | Assignments | 58.95 | 63.35 |
| 5 | Counselling session | 54.10 | 53.08 |
| 6 | Self instructional materials | 54.09 | 44.65 |
| 7 | Practice teaching | 53.19 | 51.10 |
| 8 | Admission | 50.47 | 55.84 |
| 9 | Workshop | 46.34 | 44.80 |

Table 10 shows that, both male and female students have the highest problems in the case of 'general' problems area. The mean percentage scores of male students is 73.33 and female students is 74.90. This reveals that both male and female students almost equal in problems in 'general' area.

 In the area of 'programme centre', the mean percentage scores obtained for male students is 62.24 and that of female students is 61.71. This reveals that there is more or less problems for both male and female students with regard to 'programme centre'. The mean percent score for programme centre is also very high in both groups.

 In the area of 'support services', the mean percentages score obtained for male students is 59.42 and for female students is 68.10. This indicates that there is high problems for females than that of male students in the area of support services. Both male and female students have comparatively high occurrence of problems.

 The male students have comparatively less problems than that of female students in the area of 'Assignments'. The mean percentage score obtained for male student is 58.19 and that of female students is 63.35. There is no gender difference with regard to assignments. Both genders have high mean percent score with respect to 'assignment'

 There is less difference in the male and female students scores with respect to 'counselling session'. The mean percentage scores obtained for male students is 54.10 and for female students is 53.08. In this case also mean percentage score is high for both gender.

 The male students have comparatively high problems than that of female students with respect to 'self instructional materials'. The mean percentage score obtained for male students is 53.09 and of female students is 44.65.

 In the area of 'practice teaching', the mean percentage scores obtained for male students is 53.19 and for female students is 51.10. It shows that, there is not much difference between male and female students in their difficulty in the area of 'practice teaching'. Both gender have comparatively high problem with respect to 'practice teaching'.

 The mean percentage score obtained for male students in 'Admission' is 50.47, and the mean percentage score obtained for female students in the same area is 55.84. This reveals that, the female students are having comparatively high problems in 'admission' area than that of male students. Both male and female students have comparatively high problem with respect to admission.

 Both male students and female students have more or less equal problems in the area of 'workshop'. The mean percentage score obtained for male students is 46.34 and that of female students is 44.80. Both male and female students have least difficulty in the area, 'Work shop'.

 Component wise occurrence of the problems of IGNOU B.Ed. students (in mean percentage score) for male and female students are given in
Figure 8.



**FIGURE-8 Component wise occurrence of the problems (in mean percentage) in Male and Female students**

**4.3.2 Comparison of mean percentage scores of problems felt by rural students and urban students**

 One of the objectives of the present study is to compare the mean percentage score in the problems identified for subsample of rural and urban students.

 The value obtained for each component for rural students and urban students are given in Table 11.

TABLE 11

**Comparison of mean percentage
 scores of problems felt by rural students and urban
 students in different components of IGNOU B.Ed. course**

|  |  |  |
| --- | --- | --- |
| Sl.No. | Problems of IGNOU B.Ed. students (Component wise) | Mean Percentage scores |
| Rural | Urban |
| 1 | General | 73.33 | 75.87 |
| 2 | Support services | 64.70 | 64.85 |
| 3 | Programme centre | 62.73 | 60.54 |
| 4 | Assignments | 62.58 | 60.19 |
| 5 | Admission | 55.14 | 51.60 |
| 6 | Counselling session | 53.87 | 52.77 |
| 7 | Self instructional materials | 52.23 | 56.28 |
| 8 | Practice teaching | 50.78 | 53.85 |
| 9 | Workshop | 44.90 | 46.19 |

Table 11 shows that, the highest number of problems exist in 'General' category for both the urban and rural students. The mean percentage score obtained for urban students is 75.87 and for rural students is 73.33. Both groups have almost equal difficulty with respect to the component 'general'.

 In the area of 'Support services', the mean percentage scores of both rural and urban students are almost equal; they are 64.70 and 64.85 respectively. This is comparatively high than all other components except 'General problems'.

 In the area of 'Programme centre', the mean percentage score obtained for rural students is 62.73 and for urban students is 60.54. This shows that there is almost equal problems for urban students and rural students.

 The mean percentage score obtained for rural students in 'Assignments' is 62.58 and the mean percentage score obtained for urban students is 60.19. This reveals that both urban and rural students have almost equal problems in the 'assignment' area. The score obtained for both groups are very high.

 The mean percentage score obtained for rural students in 'Admission' is 55.14 and mean percentage score obtained of urban students in the same area is 51.60. The data shows that both rural and urban area students have almost equal problems in the area of 'admission'.

 There is almost no difference in problems in the area of 'counselling sessions' for both rural and urban groups. The mean percentage score obtained for rural students is 53.87 and that of urban students is 52.77. The values are comparatively high for both groups.

 The rural students have comparatively less problems than that of urban students in the area of self instructional materials. The mean percentage score obtained for rural students is 52.33 and urban students is 56.28. Both groups have high score for 'self instructional materials'.

 The urban and rural students have almost equal problems in the area of 'Practice teaching'. The mean percentage score obtained for urban students is 53.85 and for rural students is 50.78.

 Both rural and urban students have the least problems regarding 'Workshop'. The mean percentage score obtained for rural students is 44.90 and for urban students is 46.19. Both groups do not have considerable difference in their problems in the area 'Work shop'.

 Component wise occurrence of the problems of IGNOU B.Ed. students (in mean percentage score) for rural and urban students are given in Figure 9.



Counselling

**FIGURE-9 Component wise occurrence of the problems (in mean percentage score) in Rural and Urban students**

**4.3.3 Comparison of mean percentage scores of problems felt by Farook Training College programme centre students and Peet Memorial Training College programme centre students**

 One of the objectives of the present study is to compare the mean percentage score in the problems identified for subsamples of two programme centres.

 The value obtained for each component in Farook Training College programme centre students and Peet Memorial Training College programme centre students is given in Table 12.

TABLE 12

**Comparison of mean percentage scores
of problems felt by Farook Training College programme
 centre students and Peet Memorial Training College programme
centre students in different components of IGNOU B.Ed. course**

|  |  |  |
| --- | --- | --- |
| Sl.No. | Problems of IGNOU B.Ed. students (Component wise) | Mean Percentage scores |
| Farook Training College | Peet Memorial Training College |
| 1 | General | 72.98 | 75.72 |
| 2 | Support services | 62.53 | 67.69 |
| 3 | Programme centre | 61.11 | 62.69 |
| 4 | Assignments | 57.73 | 65.52 |
| 5 | Self instructional materials | 50.21 | 57.58 |
| 6 | Admission | 49.71 | 58.16 |
| 7 | Practice teaching | 48.42 | 55.62 |
| 8 | Counselling session | 48.12 | 59.11 |
| 9 | Workshop | 40.81 | 50.31 |

 Table 12 shows that, the both centre had obtained high scores in the area of 'General problems'. The mean percentage score of Farook Training College programme centre students is 72.98 and Peet Memorial Training College programme centre students is 75.72. There is no considerable difference in the problems of IGNOU B.Ed. students with respect to general problem in both centres.

 Peet Memorial Training College programme centre students had comparatively high problems as compared to Farook Training College programme centre students in the area of 'Support services'. The mean percentage score of Farook Training College programme centre students is 62.53 and Peet Memorial Training College programme centre students is 67.69. Both centres have high problem with respect to support services.

 In the area of 'Programme centre', the mean percentage score obtained for Farook Training College programme centre students is 61.11 and Peet Memorial Training College programme centre students is 62.69. This reveals that there exist high problem for Farook Training College programme centre students and for Peet Memorial Training College programme centre students regarding programme centre.

 The mean percentage score obtained for Farook Training College programme centre students in the area of 'Assignments' is 57.73 and that of Peet Memorial Training College programme centre students is 65.52. This shows that Farook Training College programme centre students had less problems as compared to Peet Memorial Training College programme centre students in the area of 'Assignments'. Students of both centres have high problems in the area of 'assignments'.

 The Farook Training College programme centre students had comparatively less problems than that of Peet Memorial Training College programme centre students in the area of 'Self instructional materials'. The mean percentage score obtained for Farook Training College programme centre students is 50.21 and Peet Memorial Training College programme centre students is 57.58. Students of both centres have high problem in the area of 'self instructional materials'.

 The mean percentage score obtained for Farook Training College programme centre students in 'Admission' is 49.71 and the mean percentage score obtained for Peet Memorial Training College programme centre students is 58.16. This shows that the Peet Memorial Training College programme centre students have comparatively high problem in the area of admission than that of Farook Training College programme centre students. Peet Memorial Training College students alone have high problem in this area.

 In the area of 'Practice teaching', the mean percentage score obtained for Farook Training College programme centre students is 48.42 and Peet Memorial Training College programme centre students is 55.62. This reveals that, there is comparatively high problems for Peet Memorial Training College programme centre students as compared to Farook Training College programme centre students. Peet Memorial Training College students have high problems in 'practice teaching'.

 There is comparatively less problems for Farook Training College programme centre students in the area of 'Counselling session'. The mean percentage score obtained for Farook Training College programme centre students is 48.12 and Peet Memorial Training College programme centre students is 59.11. Peet Memorial Training College students have considerable problems regarding 'counselling sessions'.

 As compared to Peet Memorial Training College programme centre students, the Farook Training College programme centre students had less problems in the area of 'Workshop'. The mean percentage score obtained for Farook Training College programme centre students is 40.81 and Peet Memorial Training College programme centre students is 50.31.

 Component wise occurrence of the problems of IGNOU B.Ed. students (in mean percentage score) for Farook Training College programme centre students and Peet Memorial Training College programme centre students are given in Figure 10.



Counselling

**FIGURE-10 Component wise occurrence of the problems (in mean percentage score) in Farook Training College students
and Peet Memorial Training College programme centre : Component wise**

**SUMMARY OF PROCEDURE, CONCLUSIONS AND SUGGESTIONS**

The present chapter of the report provides an overview of the significant aspects of the study namely, summary of procedures, major findings, tenability of hypotheses, educational implications and suggestion for further research.

**5.1 RESTATEMENT OF THE PROBLEM**

 The problem was entitled as "PROBLEMS OF IGNOU B.Ed. STUDENTS IN KERALA".

**5.2 OBJECTIVES OF THE STUDY**

The objectives of the present study were the following:

1. To identify the extent of academic problems of IGNOU students undergoing B.Ed. through distance mode.

2. To identify the extent of major problems of IGNOU B.Ed. students for the subsamples based on

 1. Gender

 2. Locale

 3. Programme centre.

3. To examine whether there is considerable difference in the major problems identified for subsamples of

 1. Male and female students

 2. Rural and urban students

 3. Farook Training College programme centre students and Peet Memorial Training College programme centre students.

**5.3 HYPOTHESES FOR THE STUDY**

 The hypotheses set for the study were:

1. The IGNOU students have a lot of academic problems while undergoing B.Ed. course through distance mode and they differ in the extent of academic problems.

2. The extent of major problems of IGNOU B.Ed. students differ for subsamples based on gender, locale and programme centre.

3. There will be considerable difference in the problems perceived by

 1. Male and female students

 2. Rural and urban students

3. Programme centre of Farook Training College and Peet Memorial Training College, Moovattupuzha.

**5.4 METHODOLOGY**

 The study is intented to collect the problems of IGNOU B.Ed. students in Kerala.

**5.4.1 Sample**

 The study has been conducted on the students who had undergone IGNOU B.Ed. course during 2003-04 in Kerala. The study was conducted on a sample of 110 student teachers.

**5.4.2 Tool used**

 The investigator developed a rating scale, namely "Scale on Problems of IGNOU B.Ed. students in Kerala". It consist of 60 items under nine dimensions.

**5.4.3 Statistical techniques used**

 i) Mean percentage score of the responses regarding the problems perceived by IGNOU B.Ed. students were calculated to analyse the data.

**5.5 MAJOR FINDINGS OF THE STUDY**

 The major findings of the study are summarised as follows:

The extent of occurrence of problems of IGNOU B.Ed. students in total sample regarding IGNOU B.Ed. course are the following.

 For the total sample, 48 items have mean percentage score greater than 50 and 12 items have mean percentage score of less than 50. Out of these 48 problems, three problems are related with 'general', five problems are related with 'support services', seven problems are related with 'programme centre', 10 problems are related with 'assignments', six problems are related with 'admission', four problems are related with 'self instructional materials', two problems are related with 'counselling session', six problems are related with 'practice teaching', and five problems are related with 'workshop'.

 Out of 12 least occurring problems no problem is related with 'general', 'support services', 'programme centre', and 'assignments'. Two problems are related with 'admission', one problem is related with 'self instructional materials', four problems are related with 'counselling session's, four problems are related with 'practice teaching', and only one problem is related with 'workshop'.

The frequently occurring ten problems and the least felt ten problems to the IGNOU B.Ed. students are the following.

1. B.Ed. offered by IGNOU through distance mode is not recognized for employment purposes in Kerala except for promotion. (94.18)

2. B.Ed. course is of two year duration and therefore it takes more period to get the Degree. (77.81)

3. The number of study centres offering IGNOU B.Ed. in the state are inadequate. (77.45)

4. I cannot attend counselling sessions regularly. (76.34)

5. The date of submitting the assignments fall before the workshop or counselling sessions when the correct method of writing the assignment are taught. (74.90)

6. Library books cannot be borrowed and timely returned since study centre are located at distant places. (73.09)

7. There is no provision for betterment of results of the passed subjects. (72.27)

8. There is no provision to return the assignments after valuation through mail. (71.63)

9. Lack of knowledge about the subjects before joining the course made it difficult to choose the optional subjects. (69.81)

10. The scope of assignment questions are not very clear to the students. (68.72)

 The least occurring ten problems are listed below in the ascending order.

1. The medium of instruction for theory classes is Hindi or English, so I find it difficult to follow. (39.45)

2. Original qualifying certificates are not duly verified and admission to the course ratified on time. (42.80)

3. Many self instructional materials and assignments are not properly delivered to the addressee, hence they are lost in transist. (43.27)

4. Teaching practice are not supervised properly. (43.45)

5. Course fee was not reimbersed from Harijan welfare department as in the case of other regular B.Ed. students. (44.72)

6. Supervisors are not available for getting the feedback as many times as required by regulations. (47.27)

7. Internal assessment marks are not introduced for attending counselling sessions. (47.45)

8. Mentors generally do not render timely help in the correction of lesson plans and the delivery of lesson. (47.81)

9. The counselling sessions are not useful. (49.09)

10. As the attendance is compulsory in the workshop during all session, I am unable to complete the course due to one or two days inability to attend the workshop for genuine reason. (49.27)

The extent of problems encountered by IGNOU B.Ed. students in different components of B.Ed. course for total sample in the order of mean percentage score are:

i) The mean percentage score for the area 'general' was 74.30%.

ii) The mean percentage score 64.76 was obtained for the area 'support services'.

iii) The mean percentage score 61.89 was obtained for the area 'programme centre'.

iv) The mean percentage score 61.69 was obtained for the area 'assignment'.

v) The mean percentage score 53.79 was obtained for the area 'admission'.

vi) The mean percentage score 53.78 was obtained for the area 'self instructional materials'.

vii) The mean percentage score 53.45 was obtained for the area 'counselling session'.

viii) The mean percentage score f 51.90 was obtained for the area 'practice teaching'.

ix) The mean percentage score of 45.39 was obtained for the area 'workshop'.

**Major Problems of IGNOU B.Ed. Students for the subsamples based on Gender**

***For the male students***

 The extent of problems encountered by male IGNOU B.Ed.students in different components of B.Ed. course in the order of mean percentage score are:

i) The mean percentage score 73.33 was obtained for the area 'general'.

ii) The mean percentage score 62.24 was obtained for the area 'programme centre'.

iii) The mean percentage score 59.42 was obtained for the area 'support services'.

iv) The mean percentage score 58.95 was obtained for the area 'assignment'.

v) The mean percentage score 54.10 was obtained for the area 'counselling session'.

vi) The mean percentage score 54.09 was obtained for the area 'self instructional materials'.

vii) The mean percentage score 53.19 was obtained for the area 'practice teaching'.

viii) The mean percentage score 50.47 was obtained for the area 'admission'.

ix) The mean percentage score 46.34 was obtained for the area 'workshop'.

***For the female students***

 The extent of problems encountered by female IGNOU B.Ed. students in different components of B.Ed. course in the order of mean percentage score of occurrence are:

i) The mean percentage score 74.90 was obtained for the area 'general'.

ii) The mean percentage score 68.10 was obtained for the area 'support services'.

iii) The mean percentage score 63.35 was obtained for the area 'assignment'.

iv) The mean percentage score 61.71 was obtained for the area 'programme centre'.

v) The mean percentage score 55.84 was obtained for the area 'admission'.

vi) The mean percentage score 53.08 was obtained for the area 'counselling session'.

vii) The mean percentage score 51.10 was obtained for the area 'practice teaching'.

viii) The mean percentage score 44.80 was obtained for the area 'workshop'.

ix) The mean percentage score 44.65 was obtained for the area 'self instructional materials'.

**Major Problems of IGNOU B.Ed. Students for the subsamples based on Locale**

***For the rural students***

 The extent of problems encountered by rural IGNOU B.Ed. students in different components of B.Ed. course in the order of mean percentage score of occurrence are:

i) The mean percentage score 73.33 was obtained for the area 'general'.

ii) The mean percentage score 64.70 was obtained for the area 'support services'.

iii) The mean percentage score 62.73 was obtained for the area 'programme centre'.

iv) The mean percentage score 62.58 was obtained for the area 'assignment'.

v) The mean percentage score 55.14 was obtained for the area 'admission'.

vi) The mean percentage score 53.87 was obtained for the area 'counselling session'.

vii) The mean percentage score 52.23 was obtained for the area 'self instructional materials'.

viii) The mean percentage score 50.78 was obtained for the area 'practice teaching'.

ix) The mean percentage score 44.90 was obtained for the area 'workshop'.

***For the urban students***

 The extent of problems encountered by urban IGNOU B.Ed. students in different components of B.Ed. course in the order of mean percentage score occurrence are:

i) The mean percentage score 75.87 was obtained for the area 'general'.

ii) The mean percentage score 64.85 was obtained for the area 'support services'.

iii) The mean percentage score 60.54 was obtained for the area 'programme centre'.

iv) The mean percentage score 60.19 was obtained for the area 'assignment'.

v) The mean percentage score 56.28 was obtained for the area 'self instructional materials'.

vi) The mean percentage score 53.85 was obtained for the area 'practice teaching'.

vii) The mean percentage score 52.77 was obtained for the area 'counselling session'.

viii) The mean percentage score 51.60 was obtained for the area 'admission'.

ix) The mean percentage score 46.19 was obtained for the area 'workshop'.

**Major Problems of IGNOU B.Ed. Students for the subsamples based on Programme Centres**

***For the Farook Training College programme centre students***

 The extent of problems encountered by Farook Training College programme centre students in different components of IGNOU B.Ed. course in the order of mean percentage score are:

i) The mean percentage score 72.98 was obtained for the area 'general'.

ii) The mean percentage score 62.53 was obtained for the area 'support services'.

iii) The mean percentage score 61.11 was obtained for the area 'programme centre'.

iv) The mean percentage score 57.73 was obtained for the area 'assignment'.

v) The mean percentage score 50.21 was obtained for the area 'self instructional materials'.

vi) The mean percentage score 49.71 was obtained for the area 'admission'.

vii) The mean percentage score 48.42 was obtained for the area 'practice teaching'.

viii) The mean percentage score 48.12 was obtained for the area 'counselling session'.

ix) The mean percentage score 40.81 was obtained for the area 'workshop'.

***For the Peet Memorial Training College programme centre students***

The extent of problems encountered by PMTC programme centre students in different components of IGNOU B.Ed. course in the order of mean percentage score are.

i) The mean percentage score 75.72 was obtained for the area 'general'.

ii) The mean percentage score 67.69 was obtained for the area 'support services'.

iii) The mean percentage score 65.52 was obtained for the area 'assignments'.

iv) The mean percentage score 62.69 was obtained for the area 'programme centre'.

v) The mean percentage score 59.11 was obtained for the area 'counselling session'.

vi) The mean percentage score 58.16 was obtained for the area 'admission'.

vii) The mean percentage score 57.58 was obtained for the area 'self instructional materials'.

viii) The mean percentage score 55.62 was obtained for the area 'practice teaching'.

ix) The mean percentage score 50.31 was obtained for the area 'workshop'.

**Comparison of major problems identified for subsamples of male and female students, rural and urban students and the two programme centres**

***Male and female students***

 The problems in 'support services', 'assignments', and 'admission' are considerably greater in female students than male students. The problems in 'self instructional materials' are considerably greater in male students than female students. The problems in 'general', 'programme centre', 'counselling sessions', 'practice teaching', and 'workshop' are almost equal among male students and female students.

***Urban and Rural students***

 A comparison of mean percentage score of problems perceived by rural and urban students revealed that all components are almost equal in both groups.

***Farook Training College programme centre students and Peet Memorial Training College programme centre students***

 The problems in 'support services', 'assignments', 'self instructional materials', 'admission', 'practice teaching', counselling session', and 'workshop' are considerably greater in Peet Memorial Training College programme centre students than Farook Training College programme centre students. The problems in 'general' and 'programme centre' are almost equal among both the centres.

**5.6 TENABILITY OF THE HYPOTHESES**

1. The findings of the study indicate that the first and second hypotheses formulated in the study are substantiated.

2. The third hypotheses that there will be considerable difference in the problems perceived by male and female students and programme centres of Farook Training College and Peet Memorial Training College are partially substantiated. In the case of subsample of locale the hypothesis is not substantiated.

**5.7 CONCLUSIONS**

On the basis of the above findings, the following conclusions are arrived at:

 The study brought to light the crucial finding that, most of the IGNOU B.Ed. students in the programme centres of Kerala do have problems in various components to different extent.

**5.8 EDUCATIONAL IMPLICATIONS**

 In conducting the B.Ed. programme through distance mode, there are various problems that need to addressed to make the course a success. First of all, the B.Ed. offered by IGNOU is to be got approved by the various universities in Kerala, Public Service Commission and Government of Kerala for employment purpose and further studies. Necessary rules and regulations related to timely recognition of the course has to be got enacted for this purpose. The administrators will have to expedite their actions in this direction so that the apprehension regarding the course can be reduced.

 The duration of the course has to be made flexible. A 'fast track' can also be incorporated, so that in the case of students who can work hard they can complete their studies within a shorter duration. IGNOU will have to provide a justification for the elongated duration of the course.

 The number of study centres offering IGNOU B.Ed. in the state of Kerala are located at distant places from the residences of students. Therefore, the university need consider starting of a few more programme centres in different parts of the state.

 The counselling session is not attended regularly by the students. At least 50% of the counselling sessions need to be made compulsory so that interaction between the staff and students can be enhanced and the imparting of the teaching skills can be facilitated. It is desirable to integrate the F.M. Broadcast and electronic media devices like internet, VCD etc to supplement the counselling sessions. Another suggestion is that strict adherence to time schedule us needed in conducting induction programme, counselling session and workshop so that assignments can be written properly on time. The administrative machinery should follow the academic calendar. It is desirable to have electronic connectivity with various libraries, so that prescribed reference materials can be made use of at appropriate time. Provisions can be given to make use of all the other teacher training college libraries in the state for the purpose. An arrangement by university in this regard will provide rich dividends. Regarding examination university may offer chance to improve the result in theory examination as well. The provision to return the valued answer scripts by return of posts can be incorporated in the rules. The scope of some of the assignment items are not properly understood by students. Provision should be made to collect assignments from the centre immediately after the items are valued. Flexibility may be given to the programme centre to alter the date of submission of assignments.

 When the self instructional materials that the students receive are lost, they are not able to easily purchase them. It is desirable to have provision to help the students to buy the study materials from the programme centres itself. Similarly, the CD's and VCD's prepared by IGNOU relevant to the prescribed syllabus should be available in the centre for ready purchase.

 The college libraries where the programme centres are situated may not issue books to the students. Caution deposited may be instituted as security and the librarian may be asked to come on holidays when the counselling sessions are held. Proper remuneration to the library and laboratory staff for the purpose need to be instituted.

 IGNOU students need to utilize the support services like the laboratory materials in the programme centres. If adequate laboratory materials as per the prescribed syllabus of the IGNOU are not available provision to supply them to the required quantity need to be under taken by the University.

 Programme centres need to be selected to avoid many difficulties of the students. Mutual transgers from one centre to another may be allowed. Wide publicity of exam date will facilitate the students to prepare well for the exam. Programme centres also may be informed on the centres available for writing the exam and the time schedule of examination.

 It will be desirable to resubmit the assignments in electronic format to the IGNOU centre at Delhi, so that the variation and grading can be promptly undertaken, for the students who are not in a position to get through in the first instance. By adopting such a procedure much time can be saved.

 The cost of application form can be reduced by preparing the application form with the most essential part in printed form. The remaining aspects can be given as a CD or publish through the internet, so that, who passes the entrance exam need alone to take a hard copy of it. The course fee incurred by SC and ST students need to be reimburse to them as done in regular B.Ed.. programme. There should be provision to finalise the optional subjects after a counselling session in the induction meeting regarding the scope of each and every optional subject.

 Self instructional materials may be revised when high school curriculum is revised by state or central agencies.

 The practice school should be finalised inconsultation with the programme centre, so that supervision teachers can visit and supervise their practice teaching as required by the norms. Mentors need an orientation to under take their duties effectively.

 Ninety percent of attendance in workshop can be taken as adequate attendance for complete the workshop. The workshop practices need to b e altered based on the feed back of the students.

 IGNOU students should have a grievance redressed mechanism. Students may be enrolled as alumni associations, so that they can share their views with their fellow students.

**5.9 SUGGESTIONS FOR FURTHER RESEARCH**

 The investigator suggests the following areas for conducting further research in the area :

1. Attitude of distance learners towards the B.Ed. programme of IGNOU.
2. Attitude of distance learners towards distance education programmes of IGNOU and Calicut University.
3. A critical study of other distance education programmes of IGNOU.
4. An analytical study of the self instructional materials offered by IGNOU.

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**SUMMARY**

 Education is an ever evolving concept. So many changes have taken place in its structure and form through the ages. According to the article 14 of the constitution, India was committed to provide within ten years free and compulsory education to boys and girls up to the age of fourteen. But this goal has not been achieved so far. Formal education system has been playing a vital role since Independence. But it has been perpetuating the disparities and unbalanced growth in the society. It has been realized that the conventional system cannot make universalisation of education a success due to its inadequacy in various aspects.

 Therefore, the situation demands an effective alternative education system such as distance education and open University system. Open University system was designed to offer opportunities for part-time students for learning at a distance and for innovation in the education system.

**Distance Education**

Distance education has been considered as a method of teaching in which there is no regular face to face relationship between the teacher and the taught but they are linked mainly through correspondence i.e, printed media, radio, T.V etc, Distance education is a method of imparting knowledge, skills, and attitudes by the extensive use of technological aids, media, especially for the purpose of producing, to instruct greater number of students at the same time wherever they live.

 Distance education was introduced in India for the first time in 1962 by the University of Delhi and in 1963, an expert Committee appointed by U.G.C with D.S Kothari as Chairman recommended establishment of Directorate of Correspondence Course. The Indira Gandhi National Open University (IGNOU) establishment in 1985 marks a landmark in the history of distance education in India.

 At present we have a large number of people to educate and larger amount of knowledge to be imparted than we had at the time of Independence. This call for a rethinking on our part. The fundamental question is 'how to provide more and more knowledge to more and more people within the limitation of time and resources at our disposal. Fortunately scientific and technological advancement has come to our rescue. We believe that it is possible to increase the efficiency of education by using modern information technology. This is the basis of distance education, as an alternative approach.

 The establishment of open universities was recommended by a working group headed by G. Parthasarathy (1974), which was constituted by the Government of India to study the problems and recommend solution. The lead was taken by the state of Andrapredesh by establishing Andhrapredesh open University at Hyderabad in 1982. At national level, IGNOU was setup in 1985 by an act of parliament. After this some state governments also gave some serious thought to the matter and started establishing open Universities at the state level. The share of distance education (NPE. POA, 1992) in the total enrolment which was 11.5% in 1992 had increased to 16.5% by the end of 8th five year plan (1992-1995).

 The conventional system of higher education in India though very large, could serve only a microspically small section of the population because of its restricted scope and rigid approach. It could not reach out to those who;

1. were left out and could not continue their education beyond secondary stage due to familiar and economic constraints.
2. dropped out without completing even the first degree course and joined job-market or family occupation.
3. wanted to continue their education for improving of knowledge and skills while remaining in employment.
4. lived in geographically isolated area having peculiar climatic condition and
5. belonged to socially and economically weaker section of the society including women.

The open learning system is an alternative to the conventional one. On the one hand, it has to provide for equality of educational opportunities. So as to democratize Higher education and on the other, it has to introduce an element of "flexibility" in the curriculum so as to provide for a grater variety and larger spectrum of educational choice.

The main difference between conventional and open learning of education lies in the delivery system. In the conventional system there is face to face interaction between teachers and the learners in a formalized class room situation. While on the contrary, direct interaction is minimum in open learning and teaching learning process goes on through mass media with occasional contract programmes. Therefore the delivery system is the backbone of the open learning system.

Distance education is an emerging system of education. Development and expansion of distance world over and its popularity by virtue of its openness, flexibility, wide access multimedia teaching and a wide range of course offering relevant to the social needs have ushered in an era of globalization of distance education. Distance education helps in extending education to people at large and in equalizing educational opportunities. It can provide instruction to those living in remote areas where formal educational opportunities are rare. Distance education offers a vast scope of for innovation in teaching methods, provides scope for variety of subjects and inter disciplinary options. It is flexible and highly economical compared to formal system and enables the learner to learn at their own pace, place and time. Distance education involves all media technology such as Radio, T.V., audo cassettes and video tapes to supplement print media.

**INDIRA GANDHI NATIONAL OPEN UNIVERSITY (IGNOU)**

 IGNOU came to being on September 20, 1985 by an Act of Parliament (1985) to achieve the following objectives:

– democratising higher education by taking education to the door steps of the learners.

– providing access to high quality education to all those who seek it irrespective of age, region, or formal qualifications.

– offering need-based academic programmes by giving professional and vocational orientation of the courses.

– promoting and developing distance education in India.

– as an apex body, setting and maintaining standards in distance education in the country.

 Special features of IGNOU are:

– Relaxed entry regulations.

– Study according to your own pace and convenience.

– Flexibility in choosing the combination of courses from a wide range of disciplines.

– Study from our own chosen place.

 IGNOU has emerged as one of the largest open universities in the commonwealth. Establishment of Distance Education Council (DEC) for the co-ordination and determination of standards of distance education systems in the country (1992) and recognition of a centre of excellence in distance education by the commonwealth of learning (1993) are the important achievements in the field of IGNOU.

**Bachelor of Education (B.Ed.) Programme**

 The B.Ed. programmes of IGNOU aims at developing the understanding and competencies required by practising teachers for the effective teaching-learning process at the secondary stage. The programme also provides opportunities of sharing experiences gained by practising teachers. It enables in-service teachers to select and organise learning experiences according to the requirement of learners. It provides knowledge and develops in them an understanding of areas such as educational evaluation, school management, etc.

 The B.Ed. programme aims to enable practising teachers to achieve the following objectives:

i) To systematize experiences and strengthen the professional competencies of inservice teachers.

ii) To imbibe the knowledge and develop an understanding of various methods and approaches of organising learning experiences of secondary school students.

iii) To develop skill required in selecting and organising learning experiences.

iv) To understand skill involved in dealing with the academic and personal problems of learners.

v) To understand the nature of learners and the learning process.

vi) To acquire the knowledge and develop an understanding of the various procedures and techniques of evaluation and their classroom application.

vii) To develop skill involved in selecting developing and using evaluation tools.

viii) To acquire the knowledge and develop an understanding of various aspects of school management.

ix) To develop competencies for organising various instructional and student support activities.

x) To develop an appreciation of the role of the teacher in the prevailing socio-cultural and political context in general and the educational system in particular.

(Student Handbook & Prospectus of IGNOU B.Ed., 2003)

**1.1 NEED AND SIGNIFICANCE OF THE STUDY**

 It is the established fact that the good quality of teachers is a prerequisite for the development of any nation irrespective of time or place. But now a days the quality and effectiveness of teacher training programmes is diminishing. It is for various reasons: the lack of good management, defective system of education, lack of effective teachers, willy-nilly attitude of government to the teacher programmes and commercialization of educational system etc. Whatever it may, it is an established fact that the quality of teacher training programme is considerably diminishing.

 Because of Commercialization of education the private educational Institutions are emerging like mushrooms, teacher education Institutions are not an exemption for this. The quality and effectiveness of the teacher, that come from the Institutions are in question. Comparing to that of distance education, the traditional regular students did get considerable amount of facilities in quality and quantity. Even then their quality and efficiency is in question. Then we must think about the quality of distance teacher educators in general and particularly about IGNOU B.Ed. students who are receiving considerably less facilities compared to that of regular students. Naturally IGNOU B.Ed. stuents are receiving less faculties in quality and quantity.

 Teacher education involves modification of behavior. It is doubtful whether the objectives of teacher education can be attained through distance education mode. As the practices involve the emulation of good teachers, there is every possibility for the failure of pre service teacher education through distance mode in certain respects. As the programme involve a lot of practical work which need demonstration and a lot of skills has to be acquired. These necessitates face to face interaction with veterans in the field of teacher education. Without multimedia presentation, the curriculum cannot be transacted effectively. Similarly, the teachers who join the programme have acquired family and therefore may not be able to engage fully in the teacher education programme. There are various problems envisaged with regard to curriculum, use of facilities, use of infrastructure, supervision of teaching practice, interpretation of test results etc. in which distance learners may find it difficult to satisfy the quality standards expected of present competitive world of teacher education.

 In spite of all these problems there are many advantages for distance education mode. Moreover, Indira Gandhi National open University being a national University having academic excellence with many innovative practices it needs to be supplemented by providing feed back regarding various aspects of its function with respect to teacher education. This noble endeavour has to be promoted and strengthened so that commercialization can be curB.Ed. to some extent. Thus the investigator wanted to explore deeply the problems encountered by the student teachers who are destined to join the non formal stream. The results of the study may yield sufficient information so that the educational practices can be altered cosumarate with the findings of the study.

**1.2. STATEMENT OF THE PROBLEM**

The problem for present study is entitled as "PROBLEMS OF IGNOU B.Ed. STUDENTS IN KERALA"

**1.3 OPERATIONAL DEFINITION OF KEY TERMS**

The key terms used in the statement of the problem are defined as follows.

**1.3.1 IGNOU**

IGNOU is the Indira Gandhi National Open University that came into being on September 20, 1985, by an Act of Parliament.

**1.3.2 B.Ed. Students**

The students who have undergone the B.Ed. course offered by IGNOU during 2003-04 in Kerala region.

**1.3.3 Kerala**

 Kerala is one of the states in India which is situated in the South-Western part of India. Under the States Re-organisation Act of 1956, Travancore, Cochin state and Malabar were united to form the state of Kerala on 1st November, 1956.

**1.4 VARIABLE OF THE STUDY**

The only variable of the study is problems of IGNOU B.Ed. students.

**1.5 OBJECTIVES OF THE STUDY**

The objectives set forth for the study are the following.

1. To identify the extent of academic problems of IGNOU students undergoing B.Ed. through distance mode.

2. To identify the extent of major problems of IGNOU B.Ed. students for the subsamples based on

 1. Gender

 2. Locale

 3. Programme Centre

3. To examine whether there is considerable difference in the major problems identified for subsamples of

 1. Male and female students

 2. Rural and Urban students

 3. Farook Training College programme centre students and Peet Memorial Training College Programme Centre Students.

**1.6 HYPOTHESES OF THE STUDY**

1. The IGNOU students have a lot of academic problems while undergoing B.Ed. course through distance mode and they differ in the extent of occurrence of those academic problems.

2. The extent of major problems of IGNOU B.Ed. students differ for subsamples based on gender, locale and programme centre.

3. There will be considerable difference in the problems perceived by

 1. Male and Female students

 2. Rural and Urban students

 3. Programme Centre of Farook Training College and Peet Memorial Training College Moovattupuzha

**1.7 METHODOLOGY OF THE STUDY**

**1.7.1 Sample**

 The investigator decided to include the student teachers who had under gone IGNOU B.Ed. Course during 2003-04 in Kerala. The study was conducted on a sample of 110 student teachers.

**1.7.2 Tool used**

Rating scale on problems of IGNOU B.Ed. students in Kerala was used as the main tool.

**1.8 SCOPE AND LIMITATION OF THE STUDY**

The present study is an attempt to find out the extent of academic problems of IGNOU students undergoing B.Ed. through distance mode. For the collection of data, the investigator developed a rating scale on problems of IGNOU B.Ed. students in Kerala with the help of supervising teacher. The study was conducted on a sample of 110 students of IGNOU B.Ed. in Kerala region. Even though precautions were taken to make the study perfect as much as possible, some limitations are there. Some of them are the following.

 Since the sample selected for the study was IGNOU B.Ed. students at remote places, there was some difficulty to approach them personally and the response obtained from them may be biased to some extent due to the fact that some respondents were not timely returning the rating scale duly filled. Due to shortage of time of the course no other tools could be used to supplement the study.

**MAJOR FINDINGS OF THE STUDY**

 The major findings of the study are summarised as follows:

The extent of occurrence of problems of IGNOU B.Ed. students in total sample regarding IGNOU B.Ed. course are the following.

 For the total sample, 48 items have mean percentage score greater than 50 and 12 items have mean percentage score of less than 50. Out of these 48 problems, three problems are related with 'general', five problems are related with 'support services', seven problems are related with 'programme centre', 10 problems are related with 'assignments', six problems are related with 'admission', four problems are related with 'self instructional materials', two problems are related with 'counselling session', six problems are related with 'practice teaching', and five problems are related with 'workshop'.

 Out of 12 least occurring problems no problem is related with 'general', 'support services', 'programme centre', and 'assignments'. Two problems are related with 'admission', one problem is related with 'self instructional materials', four problems are related with 'counselling session's, four problems are related with 'practice teaching', and only one problem is related with 'workshop'.

The frequently occurring ten problems and the least felt ten problems to the IGNOU B.Ed. students are the following.

1. B.Ed. offered by IGNOU through distance mode is not recognized for employment purposes in Kerala except for promotion. (94.18)

2. B.Ed. course is of two year duration and therefore it takes more period to get the Degree. (77.81)

3. The number of study centres offering IGNOU B.Ed. in the state are inadequate. (77.45)

4. I cannot attend counselling sessions regularly. (76.34)

5. The date of submitting the assignments fall before the workshop or counselling sessions when the correct method of writing the assignment are taught. (74.90)

6. Library books cannot be borrowed and timely returned since study centre are located at distant places. (73.09)

7. There is no provision for betterment of results of the passed subjects. (72.27)

8. There is no provision to return the assignments after valuation through mail. (71.63)

9. Lack of knowledge about the subjects before joining the course made it difficult to choose the optional subjects. (69.81)

10. The scope of assignment questions are not very clear to the students. (68.72)

 The least occurring ten problems are listed below in the ascending order.

1. The medium of instruction for theory classes is Hindi or English, so I find it difficult to follow. (39.45)

2. Original qualifying certificates are not duly verified and admission to the course ratified on time. (42.80)

3. Many self instructional materials and assignments are not properly delivered to the addressee, hence they are lost in transist. (43.27)

4. Teaching practice are not supervised properly. (43.45)

5. Course fee was not reimbersed from Harijan welfare department as in the case of other regular B.Ed. students. (44.72)

6. Supervisors are not available for getting the feedback as many times as required by regulations. (47.27)

7. Internal assessment marks are not introduced for attending counselling sessions. (47.45)

8. Mentors generally do not render timely help in the correction of lesson plans and the delivery of lesson. (47.81)

9. The counselling sessions are not useful. (49.09)

10. As the attendance is compulsory in the workshop during all session, I am unable to complete the course due to one or two days inability to attend the workshop for genuine reason. (49.27)

The extent of problems encountered by IGNOU B.Ed. students in different components of B.Ed. course for total sample in the order of mean percentage score are:

i) The mean percentage score for the area 'general' was 74.30%.

ii) The mean percentage score 64.76 was obtained for the area 'support services'.

iii) The mean percentage score 61.89 was obtained for the area 'programme centre'.

iv) The mean percentage score 61.69 was obtained for the area 'assignment'.

v) The mean percentage score 53.79 was obtained for the area 'admission'.

vi) The mean percentage score 53.78 was obtained for the area 'self instructional materials'.

vii) The mean percentage score 53.45 was obtained for the area 'counselling session'.

viii) The mean percentage score f 51.90 was obtained for the area 'practice teaching'.

ix) The mean percentage score of 45.39 was obtained for the area 'workshop'.

**Major Problems of IGNOU B.Ed. Students for the subsamples based on Gender**

***For the male students***

 The extent of problems encountered by male IGNOU B.Ed.students in different components of B.Ed. course in the order of mean percentage score are:

i) The mean percentage score 73.33 was obtained for the area 'general'.

ii) The mean percentage score 62.24 was obtained for the area 'programme centre'.

iii) The mean percentage score 59.42 was obtained for the area 'support services'.

iv) The mean percentage score 58.95 was obtained for the area 'assignment'.

v) The mean percentage score 54.10 was obtained for the area 'counselling session'.

vi) The mean percentage score 54.09 was obtained for the area 'self instructional materials'.

vii) The mean percentage score 53.19 was obtained for the area 'practice teaching'.

viii) The mean percentage score 50.47 was obtained for the area 'admission'.

ix) The mean percentage score 46.34 was obtained for the area 'workshop'.

***For the female students***

 The extent of problems encountered by female IGNOU B.Ed. students in different components of B.Ed. course in the order of mean percentage score of occurrence are:

i) The mean percentage score 74.90 was obtained for the area 'general'.

ii) The mean percentage score 68.10 was obtained for the area 'support services'.

iii) The mean percentage score 63.35 was obtained for the area 'assignment'.

iv) The mean percentage score 61.71 was obtained for the area 'programme centre'.

v) The mean percentage score 55.84 was obtained for the area 'admission'.

vi) The mean percentage score 53.08 was obtained for the area 'counselling session'.

vii) The mean percentage score 51.10 was obtained for the area 'practice teaching'.

viii) The mean percentage score 44.80 was obtained for the area 'workshop'.

ix) The mean percentage score 44.65 was obtained for the area 'self instructional materials'.

**Major Problems of IGNOU B.Ed. Students for the subsamples based on Locale**

***For the rural students***

 The extent of problems encountered by rural IGNOU B.Ed. students in different components of B.Ed. course in the order of mean percentage score of occurrence are:

i) The mean percentage score 73.33 was obtained for the area 'general'.

ii) The mean percentage score 64.70 was obtained for the area 'support services'.

iii) The mean percentage score 62.73 was obtained for the area 'programme centre'.

iv) The mean percentage score 62.58 was obtained for the area 'assignment'.

v) The mean percentage score 55.14 was obtained for the area 'admission'.

vi) The mean percentage score 53.87 was obtained for the area 'counselling session'.

vii) The mean percentage score 52.23 was obtained for the area 'self instructional materials'.

viii) The mean percentage score 50.78 was obtained for the area 'practice teaching'.

ix) The mean percentage score 44.90 was obtained for the area 'workshop'.

***For the urban students***

 The extent of problems encountered by urban IGNOU B.Ed. students in different components of B.Ed. course in the order of mean percentage score occurrence are:

i) The mean percentage score 75.87 was obtained for the area 'general'.

ii) The mean percentage score 64.85 was obtained for the area 'support services'.

iii) The mean percentage score 60.54 was obtained for the area 'programme centre'.

iv) The mean percentage score 60.19 was obtained for the area 'assignment'.

v) The mean percentage score 56.28 was obtained for the area 'self instructional materials'.

vi) The mean percentage score 53.85 was obtained for the area 'practice teaching'.

vii) The mean percentage score 52.77 was obtained for the area 'counselling session'.

viii) The mean percentage score 51.60 was obtained for the area 'admission'.

ix) The mean percentage score 46.19 was obtained for the area 'workshop'.

**Major Problems of IGNOU B.Ed. Students for the subsamples based on Programme Centres**

***For the Farook Training College programme centre students***

 The extent of problems encountered by Farook Training College programme centre students in different components of IGNOU B.Ed. course in the order of mean percentage score are:

i) The mean percentage score 72.98 was obtained for the area 'general'.

ii) The mean percentage score 62.53 was obtained for the area 'support services'.

iii) The mean percentage score 61.11 was obtained for the area 'programme centre'.

iv) The mean percentage score 57.73 was obtained for the area 'assignment'.

v) The mean percentage score 50.21 was obtained for the area 'self instructional materials'.

vi) The mean percentage score 49.71 was obtained for the area 'admission'.

vii) The mean percentage score 48.42 was obtained for the area 'practice teaching'.

viii) The mean percentage score 48.12 was obtained for the area 'counselling session'.

ix) The mean percentage score 40.81 was obtained for the area 'workshop'.

***For the Peet Memorial Training College programme centre students***

The extent of problems encountered by PMTC programme centre students in different components of IGNOU B.Ed. course in the order of mean percentage score are.

i) The mean percentage score 75.72 was obtained for the area 'general'.

ii) The mean percentage score 67.69 was obtained for the area 'support services'.

iii) The mean percentage score 65.52 was obtained for the area 'assignments'.

iv) The mean percentage score 62.69 was obtained for the area 'programme centre'.

v) The mean percentage score 59.11 was obtained for the area 'counselling session'.

vi) The mean percentage score 58.16 was obtained for the area 'admission'.

vii) The mean percentage score 57.58 was obtained for the area 'self instructional materials'.

viii) The mean percentage score 55.62 was obtained for the area 'practice teaching'.

ix) The mean percentage score 50.31 was obtained for the area 'workshop'.

**Comparison of major problems identified for subsamples of male and female students, rural and urban students and the two programme centres**

***Male and female students***

 The problems in 'support services', 'assignments', and 'admission' are considerably greater in female students than male students. The problems in 'self instructional materials' are considerably greater in male students than female students. The problems in 'general', 'programme centre', 'counselling sessions', 'practice teaching', and 'workshop' are almost equal among male students and female students.

***Urban and Rural students***

 A comparison of mean percentage score of problems perceived by rural and urban students revealed that all components are almost equal in both groups.

***Farook Training College programme centre students and Peet Memorial Training College programme centre students***

 The problems in 'support services', 'assignments', 'self instructional materials', 'admission', 'practice teaching', counselling session', and 'workshop' are considerably greater in Peet Memorial Training College programme centre students than Farook Training College programme centre students. The problems in 'general' and 'programme centre' are almost equal among both the centres.

**TENABILITY OF THE HYPOTHESES**

1. The findings of the study indicate that the first and second hypotheses formulated in the study are substantiated.

2. The third hypotheses that there will be considerable difference in the problems perceived by male and female students and programme centres of Farook Training College and Peet Memorial Training College are partially substantiated. In the case of subsample of locale the hypothesis is not substantiated.

**CONCLUSIONS**

On the basis of the above findings, the following conclusions are arrived at:

 The study brought to light the crucial finding that, most of the IGNOU B.Ed. students in the programme centres of Kerala do have problems in various components to different extent.

**EDUCATIONAL IMPLICATIONS**

 In conducting the B.Ed. programme through distance mode, there are various problems that need to addressed to make the course a success. First of all, the B.Ed. offered by IGNOU is to be got approved by the various universities in Kerala, Public Service Commission and Government of Kerala for employment purpose and further studies. Necessary rules and regulations related to timely recognition of the course has to be got enacted for this purpose. The administrators will have to expedite their actions in this direction so that the apprehension regarding the course can be reduced.

 The duration of the course has to be made flexible. A 'fast track' can also be incorporated, so that in the case of students who can work hard they can complete their studies within a shorter duration. IGNOU will have to provide a justification for the elongated duration of the course.

 The number of study centres offering IGNOU B.Ed. in the state of Kerala are located at distant places from the residences of students. Therefore, the university need consider starting of a few more programme centres in different parts of the state.

 The counselling session is not attended regularly by the students. At least 50% of the counselling sessions need to be made compulsory so that interaction between the staff and students can be enhanced and the imparting of the teaching skills can be facilitated. It is desirable to integrate the F.M. Broadcast and electronic media devices like internet, VCD etc to supplement the counselling sessions. Another suggestion is that strict adherence to time schedule us needed in conducting induction programme, counselling session and workshop so that assignments can be written properly on time. The administrative machinery should follow the academic calendar. It is desirable to have electronic connectivity with various libraries, so that prescribed reference materials can be made use of at appropriate time. Provisions can be given to make use of all the other teacher training college libraries in the state for the purpose. An arrangement by university in this regard will provide rich dividends. Regarding examination university may offer chance to improve the result in theory examination as well. The provision to return the valued answer scripts by return of posts can be incorporated in the rules. The scope of some of the assignment items are not properly understood by students. Provision should be made to collect assignments from the centre immediately after the items are valued. Flexibility may be given to the programme centre to alter the date of submission of assignments.

 When the self instructional materials that the students receive are lost, they are not able to easily purchase them. It is desirable to have provision to help the students to buy the study materials from the programme centres itself. Similarly, the CD's and VCD's prepared by IGNOU relevant to the prescribed syllabus should be available in the centre for ready purchase.

 The college libraries where the programme centres are situated may not issue books to the students. Caution deposited may be instituted as security and the librarian may be asked to come on holidays when the counselling sessions are held. Proper remuneration to the library and laboratory staff for the purpose need to be instituted.

 IGNOU students need to utilize the support services like the laboratory materials in the programme centres. If adequate laboratory materials as per the prescribed syllabus of the IGNOU are not available provision to supply them to the required quantity need to be under taken by the University.

 Programme centres need to be selected to avoid many difficulties of the students. Mutual transgers from one centre to another may be allowed. Wide publicity of exam date will facilitate the students to prepare well for the exam. Programme centres also may be informed on the centres available for writing the exam and the time schedule of examination.

 It will be desirable to resubmit the assignments in electronic format to the IGNOU centre at Delhi, so that the variation and grading can be promptly undertaken, for the students who are not in a position to get through in the first instance. By adopting such a procedure much time can be saved.

 The cost of application form can be reduced by preparing the application form with the most essential part in printed form. The remaining aspects can be given as a CD or publish through the internet, so that, who passes the entrance exam need alone to take a hard copy of it. The course fee incurred by SC and ST students need to be reimburse to them as done in regular B.Ed.. programme. There should be provision to finalise the optional subjects after a counselling session in the induction meeting regarding the scope of each and every optional subject.

 Self instructional materials may be revised when high school curriculum is revised by state or central agencies.

 The practice school should be finalised inconsultation with the programme centre, so that supervision teachers can visit and supervise their practice teaching as required by the norms. Mentors need an orientation to under take their duties effectively.

 Ninety percent of attendance in workshop can be taken as adequate attendance for complete the workshop. The workshop practices need to b e altered based on the feed back of the students.

 IGNOU students should have a grievance redressed mechanism. Students may be enrolled as alumni associations, so that they can share their views with their fellow students.

**SUGGESTIONS FOR FURTHER RESEARCH**

 The investigator suggests the following areas for conducting further research in the area :

1. Attitude of distance learners towards the B.Ed. programme of IGNOU.
2. Attitude of distance learners towards distance education programmes of IGNOU and Calicut University.
3. A critical study of other distance education programmes of IGNOU.
4. An analytical study of the self instructional materials offered by IGNOU.

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**APPENDIX II**

**List of IGNOU B.Ed. Programme Centres in Kerala**

1. Farook Training College, Feroke, Calicut.

2. Peet Memorial Training College, Moovattupuzha.

**FAROOK TRAINING COLLEGE, CALICUT**

**SCALE ON PROBLEMS OF IGNOU B.Ed**

**APPENDIX I**

**STUDENTS**

**ABDUSLAM. C. DILEEPKUMAR. A.**

Principal MEd Student

Farook Training College Farook Training College

Name :

Male/Female :

Age :

Marital Status :

Number of children :

Location :

Name of Practice Teaching

school :

Type of Management :

Standard in which Taught :

Previous Teaching Experience in Years,

 - In Primary Schools :

 - In High Schools :

 - In College :

District:

Academic Qualifications: Professional: TTC/LTT/B.Ed/Others…..

 General : MA/MSc/MCom/Others : .

**Instructions**

 Given below is a list of problems which the student teachers of IGNOU generally encounter during their BEd programme. Five columns are given against each item. The columns represents give possible responses viz. (a) Always a problem (b) Often a problem (c) Sometimes a problem (d) Rarely a problem (c) Never a problem respectively. Please read each item carefully. After reading the items, mark your responses of the extent to which the statements are indicative of the problem for you, by putting a 'X' in the column representing your responses.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Always a problem | Often a problem | Some times a problem | Rarely a problem | Never a problem |
|  | The free for the application form was too costly. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 2 |  Course fee was not reimbursed from Harijan welfare department as in the case of other regular BEd students. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 3. | The entrance examination centre was far away from my residence | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 4. | Sample question papers for entrance examination were not available for the preparation of the test | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 5. | The result of the entrance test was published very late, so that one year was lost after the Bachelor Degree  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 6. | The number of study centres offering IGNOU B.Ed in the state are inadequate | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 7. | I cannot attend counselling session regularly | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 8. |  B.Ed offered by IGNOU through distance mode is not recognised for employment purposes in Kerala except for promotion | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 9. | The primary school service in unrecognised schools are not counted as valid service for joining the course | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 10. |  Original qualifying certificates are not duly varified and admission to the course ratified on time | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 11. | The allotment of study centre are made without considering the conveniences of students | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 12. | Induction meeting is held very late, so that the time writing assignments are not adequate | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 13. | The work centre opted by the students are in distant areas so that supervisors are not able to reach the centres as frequently as expected | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 14. | There are no other curriculum materials other than printed self instructional materials supplied to the student | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 15. |  Many self instructional materials and assignments are not properly delivered to the addressee, hence they are lost in transist | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 16. | The study materials are not easily understood by an average student | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 17. | When counselling sessions are held more portions are covered in each counselling session so that only cursery treatment of the subject alone is attempted in the counselling session | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 18. | There is shortage of time for clearing the doubts of students during the counselling session | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 19. |  As counselling sessions are not compulsory, I do not attend the session | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 20. | Internal assessment marks are not introduced for attending counselling sessions | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 21. |  Academic counsellors seems to be incompetent or unprepared | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 22. | The counselling sessions are not useful | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 23. |  Reference books available for writing the assignments are inadequate | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 24. | The comments written on the assignments are not obtained in time | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 25. | There is no provision to return the assignments after valuation through mail | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 26. | The date submitting the assignments fall before the workshop or counselling sessions when the correct method of writing the assignments are taught | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 27. | The scope of assignment questions are not very clear to the students | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 28. | Adequate time is not available to resubmit the assignments | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 29. | There is subjectivity in the evaluation of assignments as value points are not available for the examiners | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 30. | The grade awarded by the programme centres are not time entered in the result sheets of the IGNOU | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 31. | Assignment questions are vague and cannot be answered properly | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 32. | Change of assignments from year to year is a serious problem for the students because, there is shortage of time to answer the question | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 33. | School based activities cannot be properly guided by school teachers as they are not given proper orientation by IGNOU | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 34. | As the attendance is compulsory in the workshop during all session, I am unable to complete the course due to one or two days inability to workshop for genuine reason | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 35. | Some counsellors do not attend the workshop and the periods are wasted | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 36. | The allotment of time for certain portions are not proportionate to the requirements of students | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 37. | The pre workshop activities cannot be properly done as the students do not have correct idea of the performances they are expected to do. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 38. | The post workshop activities cannot be submitted successfully  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 39. | There are many group activities which cannot be competed successfully for want of time | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 40. | Teaching practise are not supervised properly  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 41. | Supervisors are not available for getting the feedback as many times are required by regulations | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 42. | Mentors generally do not render timely help in the correction of lesson plans and the delivery of lessons | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 43. | There is no uniform pattern of lesson plans as practised in schools and taught in the college | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 44. | Library facilities cannot be utilised properly as the classes are conducted on holidays | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 45. | Library books cannot be borrowed and timely returned since study centres are located at distant places | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 46. | There are no C.D Roms or other multimedia facilities that can be utilised | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 47. | Reference books available in the colleges are not those mentioned in the syllabus | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 48. | Lab facilities are not adequate for meeting the needs of hundred students at a time | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 49. | The number of components available in the centres are not adequate for doing practical by individual students at a time | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 50. | It is not easy to get spare copies of self instructional materials | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 51. | Facilities like internet are not available to the students from the study centre | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 52. | Self instructional materials are not revised periodically and therefore become out moded | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 53. | Majority of schools in Kerala are Malayalam medium schools, hence practice teaching cannot be conducted in English or Hindi | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 54. | The medium of instruction for theory classes in Hindi or English so I find it difficult to follow | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 55. | Usually the results of assignments and practice teaching are not readily available in the centre or internet | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 56. | Details regarding examinations are not available in the study centre | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 57. | It is very difficult to get good accomodation during workshop days | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 58. | B.Ed course is of two year duration and therefore it takes more period to get the Degree | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 59. | There is no provision for betterment of results of the passed subjects | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 60. | Lack of knowledge about the subjects before joining the course made it difficult to choose the optional subjects | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |