



# EVALUATION IN DISTANCE TEACHER EDUCATION PROGRAMME: A CASE STUDY OF BACHELOR OF EDUCATION (B. Ed) IN IGNOU

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## Abstract

The present study was conducted with the objectives, to study the student teachers' feedback on various aspects of self-learning print materials, practical such as school-based activities, workshop-based activities and practice teaching, and on various support services such as academic counselling, assignment, use of media and technology and distribution of learning materials, to study the feedback from Programme in-charges of B.Ed. Programme Study Centres on various aspects of implementation of B.Ed. programme at the PSCs, to study the feedback of counsellors with regard to organization of counselling sessions and assessment of assignments, to find out the evaluation practices adopted by the University for B.Ed. programme, to study practical activities i. e. school-based activities, workshop-based activities and practice teaching and to study the feedback of teachers who have completed B.Ed. programme on professional benefits accrued from the programme. After analysing the data, it was revealed that majority of students are satisfied with self-learning materials, school-based activities, assignments, pattern of examinations and helpful in their learning and preparation. Maximum number of PICs reported that the attendance of students during counselling sessions was below 50%. The Problems faced by PICs in organizing workshops are non-availability of resource persons, lack of advance payment, lack of accommodation for participants, lack of leave to teachers granted by schools, deciding the workshop schedule as per the convenience of participants, etc. Majority of the Academic Counsellors did not attend Orientation Programmes and maximum of them adopted lecture cum discussion method during counselling sessions. Most of the counsellors suggested to make counselling compulsory.

**Key Words:** Evaluation, Distance Teacher Education, Bachelor of Education, counsellors,  
Programme in Charge.

## Introduction:

Evaluation can be understood as judging the value or worth of what is being evaluated. Although evaluation in our personal life may be carried out in a casual way, in educational context, it is conducted in a systematic way. Beeby (1977) defines it as “the systematic collection and interpretation of evidence, leading, as part of the process, to a judgement of value with a view to taking action”. There are four major elements which

can be derived from this definition about evaluation. These are: i) systematic collection of evidence; ii) interpretation of evidence; iii) judgement of value; and iv) action orientation.

Therefore, evaluation is a systematic process of collecting and interpreting evidences, judging the value of evidences pertaining to a system, a process or a product being evaluated and making decision about the future course of action for improvement of the system, the process or the product. In educational situation evaluation is carried out to assess the performance of learners as well as the academic programmes offered by the educational institutions. In the context of academic programmes, evaluation has the same connotation as it has in the case of evaluation of learner performance. Dolley (1994) mentions, “Evaluation is the systematic process of collecting, analysing, and interpreting information that enables judgements to be made about the value of a programme (of learning) and its effectiveness efficiency in achieving a set of outcomes”. Evaluation of academic programmes or programme evaluation is carried out in order to find out the effectiveness of the programme.

Indira Gandhi National Open University (IGNOU) is a central university functioning under the Ministry of Education (MoE), Govt. of India. It has all India jurisdiction and is operating through Regional Centres and Study Centres. Whereas programme development is the responsibility of concerned school of studies, programme delivery is the responsibility of regional services division. It offers bouquet of academic programmes for various categories of learners in which Bachelor of Education (B.Ed.) is one of them. This Programme was launched in the year 2000 as per the guidelines of National Council for Teacher Education (NCTE), to meet the professional requirement of untrained graduate teachers working in different schools. Eligibility for taking admission into the programme is a bachelor degree or higher degree from any recognised university along with D. El. Ed degree on face-to-face mode. The Medium of instruction is English and Hindi. The students are admitted after clearing nationwide entrance test followed by the counselling (verification of the original documents etc.) at regional centres. Each study centre has intake of 50 seats for the students who fall under the region concerned.

### Review of Related Literature:

The researchers have gone through the following studies and books to conduct the present study.

**Biswas, P and Pradhan B (2002)** designed and developed the book titled as “Assessment and Evaluation in Distance Education”. Staff Training and Research Institute of Distance Education, IGNOU. **Abdullah, N. A and Mirza, M. S (2020)** conducted the study on Evaluating Pre-Service Teaching Practice for Online and Distance Education Students in Pakistan. International Review of Research in Open and Distributed Learning Volume 21, Number 2. The study revealed for improving the system, such as grading the modules, peer-assessment and orientation workshops for student teachers. Teaching practice modules should be developed. **Sampong, K. A (2009)** conducted the study on “An Evaluative Study of a Distance Teacher Education Program in a University in Ghana”. International Review of Research in Open and Distance Learning, Volume 10, Number 4. The study revealed that although there were some discrepancies between program standards and performance the program is fulfilling its purpose of upgrading the professional and academic performance of a large number of teachers in the public K-8 schools in Ghana. **Yilmaz, R (2017)** conducted the study on “Problems experienced in evaluating success and performance in distance education: A case study”. Turkish online journal of distance education-Volume 18, Number: 1. The study revealed that the problems that lecturers have in evaluating the success and performance of the students in online distance education and possible solution suggestions for these problems are

presented. The study was a case study and the data of the study were collected from the lecturers who lectured in a distance education program of a state university. Based on the findings of the study, the problems that lecturers have in evaluating the success and performance of the students in distance education and possible solution suggestions for these problems are presented. Dzakira, H & Mohammed Idrus, R (2003) conducted a study on “Teacher- Learner interaction in distance education: A case of two Malaysian Universities”. Turkish online journal of distance education-TOZDE Volume 4, Number:3. The study revealed that The DLs should never be perceived as the problem(s), but should be perceived and integrated as part of the solution(s) to any DE problems and issues. Such approach and attitude we think will benefit all stakeholders in DE.

### **Rationale of the Study:**

Many Research studies have been conducted in India and abroad on Programme evaluation in Distance Education. These studies have provided an insight into the nature and characteristics of distance learners’ feedback on self-learning printed material, academic counselling, assignments, use of media and technology and support services.

The available dissertations and articles have specially addressed to “Programme Evaluation in Distance Teacher Education” in terms of its various aspects like Instructional and delivery mechanism, Library Facilities, System of Evaluation, Conduct of Practical, Teleconferencing, Design and development of course materials, Self-Instructional materials (SIMs), Assignments, Audio Video Programmes, Student Support Services, Academic Counselling, Credit based System etc.

However, a few studies like Sanghai (2006), Sanghai and Garg (2009), Nisha Peshin (2007), Pandey and Mishra (2010) and Kumar and Sahoo (2010) attempted to study the B.Ed. Programme of IGNOU but nobody has taken up a comprehensive study of the B.Ed. programme of IGNOU in terms of its various aspects and stakeholders.

Hence, the researchers decided to undertake a study on comprehensive evaluation of Teacher Education (B.Ed.) Programme of IGNOU taking in to consideration various aspects and stakeholders. The Bachelor of Education (B.Ed.) programme was launched in the year January 2000 and during the development of the programme all necessary care was taken to make the programme up-to-date and relevant for the benefits of the learners. As knowledge is growing in every sphere of academic studies, it is obvious that there must have been several knowledge developments in teacher education for secondary school level. Moreover, in open and distance learning system, it is necessary to evaluate and revise the programme after every five years.

The present study aims at not only exploring the lacuna present in the programme, but also will emerge with possible suggestions to modify and improve the programme according to the new requirements of the learners as per the suggestions provided by the stakeholders. Considering the above reasons, the present study is visualised and undertaken.

**Research Questions:**

- What is the feedback of student teachers on various aspects such as Self-learning print materials, School-based activities, Workshop-based activities, Practice teaching and Support services like academic counselling, assignments, use of media and technology and distribution of learning materials?
- What are the feedbacks of Program In-charges of B.Ed. Programme Study Centres on various aspects of implementation of B.Ed. programme at the PSCs?
- What is the feedback of counsellors with regard to organization of counselling sessions and assessment of assignments?
- What are the evaluation practices adopted by the University for B.Ed. programme?
- Whether practical activities i.e., school-based activities, workshop activities and practice teaching are conducted effectively or not?
- What is the feedback of teachers who have completed B.Ed. programme and professional benefits obtained from the programme?

**Objectives of the Study:**

The study was conducted with the following objectives.

1. To study the student teachers' feedback on various aspects of self-learning print materials, practical such as school-based activities, workshop-based activities and practice teaching, and on various support services such as academic counselling, assignment, use of media and technology and distribution of learning materials.
2. To study the feedback from Programme in-charges of B.Ed. Programme Study Centres on various aspects of implementation of B.Ed. programme at the PSCs.
3. To study the feedback of counsellors with regard to organization of counselling sessions and assessment of assignments.
4. To find out the evaluation practices adopted by the University for B.Ed. programme.
5. To study practical activities i. e. school-based activities, workshop-based activities and practice teaching
6. To study the feedback of teachers who have completed B.Ed. programme on professional benefits accrued from the programme.

**Operational Definitions of the Terms Used**

- (a) **Evaluation:** Beeby (1977) defines it as “the systematic collection and interpretation of evidence, leading, as part of the process, to a judgment of value with a view to action”. In the present study, programme evaluation means collection and evaluation of feedback from different student teachers, academic counsellors, course writers, programme in charges, resource persons, mentors and all the functionaries associated with implementation of the programme with a view to suggesting necessary measures for revision of the programme and systemic development of distance teacher education.
- (b) **Distance Teacher Education:** It refers to teacher education programmes offered through distance mode i. e. B.Ed. Programme of IGNOU.

(c) **Teacher Education (B.Ed.) Programme:** It refers to the B.Ed. Programme of IGNOU offered only to those who have completed graduation degree and D. El. Ed in face-to-face mode.

### **Delimitations of the Study**

The present study was conducted with the following delimitations.

- Evaluation of feedback was obtained from B.Ed. passed out and pursuing student teachers who enrolled during 2018 to 2022 academic years of Bhubaneswar Region only.
- Evaluation of feedback obtained from the Programme-in-Charges of the Programme Study Centres of Bhubaneswar Region.
- Evaluation of feedback obtained from the Academic counsellors of only two Learner centres.
- Analysis of various documents pertaining to evaluation practices related to B.Ed. Programme adopted by IGNOU of Bhubaneswar Region.
- The study was delimited to only B.Ed. Students enrolled in the study centres of NDWCTE, Bhubaneswar and RNIASE, Cuttack under IGNOU Regional Centre, Bhubaneswar.

### **Method of the Study:**

In the present study, the researchers followed Descriptive Survey Method in order to collect data. Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and whenever possible to draw valid general conclusions from the facts discovered.

### **Population of the Study:**

All the B. Ed students of IGNOU study centres under regional centre, Bhubaneswar during the year 2018 to 2022, all the academic counsellors of the said study centres and the programme in charges of IGNOU study centres are the population of the study.

### **Sample of the Study:**

100 numbers of B.Ed. students who enrolled during academic session 2018 to 2022 and 20 numbers of academic counsellors along with 02 numbers of Programme in-charges were selected as sample of the present study.

### **Tools for Data Collection:**

The following tools were developed by the researchers for data collection to meet the objectives of the study.

- Questionnaire for passed out and continuing B.Ed. Student Teachers
- Questionnaire for B.Ed. Programme-in-Charges
- Questionnaire for Academic Counsellors

**Data Collection:**

The researchers used various tools developed by them to collect data from different respondents. The data pertaining to the problem was collected from the two major sources. They are: (i). Primary Sources (ii). Secondary Sources.

1. **Primary Sources:** The researchers have gone through related literature from the books, journals, monographs, dissertations, theses, and World Wide Web sources.
2. **Secondary Sources:** The researchers used various tools in order to collect data pertaining to different objectives of the study. Various procedures for collecting data are discussed below.
  - The researchers visited personally the Academic counsellors and PICs to collect filled in questionnaires.
  - The researchers collected the mail ID, contact number and postal address of sample passed out and continuing B. Ed students of NDWCTE, Bhubaneswar and RNIASE, Cuttack IGNOU study centres and then sent the questionnaire through mail with clear cut instruction along with a request to fill the questionnaire and resend through mail. The researchers followed up them regularly.

**Major Findings of the Study:**

- Majority of students found self-learning materials adequate, relevant and motivating.
- Majority of them found assignments appropriate and helpful in their learning and preparation for examinations.
- Majority of them were satisfied with the pattern of term-end examination but found difficulty in getting re-evaluation results.
- Majority of them viewed that the school-based activities helped them in enhancing their professional skills.
- Maximum number of PICs reported that the attendance of students during counselling sessions was below 50%. They suggested for more counselling sessions. They were helped by counsellors in academic and administrative works.
- The Problems faced by PICs in organizing workshops are non-availability of resource persons, lack of advance payment, lack of accommodation for participants, lack of leave to teachers granted by schools, deciding the workshop schedule as per the convenience of participants, etc.
- Majority of the Academic Counsellors did not attend Orientation Programmes.
- Maximum of them adopted lecture cum discussion method during counselling sessions.
- They were satisfied with the structure of B.Ed. Programme and Unit Structures of the Units.
- They suggested to include new concepts like Transfer of Learning, Right to Information Act, etc.
- Majority of them did not use Gyan darshan channel, Gyan Vani, IRC, Audio/Video CDs/Cassettes.
- Majority of them suggested counselling should be compulsory.
- Majority of them provided overall comments on assignments and suggested to increase the number of assignments.

**Conclusion:**

Most of the student teachers reported that workshop-based activities and school-based activities contributed to the development of their professional skills. They acquired the knowledge and developed understanding of various methods of teaching and approaches to organizing of learning experiences at secondary level. Their association with resource persons during workshops and academic counselling developed in them positive attitudes towards teaching and learning. Self-learning materials helped them in improving their knowledge and understanding of teaching and learning process. The programme in charges and Academic counsellors suggested to make counselling compulsory.

The result of the present study can be helpful for the future B.Ed. Student Teachers, Course Writers, Programme In-Charges, Academic Counsellors, Regional Directors / Assistant Directors, Faculty members of School of Education, IGNOU, workshop Directors/Resource Persons and to bring holistic reformation in managing the distance learning programmes.

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