



**ACHIEVEMENT OF STUDENTS IN SECONDARY LEVEL TEACHER TRAINING
PROGRAMME OF IGNOU AND GAUHATI UNIVERSITY**

Prof. Jagat Swargiary and Rajiv Kumar Jha

Department of Education, Gauhati University, Guwahati, India

Abstract

Reform of teacher education has been one of the key concerns in the report of major education Commissions and Committees on education. With increasing pressure to recruit teachers that fulfill RTE, 2009 norms of qualification many states are instituting distance learning programs to meet the demand of a large number of professionally qualified teachers. However, the quality of teacher education is a major concern since large numbers of trained teachers are failing to qualify the teacher eligibility test of central or state government.

Hence, the present study intends to analyze the quality of pre-service secondary teacher education programme based on the achievement of students in secondary level teacher training programme in Assam. The study will also be helpful to evaluate the quality of regular and distance mode of teacher education programme.

Key words: Teacher education, RTE, achievement, IGNOU, GU,

1. Introduction

The term teacher education being more comprehensive is being used recently to refer to teacher training programme. Teacher education is of two types- pre-service and in-service.

Currently, about 85% of teacher education institutions are in private sector. The commercialization of teacher education in the country is adversely affecting the quality of teacher education.

The National Policy on Education (NPE) 1986 recommended the overhaul of teacher education to impart it a professional orientation and referred to the same concerns voiced by the earlier committees. The NPE Review Committee (1990) and the National Advisory Committee on Learning without Burden (1993) have also drawn attention to the need for qualitative reform of teacher education and suggested various measures.

Pre-service teacher education is provided to the persons desirous to join teaching profession and includes theoretical instructions as well as practice teaching, aiming at developing the necessary skills needed for doing the job effectively.

A very important part comprising the teacher recruitment is the Teachers Eligibility Tests or the TETs. Surprisingly, less than 20% trained teacher candidates clear these TETs, and at least 14 states have exempted candidates from taking TETs. This poses a threat to the quality of education being offered to students. Hence the present study intends to evaluate the achievement of students in secondary level teacher training programme of IGNOU and Gauhati University in Assam.

The findings of the study can contribute to the planning and procedure for teacher training programme to make a better schooling society at par with the report of various education commissions, committees and constitutional aspirations.

2. STATEMENT OF THE PROBLEM

Here an attempt has been made to study achievement of students in Secondary level teacher training program being offered through distance and regular mode. Hence the study has been entitled as:

“ACHIEVEMENT OF STUDENTS IN SECONDARY LEVEL TEACHER TRAINING
PROGRAMME OF IGNOU AND GAUHATI UNIVERSITY”

3. OBJECTIVES OF THE STUDY

1. To study and evaluate the academic achievement of B.Ed pupil-teachers of IGNOU and GU from session 2007-08 to 2012-13.
2. To study and evaluate the academic achievement of male and female B.Ed pupil-teachers of IGNOU and GU from session 2007-08 to 2012-13.

4. HYPOTHESES

- H₁: The B.Ed pupil-teachers of IGNOU and GU have high academic achievement.
- H₂: The male as well as female B.Ed pupil-teachers of IGNOU and GU have high academic achievement.

5. OPERATIONAL DEFINITIONS

- **Secondary level teacher training programme:** The B.Ed. pre-service teacher training course is conducted through the Education department in various universities/R.I.Es etc. for the people desirous to join teaching profession at school level. **This B.Ed. course in the present study is named as secondary level teacher training programme.**
- **Academic achievement:** It stands for the degree up to which the pre-decided academic objectives have been achieved. In the present study the % score / division/grade of students in the B.Ed. as expressed in the final B.Ed. result of the university is considered as the yardstick for the academic achievement of the pupil-teachers.

6. DELIMITATIONS OF THE STUDY

1. The present study is confined to the study of secondary level teacher training programme of IGNOU and G.U. only.
2. The period of study under consideration is from session 2007-08 to 2012-13 only.
3. The study takes into account the Guwahati regional centre of IGNOU only.

7. METHODOLOGY

- On the basis of the nature of the present study the investigator has applied the **Descriptive Survey Method** to obtain pertinent and precise information
- All the 32 B.Ed colleges affiliated to GU and all the 3 Study Centers of IGNOU in Assam running B.Ed course were the universe of the study.
- One study centre of IGNOU (50 % of total) running the B.Ed. course, two govt. teacher training college (05 % of total) and seven private teacher training college (25 % of total) affiliated to G.U. are included as sample for the present study.
- The investigator has developed and used Institutional data schedule and Interview schedule as tools to collect relevant data for the present study:

8. ANALYSIS AND INTERPRETATION OF DATA

OBJECTIVE: 01 To study and evaluate the academic achievement of B.Ed pupil-teachers of IGNOU and GU from SESSION 2007-2008 to session 2012-13.

Table 1.1 ACADEMIC ACHIEVEMENTS OF PUPIL-TEACHERS OF GAUHATI UNIVERSITY

S. NO.	SESSION	NO. OF STUDENTS I st DIVISION	NO. OF STUDENTS II nd DIVISION	NO. OF STUDENTS FAILED	OTHERS (DIDN'T APPEAR/SUPPL./PASS)	TOTAL NO. OF STUDENTS
1	2007-08	33	305	239	85	662
2	2008-09	55	305	254	30	644
3	2009-10	90	383	259	38	770
4	2010-11	97	372	278	23	770
5	2011-12	110	317	300	43	770
6	2012-13	155	378	268	09	810
7	Total	540	2060	1598	228	4426
8	Percentage	12.20	46.54	36.11	5.15	100

Table 1.2 (ACADEMIC ACHIEVEMENTS OF PUPIL-TEACHERS OF IGNOU)

S. NO.	SESSION	NO. OF STUDENTS I st DIVISION	NO. OF STUDENTS II nd DIVISION	NO. OF STUDENTS FAILED	OTHERS (DIDN'T APPEAR/SUPPL./PASS)	TOTAL NO. OF STUDENTS
1	2007-09	36	4	9	1	50
2	2008-10	30	4	1	5	40
3	2009-11	42	12	14	2	70
4	2010-12	25	1	12	8	46
5	2011-13	56	24	9	11	100
6	2012-14	75	5	9	10	99
7	Total	264	50	54	37	405
8	Percent	65.18	12.35	13.33	9.14	100

Interpretation: Of the total 4426 pupil-teachers who were enrolled for the course in GU, 1598 (36.11 %) could not pass the course successfully whereas the failed % for IGNOU is 13.33.

- Among the successful candidates 540 (12.20 %) secured Ist division, 2060 (46.54 %) secured IInd division and 228 (5.15 %) were placed in other category (didn't appear/supplementary/simple pass) whereas among the IGNOU students candidates securing Ist division is comparatively higher 65.18%
- As the no. of pupil-teachers securing Ist division in GU (more than or equal to 60%) marks are only

12.20 % hence the hypothesis that the B.Ed pupil-teachers of GU have high academic achievement does not stand true however it holds true for IGNOU.

OBJECTIVE: 02 To study and evaluate the academic achievement of male and female B.Ed pupil-teachers of IGNOU and GU .

Table 2.1

(ACADEMIC ACHIEVEMENT OF MALE AND FEMALE PUPIL-TEACHERS OF GU)

S. NO.	SESSION	ACHIEVEMENT OF STUDENTS									
		I st DIVISION		II nd DIVISION		FAILED		OTHERS (DIDN'T APPEAR/SUPPL./PASS)		TOTAL	
		MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.
1	2007-08	8	25	87	218	90	149	52	33	237	425
2	2008-09	9	46	107	198	100	154	16	14	232	412
3	2009-10	9	81	84	299	87	172	20	18	200	570
4	2010-11	22	75	121	251	90	188	8	15	241	529
5	2011-12	17	93	102	215	96	204	27	16	242	528
6	2012-13	25	130	130	248	110	158	6	3	271	539
TOTAL		90	450	631	1429	573	1025	129	99	1423	3003
PERCENTAGE		6.33	14.99	44.34	47.59	40.27	34.13	9.06	3.29	100%	100%

Table 2.2

(ACADEMIC ACHIEVEMENT OF MALE AND FEMALE PUPIL-TEACHERS OF IGNOU)

S. NO.	SESSION	NO. OF I st DIVISION		NO. OF II nd DIVISION		NO. OF FAILED		NO. OF DIDN'T APPEAR		TOTAL NO.	
		MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.	MALE	FEM.
1	2007-08	8	28	2	2	5	4	1	0	16	34
2	2008-09	12	18	1	3	1	0	2	3	16	24
3	2009-10	11	31	7	5	7	7	0	2	25	45
4	2010-11	15	10	1	0	6	6	4	4	26	20
5	2011-12	31	25	14	10	6	3	4	7	55	45
6	2012-13	47	28	3	2	7	2	7	3	64	35
TOTAL		124	140	28	22	32	22	18	19	202	203
PERCENTAGE		61.39	68.98	13.86	10.84	15.84	10.84	8.91	9.34	100%	100%

1. Academic achievement of female students is better than the males.
2. While in GU only 6.33 % male and 14.99 % female secured Ist division in IGNOU 61.39 % and 68.98% male and female students respectively secured Ist division.

Thus, the hypothesis that the male as well as female B.Ed pupil-teachers of GU have high academic achievement does not hold true but it holds true for IGNOU.

9. MAJOR FINDINGS OF THE STUDY

FINDINGS RELATED TO OBJECTIVE :01

Table 1.3

S.No	Univer.	Achievement of students (in %)				
		Ist Div.	IInd Div	Failed	Others	Total
1	GU	12.20	46.54	36.11	5.15	4426
2	IGNOU	65.18	12.35	13.33	9.14	405

1. The no. of candidates securing Ist division are very less (12.20 % only) in GU whereas its higher in IGNOU (65.18%)
2. There is a large no . (36.11 %) of unsuccessful candidates in G.U. whereas in IGNOU this is comparatively low (13.33%).

FINDINGS RELATED TO OBJECTIVE : 02

Table 2.3

S.No	University	Achievement of students (in %)									
		Ist Div.		IInd Div		Failed		Others		Total	
		M	F	M	F	M	F	M	F	M	F
1	GU	6.32	14.99	44.34	47.59	40.27	34.13	9.06	3.29	202	203
2	IGNOU	61.39	68.98	13.86	10.84	15.84	10.84	8.91	9.34	1423	3003

The academic achievement of female pupil-teachers is better than the male pupil-teachers in both the mode of universities.

10. CONCLUSION

- The distance and open universities are supplementing to the human resource enrichment. The academic achievement of students through the distance mode university (IGNOU) is comparatively better than the students in regular mode (GU).

- While in IGNOU almost equal number of male and female students are taking enrollment for B.Ed course in GU the enrollment % of female candidates is higher than the male candidates.
- The academic achievement of female candidates is comparatively better than the male candidates.
- The curriculum of IGNOU is more practical oriented whereas in G.U. the syllabus puts more emphasis on theory.
- The transaction of curriculum is teacher centered in G.U. than student-centered in G.U.
- Besides many similarities and differences both the universities are contributing to a great deal towards human resource enrichment.

However if provisions to train more no. of applicants are made available it can further contribute towards the welfare of children and the country.

References:

Aggarwal, Y.P., 1998. Better Sampling: Concepts, Techniques and Evaluation. New Delhi: Sterling Publisher Pvt. Ltd.

Best, J.W., 1977. Research in Education. Prentice Hall, New York :Engle Wood Cliffens. p31.

Kaul, L., 1998. Methodology of Educational Research. New Delhi: Vikas Publishing House Pvt. Ltd.

Soni, R.B.L., 2013. Status of implementation of RTE Act-2009 in context of Disadvantaged children at elementary stage : A report, NCERT available

<http://www.ncert.nic.in/departments/nie/dee/publication/pdf/StatusreportRTE2013.pdf>

Team Balutsav (2016) The acute shortage of school teachers in India- is there a way out?

Available

<https://balutsav.org/new-education-trends/acute-shortge-school-teachers-india-way/> (18 January 2016)

http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/EFA-Review-

<http://www.hindustantimes.com/india-news/teachers-travails-battling-crowded-classrooms-staff-shortages-and-several-non-teaching-duties/story-4Vcn6sujpCqaTa2eXVQh9J.html> (Sep 04, 2016)

[https://www.toppr.com/bytes/teacher-shortage-in-the-country/Teacher Shortage: Affecting More Than Just the Literacy Levels?](https://www.toppr.com/bytes/teacher-shortage-in-the-country/Teacher%20Shortage%3A%20Affecting%20More%20Than%20Just%20the%20Literacy%20Levels?)
