

Training of Untrained Teachers by Open and Distance Education System in the State of Bihar (India)

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ABSTRACT

The Indian State Bihar has the lowest literacy rate (47.53%) and maximum number of people living below poverty line. Male literacy rate is about 60.32% whereas the female literacy rate is 33.57%. This could be compared with all India average of 65.38 percent. The status of primary as well as higher education is also very deplorable. The quality of primary education is as stack. There are more than 250,000 untrained primary teachers in Bihar that need immediate training. Since it is impossible to train such a large number of untrained teachers by conventional education, the Govt. of Bihar approached Indira Gandhi National Open University (IGNOU) to train these untrained teachers.

IGNOU Regional Centre Patna has taken up this challenge and started the process of training these untrained teachers from July 2007 session. The programme to be offered is 2 years Diploma in Primary Education (DPE), which has three Modules; Module-I (6 months), Module-II (6 Months) and Module-III (1 Year). All important aspects like identification and orientation of academic counsellors, establishment of programme study centers, printing of self instructional study material and admitting untrained teachers has been completed in record time.

We have identified more than 1300 Academic Counsellors. These counsellors will assist us in Academic counselling, Workshop Activities, School Based Activities, Practice of Teaching and Evaluation of examination answer books. The Regional Centre has oriented all these Academic Counsellors. All the 37 District Institute of Educational Training (DIETs), one in each district, has been chosen for the establishment of Programme Study Centres. The Principals of these DIETs have been appointed as the District Coordinators. The Govt. of Bihar has identified 32532 untrained teachers for July 2007 session. The Regional Centre Patna has printed Study Material of Module I of DPE and has supplied to all the 37 Programme Study Centres for onward distribution to the teacher-students. The Regional Centre has prepared a unique scheme of academic counselling which is being held at 37 Programme Study Centres and 400 Cluster Resource Centres (CRCs).

This paper will present the feedback of this programme, perhaps the largest training programme, in any part of the world. The feedback has been collected from the teacher-students, academic counsellors and district coordinators throughout the state on a 5-point scale. The parameters of feedback are the counselling sessions, the quality of academic counselling, subsequent group discussions, radio counselling and study materials.

INTRODUCTION

The Government of Bihar and IGNOU has signed an MOU to train about 0.25 million untrained teachers. The Programme to be offered is Diploma in Primary Education (DPE) designed for in-

service untrained/under trained teachers working in primary/elementary schools. The curriculum of this programme has been framed in keeping with special needs of primary/elementary school teachers. The untrained/under-trained permanent teachers working in recognized primary/elementary schools with minimum two years teaching experience and having passed, at least, matric/HSC/+2 standard (under new pattern of education) are eligible. The programme is being delivered through a network of 37 PSCs (one in each district) and about 400 Cluster Resource Centres (CRCs). To start with, 32532 teacher trainees have been enrolled for July 2007 cycle.

COURSE STRUCTURE OF DPE PROGRAMME

The course structure of all the three modules of the programme along with other relevant details is presented as under:

Module-I: CERTIFICATE IN PRIMARY TEACHING

ES-201	Teaching Language	4 credits
ES-202	Teaching of Mathematics	4 credits
ES-203	Teaching of Environmental Studies	4 credits
ES-204	Teaching Health, Physical Education, Art and Work Experience	4 credits

Module-II: CERTIFICATE IN PRIMARY CURRICULUM AND INSTRUCTION

ES-211	Teaching-Learning at Primary Level	4 credits
ES-212	Integrated Learning and Teaching in Primary School	4 credits
ES-213	Foundation in Subjects	6 credits each
Practical	School Based Activities	4 credits

Module-III: DIPLOMA IN PRIMARY EDUCATION

ES-221	Understanding the Primary School Child	4 credits
ES-222	Education in Emerging Indian Society	4 credits
Practical	Schools Based Activities	4 credits
	Workshop Based Activities	8 credits
	Practice of Teaching	10 credits

INSTRUCTIONAL SYSTEM IN IGNOU

The DPE programme delivery system includes the multi-media approach as mentioned below:

- Self-instructional print material
- Audio/video components
- Assignments
- Counselling sessions (face-to-face and AIR)
- Practical work in schools
- Workshops

ASSIGNMENTS

Assignments in IGNOU are an integral and compulsory component of the instructional system. Teacher-students will have to work on one assignment per course. These assignments are to be submitted to the Programme Study Centres(PSCs) in accordance with the submission schedule to be provided by the District Coordinators.

ACADEMIC COUNSELLING IN IGNOU

There are 8 counselling sessions for each course. The total number of sessions in each module is as follows:

Module-I : 32; Module-II : 28; Module-III : 16

Regional Centre Patna in close collaboration and discussion with the Principal Secretary, Department of Human Resource Development, Govt. of Bihar has worked out a unique scheme of counselling for Module-I which for a given district, PSC and CRC will work as follows:

Number of teacher students per CRC = 100

Number of batches: 5 of 20 teacher-students each (say B1 to B5)

Week	Days	Batches	Counselling Courses and Discussion
1 & 5	1 to 5	B1 to B5	ES-201
2 & 6	1 to 5	B1 to B5	ES-202
3 & 7	1 to 5	B1 to B5	ES-203
4 & 8	1 to 5	B1 to B5	ES-204

THE PROFILE OF TEACHER-STUDENTS ADMITTED

As mentioned earlier, 32532 teacher-students have been admitted in July 2007 session. Their district-wise distribution is given in Table 1. There was no teacher-student admitted for three districts viz. Gaya, Khagaria and Saran because of various reasons. The male and female variation, SC/ST distribution and rural/urban variation is also given in the Table 1 and is discussed below:

Male/Female Ratio:

The female ratio varies from as low as 24.38% to as high as 50.75% with state average as 44.55%. There are four districts where the female ratio is more than 50%.

Rural/Urban Variation:

The rural/urban variation indicates that almost all the teacher-students belong to rural category, which attaches more significance to the training of these untrained teachers. It would have been difficult for these teacher-students to come to urban areas without affecting their teaching assignments in their respective schools.

THE RESPONSE OF TEACHER-STUDENTS

Since this was the first of its kind training programme launched by the University on such a large scale, we planned to take the feedback from the teacher-students on various aspects of training programme. The feedback was taken on five-point scale. For example: If the teacher-student feels that area mentioned is not the main reason, s/he may encircle 1 and in case the reason turns out to be the most important reason, s/he may encircle 5 and so on. The following were the five categories of questions on which the responses were obtained.

1. Study material received well in time
2. Study material not received before start of counselling sessions
3. Counselling sessions not held as planned
4. Quality of counselling sessions was poor
5. Attended all counselling sessions

The response was collected through District Coordinators and the same is analysed in the following sections:

Almost 98.04 % of the teacher-students responded by saying that they have received the study material well in time. This was possible because Regional Centre took the responsibility of printing and distributing the study material. This indicates that if the University decentralizes completely printing and distribution of study materials to the Regional Centres, this problem could be solved for ever.

About 7.66% of the teacher-students said that study material was not received before start of counseling sessions. This may be due to the fact that some of the district coordinators might have delayed the distribution to the teacher-students.

Regarding counselling sessions not held as planned and quality of counselling sessions, about 16.77% of the teacher-students responded by saying that quality of counseling sessions was not up to the mark. This may be due to fact that this was the first session for almost all the academic counsellors. This scenario is going to be changed in subsequent sessions.

Almost 95 % of the teacher-students attended the counselling sessions, which indicates that they have enjoyed and have found these sessions very useful. The remaining teacher-students could not attend these sessions because of their personal reasons.

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Table 1: Teacher-Students Admitted in July 2007 Session											
S.No.	Code	Enrol	Male	Female	%Female	Urban	Rural	%Rural	OBC	SC	GEN
1	0595	2021	1117	904	44.73	11	2010	99.46	462	5	1554
2	0596	590	373	217	36.78	2	588	99.66	91	5	494
3	0597	705	355	350	49.65	2	703	99.72	148	3	554
4	0598	797	405	392	49.18	10	787	98.75	170	4	623
5	0599	649	325	324	49.92	1	648	99.85	90	1	558
6	05100	0	0	0	0.00	0	0	0.00	0	0	0
7	05101	272	216	57	20.96	1	272	100.00	60	0	212
8	05102	405	203	202	49.88	1	404	99.75	58	0	347
9	05103	673	337	336	49.93	1	672	99.85	103	3	567
10	05104	500	302	198	39.69	7	493	98.69	55	3	442
11	05105	1032	675	357	34.59	42	990	95.93	202	21	809
12	05106	1080	602	478	44.26	32	1048	97.04	172	3	905
13	05107	521	394	127	24.38	1	520	99.81	146	0	375
14	05108	1184	634	550	46.45	3	1181	99.75	171	3	1010
15	05109	770	387	383	49.74	2	768	99.74	120	5	645
16	05110	2356	1245	1111	47.16	11	2345	99.53	361	0	1995
17	05111	555	279	276	49.73	4	551	99.28	75	0	480
18	05112	740	382	358	48.38	31	709	95.81	248	5	487
19	05113	659	371	288	43.70	8	651	98.79	192	8	459
20	05114	1169	848	321	27.46	3	1166	99.74	135	15	1019
21	05115	0	0	0	0.00	0	0	0.00	0	0	0
22	05116	540	301	239	44.26	2	538	99.63	51	4	485
23	05117	569	286	283	49.74	33	536	94.20	146	13	410
24	05118	1264	680	584	46.20	2	1262	99.84	194	4	1066
25	05119	1714	873	841	49.07	6	1708	99.65	239	5	1470
26	05120	972	691	281	28.91	6	966	99.38	130	11	831
27	05121	1610	1095	515	31.99	49	1561	96.96	334	13	1263
28	05122	0	0	0	0.00	0	0	0.00	0	0	0
29	05123	358	179	178	49.72	2	355	99.16	88	2	268
30	05124	546	270	276	50.55	4	542	99.27	78	1	467
31	05125	3065	1562	1503	49.04	7	3058	99.77	543	42	2480
32	05126	968	484	484	50.00	8	960	99.17	211	8	749
33	05127	821	415	406	49.45	4	817	99.51	95	30	696
34	05128	1543	760	783	50.75	5	1538	99.68	290	21	1232
35	05129	616	346	270	43.83	65	551	89.45	134	15	467
36	05130	497	248	249	50.10	0	497	100.00	134	0	363
37	05131	771	406	365	47.34	11	760	98.57	164	4	603
	TOTAL	32532	18046	14486	44.55	377	32155	98.84	5900	257	26385

Table 2: Analysis of Feedback

S.No.	PSC	District	Admission	Response Received	Response Category				
					1	2	3	4	5
1	595	Aurangabad	2021	200	190	10	40	40	195
2	596	Banka	590	150	139	5	35	35	140
3	597	Bhagalpur	705	150	150	5	36	36	145
4	598	Bhojpur	797	135	135	10	25	25	131
5	599	Buxar	649	155	155	15	27	27	149
6	5100	Gaya	0	0	0	0	0	0	0
7	5101	Sheikhpura	272	60	59	5	10	10	52
8	5102	Vaishali	405	57	55	6	12	12	54
9	5103	Kaimur	673	80	75	7	19	19	75
10	5104	Lakhisarai	500	40	40	2	12	12	36
11	5105	Munger	1032	110	105	12	22	22	104
12	5106	Nalanda	1080	100	100	13	24	24	97
13	5107	Nawada	521	60	60	3	9	9	55
14	5108	Patna	1184	125	120	10	15	15	120
15	5109	Araria	770	85	85	5	18	18	82
16	5110	Begusarai	2356	245	245	22	29	29	242
17	5111	Darbhanga	555	63	63	3	15	15	60
18	5112	E. Champaran	740	78	78	5	20	20	77
19	5113	Gopalganj	659	55	55	2	13	13	51
20	5114	Katihar	1169	115	100	13	16	16	112
21	5115	Khagaria	0	0	0	0	0	0	0
22	5116	Kishanganj	540	68	68	6	17	17	61
23	5117	Madhepura	569	50	50	5	8	8	43
24	5118	Madhubani	1264	130	130	12	20	20	123
25	5119	Muzaffarpur	1714	130	125	15	23	23	120
26	5120	Purnea	972	85	85	6	14	14	79
27	5121	Samastipur	1610	150	140	14	16	16	135
28	5122	Saran	0	0	0	0	0	0	0
29	5123	Sheohar	358	30	30	2	4	4	25
30	5124	Sitamarhi	546	52	52	6	8	8	47
31	5125	Siwan	3065	280	280	6	25	25	275
32	5126	Supaul	968	88	88	3	8	8	75
33	5127	W. Champaran	821	75	75	8	6	6	70
34	5128	Rohtas	1543	135	135	16	17	17	131
35	5129	Jamui	616	55	55	3	10	10	51
36	5130	Jehanabad	497	47	47	8	5	5	44
37	5131	Saharsa	771	75	75	6	11	11	71
		Total	32532	3513	3444	269	589	589	3327