



Perceived effectiveness of special B.Ed.-ODL programme of NSOU in West Bengal

Pratim Maity

Research Scholar, Department of Education, University of Calcutta, Kolkata, West Bengal, India

Abstract

In this study focused on the assessment of the effectiveness of special B.Ed.-ODL programme of Netaji Subhas Open University (NSOU) in West Bengal on the basis of perception of pupil-teachers enrolled in this programme with relation to their age, gender, caste, habitat, marital status, educational qualifications and stream. Total 60 numbers of pupil-teachers of special B.Ed.-ODL Programme were selected as the sample of the study using convenient sampling and snowball sampling techniques from different Kolkata based study centres of NSOU in West Bengal. It was a cross sectional survey research. As tools of data collection the researcher used enrollment record of special B.Ed.-ODL Programme of NSOU and a self-developed semi-standardized perception scale namely "Perceived Effectiveness Scale on B.Ed.-ODL Programme for Pupil-teachers". On the basis of the analysis and interpretation of the data it was found that female pupil-teachers' enrollment in the programme is very discouraging; no significant difference was found in the perception of pupil-teachers towards effectiveness of Special B.Ed.-ODL Programme with regard to their age, gender, caste, habitat, marital status, educational qualification and stream. However it was also observed that this programme is effective as most of the pupil-teachers i.e. 41.7% showed positive and 56.7% showed moderate perception, and a negligible percentage of them i.e. 1.7% showed negative perceptions towards the effectiveness of this programme.

Keywords: perceived effectiveness, special B.Ed.-ODL programme, NSOU

Introduction

In providing good level of education, teachers play very important role. Teachers are the greatest assets of any education system. They stand in the interface of the transmission of knowledge, skills and values. They are accepted as the backbone of education system. Sah (2012) [21] mentioned that there is shortage of teachers and still large numbers of under qualified teachers. At the same time there are many individuals who need further professional education and training as they work as teacher. Perraton's (2003) [18] research result lead to two distinct important areas of teacher education. First is the initial education and training of teachers and second is their continuing professional development. It is recognized that ODL can be strategically employed in continuing professional development of teachers, particularly with a view to overcoming the barriers of physical distance. One of the ways of strengthening the teaching profession is to use distance education or open and distance learning (UNESCO, 2001) [27]. Open and Distance Education is only way to reach the target. There are several aspects of ODL which will get meaningfully translated only if the boundaries between direct human engagement and ODL tend to get defused to the extent possible and perhaps and desirable (NCTE, 2010). Distance education refers to mode of education where the interacting learner and teacher are separated by space or space and time, while the open learning focuses on removal of many restrictions and rigidities in the opening the doors of education for the needy learners. Open learning system signifies certain flexibility in the opportunities of learning in terms of admission criteria, periods of study, duration of programme or courses, choice of subjects by

students and scheme of evaluation (Koul, 2000) [11]. In short, the ODL system seeks to open up the treasure house of knowledge to the maximum number of users. Considering the current trends all over the world, the ODL system is going not only to complement the conventional system of higher education but may soon occupy the centre stage also in developing countries where the resources do not measure up to the vastness of the clientele.

Netaji Subhas Open University (NSOU) is the premier State Open University in India, established by W.B. Act (XIX) of 1997 and Recognized by U.G.C. and DEC. At present, The University is continuing its work with 120 Study Centres. The Study Centres of the University, which have already been opened and are on the anvil of opening will also provide for widening the scope of several vocational, professional & online courses in addition to its existing courses up to M.Phil & Ph.D. levels. At present the University functions from its six (6) campuses. The University has been experiencing exponential growth in several dimensions - the number of Study Centres has escalated to a height of as much as 120, several subjects of studies have been added to its list of courses. The University is engaged in the task of realizing its vision 'to reach the unreached'. Currently the University has attained the status of Mega University, with more than 2, 50, 000 learners in more than 72 courses (NSOU, 2016). However, the NSOU is also from the very beginning running a Special B.Ed.-ODL Programme for intake capacity of 500. The programme is running through 13 study centres situated in different districts of West Bengal. This Programme is offered jointly by NSOU and RCI. It aims to develop professionals for Special Education within a broad perception

of Education in the Twenty First Century. Within this broad perception the so called disabled are perceived as differently abled and that teaching is not a profession but a mission. The Programme aims to educate and train the aspirants to become agents of change as teacher-professional by imbibing required knowledge, understanding, attitude and skill. The education and training will enable them to tap the hidden talents and potentialities buried in the differently abled; develop in them faith as well as sense of freedom, self-respect and dignity not only to stand on their own legs but also to contribute their services to the society and the nation.

Rationale of the study

Hobbs (1997) ^[8] observed that there was a greater take up of ODL Programme in teacher education in the Nordic countries and UK compared with other parts of Europe. Kangai & Bukaliya (2011) ^[10] argued that distance teacher education has the potential to solve the current and future problems of teacher shortage in Zimbabwe and elsewhere. Harichandan (2003) mentioned that distance education can work and if well designed can be educationally effective. It has been applied to the education of teachers and has been shown to be effective on a number of measures. Chikuya & Hakurotwe (2009) regarding Bachelor of Education, Educational Administration, Planning and Policy Studies (B.ED-EAPPS) degree programme offered by the Zimbabwe Open University (ZOU) as a further teacher education programme for primary teachers in Zimbabwe offered through open and distance learning revealed that open and distance learning was a suitable and effective means of delivering such a programme provided an enhancing technological back-up can be easily accessed. Amareswaran & Singh (2011) ^[1] also argued that integration of ICT in pedagogy of teacher education in open distance learning is important and helps both in teaching and learning process. Navaneedhan & Girija (2010) ^[16] while studying on effect of reflective teaching pedagogy in teacher education through open and distance learning found to be favorable as it reflected on better academic performance of the students in whose class the reflective teaching- learning pedagogy was practiced. Nagaraju (1992) witnessed usefulness of radio Programme for in-service teacher training programme of Kerala State. However, he found that all the trainees did not listen to all the radio Programme of the training course. Wilson, *et al.* (1991) concluded that the McGill University program is a success, and will continue to establish more substantial programs in continuing education for professionals. Lawrence & Barathi (2009) revealed that the attitude of B.Ed. students towards ODL institutions in TNOU is neutral. Sharma (2000) observed that performance of students of the Open Universities was comparatively better than those of the CCIs, DDEs.

From the perusal of the studies in the area of teacher education through ODL mode as discussed above it is evident that though many research studies has been conducted in the field of teacher education, but still the field need special attention of researcher. Again it is also observed that the studies were all about the teacher education through ODL in general but no attempts were taken towards investigation of effectiveness of Special B.Ed. Programme through ODL especially in West Bengal. Hence the above research gaps and conditions evoked

the researcher to think about conducting a comprehensive study to assess the effectiveness of the Special B.Ed-ODL Programme of NSOU in West Bengal.

Objectives of the study

The present study has undertaken to achieve the following objectives

1. To analyses the enrollment trend in Special B.Ed.-ODL Programme of NSOU with regard to pupil-teachers enrollment.
2. To study the effectiveness of the Special B.Ed.-ODL programme of NSOU as perceived by Pupil-teachers with relation to their Age, Gender, Caste, Habitat, Marital status and Stream, Educational qualification.

Hypotheses

In keeping with the problem formulated and objectives to be tested, the following hypothesis is proposed to be tested.

- H₀₁:** There is no significant difference in the perception of pupil-teachers towards effectiveness of Special B.Ed.-ODL Programme with regard to their age.
- H₀₂:** There is no significant difference in the perception of pupil-teachers towards effectiveness of Special B.Ed.-ODL Programme with regard to their gender.
- H₀₃:** There is no significant difference in the perception of pupil-teachers towards effectiveness of Special B.Ed.-ODL Programme with regard to their caste.
- H₀₄:** There is no significant difference in the perception of pupil-teachers towards effectiveness of Special B.Ed.-ODL Programme with regard to their habitat.
- H₀₅:** There is no significant difference in the perception of pupil-teachers towards effectiveness of Special B.Ed.-ODL Programme with regard to their marital status.
- H₀₆:** There is no significant difference in the perception of pupil-teachers towards effectiveness of Special B.Ed.-ODL Programme with regard to their educational qualification.
- H₀₇:** There is no significant difference in the perception of pupil-teachers towards effectiveness of Special B.Ed.-ODL Programme with regard to their stream.

Sample and sampling procedure

In this study the researcher selected sample from definite population consisting of pupil-teachers enrolled for the session 2015-17 in Special B.Ed.-ODL Programme of NSOU in West Bengal. The total number of pupil-teachers enrolled in Special B.Ed.-ODL Programme is 482 of NSOU. Here in order to select the sample from the whole population two different sampling techniques were used i.e. Convenient Sampling and Snowball Sampling Techniques. The researcher first of all selected the study centres namely Monovikash Kendra Rehabilitation and Research Institute for the Handicapped, Ali Yavar Jung National Institute for the Hearing Handicapped, (ERC) by using convenient sampling technique as these are viable to the researcher. Further after identifying these study centres and getting list of pupil-teachers of these study centres he tried to collect data from other pupil-teachers through the pupil-teachers of these study centres. In this way he used Snowball sampling technique for this study. Here the total numbers of respondents of sample are 60 pupil-teachers of

Special B.Ed.-ODL Programme of different study centres of NSOU.

Method of the study

The present piece of research is a cross sectional survey type of research. Here the researcher used B.Ed.-ODL Programme enrollment record of NSOU and self-developed perception scale namely “Perceived Effectiveness Scale on B.Ed.-ODL Programme for Pupil-teachers” developed by Lalit Lalitav Mohakud and Pratim Maity (2015) for collection of data. This scale included three dimensions namely A) Institutional Support Systems, B) Instructional Systems, and C) Evaluation Systems and Out-Comes. The tool contains 45 items to be

responded in a 5 point Likert Scale of five options, namely ‘Strongly Agree’ (SA), ‘Agree’ (A), ‘Undecided’ (U), ‘Disagree’ (D) and ‘Strongly Disagree’ (SD) respectively. Among them 35 items are positive and 10 items are negative. The scoring of this scale is very simple. In this scale each positive item is scored from 5 to 1 and each negative item is scored from 1 to 5. The total attitude score based on the sum of all 45 items can range from 45 to 225.

For analysis and interpretation of the collected data the researcher used simple percentage analysis, mean, Standard Deviation (SD) as descriptive statistics and ‘t -test’ and ANOVA as inferential statistic with the help of Microsoft Excel and SPSS,

Analysis and interpretation of the data

1. To analyse the enrollment trend in Special B.Ed.-ODL Programme of NSOU

Table 1: Showing district wise enrollment trend of Special B.Ed.-ODL Programme of NSOU

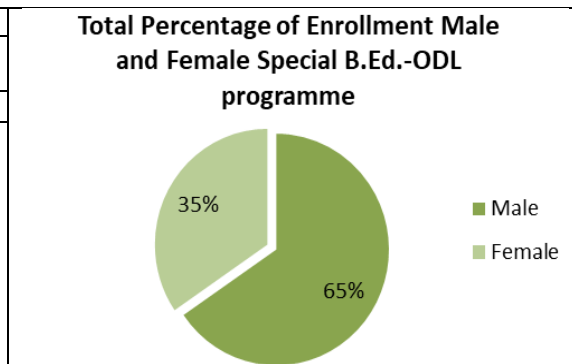
District	Gender	Enrollment	District	Gender	Enrollment
Bardhaman	Female	18	Nadia	Male	18
	Male	62	North 24 Parganas	Female	10
Hooghly	Female	16		Male	20
	Male	24	Paschim Medinipur	Female	10
Jalpaiguri	Female	14		Male	30
	Male	32	Purba Medinipur	Female	7
Kolkata	Female	70		Male	23
	Male	86	South 24 Parganas	Female	17
Nadia	Female	2		Male	23
Total Pupil-teacher : 482					

From the table 1 it is found that, the total number of pupil-teachers enrolled from all districts is 482. The highest number of enrolled members comes from Kolkata (male 86 and female

70) and the lowest number of enrolled pupil-teachers comes from Nadia (male 18 and female 2) in Special B.Ed.-ODL Programme.

Table 2 and Fig 1: Showing gender wise total number and percentage of enrollment of pupil-teachers in Special B.Ed.-ODL Programme of NSOU

Gender wise	Male	Female	Total
Number of upil-teachers	318	168	482
Percentage	65%	35%	100%



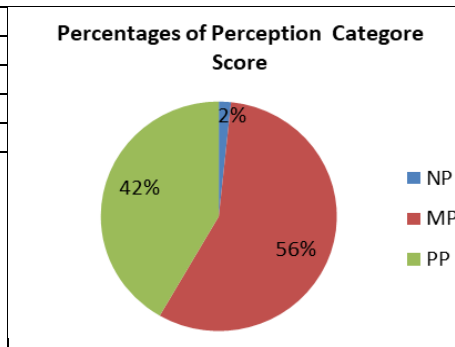
From the table 2 and chart 1 it is found that the total percentage of male and female pupil-teachers enrolled in Special B.Ed.-ODL Programme of NSOU were 65% and 35%

respectively. That means in total female representation in Special B.Ed.-ODL Programme is very discouraging. Gender discrimination is prevailing here.

2) Effectiveness of the Special B.Ed.-ODL programme of NSOU as perceived by Pupil-teachers with relation to their Age, Gender, Caste, Habitat, Marital status, Educational qualification and Stream.

Table 3 and Fig 2: Representing perception level in score interval, total number and percentage of pupil-teachers (Special)

Perception category with Score	N	%
Positive Perception (158-225)	25	41.7
Moderate Perception (113-157)	34	56.7
Negative Perception (45-112)	1	1.7
Total	60	100.0



Interpretation

From the Table 3 and Chart 2 it is found that out of total 60 pupil-teachers, 41.7% have showed positive perception as they scored above 158 to 225, 56.7% pupil-teachers scored between 113 to 157 and 1.7% pupil-teachers have scored between 45 to 112 on the perception measuring scale used for this research. Here almost a negligible percentage of pupil-teachers i.e. 1.7% showed negative perception towards effectiveness of Special B.Ed.-ODL Programme of NSOU whereas cumulatively most of the pupil-teachers i.e. 98.3% showed either moderate or positive perception towards it. Hence as most of the pupil-teachers showed moderate to

positive perception towards effectiveness of special B.Ed.-ODL programme of NSOU and a negligible percentage of teachers showed negative perception towards it, so it can be concluded that special B.Ed.-ODL Programme of NSOU in West Bengal is perceived as effective by pupil-teachers of this programme.

Hypotheses related to pupil-teachers perception toward effectiveness of Special B.Ed. - ODL programme of NSOU.

Ho1: There is no significant difference in the perception of pupil-teachers towards effectiveness of Special B.Ed.-ODL Programme with regard to their age.

Table 4: ‘T-Test’ showing age wise mean difference in perception score of teachers regarding effectiveness of Special B.ED-ODL Programme of NSOU

Age	N	Mean	M difference	SD	SE _M	df	t value	Significance level
Up to 30 years	47	152.98	-1.175	15.864	2.314	58	-.251	NS* (at 0.05 level)
Above 30 years	13	154.15		10.815	3.000			
Total	60							

*NS: Not significant

Interpretation

This independent sample ‘t- test’ analysis indicates that the 47 number of pupil-teachers under the category of ‘up to thirty years old’ had the mean of 152.98 and Standard Deviation (SD) of 15.864 and the 13 number of pupil-teachers under the category of ‘above thirty years old’ had the mean of 154.15 and SD of 10.815. Here, if the only means of two groups taken into consideration then it looked little difference exists between these two groups in their perception towards effectiveness of Special B.Ed.-ODL Programme of NSOU as the initial Mean difference between two groups is -1.175. But in order to ascertain whether these mean difference between two groups significant or not significant, the researcher further referred the t-value. Here the computed ‘t- value’ i.e. -.251 is less than 1.96, which is the critical value required to reach 5% level of significance. That means as the calculated t-value is less than its critical value, so the t-value is not significant at

0.05 level. This result indicates that the mean of the two groups or categories of pupil-teachers did not differ significantly at 0.05 levels. Consequently, the null hypothesis cannot be rejected and as a result, the given difference in the sample means being insignificant can only be attributed to some chance factors or sampling fluctuations. Hence, it can be conclude that there is no significant difference found between up to thirty and above thirty years old pupil-teachers in their perception towards the effectiveness of Special B.Ed.-ODL programme of NSOU. However the above table also revealed that both the groups have moderate perception towards effectiveness of Special B.Ed.-ODL programme (as their mean scores fall under the range of 113-157).

Ho2: There is no significant difference in the perception of pupil-teachers towards effectiveness of Special B.Ed.-ODL Programme with regard to their gender.

Table 5: ‘T-Test’ showing gender wise mean difference in perception score of pupil-teachers regarding effectiveness of Special B.ED-ODL Programme of NSOU

Gender	N	Mean	M difference	SD	SE _M	df	t value	Significance level
Male	33	153.39	.357	14.348	2.498	58	.092	NS* (at 0.05 level)
Female	27	153.04		15.695	3.021			
Total	60							

*NS: Not significant

Interpretation

The analysis in the above table revealed that the mean perception score of 33 male pupil-teachers and 27 female pupil-teachers towards Special B.Ed-ODL Programme are 153.39 and 153.04 respectively. That means both the categories of pupil-teachers showed moderate perception towards effectiveness of their Special B.Ed-ODL Programme as mean perception score of both the categories fall under the range of 112-157. It has been also observed that the mean difference between these two groups is, 357. Hence the descriptive analysis of the data revealed that a negligible mean difference found among these two groups with respect to their perception towards effectiveness of Special B.Ed-ODL programme. However to ascertain whether this difference is significant enough to draw a valid conclusion regarding the sample and inference regarding the population, the researcher further concentrated on t-test as inferential statistics for comparing the means and determining its significance level.

Through the t-test as shown in the above table, it is found that the calculated value of ‘t’ is 0.092 which quite smaller than the critical value of ‘t’ at,05 level of significance i.e. 1.96. That indicates that the mean difference between these two groups is not significant at 0.05 level or 5% level of significance. Therefore, the null hypothesis can easily be retained and as a result, the given difference in sample means being insignificant can only be attributed to some chance factors or sampling fluctuations. Hence from the above discussion, it can be concluded that both the group showed moderate perception towards their Special B. Ed-ODL Programme and there is no significant gender wise differences found in the perception of pupil-teachers towards effectiveness of Special B.Ed.-ODL programme of NSOU.

Ho3: There is no significant difference in the perception of pupil-teachers towards effectiveness of Special B.Ed.-ODL Programme with regard to their caste.

Table 6: Depicting caste wise descriptive statistics regarding pupil- teachers’ perception towards effectiveness of Special B.Ed-ODL Programme

Cast Categories	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
General	25	154.44	10.296	2.059	150.19	158.69	134	170
SC	27	150.67	19.077	3.671	143.12	158.21	98	182
Others	8	158.13	9.125	3.226	150.50	165.75	151	171
Total	60	153.23	14.841	1.916	149.40	157.07	98	182

Table 7: ‘F -Test’ representing the caste wise differences in perception of pupil-teachers towards effectiveness of B.ED.-ODL Programme

Source of Variance	Sum of Squares	Df	Mean Square	F	Sig.	Remarks
Between Groups	405.698	2	202.849	.918	.405	<i>p</i> > 0.05
Within Groups	12589.035	57	220.860			
Total	12994.733	59				

*NS: Not significant

Interpretation

Here first of all descriptive statistics were used to ascertain the mean values and the result revealed that effectiveness of Special B.Ed.-ODL programme with caste as an General mean of 154.44, SC mean of 150.67 and Others mean of 158.13 respectively. It is revealed that pupil-teachers of general category and SC category showed moderate perception towards effectiveness of special B.Ed.-ODL programme whereas pupil-teachers of other category showed slight positive perception towards it. This initial descriptive statistics

showed that there exists some differences in the perception of pupil-teachers towards effectiveness of special B.Ed.-ODL programme with regard to their caste but in order to ascertain whether this difference is significant or not, the researcher further employed ANOVA. The independent variable tested here caste with three categories namely General, SC and Others (ST and OBC) and dependent variable tested here is effectiveness of B.Ed.-ODL programme (Special) of pupil-teacher. They were computed and the result showed that no significant differences existed in the effectiveness of Special B.Ed.-ODL programme of pupil- teachers on the basis of their caste as *F*=0.918 and *p* > .05. Hence the null hypothesis is retained and it is concluded that there is no significant difference in the perceptions of pupil-teachers towards effectiveness of special B.Ed.-ODL programme with respect to their caste.

Ho4: There is no significant difference in the perception of pupil-teachers towards effectiveness of Special B.Ed.-ODL Programme with regard to their habitat.

Table 8: ‘T-Test’ showing habitat wise mean difference in perception score of teachers regarding effectiveness of Special B.ED-ODL Programme of NSOU

Habitat	N	Mean	M difference	SD	SE _M	df	t value	Significance level
Rural	39	154.41	3.363	14.467	2.317	58	.835	NS* (at 0.05 level)
Urban	21	151.05		15.632	3.411			
Total	60							

*NS: Not significant

Interpretation

From the Table 8 it is observed that 39 rural pupil-teachers had a mean of perception score of 154.41 and Standard Deviation (SD) of 14.467 and the 21 urban pupil-teachers had a mean of perception score of 151.05 and SD of 15.632. Here the calculated t-value i.e. 0.835 is lower than the critical value of 1.96 at 0.05 levels of significance. Therefore, the result is not significant at 0.05 levels of significance. That indicates means did not differ significantly at 0.05 level. Consequently, the null hypothesis cannot be rejected and as a result, the given difference in sample means being insignificant can only be attributed to some chance factors or sampling fluctuations.

Hence, it can be concluded that there is no significant difference in perception between rural and urban pupil-teachers towards the effectiveness of Special B.Ed.-ODL programme of NSOU. However the above table also reveals that both the groups have moderate perception towards the effectiveness of Special B.Ed.-ODL programme (as their mean scores fall under the range of 113-157).

Ho5: There is no significant difference in the perception of pupil-teachers towards effectiveness of Special B.Ed.-ODL Programme with regard to their marital status.

Table 9: ‘T-Test’ showing marital status wise mean difference in perception score of teachers regarding effectiveness of Special B.ED-ODL Programme of NSOU

Marital status	N	Mean	M difference	SD	SE _M	df	t value	Significance level
Married	15	152.53	-.933	12.159	3.139	58	-.209	NS* (at 0.05 level)
Unmarried	45	153.47		15.750	2.348			
Total	60							

*NS: Not significant

Interpretation

This independent samples ‘t- test’ analysis indicates that the 15 married had a mean of 152.53 and Standard Deviation (SD) of 12.159 and the 45 unmarried had a mean of 153.47 and SD of 15.750. Here the computed ‘t- value’ i.e. -.209 is less than 1.96, the critical values required to reach 5% level of significance, and hence is not significant at 0.05 level. That indicates means did not differ significantly at 0.05 level. Consequently, the null hypothesis cannot be rejected and as a result, the given difference in sample means being insignificant can only be attributed to some chance factors or

sampling fluctuations. Hence, it can be conclude that there is no significant difference in perception between married and unmarried pupil-teachers towards the effectiveness of Special B.Ed.-ODL programme of NSOU. However the above table also reveals that both the groups have moderate perception towards the effectiveness of Special B.Ed.-ODL Programme (as their mean scores fall under the range of 113-157).

Ho6: There is no significant difference in the perception of pupil-teachers towards effectiveness of Special B.Ed.-ODL Programme with regard to their educational qualification.

Table 10: ‘T-Test’ showing educational qualification (PG&UG) wise mean difference in perception score of pupil-teachers regarding effectiveness of Special B.ED-ODL Programme of NSOU

Educational qualification	N	Mean	M difference	SD	SE _M	Df	t value	Significance Level
Under Graduate	16	153.19	-.063	15.736	3.934	58	-.014	NS* (at 0.05 level)
Post Graduate	44	153.25		14.691	2.215			
Total	60							

*NS: Not Significant

Interpretation

This independent samples’- test’ analysis indicates that the 16 UG qualified pupil-teachers had a mean of 153.19 and standard deviation (SD) of 15.736 and the 44 PG qualified pupil-teachers had a mean of 153.25 and standard deviation (SD) of 14.691. Here the computed ‘t- value’ i.e. -.014 is less than 1.96, the critical values required to reach 5% level of significance, and hence is not significant at 0.05 level. That indicates means differ significantly at 0.05 level. Consequently, the null hypothesis cannot be rejected and as a

result, the given difference in sample means being insignificant can only be attributed to some chance factors or sampling fluctuations. Hence, it can be conclude that there is no significant difference in perception between UG qualified pupil-teachers and PG qualified pupil-teachers towards effectiveness of Special B.Ed.-ODL Programme of NSOU. However the above table also reveals that both the groups have moderate perception towards the effectiveness of Special B.Ed.-ODL Programme (as their mean scores fall under the range of 113-157).

Ho7: There is no significant difference in the perception of pupil-teachers towards effectiveness of Special B.Ed.-ODL

Programme with regard to their stream.

Table 11: 'T-Test' showing stream wise mean difference in perception score of pupil-teachers regarding effectiveness of Special B.ED-ODL Programme of NSOU

Stream	N	Mean	M difference	SD	SE _M	df	t value	Significance Level
Science	17	148.82	-6.153	18.736	4.544	58	-1.461	NS* (at 0.05 level)
Arts	43	154.98		12.833	1.957			
Total	60							

*NS: Not significant

Interpretation

This independent samples 't- test' analysis indicates that the 17 science pupil-teachers had a mean of 148.82 and standard deviation (SD) of 18.736 and the 43 arts pupil-teachers had a mean of 154.98 and SD of 12.833. Here the computed 't-value' i.e. -1.461 is less than 1.96, the critical values required to reach 5% level of significance, and hence is not significant at 0.05 level. That indicates means did not differ significantly at 0.05 level. Consequently, the null hypothesis cannot be rejected and as a result, the given difference in sample means being insignificant can only be attributed to some chance factors or sampling fluctuations. Hence, it can be conclude that there is no significant difference in perception between Science and arts Stream pupil-teachers towards the Effectiveness of Special B.Ed.-ODL Programme of NSOU. However the above table also reveals that both the groups have moderate perception towards the effectiveness of Special B.Ed.-ODL Programme (as their mean scores fall under the range of 113-157).

As per the analysis and interpretations, it is found that the total percentage of enrolment/ participation of female pupil-teachers (35%) is marginally more than half of percentage of male pupil teachers (65%). That means in total female representation in Special B.Ed.-ODL Programme was very discouraging. Gender discrimination is prevailing here. And in this study was no significant difference in the perception of Pupil-teachers towards effectiveness of Special B.Ed.-ODL Programme with regard to their age, gender, caste, habitat, marital status, stream and their educational qualification.

Conclusion

The findings of this study prove that the Special B.Ed-ODL Programme of NSOU in West Bengal were effective ranging from moderately effective to highly effective. The implications for education or other related studies can be drawn from the present study can be implanted in all open universities or universities of such nature conducting this type of Programme. The study can be implemented to enhance the quality of this type of Programme to make it effective. This result can be implanted in focusing on development of mechanisms or functioning as a result of which these Programme can be made more learner friendly and effective from learners' point of view. This study indicates the needs for conducting the research on the present study focused on B.Ed-ODL Programme of NSOU only. Studies may be conducted on B.ED-ODL Programme of different Open Universities. The present research study was mainly focused on the effectiveness of Special B.Ed-ODL Programme of

NSOU in West Bengal with reference to the enrollment of pupil-teachers and perception of pupil-teachers involved in these Programme. There is a need to replicate this study for the other states of India also, so that a national picture can emerge. There are many types of teacher education institutions in the country. Some are providing teacher education through ODL mode, others are through distance mode and others are through regular mode. A comparative study of effectiveness of the teacher education provided in these different modes of institutions can be conducted. The study focused only on overall effectiveness of the Programme. Further study can be conducted on the dimension wise effectiveness of the Programme as identified by the researcher in this study and attempts should be taken to identify other dimensions and make a comprehensive study on these. Besides there is need for critical studies relating to other different aspects of teacher education and also of open and distance learning systems.

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