

Open and Distance Education

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Bhattacharya, Sudip. 1991. **Open University — Its scope and possibilities: An analysis of Tagore's educational thoughts in evolving a conceptual framework of Open University in India.** Ph.D., Edu. *Visva-Bharati*.

Problem: It attempts to see how and to what extent an open university can mould itself to satisfy the real needs of the Indian people. In the first phase, the problem is confined to studying the scope and possibilities of the open university; the second phase deals with the analysis of the educational thoughts of Tagore relevant to this area; and based on this analysis, the third phase is confined to the development of a conceptual framework of the open university in India.

Objectives: (i) To investigate the genesis and development of open university and to evaluate its philosophical foundation, (ii) to investigate the functional status of some representative study centres of IGNOU, (iii) to investigate the genesis and development of distance education and continuing education programmes of Visva-Bharati, known as *Lokasiksha Samsad* and *Visva-Vidya-Samgraha*, (iv) to investigate how the open university can be a reformative movement in India, and (v) to evaluate the possibilities of the open university as (a) a parallel system, (b) a supplementary system, and (c) a complementary system to the formal one.

Methodology: Published books, journals,

newsletters, annual reports, etc. were the sources for data collection. These sources included: (a) Tagore's writings on education; (b) *Visva-Bharati News*; (c) *Visva-Bharati* Annual Reports; (d) Proceedings of meetings of and brochure on *Lokasiksha Samsad*, and *Visva-Bharati* publications; (e) Government of India publications related to the study; (f) UNECU publications; (g) brochures and other publications of IGNOU; (h) books on open university, distance education, etc. (i) information obtained from the coordinators of the study centres of IGNOU through mailed questionnaires; (j) photographic pictures of various programmes and activities of Sriniketan as illustrations of Tagore's educational ideas and experiments. No statistical techniques were used in the study. However, some models developed by the investigator provide a comprehensive view of (i) Tagore's educational thought and experiments, (ii) the open university model, (iii) a model showing comparison between the open university model, Tagore's thoughts and practices, and the traditional university model, and (iv) a model showing the inter-relationship between the traditional university, the open university and the community.

Major Findings: (1) The investigator made a survey of the genesis of open university both in developed and developing countries, and found that the period between 1960 and 1985 has been regarded as the most progressive period for the development of distance education and the

growth in the number of DE institutions. The open university developed first in the U.K. with the objective of giving everyone, no matter what the extent of his formal education was, and to provide access to the highest level of educational opportunity. (2) The course of study included undergraduate courses, P.G. courses and post-experience courses. Methods of teaching were correspondence texts, broadcasts and study notes, assignments/self-test questions, television programmes, computer practice, etc. (3) The study reports that open universities were also established in different countries at different points of time. (4) In India, the Andhra Pradesh Open University (APOU) was started in 1982, and the Indira Gandhi National Open University in 1985. (5) On the basis of a study of the relevant literature, in general, and Roger's view on the university and its role in particular, the investigator observed that (i) in the present age, besides the two roles of a university, viz. teaching and research, 'extension' has been globally accepted as its third role, and (ii) on the basis of his classification of university programmes, Roger believed that the extension programme could be integrated with the other two programmes, i.e. teaching and research. (6) At a time when nobody in the world could even dream of relating the university to the community through educational programmes, Tagore developed a full-fledged extension programme at Visva-Bharati through Sriniketan. The distance education programme, known as *Lokasiksha Samsad* was another striking programme of Sriniketan. *Visva-Bharati Lokasiksha Samsad* removed the space-time barrier of the traditional system for its clientele. [AS 1652]

Das, Mamata. 1992. **Approaches to learning and academic performances of students in traditional and Open Universities: A comparative study.** Ph.D., Edu. *Jawaharlal Nehru Univ.*

Problem: The study is designed to investigate whether students in an open university adopt

different approaches to learning than students in a traditional university because of differences of learner, content and context characteristics, and thus have differences in their academic performance.

Objectives: (i) To identify the relationships among learner, content and context characteristics and approaches to learning of students in open and traditional universities, and to find out the predictability of such approaches, and (ii) to identify the relationships among learner, content and context characteristics and the academic performance of students in open and traditional universities and to find out the predictability of such approaches to learning and of the academic performance of students in open and traditional universities.

Methodology: The samples for the present study comprised students undergoing a course in Diploma in Management Studies in one open university (IGNOU) and in two traditional universities. The tools used were (i) a shortened version of an Internal-External Control Scale; (ii) a modified version of an Approaches to Studying Inventory; and (iii) a Student Perception Scale. An ex-post facto research design was adopted in the conduct of the study. The statistical analyses included 't' test, correlation and step-wise multiple regression analysis.

Major Findings: The major findings of the study endorse all the hypotheses except the one on approaches to learning adopted by students, both in open and traditional universities, which could not be reliably predicted by using learner, content and context characteristics as predictors. [SCG 1020].

Gautam, Renu. 1990. **A study of success in distance learning system in relation to some key learned and institutional variables.** Ph.D., Edu. *Kurukshetra Univ.*

Problem: The problem pertains to the study of success in the distance learning system in

relation to some key learned and institutional variables. The variables included some characteristics of learners, their self-image, attitude towards distance education, and their reasons for joining the correspondence courses. The effectiveness of institutional components and institutional material has also been evaluated.

Objectives: (i) To try out the Learners' Orientation Inventory and other draft proformae and tools, (ii) to identify learners' characteristics and reasons for joining correspondence courses, (iii) to study the self-image of distance learners, profiles of distance learners and their attitude towards distance education, (iv) to evaluate the effectiveness of institutional components and to conduct the participant evaluation of the quality of institutional material, (v) to compare the success of the formal and distance education systems, (vi) to find out the reasons for drop-outs, (vii) to predict success in distance learning, and (viii) to conduct some case studies.

Methodology: The sample of the present study was selected keeping in view its needs and importance in different phases according to the objectives. The sample for different phases was different, both in number and type. For data collection, the researcher developed a number of tools, viz. a tool for learners' characteristics, for self-image, for learning strategies, interpersonal relations, learners' orientation, institutional components, evaluation of institutional components, participant evaluation of the quality of institutional material, attitude towards distance education and reasons of dropping out. The statistical techniques used for data analysis were frequency counts, mean, SD, percentage, product-moment correlation, partial correlation and regression equation.

Major Findings: (1) Both learner variables and institutional variables contributed positively to the success of distance learning at the B.Ed. level. (2) Success in the distance learning system has been found to be intimately associated with the course material, two-way interaction between

tutor/organisation and learner, the personal contact programme, the assignment system and the system of evaluation. (3) 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. (4) Contrary to popular belief, distance education has been found almost as effective as full-time studies in colleges of education as far as mastery of theoretical knowledge as assessed at the end of university examination is concerned. [CLK 0328]

Khan, Neelofar. 1991. **Effectiveness of distance education programme with reference to the teachers' training course of Kashmir University.** Ph.D., Edu. Univ. of Kashmir.

Problem: The study aims at the effectiveness of the training programme leading to B.Ed. degree, through distance education of the Kashmir University.

Objectives: (i) 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, (d) the sex-wise coverage, (ii) to study the preparation and comparison of the achievement profiles of both the sexes (formal/non-formal systems), and (iii) to study the cost effectiveness of the course.

Methodology: For the initial analysis, all the enrolled teacher trainees of the Distance Education Department, from 1978-89, were taken into consideration. For the detailed analysis, 800 teacher-trainees of the session 1988-89, 400 each representing the formal Government College of Education and the Gandhi Memorial College of Education, and the non-formal system (Department of Distance Education), were selected for the study. The sample was selected randomly from the total group of teacher-trainees enrolled during the said session. The tools used were a proforma for

collecting data from official records and publications, a questionnaire for the students (teacher-trainees) and the General Teaching Competency Scale by B.K.Passi, and M.S. Lalitha. The data were analysed using percentages, mean, SD and 't' tests.

Major Findings: (1) The availability of centres for practice teaching is increasing year after year in consideration of the interests of the pupil teachers. (2) There is a year-wise increase in the enrolment system from the session 1977-78 to the session 1988-89, and also an increase in the enrolment as compared to the formal system of education. (3) The male and female ratio shows a substantial increase in the Department of Distance Education (DDE). (4) So far as the pass percentage of the results from the year 1977-78 to the year 1988-89 is concerned, it goes hand in hand with the formal system of education. (5) During 1977-78, the pass percentage ratio between the non-formal and formal systems was 60:63.5, and during 1988-89 it was 62:65. (6) The teaching competency of teachers trained through the formal system is higher than that of those trained through the DDE. (7) The duration of contact programmes with the pupil-teachers in order to have face-to-face learning with tutors is three months. (8) The rate of delivering the general and criticism lessons in the DDE is higher than that needed in the formal system. (9) The per capita cost in the DDE is less than in the College of Education run by the government. [AGM 1863]

Pillai, S.S. 1988. **Preparing a database for designing and developing a postgraduate diploma in teaching of English for the specific purpose of distance learning programme for teachers of English in professional institutions in India.** Independent study. Madras: Technical Teachers' Training Institute.

Problem: The teaching of English is considered necessary in the case of institutions working in the areas of science and technology

or commerce, and management, for enabling youth to equip themselves with proper professional education. Since English is taught as one of the subjects in the first year of the diploma courses offered in polytechnics, this study was conducted to gather the relevant information to offer a suitable programme for the faculty of English in technical and other professional institutions.

Objectives: (i) To describe the curricular aspects such as syllabus, instructional materials and evaluation, (ii) to bring out the professional relevance of the English curriculum as viewed by the faculty concerned, (iii) to explain the process of instruction including the time available, method adopted, facilities provided and teaching aids used, and (iv) to extract adequate information for designing and developing a suitable training programme for teachers of English.

Methodology: A questionnaire survey of facilities for the teaching of English in polytechnics was designed and sent to all polytechnics in the southern region. The questionnaire was responded to by principals and the faculty of English spread over all the four southern states.

Major Findings: (1) By and large, the lecture method of teaching is used by the teachers of English. A few teachers also organise tutorials and guided-composition exercises. (2) Most teachers commented on the inadequacy of the syllabus in spelling out specifically the objectives. They also expressed a strong plea for preparing a textbook in English to meet the specific requirements. (3) The principals and teachers of English felt that the teaching of English should equip the students with the following skills: (a) learning from engineering books written in English; (b) writing simple sentences, letters and paragraphs; (c) responding appropriately to queries made by employers; (d) filling in the proformae used in various social and professional situations. (4) The use of teaching aids is virtually absent although a few charts were used at times

by some teachers. (5) Guided exercises were mostly prepared by teachers, and in a few cases some available exercises were also used. [SSP 1753]

Pugazhenthii, G. 1991. **A study of teacher education programme through correspondence system in Madurai Kamaraj University.** Ph.D., Edu. *The Maharaja Sayajirao Univ. of Baroda.*

Problem: The study is an attempt at investigating the academic, administrative and financial aspects of the teacher education programme through the correspondence system of the Madurai Kamaraj University.

Objective: To examine the status and effectiveness of the teacher education programme, through the correspondence system, of the Madurai Kamaraj University with reference to (a) admission policies, (b) infrastructure facilities, (c) student background and aspirations, (d) lesson materials, (e) personal contact programme, (f) assignments, (g) radio talks, (h) study centre, (i) the teaching practice programme, (j) the dissertation, (k) academic achievement, and (l) finance.

Methodology: The sample consisted of all the B.Ed. and M.Ed. students admitted to the institution during the academic year 1985-86. In addition, the sample included seven teachers of the faculty, 73 resource persons and 300 guiding teachers from the schools in and around Madurai City. Data from different sources, such as functionaries and beneficiaries, and documents were collected through questionnaires, information schedules, observation schedules and documentation analysis. Data pertaining to the background information of students were analysed qualitatively. Data regarding the academic achievement of the students were analysed by computing means, SD, and 't-test'. Data related to expenditure incurred were analysed by computing the unit cost and private cost of the students.

Major Findings: (1) Although only teacher candidates were admitted to the courses initially, from 1983-84 graduates as well as postgraduates were also being admitted. (2) The age of the teacher-trainees ranged from 25 to 61 years. (3) Thirty-eight per cent of the M.Ed. and 49.4% of the B.Ed. candidates belonged to the rural areas. (4) The rate of drop-outs was found to be 1.7% to 4.2% at B.Ed. level, and 3.2% to 7.4% at M.Ed. level, which were very low. (5) The physical facilities provided and the methodology adopted during contact programmes were not found to be satisfactory. (6) The teaching community lacked expertise in the writing of scripts. (7) 72% of the B.Ed. and 83% of the M.Ed. students found the functioning of the study centres inadequate and inefficient. (8) The trainees found it difficult to find a place for practice teaching as well as suitable guiding teachers. (9) The per head cost of training through the correspondence system was found to be much lower than that of training through the formal system. [MSY 0933]

Upreti, D.C. 1988. **Impact of teacher training through correspondence courses (B.Ed. SSSCC) on upward occupational mobility of the elementary teachers in the western region.** Independent study. *Bhopal: Regional College of Education.* (ERIC Funded)

Problem: The study pertains to the factors which are responsible for the mobility of elementary-level teachers. It attempts to investigate whether the B.Ed. degree has any impact on the upward occupational mobility of elementary-level teachers.

Objectives: (i) To identify the factors affecting the mobility of elementary-level teachers, and (ii) to find out the extent to which the acquiring of the B.Ed. degree has affected the mobility of elementary-level teachers.

Methodology: A sample of 172 elementary teachers were selected from 360 teachers. The teachers had completed the B.Ed. course (B.Ed. SSSCC) during 1971-72 and 1979-80. A

questionnaire was used to collect data. Counts and percentages were used to treat the data.

Major Findings: (1) A majority of teachers have average performance ability at secondary and higher secondary levels. (2) It was found that the ability level at the graduation and post-graduation levels was below average. (3) A large majority of these teachers had graduated in the humanities and the social sciences, the reasons being that they did their graduation as private candidates after joining the teaching profession. (4) Factors like the work-place of teachers (home state or outside), rural-urban background, location of schools, family structure, age, sex, religion and caste of the teacher affected the vertical mobility from the elementary to the secondary level. (5) Regarding the inter-generational occupational mobility, it was observed that the main shift has been from cultivation and labour to the service category and this trend continued from one generation to the other. (6) After becoming elementary teachers, 16 out of 83 teachers got the opportunity of moving up the ladder without obtaining the B.Ed. degree. (7) Out of 83 teachers, 25 got the opportunity to move up the ladder after joining the B.Ed. course. (8) The inter-generational mobility, rural-urban background, type of management, sex, caste, age and the proximity of the home from the place of work, influenced the vertical mobility. (9) Teachers from the urban background and working in urban schools were found to have more vertical mobility. [CGVM 1135]

Venkataiah, N. 1989. **Preparation of course materials for distance education: Course team approach.** *Indian Educational Review*, Vol. 24(4): 39-46.

Problem: Distance education is gaining ground in developing countries like India. In India, the media aids are still to reach the far-flung and remote areas; as such, distance education leans heavily on the basic instructional material in the form of lessons. Hence, the course

material plays a crucial role in the success of distance education in the Indian context. The low academic credibility and acceptance by the students of distance education has been attributed to the poor quality of instructional materials supplied to the students. In this paper the limitations of course materials have also been discussed.

Objectives: To suggest a good model for preparation of materials.

Methodology: The procedure adopted by the British Open University in the preparation of quality instructional materials was examined and discussed. The responsibility of a Course Team consisting of six categories of persons, viz. a chairman, course writers, media producer, editors, artists and a person specialised in educational technology known as a 'transformer', and their role in the writing of course material was highlighted and considered. The two approaches that are followed in India with respect to the writing of instructional materials, i.e. preparation by the faculty of the correspondence institutions or by outside authors, were also examined in the context of various deficiencies and inadequacies, including cost effectiveness vis-a-vis the Course Team approach, and its effectiveness, particularly, for the Indira Gandhi National Open University as a national resource centre for all open universities at the state level.

Major Findings: (1) Adequate attention must be paid to the writing of course materials. The standard or quality of instructional materials should not be sacrificed whatever might be the financial constraints. (2) The Course Team approach of the British Open University, though a very expensive way of writing a course, is feasible, economically viable and justified if the course material is used for a large number of students. (3) In view of the large number of students for its course, this Course Team approach will be feasible, economically viable and will also ensure good-quality materials. [SP 1450]

Also See

- Ansari, M.M. 1989. **Economics of distance higher education.** Independent study. *Association of Indian Universities.* (ICSSR Funded). [NR 1230] (See in Chapter 5.)
- Gupta, M.L. 1988. **Emerging needs of the Indian economy and significance of education through correspondence.** Ph.D., Edu. *Univ. of Delhi.* [RDM 0346] (See in Chapter 5.)
- Gupta, M.L. 1988. **Analysis of the finances of correspondence education and its educational implications: A case study of Rajasthan.** *Indian Educational Review*, Vol. 23(1): 16-27. [MPR 1924] (See in Chapter 5.)
- Jain, Puspa Devi. 1991. **A depth study into the functioning of Andhra Pradesh Open University (APOU) (Dr B.R. Ambedkar Open University).** Ph.D., Edu. *Osmania Univ.* [SSS 1032] (See in Chapter 37.)
- Kagade, Shobha. 1988. **A study of urban adult women's attitudes and their continuing education needs with respect to improving their knowledge of the English language.** M.Phil., Edu. *Tilak College of Education, Pune.* [ASB 0054] (See in Chapter 31.)
- Mridula. 1991. **Economics of open learning system: Comparative cost of higher education through IGNOU.** Ph.D., Edu. *Jawaharlal Nehru Univ.* [SCG 0161] (See in Chapter 5.)