APPENDICES
APPENDIX A : LIST OF DISTANCE EDUCATION PROVIDERS IN INDIA

Research on the availability of distance learning options in India revealed a list of seventy institutions comprising universities and educational institute. These are as follows:

1. ALAGAPPA UNIVERSITY - (TN)
2. UNIVERSITY OF ALLAHABAD
3. AMITY UNIVERSITY, UTTAR PRADESH
4. ANDHRA UNIVERSITY
5. ANNAMALAI UNIVERSITY
6. ANNA UNIVERSITY, COMINBATORE
7. BANGALORE UNIVERSITY
8. BARKATULLAH VISHWA VIDYALAYA
9. BHARATH VIDIPEETH UNIVERSITY
10. BHARATHIAR-UNIVERSITY
11. BHARATHIDASAN-UNIVERSITY
12. BIOINFORMATICS INSTITUTE OF INDIA
13. BUNDELKHAND-UNIVERSITY
14. UNIVERSITY-OF-CALICUT
15. CHARAN-SINGH-MEERUT-UNIVERSITY
16. CHOUDRY DEVILAL UNIVERSITY SIRSA
17. UNIVERSITY-OF-DELHI
18. DR BHIM RAO AMBEDKAR OPEN UNIVERSITY (Andhra Pradesh Open University)
19. DR. BABASAHEB AMBEDKAR OPEN UNIVERSITY (BAOU), AHMEDABAD, GUJARAT
20. GOBIND-BALLABH-PANT-UNIVERSITY-OF-AGRICULTURE-&-TECHNOLOGY
21. GURU-GHASIDAS-UNIVERSITY
22. GURU-JAMBEHSWAR-UNIVERSITY
23. HIMACHAL PRADESH UNIVERSITY
24. I-CFAI-UNIVERSITY-Hyderabad
25. INDIRA-GANDHI-NATIONAL-OPEN-UNIVERSITY, DELHI
26. INDIAN INSTITUTE OF EDUCATION, PUNE
27. INSTITUTE OF MANAGEMENT TECHNOLOGY(IMT), GHAZIABAD
28. JAMIA-MILLIA-ISLAMIA-Urdu
29. UNIVERSITY-OF-JAMMU
30. KAKATTYA-UNIVERSITY, WARANGAL, ANDHRA PRADESH
31. KARNATAKA-STATE-OPEN-UNIVERSITY (KSOU), MYSORE, KARNATAKA
32. K. K. HANDIQUE STATE UNIVERSITY, GUWAHATI, ASSAM
33. UNIVERSITY-OF-KASHMIR
34. UNIVERSITY-OF-KERALA
35. KOTA-OPEN-UNIVERSITY
36. KURUKSHETRA-UNIVERSITY
37. MADHYA-PRADESH-BHOJ-OPEN-UNIVERSITY (MPBOU), BHOPAL, M.P.
38. UNIVERSITY-OF-MADRAS
39. MADURAI-KAMARAJ-UNIVERSITY
40. MAHARishi-DAYANAND-UNIVERSITY, ROHTAK
41. MAHATMA-GANDHI-UNIVERSITY
42. MANONWANIAM-SUNDARANAR-UNIVERSITY
43. MIT SCHOOL OF DISTANCE EDUCATION-PUNE
44. UNIVERSITY-OF-MUMBAI
45. UNIVERSITY-OF-MYSORE
46. NAGARJUNA-UNIVERSITY
47. NALANDA-OPEN-UNIVERSITY (NOU), PATNA, BIHAR
48. NATIONAL INSTITUTE OF BUSINESS MANAGEMENT
49. NETAJI SUBHAS OPEN UNIVERSITY (NSOU), KOLKATA, W.B.
50. NMIMS UNIVERSITY
51. OSMANIA-UNIVERSITY, HYDERABAD, ANDHRA PRADESH
52. PUNJAB-UNIVERSITY
53. PATNA-UNIVERSITY
54. PERIYAR INSTITUTE OF DISTANCE EDUCATION
55. PONDICHERRY-UNIVERSITY
56. PT. SUnderlal ShArMA open university (PSSOU), Bilaspur, Chhattisgarh
57. PUNJAB-AGRICULTURAL-UNIVERSITY
58. PUNJABI-UNIVERSITY
59. SIKKIM MANIPAL UNIVERSITY
60. S-N-D-T-WOMEN'S-UNIVERSITY
61. SRI-Venkateswara-University
62. SYMBIOSIS DISTANCE LEARNING PROGRAMS
63. TAMIL NADU-AGRICULTURAL-UNIVERSITY
64. TATA INSTITUTE OF SOCIAL SCIENCES, MUMBAI
65. THAPAR UNIVERSITY, PATIALA, PUNJAB
66. TTLAK-MAHARASHTRA-VIDYAPEETH
67. UP-RAJARshi-TANDon-OPEN-UNIVERSITY (UPRTOU), ALLAHABAD, U.P.
68. UTTARANCHAL OPEN UNIVERSITY, HALDWANI, (NAINTAIL), UTTARANCHAL
69. WELINGKAR INSTITUTE OF MANAGEMENT AND RESEARCH
70. YASHWANTRAo-CHAvAN-MAHARASHTRA-OPEN-UNIVERSITY (YCMOU), NASHIK, MAHARASHTRA
APPENDIX B : SURVEY FOR PART I STUDY: CURRENT SCENARIO OF E-LEARNING

1) What is the type of organisation?
   - University
   - Tertiary Education Provider
   - Online Education Provider

2) What is the learning method for e-learning courses currently adopted by the institution?
   - Entirely Online
   - Blended Learning

3) What is the level of courses offered?
   - Certificate
   - Diploma
   - Post-Graduate Certificate
   - Post-Graduate Diploma
   - Bachelor Degree
   - Masters Degree
   - Doctorate Degree

4) How is the e-learning course currently delivered to the student?
   - Asynchronous Delivery Of Courses (delayed interaction between student and teacher)
   - Synchronous Delivery Of Courses (real-time interaction between student and teacher)

5) What student age-group shows the most interest in e-learning?
   - 15-19
   - 20-24
6) How do students presently communicate with professors of the course?
   - Telephone
   - Email
   - Face-to-face
   - Instant Messenger

7) Do the current courses collect personal information about students in order to make the course flexible to suit individual’s needs? If yes, what method of information collection do you use?
   - Surveys
   - Student Database

8) Has the number of students in e-learning courses increased in recent years?

9) What is the current retention rate? What initiatives is the organisation taking to maintain and improve student retention rate?
E-LEARNER'S BACKGROUND

1) What is your gender?
   o Male
   o Female

2) What age group are you in?
   o 15-24
   o 25-34
   o 35+

3) What is your marital status?
   o Never Been Married
   o Married
   o Single

4) What is your nationality?

5) What is your occupation?

6) Do you have any children? How old are they?

7) What is your level of education?
   o Undergraduate Degree
   o Bachelors Degree
   o Postgraduate Degree

8) What course are you specialising in?

9) What motivates you to enroll in an e-course?

10) What is your current course completion status?
    o Presently studying
    o Completed
    o Dropped out

11) What improvements would you like to see in online courses?
APPENDIX D : QUESTIONNAIRE FOR PART III STUDY: DESIGNING
WAYS TO ADAPT THE SYSTEM TO MATCH
E-LEARNERS PROFILES

1) What are the current courses being designed?

2) What is the current trend in e-learning courses?

3) What are the main considerations when designing e-learning courses? (target
   audience, culture, nationality, age group, etc)

4) What are the most used programs/ software used to design courses?

5) How are the courses tested for flexibility, ease of use, accuracy, consistency,
   etc?

6) What is currently lacking in the e-learning space/delivery of online courses?

7) What steps are being taken to increase the retention rate of online students?

8) Are there any solutions in place that would adapt the system to match e-
   learner’s personalities?

9) What are your suggestions for creating learning societies to encourage lifelong
   learning?

10) What are the future trends in e-learning courses?
APPENDIX E : EXPERTS INTERVIEWED

Nineteen e-learning course designers, practitioners and consultants were interviewed through unstructured personal interviews. The list of topics that were covered are listed in Appendix D. The experts were briefed in advance on the purpose of the interview and the subjects that would be covered by the researcher. This gave them a chance to think about their responses and formulate ideas that would help with the designing of the personalised e-learning system.

During the interview, the order in which the topics were covered and questions asked were not predetermined but decided by the researcher as the interview progressed. This allowed for greater flexibility in capturing the insights of the experts.

The list of experts interviewed are as follows:

1) Dr. Hema Chari  
   Deputy Director Of Distance Education,  
   Mumbai University  
   Kalina Campus

2) Dr. Manoj Killedar  
   Director, School Of Science And Technology, YCMOU, Pune

3) Ms.Nasreen Hashambhoy  
   Deputy Head Of Instructional Design,  
   Tata Interactive Systems  
   Mumbai, India

4) Dr. C.G D’lima  
   Director General  
   Rizvi Institute Of Management Studies And Research, India
5) Ms. Sylvia Snyder  
Director  
Fusion Learning Academy, San Diego, U.S.A

6) Dr. Irshat Madyarov  
Adjunct Instructor  
Baha’I Institute For Higher Education, Iran

7) Mr. Ashwin Gidvani  
Knowledge Manager  
Internet And Mobile Association Of India

8) Dr. Adelaide Vaz  
Principal  
St. Xavier’s B.Ed College

9) Dr. Preeti Sachdev  
Ph.D In Education

10) Brig. Sudhir Sawant  
Advocate High Court  
Head Force 24x7  
Director, Ayurvedic Medical College, Sindhudurg

11) Dr. Savita Patil  
Head Of English Department  
Elphinstone College, India

12) Dr. (Mrs) Deshmukh  
E- B.Ed Head, K.K College, Mumbai

13) Ms. Pamela Martins  
M.A, M.Ed

14) Dr. Kishan Pawar  
Department Of English, MD College, Parel, India
<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Position/Role</th>
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<tbody>
<tr>
<td>15)</td>
<td>Mr. Amol Gupte</td>
<td>Film Actor And Scriptwriter</td>
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<tr>
<td></td>
<td></td>
<td>Screenplay Taare Zameen Par</td>
</tr>
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<td>16)</td>
<td>Prof. Naresh Bodhke</td>
<td>Professor of Economics</td>
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<td></td>
<td></td>
<td>Chetna College, India</td>
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<td>17)</td>
<td>Ms. Sanchia D’souza</td>
<td>E-learning Course Content Developer,</td>
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<td></td>
<td></td>
<td>Mumbai</td>
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<td>18)</td>
<td>Mr. Gaurav Sharma</td>
<td>E-learning Sales Training</td>
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<tr>
<td></td>
<td></td>
<td>e4India, Eureka Forbes Group, Mumbai</td>
</tr>
<tr>
<td>19)</td>
<td>Ms. Sally George</td>
<td>Vice- Principal,</td>
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<td></td>
<td></td>
<td>Pillai College, Mumbai</td>
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## APPENDIX F: CHARACTERISTICS ASSOCIATED WITH EACH PERSONALITY TYPE

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<tr>
<th>ISTJ</th>
<th>ISFJ</th>
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<td>Serious, quiet, earn success by concentration and thoroughness. Practical, orderly, matter-of-fact, logical, realistic, and dependable. See to it that everything is well organized. Take responsibility. Make up their own minds as to what should be accomplished and work towards it steadily, regardless of protests or distractions</td>
<td>Quiet, friendly, responsible and conscientious. Work devotedly to meet their obligations. Lend stability to any project or group. Thorough, painstaking, accurate. Their interests are usually not technical. Can be patient with necessary details. Loyal, considerate, perceptive, concerned with how other people feel.</td>
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<tr>
<th>ISTP</th>
<th>ISFP</th>
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<tr>
<td>Cool onlookers- quiet, reserved, observing and analysing life with detached curiosity and unexpected flashes of original humor. Usually interested in cause and effect, how and why mechanical things work, and in organising facts using logical principle. Excel at getting to the core of a practical problem and finding the solution.</td>
<td>Retiring, quietly friendly, sensitive, kind, modest about their abilities. Shun disagreements, do not force their opinions or values on others. Usually do not care to lead but are often loyal followers. Often relaxed about getting things done because they enjoy the present moment and do not want to spoil it by undue haste or exertion.</td>
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<tr>
<th>INFJ</th>
<th>INTJ</th>
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<tr>
<td>Succeed by perseverance, originality, and desire to do whatever is needed or wanted. Put their best efforts into their work. Quietly forceful, conscientious, concerned for others. Respected for their firm principles. Likely to be honored and followed for their clear visions as to how best to serve the common good.</td>
<td>Have original minds and great drive for their own ideas and purposes. Have long-range vision and quickly find meaningful patterns in external events. In fields that appeal to them, they have a fine power to organise a job and carry it through. Skeptical, critical, independent, determined, have high standards of competence and performance.</td>
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<tr>
<th>INFP</th>
<th>INTP</th>
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<tr>
<td>Quiet observers, idealistic, loyal. Important that outer life be congruent with inner values. Curious, quick to see possibilities, often serve as catalysts to implement ideas. Acceptable, flexible, and accepting unless a value is threatened. Want to understand people and ways of fulfilling human potential. Little concern with possessions or surroundings.</td>
<td>Quiet and reserved. Especially enjoy theoretical or scientific pursuits. Like solving problems with logic and analysis. Interested mainly in ideas, with little liking for parties or small talk. Tend to have sharply defined interests. Need careers where some strong interest can be used and useful.</td>
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<tr>
<td>ENFP</td>
<td>Warmly enthusiastic, high spirited, ingenious, imaginative. Able to do almost anything that interests them. Quick with a solution for any difficulty and ready to help anyone with a problem. Often rely on their ability to improvise instead of preparing in advance. Can usually find compelling reasons for whatever they want.</td>
</tr>
<tr>
<td>ENFJ</td>
<td>Responsive and responsible. Feel real concern for what others think or want, and try to handle things with due regard for the other's feelings. Can present a proposal or lead a group discussion with ease and tact. Sociable, popular, sympathetic. Responsive to praise and criticism. Like to facilitate others and enable people to achieve their potential.</td>
</tr>
<tr>
<td>ESTP</td>
<td>Good at on-the-spot problem solving. Like action, enjoy whatever comes along. Tend to like mechanical things and sports, with friends on the side. Adaptable, tolerant, pragmatic; focused on getting results. Dislike long explanations. Are best with real things that can be worked, handled, taken apart or put together.</td>
</tr>
<tr>
<td>ESTJ</td>
<td>Practical, realistic, matter-of-fact, with a natural head for business or mechanics. Not interested in abstract theories; want learning to have a direct and immediate application. Like to organise and run activities. Often make good administrators; are decisive, quickly move to implement decisions; take care of routine details.</td>
</tr>
<tr>
<td>ENTP</td>
<td>Quick, ingenious, good at many things. Stimulating company, alert and outspoken. Many argue for fun on either side of a question. Resourceful in solving new and challenging problems, but may neglect routine assignments. Apt to turn to one new interest after another. Skillful in finding logical reasons for what they want.</td>
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<tr>
<td>ENTF</td>
<td>Frank, decisive, leaders in activities. Develop and implement comprehensive systems to solve organisational problems. Good in anything that requires reasoning and intelligent talk, such as public speaking. Are usually well-informed and enjoy adding to their fund of knowledge.</td>
</tr>
<tr>
<td>ESFP</td>
<td>Outgoing, accepting, friendly, enjoy everything and make things more fun for others by their enjoyment. Like action and making things happen. Know what's going on and join in eagerly. Find remembering facts easier than mastering theories. Are best in situations that need sound common sense and practical ability with people.</td>
</tr>
<tr>
<td>ESFJ</td>
<td>Warm-hearted, talkative, popular, conscientious, born co-operators, active committee members. Need harmony and may be good at creating it. Always doing something nice for someone. Work best with encouragement and praise. Main interest is in things that directly and visibly affect people's lives.</td>
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APPENDIX G: Permission Letter From Dr. Deshpande For Use Of MBTI Test

Dr. S. W. Deshpande
M. A. Ph.D
Member
Board of Studies in Psychology
SNDT Women's University
Mumbai 400 020.

Dear Ms. Roberts

Thanks for your phone and also the message sent with your residential address.

I definitely remember that I sent a copy of my book on your college order to a main bank. It is quite surprising that you did not get it. However, in order to facilitate your work, I am sending another copy to you. If by chance you got my earlier copy, please return it.

There are six to seven versions of MBTI developed by different authors. Though I have a copy of the original, it cannot be used without the author's permission. Therefore, you can safely use the test included in my book.

I have a lot of material on MBTI. You can also get on Internet. If you come to Pune, I would be glad to show you all that I can help you. Since Dr. Mr. Menon who is known to me since long, shall definitely help you.

Best is Okaji. All the best to you.
Sincerely,

Dr. S. W. Deshpande