Chapter 1

THEORETICAL BACKGROUND

“Higher education provides people with an opportunity to reflect on the critical, social, economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialized knowledge and skill. It is, therefore, a crucial factor for survival. Being at the apex of the educational pyramid it has also a key role in producing competent personnel for the various important vocations. Higher education trains people for a wide variety of increasingly sophisticated and ever changing capabilities needed in the industry, agriculture, administration and services. Quality and efficiency of higher education has an impact on the rest of the system.”

Vijayalakshmi Pandit (1974)

1.1 HIGHER EDUCATION IN INDIA: AN OVERVIEW

Higher education is rooted in the India’s history and culture. Its growth depends upon the changing socio-economic environment of the country. India is a vast country spread over about 329 million hectares of land area which is about 2.4 percent of the total land of the world. Within her limited resources, she provides shelter to about 1.2 billion human beings which constitute about 17.5 percent of the total population of the world. India has faced a lot of problems in socio-economic and educational development. Inspite of several constrains, India has witnessed a rapid growth of institutions of higher education especially during the last six decades since independence. The level of higher education development is determined by the size of institutional capacity of higher education system in the country. The size of higher education system in turn, is determined mainly by three indicators, namely, number of educational institutions, number of teachers and number of students enrolled. The higher education in India has witnessed many-fold development in its institutional capacity since independence. During the period from 1950 to 2011, the number of universities has increased from 27 to about 600, colleges from 695 to 32,000 and teachers from 21,000 to more than 650 thousand. Subsequently, the enrolment of students has increased from only 174 thousand in 1950-51 to about 17 million at
present. Some of the universities and other higher education institutions are among the best in the world.

The purpose of the above analysis is to bring to light the complexities and dilemmas of the development of higher education in India. Historically, the development of higher education in India can be discussed in three phases:

(a) Pre-British period
(b) British period
(c) Post-British period

**PRE-BRITISH PERIOD**

Even before the establishment of universities in Europe, India had a long history of higher education. There had been a tradition of enlightenment and scholarship in various fields since ancient times. Infact, the very idea of a modern residential university is a replica of ancient Indian forest Ashrams where Rishis (teachers) and their disciples assembled to lead a life of contemplation and philosophical discourse. The older universities of Europe came into existence much later during the medieval period. Even during Vedic- Upanishadic period, India had enlightened the world through famous seats of higher learning. Takshashilla and Nalanda were famous Indian Universities during ancient times. It is on record (*University Education Commission, 1948-49*) that the University of Takshashilla flourished up to the end of fifth century AD and that of Nalanda survived up to the 12th century AD. The purpose of education in these institutions was not utilitarian: rather, learners acquired knowledge for its own sake. The teachers maintained themselves on “guru dakshina” received in the form of presents from the students, and there was no formal arrangement for payment of salaries. No fee was charged in the ancient Indian system of education, but at a later stage, during the Buddhist period, Takshashilla and Nalanda Universities started charging some fees from rich students for maintaining the institution. The greatest motivation for the teachers was the respect and status in the society, which they enjoyed. Higher education was, however, not accessible to all and was available only to the upper and ruling classes of the society. Education was mainly a territory of Brahmins (the highest caste) who were responsible for teaching and learning, and constituted the uppermost section in the caste hierarchy.
The foreign invaders destroyed these great seats of learning during the medieval period, which was a period of conquest, destruction and loot. However, Mohammad Ghauri, who was a Muslim ruler started a “madarsah” at Ajmer and encouraged higher education (Chauhan, 1990). Some more schools and colleges were set up by other Muslim rulers at Lahore, Delhi, Rampur, Lucknow, Allahabad, Ajmer and Agra. But, the overall development of higher education was limited and accessible only to sons of feudal lords, merchants and ruling elite.

**BRITISH PERIOD**

The British East India Company, which came to India in 1600 AD, hardly paid any attention to the education of Indians for more than two centuries. It was in 1813 that the British Parliament directed the company for the first time “to accept the responsibility of the education of Indians and to spend not less than Rs.1,00,000 a year for this purpose.” This provision was made in Article 43 of the Charter Act 1813, which can be cited as an important historical event in the history of development of western education in India (Chauhan, 1990). For about four decades to follow, the progress of education in India was very slow partly because of the indifference of the British Government, and partly because of the reluctance of Indians to accept western education system. On the recommendation of Wood’s Education Despatch (1854), the first three modern universities were established at Calcutta, Bombay and Madras in 1857. The function of these universities was to conduct examinations and award degrees and the teaching work was done in the approved and affiliated colleges. With the rapid rise in enrollment after the establishment of these three universities, the University of Punjab at Lahore (1882) and the University of Allahabad (1887), were also established in the last quarter of 19th century. By 1902, there were 5 Universities and 191 affiliated colleges with a total enrolment of 17,650 students (Anand, 1979).

The recommendations of Indian Universities Commission (1902), appointed by Lord Curzon as Viceroy, resulted in the Universities Act of 1904, under which it was resolved that universities should also be teaching universities, and that stringent rules should be framed for affiliation and disaffiliation of colleges. This led to a rapid rise in the student enrollment during the next decade. The Calcutta University was the first to set up its own teaching departments under the leadership of Sir Ashutosh Mukherjee, following the Universities Act of 1904. In 1917, the Calcutta University
had 58 affiliated colleges and 26,000 students out of 58,000 for the whole of India - a large number compared to the literate population (Hartog, 1939). In the meantime, the National Freedom Movement gathered momentum and some enlightened Indians took keen interest in education. Consequently, six new universities came into existence between 1913 and 1921. These included Banaras Hindu University (1916), Patna University (1917) split from Calcutta University, Osmania University (1918), Lucknow University split from Allahabad University (1920) and Aligarh Muslim University (1920), which were established by acts of Central Legislature. During the period of Non- Cooperation Movement, Gandhiji founded Gujarat Vidyapeeth, Kashi Vidyapeeth, Tilak Maharashtra Vidyapeeth, Bihar Vidyapeeth and Jamia Milia Islamia to provide strength to the National Freedom Movement. However, during 1929-47, the official effort to develop higher education was slow due to some political problems related to freedom struggle and breaking out of the Second World War in 1939. Thus, the total number of universities set up by 1947-48 was 20 with about 500 affiliated colleges and 215 thousand of students.

**POST-INDEPENDENCE PERIOD**

As India achieved freedom in 1947, the Department of Education created in 1945 in the Government was converted into full-fledged Ministry of Education. Higher education was the first sector of education to attract the attention of the Union Government. As a first step, the University Education Commission (1948-49) was appointed, which recommended rapid expansion of higher education in India on a priority basis. During a period of three years from 1947 to 1950, 7 new universities were created raising the total number to 27. The number of affiliated colleges also increased rapidly to a total number of 695 in 1950-51. The total enrollment in higher education was 174,000 (excluding those enrolled in PUC). The total number of teachers working in these institutions was a little more than 21000. After 1950-51, the growth of higher education has been phenomenal.

In post-independence India, growth of higher education occurred in two distinct phases. In phase 1, from 1947 to 1980 there was steady growth. Large number of colleges were opened and affiliated to the new and the existing universities. The government set up universities and colleges at places not having higher education facilities. Courses in new and under-represented subject areas were started. This
resulted in geographical dispersal of higher education facilities and broadened its base. The trend of development of higher education during the post-independence period has been presented in the table below:

**Table 1.1: Development of Higher Education in India (1951-2010)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Universities (Numbers)</th>
<th>Colleges (Numbers)</th>
<th>Enrollment (In Lakh)</th>
<th>Teachers (In Thousands)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950-51</td>
<td>27</td>
<td>695</td>
<td>1.74</td>
<td>21.3</td>
</tr>
<tr>
<td>1960-61</td>
<td>33</td>
<td>1,025</td>
<td>2.95</td>
<td>33.2</td>
</tr>
<tr>
<td>1970-71</td>
<td>100</td>
<td>3,604</td>
<td>19.54</td>
<td>128.8</td>
</tr>
<tr>
<td>1980-81</td>
<td>144</td>
<td>4,722</td>
<td>27.92</td>
<td>193.3</td>
</tr>
<tr>
<td>1990-91</td>
<td>184</td>
<td>6,627</td>
<td>49.25</td>
<td>272.7</td>
</tr>
<tr>
<td>1996-97</td>
<td>228</td>
<td>8,529</td>
<td>67.55</td>
<td>321</td>
</tr>
<tr>
<td>2003-04</td>
<td>320</td>
<td>16,885</td>
<td>99.5</td>
<td>457</td>
</tr>
<tr>
<td>2005-06</td>
<td>355</td>
<td>18,064</td>
<td>110.28</td>
<td>488</td>
</tr>
<tr>
<td>2007-08</td>
<td>431</td>
<td>20,677</td>
<td>116.12</td>
<td>505</td>
</tr>
<tr>
<td>2009-10*</td>
<td>570</td>
<td>32,000</td>
<td>150.00</td>
<td>650</td>
</tr>
</tbody>
</table>

Source:

3. Eleventh Five Year Plan, Planning Commission, Govt. of India 2007-12

* Figures are estimated
Indian higher education system has undergone massive expansion in post-independent India with a national resolve to establish more and more Universities, Technical Institutes, Research Institutes and Professional/Non-Professional colleges all over the country to generate and disseminate knowledge coupled with the noble intention of providing easy access to higher education to the common Indians. This is evident from the fact that the first commission appointed by the government of free India in 1948 was on higher education. This was called the University Education Commission and was headed by Dr. S. Radhakrishnan. On the recommendations of the University Education Commission (1948-49), the Government of India reviewed the University Grants Committee constituted in 1945 and set up the University Grants Commission (UGC) in 1953, which became a statutory body in 1956 by an Act of Parliament. Similar other bodies for regulating development of higher education in various areas and maintaining good quality were also set up.

The next 15 years witnessed a steady growth of higher education institutions along with corresponding growth of enrollment. But, the development was mainly quantitative and ignored qualitative aspects. Education Commission (1964-66) highlighted the role of higher education in the development of Indian society and expressed a grave concern over the deteriorating quality of higher education. Some important recommendations of the Commission were:

(i) Introduction of the policy of selective admissions in colleges and universities on the basis of merit;
(ii) Use of regional language as media of instruction at the university stage;
(iii) Adoption of 10+2+3 pattern of school and college education;
(iv) Establishment of major universities;
(v) Establishment of autonomous colleges;

The National Policy on Education (1968), which was based on the recommendations of Education Commission (1964-66), made proposals for higher education related to number of students in a college, establishment of new universities and improvement of standards of teaching and research etc. In the words of Naik (1982), the post-independence period may be described literally as the “Era of Higher Education” in Indian educational history. For about 15 years from 1950-51 to 1965-66, the policy of open door admissions had created many problems. However,
the quantitative expansion of higher education was faster during the next 20 years till 1985-86.

The *National Policy on Education (1986)* also made important proposals for the quantitative and qualitative development of higher education in India. The NPE-1986 as revised in 1992 proposed:

(i) To lay more emphasis on consolidation and expansion of the facilities of the existing institutions;

(ii) To develop autonomous colleges in large numbers;

(iii) To redesign courses and programs to meet the demands of specialization;

(iv) To develop planning and coordination mechanism at state levels through State Councils of Higher Education (SCHE), which would function in close association with the UGC;

(v) To provide for minimum essential facilities and regulate admissions according to capacity;

(vi) To introduce in-service teacher orientation and continuing refresher programmes in order to improve the quality of teaching;

(vii) To provide enhanced support to research, to establish autonomous commission to foster and improve teaching and research;

(viii) To strengthen Indira Gandhi National Open University (IGNOU) established in 1985 to democratize education through flexibility and innovative programmes of open learning system and to support establishment of Open Universities in the states.

After the proposals of National Policy on Education (1986-92), the expansion of higher education has been at a faster rate than it was during the earlier period. Special emphasis was laid on setting up quality education institutions in vocational and technical fields. According to the latest available published data (Table 1.1), the higher education system in India is one of the largest in the world. The overall growth rate of the system at present is of the order of 5-7% per annum.

**1.2 DEMAND–SUPPLY MISMATCH**

The Indian higher education has expanded manifold over the past six decades. Massive expansion has obviously enhanced access to higher education. In spite of
large growth, India’s Gross Enrollment Ratio (GER) compares quite poorly with the advanced nations and many developed countries as well. While higher education system is large quantitatively, it still is too small to meet our needs. The GER is only 15% compared to the World average of 23 percent.

The expansion of higher education until recently occurred as a result of ‘unplanned proliferation of institutions of higher learning.’ After independence, the Government of India adopted the strategy of planned development in all sectors of economy including education. The First Five Year Plan began on 1st April 1951 and ended on 31st March 1956. So far, Ten Five Year Plans have passed and Eleventh Plan is going on. The main focus has been on consolidation and expansion of facilities in the existing institutions. Neither the National Policy on Education, 1986 nor the successive plans provided any explicit targets for enrollments. In the Sixth Plan (1980-85), low priority was given to the expansion of educational facilities by way of new universities, centres for post graduate studies, new departments and construction of buildings. In the Seventh Plan (1985-90), there was focus on making optimum use of the existing facilities in the universities, especially physical facilities. In the Eighth Plan (1992-97), emphasis continued on strengthening existing institutions, with a provision to support new departments and courses in developing universities.

The Ninth Plan (1997-2002), paid attention to higher education institutions in backward areas, hilly areas and border areas to remove regional imbalances. There was also a thrust towards addressing the higher education needs of underrepresented social groups, namely SC/ST candidates, women, disabled and minority candidates. This thrust continued in the Tenth Plan (2002-07) as well. Thus, the issue of access in the ninth and tenth plan was on equity in access. Adequate resources were not provided. New universities and colleges and departments were established to accommodate the underrepresented classes and communities in reckless manner, without due consideration to the resources available for their successful functioning. It is for the first time that the Eleventh plan (2007-12) mentions the explicit targets for enrollment in higher education and public funding for higher education has also been increased significantly. The Eleventh Plan stated- “Our long term goal is to set India as a nation in which all those who aspire good quality higher education can access it, irrespective of their paying capacity”. The Eleventh Plan recognized the dual problem of higher education, namely low enrollment rate and the regional imbalance.
It recognized that the 12% enrolment rate was too low compared to 36.5% for countries in transition and more than 55% for developed countries. With this realization the Eleventh Plan aims to increase the GER to 21% by the end of Twelfth Plan (2012-2017) with an interim target of 15% by 2012 (Thorat, 2009). Of course, by 2012, the target of 15% GER has been achieved.

Despite the expansion that has occurred, it is evident that the system is under stress to provide a sufficient volume of skilled manpower, which is equipped with required knowledge and technical skills to cater to the demands of the economy. The accelerated growth of our economy has already created shortages of high quality technical manpower. Unlike the developed countries, where the young working age population is fast shrinking with higher dependency ratios, India has a demographic advantage with about 70% of the population below the age of 35 years. But this advantage can only be realized if we expand opportunities for our youth on the massive scale and in diverse fields of basic science, engineering & technology etc. this is possible only if we initiate rapid expansion along with long overdue reforms in the higher, technical and professional education sectors.

An important aspect of higher education is that there has been quantitative expansion of colleges and universities and also expansion of number of students enrolled year by year. There has also been a mushroom growth of institutes of higher learning, which charge higher fees; even in them there is tremendous rush but the demand on higher education is not met fully. Inspite of so much expansion of higher education many students are deprived of admission to the formal system of higher education. “The proportion is even more adverse in some regions, particularly for women, SCs and STs. Rural areas have been touched only marginally by higher education of quality” – Challenge of Education, 1985. The formal system of higher education is not within the reach of the larger sections of the people. It fails to meet their requirements in full. There could be several reasons like limited seats, geographic and social isolation of the students, students not able to fulfill the requirements for entry into the formal set up etc. The minuscule population, that has appropriated to itself the bulk of available educational facilities at the higher education stage, is not always of facilities at the higher education stage, is not always of the requisite intellectual caliber.
However, institutions of higher education in the country today do not inspire much confidence. As the Kothari Commission Report states the principal objective of universities is “To deepen men’s understanding of the universe and of himself in body, mind and spirit, to disseminate this understanding throughout society and apply it in the service of mankind”. The system of education as currently practiced in India does not appear well suited to achieve this high objective in the India contest. In the words of Yogeshwar Sharma (1994), “The Indian higher education system is characterized by huge and largely unplanned expansion without responding much to the changing needs of the society and the market demand”. When education was restricted to the elite, the school and college population were homogeneous in nature and providing suitable education was a comparatively easy job. With education through open to everyone, the student population is more heterogeneous and so requires a more diversified curriculum and facilities. Further, on the one hand the institutes of higher education suffer from lack of adequate infrastructure and on the other hand their internal management and efficiency leave much to be desired.

Higher education in India is also facing major issues like fall in quality, increase in quantity and not able to maintain equality. Further, since independence, Indian universities have become increasingly dependent on the financial support from the government. Now, the state governments are experiencing several financial constraints. At the same time, there is a lot of pressure on them to increase expenditure on school education. Thus, it is clear that it is not possible for the formal system alone to provide higher education for all.

During, the last five decades, there have been two important developments, which have caused concern not only among the policy planners, decision makers, and educationists but also other enlightened citizens.

First, there has been tremendous growth in the human population in the world. It took more than a million years for the human population, since its origin on the globe, to touch one billion mark by 1800. Second billion was added within a smaller period of 120 years up to 1920. The addition of third billion took only 40 years (1920-1960), and the next 2 billions were added within a still smaller period of 27 years from 1960 to 1987. It is estimated that world population has reached to 6.94 billion in July, 2011 (United States Census Bureau). Proportionately, the population of India, which was only about 360 million in 1951, crossed one billion mark by 2001 and
reached to 1.21 billion in March, 2011 (Census of India Organisation). But the formal system of education that we have created caters to the requirements of comparatively less number. Therefore, a large number of persons are still out of the ambit of the formal education system, which is second largest in the world. This shows that our formal institutionalized system of education is being increasingly rendered inadequate to cater to the requirement of the teeming millions. At the same time, due to our democratic system of polity and increasing socio-political awareness among the disadvantaged sections of the society, the demand for education has tremendously increased.

Second, during the later half of the 20th century, the rate of growth of knowledge in all fields has been very high. This has been particularly so during the last two decades. It is said that knowledge doubles within every 3 or 4 years. Consequently, every citizen needs to update his knowledge and skills to cope with the changing social, vocational and professional circumstances. Now, we have more people to educate and more knowledge to be imparted than we had during 1950s. The situation became more paradoxical when the system of higher education, which was already inadequate, felt daunting pressure of enrolment due to expansion of school education and lack of employment opportunities after secondary education. In order to cope with the situation, the government of India resorted to the expansion of higher education during 1950s and 1960s mainly in terms of establishment of colleges of general education. During this period, expansion of higher education took place at an average rate of over 10% per annum. The graduate who passed out of these colleges found themselves unable to get gainful employment for want of practical knowledge. Moreover, unplanned expansion of higher education led to the problem of maintenance of standards, which required more funds to sustain it, thus exerting unbearable pressure on the public exchequer.

As a result of unplanned expansion and scarcity of funds, the quality of education imparted in the institutions of higher education successively deteriorated. The lopsided and unbalanced expansion of education diverted the efforts and resources of the government towards mass education through higher education to elite education at the cost of vocational training. This process produced an enormous number of unskilled and unemployable graduates with devalued degrees. This also led to the deterioration in the quality of education due to overcrowding of the educational
institutions, curriculum constraints and lack of time. As a result there is a wide gap between what is needed by the society and what is produced by education system.

1.3 NEED FOR ALTERNATIVES

Although, the quantitative development of higher education, during the post-independence period, has been apparently very impressive, yet, it is inadequate to meet the growing demand of the people for higher education. Now, unlike the pre-independence period, the benefits of higher education are reaped by a sizable number of youth even from underprivileged sections of the society. But, still there is tremendous pressure on the system and demand is still unmet.

The first and foremost task that India should undertake is to expand higher education system further in a planned way so as to cover as large a portion of the eligible age group (18-24 years) as possible. To meet the challenges of increasing number of aspirants for higher education, action has to be taken on many fronts and levels. Under these circumstances, it has become necessary to identify a suitable mode of education, which would meet out the demand and fulfill the educational requirements. Therefore, non-formal and distance education have become the crux of the national education policy today. Throughout the world higher education is undergoing a paradigm shift from an instructional college to a learner-centered integrated network model, which is based on access to learning resources and a student initiative. Moreover, the existing model of higher education requiring selective learning over a specified period is being replaced by a model of lifetime learning for all. This has become necessary because of the changing nature of jobs which now require continuous renewal and updating of knowledge and skills. Therefore, India must expand open and distance learning approach in a big way.

The need for a national Open University in India was justified by Sh. G. Parthasarthi, the then Vice Chancellor of Jawaharlal Nehru University, New Delhi, in the following words (Patanjali, 2005):

“In a situation of the type, where the expansion of enrolment in higher education is to continue at the terrific pace and where available resources in terms of men and money are limited, one obvious solution, if proper standards are to be maintained and the demand for higher education for different sections of people is to be met, is to adopt the open university system with its provision of higher education
on a part time or our time basis. The group, therefore, recommends that government of India establish as early as possible on Open University by an act of Parliament. The university should have jurisdiction over the entire country so that when it is fully developed, any student, even in the remotest corner of the country can have access to its instruction’.

During the last five decades since Independence, India has made tremendous progress in the field of education, though mostly qualitative in nature. Earlier, education was available only to elite classes of the society, and the large majority of the poor and marginalized people remained deprived of it. The democratic and socialist values enshrined in the Constitution of free India brought a ray of hope for the common masses, especially, to the underprivileged and disadvantaged sections of the society including women, scheduled castes, scheduled tribes and religious and linguistic minorities. Equalization of education and employment opportunities has been the cherished goal behind all efforts of the government aimed at bringing about social and economic reforms. In order to achieve the goal of providing free and compulsory elementary education to all children of the age group 6-14, existing system was adopted without much required structural transformations and was subjected to a large scale expansion. Due to rising social demand for education after Independence, the expansion of elementary secondary education has been phenomenal resulting in a tremendous presence of student seeking admission to institutions of higher education. The main emphasis has been an establishment of new schools and enrolment of students at all stages of education. As the school education expanded, the number of students going for higher education also increased. In an attempt to accommodate the growing number of aspirants the system of higher education has to be expanded.

The state governments experience tremendous pressure from the public to establish more and more colleges and universities. These considerations have led to fast expansion of higher education in our country, which in turn, has adverse impact upon its quality. The Education Commission (1964-66) had rightly stated that, “In a world based on science and technology, it was education that determined the level of prosperity, welfare and security of the people. On the quality and number of persons coming out of our schools and colleges would depend on our success in the great enterprise of national reconstruction the principal objective of which was to raise the
standard of living of our people” (Chauhan, 2004). But quality education imparted through the conventional system is costly and beyond the reach of poor people who aspire it. According to a crude estimate reported by Perry, the cost per student in the UK Open University in 1973 was £2749 against a figure of £5250 per student in the comparable faculties of the conventional universities. Moreover, it is not possible to expand the formal system beyond a limit due to financial constraints. If we try to expand it without making adequate financial support available its quality will be poor. The problem has become more serious since the government has decided to reduce subsidy on higher education after the fourth five-year plan. Therefore, in order to ensure access and education of a reasonably good quality to all willing learners, we must think of some alternative system capable of supplementing the role of conventional system, and Distance Education (DE) is one of such alternatives. In the beginning, distance education was viewed as an anomaly on the traditional campus education which has now become an accepted alternative system of education. Distance education as a system de-emphasis teaching but encourages learning to make a learner truly autonomous.

In this regard, Michel Moore (1971) states that distance education is “the family of instructional methods in which the teaching behaviors, including those that in continuous situation would be performed in learner’s premises, so that communication between teacher and the learner must be facilitated by print, electronics, mechanical or other means” (Verma, 2008). Trivedi (2005) focused on the quality aspect of the B.Ed programme offered by DE mode of Indira Gandhi National Open University (IGNOU) and self financed conventional mode in the state of Gujarat. The questionnaire was developed to know the attitudes of students regarding both the systems. The questionnaire was administered on 150 learners of each system. The study came up with important findings- Both the systems are in demand for B.Ed programme due to its job oriented nature. DE mode has flexible nature and allows the learner to serve during their studies. Study material of IGNOU has been appreciated by more than 50% learners. Through distance education, we can provide a large number of learners an improved quality of training by introducing a variety of relevant courses.
1.4 DISTANCE EDUCATION- CONCEPT AND HISTORY

It is a well known fact that campus-based higher education is a big strain on the public exchequers. Especially, in the developing countries, higher education sets a lion’s share of the total allocation of educational budgets at the cost of elementary education. Increasing demands for higher and continuing education brings further pressures on the budgetary provisions. DE with its low cost of instruction is more popular than the costly conventional system of education.

DE implies education being imparted to a student by the teacher despite physical distance. A more or less generally accepted definition of distance education is proposed by Holmberg (1990), “The term distance education covers the various forms of teaching and learning at all levels which are not under the continuous, immediate supervision of tutors present with their students in lecture rooms or on the same premises but which nevertheless benefit from the planning, guidance and tuition (i.e. tutoring, teaching) of the staff of a tutorial organization. Its main characteristic is that it relies on noncontiguous, i.e. mediated, communication. Distance study denotes the activity of the students, distance teaching that of the tutorial organization” (International Encyclopedia of Education). Distance education is an alternative system capable of supplementing the role of conventional system.

A statement by Prof. G.Ram Reddy (1988) as quoted by Chauhan (2004) is relevant to be quoted here:

“There is a case of Ekalavya mythology who wanted to learn under the Guru, Dronacharya, who as we all know, refused to take him as a student because he was neither a Brahmin nor a Kshatriya. However, Ekalavya was determined to learn and what happened subsequently is known to all of us. (The legend goes that Ekalavya built a figure in the image of Dronacharya and started practicing archery under its feet. Subsequently, his skills in archery surpassed those of the best pupil of Dronacharya. What happened subsequently is not relevant here. The point, however, that needs to be made is that today a motivated learner cannot be and must not be ignored for any reason whatsoever). In those days as Dronacharya could refuse to take Ekalavya as a student and the society would tolerate it. Today’s democratic society cannot afford to overlook the interest of Ekalavyas nor can Dronacharya say “no” to them. Distance education and the open universities facilitate him”.

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Open Universities are the universities for the modern Ekalavyas. Availability of communication technologies make this possible today. It is said that there was a time when, if a student wanted to learn, he had to go the Aristotle. Today we have the means to take Aristotle to the student. DE characterizes a method of education which does not rely on physical contact between teacher and taught. Instead it brings knowledge or training to the students without dislocation of either his domestic arrangements or employments. It does this by means of multimedia teaching packages based on correspondence texts and audio-visual material, with only a minimal reliance on face-to-face teaching. A student may study where and when he wishes, provided that he is pacing himself sensibly and passing such assessments tests as are set. He is thus freed from the constraints of the classroom and a fixed daily schedule, and the institution teaching him from the salary and other implications of a conventional tutor-student ratio.

With the advent of the information age, distance delivered education has grown exponentially in a short duration and will continue to grow in the foreseeable future. The use of distance education is seen as one method of improving the cost efficiency of the educational system. It also allows a greater clarity in allocation of roles and responsibilities- particularly for funding than more traditional existing structures. The use of new technology within distance education is also seen as acting as a catalyst towards a wider acceptance of new technology in society.

In brief, many trends in higher education are influencing the future of distance learning e.g. students’ enrollment are growing to surpass the capacity of traditional infrastructure, learner profiles are changing, and students are searching for education that meets their needs. On the other hand, traditional faculty roles, motivation and training needs are shifting while workload and instructional issues continue to deter the faculty from participation in distance education. The institutional and organizational structure of higher education is changing to emphasize academic accountability, competency outcomes, outsourcing content, standardizing and adaptation to learner demands. The internet and other information technology devices are becoming more ubiquitous while technological fluency is becoming a common expectation. Funding challenges are increasing and it is expected that with fewer resources, the increasing life-long learning demands would to be fulfilled.
The ultimate goal of distance education is to provide an alternative channel of education so that whoever has not been able to derive the benefit from the conventional system, may get his aspirations of educational development fulfilled through it. This goal can be achieved only if this system is delinked from the conventional system and is completely freed from all such pre-conditions of time and space. In other words, it should be made as open and flexible as possible. The emerging theory of education that one is neither to be forced for education nor debarred from it; one may have as much of it as one likes and can absorb, further makes a case for openness and flexibility. Conversely, if such conditions as entry qualifications for the various distance study programmes, ceiling the limit on enrollment of students, attendance in Personal Contact Programmes (PCP), are not dispensed away innumerable aspirants of education who suffer from one constraint or another would not be able to derive the benefit of even this system. But once it is released from all such pre-conditions, it would revolutionize the whole gamut of educational opportunities. People would no longer feel handicapped. They will have access to every type of educational and skill improvements whenever and wherever they may have like to have it. The conventional system cannot be democratized beyond a certain point, because of the inherent limitations in it. DE being free from those systematic constraints needs to be thrown open for all so that everyone, irrespective of one’s age, sex, place of residence, occupation, education and the like may be able to derive benefit from it and thereby enhance his competitive capabilities or meet his aspirations. DE must therefore discharge the responsibilities that democracy and development has put on it.

The origin of distance education was of mid 19th century in the forms of Correspondence Courses, Home Study Programmes, Universities of the Air, Radio and Television University, Every Man’s University, Free and Open University. The idea of distance education took a formal shape in 1840 when Issac Pitman conducted a postal/correspondence course in shorthand in Bath, England. It became more systematic in the UK in the last decade of 19th century. Some colleges - Foulks Wynch (1884), International Correspondence College (1894) etc introduced examination-oriented courses (Sahu, 1993) on commercial basis. Later on, the Robin’s Report (1963) to the government of UK, emphasized the need of expanding universities so as to meet the demands of the qualified school leavers and pleaded for
extension of opportunities to all classes of the population as an emergent need in order to replace the ‘elite’ system of education that had been prevalent in UK for many years (Anand, 1979). The first open university was established in UK, through the Royal Charter 1969, on the basis of the Report of the Open University submitted to the Secretary of the State for Education and Science, which emphasized higher education as a basic right and condemned the denial of the greatest educational opportunity to the greatest number of citizens as unjust to the individual and unwise for the society. This university became the first full-fledged university in the field of distance education and is hailed as a landmark in the history of distance education.

In United States also, a humble beginning in the direction of setting up distance education centers was made in 1873, with the formation of the society for Home Studies (Sahu, 1993). This was followed by the setting up of correspondence institutions like Illinois Western University (1874) and Correspondence University at Ithaca, New York (1883). Subsequently, other institutions like the Institute of Correspondence Schools (1890), American Society for Extension of University Teaching (1890) and National University Extension Association (NUEA) made considerable headway in the sphere of distance education.

In the same way, the USSR also established Correspondence Study Department (1926) in one of the institutions of higher learning, and subsequently, encouraged correspondence education in order to cope with the demand for specialists with higher academic and professional qualifications. By 1961, the institutions of correspondence education had become an organic part of the entire educational system covering all stages of education, elementary, high school, undergraduate and postgraduate courses. Due to the conducive geographical conditions, Australia started Correspondence Teacher Education Programmes in the University of Queensland. Today most of the Australian Universities are providing instruction through distance education mode.

1.4.1 DEVELOPMENT OF DISTANCE EDUCATION IN INDIA

The Open Learning system in India originated in the form of ‘Private Appearance’ of the candidates in public examinations under which a candidate who could not study as a regular student was allowed to appear in the examination after undertaking necessary study at home. This system was probably introduced to help the poor and
needy, but motivated students to continue their studies further after studying as a regular student for some time.

Later on, in order to overcome the deficiencies of the private appearance and improve the quality of education, some universities started correspondence courses to cater to requirements of such students. The wide social acceptance of the concept of correspondence education led to the development of the concept of the distance education, which in turn, led to the direction of establishment of open universities.

Further, keeping in view the heavy pressures on the formal system of higher education, for the first time emphasis was laid on distance education in the form of correspondence courses in the third plan. In this context, the *Planning Commission of India (1960)* had pointed out, “*in addition to provision in the plan for expansion of facilities for higher education, proposals for evening colleges, correspondence courses and the award of external degrees are at present under consideration*”. On the basis of observation made by the Planning Commission of India, the Central Advisory Board of Education (CABE) appointed an Expert Committee having 10 members to give suggestions regarding the correspondence courses.

The Committee had made the following suggestions with regard to the nature of courses, instructional process, course development, use of media, students fees:

- Correspondence courses should be confined to first university degree.
- There should be personal contact between the teacher and the taught. “Contact” classes being organized through a tutorial in preference to a lecture based mode.
- The Committee recommended that the courses be started only in the faculties of Arts and Commerce and later on in Science subjects.
- Correspondence courses should normally take a longer period than a degree at a regular college.
- Fees for students applying for these courses should be reasonably high in the first year but should be lower in the successive years.
- Two supplementary aids (a) refresher courses (b) use of radio and television are recommended in order to raise standards in spoken language and to correct a too easy reliance on the written word.

As per suggestions of the Expert Committee, the University of Delhi established its school of Correspondence Courses and Continuing Education in 1962.
With a view to maintenance of standards of full-time based higher studies and reducing the heavy influx into this system, the Education Commission (1964-66) had supported the idea of encouraging correspondence courses. According to the Education Commission, “one solution to this is to keep full-time seats strictly limited on the basis of resources available and to institute correspondence courses, part-time courses, evening courses etc. for those who aspire for a university degree but are not able to get admission to the regular courses.” Of course, the Education Commission recommended the promotion of correspondence courses on the basis of other reasons like social responsiveness, economy of the system, and continuing nature of education. In its report, the Education Commission justified the relevance of correspondence courses as a method of taking education to all those who make a deliberate effort to study whether at home or at the place of work. Quoting the success of University of Delhi in running correspondence courses, it recommended the introduction of correspondence courses on a large scale.

The National Policy of Education (1968) highlighted the idea of introducing correspondence courses on a large scale at the university stage. The policy statement made it clear that, “education through part-time and correspondence courses should be given the same status as full-time education.” Within the first decade of its introduction, the DE developed a wider base, offering different general and professional courses in as many as thirteen universities and four Regional Colleges of Education of the National Council of Educational Research and Training (NCERT). The courses covered different fields like Arts, Science, Commerce, Education and Agriculture at undergraduate level. The correspondence courses had reached the take-off stage during 1971 when six universities namely Cochin, Madurai Kamaraj, Himachal Pradesh, Punjab, Bombay & Jamia Milia Islamia started establishing institutes of correspondence courses in respective universities (Sahoo, 1993). As a whole, the universities offering correspondence courses by 1971 covered Northern, Southern and Western regions of the country, of course having major concentration in the northern region.

During 1972-81, correspondence courses were instituted in 19 more universities of the country. Establishment of correspondence course institutes in these universities gave wider representation to different regions of the country, except north eastern region, to have distance education programmes. Moreover, during this period
most of the universities already having correspondence courses expanded their courses to new fields at undergraduate and postgraduate levels. Two more institutions namely National Institute of Educational Planning and Administration (NIEPA), now National University of Educational Planning and Administration (NUEPA) and Association of Indian Universities (AIU) introduced several courses for educational administrators and teachers in 1979, respectively. Andhra Open University was the first Open University in India set up in 1982.

The new National Policy on Education, 1986 emphasized on the role of Open University and distance education in the process of democratization of education in the country. The programme of action of the new policy on education (1986) on this area reads as:

(i) The Open University augments opportunities for higher education, ensures access, is cost-effective and promotes a flexible and innovative system of education.

(ii) The IGNOU has been established with these objectives and came into existence in September, 1985. The University has been assigned the responsibility to coordinate the distance learning system in the country and determine its standards.

The Programme of Action of the NPE highlighted the use of DE in the process of encouraging in service teacher education programmes, continuing education and the training of management personnel of the educational system. Moreover, with a view to encourage media and technology in educational system, the programme of action insisted on:

- Establishment of radio stations in teaching universities/ colleges during the seventh plan;
- Provision of TV channel by 1991-92;
- Creation of dedicated satellite system for educational needs in the long run;
- Integration of computer education modules in professional and general education courses by 1995;

In May 1991, the Board of Management of IGNOU formulated the Statute for the establishment of the Distance Education Council (DEC) for promotion,
coordination and maintenance of standards in the Open University and Distance Education system. It has been given the functions such as identification of priority areas in which distance education programmes should be organized and providing necessary support for organizing them, identification of learner groups and the types and nature of programmes to be organized for them. It also has the responsibility of training of personnel for distance education, provision of financial support to open universities and distance education institutions for their development and taking up special projects.

In 1995, the CABE Committee on DE recommended establishment of an Open University in each state of India. It has also proposed the establishment of an Open University network with the major objective of sharing resources, minimizing duplication, ensuring uniform standards, promoting student mobility and developing efficient student support services. The network while promoting open university programmes on a large scale can also involve institutes of formal education in designing programmes and also participating in the network. Such participation can build bridges between conventional courses and distance education programmes leading to meaningful reorganization of the higher education system.

The Ministry of Human Resources Development of Government of India has drafted a New Policy of Distance Learning in Higher Education Sector in August, 2009 with a view to streamline distance learning and create space for the citizens to improve their human resource. It is a bold step in the right direction of streamlining the distance education in the country. The policy has unequivocally underlined the need for expansion of distance higher education in satisfying the increasing demand for higher education in the country. The key points of above policy in respect of distance learning are laid down (Krishnan, 2010):

(i) All universities and institutions offering programmes through the distance mode shall need to have prior recognition/approval for offering such programmes and accreditation from designated competent authority, mandatorily in respect of the programmes offered by them.

(ii) The universities / institutes shall have their own study centres for face to face counseling and removal of difficulties as also to seek other academic and administrative assistance. Franchising of distance
education by any university, institutions whether public or private shall not be allowed.

(iii) It would be mandatory for all universities and education institutions offering distance education to use Information and Communication Technology (ICT) in delivery of their programmes, management of the student and university affairs through a web portal.

(iv) All universities/education institutions shall make optimal use of e-learning contents for delivery/offering their programmes through distance mode. They shall also be encouraged/required to adopt e-surveillance technology for conduct of clean, fair and transparent examinations.

(v) The focus of distance education shall be to provide opportunity of education to people at educationally disadvantaged situations such as living in remote and rural areas, adults with no or limited access to education of their choice etc.

(vi) Convergence of the face-to-face mode teaching departments of conventional universities with their DE directorates/correspondence course wings as also with Open Universities/institutions offering distance education shall be impressed upon to bridge the gap in distance and conventional face-to-face mode of education. India shall be allowed, subject to the fulfillment of the legal requirement of the country.

(vii) A National Information and Communication Technology infrastructure for networking of Open and Distance Education (ODE) institutions shall be created under National Mission on Education through ICT.

(viii) Efforts would be made to create favourable environment for research in ODE system by setting up infrastructure like e-libraries, digital data-base, online journals, holding regular workshops, seminars etc.

(ix) Training and orientation programmes for educators and administrators in ODE system with focus on use of ICT and self-learning practice, shall be encouraged.
ODE institutions shall be encouraged to take care the educational needs of learners with disabilities and senior citizens.

1.4.2 FEATURES OF DISTANCE EDUCATION

DE has been perceived as a means of democratization of educational system. The salient features of distance education systems include academic accountability and excellence, rationalization of student support services with constant feedback for improvisation and help to the adult learners by taking higher education to the remote and distant areas and making it available to different strata of population particularly the lower stratum which does not otherwise have a channel for educational development. It provides more freedom and opportunity of access. It gives wider range of opportunities for learning and qualification by overcoming geographical and personal constraints, cultural and social barriers and lack of educational infrastructure. It is learner-centered approach which allows greater flexibility and choice content. Distance mode of education offers the combination of education with work and family life.

Characteristic features of distance education can be briefly described in accordance with Keegan’s definition:

- **Separation of Teacher and Learner**
  The separation in space and time of teaching and learning functions is a basic characteristic of distance education. However, the separation is not always permanent, the nature and duration of teacher-student contact varies according to the policies of institutions. In DE the learner is basically separated from the physical presence of the teacher except for few occasions of contact in counseling and tutoring sessions, summer schools or personal contact sessions. This physical distance that separates the teacher from the student is the defining principle in DE.

- **Organized Efforts of an Educational Institution**
  Distance education is an offering of courses by an educational institution, which develops courses and consciously facilitates learning by the students at a distance. An educational institution plans, designs, develops and supports the courses and programmes.
• **Use of Technical Media**
Distance education is basically dependent on the use of all the available and possible mechanical or electronic media – print, audio, video, teleconference, broadcast, computer etc. for educational communication. The educational communication in distance education takes the form of an integrated approach where a number of media are used to teach the student from distance.

• **Two-way Communication**
Distance education is different from educational technology such as Radio, TV, etc. which are means for one-way communication. It recognizes the benefits of dialogue between the learner and the teacher, distance education emphasis two-way communication through telephone, teleconference, counseling sessions and assignments.

• **Separation from Learning Groups**
In distance education, the learners are separated from each other and the possibility of learning group and cooperative peer learning is minimum. But it is possible to provide group learning opportunities in distance education as well through contact programmes. Due to the advent of computer technologies, it is possible to provide group learning opportunities through e-mail and computer mediated conferencing.

• **Industrialised Form of Education**
The mass production and distribution of learning materials, the division of labour, the logical aspects of administering and coordinating the activities of large population of students and counselors and the layouts of operational units require the use of the principles and practices of an industry.

• **Learner Centered Education**
DE is also attributed as learner-centered education, where the learner is the main focus of all teaching-learning transactions. The courses are prepared keeping in view the learners’ needs and requirements. A learner-centered approach also requires the learner to be mature and
independent to take the responsibility of learning from a variety of learning experiences through different media.

1.4.3 CLIENTELE OF DISTANCE EDUCATION

Distance education can provide educational opportunities to different sections of the society, who are unable to pursue education because of their problems. In a democratic social order everyone must have proper education, therefore, distance education is seen as a popular and democratic appeal to the people who are unable to attend school, college and university campus on any account. A large majority of weaker section of our society i.e. scheduled caste, scheduled tribe, backward class, women and physically disabled etc. remain away from the functioning of our educational institutions and hence the concept of DE provides them the most wanted opportunity for getting education.

Developing countries, in general, suffer mainly from the ever increasing population and eventually number of students seeking admission to colleges and universities is increasing. DE has favourable economics of scale, and can easily impart education to large number of students. Tremendous imbalance in accessing educational opportunities persists in many of the developing countries. Most of the aspirants for higher education are unable to get into institutions due to geographical, financial, social and cultural handicaps. Distance teaching institutions provide the learners flexibility in deciding ‘what to learn’, ‘when to learn’ and ‘where to learn’. Distance teaching universities can employ multimedia approach to provide training programmes for literacy workers who can go to illiterate persons to help them alleviate illiteracy. Literacy has intersectoral link with health care, family planning, agricultural production, life expectancy and ultimately with social development.

The DE institutions have popularized their educational programmes among the rural and disadvantaged people. It has developed programmes to suit the individual needs of the learners residing in rural areas, educationally backward and underdeveloped regions and for learners from the disadvantaged group belonging to economically weaker sections of the society. Moreover, in order to provide educational opportunities to the greater percentage of the people from the marginalized and disadvantaged groups, DE institutions have ensured the availability of learning materials, educational transactions in mother tongue/regional languages.
Chiyango (2010) carried out a collective case study to assess the various aspects of distance teacher education in five institutions of Zambia. The researcher collected data using semi-structure individual and focused group interviews and observations. In addition, relevant documents such as reports, policy documents and statistics were used. Also, the researcher analyzed study materials to establish whether they were suitable for distance students. The findings concerning the strengths of the management of distance teacher education in Zambia were: recognition by providers and clients of the importance of distance teacher education, an awareness of the challenges of distance teacher education and a positive attitude towards distance teacher education. The findings concerning the weaknesses were: inadequate student support services, inadequate channels of communication, inadequate training and professional development problems concerning assignments and examinations, inadequate records management and inadequacy regarding interactive materials.

Most of the developing countries are agricultural countries where 70% or more of the workforce is engaged in agriculture. Farmers in these countries still follow age old agricultural practices as they are unaware of the modern methods of agriculture. Distance teaching universities have launched various academic programmes for farmers for providing information on new farming methods.

Special education is the area where distance education has deliberately applied its media technology and other innovative methods of teaching for providing life skills, basic education and vocational training and higher education to the disabled.

Distance education can reach the untaught and in this way it is able to democratize educational facilities. It can be the best engine for mass literacy movement. Distance education at present has lot of potential and scope to provide for educational needs and demand of all those individuals:

- who do not have access to conventional education;
- who are deprived of proper educational facilities;
- who could not continue their education in conventional institutions;
- who are unemployed and want to continue their education from their homes itself i.e. housewives, retired group etc.;
- who are employed and want to improve their skills and educational qualifications;
• who are physically, economically, geographically and socially disadvantaged;
• who are engaged themselves in organized or unorganized sectors.

1.5 **Research Perspective**

Before going into real phase of the research, it is thought essential to study whole literature including research findings related to variables in the study being conducted. Only by going through the related literature we can design steps which are to be followed in study of the proposed problem. It helps the researcher in making problem precise, researchable and meaningful. In this section, a review of empirical studies conducted in the area of teachers training in two modes has been done. As such a few of the Indian and foreign studies related to this area on which researcher could lay her hands have been critically reviewed and reported in this section:

*Kareem, Jamil, Atta, Khan and Jan (2012)* conducted a study to compare attitudes of Regular and Distance Education prospective teachers towards teaching profession. The population of the study comprised of all the MEd and BEd students enrolled in the Institute of Education and Research and Distance Educational Directorate Gomal University DIKhan. A sample of 25 students each from B.Ed regular/Distance and M.Ed regular/Distance programmes were selected using the simple random sampling technique. Structured questionnaires were used as instrument for data collection which was built on a three point Likert scale ranging from agrees to disagree. Independent sampled t-test was applied to compare the attitudes of students enrolled in of M.Ed regular and M.Ed distance students towards teaching profession which revealed that there exist considerable difference among the professional attitude of students enrolled in M.Ed regular and M.Ed distance programmes. Independent sampled t-test was applied to compare the attitudes of students enrolled in of B.Ed regular and B.Ed distance students towards teaching profession. The statistical analysis of data show B.Ed distance students do not show high levels of professional attitude as compared to B.Ed regular students. Analysis of the data reveals wide ranged differences in the attitude levels of the prospective teachers enrolled in various teaching programmes. These differences, apart from other factors, are mainly due to the fact that both these programmes are run under two totally different procedures.
Kangai and Bukaliya (2011) undertake the study “Teacher Development Through Open And Distance Learning: The Case For Zimbabwe” to address the issues of quantity and quality in distance teacher education. The study was guided by five sub-questions:

- Why is distance education used for teacher development?
- What is the role of distance education in the context of teacher education?
- Can distance education meet the quantitative and qualitative demand for teachers?
- What are the challenges and opportunities in training teachers through distance education?
- What is needed for effective teacher education through distance education looking to the future?

The present study was a case study of distance teacher education at the Zimbabwe Open University. Data for the present study were collected by the two researchers/lecturers working in the department of education based at the Zimbabwe Open University Mashonaland East Regional Centre and other two researchers reviewed twenty case studies on distance teacher education programmes in operation in Africa and elsewhere randomly selected from the internet and through reading books and journal articles. The discussion of research findings was followed by the research questions. A number of reasons had been put forward in support of distance teacher training. Distance education is cheaper than conventional education. No facilities such as classrooms or hostels are required to house students like as is the case in conventional colleges. In distance education, the average cost of educating a student actually decreases as the enrolment increases. Distance education served at least three functions for teachers: it furthered their careers, built capacity in the head teacher cohort and provided professional development. Some of the serious challenges confronting teacher education programmes at the Zimbabwe Open University include low enrollments, low retention rate and low completion rate. It is generally accepted that the programmes have been less successful than expected. The study established some of the most serious and most frequently mentioned problems affecting distance teacher education. These problems include delays in module distribution, shortage of reference materials, management of teaching practice and
stakeholders’ perceptions. The study suggested the adoption of key strategies for effective distance education programmes: Winning government support for distance teacher education, Setting up a directorate for the coordination of distance teacher education, Adoption of the partnership model in the training of teachers.

*Jumani, Akhlaq, Malik, Chisti & Butt (2010)* analysed the difference in professional competencies of teacher trained through conventional and distance system of education in Pakistan. The study involved a randomly selected group of 600 teachers out of which 300 were trained through conventional and 300 trained through distance system. Objectives of the study were:

(i) To compare the curriculum and scheme of studies of conventional university regarding the mathematics subject with that of distance education.

(ii) To compare the level of competencies of teachers trained through conventional and distance system of education in Pakistan.

A questionnaire on a five point scale was developed to collect the data. The data collected through questionnaire were tabulated and analyzed through t-test and mean scores. The study came to the conclusion that the teachers trained through distance system of education were more competent in the area of ‘teaching skills’ and proficient in the ‘management of learning environment’ and also the teaching attitude of distance teachers was significantly better than their counterparts. The distance mode teachers were more competent than the teachers trained through conventional system in the ‘overall competencies of teachers’.

*Munshi and Bhatt (2010)* conducted a study which aimed at comparison of the efficacy of Regular and Distance learning programmes of University of Sindh Jamshoro. It focused on the assessment of the performance of the graduates of Regular and Distance learning training programmes in the field in terms of learning competences as perceived by the Heads of Secondary Schools who are utilizing their services. The objectives of study were as follows:

(i) To compare the efficacy of the B.Ed Regular and Distance learning programmes of the University of Sindh as perceived by the Heads of Secondary schools
(ii) To assess the performance of the graduates of Regular and Distance learning Teachers Training Programmes

(iii) To give suggestions for improving the efficacy of both programmes.

Data was collected through a questionnaire and was analyzed through a MANOVA technique. Study found no difference between the efficacy of the B.Ed. distance learning and regular graduates of the University of Sindh, but on the whole the efficacy of both programmes was found at average level by the heads of secondary schools. They observed the positive trend in teachers and viewed that they possess self-confidence and show willingness to learn, but the training system does not provide them an opportunity to enhance professional competency. The mean scores of regular trained teachers show better training environment in on campus programme as compared to distance learning programme. The teachers trained through regular programme have good performance in the lesson planning, demonstration and classroom management as compared to distance learning trained teachers. The study suggested the increase in the duration of B.Ed. course, balance in the foundation and pedagogical courses in accordance with the policy of Higher Education Commission (HEC) Islamabad Pakistan. More meetings for the course and begin instructions through correspondence for distance teacher training and increase in number of practice teaching lessons, demonstration lessons and final lessons in both programmes.

Spampinato (2005) studied students’ perceptions concerning the effect of personal attributes and course attributes in classroom, online and telecourse success. The purpose of the study was to conduct exploratory research about the differences in the perceptions of successful and non-successful students about personal and course attributes and how these relate to success in three course formats; classroom, online and telecourse. A student survey was developed. Students enrolled in general psychology sections of all three course formats completed it. The results of the survey showed self-reported differences in students’ perceptions about the importance of the personal attributes of organization and study habits, reading ability, independent learning, self-motivation, and time management to course success. A higher
percentage of students in the distance learning formats perceived these attributes as an important course attribute.

Vroeginday (2005) carried out a comparative analysis of learner outcomes in traditional vs. online education. The purpose of this quasi-experimental study was to assess whether there was a significant difference in learner outcomes based upon the course delivery formats, gender, marital status, age, number of children, age of the youngest child, employment status, income, highest educational level and computer related proficiencies. ANOVA was used to determine significant differences. Online learners were found to score significantly higher than traditional learners on final exams. Significant differences were observed with marital status, where married learners scored higher than single, separated, divorced, and widowed learners.

Unal (2005) made an effort to compare the learning outcomes and course satisfaction of web based and classroom based instruction. The participants of two different sections of a technology course were tapped for a quasi-experimental study. While one section of the course offered in spring was exposed to classroom based instruction, another section of the same course offered in summer was delivered online. Learning outcomes and course satisfaction were measured for both classes using quantitative and qualitative methods. The results of the study showed that there were no statistically significant difference in learning outcomes and course satisfaction between the two courses, suggesting that students can learn and experience course satisfaction as much online as in the class room based sessions.

Johnson (1993) made an attempt to analyse the variables associated with student achievement and satisfaction in a university distance education course. The purpose of the study was to examine distance education and traditional versions of a teacher education course at a state university to determine if student achievement and satisfaction were influenced by four independent variables: instructional mode, learning style, academic major and gender. The sample studied was comprised of 160 teacher candidates. The data were analyzed utilizing analysis of variance, chi square and t-test. The data indicated that the distance students achieved higher scores than the traditional students on two objective examinations designed to assess achievement. Differences in student learning style, academic major and gender did not significantly influence achievement.
Garg (2012) make one more relevant study “Attitudinal correlates of academic performance of teacher trainees in distance and face-to-face mode”. The purpose of the study was to explore the two attitudinal variables, namely, attitude towards teaching and perception about Bachelor of Education (B.Ed.) of secondary teacher trainees and to see the effect these two variables on their academic performance. The investigation was conducted by using descriptive survey method. A sample of 200 distance teacher trainees and 200 on-campus trainees who were doing B.Ed. course was selected by random sampling technique. The instruments used for data collection included Teacher Attitude Inventory (Ahluwalia, 1978) and a locally constructed and standardized scale to assess the perception of trainees for B.Ed course. The academic performance of the trainees was determined by their final examination marks in theory papers, skills in teaching and aggregate marks. The data had been analyzed by employing t-test to know the significant difference between two groups of trainees on the two attitudinal variables and product moment correlation was used to determine the relationship of each of the two attitudinal variables with the academic performance of trainees in distance education as well as face-to-face mode. Principal Component method of Factor analysis was used to identify the constellation of different measures of two attitudinal variables of the distance and face-to-face teacher trainees with their three measures of academic performance. Thereafter, multiple regression technique was employed to find the predictive efficiency of various sub-measures of two attitudinal variables for explaining variance in measures of academic performance of two groups of teacher trainees.

In different aspects of attitude towards teaching, i.e. attitude towards teaching profession, child centered practices and attitude towards teachers, and in overall attitude towards teaching, the on-campus trainees has significantly more favorable attitude as compared to distance trainees. No significant differences exist between these two groups of trainees on remaining three sub-variables. For trainees in distance education, there exist positive and significant relationships between their overall perception about B.Ed. course and performance in theory papers and as well as their
achievement in respect of aggregate marks. The performance in skills in teaching is not significantly correlated with the overall perception of these trainees about their B.Ed. course. The results of factor analysis reveals that all the seven measures of attitude towards teaching of distance trainees shared communalities with the only one variable of academic performance i.e. skills in teaching on original factor as well as rotated factor. The findings of stepwise multiple regression show that no significant attitudinal predictors for marks in theory papers as well as overall performance of distance trainees has surfaced out.

Fransica (2012) enquired about the Information and Communication Technology (ICT) competencies of the prospective teachers. The objectives of the study were:

(i) To find the level of ICT competency of B.Ed., trainees with reference to background variables such as Gender, Age, Subject, Qualification, Type of Institution and Nature of Institution.

(ii) To find the significant difference between B.Ed., trainees in ICT competency and its dimensions with reference to background variables.

A sample of four hundred trainees responded to this study. The investigator developed a tool known as ICT competency scale. This scale consists of 5 dimensions namely basic computer operation skill, word processing, spreadsheet, power point presentation and internet knowledge. The items have five responses namely not aware, little experience, occasional usage, regular user, confident and explain. The data was processed using percentage analysis and 't’ test. The result reveals that the teacher trainees have moderate competency in ICT. The male and female trainees significantly differ in basic computer skills and Internet knowledge. The trainees significantly differ in ICT competency and its dimensions with respect to their age. ICT competency is an essential competency for the teacher to meet the challenges in this new millennium. It is the basic requirement for to achieve global competency.

Garg (2011) designed a study to examine the relationship of the two background variables- age and socio-economic status and five personal characteristics, namely, styles of learning and thinking, study habits, achievement motivation, attitude towards teaching and perception about B.Ed.
course (along with their sub-measure) with each of the three measures of academic performance, namely, theory papers, skills in teaching, and total academic performance (in terms of aggregate marks) of secondary teacher trainees. A sample of 200 teacher trainees doing B.Ed. in colleges situated in the state of Punjab and UT Chandigarh was extracted by random sampling technique. The instruments used for this study included Socio Economic Status Scale (Bhardwaj, 2001), Styles of Learning & Thinking- SOLAT tool (Venkataraman, 1993), Deo-Mohan Achievement Motivation (n-Ach) Scale (Deo and Mohan, 1985), Study Habit Inventory (Palsane and Sharma, 1995), Teacher Attitude Inventory (Ahuwalia, 1978) and perception about B.Ed. Course Scale was developed and standardized by the investigators. The academic success was measured by taking final examination marks in theory papers, skills in teaching and aggregate marks. The data was analyzed by employing product moment correlation, factor analysis and multiple regression. Findings showed that a total of 29.7% variance in marks in theory papers may be explained a total of 29.7% variance was explained by eight measures whereas five measures contributed towards the explanation of 29.5% variance in skills in teaching. But only three predictors emerged that accounted for 13.1% variance in their aggregate marks in B.Ed. The major predictor for overall academic success was participation of these trainees in dramatics in their colleges. Attitudinal variables were ineffectual in determining the overall academic success of pre-service teachers.

Surapuramath (2011) made a study on multiple intelligences of B.Ed trainees studying in B.Ed colleges of Bangalore city. The sample included 300 students selected by using random sampling technique, out of which 120 were male and 180 were female B.Ed trainees from B.Ed Colleges.

The following objectives were framed for the study

(i) To study the differences in multiple intelligence of male and female B.Ed trainees studying in B.Ed colleges of Bangalore city.

(ii) To study the differences in multiple intelligence of arts and science teaching methods of B.Ed trainees studying in B.Ed colleges of Bangalore city.

(iii) To study the differences in multiple intelligence of B.Ed trainees studying in aided and unaided B.Ed colleges of Bangalore city.
The Multiple Intelligence Tests - based on Howard Gardner's MI Model was used for data collection. 't-test' technique was adopted for data analysis. There was significant difference in the multiple intelligences of B.Ed trainees. The female students were better than male students and that the science students were better than arts students in multiple intelligences. It was found that, there was no significant difference between aided and unaided B.Ed trainees studying in B.Ed colleges of Bangalore city.

Ahmad studied attitude of student teachers towards teaching in relation to academic achievement. The objectives of the study were:

(i) To compare the attitude towards teaching of student teachers on the basis of medium of instruction

(ii) To compare the academic achievement of student teachers on the basis of their attitude towards teaching

(iii) To compare the attitude towards teaching of student teachers on the basis of levels of academic achievement

(iv) To ascertain the relationship between attitude toward teaching of student teachers and their academic achievement.

The sample for this study was 98 student teachers comprising of 61 of Urdu medium and 37 English medium students. Attitude towards Teaching Profession Tool prepared by Gnanaguru A.S. and Kumar S. was used to collect the data. Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis was used to describe the data. ANOVA, t-test and correlation was used to test the hypotheses. The result showed that as compared to 13.51% English medium student teachers, 23.33% Urdu medium student teachers have high attitude towards teaching. Urdu medium student teachers have only 13.34% of student teachers with low attitude towards teaching as compared to 18.92% of English medium student teachers. In this study, it was found that there was no significant difference between attitude towards teaching on the basis of medium of instruction.
Murdia (2008) made a correlational study of spiritual intelligence, personality traits and adjustment of teachers. The objectives of the study were:

(i) To find out the spiritual intelligence, adjustment and personality traits of teachers.

(ii) To compare the spiritual intelligence, adjustment and personality traits of teachers according to subject, sex and locality (rural-urban) wise.

(iii) To find out the correlation between spiritual intelligence and personality traits.

(iv) To find out the correlation between adjustment and personality traits.

(v) To find out the correlation between spiritual intelligence and adjustment of teachers.

(vi) To suggest a model for enhancement of spiritual intelligence.

Comparative survey and case study methods were used for this study. As sample 160 teachers were selected in which 80 teachers were urban and the rest 80 from rural schools.

The sample was further divided into two sub-groups. In each above group 40 were science teachers and 40 non-science teachers, having male and female teachers in equal numbers. The tools used in the study were 16 PF test by S. D. Kapoor and rating scale for spiritual intelligence and adjustment. Emotional maturity scale, semistructured interview schedule and case-study format were also administered on select cases. Mean, S.D., t-test, correlation and mean percentage score (mps) were used for statistical analysis. The findings were:

(i) All the teachers in the sample were found spiritually intelligent, though with varying degree.

(ii) There was no difference in spiritual intelligence of either rural or urban male teachers, nor science or non-science male teachers. But male and female teachers differ significantly.

(iii) Scores of 16 PF shows that out of the 16 factors teachers score an average in 15 factors, while in factor C the teachers score below average.

(iv) Scores of adjustment showed that the teachers were well adjusted in social area but least adjusted with school environment.
Comparison regarding adjustment showed that there was no significant difference in rural and urban teachers, but significant difference in science and non-science teachers, as also between male and female teachers.

The researcher also presented a seven step hierarchy model for enhancement of spiritual intelligence in teachers.

Patanrasd (1998) made a study of the attitude of student teachers towards the teaching profession and globalization with reference to certain variables. The objectives of the study were:

(i) To study the level of attitude of student teachers towards various aspects of teaching profession and globalization.

(ii) To study the factors affecting the level of attitude of student teachers towards various aspects of teaching profession and globalization i.e. sex, socio-economic status, academic performance, area of college and major subject.

(iii) To study the relationship between attitude of student teachers towards various aspects of teaching profession and the attitude of student teachers towards various aspects of globalization.

The study used survey method. The sample comprised of 1,200 student teachers of Thailand. Simple random sampling was used. Tools used for data collection were: The respondent’s personal information, and the scale to measure the attitude of student teachers towards teaching profession and globalization constructed and standardized by the investigator. The Alpha reliability coefficients of the scales were 0.92 and 0.91 respectively. ANOVA, Standard Range Statistics Test, t-test and correlation were calculated for data analysis. The findings of study were:

(i) The attitude of student teachers towards teaching profession was in medium level.

(ii) Sex of student teachers was the factor affecting the teaching profession on the whole and different components i.e. job satisfaction, achievement of work, recognition, challenging of work, salary, and welfare and working condition, which was in favor of female.

(iii) Sex of student teachers was the factor affecting the globalization and different components which was in favor of female.
(iv) Socio-economic status (level of education of guardians) of student teachers was the factor affecting the teaching profession and different components which was in favor of education level having bachelor onwards and diploma.

(v) Socio-economic (monthly income of guardians) of student teachers was the factor affecting the teaching profession and different components which was in favor of higher income groups.

(vi) Socio-economic (occupation of guardians) of student teachers was not the factor affecting the teaching profession and different components.

(vii) Academic performance of student teachers was the factor affecting the teaching profession and different components.

(viii) There was the positively relationship between attitude of student teachers towards teaching profession and attitude of student teachers towards globalization.

Singh and Chaturvedi (1996) made an attempt to compare the intelligence and attitude of off-campus and on campus students towards education. The sample of the study consisted of 1000 (500 off campus and 500 on campus) students randomly selected from among those studying in the undergraduate and post-graduate classes of Allahabad and Faizabad regions. The sample of off campus students include the students who were enrolled for Indira Gandhi national Open University’s Degree and Diploma courses and the sample of on campus students include the regular students of degree and post-graduate classes of the selected regions. The tools used for the data collection were: Raven’s Progressive Matrices (set A, B, C, D and E) developed by Raven (1987). The scale consists of sixty problems divided into five sets of twelve each. The five sets provide five opportunities for grasping the method and five progressive assessments of a person’s capacity for intellectual activity. Attitude Towards Education Scale developed by Chopra (1982). The scale consisted of twenty two items. Analysis was done with the help of discriminant function analysis of variance. The mean intelligence test scores of off campus male and female students were found significantly higher than that of on campus male and female students. It indicates that off campus students were more intelligent than on campus students. The mean scores on attitude scale towards education of off campus male and female students were found significantly higher than that of their counterparts. It indicates
that off campus students have significantly better attitude towards education than on campus students. The f-value was found significant which meant that off campus students were better than on campus students on the interaction of intelligence and attitude towards education. The findings were very much impressive and lead to the point that the distance education plays an important role in the development of the positive attitude towards education among students.

Mehta (1995) made a comparative study of the attitude of teachers of Rajasthan towards Distance Education. The objective of study was to compare the attitude of teachers belonging to different sex, their location, and exposure to varied modes of imparting education. The study was multi directional in nature. It was based on after survey observation. For objective data were analyzed by using ANOVA statistical technique. The findings of study were:

(i) In general teachers have positive attitude towards distance education. It was found that approximately 3.61% of teachers have very highly positive attitude, 12.05% have highly positive attitude, 68.68% have the moderate, 13.36% have low and only 2.30% have very low attitude. It is noteworthy that not a single teacher was found with negative attitude towards distance education.

(ii) It was observed that there was no significant difference between the mean scores of male and female teachers on the dimensions of administration, social impact, need, guidance, employment and economic aspect.

(iii) There was a significant difference between the mean scores of male and female teachers on the dimension of evaluation and that was in favor of male teachers. Male teachers have more positive attitude towards evaluation than that of their counter parts.

(iv) It has been further found that there was no significant difference between the mean scores of teachers of rural and urban areas on all the dimensions of the scale. In short it was found that location does not play any important role independently in the formation of attitude towards distance education.

(v) There was a significant difference between the mean scores of teachers of secondary and senior secondary schools on the dimensions of social
impact, need, guidance and employment, and economic aspects. The difference was in favor of teachers of secondary schools, which means that the attitude of secondary schools teachers was comparatively higher than that of the teachers of senior higher secondary schools on the above mentioned four dimensions.

(vi) For the dimension of mode there was a significant difference between the mean scores of teachers of schools on the dimensions of social impact, guidance and employment. It has been inferred that teachers studied through distance education mode have more positive attitude on the above dimensions as compared to that of teachers studied through traditional mode.

(vii) The pure effect of mode of education has significant effect on the attitude towards distance education.

(viii) The interactive effect of sex x location; sex x location; sex x mode; location x mode have no significant effect on attitude towards distance education.

(ix) The interactive effect of all the three variables i.e. sex x location x mode together has significant effect on attitude towards distance education. This shows that female teachers of rural schools and educated by distance mode differ significantly in attitude towards distance education with their counterparts serving in urban school and educated in traditional mode.

(x) Interaction of management x qualification, management x mode of education and qualification x mode of education have no significant effect on the total attitude of teachers towards distance education.

1.6 PROBLEMS AND ISSUES

All developing countries have recognized the role of education in nation building and made extensive provisions for educational facilities for the people by setting up formal educational institutions of all types. Despite tremendous growth in the number of educational institutions, the demand has far exceeded the availability of educational provisions. Because of population explosion and limited financial resources of the state, the formal system has been unable to meet the needs of all learners. It is
imperative to seriously examine the potential alternatives that can cater to the more flexible educational delivery, encourage self-learning and would be more cost effective than conventional education. Education does not end when the student leaves the portals of formal institutions; it has to be lifelong ‘Education for All’. ‘Democratisation of Education’, ‘Life Long Education’ and ‘Further Education’ have become the watch-words in all the democratic countries of the world in order to ensure good quality of life to the individuals in knowledge based society. The World Education Report of 1998 emphasized that the time to learn is now the whole life time (Dikshit et al., 2002).

Thus, the changing social, economic, political and educational needs of the nations have made the administrators and policy framers to move away from conventional practices of education and led to the emergence of distance education all over the world. It is fast emerging as a dominant mode of education of twenty first century, not only in technologically advanced countries but also in the developing and less developed parts of the world where a majority of human population awaits the first dawn of education. “The developing countries cannot afford large amount of resources for expansion of higher education which is pre-requisite for the growth and development of any society. In such a situation the only alternative is to opt, promote and utilize the potential of open and distance education for the advantage of societal development” (Murthy, 2004).

A rapid growth of school education system in the country has given rise to pressing requirement of more and more qualified and trained teachers. But, the conventional face-to-face approach of teacher education followed in regular institutional set up has not been able to meet the growing requirement of teachers. Subsequently, the Government allowed Open Universities and Correspondence units in conventional universities to conduct teacher training programme through DE mode. Thus, distance mode emerged as an alternative to the face-to-face mode because of the large numbers of desiring education. The teacher education through distance mode is for in-service teachers who are either untrained or have degrees in primary level teaching. DE is also used for catering to the needs of teachers who want to improve their qualifications while remaining in the job. Thus, DE provides a solution for generating more and more trained human resource and has taken the education to even unreachable. In order to provide quality teachers, this alternative system needs to
be enriched and strengthened through application of research based findings. Distance learning, like any kind of learning, can serve different ends, but it appears mainly to serve those who cannot or do not want to make use of regular classroom teaching. Demanding professional commitments and family-responsibilities of many adults often make attending a conventional, full-time face-to-face course with fixed timetable, a rather unrealistic proposition, and the reasons why adults choose distance education are primarily their convenience, flexibility and adaptability of this mode of education to suit the individual students’ needs (Holmberg, 1989, p.24).

In teacher training course, both distance and face-to-face learners take the same course content, write similar tests and assignments and appear in the same final examinations. The major difference lies in their learning mode (mode of course delivery) and background characteristics i.e. all distance teacher trainees are in-service teachers with a teaching experience of at least two years. The trainees in two modes of education have their own specific characteristics like age, marital status, personality factors, intelligence, attitude which might affect their academic performance. Ramchandran (1991) attempted to compare the attitude of teacher trainees pursuing a regular course with those pursuing a correspondence course. He came up with the major finding that regular teacher trainees had a more favorable attitude towards teaching than correspondence course trainees. Darshana (2007) investigated into the study habits of learners in distance education system, the sample consisted of 270 distance learners of Master of Education (M.Ed) course enrolled with the Directorate of Distance Education, University of Jammu. A study habits inventory and a questionnaire were used to collect data. It was found that distance learners possessed better study habits and significantly better study habits were found among males of scheduled caste and schedule tribe classes. Kishore and Jyoti (2009) studied the attitude of teacher trainees towards teaching profession. A sample of 300 teacher trainees was selected from two teacher-training colleges of Shimla and two teacher-training colleges of Mandi district of Himachal Pradesh. Mean, Standard Deviation and 't'-test were used to analyze the collected data. Analysis of results revealed that there existed no significant difference in the attitude of male and female, married and unmarried, general and reserved categories of teacher trainees towards teaching profession. It was also reported that there existed significant difference in the attitude of arts and science teacher trainees towards teaching profession. Every trainee in
teacher training programme in distance education has a profile which may be similar or different from other trainees. Holmberg (1995) points out that there is “no evidence to indicate that distance learners should be regarded as a homogenous group; however as indicated by Gibson (1998: p-10), “distance learners share broad demographic and situational similarities that have often provided the basis for profiles of the ‘typical’ distance learner in higher education”. This need to be further investigated.

Garg and Gakhar (2011) studied the background variables (age, sex, marital status and socio-economic status), personal characteristics (learning style, study habits, achievement motivation and teaching attitude) and academic performance of teacher trainees in distance education and face-to-face mode. A sample of 200 distance teacher trainees was drawn from University School of Open Learning of Punjab University, Chandigarh and 200 on-campus trainees were selected from the three colleges of education affiliated to the same university. The instruments used for this study included Socio-Economic Status (Bhardwaj, 2001), Styles of Learning & Thinking-SOLAT Tool (Venkataraman, 1993), Deo-Mohan Achievement Motivation Scale (Deo and Mohan, 1985), Study Habit Inventory (Palsane & Sharma, 1995) and Teacher Attitude Inventory (Ahluvalia, 1978). The research showed that 88% of teacher trainees were aged 25 years or above. The teacher trainees of two modes differed significantly on their marital status as the value of ‘chi-square’ came out to be significant. No significant difference was reported between two groups of trainees on socio-economic status. Distance teacher trainees were found to show significantly better study habits than their counterparts in face-to-face education. Trainees in face-to-face mode were found to be superior to their counterparts on achievement and motivation. The on-campus trainees depicted more favorable attitude towards teaching than trainees in distance education. The academic performance of face-to-face trainees was significantly higher than the trainees in distance education. However, this study did not include intelligence as a variable which is important for all types of learning.

Learning at a distance is different from learning in the conventional classrooms. In a DE setting, the process of student learning may be even more complex than the conventional ‘face-to-face’ setting because perceived obstacles encountered by the learners may be different from one distance learner to another. To make the distance learning a success and a powerful alternative to face-to-face mode,
the characteristics of the distance learners need to be studied and compared with those in the face-to-face mode. The research studies reviewed here indicate several gaps and inconsistencies in their reported results.

A few basic questions are raised about the characteristics of students under conventional (face-to-face) mode and those studying through DE mode. It is argued that social, psychological, economic and emotional features of the two groups of students are different due to different conditions under which they live and study. These differences may affect not only their academic performance, but also their level of motivation, career aspirations and capacity to benefit from the educative process and its fruits. Of course some studies have been conducted in India and abroad to study these differences and their implications for quality of education provided through distance education mode. Levenberg and Caspi (2010) of Open University of Israel compared 239 elementary school teachers regarding perceived learning (cognitive and affective) aspects in four learning environments: Formal face-to-face (teachers’ professional development courses), Informal face-to-face (teachers’ lounge), Formal-online (online teacher professional development courses) and Informal –online (teachers’ online forum). Questionnaires were delivered either online or by paper-and-pencil forms. It was found that perceived learning in formal learning environments was higher than in informal learning environment. The interaction between formality and communication media was also significant. In the informal environments, online learners perceived their learning to be higher than face-to-face learners, whereas in formal learning environments there were no such differences. The teachers trained through regular programme had good performance in the lesson planning, demonstration and classroom management as compared to distance learning trained teachers. Sukati (2010) conducted a study to find out if there was any difference in the academic performance of Bachelor of Arts students at the University of Swaziland (UNISWA) taught by distance education mode and those taught by the full time mode. The findings showed that overall there were no significant differences in the performance of students in the distance education programmes and those in the full-time programme. A few studies indicated that the DE mode faced various problems related to its quality and achievement of students the various courses. The major issues in this regard are:
(i) Questions are being raised about the quality of Distance Education courses.

(ii) Students of face-to-face and DE mode may differ on social, economic, geographical and psychological parameters, which may affect their readiness, motivation, study habits and performance.

These issues need to be examined in order to plan better curricula, better facilities and better methods of teaching. Although, comparative study between Distance Mode and Face-to-Face Mode has been given due emphasis by the researches in education, yet the area of the comparative study of teacher trainees of both the modes in terms of the variables like personality, general intelligence, professional attitude, socio-economic and academic background has remained untouched. However, the investigator came across a few separate research studies related to the teacher trainees which studied the variables professional attitude or academic background, but all other variables like personality, general intelligence, professional attitude, socio-economic and academic background were not taken together in any study. There are few misconceptions about the utility of DE mode for providing higher education facilities to the masses:

(i) It is believed that DE mode is meant for economically poor people who do not or cannot have access to regular face-to-face mode institutions. It is also believed that face-to-face mode institutions provide better education than the DE mode institutions.

(ii) It is also believed that DE mode is an alternative for academically weaker students who do not find a place/seat in face-to-face institutions where entry is based on cut-throat competition. Those who find themselves unable to compete with others in admission tests, go for distance education mode.

(iii) Students pursuing professional education through DE mode do not develop favourable attitude towards the concerned professions.

(iv) In terms of basic intellectual caliber also, the DE mode students are believed to be less able as compared to face-to-face mode students.

(v) The DE mode students do not develop certain personality aspects which are developed through face-to-face mode.
These considerations point to the need of an intensive research study in Indian conditions to explore whether DE mode and face-to-face mode differ in certain important characteristics of their clients. The basic questions whether DE mode students are really academically weaker, intellectually inferior, financially poor and socially lower as compared to face-to-face mode students need to be answered. In the present study, the investigator has made an attempt to answer these questions. The investigator being a student of education as a discipline, chose to study certain aspects of teacher education in DE mode as compared to face-to-face mode. She felt the need to study these issues, specifically, in the context of teacher education courses run in Indian universities and colleges. These considerations led the investigator to undertake the present study.