Chapter Two

Review of Related Literature

2.0 Introduction

2.1 Review of Research Related to Vision, Mission, Goals and Objectives of Distance Education

2.2 Review of Research Related to Study Material

2.3 Review of Research Related to Instructional Strategy

2.4 Review of Research Related to Study Material of Online Education

2.5 Review of Research Related to Evaluation

2.6 Review of Research Related to Opinion from Teachers, Students and Directors

2.7 Review of Research Related To Finance

2.8 Review of Research Related to Women

2.9 Review of Research Related to Distance Learning Environment

2.10 Review of Research Related to Libraries

2.11 Review of Research Related to Distance Education in Different Countries

2.12 Review of Research Related to Distance Education in India

2.13 Conclusion
Chapter Two

Review of Related Studies

2.0 Introduction

Survey of related studies helped the researcher with important guidelines to select the problem. It also helped the investigator to plan and organized the work. In this part only those research works which have relevance to this particular investigation are being referred. The researcher has also taken extensive review for gaining experiences and knowledge about various factors taken for the study. It enables the researcher to avoid unintentional duplication of well established findings. It further helps the researcher by providing information about tools and instruments and for gaining an insight into the statistical methods through which validity of research is to be established.

The researcher reviewed selected articles, research papers, abstracts, literature, journals, research publications etc. in the field of distance education in India along with other developing countries and developed countries covering the time span of 1992 to 2015. Though it was found that majority of the works in this area were conducted in developing countries yet there was few significant works which were also done in developed countries. These studies helped the researcher to gain a clear insight into the research problem and to frame the research design accordingly. It also helped the researcher to understand the trends and gaps of the research studies conducted so far in distance education.

2.1 Review of Research Related to Vision, Mission, Goals and Objectives of Distance Education

While reviewing the various studies the investigator found that some researches have been done in India in the area of vision, mission, goals and objectives of distance education. Panda, S. (2011); Srivastava, M., Menon K.J. and Nembiakkim R. (2007); Gujral, R and Kumar, R (2006); Venkaiah, V. and Mouli, C. Raja (2003); Ansari, M.M. (2002); Menon M. B. (1998) Mullick, S.P (1995) Yadav, A. (1993) studied in the above mentioned areas and their researches focused on organizational structure, program structure, democratizing higher education, potential and limitations of self-
learning packages, status of open distance learning (ODL) system, policy initiatives, design and development of courses, methods and strategies of instruction, media for learning, student support services and management, financing of institutions, relevance of courses and open learning system. Sukati C.W.S., Magagula, C.M., Esampally H C, Simelane, S. & Moses M. S (2010) and Chaudhary, N. Kumar, S and Shankar, G (2007) worked to compare face-to-face full-time and distance education modes. Again Kuruba, G. (1999) researched in developing countries on role and development of distance education. Yadav, A. (1993) studied on Open Learning System: A Model for Conceptual Analysis. This study highlighted certain key points such as interdisciplinary in course design and teaching in an open system, the role and functions of student support network etc.

Sukati C.W.S., Magagula, C. M., Esampally H., Chandraiah, S.S. &Moses M. S.(2010) studied about Conventional Versus Distance Education. This study compared the academic performance of students who were in the Bachelor of Arts (B.A.) Humanities programme at the University of Swaziland (UNISWA) and were taught through face-to-face full-time and distance education modes. This study was conducted to find out if there is any difference in the academic performance of students taught by distance education mode and those taught by the full time mode. The study used the end of year marks for a cohort of students in the B.A. Humanities degree, who had enrolled in the off-campus and on campus B.A. programme streams in the academic year 1996/97. The findings show that overall there are no significant differences in the performance of the students in the full time programme and of those in the distance education programme. The paper recommends that the distance education mode is equally effective and should be promoted in order to ensure an increase in access and enhance quality and thus, achieve the targets of Education for All (EFA)

2.2 Review of Research Related to Study Material

Research on study material of distance education have been carried out by Krishnapillai M (2011); Agrawal, S., Ray Sharma. K, and Ghosh C. K. (2007); Sim,H.K. C. H. A., and Idrus, R.M. (2006); Dash, N. K. (2005); Rastogi, S.and Sahare N. (2003); Mishra, S. and Gaba, A. K. (2001); Mishra, R.R. Ahmad, N. and Rai N.K (2001) and the focal points of these works were sharing of printed
instructional materials, the course guide book, video conferencing, the annual residential intensive course, the library and regional centers to course achievements and evaluation processes, self instructional material on educational statistics for B.Ed. students, learners’ view on print materials, IGNOU interactive radio counseling, etc. Ramanujam P. R. (1993) studied on Distance Learning Materials of the Developing Countries: How About Their Quality? This paper delves into some of the theoretical and practical aspects of this paradox. This article points out it can hardly then turn out to be a viable alternative in the scenario of education.

Hotrabhuvananda (1992) conducted a study to determine the motivational reaction towards self-instructional materials of Thai Open University by collecting data from 969 respondents purposively from those who used self instructional text in conjunction with other instructional materials. Findings revealed that the students who used multimedia self -instructional material in self-study were more likely to be motivated in a self-study course than students who used the text only. Students who had prior experience with self-study are more likely to be motivated in a self study course then students who have no prior experience.

Chaudhary, N. Kumar, S. and Shankar, G. (2007) studied on Experiences in Sharing of Printed Instructional Materials for Distance Learning. The printed learning resources are the prime and oldest media for delivery of education through the distance mode. In this paper, the researcher had addressed the issues of sharing of printed learning resources amongst educational institutions. They had addressed the main benefits of sharing resources and the potential barriers that might arise during transitions of resources. Sharing of resources had been addressed for both the protocols as well as the new-comers in lending and borrowing materials from other institutions. The first section of the paper explains the needs and benefits of sharing learning resources, followed by the experiences of the Indira Gandhi National Open University in sharing such resources. It has also discussed briefly the initiatives taken across the globe to promote sharing of educational resources. Finally, the paper concludes with a framework for sharing printed resources across institutions.

Krishnapillai, M. (2011) has conducted a study on Learner Support Services at State Open Universities in India: Quality Matters. The quality concerns in the ODL system against those of the campus education are examined with a view to establishing the
fact that the indicators of quality in both the systems are not identical. To further substantiate this claim, the article takes up one vital but elusive operational area in ODL, i.e., learner support services, for discussion. In this context, the article makes a fervent attempt to impress upon the need to embark on technology-enhanced services for quality assurance. In closing, a compendious account of the benchmarks of quality as they pertain to the various activities that come under the area in focus is given.

Kumar, L. S and Fozdar, B. I. (2009) carried out a study on Course Evaluation: A Holistic Approach. The results of a feedback study of the evaluation of Biochemistry course, an elective course in the B.Sc. Programme offered by the School of Sciences, Indira Gandhi National Open University (IGNOU), are presented in the study. The general findings of the study shows that only 50% of the respondents have stated to have got intimation of counseling sessions in time, though 38% attended the counseling sessions. 44.9% of the respondents agreed that counseling sessions helped in removing the difficulties and clarifying the doubts. However, some 40.8% consider the number of counseling sessions allotted as not enough. Another important observation in counseling for this course was that almost half of the learners (49%) felt that the counseling should be made compulsory to have peer group interaction (40.8%) and for the usefulness of these sessions in understanding the difficult concepts (38.8%). The interactive radio counseling (IRC) of IGNOU relayed from the FM radio stations is attended by only 30% of learners. However, majority of the learners who attended the IRC found these useful in problem solving. Interestingly, majority (67.3%) of the learners participating in the IRC sessions wanted to have a web based counseling. A good percent (77.6%) of learners received the assignments in time, which they preferred solving either while studying the material (42.9%) or after reading the four blocks completely (40.8%). The nature of questions was found not too difficult (75%) and a few (20.4%) respondents found these very descriptive. About 50% of the evaluated assignments had tutor’s comments. The major feedback on the counseling is indicative of lack of participation due to various reasons, lack of intimation and inadequate tutor comments being the main reasons.

Kishore, S. (1998) worked on Student Support and Quality Indicators in Distance Learning. This study underpins the role of quality indicators in providing new
direction to the policy makers and other stake holders in assessing the performance of the distance learning institutions in the area of student support.

Sim, K, H. C. and others (2006) reports in a paper namely, a factorial analysis of student support system in distance education- distance learners' satisfaction with the support system provided to them by a distance teaching institution. Based on the Simpson's model of the support system in distance education, this study proposed the research framework on students' satisfaction of quality that consisted of two factors, namely, the academic and the administrative factors. Factorial analysis was conducted to determine the inter-relationships amongst the dimensions and to identify a set of latent dimensions that is not readily observed. The results of the factorial analysis revealed that the satisfaction with the quality of the learner support consisting of the administrative and the academic dimensions was consistent with the Simpson model of the support system.

Agrawal, S. R. Sharma, K. and Ghosh, C. K. (2007) undertook a study on Best Practices in Learner Support Services: A Case Study of IGNOU Regional Centre. IGNOU has launched programmes which have parallel in the conventional system as well as those which have evolved by way of studying the need-base of the learners. The support services required for such programmes are of diverse nature. In order to keep the motivation of the learners alive, as well as that of the part-time functionaries of the Study Centres, the Regional Centres which form the middle level tier in the administrative structure have to resort to several innovative methods. The paper describes how the collation was done and aims at suggesting the implementation strategies of the best practices across the different Regional Centers of the country.

2.3 Review of Research Related to Instructional Strategy

of correspondence institutes and libraries in distance education. Effect of online instruction on the academic achievement of K–12 students and enrollment of distance education at secondary level were carried out research in developed countries by Allen and Seaman (2010) and Adkins (2011) found that the online schools did not appear to perform better than the traditional schools, on the average, their performance is not homogeneous. Some schools appeared to perform as well as or better than traditional schools. The personal contact programme is a significant academic input in the open distance education system. Karim, S. and Zubayer, M (2008) and Kuruba, G. (2008) studied in developing countries in the area of instructional strategy and they would like to identify the best available technologies to support and disseminate knowledge to the learners as a proper substitute of on-campus teaching and necessitated the use of different technologies. Sukumar, B. (2001) studied on IGNOU Interactive Radio Counselling: A Study. In distance learning, the students support services play a major role in teaching-learning process. Indira Gandhi National Open University introduced the interactive radio counselling to strengthen its students support service system. The study reveals that the interactive radio is received well, but needs more attention to be effective.

Sharma, O. P. (1997) has attempted to assess the impact of Attendance in Personal Contact Prgrammes and Performance of Open Learners. The paper focuses on the design of the study and its findings which indicate a positive correlation between the attendance in PCPs and the performance of the learners especially at the school level.

Rathore, H.C.S (1995) also conducted a study on Personal Contact Programmes of Correspondence Institutes in India: An Evaluation. The results reveal that face-to-face teaching during PCPs is over-emphasized and sufficient opportunity and time is not given to students to discuss their academic problems. An over-all evaluation of the findings suggests that student population in distance education be distinguished as part-time and full-time students and PCPs be planned and organized separately for these two groups of students, taking into account their differing needs and expectations.

A study was conducted by Manjulika, S., Reddy, V. V.and Fulzele F. (1996) on Student Opinion of Counseling : The Experience of Indira Gandhi National Open University. This paper describes the results of a study conducted at IGNOU, Regional
Centre, Bangalore and attempts to critically evaluate the student opinion on counseling offered to distance learners by IGNOU.

Powley (1995) studied the effectiveness of electronic and telecommunications tutoring on distance education students’ completion records’ learning outcomes, time to complete, their motivation to participate in future distance education programmes through an experimental design. The results revealed that regularly scheduled tutorial assistance made a significant difference in distance students’ course completion rates and motivation towards distance education, but no significant difference was found in students or the amount of time to complete the study across the 3 groups. The study concluded that scheduled distance tutoring investigations had some positive effects on distance students, but distance educators must carefully weigh the costs of establishing the tutor intervention programme.

Sesharatnam (1994) investigated the Multi Media Instructional System of Dr. B. R. Ambedkar Open University by taking a cross-section of sample from students, academic counselors and heads of study centres and found that the printed courses material were only partly self instructional. Further, a significant number of students did not listen to the radio programmes of the university and the increasing potential of video cassette technology had not yet been fully realized by the students of the university.

Karim, S., and Zubayer, M. (2008) has studied on Impact of Technology in Modern Education with Special Emphasis on Open and Distance Learning: SWOT Analysis as Perceived by the Stakeholders. This paper explores to identify the best available technologies to support and disseminate knowledge to the learners as a proper substitute of on-campus teaching, taking into consideration a model developed by Johansen (1991). In addition, in this study the researchers have made efforts to determine the strengths, weaknesses, opportunities, and threats associated with the use of distance education technologies from the perspective of teachers, students, administrators, and professional support staffs in some private and public universities of Bangladesh.

Kuruba, G. (2008) carried out his study on Adoption of New Technologies - An Intervention in the Development of ODL in Botswana Emerging trends in the
development of Open and Distance Learning (ODL) necessitated the use of different technologies. For this work, the necessary data were collected from different institutions which are offering ODL programmes at different levels. A brief interaction was also made with tutors, students and administrators to know the difficulties in teaching and learning through these technologies.

Rao, S. R. (2008) studied on Access, Awareness and Use of Media Support Services: Strategies to Make them Popular with the Learners. In this study, data were gathered from distance learners the findings of which reveal that only a few learners avail of the media support services provided to them. The paper suggests different strategies to be adopted to inform the learners about media services provided by open universities.

In a study titled Developing Digital Learning Repository: A Case for eGyanKosh by Kanjilal U. (2007). The paper presents the status of learning object repositories the world over and gives an insight into the national digital repository being developed by the Indira Gandhi National Open University, and embarks upon further suggestions to expand this strategy.

2.4 Review of Research Related to Study Material of Online Education

Jerilyn, D., Packera, H. and Ségolb, G. (2015) studied about the effect of online instruction on the academic achievement of K–12 students in ten states at USA and measured by the percentage of proficient students in reading and mathematics at the school level. Publicly available data provided by the Department of Education in Florida, Michigan, Minnesota, Nevada, Ohio, Pennsylvania, South Carolina, Utah, Washington, and Wisconsin are used. The findings revealed that the online schools do not appear to perform better than the traditional schools, on the average, their performance is not homogeneous. Some schools appear to perform as well as or better than traditional schools.

In the study of Jaggars., S. S. (2014) found that community college students discussed their experiences with online and face-to-face learning as well as their reasons for selecting online (rather than face-to-face) sections of specific courses. Students reported lower levels of instructor presence in online courses and that they needed to “teach themselves.” Accordingly, most students preferred to take only
“easy” academic subjects online; they preferred to take “difficult” or “important” subjects face-to-face. To meet students’ needs, then, colleges need to either more explicitly build instructor presence and guidance into online courses or continue to provide ample face-to-face sections of courses for those students who prefer them.

*Bolliger, D.U. and Wasilik, O. (2009)* studied on factors influencing faculty satisfaction with online teaching and learning in higher education. Results confirm that three factors affect satisfaction of faculty in the online environment: student-related, instructor-related and institution related factors.

*Johnston S & Barbour, M. K. (2013)* carried out a study titled measuring success: examining achievement and perceptions of online advanced placement students. The purpose of the research was to compare student performance on Advanced Placement (AP) exams from 2009 to 2011 at Florida Virtual School and to explore student perceptions of their online course experience compared with the classroom-based AP experiences. The data indicated that students performed at levels comparable to the national sample but higher compared with other Florida students. The data also showed that students perceived benefits to both their online and classroom AP courses. Both these findings lend credibility to the delivery of AP in an online format but also indicate that the design, delivery, and support of the instruction were paramount regardless of delivery model.

*McNEAL JR, R. B. (2012)* studied “Online Versus Traditional Instruction: Quasi-Experimental Evidence from a College-Level Introduction to Sociology Course.” Enrolment in online courses is growing exponentially. It is estimated that 6.1 million college students in the United States were taking at least one online course in fall 2010 (Allen and Seaman, 2010). One study estimates that this number may grow as high as 25 million post-secondary students in the United States by 2015 (Adkins, 2011). These courses are not universally embraced. One critique is that they are inferior or less effective than traditional face-to-face courses. Previous findings are mixed. Conflicting research shows: (1) no significant differences, (2) online courses as more effective, or (3) traditional courses as more effective. What is decidedly absent in this debate is any research in the social sciences assessing the effectiveness of the online environment. This research attempts to fill that void by using a quasi-experimental framework to examine the effectiveness of the online learning
environment in a college-level ‘Introduction to Sociology’ course. Results indicate that the online course is at least as effective as the traditional classroom one and is even more effective for some subsets of students.

2.5 Review of Research Related to Evaluation

*Olugbenga D. O. and others* (2007) studied the evaluation of assessment methods as correlates of quality assurance and certification standard in ODL institutions. This study, examined the various assessment structures put in place by the ODL institutions with a view to understanding the standard of quality of course content vis-a-vis the certificates awarded by these institutions are established. Survey research method was used to carry out the study. The respondents were randomly chosen from the students of three selected distance learning institutions and the heads of various establishments that employ the graduates of the sampled ODL institutions in Nigeria. The instruments used to gather data were two different structured questionnaires, which were analyzed using appropriate statistical tools. The questionnaires were supported by oral interview of staff of the institutions. The results of this study will help to address the issue of paucity of literature in the area of methods of assessment in distance learning.

*Sarma O.P S (2012)* carried out a research on Students’ Perception of on Demand-Examination in Indira Gandhi National Open University (IGNOU). The on Demand-Examination is operational in several courses through different Regional Centers of IGNOU on every Friday. The present paper reports the findings of a research study of students’ perception of this new scheme of examination. It also highlights the need and importance of the OD-Examination in Open and Distance Learning (ODL) system, describes the features and potentials of this innovative scheme, as well as the expectations of the students. The difficulties and problems faced by the students taking the On Demand-Examination are also discussed in the paper.

*Chakraborty D. and Chakraborty K. S. (2011)* studied “A Critical Analysis of Assignment Component of Programmes Offered by Tripura University under Distance Mode”. This paper focuses upon the issues associated with this element in the programmes offered by the Directorate of Distance Education, Tripura University. The paper also studies the perceptions of the learners regarding continuous evaluation process, and extent of satisfaction and difficulties they faced. The learners realized the
significance of assignments, and the majority found that assignments helped them in getting knowledge of the course and thus preparing them for the term-end examinations. However, very few have received focused comments along with the evaluated assignments. The paper ends with some valuable suggestions and recommendations.

Furnborough, C. and Truman, M. (2009) conducted a research on adult beginner distance language learner perceptions and use of assignment feedback. This study represents an attempt to describe a motivational profile of beginner. Modern foreign language distance learners (MFL DL) in relation to assignment feedback. The findings indicate that so far as MFL DL beginners are concerned, the question of how students’ view and use feedback is more complex and multifaceted than it may appear, encompassing both learning strategy and affective consideration.

Sangai, S. and Garg, S. C. (2009) conducted a study on Evaluation of Bachelor of Education Programme of IGNOU: An Appraisal by the Beneficiaries. In this paper the researcher report the findings on the evaluation of B.Ed programme of IGNOU based on the feedback of a sample population of 858 learners from across the country. The analysis of responses shows that the programme has been very well designed and printed study materials developed in English medium are of high quality. However, student-teachers perceive the workload to be heavier than that conceptualized by programme designers and developers. Fortunately, it has not affected their success rate, which is very high (>90%) and can be attributed to high motivation of student-teachers for acquiring necessary eligibility for a regular job or their urge for vertical mobility. To improve the quality and utility of the programme further, it would be desirable to (i) carefully review the Hindi translated version, (ii) strengthen library facilities and electronic media support, which fall woefully short of the claim, and (iii) include regional languages as well as information technology (IT) related courses in programme offerings. The analysis also shows that student-teachers show little aptitude for problem solving, asking probing questions and skill of logical explanation. It brings forth one of the major weaknesses of our schools and explains why rote memorization is so dominant in Indian education.

Ghosh, C.K and Garg, S. (2008) studied on modeling conversion of grade point average to percentage - a case study of professional programmes of IGNOU. Several
tertiary institutions imparting professional education have adopted the 'Grading' system for assessment of their learners. However, conventional institutions and employers have a fixed mind set for using 'Marking' system to evaluate their merit. This difference in practices puts all learners enrolled in these programmes to inconvenience. IGNOU learners enrolled in professional programmes such as MBA, 6.B. Ed and Engineering encountered problems from government employment agencies, and to find a way out, a mathematical model was developed for conversion of Grade Point Average (GPA) to Percentage (PC), which has been discussed here. A 3-degree equation, with minor fixations, is found to give excellent values at all points.

In a study on Students' Pass Rates: A Case Study of Indira Gandhi National Open University Programmes by Reddy, M.V. Lakshmi (2002) ,It was found that the pass outs of a given programme of a given year include the pass outs from students admitted in different academic years. The cohort of students on rolls forming a base group for the pass outs of every year are also spread over a few years. For arriving at the figures of cohort of students on rolls in every successive year, the number of students who have already passed out in the previous year(s) should be deducted from the enrolment of respective year(s), and wherever applicable the remaining students of particular batch (es) who have completed the maximum duration of the programme should also be deducted from the cumulative enrolment of cohort years. Because of these complications linked to the flexibility in duration allowed for completion of the programmes, calculating the students pass rates for different academic years of different programmes has been a difficult task, which the author accomplishes in this article.

Tripathi, P., and Fozdar B. I. (2007) studied on Learner Perceptions of Continuous Assessment in the Bachelor Degree Programme of IGNOU. Assessment is one of the key factors of any teaching-learning process. The right kind of assessment system increases learners' learning and understanding within their programme of study. The purpose of this study was to investigate learners' perception about the use of continuous assessment in the Bachelor Degree Programme (BDP) of Indira Gandhi National Open University (IGNOU). Data analysis of the questionnaires and interviews showed that majority of learners were in favor of continuous assessment. The findings suggest that learners hold strong view about different continuous
assessment formats. In this respect, learners favored short and objective type questions over long answer type questions. The crucial part of any continuous assessment activity is the degree to which learners receive timely and effective feedback. This study indicated that majority of BDP learners were not receiving proper and timely feedback on assignments. Another major problem associated with the implementation of continuous assessment was lack of timely reflection of marks or grades in the final Grade Card. Learners also suggested that continuous assessment components should be better linked with the corresponding term-end examination.

Fan R. Y.K. (2007) conducted a study on A Run-Time At-Risk Assessment and Support System for ODL Courses. This paper reports the development and examination of a run-time system that performs at-risk assessments of students studying open and distance learning courses, and provides personal support to follow up the assessment results. In an experimental study, the run-time system was implemented on an ODL course offered by the Open University of Hong Kong and followed up with a questionnaire survey. The study results have shown that providing assessment reports can encourage students, new students in particular, for a better performance, and hence reduce the rate of student attrition.

2.6 Review of Research Related to Opinion from Teachers, Students and Directors

dynamic role of distance language learning in developed countries. He has conducted research on towards a better understanding of the Dynamic Role of distance language learning in U.K. This study investigated the experience of learners enrolled on an Open University (UK) French course, and included personality factors, motivation, and tutor and student roles. The data gathered via multiple elicitation methods gave useful insights into issues of special relevance to distance language education. The study concluded that the task for distance practitioners is to build on the insights shown by learners themselves, in order to target support where it is most needed.

Jelfs, A., Richardson J. T.E. and Price, L. (2009) investigated on Student and tutor perceptions of effective tutoring in distance education. The study suggests that both tutors and students would benefit from having a better appreciation of the importance of support in facilitating learning.


Saxena, A. and Jauhari, M. (2000) conducted a study to draw profile of distance learners at IGNOU. The objective was to gather information about IGNOU’s learners, their ideas about programme, the experience and their status after the programme. The study covered seven programme of IGNOU from various discipline. The findings of the study indicated that there is more number of female enrolled in open distance education, they live in smaller homes with 2 or 3 children, most students belongs to lower middle income group, are employed in a public sector and want only printed text material to study.

Mullick, S.P. (1995) studied on Emergence of Distance Education Professionals in India: A Profile of the First Cohort M.A.3 in Distance Education. The paper present here the profile of potential distance education experts who have completed the Masters Programme in Distance Education offered by the Staff Training and Research Institute of Distance Education (STRIDE), IGNOU- with a view to disseminating information about the available expertise in the areas concerned. Jambunathan, V. (1995) also studied on Distance Education during the 90’s: An Annotated Bibliography.
West R. E. (2011) studied on Insights from Research on Distance Education Learners, Learning, and Learner Support. This article reviews the key ideas related to increasing student learning and support described in selected chapters from the second edition of the Handbook of Distance Education (Moore 2007). These chapters described research findings related to the impact of distance education on learners in general (student autonomy, cognition, social learning, and satisfaction) as well as specific subgroups of distance students and instructors (K–12, female, and disabled students as well as academic advising and library services). This article concludes with brief recommendations for future research in each of these areas.

Chaney, B. H. and others (2007) studied on Development of an Instrument to Assess Student Opinions of the Quality of Distance Education Courses. The purpose of this study was to develop a culturally sensitive instrument to assess the quality of distance education courses offered at a university in the southern United States through evaluation of student attitudes, opinions, and perceptions of distance education. Quality indicators, identified in a systematic literature review, coupled with an ecological framework served as the theoretical foundation for the instrument development process. The process of test development, outlined in the Standards for Educational and Psychological Testing (1999), was used and combined with Dillman's (2000) four stages of pretesting to construct the instrument. Results indicated that the model constructed from the quality indicators and ecological framework provided valid and reliable measures of student attitudes, opinions, and perceptions of quality of the distance education courses.

Shamsu, S. (2013) investigated on Interactive Mechanisms in Distance Education – Perception of Academic Counselors in the ODL System. This paper examines the perception of academic counselors on the availability, accessibility and usage of interactive mechanisms in distance education. The key findings showed that academic counsellors were comfortable in using the various media though the preference was for face to face counseling, reference material, self-learning print material and tutorials for assignments. The more experienced counselors favoured the use of audio/video/interactive mechanisms. The availability and accessibility of various media were generally satisfactory though logistic support and training would help enhance its usage.
Das, M. and Ghosh C. K. (2011) studied the need for appropriate capacity building of the academic counsellors to nurture creativity and innovation in IGNOU Learners. Innovativeness and creativity of the human resource are the two very important qualities required for development of a country. This paper investigates the present status of five capacities (Inquiry, Creativity and Innovation, Technological Capabilities, Entrepreneurial Skills, and Moral Leadership.) among the counselors and identifies the areas that would require intervention for capacity building. The analysis is based on statistical techniques involving correlation coefficients and testing of hypothesis. It thus provides useful insights for capacity building among the counselors to foster creativity and innovation in the distance learners.

Reddy (1994) investigated the learners attitude and suggestions in distance education by collecting data from 120 distance learners of Dr. B. R. Ambedkar Open University, Hydrabad. The findings are (i) As many as 75 learners reported that the printed materials were interesting and up to their standard. (ii) However, learners’ perception of course book and non-print media, 50 and 32 learners respectively preferred them. majority liked the contact classes and reported that they were very much useful for them. About half of the learners had a concerned over the time for publication of results.

Shahwar S.K, Fatima S. and Hossain S. (2012) conducted a study about “Attitude of Learners Studying through Distance Mode towards Computer Education.” This paper presents an empirical study on the diverse attitude of the learners, who are studying through the distance education mode, towards computer education. The study takes into account 100 samples (50 males and 50 females) from distance education universities like IGNOU (Aligarh Centre) and Centre of Distance Education, AMU.

A study on Factors Affecting Students’ Retention and Attrition in the Open and Distance Learning System conducted by Kumari S. (2012) was undertaken to find the factors that affect student retention and attrition in the Open and Distance Learning (ODL) system in the Punjab region in India. For the purpose of finding the retention and attrition rate of the learners who had opted to pursue their study through distance mode, the admission data of selected degree programmes from selected districts in Punjab was collected and analyzed. After analysis of the data, it was found that the attrition rate was high among the learners pursuing the non-professional programmes
in comparison to those pursuing the professional programmes. The number of dropouts among rural learners was larger in comparison to those of urban students. It was found that factors like the non-receipt of counseling schedule in time from the learner support centre, writing of the study material in tough language, non-availability of self-instructional material in local language, delay/non-receipt of study material, non-receipt of the evaluated assignments in time, inadequate guidance at the study centre level, and delay in updates of student data on the website are the factors responsible for the high attrition rate among the learners.

In a study conducted by Tawo, R. E. et al. (2010) on the Role of Open and Distance Learning in the Attainment of United Nations Millennium Development Goals (MDGs) in Cross River State, Nigeria reports the view’s of Cross River State distance education learners about the relevance of Open and Distance Learning (ODL) in the process of attaining the United Nations Millennium Development Goals (UN MDGs). The sample for the study had 88 students randomly selected from the open and distance learning study centres in Calabar South and Calabar Municipal Council Areas in Cross River State, Nigeria. Results of the study indicates that the majority of the respondents agreed that ODL methods provided wider access to learning and training, and the acquisition of functional literacy skills for all learners, which are relevant in the attainment of MDGs.

Tandon, S. and Kumar, V. (2012) investigated on Satisfaction Level of Distance Learners on Support Services in Distance Education: A Comparative Study of University of Jammu, and Kashmir University. This empirical work is based on the feedback from learners of distance education, pursuing B. Ed. The study discusses the satisfaction level of learners pertaining to their perception towards various components of students support services in distance education, viz., admission, study material, personal contact programme, teaching practice, etc., offered by University of Jammu and Kashmir University. The paper also highlights the limitations of support services, suggestions to improve satisfaction levels of students and also focuses on various means to provide quality support services to distance learners.

Shin, N. and Maxwell, G. (2003) conducted a study on Factors Related to Student Satisfaction and Motivation in Distance Science Learning: A Case Study of a Foundation Course in Biology and Earth Science. An analysis of the data showed that
(1) student's perceptions of practical work (lab work and field work), (2) student's perceptions of teachers' presence, and (3) student's chronological age, among other demographic background variables, were significantly correlated with the subject students' satisfaction with overall distance learning experiences at the institution as well as the level of their motivation towards the course subject.

Adeoye, Fe. A.and Salawu I.O. (2010) conducted a study on Learners’ Choice and Perception of Distance Learning Degree Programme of the National Open University of Nigeria. The study was designed to identify the reasons why learners opted for the distance learning degree of National Open University of Nigeria (NOUN) and their perception of the programme. 1500 validated questionnaires were distributed to the first year 2008 Academic session students in Schools of Arts & Social Sciences (SASS), Business and Human Resources Management (SBHRM), Education (SE), Law (SL) and Science & Technology (SST) of NOUN and 1100 responses were received representing 647 males and 453 females. The results were analyzed using factor analysis. The results show that most of the learners opted for the distance learning degree programme of NOUN because of the ease in securing admission, opportunity to pursue their studies and at the same time taking care of their family and have additional qualification to improve their career prospects. The results further show that the learners were satisfied with their chosen programme because of its high quality. The results of this study provide insights to the distance learning degree programme of NOUN, employers and academics on the importance of the reasons perceived important for chosen NOUN programme.

In a study conducted by Vunnam, V., and Salawu I.O. (2009) on Student Attrition in Dr. B.R. Ambedkar Open University, Attrition has been widely accepted as one of the major hindrances to realize the full potential of Open Distance Learning (ODL). Several studies have been carried out on factors leading to attrition. The findings of such studies associate occurrence of attrition to factors like age, gender, home background, family size, economic status and students’ interest, among others. Some of the research efforts do not take into consideration the flexible nature of distance learning that allows students to stay on their programmes longer than their counterparts in conventional university if they so wish. This is a case study of Dr. B. R. Ambedkar Open University (BRAOU) covering a period of nine years from the
students’ point of entry to the point of their exit. The study reveals that there is no difference in the attrition rate across the academic programmes of B.A, B.Com. and B.Sc. It is also found that the percentage of attrition of male students is higher than that of the female students.

In a paper on ‘IGNOU Graduates: How Did They Benefit?’ by Srivastava M. (2006) presents the findings of an empirical research study of IGNOU learners. A qualitative dimension regarding how they perceived the relevance of the distance education programmes to their individual needs has been analyzed. In other words, it analyses what benefits they derived on successful completion of their programmes of study.

2.7. Review of Research Related To Finance

Cost-effectiveness and cost-efficiency of correspondence education, funding policies pertaining to distance education institutions, assignment component of programmes course evaluation, learner perceptions of continuous assessment, programme evaluation, students' pass rates were focused by the studies of Kishore, S. (1997), Srinivasacharyulu, G. and Ramaiah P. (1994), Chakraborty D. and Chakraborty K. S. (2011), Kumar, L. S and Fozdar, B. I. (2009), Tripathi, P. and Fozdar B. I. (2007), Tattersall, C. ET AL (2006) studied the measurement of educational efficiency in open and distance learning at Open University of Nether land. It is a case study illustrating the analysis of the efficiency of an ODL study programme is presented to illustrate the practical application of the definition. It concludes with a discussion of the wider applicability of the measurement method in the context of lifelong learning Prasad, N. (2004), Mehta, P.K. and Saxena, A. (2004), Maccuish, D. A. (2004) and Akhter, S (2004). Kishore, S. (1997) also studied on Cost-Effectiveness and Cost-Efficiency of Correspondence Education. The prime question addressed in this paper is whether the Institute of Correspondence Education (ICE is cost-efficient: how the system can be made to achieve this. In the event of ICE becoming both cost-effective and cost-efficient, one can look forward to a model correspondence institution in the country.

Srinivasacharyulu, G. and Ramaiah P. (1994) studied on Funding of Distance Education: A Case Study of an Open University. Funding Policies pertaining to distance education institutions in India are very complex and this paper would initiate
useful debate on the theme which would attract the attention of many distance education institutions in the country.

2.8 Review of Research Related to Women

Some investigators have emphasized on the study of the problems and attitude of women learners towards distance learning and linguistic plurality and distance education in India. Villi, C. (2003), Lohumi M. (2002), Taplin, M. (2000), Sharma, R. (1996), Glasgow, F. (2011), Sukati, C.W.S., Magagula, C. M., Esampally, H. C., Simelane, S. & Moses M. S (2010), Tawo R. E, Arikpo, A. B., Ojuah, M. U., & Chukurah C. C. (2010), Ghosh, C.K and Garg, S(2008), Malik, N.A. Belawati, T. and Baggaley, J. P. (2005), Ramdo, S G (2005), Ganesan, S. (2005), Biswas, P.K. and Mythili, G. (2004) and Paliwal, R. R. (2004). The study of Stanley S. G. (2012, 2013) was undertaken to measure the socio economic status, and problems of women learners towards distance learning. A questionnaire was administered to 120 students of Meerut region to get an idea of their socio-economic status and the problems faced by women distance learners. The findings revealed that better socio-economic status facilitates distance learners and women learners faced problems in the personal, the academic and at the Institutional levels in distance education. Significant differences were found between the Indira Gandhi National Open University (IGNOU) and Swami Vivekanand Subharti University (SVSU) students. The t-value for the following statements (i) feeling isolated without peer group (ii) lack of emotional support (iii) lack of proper study skills (iv) lack of self confidence (v) evaluated assignment are not received before the examination (vi) the study centre does not have support facilities (vii) the course materials are not received in time. The study also revealed that the SVSU students faced more problems than IGNOU students regarding irregular distribution of study material or evaluated assignment to the students. But, on the other hand, IGNOU students face more problems of isolation without peer group interaction than the SVSU students. The male distance learner from rural area had a better score on the work mastery and competitiveness of achievement motivation no significant difference was found between male and female learners on work, mastery and competitiveness component of achievement motivation. There is no significant difference between rural and urban distance learner on work, mastery and competitiveness component of achievement motivation. The effect of residential background is significant at 0.05 level of confidence, hence
residential background affected significantly on the competiveness components of achievement motivation in which distance learner from rural background exhibited higher tendency of competiveness as compared to the distance learners from urban background. There is no significant difference between gender and residential background as well as the effect of there interaction on the overall total components of achievement motivation of M.Ed. students pursuing the course through distance education mode. The relationship of the work component of achievement motivation with mastery as well as competiveness of achievement motivation is not statistically significant whereas the work component is positively and significantly associated with the total scores on achievement motivation at .01 level of significant. It can be concluded that the work component of achievement motivation did not have a discernible impact on mastery and competiveness, but did influence the total scores on achievement motivation. Mastery component of achievement motivation is positively and significantly related to competiveness component as well as with total score for achievement motivation at 0.01 level of significant. Thus, the mastery component also had a significant influence on the competiveness as well as total scores on achievement motivation. The competiveness component had an impact on the mastery as well as the total scores on achievement motivation.

*Taplin, M.* (2000) also studied on Problems Experienced by Female Distance Education Students at IGNOU: Why do Some Consider Dropping out While Others Decide to Stay? Some of the major problems that tempted the former group included disillusionment of getting assignment marks that were lower than they had hoped for, personal problems or family problems, including difficulties with caring for young children, and difficulties with getting course materials in time to complete assignments or examinations. Based on the findings of the study some recommendation was there for encouraging women students who might be tempted to quit their studies.

*Thomas, A. J.* (1996) investigated on Empowerment of Women: An Analysis of Gender Training Frameworks for Open Learning Systems. An analysis of the existing gender training frameworks would reveal that women's practical needs for income generation can be actively promoted while at the same time recognising their strategic needs for confidence building and leadership training inputs. Gender training built
around this perspective would serve both practical and strategic gender interests. Institutional policy informs of the nature of gender training. Sharma, Rekha (1996) studied on Empowering Women through Distance Education. Alternative Perspectives in education and training constitute a major item in the agenda set out for the distance education system. This paper is an exploration in this area. Using the courses of IGNOU, India as take off point, and the author ruminates on the relative weights to be given to course structure, design, content and language in terms of gender neutral, women-friendly approaches in education. The author argues for empowerment (and not concessions) of women though the effective use of the distance education system.

Vijaylakshmi (1994) conducted a study on the role of distance education in empowerment of women at Dr. B.R.Ambedkar Open University by selecting a sample of 50 rural and 50 urban women students. She found that the printed self instructional material seemed difficult to comprehend to the rural students. Half of the rural and urban students did not observe any video lesson at all. Contact classes were considered useful by most of the respondent.

Lohumi, M. (2002) conducted a research on Achievement Motivation among Distance Learners in Relation to Gender and Residential Background. This paper deals with the findings of a study conducted - the inviting to the relationships of gender (male female) and residential background (rural, urban) on three components namely - work, mastery and competitiveness. The findings are Out of the total sample, majority were male i.e. 55%, A majority of the students were from urban area i.e. 57%. There is no significant difference between male and female learners on work, mastery and competitiveness component of achievement motivation and there is no significant difference between rural and urban distance learner on work, mastery and competitiveness component of achievement motivation. Ushadevi,M.D (1993) studied on Gender Equality in Distance Education: An Analysis of Course Materials of Indira Gandhi National Open University This article deals with the well-known and relatively simpler theme of andro centric bias in the construction and dissemination of knowledge.

Rao, (2010) conducted a very interesting study to see socio-economic, cultural and educational back ground of the learners of IDE, University of Mumbai. He found the
distance learners are mostly unmarried Hindu, upper caste roughly in their mid twenties, living in cities and belongs to lower, lower middle class and middle class income group. Considerable number of respondents is employed in private firms. Majority of the respondents’ monthly family income is below 8000/-. It is understood that there is significant difference in the performance between Arts and Commerce students. Here only second year students wear considered. Male are employed in a public sector and want only printed text material to study.

Stanley, S. G. (2012) examined on attitude of women learners towards Distance Education: A Comparative Analysis. The study was conducted in Uttar Pradesh’s Meerut district and data were collected from 43 women distance learners of Indira Gandhi National Open University (IGNOU) and 77 women distance learners of Swami Vivekanand Subharti University (SVSU) following purposive sampling method. The comparative attitude level was measured in eight sub-areas of distance learning viz., general, admission procedure, self learning material (SLM), multimedia, assignments, counseling, study centers and evaluation system. The findings revealed that women distance learners have positive attitude towards distance learning and no significant difference was found between the overall attitudes of learners from both universities. However, the IGNOU learners exhibited more favorable attitude than SVSU learners on five sub-areas of attitude towards distance learning namely admission procedure, assignments, counseling, study centre and evaluation system with a significant difference only in assignments area.

Again, Stanley, S. G. (2013) investigated on the problems of women learners towards Distance Learning. The study was undertaken to measure the socio economic status, and problems of women learners towards distance learning. A questionnaire was administered to 120 students of Meerut region to get an idea of their socio-economic status and the problems faced by women distance learners. The findings revealed that better socio-economic status facilitates distance learners and women learners faced problems in the personal, the academic and at the Institutional levels in distance education. Significant differences were found between the Indira Gandhi National Open University (IGNOU) and Swami Vivekanand Subharti University (SVSU) students among the top ranking problems. The t-value for the following statements (i) feeling isolated without peer group (ii) lack of
emotional support (iii) lack of proper study skills (iv) lack of self confidence (v) evaluated assignment responses are not received before the examination (vi) the study centre does not have support facilities (vii) the course materials are not received in time. The study revealed that The SVSU students faced more problems than IGNOU students due to lack of emotional support, study skills, and self confidence. Evaluated assignment responses are not received before the examination, the study centre does not have facilities. The course materials are not received in time. But, IGNOU students face more problems of isolation without peer group interaction than the SVSU students.

Srivastava, M., Kurup, J. M. and Nembiakkim R. (2007) studied on Reaching out to the Unreached through ODL: Role of IGNOU in the north East Region.. A baseline study of the NE region was conducted in order to analyze the role of distance education in general and IGNOU in particular in terms of pattern and growth of enrolment and expansion of institutional outreach through establishment of study centres in the region. The demographics of the learners of this region had also been analyzed in order to find out who were enrolling in the ODL system and in what programmes. IGNOU has been able to attract a fairly large group of women which was 6468 out of 1491 in the year 2005. Being a matriarchal society, women enjoy a more dominating position in the society of the NE region. Also the ODL system attracts women because of its inherent flexibility in terms of entry, pace and place of learning, methods of evaluation etc. which is otherwise not possible through traditional means in view of the prevailing situation. The conventional education institutions are limited and are inadequate to meet the requirements of the populations living in these disturbed, remote and mountainous and border areas and mobility is a major issue confronting the people of this region. Distribution of IGNOU learners in the NE region category wise reveals that the SC/ST students dominate. They account for nearly 60% of the total enrolment in 2005. The SC account for 31.5% of the total & ST accounts for 28.4% of the total enrolment in 2005 (Field data). Similarly, Masters in Humanities and Social Sciences were very popular among the SCJST. On the other hand professional/technical programmes at the PG, UG and diploma levels did not get many learners from the mentioned categories (SCIST). However, certificate in Primary Education had a sizable enrolment from the SC as well as the ST category which put together outnumbered the general category enrolment which
stands at 1622. The SCIST enrolment put together is 3354 which is double the general category enrolment in the particular programme.

In a study titled Women, Distance Education and Democracy by Ramdoo, S. G. (2005) questions the extent to which online distance learning can democratize access to education for potential women learners. It examines how online education can suit the ontologies of Mauritian women to empower them for development. Eventually, it hopes to create space for sustainable democracy. With in. the social relations analytical framework, this paper examines how two specific spaces in which thirty middle class women evolve, that is marriage, family and occupation, provide the supporting environment to enable women engage in an educational endeavor that promotes the unfolding of their potentials and creativities. This paper concludes that indeed online learning can offer enormous possibilities for personal development provided the power relationships in the two social spaces analyzed are well negotiated.

Olakulehin, F. K. and Ojo, O. D. (2006) conducted a study on Distance Education as a Women Empowerment Strategy in Africa, it was observed that Women emancipation through empowerment all over the world is at its peak and Africans generally are no exception. This paper discusses the use of open and distance education in Nigeria as an avenue to attain knowledge and education that would put women in a better stead towards achieving their aspirations.

2.9 Review of Research Related to Distance Learning Environment

In a case study of Eastern Ethiopia for determining the conduciveness of distance learning environment Assefa, S. (2006), found that there were no gender differences in perceptions of distance learners about psychosocial aspect of the learning environment, the institutional support they receive, the home environment, and the environment of study centre. It was felt by the students that the distance-learning environment in eastern Ethiopia, namely, Harar and Dire Dawa areas, is below the average of the distance and open learning environment scale. Z- Test was used to test gender differences in perception of distance learning environment. In addition to the questionnaire, interview schedules and unstructured observations were used to explore the conditions of study centers and student support services. The environmental
variables affect the study habits of individual learners through micro-variables such as self-motivation, self-regulation, and commitment of time to study.

Wengrowicz, N. & Offir, B. (2013) examined teachers' perceptions of transactional distance in different teaching environments. The independent variable was the teaching environment, which was divided into three: entirely distance environment (Distance-E), blended distance environment (Distance-B), and the traditional environment (Traditional). The dependent variable was teachers' perceptions of the transactional distance. One hundred sixty educators who teach in distance environments (Distance-E, n = 66; Distance-B, n = 94) and 160 who teach in a traditional environment completed a study questionnaire (Teachers' Transactional Distance Scale). The teachers' perceptions of the transactional distance were found to be sensitive to the seniority of the teachers, the number of students per class, and Distance-E. The findings show that the teacher's role should be redefined and that teachers should be trained for this new role in order to reduce the perceived transactional distance. Teaching a large number of students in a course transmitted entirely at a distance must also be reconsidered, despite clear economic advantages of large classes.

2.10 Review of Research Related to Libraries

Very little study had been done on the libraries of distance education. Among them Jagannathan, Neela (1992) enquired on Libraries in Distance Education. Within the broad framework of the professional goals of an open university, this paper discusses the role, structure and functions of libraries and strategies for their future development in distance open education institutions. The paper concludes with a comment on the need to argument the scarce resources -- collections, financial and human -- of distance education libraries by seeking cooperation from all types of libraries, viz. academic, special and public, for purposes of providing efficient services to distance learners be they in formal or non-formal streams of education.

2.11 Review of Research Related to Distance Education in Different Countries

While reviewing the research papers and articles, the researcher found that there were some studies which are relevant but cannot be include in any above mentioned group
or category. So it was needed to categorize them in a separate group. Some of the studies of these groups are mentioned here.

Kapur V (2002) conducts a study on Distance Education in India and the USA - the Cultural Dimensions. Often makers and practitioners of distance education tend to forget or undermine the importance of the contexts, including the cultural context of countries in which education philosophies and strategies are used to achieve specific goals. As a result, they meet with situations where the perceived solutions to socio-academic problems become themselves problematic. Vijay Kapur's comparative and historical perspective of the Western and the Indian contexts provides some significant insights that add to the value of the on-going debate.

Another study made by Kuruba, G. (1999) on Distance Education in Developing Countries a Case of Botswana was found where the role and development of distance education in African countries in general and Botswana in particular was discussed.

A study which was conducted by Evans, A. J., Brian. M. and Kolawole, I. (2011) on Impact of Organizational Resources on Quality of Services in Distance and Open Learning in Botswana was there which study assesses the impact of organizational resources on quality of service delivery in Open and Distance Learning (ODL) at the Botswana College of Distance and Open Learning (BOCODOL). A questionnaire was administered to 150 employees of the College. Out of these, 100 employees completed the questionnaire and returned it, giving a return rate of 67%. The triangulation approach was adopted to collect the data. The data was analyzed using STATA software package. The findings reveal that employees are dissatisfied with the inadequate resources which negatively impact their performance. The study also reveals that quality of ODL services and products are negatively affected by inadequate funds to source other services in the delivery of the ODL services. There are policy implications for managers and policy makers. The study emphasizes on quality as a resource base that requires adequate resources to champion what is fit for the purpose in ODL service delivery.

Akhter, Z (2008) studied the impact study of SSC and HSC students of the Open School of Bangladesh Open University (BOU). The BOU is offering SSC and HSC programmes to those students who could not attend traditional institutions and also to
the dropouts. The study focused on the impact of SSC and HSC certificates of BOU vis-a-vis; their socio-economic and educational and employment conditions. The result of the study indicated that SSC and HSC certificates facilitated the pass outs in getting jobs and promotion, and enhanced their social status in the society.

In this review study Hauser, L. (2013) examines the current research literature in distance education for the years 2005 to 2012. The author found 382 research articles published during that time in four prominent peer-reviewed research journals. The articles were classified and coded as quantitative, qualitative, or mixed methods. Further analysis found another category of articles in which qualitative data were obtained but results were reported as quantitative. The analysis shows that the publication of purely qualitative research occurs least often in The American Journal of Distance Education than in the other journals. The analysis also shows that, on average, prominent journals are publishing less qualitative research now than they were 2005. This study shows the need for further research and analysis of the methodologies currently utilized in distance education.

2.12 Review of Research Related to Distance Education in India

Ansari, M.M. (2002) tested on Best Practices in Open and Distance Learning Systems in India: An Assessment. The success of Open Distance Learning (ODL) institutions has contributed to increased credibility and acceptance of distance learning systems as an effective mode of teaching and learning. In view of this, an attempt has been made to describe the best practices in open and distance education, especially with regard to (a) policy initiatives; (b) design and development of courses; (c) methods and strategies of instruction, (d) media for learning; (e) student support services and (f) management and financing of institutions. Some of the major challenges that are confronted in quality assurance of programmes are discussed in this write up.

Menon, M. B. (1998) studied on Open Learning and Distance Education in India - An Introspection. The author discusses the growth of open learning and distance education in India. An analysis of the relevance of courses and the extent of reach of open learning system is presented. The author further deliberates upon the extent of sensitivity of the open learning system to the social needs of the country, and notes
that proper selection and utilization of communication technology will strengthen the open learning system.

2.13 Conclusion

A review of related literatures has identified various factors such as Vision, Mission, Goals and Objectives of Distance Education. Study Material, Instructional strategy, Online Education, Evaluation, Opinion from Teachers, Students and Directors, Finance, Women, Distance Learning Environment, Libraries, Distance Education in Different Countries, Distance Education in India etc and it is very clear from the review that many study had been carried out in India and abroad regarding these factors. All the above components are important for the present study.

In India, though it was found that extensive research has been conducted so far on the problems and different issues in distance education, yet limited studies were found on these issues in particular focusing on Objectives, Study Material, Instructional strategy, Evaluation, Opinion from Teachers, Students and Directors, administrators/course coordinators and socio economic background of the students to compare distance education between uni-mode and dual-mode universities at post graduate level in West Bengal. Therefore, these factors are included in this study.