Chapter –II

REVIEW OF RELATED STUDIES

2.1.0 Introduction

‘Review of related studies’ is an essential component of research. Review of related studies helps a researcher to identify the trends of research in a particular field. It demonstrates an understanding of the existing literature pertinent to a study and investigation. In research, review of related studies means to conduct general survey of related studies of an area or problem of study and from this certain framework and dimension relating to the area or problem of study can emerge. It is an important part of research that helps a researcher to develop a deep thinking in the area in which s/he carries his/her research. Based on this, a researcher can look for missing links in the chain of knowledge continuum in his/her research work. It helps a researcher to get an idea over the problem of the study.

For the present study, the researcher reviewed various studies which are familiar with the learning process and learning success of learners under different modes of Open and Distance Learning (ODL) system. And in this respect, the researcher has made a vigorous attempt to go through the educational abstracts, journals, books, doctoral thesis and survey reports on educational research to make clear vision about the existing problems relating to the study and to make this study more objective, realistic and meaningful. The present study aimed at finding out the learning process and the learning success under different modes of ODL system. Only a few studies have been conducted in India and abroad relating to the present study. A brief description of the available studies relating to the present study are given under the following broad headings-

1) Studies conducted in the area of learning process under ODL system,
2) Studies conducted in the area of learning success under ODL system,
3) Studies conducted in the area of the enrolment and dropout of learners under ODL system,
4) Studies conducted in the area of the study skill and problems of learning of the learners under ODL system, and
5) Studies conducted in the area of the attitude of the learners of ODL system towards ODL system.

2.2.0 Studies Conducted in the Area of Learning Process under ODL System

Sim, Atan and Idrus (2006) conducted a study on the problem entitled “A Factorial Analysis of Student Support System in Distance Education”.

The major objective of the study was to determine the factors that contribute to satisfaction regarding the quality of the learner support system.
Methodology of the study:
A five point Likert Scale questionnaire was specially developed consisting of all the
dimensions of the learner support system provided by the School of Distance
Education (University Sains Malaysia) to its learners. The stratified sampling method
was used to select the samples for this study.

Major findings of the study:
  i) The factorial analysis in this study revealed that the learner support
system provided by School of Distance Education (SDE), University
Sains Malaysia (USM) could be segmented into two main dimensions i.e
academic and administrative.
  ii) The study suggested that both categories of learner support academic
and administrative should work together as a combination to provide
maximum benefits to the distance education learners.

Kaur (1995) conducted a study on “Customer Expectation and Satisfaction-A Case
Study of Distance Education in Management”.
The objectives of the study were:
  i) To examine the satisfaction of the learners on the instructional system,
  ii) To compare satisfaction level prevailing among the students of Punjabi
University, IGNOU and AIMA.

Methodology of the study:
In this exploratory study a comparative analysis was made of the qualitative values
of variables of satisfaction at a regular university, an open university and a private
distance education institution. Survey method was used for collection of data. The
sample of 429 students was drawn from Punjabi University (PU), IGNOU and the All
India Management Association (AIMA). The data were analyzed using statistical
technique like chi-square. A well-structured questionnaire having two parts was
administered. The first part dealt with level of customer satisfaction regarding
various study variables on a likert-scale and the second part gathered information
about personal profile of the respondents.

Major Findings of the study:
  i) Only 95 of the total 429 sampled learners were highly satisfied with the
programme. Majority of respondents expressed moderate satisfaction
with regard to all study variables like study materials, assignments,
course utility, administrative backup etc.
  ii) There was a significant difference among the satisfaction level of
respondents studying at IGNOU, AIMA and PU.

Srivastava (1995) conducted a study on “The Effectiveness of Distance Education
with Special Reference to Karnataka State”.
The objectives of the study were:
  i) To examine the benefits of distance education system, and
  ii) To study the students attitude towards distance education system.
Methodology of the study:
The sample was drawn from ICCCE, Mysore University and IGNOU Regional Centre, Bangalore by descriptive survey and documentary analysis method.

Major Findings of the study:
   i) There is a significant imbalance in the distribution of distance education institutions region/area-wise and also in the ratio of enrolment in distance education.
   ii) Regarding the admission procedures adopted, nearly all respondents from ICCCE and 90% of the respondents at IGNOU Regional centre were satisfied. More than 50% students from both the institutions did not receive the course material on time. All students found the instructional materials very useful. A large proportion of students found assignments as a helping tool for term-end examination. However only 11% of the respondents received back their evaluated assignments. More than half of the students from ICCCE were satisfied with the present system of examination. But on the contrary more than half of the respondents from IGNOU were not satisfied.

Sesharatnam (1994) conducted a study on “Multimedia Instructional System in Distance Education: A Case Study of Dr. B.R. Ambedkar Open University”.

The major objective of the study was to assess the learners’ attitude towards the multimedia instructional system.

Methodology of the study:
Descriptive survey method was used for collection of data. The data were collected from students, academic counsellors and heads of the study centres.

Major Findings of the study:
   i) The printed course materials were only partly self-instructional.
   ii) Further, a significant number of students did not listen to the radio programmes of the University and the increasing potential of video cassettes technology had not yet been fully realised by the students of the University.

Vijayalakshmi (1994) conducted a study on “Role of Distance Education in Empowerment of Women –A Case Study of Dr. B.R. Ambedkar Open University”.

The major objective of the study was to find out attitude of women students towards instructional system of Open University.

Major Findings of the study:
   i) The rural students found the printed self-instructional materials difficult to comprehend.
   ii) Half of the rural and urban students did not observe any video lessons at all. Contact cum counselling classes were considered useful by most of the respondents.

Harichanddan (1993) conducted a study on “Working of the Study Centres: A Comparative Study of two Open Universities”.

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The objectives of the study were:

i) To find out the physical facilities available in the study centres of the two open universities (IGNOU and YCMOU), and to study the strengths and constraints faced by the study centres imparting services to the students, and

ii) To find out the extent of usefulness of the study centres from the learners’ point of view and analyse the functional and structural aspects of the study centres.

Methodology of the study:
50 learners (25 from IGNOU and 25 from YCMOU) and two coordinators (one each from IGNOU and YCMOU) from two study centres located in Bombay were selected. Two questionnaires were used in order to obtain data. The questionnaires were administered personally to the respondents. Mean and percentage were used to analyse data.

Major Findings of the study:

i) Both the study centres of YCMOU and IGNOU provided adequate facilities. But in comparison to YCMOU, the study centre of IGNOU provides relatively adequate facilities. Lending books from both the study centres was not permitted to the students and non-availability of question banks as well as radio sets was reported by the authority. Both the study centres provided multimedia facilities to its learners.

ii) With regard to assistance from the study centres, most of the students perceived study centres as right places to get information. However, some suggestions given by the learners like opening of study centres in every districts or places nearer to the students, increasing the duration of contact programmes with a flexible approach of time schedule, issue of library books to the learners etc. should be taken care of.

Singh (1993) conducted a study on “Correspondance or Distance Education in India: An Indepth Study covering the year 1989-90”.

The major objective of the study was to examine the status of distance education institutions.

Methodology of the study:
Descriptive survey method and documentary analysis were used for collection of data. The sample was drawn from the functioning of 4 Open Universities and 29 Correspondence Course Institutes (Distance Education Institutes).

Major Findings of the study:

i) Maximum concentration of distance learners (66%) was in the Southern region and an increase in the female enrollment in correspondence course institutions.

ii) Majority of the institutions used only printed lessons for imparting instruction. Study centres were not properly organised and offer very little facilities to the learners.
Das (1992) conducted a study on the problem entitled “Approaches to Learning and Academic Performance of Students in Traditional and Open Universities: A Comparative Study”.

The objectives of the study were:

i) To identify the relationships among learner, content and context characteristics and approaches to learning of students in open and traditional universities, and to find out the predictability of such approaches, and

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

Methodology of the study:
The sample was drawn from the IGNOU and two traditional universities students who were undergoing the diploma in Management course. The tools used were a shortened version of an internal-external control scale; a modified version of an approaches to studying inventory and a student perception scale. An ex-post facto research design was adopted for the study. Statistical techniques like ‘t’ test, correlation and stepwise multiple regression analysis were used for analysis of data.

Major findings of the study:

i) The students in Open University significantly differ from students in traditional universities in terms of learner, content and context characteristics.

ii) Learner, content and context characteristics significantly correlate with approaches to learning and academic performance of students both in open and traditional universities.

iii) Academic performance which significantly correlates with approaches to learning could reliably be predicted by using learner, content and context characteristics and approaches to learning of students both in open and traditional universities as predictors.

Poonam and Sahoo (1992) conducted a study on “IGNOU Students’ Perception of its Instructional System, Media and Technology for Human Resource Development”.

The objectives of the study were:

i) To find out the students’ reasons for pursuing studies offered by IGNOU, and

ii) To find out the students’ perception of usefulness, potentials and limitations of different components of instruction, such as printed course materials, reference materials, assignment system, study centre programmes and electronic media.

Methodology of the study:
The size of the sample was 55. The sample was drawn from the study centres of the Indore University where 294 students were enrolled during the year 1989-90. One questionnaire containing both close-ended and open-ended questions on the above
noted five aspects was developed. The questionnaire was checked by the experts before collection of data. The data were analysed with the help of chi-square test.

Major Findings of the study:

i) So far as reasons for joining the courses were concerned, 73% students reported that they had joined courses to continue with higher studies, 25% stated to be promoted to the higher rank and 20% reported that they had joined so as to enhance their social prestige.

ii) Around 91% students depended on the printed course materials. Almost 77% of the students found the tutor comments very useful for their study. Around 6% of the students visited the study centre once in a week and 58% of them expressed that the library facility of the study centre was useful. Though it was expected that every student would be aware of the programme of distance education through electronic media, it was observed that a large portion of the students were not aware of the availability of radio programmes and half of the sample did not make use of these facilities.

Jain (1991) conducted a study on the problem entitled “A Depth Study into the Functioning of Andhra Pradesh Open University”.

The objectives of the study were:

i) To evaluate the functioning of Andhra Pradesh Open University, and

ii) To understand the knowledge level of the masses and their attitude towards open university system.

Methodology of the study:
Heads of various Departments of the University, 30 co-ordinators, 200 counsellors and 50 students formed the sample. The tools used were questionnaire and interview schedules. The collected data were treated with chi-square.

Major findings of the study:

i) Most of the respondents felt that the University is not satisfactorily functioning.

ii) Study centres were not very useful in solving the problems of students.

iii) Course materials were not delivered to the students in time.

iv) Audio-visual and library services were poor. The quantum of counselling to students was not sufficient.

Murthy (1991) conducted a study entitled “Counseling and Learning in Distance Education: The Significance of Goal Perception”.

The objectives of the study were:

i) To examine distance learners’ perceptions of the counselors of English and their teaching practices,

ii) To identify distance learners’ perceptions of their learning situation, and

iii) To identify distance learners’ perceptions of themselves and their abilities.
Methodology of the study:
The sample for the study consisted of 39 English counselors and 115 undergraduate Open University learners. The counselors were from rural and urban study centres in the state of Andhra Pradesh; learners were from Hyderabad and Secunderabad cities. The tools used were questionnaires and interview schedules.

Major findings of the study:
   i) Various areas of potential conflict existed in the teaching learning situation in the Open Universities.
   ii) The learners and the counselors had different perception not only of each other but of the system itself. No counseling facility was provided for learners in the true sense. Counseling sessions were observed to have limited themselves to the course content rather than the needs of the learners.

Rathore (1991) conducted a study on the problem entitled “A Critical Evaluation of the Systems Adopted for the Management of Teaching and Learning in the existing Correspondence Institutes in India”.

The major objective of the study was to find out the system adopted for the management of teaching and learning in the existing correspondence institutions in India.

Major findings of the study:
   i) The course materials were stereotyped and the institutes were failed to exploit the two-way communication through assignments.
   ii) Most of the institutes have no study centres. Those institutes have one to five study centres are situated in cities. Rural area students were deprived of the study centre facilities and continuous evaluation has done in 50% institutions after the completion of course unit.

Biswal (1979) conducted a study on the problem entitled “A Study of Correspondence Education in Indian Universities”.

The objectives of the study were:
   i) To survey the institutes of correspondence courses in Indian Universities, with respect to enrolment, staff pattern, courses offered, orientation programme, assignment etc.
   ii) To compare the academic achievement of the students of formal system and correspondence education system.
   iii) To study the academic motivation and socio-economic status of the students of correspondence education.
   iv) To study the quality of instructional materials.

Methodology of the study:
Survey method was used for collection of data. Data were collected from all the directorates of correspondence education existing in seventies and the Punjab University and the Madurai Kamaraj University were selected for studying the academic achievement.
Major findings of the study:
   i) Enrolment was greater in Arts, Commerce and B.Ed. courses than in social science courses.
   ii) On the academic side, staff pattern was similar whereas on the administrative side it differed.
   iii) Courses in Arts, Commerce and Social sciences were provided both at undergraduate and post-graduate level.
   iv) There was no significant difference in the academic achievement of the students of formal system and correspondence education system. The academic motivation of the student of correspondence education was found to be below normal. Most of the students of core education hailed from the second category of socio-economic status.
   v) The heads of the departments of the directorates of correspondence education felt that suitable teachers were not available to them for development of instructional materials. The teachers of correspondence education felt that the work load was more due to which justice to work was not possible.

2.3.0 Studies Conducted in the Area of the Learning Success under ODL System

Sharma (1997) studied on “Attendance in Personal Contact Programmes and Performance of Open Learners”.

The major objective of the study was to study the attendance in Personal Contact Programmes (PCP) and the performance of learners in open education system at the school level.

Methodology of the study:
The sample consisted of 83 secondary level students of National Open School (NOS), India. The sample was selected from different study centres of NOS, Delhi. A coefficient correlation was calculated to see the extent to which the two variables i.e. attendance in PCPs and the scores obtained in Science course are related. However, Mean and SD were also used for analysis of data.

Major findings of the study:
   i) More the attendance of a student in PCPs more is the chance of getting passed in the examination. This trend remains constant for those who had upto 75% attendance.
   ii) There is a positive high correlation between attendance in PCPs and scores obtained by open learners in Science course.

Powely (1995) conducted a study on the problem entitled “The Effectiveness of Electronics and Telecommunications Tutoring on Distance Education Students’ Completion Rates, Learning Outcomes, Time to complete, their Motivation to participate in Future Distance Education Programme”.

The major objective of the study was to examine the effectiveness of electronics and telecommunications tutoring on distance education students’ completion rates,
learning outcomes, time to complete, their motivation to participate in future distance education programme.

Methodology of the study:
The study was conducted through an experimental design.

Major findings of the study:
   i) Regularly scheduled tutorial assistance made a significant difference in distance students' course completion rates and motivation towards distance education.
   ii) No significant difference was found in students learning or the amount of time to complete the study across the 3 groups.
   iii) The scheduled distance tutoring interventions had some positive effect on distance students, but distance educators must carefully weigh the costs of establishing the tutor intervention programme.

Riddle (1995) conducted a study on the problem entitled “Factors which Contribute to Grade Achievement and Course Satisfaction of Distance Education Students”.

The major objective of the study was to find out the factors which contribute to grade achievement and course satisfaction of distance education system.

Methodology of the study:
Data were collected from the undergraduate students enroled in distance education classes in the education network of Maine and the North Dakota Interactive Video Network.

Major findings of the study:
   i) The two variables namely, full or part-time students status, self-efficiency and distance students distance from the originating campus accounted for 20% of the total variance in satisfaction that was predictable.
   ii) The state and field dependence accounted for 45% of the variance in grade that was predictable.

Pugazhenthi (1991) conducted a study on the problem entitled “A Study of Teacher Education Programme through Correspondence System in Madurai Kamaraj University”.

The major objective of the study was to examine the status and effectiveness of the teacher education programme through the correspondence system of Madurai Kamaraj University with reference to admission policies, infrastructure facilities, student background and aspirations, lesson materials, personal contact programme, assignments, radio talks, study centres academic achievements etc.

Methodology of the study:
The sample was drawn from all the B.Ed. and M.Ed. students of the academic year 1985-86. In addition, the sample included 7 teachers of the faculty, 73 resource persons and 300 guiding teachers from the school in and around Madurai city. Data from different sources such as functionaries and beneficiaries and documents were collected through questionnaires, information schedules, observation schedules and
documentary analysis. Data regarding the academic achievement of the students were analysed by computing Mean, SD and ‘t’ test.

Major findings of the study:

i) Although only teacher candidates were admitted to the courses initially from 1983-84, graduates as well as the post graduates were also being admitted. The age of the teacher-trainees ranged from 25 to 61 years.

ii) About half of the B.Ed. students belong to the rural areas.

iii) The rate of dropout was below 10%.

iv) Physical facilities provided and methodology adopted during contact programmes were not found satisfactory.

v) 72% of the B.Ed. and 83% of the M.Ed. students found the functioning of the study centres inadequate and insufficient. The trainees found it difficult to find a place for practice teaching as well as suitable guiding teachers.

Gee (1990) conducted a study on the problem entitled “The Effects of Preferred Learning Style Variable on Student Motivation, Academic Achievement and Course Completion Rates in Distance Education”.

The objectives of the study were:

i) To examine academic achievement, attitude and course completion rates of twenty six graduate students in an on-campus and off-campus distance education classroom situation, and

ii) To examine the effect of students’ preferred learning style on academic achievement, attitude and course completion rates.

Methodology of the study:
Survey method was used for collection of data. The sample of the study consisted of 26 graduate students in an on-campus and off-campus distance education classroom situation. Statistical techniques like ANOVA and ‘t’ test were used for analysis of data.

Major findings of the study:

i) No significant difference in on-campus and off-campus students’ academic achievement was found.

ii) No significant difference in on-campus and off-campus students’ attitude.

iii) With all students completing the course, there was no significant difference in on-campus and off-campus students’ course completion rates. Moreover there was no significant difference in the course completion rates within the on-campus and off-campus learning style groups in academic achievement and attitude.

Renu (1990) conducted a study on “A Study of Success in Distance Learning System in Relation to Some Key Learned and Institutional Variables”.

The objectives of the study were:
i) To evaluate the effectiveness of institutional components as existing in the Institute of Correspondence Education, University of Jammu, and
ii) To find out the reasons of drop outs and to predict success in distance learning.

Methodology of the study:
The sample of the present study was selected keeping in view its needs and importance in different phases according to the objectives. For data collection, the researcher developed a number of tools, viz. a tool for learners’ characteristics, for learning strategies, interpersonal relations, learners’ orientation, institutional components and reasons for dropping out. The statistical techniques used for data analysis were Frequency Counts, Mean, SD, Percentage, Product Moment Correlation, Partial Correlation and Regression Equation.

Major findings of the study:
  i) Both learner variables and institutional variables contributed positively to the success of distance learning at the B.Ed. level.
  ii) Success in the distance learning system has been found to be intimately associated with the course material, two-way interaction between tutor/organization and learner, the PCP, assignment system and the system of evaluation. Regarding the achievement of the distance learners’ statistical comparison of two groups of trainees over a three period revealed that the overall academic performance of full time trainees was significantly superior to that of B.Ed. trainees studying through distance mode.

Pillai and Mohan (1984) conducted a study on the problem entitled “Impact and Performance of Correspondence Education Programme of Madurai Kamaraj University”.

The major objective of the study was to examine the impact and performance of Correspondence Education Programme of Madurai Kamaraj University.

Methodology of the study:
For collecting the data a sample of 3000 candidates randomly selected from the University who had successfully completed correspondence education. Data were collected through questionnaires, information schedules and documentary analysis.

Major findings of the study:
  i) The participants were men and majority were from middle income group and below 30 years.
  ii) About 200 convicts in the central prisons of Tamil Nadu also took advantage of correspondence education.
  iii) Almost all the correspondence courses students found printed lessons most important. Only one third of the candidate felt that contact classes were most useful. Assignments, response sheets and study centres were considered least useful by more than 50% of the students. Radio programmes were however, considered as most useful by about 68% students.
Ram (1984) conducted a study on the problem entitled “An Evaluation of Correspondence Education in terms of Cost and Academic Performance”.

The objectives of the study were:

   i) To evaluate the correspondence education in terms of cost and academic performance, and
   ii) To know the attitude of females towards correspondence education.

Methodology of the study:
Data were collected through Purposive sampling for this study. Descriptive survey method was used for collection of data.

Major findings of the study:

   i) The academic performance of correspondence education was not higher than the academic performances of regular education both in quality and quantity. On the other hand, the academic performance of correspondence education was better than the academic performance of private education both in quality and quantity.
   ii) Students and the teachers of correspondence education had a favorable attitude towards correspondence education. The attitude of teachers was more favorable than that of students but the difference was not significant.
   iii) The male and employed students had a favorable attitude while the female and unemployed students had an unfavorable attitude towards correspondence education.

2.4.0 Studies Conducted in the Area of the Enrolment and Dropout of Learners under ODL System

Borah (2009) conducted a study on, “Facilities Available and Public Concern for Distance Education in Assam”.

The objectives of the study were:

   i) To study the existing status and facilities of distance education in Assam, and
   ii) To study the problems found on the way of achieving better facilities for distance education in Assam.

Methodology of the study:
The present piece of research is a qualitative type of research. The researcher has collected the data for the study mainly from the distance education institutions of Assam i.e., National Level Open University (IGNOU Regional Centre, Guwahati), State Level Open University (Krishna Kanta Handique State Open University), Centre for distance education /correspondence course of formal universities (Institute of Distance and Open Learning, Gauhati university and Directorate of Distance Education, Dibrugarh university).

Major findings of the study:
i) The number of courses that are being offered at IGNOU Regional centre, Guwahati is the highest i.e. 80 among all other distance learning institutions of Assam. Some courses of IGNOU Regional centre, Guwahati like B.A., B.Com, B.Sc., BSW, CPLT, DPE, MAH, MARD, etc are at high demand in Assam, and some other like B.C.A., BLIS, B.Ed., CDM, CS, CFW have steady enrolment in the area. The enrollment of learners in the institution (IGNOU Regional centre, Guwahati) is the highest among all other distance learning institutions of Assam as well as in the entire north-east region. In the year 2006 it has enrolled 6020 and in 2008 it reached up to 7039 number of learners. The enrolment of the learners in KKHSOU is also gradually increasing from 3490 (Jan, 2008) to 4361 (Jun,2008) in BPP course, and as per the B.A. course is concerned it is more in number i.e. 5360 (July, 2008). In DDE, Dibrugarh University there is a gradual increase in the number of learners. In IDOL, Gauhati University also the enrolment of learners into various courses is also very good (3792 in 2008-09 in all courses) and it was seen more in the general master degree courses than the diploma courses.

ii) There is the lack of sufficient vocational and technical courses in all the institutions except IGNOU Regional centre, Guwahati. Only 2 times counseling session in a year is not enough for the learners to solve their problems. They need more counseling. Lack of counseling service in the study centers is one of the major problems faced by the learners of DDE, Dibrugarh University.

Kishore (1999) conducted a study on “Learners’ Profile in IGNOU: The Issue of Equity and Strategies for Reaching the Disadvantaged”.

The objectives of the study were:
  i) To find out the learner enrolment profile in IGNOU, i.e. year wise enrolment pattern and its growth, and
  ii) To assess the extent of the outreach of IGNOU programmes and the equity-self-reliance mix.

Major findings of the study:
  i) In terms of enrollment, IGNOU has been able to register a phenomenal growth during the period from 1986-87 to 1996-97. The enrollment has gone up from 4502 in 1986-87 to 1,63,307 in the year 1996-97 registering a 360 fold growth in 11 year period at an annual growth rate of 325%.

  ii) The study suggested some strategies like- courses and programmes tailored to meet the needs of the disadvantaged groups need to be introduced especially in local languages so as to enroll more learners from the disadvantaged section like women ST/SC etc. Measures can also be initiated to design more vocational, skill oriented and need based programme in rural areas. Introduction of many short term
programmes may attract large women learners so that skill oriented human resources can be produced.

Selvam (1999) conducted a study titled “Correlation between Level of Dissatisfaction and Dropout of Distance Learners: A Case Study”.

The major objective of the study was to identify the various elements responsible for dropout of distance learners.

Methodology of the study:
The Centre of Distance Education, Bharathidasan University was taken as the subject of the study. In order to collect primary data from the learners through questionnaire, the learners were classified on the basis of sex and status of course (Under Graduate and Post Graduate).

Major findings of the study:
The result showed that different factors like psychological factors, family factors, social factors, occupational factors and educational factors played a major role in the dropout of the distance learners.

Khan (1991) attempted to study “Effectiveness of Distance Education Programme with Reference to the Teachers’ Training Course of Kashmir University”.

The objectives of the study were:
   i) To assess the benefits of the distance education system (student enrolment),
   ii) To study the access to the distance education system, and
   iii) To study the perception and comparison of the achievement profiles of both the sexes (formal/non-formal system).

Methodology of the study:
For the initial analysis, all the enrolled teacher trainees of the distance education departments from 1978-89, were taken into consideration. For the detailed analysis, 800 teacher trainees of the session 1988-89, 400 each representing the formal govt. colleges of education and the Gandhi Memorial College of Education and the non-formal system (Department of Distance Education), were selected for the study. The sample was selected randomly from the total group of teacher trainees. The tools used were a proforma for collecting data from official records and publications, a questionnaire for the students and general teaching competency scale. The data were analyzed by using Percentage, Mean, SD and ‘t’ test.

Major findings of the study:
   i) There is a year-wise increase in the enrolment system from the session 1977-78 to the session 1988-89.
   ii) The male and female ratio shows a substantial increase in the DDE.
   iii) So far as the pass percentage of the result from the year 1977-78 to the year 1988-89 is concerned it goes hand in hand with the formal system of education.

Sahoo (1985) studied on “A Study of Correspondence Education in an Indian University”.

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The objectives of the study were:
   i) To understand the growth and development of correspondence education at the H.P. University from the year 1971 to 1981, and
   ii) To examine the student enrolment in different courses.

Methodology of the study:
A questionnaire and a personal profile proforma were administered to students along with interview schedule and observation schedule. Cluster sampling and random sampling techniques were adopted for selection of the sample.

Major findings of the study:
   i) The university offered courses leading to Humanities, B.A. with English, Hindi, History, Economics, Political Science, Maths and Sanskrit, M.Ed. and B.Ed. in 1971. Master Degree courses in almost all Arts subjects except Science, Law, Music and Business Administration were offered through regular and correspondence system of the H.P. University
   ii) Owing to the flexible admission process, large number of students sought admission in various courses. A high rate of dropout was noticed at the PG level. It rose from 32% to 85% at PG level and from 13% to 37% at the UG level.

Rekkedal (1983) studied on “Enhancing Student Progress in Norway”.
The major objective of the study was to find out the reason for course dropout rates.
Major findings of the study were:
   i) Lack of time, job required too much time, change of career plans, economic difficulties, illness and personal problems are the primary reasons of dropout from the courses.
   ii) In addition to these, study related reasons concerning the teaching-learning method itself, the subject matter or planning/organizing of studies, dissatisfaction with the study materials, the tutors' work and the turn around time on assignments were the reasons for dropout reveled by students.

Phythian and Clements (1982) conducted a study on “Dropout from Third Level Math Courses”.
The major objective of the study was to find out the reason for high course dropout rates.
Major findings of the study:
   i) One reason for high course dropout rates was a mismatch between difficulty of the course and students academic preparation. Some courses have been designed at an un-reasonably high level for most of the learners.
   ii) Other reasons included loneliness and lack of support at the time of difficulties and fatigue associated with the cumulative personal and family costs.
2.5.0 Studies Conducted in the Area of Study Skill and Problems of Learning of the Learners under ODL System

Khan (2005) conducted a study on “Attendance in Personal Contact Programmes and Examination Performance of Distance Learner”. The main objective of the study was to examine the impact of the attendance in PCPs on the performance of teacher trainees in the distance education system at the B.Ed. level.

Methodology of the study: The sample consisted of randomly selected 80 teacher trainees enrolled with the Centre of Distance Education, University of Kashmir. The sample was randomly selected from various study centres of the CDE. The attendance of the trainees for their four core papers was considered. Attendance in PCPs and scores obtained in each of the four papers were obtained from official records of the centre.

Major findings of the study:
   i) Attendance of trainees in PCPs did have a high positive correlation with their performance in the final examinations.
   ii) More the attendance of a trainee in PCPs, more was the chance to have better performance in the final examinations.
   iii) The study recommends at least 60% of the attendance may be compulsory for the teacher trainees during PCPs in the distance mode of learning. PCPs should be well equipped and well planned with certain effective student support services, including audio/video support so that learner participation might show a consistent growth. It will improve the performance of learners and may also solve the problem of isolation.

Reddy (2005) conducted a study on “Students Problems in Distance Education”.

The objectives of the study were:
   i) To examine and analyse grievances of distance learners in the directorate of distance education of Sir Venkateswara University, and
   ii) To suggest ways and means for minimizing grievances of distance learners

The major findings of the study:
   i) There exists a delay in sending the admission form to the students who submits their admission applications through post.
   ii) Many students (30%) face problem in getting the study materials in time.
   iii) 5% of students are of the view that the contact programme classes are not upto their expectations.
   iv) 48% students have told that they are yet to receive reply even after 30 days from the date of lodging the complaint letter with the DDE.
   v) The course incharge of the various courses should be involved in the spot admission for the students; necessary and timely steps must be taken to distribute study materials to the students on the submission of the fee receipts by the concerned in charge; steps should be taken by
the authorities of the DDE to distribute examination application form and also course completion certificates at the venue of the contact programme classes; to enhance the quality and efficiency of contact programme classes, a separate booklet consisting of University model questions in each subjects be prepared for each degree course.

**Sharma, Singh and Rajesh (2002)** conducted a study on “Support Services and Academic Problems in Distance education: Learners Perspectives”.

The objectives of the study were:

i) To find out the problems faced by distance learners during their study especially prior to taking admission, during studies and at the time of Term-end examination, and

ii) To examine the problems specific to the study centre functioning such as availability of infrastructure; provision of counseling; submission and evaluation of assignments etc.

Methodology of the study:
This study was a survey type of research and the researchers adopted different tools and techniques viz. observing distance learners, interviews of the distance learners and a questionnaire for them. The researchers randomly selected a sample of 100 distance learners attached to IGNOU study centres, Yamuna Nagar of various programmes such as CIC, BCA, MCA and B.A./ B.Sc./ B.Com.

Major findings of the study:

i) 89 respondents stated that they did not face any predominant problem prior to taking admission. On the other hand, 10 respondents faced problems like filling up of forms, choices of courses, information in eligibility condition etc. prior to admission. During studies, 73 respondents faced problems like receiving admission letter in time, receiving printed study materials in time, receiving set of assignments in time, receiving counseling schedule in time etc. At the time of term-end examination out of 89 respondents 21 respondents faced severe problems.

ii) The study suggested that some learners were of the view that the categories eligible for relaxation of fee were quite narrow and currently the dispersal of study centre is quite skewed in favour of urban centres, as a result the learners of rural areas were unable to take benefit of IGNOU services. And the number of counseling and practical sessions were very few to meet the requirements of the learners.

**Biswas (2001)** conducted a study on “Learning Strategies and Academic Performance: A Study of the Successful Distance Learners of PGDDE Programme of IGNOU”.

The objectives of the study were:

i) To find out whether age, sex and previous educational qualifications of the PGDDE learners have any effect on their present academic performance,
ii) To find out whether the amount of time spent during study has shown any effect on their present academic performance, and

iii) To study reading techniques adopted by the learners have any effect on their present academic performance.

Methodology of the study:
A sample of 150 distance learners of the PGDDE programme of IGNOU were randomly selected for this study. A structured questionnaire consisting of 44 items was developed to collect data in relation to the objectives of the study.

Major findings of the study:

i) Age, sex and previous academic qualifications have no effect on the academic performance of the distance learners of PGDDE programme of IGNOU.

ii) Some disturbances at home during their study have not affected their performance. One important factor that causes some effect on their performance was the learning strategies adopted by the individual learner.

iii) Total hours spent in studies, the reading techniques followed, notes taking, the quantum of units (content covered), the number of activities have some effect on the academic performance of the learners.

Biswa (1999) conducted a study on “Freshers in IGNOU: A Study of their Awareness, Interest and Motivation”.

The objectives of the study were:

i) To find out the reason for joining for a specific programme of study,

ii) To know their level of awareness of open learning system and particularly of IGNOU, and

iii) To study their interest in attending various activities at study centres of IGNOU.

Methodology of the study:
The sample of the study consisted of 196 learners of IGNOU Regional Centre, Calcutta. The data were collected by using a questionnaire. The questionnaire consisted of 24 items.

Major findings of the study:

i) Majority of the learners joined a programme to fulfill their academic and professional needs. Many were also interested to get a better job after obtaining educational qualification through ODL system.

ii) Most of the learners did not have clear knowledge about the open learning system and they were not fully aware about the structure and functions of IGNOU.

iii) The learners who joined the programme for acquiring educational qualification and job, they had interest in some study centre activities like counseling, consulting library and so on. These learners gave stress to highlight the importance of media role in distance education programme to develop their study skills.
Nanda (1997) conducted a study on the problem entitled “A Study of Non-formal Education Programme in the Jammu Division”.

The objectives of the study:

i) To find out the status and management of non-formal education programmes with special reference to enrolment, infrastructure, role of instructions and supervisions, and

ii) To find out the factors which are helpful or create hindrances in the promotion of non-formal education.

Major findings of the study:

i) Academic achievement of students enrolled in non-formal programme was better than the formal education students.

ii) Lack of proper training of instructors and supervisors, shortage of buildings, teaching materials and less salary of teachers were the main hindrances in the promotion of non-formal education programmes. Early marriage of girls and non-availability of instructional materials were the main reasons of dropout from the system.

Rathore, Singh and Dubey (1996) made a study on “Problems of Women Students in Distance Education in India”.

The objectives of the study were:

i) To study the problems of women learners of Distance Education with the course materials,

ii) To study the problems of women learners of Distance Education with the assignment system,

iii) To study the problems of women learners of Distance Education with the personal contact programmes, and

iv) To study the problems of women learners of Distance Education with tutorial help from their institutions.

The major findings of the study:

i) Irregular and unsystematic supply of reading course materials disturbs the students’ plan of studies. This emerged as the most severe problem of the women students in DE. For 40.45% women this was a very big problem and for 31.71% it was just a problem. For almost 72% women students the irregular and unsystematic supply of course materials was a serious problem in the way of supplementing their studies according to their study plan.

ii) As regards the quality, the supplied course materials were not perceived to be serving as self-learning materials and found to be difficult to understand by a majority of women distance students. This was a problem for 71.35% (i.e.,33.49% VBP and 37.86% JAP) women and stands as the third most several problem for women in distance education.

iii) 66.34% (i.e.,24.27% VBP and 42.0% JAP) women were of the opinion that the time gap between the date of submission of assignments and the date when they were received back duly marked and commented
i.e. Turn-Around Time (TAT) was so long that not only the planning done for studies but also the entire purpose of assignments get defeated.

iv) 60.67% (i.e. 19.74% VBP and 40.93% JAP) women were of the opinion that compulsory submission of assignments was useless, unless constructive suggestions come from tutors.

v) Though attending a personal contact programme is beneficial, there were difficulties faced by women students at the venue of the personal contact programme (i.e. 23.30% VBP and 27.83% JAP). Women students were agree that PCPs were beneficial, but they had difficulties of varied of nature i.e. accommodation, security and other difficulties that they face at a new place.

vi) 40.77% (i.e., 12.94% VBP and 27.83% JAP) women feel that asking the students to compulsorily participate in PCP is a waste of time and money. For 36.40% women this was a very big problem and for 33.49% it was just a problem. Taken together for 69.89% women distance students the existing tutorial system was a failure because it did not serve them when they really need it.

Simon (1996) conducted a study on “A Study of the Problems Faced by IGNOU Students”:

The objectives of the study were:

i) To study the problems of learners faced on account of their own situations and environments, and

ii) To study the problems created from the provisions and practices of the distance education institutions.

Major findings of the study:

i) 65 % of the students replied in the negative, indicating no problems faced by them related to admission. 35% faced certain problems. They underwent certain tensions related to the course choices available, procedures of the university, eligibility conditions, admission process, fee payment and so on. They wanted the pre-entry guidance to be more informative.

ii) A common problem faced by most of the learners was that the course materials were incomplete, as they found some blocks missing. Sometimes the assignments were not sent along with the booklet and no information about when they will be sent is made known to the learners.

iii) 10% of the students attended counseling regularly. 35% attended the counseling session only rarely and 45% never attended counseling. A notable fact was that even those who were not going for job did not attend counseling.

iv) 30% of learners faced problems related to examination, some of them did not receive the intimation slip for the examination and their names were not found in the examinees list.

Pathaneni (1995) conducted a study on “An Assessment Technique for Motivation of Distance Learners: A Case Study”.

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The main objective of the study was to assess the motivation of distance learners in relation to their social commitments and completing the course at the minimum possible time.

Major findings of the study:

i) 60% of the registered students submitted at least one assignment.
ii) The validity of the evaluation system can be judged from the fact that getting overall ‘A’ grade was not easy.
iii) The percentage of ‘A’ grade decreased in Term-End Examination because in TEE time was short and the students had to appear in examination under stress, whereas for assignments, they were allowed to consult all literature as per their needs/availabilities.

Sang (1994) conducted a study on the problem entitled “Learning Strategies and Attitudes of Adults in a Distance Basic Education Programme in Thailand and their Relationship to the Students’ Academic Achievement”.

The objectives of the study were:

i) To investigate the learning strategy of adult learners, and
ii) To know the attitudes of adults in a distance basic education programme.

Major findings of the study:

i) The adult learners had much difficulty with test taking strategies, test anxiety, fear and finding time to study. Their ability to concentrate while studying was high. Most of the students preferred learning in the group meeting rather than by studying text books.
ii) For the female learners, self-confidence and self-image are more important to academic success than learning strategies.
iii) This study revealed better learning strategies and attitude for students who relied on text books than for students who relied on group meetings to learn the course content.

Dogna (1993) conducted a study on “Factors relating to Study Skills and Reading Skills of Distance Learners”.

The major objective of the study was to find out the study skills and reading skills of distance learners with references to their family background, occupational status and programme in which they are studying.

Methodology of the study:
The sample for the study was selected by using stratified sampling technique. 15 distance learners from each of the programme of each study centre of IGNOU regional centre, Ahmedabad were selected. A total 195 distance learners were selected among them 115 learners were female and 80 were male. The data for the study were collected through questionnaire.

Major findings of the study:

i) The study skills score of male learners was higher than that of female learners.
ii) The study skill of distance learners with age group upto 30 years had a better study skill score.
iii) For graduates and post-graduates both the reading skills and study skills were better than the learners with low qualifications.

Ekins (1993) conducted a study on the problem entitled “The Development of Study Processes in Distance Learning Students”.

The major objective of the study was to find out skills and approaches to study in distance learning.

Methodology of the study:
The study was conducted by collecting data from a sample of 549 students from Hongkong/ Macau enrolled in undergraduate distance learning courses with East-Asian Open Institute. Students rated their study skills on a five point scale.

Major findings of the study:
The study skills upon which students rated themselves highest were understanding concept and theories, tackling assignments and reading effectively. Students who had gained more credits rated themselves more highly on most study skills. Deep motivation was a key to success, but to succeed in gaining credit and good grades, deep strategy, achieving motive and achieving strategy were also needed.

Gill, Saini and Minhas (1992) made a study on “Profile Analysis of Distance Education Trainees in Home and Family Life”.

The main objective of the study was to analyze the profile of the trainees enrolled under the correspondence course on home management and family life.

Methodology of the study:
The study was conducted by taking trainees from 12 districts of Punjab who were enrolled in correspondence course under Punjab Agricultural Universities. Data were analysed by simple percentage calculation.

Major findings of the study:

i) Though distance education is open for all but it was found that a little above 3000 women were trained through the course. The majority of the learners were in the age group of 20-40 years and their qualification was up to secondary level.

ii) Majority of the trainees were found to have not more than 25 acres of the land. Hence, the trainees from marginal and small families showed more interest in the correspondence course.

Prasad and John (1992) conducted a study on “Development of Skills through Teaching Practice-A Comparative Study of the Attitudes of B.Ed Trainees of Distance and Conventional Institutions”.

The objectives of the study were:

i) To find out guidance given for practice teaching by teacher educators, and

ii) To find out self-preparation of the trainees for teaching practice.
Methodology of the study:
A stratified sample of 120 B.Ed. teacher trainees of Kakatiya University was selected. Equal weightage was given to distance and conventional institutions. An opinionnaire, prepared by observing teaching practice of trainees and informal discussions with the supervisors of teaching practice was administered in order to collect data.

Major findings of the study:
  i) The level of perception and performance of the B.Ed. trainees of distance education was same as that of the trainees of conventional institutions. The trainees felt that sufficient guidance had been provided to them regarding teaching practice.
  ii) Majority of the learners preferred materials prepared in regional language.
  iii) The trainees of distance education were in no way inferior to their counterparts in conventional institutions with regard to level of perception, self-preparation and achievement of objective of practice teaching.

Manjula (1991) made a study on “Helping Distance Learners to Achieve Self-Reliance through an Analysis of their Needs”.

The objectives of the study were:
  i) To identify the needs of undergraduate distance learners studying in Andhra Pradesh Open University,
  ii) Identification of needs of students has implications for the redesigning of courses so as to make them more learner centered, and
  iii) To study how to learn English through distance mode.

Methodology of the study:
Two questionnaires, one for students and the other for counselors were used for collection of data. The questionnaires were administered to 29 counselors and 115 students of Andhra Pradesh Open University.

Major findings of the study:
  i) Learners were aware of the functions of various self-study devices. The learners imposed their personal structure upon the materials.
  ii) Indian adult learners are not very independent or autonomous. The traditional teacher-centered education system and the value that is attached to ‘obedience’ and ‘respect’ has successfully made the learners dependent on the institution and teachers for guidance, counseling and assessment. The concept of autonomy socks many learners.

Saini (1979) conducted a study on “An Evaluative Study of the Correspondence Course run by the Punjab Agricultural University Ludhiana for Farm Women”.

The major objective of the study was to investigate the distance teaching prospects and problems.

Methodology of the study:
The data were collected by using systematic sampling method from the farmers who were enrolled for one year certificate course in agriculture.

Major findings of the study:

i) Prior to registration, the farmers knowledge in different aspects of agriculture technology was inadequate which was made up through distance teaching.

ii) Majority of the farmers could reasonably comprehend the content which they read themselves during their free time. The lessons were effective in imparting information as well as in improving field practices.

2.6.0 Studies Conducted in the Area of the Attitude of the Learners of ODL System towards ODL System

Basantia (2012) conducted a study on the problem entitled “Implementing Practical Based Courses under Open and Distance Learning System: A Study of the Perception of Learners and Counsellors”.

The objectives of the study were:

i) To study the perception of the learners in implementing practical based courses under open and distance learning system, and

ii) To compare the attitude of the learners of practical based courses towards distance learning system with attitude of the learners of theory based courses towards distance learning system.

Methodology of the study:

The study falls under survey-cum-comparative type of research. The study was conducted on B.Sc. and B.A. students pursuing their courses through ODL mode and counsellors/tutors counselling the B.Sc. students in ODL study centres. The locale of the study included two study centres of IGNOU regional centre, Bhubaneswar.

Major findings of the study:

i) The major problems encountered by the learners of practical based courses under ODL system are: communication problem to the study centre, problem of adjustment of time, and large number of students do practical at a time. But from the perception of the counsellors it was found that delivering practical components to the learners of ODL system is more difficult. The major problems encountered by the counsellors of practical based courses under ODL system are: learners are irregular in attending practical, timing alloted for doing practical is very short and there is lack of well-equipped laboratory for the ODL learners.

ii) The learners of practical based courses don’t differ among themselves significantly in their attitudes towards distance learning system in relation to all the four background variables i.e. gender, age level, rural and urban level and employment level. On the other hand, the learners of theory based courses don’t differ among themselves significantly in
their attitudes towards distance learning system in relation to their gender, age level, rural and urban level; but they differ among themselves significantly in their attitude towards distance learning system in relation to their employment level.

Deka (2009) conducted a study on “Problems of Learners of Distance Education in North-East India: A Survey in Assam”.

The objectives of the study were:

i) To compare the level of problems of learners of distance education on the basis of their personal variables and institutional forums, and

ii) To compare the attitude of learners towards distance education on the basis of their personal variables and institutional forums.

Methodology of the study:
The survey method was employed in the study. The sampling area of the study was covered by all the major types of distance learning institutions / centres of Assam. The sampling institutions were- Indira Gandhi National Open University (IGNOU) Regional Centre, Guwahati; Krishna Kanta Handique State Open University (KKHSOU), Guwahati; Institutes of Distance and Open Learning (IDOL), Gauhati University, Guwahati; and Directorate of Distance Education (DDE), Dibrugarh University, Dibrugarh. Total 92 learners participated in the study. Out of these 92 learners, 23 learners from each of the four institutions were taken. Mean, Standard Deviation and ‘t’ test were used in the study for analysis of data.

Major findings of the study:

i) All the personal variables (i.e. age, sex, employment and completion of the course) have no significant impact in determining the level of problems of learners of distance education. In case of the level of problems of learners of distance education on the basis of institutional forums, it was found that there exists significant difference between IGNOU Regional Centre, Guwahati and KKHSOU. On the other hand, there exists no significant difference between IGNOU Regional Centre, Guwahati and IDOL, Gauhati University; IGNOU Regional Centre and DDE, Dibrugarh University; KKHSOU and IDOL, Gauhati University; KKHSOU and DDE, Dibrugarh University regarding the level of problems faced by the learners in getting education.

ii) The two personal variables (i.e. age and sex) have no significant impact on the attitudes of learners towards distance education. On the other hand, other two personal variables (i.e. employment and completion of course) have significant impact on the attitudes of learners towards distance education. Again it was found that there exists no significant difference in the attitudes of learners towards distance education on the basis of institutional forums.

Sharma (1997) made a study on “A Study of Students Studying in Open University towards Distance Education and its related Problems”. 

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The objectives of the study were:

i) To study the attitude of the students studying in the open university towards distance education and its related problems in relation to their sex, caste, vocation and level of education, and

ii) To study the problems of students studying in Open University.

Methodology of the study:
The sample comprised of 97 students selected by purposive method from two study centres of IGNOU located at Bareilly and Moradabad. For the collection of data Distance Education Problem Inventory and Attitude Scale were used. For the analysis of data Percentage and ‘t’ test were applied.

Major findings of the study:

i) The attitude of students enrolled in open university towards distance education was not affected by their sex, caste, vocation and education level.

ii) The statistical significant difference was observed in the attitude mean scores of students enrolled for MBA and arts faculty. The difference has gone in favour of MBA students.

iii) The students enrolled in Open University faced many problems like no academic climate at study centres; English being used as medium of instruction; teaching learning process not properly managed; complicated language of study material and less number of face-to-face contact sessions.

Yagik (1995) conducted a study on “A Comparative Study of the Attitudes of Distance Education Students towards Distance Education with Special Reference to Open University”.

The objectives of the study were:

i) To compare the attitude of male and female students towards the method of distance education,

ii) To compare the attitude of science and arts stream students towards the system of distance education, and

iii) To compare the attitude of urban and rural students towards the system of distance education.

Methodology of the study:
The survey method was employed in the study. The sample of the study consisted of 250 students attending five centres of IGNOU in four districts of U.P. Out of these 250 students 150 were male and 100 were female; 125 were urban male and 25 were rural males; 100 females were from urban sector while none was from rural sector; 90 males belonged to science stream and 60 belonged to arts stream whereas among females 42 were from science stream and 58 were from arts stream. Attitude Scale was used for knowing the attitude of the students. Mean, Standard Deviation and critical ratios were the measures of statistics used in the study.

Major findings of the study:
i) Male and female students did not differ significantly with respect to their attitudes towards distance education system.

ii) Science and arts stream students enrolled for open university curriculum were found not to differ significantly in their overall attitude towards distance education.

iii) Students enrolled in the distance education programmes of IGNOU and belonging to rural-urban sectors differed significantly in respect of their attitude towards distance education.

Reddy (1994) made a study on “Learners Attitudes and Suggestions in Distance Education: An Interface”.

The objectives of the study were:

i) To assess the total impact of distance education, and

ii) To measure the attitudes of learners towards various factors relating to distance education.

Methodology of the study:

The data for the study were collected from the learners of APOU who were studying in B.A., B.Com. and B.Sc., PG Diploma in Public Accounting, Public Relation as well as the students who had completed their courses and also the dropouts relating to the study centres located in twin cities of Hyderabad and Secunderabad. A questionnaire was used for collection of data. Besides the questionnaires, interviews were also conducted for collection of data.

Major findings of the study:

i) 65% of the sample replied that the distance can be managed, 23% stated that it was inconvenient for them, and 25% said that they were affected by the problem of video and radio lessons as they lacked these facilities.

ii) Only 7 of the learner stated that the course materials to be difficult to follow. 75 learners answered that the materials were interesting and up to their standard. Around 50% of the sample expressed that their course was heavy. 50 learners preferred media facilities.

iii) 82 out of 92 learners stated that contact classes were very much useful to them. They suggested that the contact classes should be regular.

iv) 56 learners opined that the evaluation system was standard and uniform but it took a lot of time for publication of results. Job difficulties and family problems seemed to be the most potent causes of the dropouts. Out of 120 in the sample there were 12 dropouts.

Kalara, Kaur, Prabhjot and Dhaliwal (1993) conducted a study on “Opinion of Students of Ludhiana District towards Open School”.

The objectives of the study were:

i) To study the students’ awareness of Open School system,

ii) To know the opinion of the students towards Open School system, and

iii) To find out the problems faced and suggestions given by the students for the improvement of the Open School system.
Methodology of the study:
15 affiliated schools of Punjab Open School Board were selected randomly for the study. The total sample consisted of 150 students. The data for the study were collected through an interview schedule which was specially constructed by the researchers.

Major findings of the study:

i) 70% of the respondents were girls and only 30% were boys. 60% respondents were from the backward caste; 40% were from business families; 50% of the respondents had their family income of Rs. 1000-2000 p.m. 86.67% had passed previous classes from private schools and 90% were getting coaching from Open Schools. 12% students were found to be dropouts.

ii) 73.3% of the respondents were motivated towards Open School system by their parents while 20% were motivated by teachers and 6.67% by their relatives.

iii) Only 30% of the respondents were aware of the fees, 3.33% had knowledge about lessons and response sheets.

iv) 40% respondents reported seeking admission in the Open School for a matriculation certificate, 13.33% registered to save the money and time, and 6.67% registered to improve employment prospects.

v) 80% respondents reported that the lessons sent were somewhat regular, whereas 13.33% irregular and only 6.67% respondents received the lessons regularly.

vi) The students were facing different problems like, irregularity in getting lessons, expansive system, difficulty in preparing practical subjects, difficulty in getting roll numbers and feeling of inferiority complex.

Sahoo and Bhat (1987) conducted a study on “Students’ Attitude towards Correspondence System of Education”.

The objectives of the study were:

i) To study the attitude of the PG students of correspondence courses towards the correspondence education system, and

ii) To study the different variables viz. nature of the discipline, student age, sex, employment background in relation to their attitudes towards the correspondence system.

Methodology of the study:
The sample of the study consisted of 75 M.A., 44 M.Com., and 54 M.Ed. students out which 134 were men and 39 were women. The sample was chosen on the basis of random sampling technique. An attitude scale was developed by the researcher consisted of 16 items.

Major findings of the study:

i) The analysis of individual scores reflected that only (around 3%) out of 173 sampled students had a negative attitude towards the system. The
rest of the students had a positive attitude, which proved the credibility of
the system.

ii) It was found that there existed a significant difference between the mean
attitude scores of men and women students. The attitude of the women
students was found to be more positive than that of men students. The
mean attitude scores of employed and unemployed students were found
significant at 0.05 level; the mean scores of the former was higher than
that of later.

iii) Mostly the women students had a favorable attitude towards the system.
Though a clear cut conclusion could not be drawn with regard to the
relationship between age and attitudes of the students, it was noted that
the system was more popular to the middle age group students than the
upper and lower age groups.