APPENDICES
### Appendix - I: Institutions of Correspondence Education at University Level

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the University/Institution</th>
<th>Year of Starting Correspondence Education Programme</th>
<th>Undergraduate Courses Offered</th>
<th>Post-Graduate Courses Offered</th>
<th>Year of Starting Post-Graduate Courses Offered</th>
<th>Certificates/Diploma/Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>University of Delhi</td>
<td>1962</td>
<td>B.A., B.Com., B.Com(Hons) M.A. (Eng., Hist., Econ.)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2.</td>
<td>Regional College of Education (RCE) Ajmer *</td>
<td>1967</td>
<td>B.Ed.</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3.</td>
<td>RCE, Bhopal *</td>
<td>1967</td>
<td>B.Ed.</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4.</td>
<td>RCE, Bhubaneswar *</td>
<td>1967</td>
<td>B.Ed.</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5.</td>
<td>RCE, Mysore</td>
<td>1967</td>
<td>B.Ed.</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>9.</td>
<td>Meerut University</td>
<td>1969</td>
<td>B.A.</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>14.</td>
<td>Jamia Millia Islamia *</td>
<td>1971</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>15.</td>
<td>Panjab Agriculture University</td>
<td>1971</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>18.</td>
<td>C.I.E.F.L., Hyderabad</td>
<td>1973</td>
<td>-</td>
<td>M.A. (French, German, Russian)</td>
<td>-</td>
<td>PGCET, PGDTS.</td>
</tr>
<tr>
<td>19.</td>
<td>Patna University</td>
<td>1974</td>
<td>I.A., I.Com., B.A., B.Com.</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>20.</td>
<td>Bhopal University</td>
<td>1975</td>
<td>B.A., B.Com.</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Name of the Universities/college/institutions</td>
<td>Year of starting correspondence Education Programme</td>
<td>Courses offered</td>
<td>Certificates/Diplomas/others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-----------------</td>
<td>----------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Undergraduate</td>
<td>Postgraduate:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Utkal University</td>
<td>1975</td>
<td>I.A., I.Com., B.A., B.Com.</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>Karukshetra University</td>
<td>1976</td>
<td>P.U.C., B.A.</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>University of Kerala</td>
<td>1977</td>
<td>P.U.C., B.A.</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>Osmania University</td>
<td>1977</td>
<td>B.A., B.Com.</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>S.N.D.T. Women's University</td>
<td>1978</td>
<td>B.A., B.Com.</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>Allahabad University</td>
<td>1978</td>
<td>B.A., B.Com.</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>Pantnagar Agriculture University</td>
<td>1978</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
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<tr>
<td>30.</td>
<td>National Institute of Educational Planning &amp; Administration (NIEPA)</td>
<td>1979</td>
<td>-</td>
<td>Educational Planning &amp; Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31.</td>
<td>Udaipur University</td>
<td>1979</td>
<td>B.A., B.Com.</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32.</td>
<td>Association of Indian Universities (AIU)</td>
<td>1979</td>
<td>-</td>
<td>Evaluation Methodology &amp; Exams</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* The institutions have not been included in the approval list of U.G.C. on correspondence education.

Sources:
2. Singh B., Correspondence Edu. in India, NCCE, India (1978).
APPENDIX II

U.G.C. Guidelines for the Introduction of Correspondence Courses

(1) The objective of correspondence education is to provide an alternative method of education to enable a large number of persons with necessary aptitude to acquire further knowledge and improve their professional competence. Correspondence Courses are thus intended to cater for (a) Students who had to discontinue their formal education owing to pecuniary and other circumstances; (b) Students in geographically remote areas; (c) Students who had to discontinue education because of lack of aptitude and motivation but who may later on become motivated; (d) Students who cannot find a seat or do not wish to join a regular college or university department although they have the necessary qualifications to pursue higher education; and (e) individuals who look upon education as a lifetime activity and may either like to refresh their knowledge in an existing discipline or to acquire knowledge in a new area.

(2) Correspondence education is essentially based on the supply of instructional material for home study but has to be supported by personal contact programmes, students responses, library facilities, study centres, radio programmes and audio-visual aids. A well-conceived programme of correspondence education can be as effective and meaningful as regular daytime instruction in a college or a university department, and every possible effort must be made to make it so effective.

(3) Correspondence Courses can be tried out at different levels and in different subjects in the humanities, social sciences, sciences and some of the professional areas like law, social work, library training, engineering and technology etc., and, therefore, facilities should be as diversified as possible.

(4) For a variety of reasons, the pattern of regular courses may have to be followed in correspondence courses in the beginning.
But even within the existing set-up, it should be possible for the schools/institutes of correspondence courses to offer instructions for various areas of specialisation/optimal papers which are not being offered to the regular students owing to lack of essential academic and physical facilities. In fact correspondence course programmes should use their inherent flexibility to do so. This suggestion can be implemented immediately but regular students should also be permitted to offer these optional papers through correspondence.

(5) Ordinarily, Correspondence Courses at the Undergraduate level should be introduced by only one University in a State except when a University proposes to introduce Correspondence Courses in a new faculty at the Undergraduate level or when the University already offering Correspondence Courses reaches the optimum size (say an enrolment of 10,000) or for other valid reasons.

(6) Correspondence Courses should be started only by Universities which have well-established teaching departments noted for their high standards for in the absence of good teaching departments, standards are likely to suffer. The academic responsibility for the contents of the Correspondence Courses in any given subject, and its standard, must be taken by the Corresponding subject department in the University.

(7) The preparation of instructional material is crucial to the success of the entire programme of correspondence education and would require adequate preparation for the division of the course into integrated units and for the supply of lessons to the students well in time. Lessons should be written by the best available persons individually or in teams of 3-4, selected on an all-India level or at least the State-level from among those who have experience of teaching the subject for at least five years. The panel of lesson writers should be drawn up by subject committees, each committee consisting of 7-9 members with due representation of the university department, the teaching staff of the Institute in that subject and the teachers of the subject in the affiliated colleges. The Director of the Institute of Correspondence Courses should be the convenor of the committee. Suitable remuneration for writing of lessons should be paid to persons outside the Institute; the rates suggested are Rs. 100 for each lesson for the pass course and Rs. 125 per lesson for the main subject in the honours course. The name of the author must be mentioned in the lesson. All lessons should be reviewed and edited. Lessons should be revised and made up-to-date at least once every three years and at more frequent intervals when necessitated by changes in syllabi, comments of reviewers and feedback from students.

(8) (a) It should be compulsory for every student enrolled in correspondence course to return a certain number of response sheets, say 20 every year, suitably spread over various subjects. While a student is expected to return all the response sheets, the submission of the prescribed minimum and satisfactory grade will be necessary conditions of eligibility to appear at the university examination. If the prescribed number of student response sheets for the first or second term, are not returned within the specified time-limit, or the performance of the student is not satisfactory, the admission of the student to the correspondence course should be cancelled and the student asked to appear privately.

(b) A response sheet should involve an effort equivalent to that in answering one question in a typical three-hour examination that the student might be expected to take at the end of his course, and should be evaluated as such.

(c) The student response sheets should be properly evaluated and promptly returned to the students with corrections, remarks, grades, and suggestions for improvement. It must be ensured that all response sheets are so returned within a stipulated period and the system so worked out must be notified in advance so that students know what to expect.

(d) The purpose of getting the response sheets should be to ensure:

(i) that the student has understood and absorbed the course units sent to him.

(ii) that he knows how to organize the material involved.

(iii) that he gets a prompt evaluatory feedback in this context, which enables him to improve continuously through the comments/suggestions for revision etc. that he received.

(iv) that he studies continuously throughout the year.

Some of the response sheets (say 1/4 to 1/3) sent to students could be of the multiple-choice type and solutions provided (later), so that the students may themselves ascertain their progress and grasp of the subject.

(e) Every student, should therefore be expected to get a 'satisfactory' grade (40 per cent marks or grade B) in the response...
sheets, in order to be eligible for appearing at the University examination. If the prescribed number of student response sheets for the first or second term are not returned within the specified time-limit, the admission of the student to the correspondence course stands cancelled.

(j) At least 10 per cent of the response sheets should be sample-checked in the Institute to ensure that these are being properly evaluated by the staff. The system of sample checking should be clearly defined, and the help of an outside expert may be taken for this purpose whenever necessary.

(k) The Institute should maintain a systematic record of lessons sent, response sheets received and sent back, and the grades given, for each student, along with the dates of each step referred to above.

(l) High priority should be given to the setting up of study centres in areas where there is a concentration of students. There should be a study centre for every group of 500 students in an area. Each study centre should not only have adequate library facilities (textbooks and reference material) but also have qualified part-time teacher-counsellors so as to advise the students on the course material and on their individual difficulties. Advantage should be taken of the staff in the existing physical facilities and part-time staff in the colleges running these centres. The study centres proposed to be set up by the UGC in the Fifth Plan should also be thrown open to correspondence course students. In some cities, there could be composite centres to cater for students enrolled with different universities.

(10) The provision of contact programmes should be an essential feature of correspondence education in order that the mind of the student is exposed to the mind of the teacher through lectures, tutorials, seminars and other forms of discussion. A contact programme of at least two weeks' duration should be organised in different places, wherever there is a cluster of 200 or more students, besides Sunday classes which should be regularly organised for correspondence course students at the headquarters.

(11) An institute of correspondence courses should have a staff of one reader and one lecturer for the main subject at the undergraduate level. The total staff strength should be determined on the basis of evaluation of response sheets (16 per day), writing of lessons (each lesson being equivalent to one week's work), editing of lessons (equivalent to three days' work), constant programme and guidance to students (actual number of hours); three-four lectures in a day should be treated as equivalent to one day's work. Each teacher should be available for at least 5 hours each day in the Institute. A note on the norms of work of teachers in the Schools of Correspondence courses is appended.

(12) Some Institutes particularly those located in large cities can work out two sessions in a day in order to have the maximum use of the existing physical facilities.

(13) Grants for the introduction of correspondence courses at the undergraduate level should be earmarked for such programme as contact programmes, study centres, writing of lessons, core staff, and library facilities. The visiting committees of the UGC should consider the development requirements of the institute of the correspondence courses for each plan period in the case of university departments and affiliated colleges. Initial grants for the introduction of correspondence courses should be given for a period of five years. Subsequent grants should depend on the assessment of the visiting committees. Grants will be outside the plan allocation of the universities concerned. The basis for grants would be 5,00,000 for the introduction of correspondence courses at the undergraduate level for a plan period.

(14) (a) It would be desirable to have a system of rotation so that the same two members in a given subject do not take responsibility for correspondence courses year after year. To avoid this, new positions should be created, whenever necessary, in the appropriate department of the University.

(b) It would be necessary to have the same required qualification and the same selection procedure for teachers of correspondence courses as in the case of the University teaching departments. The staff for Correspondence courses should be drawn from the teaching department, and seconded to work for a period of two to three years in the School of Correspondence Courses. They should continue their teaching and research in the parent departments even during the period of secondment but so long as they remain on secondment with the School of Correspondence Courses, they would be responsible to the School. Teaching staff for the schools of correspondence courses could also be drawn otherwise from the University teaching departments and affiliated colleges for varying periods on the usual terms and conditions of
established postgraduate departments noted for their high standards. The head of the department concerned should be willing to assume full responsibility for the maintenance of standards.

(3) Courses material for postgraduate students should be in the nature of guidelines which should be supplemented by suggested readings, extracts from journals, source materials, reference books etc.

(4) Selection of panels for preparing guidelines will be done on the same basis as at the undergraduate level but the remuneration for each guideline should be Rs. 150.

(5) The provision of study centres, library facilities, student responses, contact programmes will be on the same principle as for undergraduate courses subject to the following modifications:

(a) In lieu of response sheets, student may also be required to write at least 5 essays in each paper during the year. In universities which have introduced internal assessment for regular students, the essays written by correspondence course students should be assessed and the marks/grades shown separately in the marks-sheets.

(b) There should be one orientation programme of at least three days and at least two contact programmes, each of 15 days duration for tutorials, seminar discussions and other forms of discussion and contact between the teachers, and students.

(6) There should be a core staff of two readers and three lecturers to be adjusted over two years of the postgraduate course and different areas of specialization, optional papers, etc. may be:

(i) Preparation of each guideline to be equivalent to one week's work.

(ii) Editing of a guideline to be equivalent to three days work.

(iii) Contact programmes and guidance to students (Actual number of hours).

(iv) 2-3 lectures to be equivalent to one day's-work.

(v) Each teacher to be available in the Institute for at least 5 hours.

(7) The basis of grants and assessment by visiting committees would be the same as at the undergraduate level but the ceiling of UGC assistance will be Rs. one lakh per subject per annum for a period of five years. The grants should be for core staff, preparation of reading materials, contact programmes, provision of visiting lecturers, books and journals and postal library services.

ADDITIONAL GUIDELINES FOR THE INTRODUCTION OF CORRESPONDENCE COURSES AT THE POSTGRADUATE LEVEL

(1) Correspondence courses at the postgraduate level should be started only in those universities which have experience of running undergraduate correspondence courses properly for at least three years. The undergraduate correspondence programme should be fully consolidated in accordance with the guidance before correspondence courses are offered at the postgraduate level.

(2) Correspondence courses at the postgraduate level should be started only in those subjects in which the University has well-
A teacher will be entitled to compensatory leave as per the University rules, if he is required to work during vacations or holidays. The work done by the teacher during such periods shall count towards work done by him.

NORMS OF WORK OF TEACHERS OF CORRESPONDENCE COURSES

(1) The duties of a teacher will include the following:

(i) Teaching under Personal Contact Programmes and such other teaching work as may be assigned by the University.

(ii) Editing, writing, revising, translating, lessons and other reading materials.

(iii) Correction of Students' Response Sheets.

(iv) Such other work as may be assigned by the Department in connection with the arrangement of teaching.

(v) The obligation to take classes will be as relevant on Sundays and on other holidays as on working days. In case the teachers are required to take Personal Contact Programme classes on Sundays and/or other holidays, they will be paid an honorarium per class or will be permitted to avail of compensatory leave.

(vi) A teacher will also be required to take classes outside the headquarters whenever personal contact programmes are arranged by the Directorate of Correspondence Courses. It shall be obligatory for every member of the Department to attend such Personal Contact Programmes outside headquarters depending upon the requirements of the Directorate.

(vii) Every teacher shall maintain a record of work done by him termwise and shall submit the same to the Department.

(2) Each teacher shall be available on each working day in the Institute for such period as may be specified by the University.

(3) A teacher will also be required, if necessary, to work during vacations to prepare reading materials, for reading of proofs, etc.
## Enrolment in Correspondence Institutions at University Level (approved by U.G.C.), 1962-63 to 1982-83

### Year and University wise (with reference to total enrolment in all Universities)

<table>
<thead>
<tr>
<th>Year &amp; Institutions</th>
<th>Courses</th>
<th>B.A.</th>
<th>B.Sc.</th>
<th>B.Ed.</th>
<th>M.A.</th>
<th>M.Con.</th>
<th>M.Sc.</th>
<th>M.Ed.</th>
<th>LL.B/B.G.L.</th>
<th>Certificates/Diplomas</th>
<th>Total</th>
<th>Rate of growth out of Total enrolment in all Universities</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1962-63</td>
<td>one University (Univ.)</td>
<td>1,112 (100%)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1,112</td>
<td>-</td>
<td>0.15% out</td>
<td>7,52,095</td>
</tr>
<tr>
<td>1967-68</td>
<td>one University</td>
<td>6,557 (100%)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>6,557</td>
<td>-</td>
<td>669.5% out</td>
<td>15,70,261</td>
</tr>
<tr>
<td>1972-73</td>
<td>12 Universities</td>
<td>30,044 (63.96%)</td>
<td>10,345 (22.01%)</td>
<td>108 (0.22%)</td>
<td>4843 (10.77%)</td>
<td>-</td>
<td>-</td>
<td>481</td>
<td>-</td>
<td>5673</td>
<td>4679</td>
<td>2.17% out</td>
<td>21,68,107</td>
</tr>
<tr>
<td>1977-78</td>
<td>18 Universities</td>
<td>36,943 (20.53%)</td>
<td>-</td>
<td>-</td>
<td>99</td>
<td>27,960 (50.03%)</td>
<td>-</td>
<td>25</td>
<td>1448</td>
<td>4567</td>
<td>76</td>
<td>98.6</td>
<td>109.84% out</td>
</tr>
<tr>
<td>1982-83</td>
<td>23 Universities</td>
<td>58,777 (34.21%)</td>
<td>21,74 (1.39%)</td>
<td>2,936 (2.02%)</td>
<td>48,969 (3.25%)</td>
<td>-</td>
<td>6,204 (10.41%)</td>
<td>1748</td>
<td>7525</td>
<td>13,10</td>
<td>249</td>
<td>148/1</td>
<td>50.79% out</td>
</tr>
</tbody>
</table>

**Sources:**
1. Compiled from data supplied by University Grants Commission.
2. UGC Annual Reports 1962-63 to 1982-83.

### Footnotes:
- Your Regional Colleges of Education in Ajmer, Shoolagunj, and Mysore started B.Ed. Correspondence Courses since 1966-67.
- During the same year M.K. University introduced B.Ed. course with annual enrolment of around 1500 (M.K. University, 1983). These figures are not included in Table.
- Also, during 1980 M.K. University introduced B.Ed. course with annual enrolment of around 1400. (UGC 1982-83). It has not been calculated in Table.
- Punjabi, with annual enrolment of around 2000. (UGC 1982-83). These figures are not included in Table.
- Kuruksheta University, started B.Ed. correspondence courses since 1976 with annual enrolment of around 1000. It is not approved by UGC. The figures are not included in the Table.
- The actual enrolment data for 1982-83 were not available for H.P., CSEPL, Utkal and Meerut.
- For these institutions the enrolment figures of 1981-82 have been referred as estimated figures for 1982-83 (UGC Annual Report 1982-83).
Appendix IV

INFORMATION SCHEDULE

I) Creation and development of the university with special reference to correspondence institution:

- Statutes of the university - 1971-76.
- Minutes of different executive bodies - 1971-79.
- Observations and recommendations of outstanding committees - 1971-81.

II) Courses offered at the DCC and other institutions of the university:

- Name of the courses.
- Year of starting of different courses.
- Year of discontinuation of courses (if any), with reasons.
- Syllabi prescribed for different correspondence and regular courses and their formats.

III) Admission procedures:

- Eligibility for admission in different correspondence courses.
- Eligibility for admission in different regular courses.
- Other procedures followed in admission of students to different courses.

IV) Correspondence Texts:

- Nature of lesson scripts: Course and Subject wise.
- Nature of reference materials.
- Production of texts: Decision taken for writing/reviewing/translations of lessons; selection of personnel; orientation provided to the personnel; and guidelines supplied to the personnel;
- System of dispatch of Correspondence Texts to students.

V) PCPs:

- Selection of venue.
- Attendance in PCPs.
- Teachers involved in PCP activities; their selection; orientation.
- Activities organised during PCPs.
- Management of PCPs.
VI) Assignments:
- Nature of assignments.
- Conditions for submission of assignments.
- Evaluation of assignments.
- Personnel involved in evaluation of assignments.
- Evaluated assignments.
- Despatch of evaluated assignments.

VII) Guidance and Orientation to students:
- Facilities provided by the DCC.
- Nature of information supplied to students: Printed and cyclostyled materials, and letters.
- Students' interaction with teaching and administrative staff in the DCC and PCP Centres.

VIII) Library of the DCC:
- Number of books - subject wise.
- Number of journals - subject wise.
- Staff - year, subject wise.
- Members: Students-year, course and region wise.
- Provision of membership.
- Procedures of issue of books/journals.

IX) Examinations:
- System of examination: correspondence and regular streams, course wise.
- Eligibility for appearing in the examinations.
- Conditions of reappearing the examinations.
- Conduct of examinations: role of the university office and the DCC.
- Examination Centres for correspondence courses.

X) Staff:
- Fulltime Teaching Staff Positions Created: course and year wise.
- Full time Teaching Staff Positions filled in: course and year wise.
- Administrative staff positions created: year wise.
- Administrative staff positions filled in year wise.
- Functions of different categories of teaching and administrative staff.
- Part time teaching staff involved in: production of correspondence texts, evaluation activities and PCPs.
- Procedures followed in selection of full time and part time teaching staff.
- Orientation programmes for teaching and administrative staff.
- Remuneration given to part time teaching staff: writing lessons, reviewing lessons, revising assignments, teaching during PCPs (Course wise)
- Remuneration given to full time staff: for regular expected activities and extra works.

XI) Physical Facilities:
- Head quarter's premises.
- Facilities available in the main block of the DCC: administrative section, teaching section and library.
- Availability of facilities for: printing, cyclostyle, typing, photostat, and xerox.
- Number different kinds of machineries and vehicles possessed by the DCC.
- Provision of residential facilities to teaching and administrative staff.

Appendix V

Proforma No. 1.

Background Information about students:
- Course
- Age
- Sex
- Nationality
- Caste
- Employment position
- Regional background.
Appendix VI

Proforma No. 2
Accounts and Annual Budgets of DCC

I) Sources of Income:

1. Admission fees
2. Tuition fees
3. Miscellaneous:
   - Postal charges
   - News letter fees
   - Contact programme charges
   - Youth welfare
   - Miscellaneous fees
   - Sale of prospectus

II) Heads of Expenditure:

1. Salaries:
   - Teaching staff
   - Non teaching staff
   - Others

2. Others:
   - Electricity and water charges
   - Telephones
   - Libraries and uniforms
   - Stationary
   - Printing lessons and prospectus
   - Postage and Telegram
   - Advertisement
   - Maintenance and repair of vehicles
   - Teaching aids
   - Hot and cold water charges
   - In/Out/UTC
   - Miscellaneous charges
   - Academic tours
   - Audit fees
   - Books and periodicals
3. Remuneration

- Medical assistance.
- Contingent paid staff.
- Writing lessons.
- Correction of assignments.
- Contact programme.

Appendix VII

Proforma No. - 3

Background Information for Teachers

- Name :
- Address :
- Qualifications :
- Designation :
- Nature of Involvement in Instructional activities :
  - Writing lessons.
  - Review/Modification of lessons.
  - Translation of lessons.
  - Evaluation of assignments.
  - Teaching during TCP
  - Evaluation of Examination papers.
## Appendix VIII

**Proforma No. - 4**

### ENROLMENT AND DROPOUTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Year</th>
<th>Enrolment at 1 Semester</th>
<th>Dropouts at 1 Semester</th>
<th>Total dropouts</th>
<th>Total students completing COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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## Appendix IX

**Proforma No. - 5**

### EXAMINATION RESULTS OF REGULAR AND CORRESPONDENCE COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Year</th>
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<th>Correspondence Courses</th>
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<th>Year</th>
<th>Regular Courses</th>
<th>Correspondence Courses</th>
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</table>
Appendix X

A Study of the Correspondence Education in Himachal Pradesh University

BACKGROUND INFORMATION OF CORRESPONDENCE STUDENTS

Dear Friend,

This questionnaire is intended to find out certain facts about you and your background. There are two parts in the questionnaire. Part I has items regarding your self and your family. Part II consists of items regarding the area you hail from-City/Town/Village. Wherever alternative responses are given select those that apply to you and put a tick mark (✓) against them. In certain items there are blanks given, kindly supply the needed information.

Thanking you,

Yours sincerely,

P. K. Sahoo

Supervisor:
Dr. M. S. Yadav,
Professor of Education,
Center of Advanced Study in Education,
M. S. University of Baroda,
BARODA-390002.

Investigator:
P. K. Sahoo,
Research fellow,
CASE,
M. S. University of Baroda,
BARODA.
Part: I

Personal and family Background

(a) 1. Name: Mr./Miss/Mrs.................................................................

2. Present address:

P.O..............................................................
Sub-Division.................................................
Dist. : ......................................................
Dist. Head Quarter...........................................

3. Official address .........................................................

4. Permanent address ....................................................

5. (i) Date of Birth: ................................................. (ii) Age: ...........

(b) Caste: General category ( )

Backward class ( )
Schedule Caste ( )
Schedule tribe ( )

(c) 1. Marital status: Married/Single

2. Number of family members dependant on you—

(i) Children of below 14 age group ............... 
(ii) Children of above 14 + age group ............. 
(iii) Parents ................................................. 
(iv) Other dependants of below 14 age group .... 
(v) Other dependant adults ...........................

(d) Education—your educational qualification and other particulars.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Certificate/Degree hold</th>
<th>Completed the course through regular/Private/Correspondence</th>
<th>Year of passing the Examination</th>
<th>Percentage/Grade obtained</th>
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<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>P.U.C./Higher Secy.</td>
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</tr>
<tr>
<td>3.</td>
<td>B.A./B.Sc./B.Com.</td>
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</tr>
<tr>
<td>4.</td>
<td>M.A./M.Sc./M Com.</td>
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</tr>
<tr>
<td>5.</td>
<td>B.Ed.</td>
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<td>*6.</td>
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<td>*7.</td>
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<td>*8.</td>
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<tr>
<td>*9.</td>
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<td></td>
</tr>
</tbody>
</table>

* (Please mention) any other degree/s you hold with particulars.
2. Educational qualification of your—
   (i) Father ....................................
   (ii) Mother ...................................
   (iii) Wife/Husband ..........................
   (iv) Guardian ..............................

(e) 1. What is your present occupation? .............................................................................
   If you are employed.
   (i) What is your designation? ..........................................................................................
   (ii) What is the nature of employment? ..........................................................................
       Government Service ( )
       Semi Govt. Service ( )
       Private agency ( )
       Self employment ( )

3. What is the Present occupation of your—
   (i) Father ....................................
   (ii) Mother .................................
   (iii) Wife/Husband ...........................
   (iv) Guardian ..............................

(f) 1. What is your annual income from
   (i) Main Sources—Rs. ..................
   (ii) Other sources, if any Rs. .............

2. What is the annual income of your

<p>| Annual Income from |</p>
<table>
<thead>
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<th>Main Source</th>
<th>Other sources</th>
</tr>
</thead>
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<tr>
<td>(i) Father</td>
<td>Rs.............</td>
</tr>
<tr>
<td>(ii) Mother</td>
<td>Rs.............</td>
</tr>
<tr>
<td>(iii) Guardian</td>
<td>Rs.............</td>
</tr>
<tr>
<td>(iv) Wife/Husband</td>
<td>Rs.............</td>
</tr>
</tbody>
</table>

3. If you are not employed—
   Upon whom do you depend for your maintainance?
   (i) Parents ( )
   (ii) Guardian ( )
   (iii) Wife/Husband ( )
   (iv) Others ( )
Part II

Background of your Locality

1. The place you belong to is (i) a city (ii) a town (iii) a village.

2. What kind of educational institutions are situated at your village/town/city?
(i) Primary School ( )
(ii) High School ( )
(iii) College ( )
(iv) Adult Education Centre ( )
(v) Nonformal Education Centre ( )
(vi) Library ( )
(vii) Any other

3. What is the distance of your place of residence from the nearest—
(i) Intermediate College ............... Kms.
(ii) Degree College ............... Kms.
(iii) Post graduate College/University ............... Kms.
(iv) PCC Centre of H.P. University ............... Kms.
(v) Examination Centre of H.P. University ............... Kms.

4. What is the distance of your place of residence from the
(i) District Head Quarter ............... Kms.
(ii) Nearest Town ............... Kms.
(iii) Nearest Bus stand/Railway Station ............... Kms.

5. What is the means of transportation from your place of residence to the nearest—
(i) Intermediate College—
Train / Bus / Tanga / Cycle / Boat / No means
(ii) Degree College—
Train / Bus / Tanga / Cycle / Boat / No means
(iii) Post-Graduate College / University—
Train / Bus / Tanga / Cycle / Boat / No means
A Study of the Correspondence Education in Himachal Pradesh University

REASONS FOR SELECTION OF CORRESPONDENCE COURSES

P. K. SAHOO
Research Fellow
Centre of Advanced Study in Education,
The M. S. University of Baroda,
BARODA-390 002.

Dear Friend,

A project has been undertaken to study the Correspondence System of education in H. P. University. In this connection it is relevant to find out the reasons that prompt students to choose correspondence courses. In this questionnaire a few possible reasons for choosing correspondence course are noted in 34 statements. Kindly give your responses to the following statements. Do not leave any item unanswered.

I assure you that the information you provide will be kept secret and will be used for research purposes only.

Thanking you,

Yours sincerely,
P. K. Sahoo
While deciding to take up correspondence courses surely you had certain purposes. A few possible purposes are listed below. Read them carefully and put a (✓) mark against those that apply to you, in the given column. Of those you have chosen you may consider some statements more relevant to you than others. Rank those chosen statements in the order of relevance to you and write the number in the column given. For instance, if you have chosen items 1, 3, 4, 5 and 9 and you find in the order of relevance, 5 ranks 1st, 9 comes 2nd, 1 comes 3rd, and so on, write these ranks in the column against the serial number of each chosen item. If you have some reasons other than the 13 mentioned, list them in the space provided (No. 14 onwards). You may include these reasons also when you rank your choice.

Tick mark | Rank
---|---

I chose to study through correspondence course—

1. to continue with higher education.
2. to specialise in a particular field.
3. to spend leisure in a purposeful way.
4. to broaden my outlook.
5. to become capable of understanding rapid changes that take place in the field of knowledge.
6. to improve the status of my family.
7. to gain more prestige in the society.
8. to get education that would help me in bringing up my children better.
9. to improve the image of my Caste/Community.
10. to get training for particular job.
11. to acquire more knowledge and skills of the job in which I am working.
12. to be promoted to higher rank in the job in which I am working.
13. to get a better job than the job I already hold.

ANY OTHER REASONS

14.
15.
16.
There might be several reasons that did not allow you to undergo the regular course or for appearing in the examinations as a private candidate. For these reasons you might have decided to join correspondence courses. A few probable reasons are suggested below.

Select & rank reasons that apply to you as you did for I.

I preferred Correspondence course to the day/evening colleges and private system of appearing examinations, because—

1. I could not get admission in the day/evening college.
2. There was no day/evening college nearer to my place of residence.
3. I did not like to be in the routine of college life.
4. I could not spare enough time to attend regular college.
5. I felt, I am quite mature to learn on my own with a little guidance.
6. I am advanced in age and hence I felt that it might be difficult to adjust with the youngsters in a college.
7. I felt uneasy to live in the urban environment of regular college which is so different.
8. I could not afford the heavy expense of regular colleges.
9. My job status made me feel hesitant to attend regular classes.
10. My family members did not allow me to go for regular/private courses.
11. There was no provision for taking examinations privately in the universities nearer to my place.
12. I thought getting a degree as a private student will be in no way helpful to me.

ANY OTHER REASONS
Before selecting correspondence course you might have been influenced by many persons in your family, friends circle etc.

Did you choose to study through correspondence course.

1. through the persuasion of your wife/husband?
2. through the persuasion of your parents?
3. through the persuasion of your guardian?
4. through the persuasion of other family members?
5. through the persuasion of your relatives and friends?
6. through the persuasion of your colleagues?
7. through the persuasion of your senior authorities?
8. through the persuasion of any acquaintance who had undergone/is undergoing the correspondence courses?
9. On your own?

After you came to know about correspondence course you might have had some special experience/s that influenced your decision to choose the course you are in. If you have had any such special experience/s you may mention it/them below:

Please give the following particulars:

1. Name-Mr./Miss/Mrs..........................................................
2. Present Address:..................................................................

This questionnaire, after completion be sent to:

P. K. Sahoo, C/o The Director, Directorate of Correspondence Courses, H. P. University, AVA Lodge, SIMLA-171004.
APPENDIX - XI. b.

A Study of the Correspondence Education in Himachal Pradesh University

REASONS FOR SELECTION OF CORRESPONDENCE COURSES

P.K. SAHOO
Research Fellow

Centre of Advanced Study in Education,
The M.S. University of Baroda,
Baroda 390 002

I. आपको पत्रायार द्वारा अध्ययन करने का सम्मान दें, तो आपको उच्च उद्देश्य होगा। उनमें उच्च सम्बंधित अध्ययनों की सूची नियमित दी जाएगी। आप उन अध्ययनों के पढ़ाई और उपयोग के लिए बनाए जाएंगे।
अधिक या कम उधित होने के अनुसार द्रम-बन्द करें और उनका
द्रम दिशा हुए खाने में भर रहे हैं। उदाहरणार्थ, यदि आप क्रम नम्बर
1, 3, 4, 5 और 9 की बुधत से हैं और इनमें से आपको क्रम 5 आपको
सभी उपयुक्त होता है, तो इस क्रम के साथ इसी तरह। इसके
पश्चात अन्य क्रम 9 आपको दूसरे स्थान पर उधित होता है, तो
क्रम 9 को के साथ खाने खाने में 828 लिखिए। इसी प्रकार अन्य
क्रमों के आगे भी उनके उपयुक्त लगाने के इस्तेमाल के लिए नकली लिखिए।
अगर आपके दिमां 13 नामों के अंतरित लों की अन्य कारण उधित
लगें, तो उन्हें 14, 15 और 16 के स्थान पर लिखिए। इसी तरह।
अगर आप इस द्रुम कारणों को द्रमबंद कर रहे हों।
त्रैं प्राचीन द्वारा अनुपयुक्त इसलिए चुका कि:

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<tr>
<td>5. बान के केस में तीन गति के हो रहे परिवारित को समझने की योग्यता प्राप्त के लिए</td>
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<td>6. अपने परिवार-लाल मूड के लिए</td>
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<td>7. समाज में अधिक सम्पादन प्राप्त के लिए</td>
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<tr>
<td>8. ऐसी विश्व ग्राम प्राप्त करने के लिए, ताकि अपने बाल बच्चों का पालन-पालन बेहतर बन से कर लाओं</td>
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<td>9. अपने जाति/रस्मियों का स्वयं सुधारने के लिए</td>
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</table>
10. दिन/साप्ताहिक कार्यकाल में प्रक्रियाएं हेतु।
11. अपने व्यवसाय में अधिक बानी और कुशलता प्राप्त करने के लिये।
12. अपने व्यवसाय में उच्च पदवी पूरा-तृप्त करने के लिये।
13. अपने कर्मचारी व्यवसाय में अधिक अहसास व्यक्त करने के लिये।

कोई अन्य कारण-_________________________

14. 
15. 
16. 

दू. बहुत ते ऐसे कारण होंगे, जिनसे विषय हो कर अपने न तो कालिज में पूरा सके होगे और न ही प्रायोजन विषयार्थी के रूप में परीक्षा दे सके होगे। इन कारणों में अपने पत्रार्थ द्वारा ध्यान करने वा विषय किया होगा। हम सम्भावित कारण नीचे सुझाव गए हैं।

१. अपने पूजन I में विषय, उसी के अनुसार इन कारणों भी उल्लिखित कारण धृते और उनमें उसम दोष करें।

२. दिन/साप्ताहिक कार्यकाल चिंता या प्रायोजन विषयार्थी के साथ में परीक्षा देने की अनुमति पत्रार्थ पादप्रमाण को प्रथमकिला दी। कथौतक:-

1. दिन/साप्ताहिक कार्यकाल में प्रक्रिया न रखा।
2. दिन/साप्ताहिक कार्यकाल चिंता या प्रायोजन विषयार्थी के साथ में परीक्षा देने की अनुमति पत्रार्थ पादप्रमाण को प्रथमकिला दी।
3. दिन/साप्ताहिक कार्यकाल में प्रक्रिया न रखा।
4. दिन/साप्ताहिक कार्यकाल में प्रक्रिया न रखा।
5. दिन/साप्ताहिक कार्यकाल में प्रक्रिया न रखा।
6. दिन/साप्ताहिक कार्यकाल में प्रक्रिया न रखा।
7. दिन/साप्ताहिक कार्यकाल में प्रक्रिया न रखा।
8. दिन/साप्ताहिक कार्यकाल में प्रक्रिया न रखा।
9. अपने व्यवसाय के लाभ ने सुधार में कारकित से पहुँचे के लिये विपय-प्रतियोगी पैदा की।
10. अपने परिवारार्थक सदस्यों के युग्म नियमित और प्राथमिक पादचँद्र में जाने की अनुमति न दी।
11. अपने निकट के विश्वविद्यालयों में प्राथमिक परीक्षण देने का कोई प्राक्तन नहीं था।
12. क्या लोग फ्राइडर विज्ञानी के सम उपाधि लेना चाहिए तो सब से युग्म सहयोग न होगा।

कोई अन्य कारण:-

13.
14.
15.

पत्राचार पादचँद्र अपनाने से पूर्ण अप के परिवार के बढ़ते से सदस्यों या विश्वविद्यालयों अप को प्रभावित किया होगा।

अपने पत्राचार पादचँद्र द्वारा पिक्षा अध्ययन को चुना:–

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<td>2. माता/पिता के प्रोत्साहित करने पर।</td>
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<td>3. सरकार के प्रोत्साहित करने पर।</td>
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<tr>
<td>4. परिवार के सदस्यों द्वारा प्रोत्साहित करने पर।</td>
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<tr>
<td>5. पौरेशीदारों या पिक्षा के प्रोत्साहित करने पर।</td>
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</tr>
<tr>
<td>6. विद्यार्थी शुल्कों के प्रोत्साहित करने पर।</td>
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</tr>
<tr>
<td>7. अपने हेल शुल्क के अधिकारियों के प्रोत्साहित करने पर।</td>
<td></td>
</tr>
<tr>
<td>8. विद्यार्थी ऐसे परिवेश द्वारा प्रोत्साहित किया जाने तो पत्राचार द्वारा अध्ययन कर मुश्किल हो या कर रहा हो।</td>
<td></td>
</tr>
</tbody>
</table>
9. सत्य ही

4. पत्रचार पाठ्यक्रम के विषय में जानने के परिधान आपको कुछ विशेष अनुभव हुए होगे, जिन्होंने आप के द्वारा लिए हुए विषय के दुनार जाने के निर्णय को प्रभावित किया होगा। यदि आपको कुछ ऐसे अनुभव हुए हैं तो आप उनको नीचे दिये गए स्थान में दर्ज करें

कृपया नीचे दिये गए स्थानों में नाम और पता लिखिए:

1. नाम: श्री/श्रीमति-------------------------------------
2. पता: -----------------------------------------------
3. क्षमा: --------------------------------- रोल नम्बर ----------------------------------

प्रमुख पत्र अर्थात इस लाइन में दिए गये स्थानों में भी हों।
A Study of the Correspondence Education in Himachal Pradesh University

STUDENTS’ PERCEPTION OF CORRESPONDENCE SYSTEM OF EDUCATION (1)

Dear Friend,

An attempt is being made to conduct an intensive study of the correspondence system of education in the Himachal Pradesh University. In this connection, there is a need to collect views of the students of correspondence courses regarding different aspects of correspondence system of education viz., Enrolment, Orientation, Courses of Studies, Lesson Scripts, Assignments, Library Studies, Personal contact programmes, Evaluation, Finance and Courses offered.

As a student of correspondence course, you must be having your views about the usefulness, limitations and problems regarding different aspects of correspondence education. Further, on the basis of your experience, you may be having some ideas about various ways and means of bringing out improvements in them. In the light of this, some questions have been included in this questionnaire. The questions are arranged in 10 different parts according to different aspects of correspondence education mentioned above. Against each question the alternatives of responses are mentioned. While answering the questions, please put a tickmark (✓) against the alternative that applies to you. If you have some answers other than the alternatives mentioned, please write them in the space provided.

May I assure you that your responses will be used for research purposes only and be kept confidential.

Thanking you,

Yours sincerely,

P. K. Sahoo

Supervisor

Dr. M. S. Yadav
Professor of Education

Investigator

P. K. Sahoo
Research Fellow

CENTRE OF ADVANCED STUDY IN EDUCATION
THE M. S. UNIVERSITY OF BARODA
BARODA-390 002,
SECTION I

1 ENROLMENT

You know, any student desirous of seeking admission to the Correspondence Courses has to apply by post in response to advertisement. After screening the applications as per the prescribed admission rules, the Directorate of Correspondence Courses (DCC) intimates those students who are selected for admission. In this procedure, as everything is done through post and other media like newspaper and radio, there is considerable scope for delays, miscommunication and such other difficulties. While you sought admission to the Correspondence Courses you also have noticed some such difficulties. Please answer the following questions on this aspect of the Correspondence Education.

1. (a) Did you face any difficulty while seeking admission? Yes/No

(b) If Yes, was it because—

(i) Prospectus and admission form could reach you within stipulated period

(ii) No advertisement appeared in the daily newspapers/periodicals in your area

(iii) The time between the date of advertisement and the last date of admission was too short, to make sure that your application reach the DCC in time

(iv) For admission you had to contact the DCC repeatedly by post and/or personal visit

Any Other

2. Do you have any suggestion to make, for improving the enrolment procedures? Yes/No

If Yes, please specify—

(a) The advertisements should appear in the newspapers/periodicals of your region

(b) The advertisements should be announced through the Radio Programmes of your region

(c) The advertisements should appear in the newspapers/periodicals every now and then instead of only once in a year

Any Other

(d)

(e)
II ORIENTATION

Instruction in Correspondence System differs from regular courses in many ways. As it is mainly offered through correspondence the students admitted have to be oriented properly about the procedure to be followed during the course with regard to teaching through correspondence materials, examinations, assignment etc. Generally, such orientation is given in the form of certain rules and regulations mentioned in the prospectus and through information given periodically. By now you might have gone through such process:

1. Did you find such orientation by post useful? Most Useful/Useful/Not Useful at all

2. Sometimes the information might not be clear to you. In such cases, did you seek clarification from the Directorate? Yes/No
   (i) If Yes, did you get suitable clarification from the Directorate? Yes/No

3. Do you have any suggestion to make, for giving the orientations more effectively? Yes/No
   (i) If Yes, what are they— (Tickmark)
      (a) A bureau of information should be established in the Directorate
      (b) The Directorate should be prompt in responding to the students' queries

Any Other

III SYLLABUS

In the beginning of every semester the Directorate sends to you the syllabus of your course. This is to help you to get an idea of the whole course, what and how much you have to study etc.:

1. When did you receive the syllabus? Immediately after admission/With a little delay/Not received.

2. After going through the syllabus, did you get a clear idea of the courses as to what would be taught to you during the semester? Yes/No

3. Did you make use of the list of the 'Essential and Further reading' suggested in the syllabus? Yes/No
   (i) If Yes, to what extent did you find it useful? To a large extent/to some extent/not at all
   (ii) If no, was it because of the—
      (a) non-availability of books in
         1. the market
         2. the local library
         3. the DCC library
      (b) high cost of the books
      (c) lack of your interest
      (d) lack of time to read them
4. Did you find it convenient to cover all units prescribed in the syllabus for a semester?  
   (i) If no, for what reason?  
      (a)  
      (b)  

5. Do you think that it would have been more helpful in study if the syllabus was presented differently?  
   (i) If yes, what changes in syllabus do you want to make it more useful?  
      (a) The units can be described briefly  
      (b) References for different units can be given in details  

IV LESSON SCRIPTS  

In the correspondence courses, the instruction is mainly carried out through reading materials sent by post. For every paper, reading materials or lesson scripts are posted together in the form of booklets. Generally, every lesson contains the gist of every unit of the syllabus. By this time, you may have studied most of these lessons. While studying these lessons, you might have found their usefulness and also experienced difficulties in reading such materials. A few questions are given below on these aspects. Please give your responses to them:

1. In every lesson script you find some general instructions mentioned at the beginning. Did you find these instructions helpful in getting ideas about—  
   (Tickmark)  
   (a) the units?  
   (b) how to study through the lesson scripts?  

2. Did you find it difficult to study the lessons on your own?  
   (Tickmark)  
   (a) definitions and terms were not adequately clarified?  
   (b) lessons were written in complex style?  
   (c) no link was there between one lesson and another?  
   (d) lessons were written in English language?  
   (e) of lack of explanations with examples?  
   (f) of lengthy presentation?  
   (g) of presentation of graphs, charts and tables were not clear?
(h) too many printing mistakes were found?

(i) lessons were not up-to-date in their content?

Any Other

(j)

(k)

3. Did you make use of the lesson scripts for your study? Yes/No

(i) If yes, to what extent, did you find the Lesson scripts useful to you?

To a large extent/to some extent/Not at all

(ii) If you found useful, in what respect?

(Tickmark) (✓)

(a) getting comprehensive ideas about the subject: 

(b) getting broad outlines of what is to be studied:

(c) quick preparation for examination:

Any Other

(d)

(e)

4. Did you feel any need of referring other books along with the lesson scripts for:

(Tickmark) (✓)

(a) understanding the subject?

(b) writing assignments?

(c) answering questions in the examination?

Any Other

(d)

(e)

5. How often did you take the help of books:

(i) suggested for reference at the end of every unit/lesson: Always / Sometimes / Rarely / Never

(ii) If your answer is ‘Never’, please indicate the reason:

(Tickmark) (✓)

(a) Because you did not understand the content presented in those books:

(b) Because you got other better books for reference:

(c) Because those books were not available in the market:

(d) Because purchasing the books was a costly affair:

(e) Because no library facility was available for consulting those books:

(f) Because you did not get time to go through them:

Any Other

(g)

(h)
All the lesson scripts were sent to you in the beginning of the semester:

(i) To what extent, was this system of sending material helpful to you?

To a large extent/To some extent/No at all

(ii) If this system was useful, in what way?

(a) Getting all lessons at a time:
(b) Studying the lessons according to your own choice
(c) Knowing clearly the content of the paper as a whole, from the beginning:
(d) Writing assignments within a particular period:

Any Other

(iii) If this system was not useful, in what way?

(a) You found it difficult to understand so many lessons at the same time:
(b) It did not help you to study regularly:
(c) It did not arouse your interest in study:

Any Other

7. In the semester when did you get the lessons by post?

Just after admission/within a month of admission/within two months of admission/
after two months of admission

8. Did you think that the lesson scripts required improvement in terms of being:

(a) more comprehensive?
(b) written in simple English language?
(c) written in Hindi language for those students who would like to take their examinations in Hindi?
(d) written along with more examples, charts, maps, tables, etc.?
(e) sent by post, part by part in regular intervals?

Any Other

V ASSIGNMENTS

At the end of each lesson/unit, a list of assignments to be completed by you was given. In every semester you were expected to complete at least 75 per cent of the assignments and submit them to the Directorate by the fixed date. By now you might have done some assignments. On the basis of this experience, you might be having some views about their organization, nature of questions, usefulness, etc. Some questions related to these aspects are mentioned below. Please give your responses to them:
1. (i) To what extent, did you find answering the assignments useful?
   To a large extent/To some extent/Not at all
   (ii) If you found these useful, in what respect?
       (a) fulfilling the requirement for appearing in the examination: __________
       (b) understanding the subject clearly: __________
       (c) getting practice in answering the questions: __________
       (d) making you sure of what you had learnt: __________
       (e) enabling you to select relevant material and organize it to answer them: __________
       (f) keeping regular touch with studies: __________
       (g) making thorough preparation for examination: __________
       Any Other

2. For preparing the assignments did you make use of the following materials?
   (a) Lesson scripts: __________
   (b) Books suggested in the syllabus: __________
   (c) Books suggested in lesson scripts: __________
   (d) General text books/journals: __________
   (e) Key books: __________
   (f) Contact programme notes: __________
   Any Other

3. (i) Was there any difficulty in writing the assignments?
   Very much/Not so much/No difficulty
   (ii) If you found difficulties, were they because of—
       (a) questions requiring long answers? __________
       (b) ambiguous questions in the assignments? __________
       (c) questions not covering the content of the lesson scripts? __________
       (d) long time required for answering the question? __________
       (e) inadequate-time provided by the Directorate to submit the assignments? __________
       (f) non-availability of necessary books? __________
       Any Other

   (g)
   (h)
4. After evaluation, the checked assignments were sent back to you. When did you receive them?

Within a month of submission of the assignment/Within two months of submission of the assignment/
Just before the examination/After the examination

5. (i) Did you get the evaluator's remarks about your performance in the checked assignments?

In every assignment/In some assignment/Not at all

(ii) If remarks were given, to what extent did you find them useful?

To large extent/To some extent/Not at all

(iii) If you found the remarks useful, in what respect?

(a) In identifying the mistakes done:
(b) In knowing how to correct the mistakes:
(c) In becoming aware of your academic standard:
(d) For improving the standard according to suggestions:
(e) Any Other

6. For improving the system of assignments, which of the following suggestions do you recommend?

(a) Sufficient time should be given for submission of the assignments:
(b) The assignments should be submitted in instalments:
(c) The last date of submission of assignments should be a few weeks after the contact programmes:
(d) There should be no compulsion for submission of the assignments:
(e) Seventy-five per cent requirement of assignments should be reduced:
(f) All assignments should be submitted:

Any Other

(g)
(h)

Please give the following particulars:

Name ............................................................
Class ............................................................
Roll No ..........................
SECTION II

VI PERSONAL CONTACT PROGRAMME (PCP)

In Correspondence Courses, the instruction is carried out in classroom situations also. Through Personal Contact Programmes (PCP), such instruction is arranged for a week or so in every semester. The instruction in PCP consists, generally, of lectures and discussions. Apart from instruction, some co-curricular activities are also organized. While attending the PCP you must have formed your opinions regarding the usefulness and limitations of curricular and co-curricular activities conducted during PCP. On the basis of your experience, you may have some suggestions for making PCP more useful. In the light of the above, a few questions are asked as follows. Please respond to them.

1. During PCP, the main focus of attention remains on lectures. Sometimes arrangements are made for question-answers and discussions during/after the lectures.

(i) Did you find that—
   (a) topics covered by lectures were very much essential?
   (b) lectures delivered were comprehensive?
   (c) lectures were adequate enough to understand the subject well?
   (d) question answer sessions helped to clarify your doubts?
   (e) opportunity was given to all the students to participate in discussion sessions
   (f) lectures encouraged you further reading
   (g) there was scope for you to ask questions and seek clarifications during lectures

(ii) Was it difficult for you to:
   (a) follow the lectures delivered during the PCPs?
   (b) participate in question-answer sessions?
   (c) participate in discussion sessions?

(iii) Do you think that there is a need of improvement of teaching programmes during PCPs ?

(1) Which of the following methods do you think, should be emphasised for teaching programmes? Please rank them in order of preference:

   (i) Lectures:
   (ii) Group discussions:
   (iii) Seminars:
   (iv) Question-answers:
2. Do you agree that—
   (a) the PCP should cover only essential topics in detail:
   (b) Lectures should be delivered in:
       — simple English language
       — Hindi language
       — Hindi and English languages combined
   (c) expert teachers should be invited to take classes:
   (d) the size of the class should be reduced:
       Any Other
   
   (e) 
   (f) 

2. (ii) Was the duration of daily teaching programmes sufficient for:
   (a) covering the topics in detail:
   (b) conducting discussion sessions:
   (c) conducting question-answer sessions:
   (ii) Considering the present time-table, do you think that the duration of daily teaching programme should be—

   Agree | Not Sure | Disagree
   ---- | -------- | ------

3. For different courses the duration of the PCPs varies from 7 to 15 days in every semester.
   (i) Did you find the duration of the PCP organized for your class adequate? Yes/No
   (ii) If no, was it because—
       (a) all courses were not covered briefly?
       (b) all important topics were not covered in detail?
       (c) you did not get proper time for library studies?
       (d) sufficient time could not be given to organization of co-curricular activities?
       Any Other

   (e) 
   (f) 

   (iii) Considering the present duration of the PCP, do you think that the duration should be— More/Less

4. During the PCPs did you make use of the libraries? Yes/No
   (i) If yes, to what extent did you find the library studies useful?
       To a large extent/To some extent/To Not at all
(ii) If you did not use the library, was it because

(a) the maximum time of the day was taken by classroom activities?
(b) library facilities were not sufficient for all the students?
(c) no library facility was provided?
(d) you were staying in a distant place from the campus
Any Other
(e) 
(f) 

5. During the PCPs some co-curricular activities like entertainment programmes, get togethers, short trips etc. were organised.

(i) Were any of these programmes organised during the PCPs conducted for your class? Yes/No
(ii) If yes, to what extent, did you find the co-curricular activities interesting?

To a large extent/To some extent/Not at all

(iii) With which of the following suggestions for improvement of co-curricular activities do you agree? (Tickmark)

(a) Co-curricular activities should be a must for all classes
(b) The activities should include programmes like
   —Debates and Declarations
   —Essay competitions
   —Sports competitions
   —Music
   —Drama
   —Social Service Campus
   —Short trips
   Any Other
   —
   —
   —
(c) Participation in co-curricular activities should be encouraged by prize distributions, certificates etc.
   Any Other
(d) 
(e)
6. Did you face any difficulty during the PCPs?
   If yes,
   ( i ) you found it difficult to get leave for attending the PCPs
   ( ii ) you found it difficult to be out of the station for long time
   ( iii ) heavy expenses were incurred during PCPs
   ( iv ) you could not get travelling concession for attending the PCPs
   ( v ) you found it difficult to get boarding and lodging facility during the PCPs

7. For some correspondence courses the attendance in the PCPs is made compulsory and for others it is kept voluntary.
   ( i ) Do you think that the attendance in the PCPs organised for all the classes should be made compulsory? Yes/No
   ( ii ) If no, please state reasons
       (a)
       (b)
       (c)

8. Looking towards the organisational facilities it can be expected that the PCP can be organised once in a semester. But this programme may not be sufficient for you to get the doubts regarding studies clarified. In the light of this some suggestions to which the present programmes are given below.
   Please tick (✓) the suggestion/s with which you agree:
   (Tickmark) (✓)
   (a) During Sundays and holidays the Directorate should organise the classes in some of the educational institutions situated in your region
   (b) The Directorate should appoint some lecturers from the colleges in your region to give guidance to the students belonging to the region
   Any Other
   (c)
   (d)

9. What would you suggest PCP to do for making it more useful to students?
   (a)
   (b)
   (c)
As you know in Correspondence Courses evaluation of academic performances of the students is done through assignments and examinations. There is a need to know to what extent this system of evaluation helps can help your academic growth and the different ways by which you think this system could be modified. With regard to this a few questions are asked as follows. Kindly give your response to them.

1. It is known to you that you are asked to submit assignments once in a semester (in case of M.Ed. twice a semester). Assignments are given to assist the progress you make and to help you improve.

   (i) From this point of view, do you think that submitting assignments once in a semester is adequate? Yes/Not sure/No

   (ii) If no, do you think the students should be asked to submit assignments in different instalments in a semester? Yes/Not sure/No

2. Presently, assignments comprise of a few essay type questions and to answer them you are required to study the lesson scripts and some books.

   (i) If assignments are planned to include certain projects or practical works, do you think, that will help you improve your academic standard? Yes/Not sure/No

   (ii) If some small tests and quizzes are conducted during the PCPs, do you think, it will be helpful for you to grow academically? Yes/Not sure/No

3. At present, the checked assignments are sent to you with scores and some times with some comments.

   If arrangements are made to assess your answers of assignment and send you detailed comments as to how to improve your answers, do you think, that will help you improve your academic standard? Yes/Not sure/No

4. In the present situation, besides getting scores and comments on assignments, you may be getting very little chance to discuss with the teachers in the DCC regarding your performance in assignments and to improve your academic standard.

   Will you appreciate if the DCC appoints teachers from nearby colleges/universities to check the students assignments and guide them to improve their academic standard? Yes/Not sure/No

5. After studying the lesson scripts and suggested references you may not be in a position to assess the extent to which you have understood the concept.
Will you appreciate if at the end of every correspondence lesson some questions are asked for you to answer and the model answers be given alongwith, so that you can evaluate your answer yourself? 

Yes/Not sure/No.

6. Do you agree that the nature of questions asked in the examinations is such that—

<table>
<thead>
<tr>
<th>Agree</th>
<th>Not sure</th>
<th>Do not agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) study of only lesson scripts can help you score high?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) study of the lesson scripts along with suggested references can help you answer well in the examinations?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) writing assignments can help you perform well in the examinations?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) attending PCPs can help you do better in the examinations?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. (i) Presently, decisions about the award of your degree are taken exclusively on the basis of your performance in the examinations. For the improvement of this system alternative suggestions are given as follows, which one of them will you agree with? (Tickmark)

(a) Only examinations marks should be considered for the award of degree as it stands now
(b) Your performance in the assignments also should be considered for the award of degree along with your marks in the examination
(c) Your performance in assignments only should be considered for award of degree

(ii) Please state the reasons for your response.

(a) 

(b) 

(c) 

(iii) If your response is either 'a' or 'b' would you like the examinations to be held— (Tickmark)

(a) once in a year

Or

(b) once in a semester?

(iv) Please state the reasons for your response.

(a) 

(b) 

(c)
VIII LIBRARY STUDIES

The Directorate has a library in the university campus. Apart from the facility of reading rooms, the library has a provision of sending books to the students by post. For study purpose you might have taken interest in using library facilities. But there may be some difficulties regarding the use of such facilities. A few questions related to this are asked in the following. Please respond to them:

1. (i) Did you find any difficulty about availing of these facilities? Yes/No
   (ii) If yes, in which way?
         (a) you did not get necessary books from the library
         (b) receiving and sending back the library books by post is expensive
         (c) time provided for using library books by post is not sufficient
         (d) you did not get prompt response from the librarian
         Any Other
         (e)
         (f)

2. For improving the library facilities which of the following do you suggest? (Tickmark)
   (a) The Directorate should have arrangement with other colleges/university nearer to you to enable you to become a member of their libraries
   (b) The Directorate should have its library in the region where you hail from
   (c) The postal library system should be encouraged
   (d) Directorate should bear the postal expenses
   Any Other
   (e)
For continuing your study through Correspondence Course you must have spent some amount of money on different items. In the following are stated the various items of expenditure. Please write the amount of money you have spent on different items per year.

### Items of Expenditure

<table>
<thead>
<tr>
<th>Items of Expenditure</th>
<th>Amount Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Postal Charges for</td>
<td>Rs. __________</td>
</tr>
<tr>
<td>(a) getting prospectus/admission form</td>
<td>Rs. _______</td>
</tr>
<tr>
<td>(b) sending money for admission</td>
<td>Rs. _______</td>
</tr>
<tr>
<td>(c) sending examination fees</td>
<td>Rs. _______</td>
</tr>
<tr>
<td>(d) sending assignments</td>
<td>Rs. _______</td>
</tr>
<tr>
<td>(e) sending back the library books to DCC, if any</td>
<td>Rs. _______</td>
</tr>
<tr>
<td>(f) sending letters to the DCC for seeking some clarification/information</td>
<td>Rs. _______</td>
</tr>
<tr>
<td>Any Other</td>
<td>Rs. _______</td>
</tr>
<tr>
<td>2. Purchasing</td>
<td>Rs. _______</td>
</tr>
<tr>
<td>(a) books</td>
<td>Rs. _______</td>
</tr>
<tr>
<td>(b) stationer</td>
<td>Rs. _______</td>
</tr>
<tr>
<td>3. Travelling expenditure for</td>
<td>Rs. _______</td>
</tr>
<tr>
<td>(a) attending the PCPs, if any</td>
<td>Rs. _______</td>
</tr>
<tr>
<td>(b) appearing in the examinations</td>
<td>Rs. _______</td>
</tr>
<tr>
<td>(c) coming to the DCC in connection with admission, library studies, meeting the teachers etc.</td>
<td>Rs. _______</td>
</tr>
<tr>
<td>4. Boarding and lodging charges during</td>
<td>Rs. _______</td>
</tr>
<tr>
<td>(a) PCP</td>
<td>Rs. _______</td>
</tr>
<tr>
<td>(b) Examinations</td>
<td>Rs. _______</td>
</tr>
<tr>
<td>(c) Visit to the DCC</td>
<td>Rs. _______</td>
</tr>
<tr>
<td>5. Private Tution Charges, if any</td>
<td>Rs. _______</td>
</tr>
<tr>
<td>6. Any Other (Please Specify)</td>
<td>Rs. _______</td>
</tr>
</tbody>
</table>

Total Rs. _______
SECTION III

X COURSES OFFERED

(A) As you know, at present, the H.P. University offers different Correspondence Courses at Post-Graduate and Under-Graduate levels. Accordingly to the needs of the students, in future, the university might introduce some new Correspondence Courses also. As a student, you might be aspiring to undergo some new courses through Correspondence after completion of the course you pursue at present. Alongwith the need for going through the general degree courses, as being offered at present, you may be in need of some new courses—

1. which can have some practical value to the day to day life in the society;
2. which may help you to spend leisure;
3. which can enable you to get a job;
4. which can help you to improve your efficiency in the work in which you are engaged at present.

In the light of this, in the following a list of different kinds of courses are mentioned under four headings; viz.

1. Applied Courses;
2. Vocational and Professional Courses;
3. Courses related to aesthetic values; and
4. Courses related to general Disciplines.

These courses may be offered at under-graduate and post-graduate levels leading to certificates, diplomas and degrees. Whatever types of courses you may like to join in future, please put tickmark (✓) against the course as mentioned in the list. Suppose you plan to join some specific courses which are not included in the following list, please write down the name of these courses in the space provided under each section.

1. Applied Studies
   
   (a) Applied social and behavioural sciences like studies on

   1. Regional Development
   2. Science Policies
   3. Social Systems
   4. Environmental Sciences
   5. Applied Economics
   6. Applied Psychology
   7. Public Administration
   8. Diplomacy, International Law and Economics
   9. International Politics and Organisation
   10. Studies of different continents
   11. Child care and Development
   12. Home Management
   13. Journalism

   Any Other

   (b) Applied Natural Sciences like

   1. Applied Physics
   2. Applied Chemistry
   3. Applied Biology
   4. Applied Mathematics

   Any Other
2. Vocational and Professional Courses

(a) Management Courses like—

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<tbody>
<tr>
<td>1</td>
<td>Accountancy and Book-Keeping</td>
</tr>
<tr>
<td>2</td>
<td>Company and Secretarial Practices</td>
</tr>
<tr>
<td>3</td>
<td>Office Management</td>
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<td>4</td>
<td>Personal Management</td>
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<td>5</td>
<td>Marketing Management</td>
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<tr>
<td>6</td>
<td>Hotel Management and Catering</td>
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<td>7</td>
<td>Insurance</td>
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<td>8</td>
<td>Salesmanship</td>
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<td>9</td>
<td>Advertising</td>
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<tr>
<td>10</td>
<td>Factory Management</td>
</tr>
<tr>
<td>11</td>
<td>Industrial Administration and Management</td>
</tr>
<tr>
<td>12</td>
<td>Industrial Foremaship</td>
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<tr>
<td>13</td>
<td>Library Management</td>
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</table>

Any Other

(b) Agriculture and Allied Courses like

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<tbody>
<tr>
<td>1</td>
<td>Farm organisation and management</td>
</tr>
<tr>
<td>2</td>
<td>Agriculture Economics</td>
</tr>
<tr>
<td>3</td>
<td>Forestry</td>
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<td>4</td>
<td>Fishery</td>
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<td>5</td>
<td>Landscaping and Gardening</td>
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<tr>
<td>6</td>
<td>Poultry Practice</td>
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<td>7</td>
<td>Horticulture</td>
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<tr>
<td>8</td>
<td>Fibre Industry</td>
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<tr>
<td>9</td>
<td>Agricultural Extension</td>
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</tbody>
</table>

Any Other

(c) Engineering and Technology Courses like

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<tbody>
<tr>
<td>1</td>
<td>General Engineering (Agricultural Implements, Instrument Engineering, Plumbering etc.)</td>
</tr>
<tr>
<td>2</td>
<td>Civil Engineering</td>
</tr>
<tr>
<td>3</td>
<td>Chemical Engineering</td>
</tr>
<tr>
<td>4</td>
<td>Electrical Engineering and Electronics</td>
</tr>
<tr>
<td>5</td>
<td>TV, Radio and Computer Programming</td>
</tr>
<tr>
<td>6</td>
<td>Mechanical and Automobiles</td>
</tr>
<tr>
<td>7</td>
<td>Art and Architecture</td>
</tr>
<tr>
<td>8</td>
<td>Computer Science</td>
</tr>
</tbody>
</table>

Any Other
(d) Teacher Education Courses like

(i) Study of school subjects on

1. Languages
2. History
3. Geography
4. General Science
   Any Other

(ii) Study of different branches of Education viz.

1. Educational Technology
2. Educational Management
3. Educational Measurement and Evaluation
4. Educational Guidance and Counselling
   Any Other

(e) Courses related to study of Law like

1. L.L.B.
2. L.L.M.
3. Labour Laws
4. Taxation Laws
   Any Other

(f) Miscellaneous Courses like

1. Photography
2. Dressmaking, Pattern cutting and Designing
3. Flower arrangement
4. Beauty Care and Cosmetology
5. Etiquette and Entertaining
   Any Other

3. Courses related to aesthetic values

(a) Studies on Literary criticism (Oriental learning, Modern literature etc.)
(b) Art Appreciation
(c) Music
(d) Painting
(e) Sculpture
   Any Other

4. Courses related to general disciplines

(a) Natural Sciences like
1. Physics
2. Chemistry
3. Biology
4. Geography
5. Geology
6. Mathematics
   Any Other
(b) Social and Behavioural Sciences like
1. Historical Studies
2. Political Studies
3. Economics
4. Sociology
5. Anthropology
6. Psychology

Any Other

(c) Humanities
1. Philosophy
2. Linguistics
3. Languages—
   - English
   - German
   - French
   - Sanskrit
   - Hindi

Any Other

After completion of the Post-graduate Course in a particular subject, would you like to join some research oriented courses through Correspondence leading towards M.Phil and/or Ph.D. Degree?

Yes/Not thought of yet/No

In certain universities the students can have considerable choice in selection of papers for a particular course. For instance, in a degree/diploma course for a subject there can be provision for 20 to 30 papers out of which the students are to choose 8 to 10 papers. Would you like to have such a system in Correspondence Courses?

If yes, why?

Yes/Not sure/No

Please give the following particulars:

Name:........................................ Class:............................ Roll No:.........................
Reasons for not attending the Personal Contact Programmes (PCP):  

Instruction  

Those who have not attended the PCP need fill in this:  

Following are given some expected reasons for not attending tht Personal Contact Programmes. Please read them carefully and put a tick mark (✓) against those that apply to you. If you have some other reasons than the twelve mentioned, write them in the space provided.  

You could not attend the PCP, because:  

1. you could not get the information from the directorate. (  )  
2. you got the information late. (  )  
3. You did not feel the necessity to attend the PCP. (  )  
4. you had attended the previous PCP and you did not find it useful. (  )  
5. you could not get leave from the office where you work. (  )  
6. you did not find it convenient to be out of station for a long time. (  )  
7. you could not get the seat reserved in the train/bus to reach the venue of the PCP. (  )  
8. you could not get the concession for travelling by rail/bus. (  )  
9. you could not arrange necessary amount of money to be incurred for attending the PCP. (  )  
10. the venue of the PCP was far away from the place of your residence. (  )  
11. It was difficult to arrange boarding and lodging facilities during the PCP. (  )  
12. your mother/father/husband/wife/guardian/family members did not give you permission to attend the PCP. (  )  

Any other reasons...
APPENDIX - XII.

STUDENTS' PERCEPTION OF CORRESPONDENT SYSTEM OF EDUCATION

प्रिय मित्र,

निम्नलिखित प्रदेश विश्वविद्यालय में पंतप्रधान विषय व्यवस्था के शाखा कार्य का सूचार करना का प्रयास किया जा रहा है। इस तत्व में पंतप्रधान पालीका के विषयविद्यारूप पूर्वस्थान व्यवस्था के नामांकन अनुदेश, पालीका विवरण, पालीका, स्वातंत्र्य, अस्सकलन अध्ययन, कार्यक्रम प्रोग्राम, मूल्यांकन, प्रस्तावित अन्यायालय, विविध अन्धकार के बारे में उनके भौतिक व्यवहार करने की आवश्यकता है।

पंतप्रधान पालीका के एक विवाही होने के नाते इस व्यवस्था के विभिन्न पहलू की उपयोगीता, लीग तथा समस्याओं के बारे में आपके जल्द अवगत होने। तत्परता, उसमें वृद्धार्थ लाने के विविध मार्ग व्यवस्था के बारे में अनुदेश के अंतर्गत पर आपके कुछ विवाह भी होंगे।

इसी को प्रकाशित करने वाले प्रश्न इस पुस्तक में सम्पूर्णता किये गये हैं। पंतप्रधान व्यवस्था के अंतर्गत विभिन्न विविध पहलू के अनुसार इन प्रश्नों को 10 विभिन्न भागों में विभाजित किया गया है। प्रश्नों के सामने उसके काॅलिस्टिक उत्तर दिये गये हैं। क्या, उत्तर देने समय उस पक्ष के सामने (✓) चिह्न लगाइए, जो आपको उचित लगता है। यदि दिये गये पक्षों के भिन्न उत्तर आपमान हो तो क्या उन्हें अन्त में अगस्त रखा पर दिये हुए।

आश्चर्य भी इतना करता है कि आपके उत्तरों का उपयोग तिरंगा अनुसंधान कार्य हेतू ही किया जाय तथा उनका गुण रखा जाय।

धन्यादाता।

भवदीय

[Signature]

पी. के. साहू।

— — CENTRE OF ADVANCED STUDY IN EDUCATION — — — —
M.S. UNIVERSITY OF BARODA
BARODA-390 002
प्रश्नांक 52
प्रश्न 1
सामान्य ज्ञान के प्रदेश के लेखन के लिए अपने विद्यार्थी भी 'विद्यार्थी' को विद्यार्थी के उत्तर में डाक के आवेदन करना होता है। विद्यार्थी नियमों के अनुसार आवेदन पत्र का परीक्षण करने के पश्चात् उपर्युक्त पत्र या 'विद्यार्थी' को पत्राचार पादरकम नियोजन की ओर गई सूचना दी जाती है। यह प्रश्न का डाक तथा दूसरे माध्यम समाचारपत्र एवं देशियों के जरिए होती है, किंतु अन्याय तथा ऐसी ही समस्याओं की संभालना विवादित है। आपने प्रश्नांक पादरकम में प्रश्न के समय ऐसी ही 'विद्यार्थी समस्या' पर ध्यान दिया होगा। इस प्रश्न का पहला प्रश्न आपके दृष्टि के लिए समस्या का सामना करना पड़ा था।

2.
यदि देखा, तो क्या कारण था?

3.
विद्यार्थी-प्रश्न के प्रदेश में निर्मित समय में आपका प्रति हां/नहीं पड़ा?

4.
आपके क्षेत्र के दैनिक समाचार पत्र/ सामाजिक में कोई विद्याप्रद का नहीं निकला?

5.
विद्याप्रद को निर्मल और प्रदेश के अधिकारियों के बीच की समय अवधि इतनी कम थी जब आपका आवेदन पत्राचार पादरकम नियोजन को नियमित तारीख पर पूर्ण जाना यह निर्मितित नहीं कठा जा सकता?

6.
प्रश्न के लिए आपको व्यायार्थार डाक या/ जीवनमूलक रूप से प. पर. निः ते सूचक किए प्रतिनिधि करना पड़ा था?

7.
और कौई
12. नामांकन प्रूक्षिण को सुतारे के लिए क्या आपके पास कोई सुनाव है?

हाँ / नहीं

यदि हां, तो जाना जाएँ तो जाना जाएँ

अ | आपके केन्द्र के लिए चार्ट / सामग्रियों के मिश्रण निकलना चाहिए

ब | आपके केन्द्र के रेडिओ कार्यक्रम में उत्सव

क | यहाँ में एक बार की कहां बार बार सामाचार पत्रों / सामग्रियों में विज्ञापन निकलना चाहिए

और जोइंग

2. अनुदेश

पत्राचार विधि 3 व्यक्ति में दिया जानेवाला अनुदेश नियमित फायदा है। क्योंकि, यह युक्तिः पत्राचार के द्वारा होता है इसलिए इसकी विपरित पत्राचार तथा फायदा है।

अभी जो अपनी विधि प्रूक्षिण के सुधार चाहिए

1. आपके ऐसे अनुस्थापन डाक के द्वारा

के लिए उपयोगी / उपयोगी / के लिए उपयोगी

2. कभी सुनवारे आपके लिए स्पष्ट नहीं हो पाई है तो उस तस्वीर का आपने निभाया तो स्पष्टीकरण माहिती ऊपर नहीं

यदि नाम था, तो वह निरदेश नहीं की ओर

उपरि स्पष्टीकरण प्रकार था

हाँ / नहीं
3. क्या आप अनुस्थापन को, ज्यादा प्रभावी बनाने के लिए कैसे सुझाव देना चाहते हैं?
यदि हां, तो किस ढा में?
अ. निर्देशालय में एक सूचनाकेन्द्र स्थापित किया जाना चाहिए।
ब. विद्यार्थियों की पूजाराथ का प्रतिबंध निर्देशालय ने लतपरता के साथ देना चाहिए।
और कोई

3. पाठ्य विचारण

सभी सं/ अधिभाषण के आरंभ में निर्देशालय पाठ्यक्रम का पाठ्य विचारण आपको केजता है। यह आपको संपूर्ण पाठ्यक्रम की समझ, उसमें तस्कर और विषय का अध्ययन करना है इसकी जानकारी देने में सहायता करता है।

1¹ आपको यह पाठ्य विचारण कब किया?
प्रत्येक के हर वाद/कुछ विचार से/ किया ही नहीं।

2¹ क्या पाठ्य विचारण किया के बाद आपके लिए यह स्पष्ट हो गया कि सं/दौरान क्या सिखाया जाता?
हां/नहीं?

3¹ क्या आपने पाठ्य विचारण में सन्दर्भक के आयामक सं/ आगे अभ्यास के लिए सुचिय का उपयोग किया था?
हां/नहीं?
- यदि हां, तो किस तीमा तक यह आपको उपयोगी लगा?
व्यापक तीमा तक/ सीमित तीमा तक/किसी भी नहीं।
- यदि नहीं, तो क्यों?

3² पुस्तकें,
1. बाजार में अर्थात्तय की
2. स्थानिक पुस्तकालय में अर्थात्तय की
3. प. पा. नि. के पुस्तकालय में अर्थात्तय की
व. पुस्तकों की कीमत उच्च थी?
क. उसमें आपके सुधि कम थी।
उसको पढ़ने के लिए तम्म का आवाह था।
ओर कोई नहीं।

पाषणक ये निदारित तभी इकाईयों की उस सत्ता / अधिकारण में पुरा करना कथा आपको पुनःप्राप्त रणनीति लगा।
- यदि नहीं, तो क्या?

का अपने यह सौंदर्य है कि यदि पाषण-विकार भिन्न पुराने होता तो अध्ययन में ज्यादा सहायक होता।
- यदि हाँ, तो पाषण विकार में क्या परिवर्तन आप पाने हैं?

1. इकाईयों का लिखित विकार दिया जाना जाहिर।
2. विभिन्न इकाईयों के तौर पर तपित कर दिया जाने जाहिर।
3. और कोई नहीं।

पाषणस्तूप

फलाचार आपत्तिक भक्षण में सुखत: डाक द्वारा कैसी गई पत्तन सामग्री के द्वारा डोट अनुदेश किये जाते हैं। तभी पत्त की पाषणस्तूप दुर्लभता के रूप में कैसी बाती है। तामान्तर: तभी पत्त पाषणक की इकाई का आवाय कमाऊंगा किये हुए होते हैं। अबतक आपने हरने से कई पत्तों का अध्ययन किया हो गया। अध्ययन के दौरान आपको उसकी उपयुक्तता भालु लूट होगी तथापि इन सामग्री के पत्तन में आई उठाईयों का भी अनुभव किया होगा। इतनी पहलू पर दो पुराने नीचे दिये गये हैं। कृपया उत्तर दीजिए:
1. सभी पाद्यपुस्तक के आदर्श के सामान्य निदेश दिये गये होते हैं।

2. कथा हम पाठों का स्वयं अध्ययन, जहाँ आपको

3. अपने अध्ययन से कथा ओपने पाद्यपुस्तकों का उपयोग

4. यदि किया था, तो अद्यतन सीमा तक आपको

5. यदि उपयोगी लगा तो फिर किसी दृष्टि से,

6. व्यापक तीव्रता के लिए फिल्म सीमा तक।
4. क्या आपको पाद्यमत्तक के उपरांत दूर तरी गृहों के उपयोग की जबर्दस्त महजूत हुई थी?

यदि हुई थी, तो फिर चूंकि मे को पियां का समझने के लिए
वो लाभप्रद निकलने के लिए ।
किसी प्रकार मे उत्तर देने के लिए ।
और कोई ।

5. सभी इवाद /पाठ के आंत मे संदर्भ के लिए पुस्तकालय की गई पुस्तकों का आपने कितना उपयोग किया?

डेरीमा / कभी कभी / बहुत कम / कभी नहीं ।
यदि आपने कभी उपयोग नहीं किया तो क्या?
वो क्योंकि इन पुस्तकों मे दी गई अंगवस्तु आपकी समझ मे नहीं आई ।
वो संदर्भ के लिए उनसे अच्छी पुस्तक आपको मिल गई ।
वो पुस्तकें बाजार मे पाना नहीं थी।
क्योंकि वे पुस्तकें वर्तमान में महत्ता कार्य था।
वो पुस्तकें पढ़ने के लिए किसी पुस्तकालय की दुर्भिक्षा नहीं थी।
वो क्योंकि उनको “पढना का समय आपके पास नहीं था।

6. सभी पाद्यस्तुलत के अधिवेशन के आरोप मे ही आपको क्यों दी जाती है?

पिघली के जैसे यह व्यवस्था किस दीर्घ तक आपको उपयोगी लगती है?

यदि यह व्यवस्था उपयोगी है तो ‘कहले’
अ- सभी पाठ एक साथ किले जाते है।
ब- अपनी इवाद नमुना किसी भी पाठ का अध्ययन कर सकते हैं।
7. सत्व अथवा आधिकारिक: आपको डाक ने पाठ कम: 'फिल्म है'। पुस्तक के तुरंत बाद/पुस्तक के पहले महीने में। पुस्तक के दूसरे महीने में। पुस्तक के दो महीने के बाद।

8. का आप यह मानते हैं कि पाठवलय भूमिका में सुधार आयकर हैः।

9. पाठ आयकर है तो किन सम में

अ) ज्यादा शास्त्रीय होना चाहिए।
ब) तथ्यों अभियान भाषा में लिखा जाए।
र) जो विषयी हिन्दी में परीक्षा देना चाहते हैं उसके लिए हिन्दी में लिखा जाए।

d) ज्यादा न उदाहरण, घट, नक्शें एवं कोष के लाभ सिखा जाए।

A) आयकर के लिए विविध समय के संगमन्त्र ते डाक द्वारा भेजे जाए।

और कोई
5. स्लाइडमेंट

सभी पाठ/कहावत के अंत में आपके द्वारा इसे जाने वाले एस्क्राफ्ट यूट कार्य की सुधियों दी जाती है। सभी स्थान / अवधि में यह आशा की जाती है कि आप का ये कम 75 प्रतिशत एस्क्राफ्ट यूट कार्य करो और उसे नियत तिथि में निष्टेशालय में प्रस्तुत करें। अन्ततः आपने भी कोई यूटकार्य नहीं होगे। इस अनुमान के आधार पर, उसमें संगठित प्रश्न की प्रश्न, उपयोगिता आदि के बारे में आपके मौलिक भी अवधि होगा। इस प्रकार उसके उत्तर दीजिए।

1. एस्क्राफ्ट यूट कार्य के उत्तर देना आपकी किसी तीमा तक उपयोगी लगा।

2. यदि आपको यह उपयोगी लगा तो किस कुदिया और किसी भी नली।

 व्यापक तीमा तक/लील्मित तीमा तक/ फिली भी नहीं।

2.1 यदि आपको यह उपयोगी लगा तो किस दृष्टि से?

अ - नल / वार्डिंग परीक्षा के लिए आवश्यकता पूर्ति की दृष्टि से:

चित्र को स्पष्ट सब से सामान्य के लिए।

क - प्रश्न के उत्तर देने में उपयोग होने के लिए

ड - संगठित सामग्री का व्यवस्था करने तथा आपको प्रश्न के उत्तर देने के लिए संगठित करने के लिए अपनी विश्वास बनाने की दृष्टि से

इ - जो आपने तीमा है उसके लिए आवश्यक करने की दृष्टि से -

ई - अवधि के संगठित तीमा की दृष्टि से:

उ - परीक्षा की लैंडक तैयारी की दृष्टि से -

उसे केवल।

1

2

एस्क्राफ्ट यूट कार्य की तैयारी करते समय क्या आपने निम्नलिखित सामग्रियों में से किसका उपयोग किया था?

अ - पाठ्यपुस्तकें --

ब - पाठ्य निर्देशन से संविदित पुस्तकें --

क - पाठ्यपुस्तकें से संविदित पुस्तकें --

ड - उपयोगिता पाठ्य पुस्तकें / पत्रिकाएं --

ढ - माधविश्वासः

ण - कोण्टेक्स्ट पोशाक संक्षेप कार्यक्रम की लिपिबद्धियाँ और कोई भी --

59
3. एसटाइमेंट गूढ़ायार लिखने में आपको फिल्मी कठिनाई थी बहुत / ज्यादा नहीं / ज्यादा नहीं?

4. यदि कोई कठिनाई आई थी तो वह इसलिए थी कि, जितना?

5. आपको फिल्मी परीक्षा एसटाइमेंट गूढ़ायार में परीक्षा की और ते...

6. यदि आपको वह विचार उपयोगी लगे तो फिल्मी लीगा तक उपयोगी लगे। ज्यादा तीमा तक / लीमिट तीमा तक / किसी भी नहीं.
6 साइंसेंट गृहकार्य की कार्यालय में सुधार लाने के लिए दस्ते हैं तथा लिखत
गृहकार्य का आयुर्विज्ञान करते हैं।

व - साइंसेंट प्रस्तुत करते के लिए प्रयागलिंग समय दिया जाय।

ग - साइंसेंट का प्रस्तुतिकरण डिज़ाइन में किया जाना चाहिए।

घ - साइंसेंट प्रस्तुत करने की अतिक्रिया नवंबर कार्य के साथ
शपाल बाट की होनी चाहिए।

ङ - साइंसेंट प्रस्तुत करना अनिवार्य नहीं होना चाहिए।

च - साइंसेंट की 75 प्रतिशत आयुर्विज्ञान के जन्म चाहिए।

छ - इसी साइंसेंट प्रस्तुत करने पाएँ।

और कोई

6 पुस्तकालय अध्ययन

पुस्तकालय के क्षेत्र में ही प्रसारित प्राकृतिक चिन्तामणि का उपस्थापन होता है।
अध्ययन अन्तर्गत की पुस्तकालय के उपस्थापन इस पुस्तकालय में शाखा धरारा
संबंधित होता है। यहाँ हृदय अपने भी
पुस्तकालय का नाम उठाने की जरूरत होती है।
परंतु इस पुस्तकालयों का
उपभोग करने में कुछ शर्त आवश्यक होती हैं।
धारा उसके उत्तर दीजिए।

I 16 क्या आपने यह पुस्तक प्राप्त करने में कोई कठिनाई हुई थी?

हाँ / नहीं?

21 यदि पुस्तकालय हुई थी तो वह कहाँ थी?

अ - पुस्तकालय के आवास पूर्वोत्तर उपलब्ध नहीं हुई?

साइबरियाल या ऑनलाइन साइबरियाल और
लोकाल छोड़ी हुई?

घ - अलाउत शाखा में पुस्तकालय की उपयोग
करने की लिखम व्यापक प्रयास नहीं होती?

घ - प्रथमा की और से प्रस्तुत तत्परता नहीं दिखाई
जाती?

और कोई
2 पुस्तकालय ग्रन्थिकारों में तैयार लाने के लिए इसके लिए फ्रिम्स अनुमोदन आप करते है? 
अ- पत्राध्यापक पाठ्यक्रम निर्देशालय के पास यथास्था ही दी गई चिह्नित वि आप अपने निर्देश के अध्यापिकालय / विविधविद्यालय के पुस्तकालय के सदास्य बन लें।
ब- प्राप्त हुए निर्देशालय का पुस्तकालय आप के सदास्यमुख्य प्रति चिह्नित जाने के आप नियमत है।
के- डाक पुस्तकालय स्थापना की प्रमाणित आप चिह्नित दर्जना चाहिए।
दे- डाक-पत्र का निर्देश पत्राध्यापक पाठ्यक्रम निर्देशालय की तरह चाहिए।

उद्देश्य चिह्न

78 कीन्टेक्ट प्रोग्राम

पत्राध्यापक पाठ्यक्रम में क्रम से अनुदेश देना भी सिखाया जाता है। कीन्टेक्ट प्रोग्राम के साथ तभी सदेश में एक समाधान या हलने का अनुशासन इस तरह देना प्रयोगित किया जाता है। हम कीन्टेक्ट प्रोग्राम में सामान-मत- व्याख्या या विचार विचार के अनुसार देने चाहते हैं। अनुदेश के उपरांत पाठांतर ग्रन्थियाँ का निर्देश किया जाता है। व्याख्यात तारा कार्यसूची में भाग लेने तथा आप के इस कार्यक्रम में वाचारित किये जाने वाले पाठ्य तथा पाठांतर ग्रन्थियाँ की उपयोगिता एवं उनकी सीमा के बारे में उपप्रेम बनाये होगे। आप अनुमोदन के आधार पर आप के पास इस कीन्टेक्ट प्रोग्राम को व्याख्या उपयोगी बनाने के लिए दुकान दिये होगें। ग्राहकों का प्रमाणित करने वाले इस प्रूफ यहाँ दिये गये हैं। यहाँ उसके उत्तर दीजिए।

1 कीन्टेक्ट प्रोग्राम देख लिखें कार्यक्रम के दौरान सुझाव: व्याख्या पर ध्यान देनें चिह्नित किया जाता है और जब-कबी आपड़ा के कारण /बाद में पुनरीस्तर एवं क्वाली ओप्शन भी किया जाता है।
क्या आपको लगता है कि हाँ/जानहै सत्य/नहीं

अ - व्याख्यान में आयोजित प्रकरण बहुत ही आवश्यक थे।

ब - दिशा दिये गए व्याख्यान करने के लिए प्रभावित थे।

घ - प्रश्नोत्तर अधिक बारे में आयोजित थे।

ड - चर्चा अधिक बारे में हिस्सा लेने को अक्षरता लगी थी।

ई - यह व्याख्यान में आयोजित थे।

उ - कोन्टेक्ट प्रोग्राम के दौरान व्याख्यान को तमाम तत्त्व।

बर - प्रश्नोत्तर अधिक में हिस्सा लेना।

का - चर्चा अधिक में हिस्सा लेती थी।

क्या आप समझते हैं कि कोन्टेक्ट प्रोग्राम के दौरान के अध्यापन कार्य के कुछ दृश्य दिया जाना जरूरी है?

यदि जरूरी है तो कोन्टेक्ट प्रोग्राम के प्रश्नोत्तर इतने के साथ-साथ प्रवेश इतने के चर्चा की प्रक्रिया पर ज्यादा ध्यान दिया जाना चाहिए।

कृपया अपनी मालिक के अनुसार तैयार दीजिए, चिन्ह छुप

अ - व्याख्यान

ब - तमाम चर्चा

क - चिन्ह - गोष्टी

ड - प्रश्नोत्तर

संपादित: 11
2 क्या आप लिखते हैं कि

अ - कॉन्टेक्ट प्रोग्राम में सिर्फ आवश्यक प्रक्रियाओं को ही विस्तृत स्रोत से समाप्त करने वाले चरणों का है?

हां / नहीं लिखो / नहीं

ब - ध्यान दें कि इस वांछन को मानने का चला है?

- तलाश की जाएगी आपकी भाषा?
- हिंदी भाषा?
- हिंदी में अभिव्यक्तियों के संबंध?

स्वयं है?

चिह्न

३ - दिनांक अध्यापक कंध ने है लिखा निर्देश निम्न लिखित जाने वाले चरणों का है?

हां / कह नहीं लिखो / नहीं

इ - कंध का कर्म करना चाहिए?

हां / कह नहीं लिखो / नहीं

और कई

हां -

3 विशिष्ट पाठ्यक्रमों के लिए कॉन्टेक्ट प्रोग्राम की समय अवधि को विकल्पित करने के लिए ज्ञापन की होती है?

हां / नहीं

ज्ञापन की होती है?

हां / नहीं

2 यदि नहीं लिखो तो इस्तेमाल कि

अ - पूरा पाठ्यक्रम कंध में समाप्त किया हो?

या था।
व - तभी भल्पूर्ण प्रकार विस्तुलत का था
अपलोहण नहीं रखा गया था।

ख - पुस्तकालय -अध्ययन के लिए प्रयोग क्षमता
नहीं दिली था।

ट - पाठसैल यथा के लिए धिक्कत
तक नहीं होयां िया था।

और फिर ---------

ढ - ---------

3 यही समय अध्ययन को सीखी हुई को-डेटेक्ट प्रोग्राम की तमय
अलंकार आपकी दृष्टि के फिली होनी चाहिए।

फायदा / क्या

4 को-डेटेक्ट प्रोग्राम के दौरान को आपकी पुस्तकालय का उपयोग
किया था: हां/ नहीं

1 पदिद उपयोग किया था तो फिली लीला तक आपको
पुस्तकालय का उपयोग महत्वपूर्ण लगा।
किवीक लीला तक/अत्यसित लीला तक/ फिली भी नहीं।

2 पदिद आपने पुस्तकालय का उपयोग नहीं किया था तो
व्या वह इत्यादि फि --
अ. - अधिकतम रूप कृत्य - थियांजी के ही द्वां हो
जाता था।

ब - तभी पुस्तकालय के लिए पुस्तकालय तुर्कीयमERICAN ।
पराभुत नहीं थी

क - पुस्तकालय तुर्कीयम नहीं दी गई थी।

ड - आप विश्वविद्यालय दक्षे दक्षे स्था पत्र ठहरे
हुए थे।

और फिर ---------

ढ -
5 कॉन्टेक्ट प्रोग्राम के दौरान हुए पाठात्मक अवसर थे या - सनातन कार्यक्रम, सम्मेलन, लघु-पाठ्यार्थी आदि आयोजित की जाती हैं।

1 - क्या इसके से कोई कार्यक्रम आयोजित करने के कॉन्टेक्ट प्रोग्राम के दौरान आयोजित किया गया था? हाँ / नहीं

2 - यदि किया गया था तो आपको के पाठात्मक अवसर विस्तृत तत्त्व तक सचिवालय लगी।

3 - कॉन्टेक्ट प्रोग्राम के लिये हन ड्रेस को ते फिले साथ आप लेना है?

अ - तह अथवा प्रमुखार्थी तरीके हदारी तरीके के लिये चिह्नण की होनी ही चाहिए।

ब - हन प्रमुखार्थी तरीके में ऐसे कार्यक्रम भी तम्मिलात होने चाहिए कैसे -

- और और धोखा
- निलंब-प्रतियोगिता
- खेल-प्रतियोगिता
- रंगीला
- नाटक
- सांस्कृतिक-लेख-आयोजन
- पत्र-पाठ्यार्थी
- और और

क - पाठात्मक अवसर में भाग लेने वालों को पुरस्कार, प्रमाणपत्र आदि के द्वारा प्रतिस्पर्धा में भाग लेने चाहिए।

6 कॉन्टेक्ट प्रोग्राम के दौरान क्या आपको कोई कठिनाई का आभास करना पड़ा था?

यदि करना पड़ा तो वह इसलिए थी?

1 कॉन्टेक्ट प्रोग्राम में उपस्थित होने के लिये इंटरव्यू लेना चिह्नण कठिन लगा।
2 तवी अवधि के लिए यादें रखना कठिन लगता है।
3 कॉन्टेंट प्रोग्राम के दौरान भारी क्षण व्यक्त है।
   क्षण पड़ता है।
4 कॉन्टेंट प्रोग्राम के लिए अपने संग्रह रियासत में
   नहीं किया जाता।
5 कॉन्टेंट प्रोग्राम के दौरान उसी ओर जाने
   की खुशिया पाने आपको घर लगता है।

7 किसी वास्तव प्रकृति के लिए कॉन्टेंट प्रोग्राम में
   उपस्थिति अवसर होता है तो किसी ने पैचिस का
   स्पष्ट आप कह नामों में चिंता वधान के लिए कॉन्टेंट
   प्रोग्राम अनिवार्य हो गए थे।
   हाँ / नहीं।
8 यदि नहीं सानों की क्षेत्रीय वर्तमान दकात
   अनुभव है।
9 वह कल्पना की पुर्वितांक लक्ष्य में रखो, हां इस अभाव के लिए कॉन्टेंट
   प्रोग्राम वैश्विकता के कारण, तत्त्व में अंशता ही लागू थिये।
   जा लोग हैं। परम्परा यह वाइरस आपके में विद्यमान के लिए हो
   शक्ति है परन्थ नहीं हो। इसी के उपाय किए तो बुधवार नीचे
   दिख गई है। कुछ फिल है, बुधवार। बुधवारों से आप तंत्रहो।
   उसके सामने कि चिठ्ठी की लिंग।
   चिठ्ठी का पता किताब के भाल लक्ष्य में युद्ध नीचे के बंदरों में
   आपके भेंटें में स्थानीय राजनीतिक कार्यकर्ताओं से काम करनी आवश्यक
   करनी चाहिए।
8

1. आपके क्षेत्र की महाविद्यालय के प्राध्यापकों की उस क्षेत्र के विद्यालयों को मान्यता देने के लिए न राज्य निर्दिष्टपत्र की ओर से नियुक्त किए जाने चाहिए।

3

1. और कोई

3. विभागियों के लिए ऑफिस प्रोग्राम ज्यादा उपयोगी बने इत्यादि आप क्या युक्त देंगे?

4. प्रस्तावित पाठ्यक्रम

3. यौगिक फि आप जानते हैं, अभी हिमाल प्रदेश विश्वविद्यालय तत्कालिक एवं अनुसन्तान तत्कालिन निर्दिष्ट विघ्नान प्रौद्योगिकी के ध्यान में रखने हिमाल प्रदेश विश्वविद्यालय भविष्य में अभी नये पाठ्यक्रमों भी शुरू कर लगती है। आपके क्षेत्र में पाठ्यक्रम की तयारी के बाद फिर नये पाठ्यक्रमों में शामिल होने की आशा आप भी करते होगें। अभी प्रस्तावित सामान्य उपाधि पाठ्यक्रमों की तरह ही आपको फिर नये पाठ्यक्रमों की आयोजना होगी। क्ये?

1. पिकार आपके दैनिक जीवन में व्यावहारिक फूल्ड हो।

2. पिकार आपको फुसलाका तादा अच्छी तरह चिताने में मदद भिलें।

3. जो आपको सौगात देने में मदद दे दें।

4. जो आपको द्वारा बढ़ाने में तहत क, हो पिकार आप अभी परवरत
इन सबको ध्यान में रखते हुए यहाँ दी जा रही धूम वाले चार शीर्षकों के
अलग विचित्रता प्रदान के पादकृत उल्लेखित किये गए हैं, जैसे –

1. काव्यपौरीगी पादकृत
2. व्याकरणात्मक पादकृत
3. अनात-लाल राजीव ते तथीक राजीव
4. वाक्यान्य अनुभावन है तथीकता पादकृत

वह पादकृत उपाधि, लगन या प्रमाणण वाले किसी अनुभाव या स्त्राकेशरसर
स्तर के लिए प्रस्तातित किए जा रहे हैं। जिन प्रकार के पादकृत में आप
हितों ने संपत्तित होना पाते हैं, तूने दी गई धूम में उसे अपने विचार
करे। वह आप किसी वे प्रकार पादकृत में संमिश्रित होना पाता है, जो इत धूम में नहीं दिखे गये, तो धूम उन पादकृतों के नाम तभी विचार
करे जैसे दी गई जपान में लिखे।

1. काव्यपौरीगी अध्ययन

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**व्याकरणित पाठ्यक्रम**

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और कोई

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11

विद्यालय, शाखाओं, मण्डलों, क्षेत्रों, आदि
1 शास्त्रीय विषयों
2 गणित, वैज्ञानिक विषयों
3 भू-विज्ञान
4 तात्त्विक विज्ञान
5 विज्ञान एवं प्रौद्योगिकी
6 विज्ञान एवं प्रौद्योगिकी
7 विज्ञान एवं प्रौद्योगिकी
8 विज्ञान, विज्ञान, विज्ञान
9 विज्ञान एवं प्रौद्योगिकी
10 विज्ञान एवं प्रौद्योगिकी
11 विज्ञान, विज्ञान, विज्ञान
12 विज्ञान एवं प्रौद्योगिकी
13 विज्ञान एवं प्रौद्योगिकी
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15 विज्ञान एवं प्रौद्योगिकी
16 विज्ञान एवं प्रौद्योगिकी
17 विज्ञान एवं प्रौद्योगिकी
18 विज्ञान एवं प्रौद्योगिकी
19 विज्ञान एवं प्रौद्योगिकी
3 पूल - तत्वत
4 तौलस्रं रक्षक, एवं तौलस्रं प्रसाधन वास्त्र
5 अधार सहीता एवं गणरक्षक
6 और कोई ------

3 कला-हौलस्रं मूल्यों से तद्भावना पाद्यक्रम
1 संहितातिपठाना अध्याय
2 प्राप्याय साहित्य अध्याय
3 अध्याय
4 पिताकला
5 और कोई ------

4 और साहित्य आनुसार संस्कृत पाद्यक्रम
1 शैलजिजङ्का कल्पत्र
2 सलाम शास्त्र
3 जीव-पिकान
4 भू-पिकान
5 भू-पिकान
6 गणीत
7 और कोई ------

5 और शंकर शास्त्र
1 शंकर शास्त्र
2 अभिज्ञ
3 अभिज्ञवर्द्धी - शंकरण्य
- जान
- कह
- रसिक
- रसिकण
- रसिकण
- हिन्दी
7 और कोई ------
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<td>अर्थशास्त्र</td>
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<td>4</td>
<td>तमाजास्त्र</td>
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<td>5</td>
<td>मानविक्षान</td>
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<td>6</td>
<td>मनोविज्ञान</td>
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<tr>
<td>7</td>
<td>दुरालालिकिया</td>
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</tbody>
</table>

अंतर्जातीय विषयों के साथ-साथ पादक्रम संगीत कर लेते हैं कि कार्यालय का आप प्रतिवर्तियों के बारे में दूर अध्ययन करने वाले विद्यार्थियों की उपाधि की ओर से अज्ञात सिद्धांत-अनुसूचित पादक्रम में सम्मिलित होना परेगी।

जी हां/अभी तक सोचा नहीं/ नहीं।

किसी विशिष्ट विषयों में विद्यार्थियों को किसी विषय के विविधता पादक्रम में प्रदर्शन करने की महत्वपूर्ण सीतादर्श रूप से उद्देश्य रखती है उदाहरणार्थ, किसी उपाधि/सन्दर्भ पादक्रम में एक विषय के 20 से 30 प्रश्नों दो सीतादर्श रूप से सिद्धांत-अनुसूचित पादक्रम में 8 से 10 प्रश्न पूरा कर सके, तो आप प्रति परामर्श पादक्रम में भी ऐसा व्यवस्थापन सीतादर्श देंगे।

जी हां/कह नहीं सजे/नहीं।

9. मूल्यांकन:-

जैसा फि आप जानते हैं, प्रतिवर्तियों पादक्रम में विद्यार्थियों की शैक्षिक उपलब्धियों का मूल्यांकन समान मेन्ट तथा परीक्षाओं के द्वारा किया जाता है। आपके शैक्षिक विकास में मूल्यांकन की यह व्यवस्था
किसी सीमा तक उपयोगी होती है, हो सकती है और इस स्थिति में तुधार लाने के विभिन्न उपायों के लिए आपकी राय जानने की जरूरत है। इन से संबंधित कुछ पूर्व यंत्र दिये गये हैं कृपया उनके उत्तर दीजिए।

1 यदि आपको भलूए है कि आपके लिए एक बार (एमएस रेफ) के लिए तब में दो बार स्लाइडेनेट प्रस्तुत करने का काम जाता है। अन्यथा में अपनी बुद्धिमत्ता को जानने तथा उसे खुशाल करने की दृष्टि से इस स्लाइडेनेट दिये जाते हैं।

अ- इस दृष्टि से यदि आप यह मानते हैं कि संगीत से एक बार स्लाइडेनेट प्रस्तुत करना ठीक है, हाँ/निरिखत नहीं/नहीं।

ब- यदि यह नहीं, तो क्या आप यह मानते हैं कि स्लाइडेनेट विभिन्न के तुलना में लघु के दौरान प्रस्तुत करने दिया जाना चाहिए।

2 अभी, क्लियर एक्सप्रेक्स प्रस्ताव पर स्लाइडेनेट आधारित रहता है, जिसके उत्तर देने के लिए आपको पाठवार्तित और कुछ पुस्तकों का ही अध्ययन करना पड़ता है।

अ- यदि स्लाइडेनेट में कुछ निरिखत योजनाओं और प्रेरितकला कार्य का समावेश किया जाए तो क्या आप मानते हैं कि उसके अपने वैश्विक स्तर को तुदारने में सहायता दीजिए?

हाँ/निरिखत नहीं/नहीं।

ब- यदि विकल्पों के प्रोग्राम में कुछ छोटे ओपिटियों तथा पटे में का समापन निष्कर्ष जानें तो क्या आप मानते हैं कि वह आपके वैश्विक प्रभाव में सहायता होगी?

हाँ/निरिखत नहीं/नहीं।

3 अभी परीक्षा लाइट स्लाइडेनेट तथा अभी-नभी कुछ घटनाओं के साथ आपको अभियान दिया जाता है।
4. विज्ञान परिस्थितियों में स्टाइलिज्यां पर आप तथा शून्याओं पाने के उपरांत उन्हें जान रखने नहीं करने के साथ धार्मिक स्तर को दर्शाने के लिए मानविक निर्धारण और अंतिम विचारों के साथ स्थिरता रखने के साथ-साथ अंतर्विद्युत अंतर्विद्युत निर्धारण निर्धारण के रूप में विश्लेषण के लिए इसमें शामिल है।

5. पाठ्य विवरण तथा विश्लेषण तंत्रों का अध्ययन करने के उपरांत भी आप उत्तर द्वारा सुसंगठित करने में सफल नहीं हो पाते जिसली तक आपकी समक्ष में आ नहीं होता है।

6. क्या आप इससे सहज हैं कि परीक्षा में दिए गए प्रश्न इस प्रकार के होते हैं कि,

- इस प्रकार विवरणों के अभ्यास से ही अच्छे अंक प्राप्त होते हैं।

8. सहज / निर्धारित नहीं / अल्पमात्र।
ए- पाठ्य विषयों के लाभ-साथ सुझावित संबंधों के अध्ययन से परीक्षा से अधिक उत्तर दिखने में सहायता मिलती है।

सहजत / निर्घड़त नहीं / असहजत।

ब- उचाई-मेन्ट लिखने से परीक्षा में अधिक हार्दिक करने में सहायता मिलती है।

सहजत / निर्घड़त नहीं / असहजत।

ग- काउंटी क्रिकेट में उच्चिंद्रिय रहने से वरीयता में अधिक हार्दिक करने में सहायता मिलती है।

सहजत / निर्घड़त नहीं / असहजत।

घ- अभी, परीक्षा से 30% गये बारे के साथ-साथ ही आपकी उपाधि प्रदान किए जाने का निर्धारण किया जाता है। इस व्यवस्था की बुझारने के हेतु पूरक सुझाव यहाँ दिये गये हैं इनमें से किसी तारीख आप सहजत है।

ङ- परीक्षा के प्रारंभ होने के अंत हो उपाधि प्रदान करने हेतु ध्यान में रखे जारी करता है।

च- परीक्षा के प्रारंभ के साथ-साथ उचाई-मेन्ट में

छ- लिखी उचाई-मेन्ट में आपकी उपाधि ही उपाधि-प्रदान करने के लिए ध्यान में रखना जारी।

ख- बुझा उपर तक परीक्षा ने अपने विचार दस्तावेज़।

ग- यदि आप अपने उत्तर 13वीं या 1वीं है तो अप क्या बाहर है?

घ- परीक्षा लेने में एक बार की जाए।

ढ- परीक्षा की एक बार की जाए।

थ- कृपया उत्तर के लक्ष्य में अपने विचार दस्तावेज़!
अपने अध्ययन को चालू रखने के लिए आपको विविध पुस्तकें पर आधारित ध्यान देना पड़ता होगा। यहाँ इन बच्चों के बारे में लिखा है।

प्रथम, अपने धार्मिक बच्चों का व्यूहरा यहाँ लिखा हुए बच्चों के नाम के साथ दी जाती है।

1 वाक्य
अ - विवरण प्रतिकृति, तथा पुस्तक पत्र संग्रहालय के लिए
ब - पुस्तक -शैक्षिक संग्रहालय के लिए
क - सतांतर संग्रहालय 

d - पत्रासार प्राप्त करने के लिए पुस्तकालय की पृष्ठभंग।

2 यात्रा -वाक्य
अ - कांड के प्रारम्भ में पुस्तक पत्र संग्रहालय के लिए
ब - पथरीश्चित्र पुस्तक पत्र संग्रहालय के लिए

c - पुस्तक पत्रासार, प्राप्त करने के लिए पुस्तकालय की पृष्ठभंग।

3 अ - बच्चों के बाबार जीवन में

ब - बच्चों के जीवन में

4 रहने और बच्चों का बच्चे
अ - कांड के प्रारम्भ में दौरान

ब - पथरीश्चित्र प्रारम्भ में दौरान

c - पुस्तकालय तथा धमतात्मा के दौरान

5 प्राइम टाइम फीस्ट जंकिन्ग आर्ट खाना है।

6 अन्य कोई
Those who could not attend contact programme need fill this.

Those who could not attend contact programme need fill this.

Those who could not attend contact programme need fill this.

Those who could not attend contact programme need fill this.

Those who could not attend contact programme need fill this.

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A Study of the Correspondence Education in Himachal Pradesh University

TEACHER’S PERCEPTION OF CORRESPONDENCE SYSTEM OF EDUCATION

Dear Sir/Madam,

An attempt is being made to conduct an intensive study of the Correspondence System of Education in the H.P. University. In this connection there is a need to collect the views of the teachers of Correspondence Courses regarding different aspects of this system of education i.e. courses of studies, lesson scripts, assignments, personal contact programmes etc.

As a personnel having been involved in teaching activities of Correspondence Courses, you must be aware of their instructional objectives. In relation to these objectives you might be perceiving the usefulness and limitations of different aspects of correspondence education. Also, while performing any of the instructional activities i.e. writing lessons, checking assignments etc., you might be facing some problems. On the basis of your experience, there might be some ideas in you regarding various ways and means of bringing out improvement in Correspondence Courses.

In order to get your opinions and suggestions regarding various aspects of Correspondence Education stated above, a questionnaire is prepared. The questions are arranged in 6 parts according to different aspects of Correspondence Education. You are requested to respond those questions which apply to you. There are some questions which seek your open responses. In such cases, please state your responses briefly in the given space. Some other questions are there against which the alternatives of responses are mentioned. While answering these question, you may put a tick (✓) mark against the alternatives which you find appropriate. If you have some response other than the alternatives mentioned, please write them down in the space provided. May I assure you that your responses will be used for research purpose only and kept confidential. I shall be obliged to you, if after filling in the questionnaire, you send it back to me at my present address within 10 days of receiving the questionnaire. A self-addressed envelop is enclosed herewith for this purpose.

Thanking you,

Yours truly,

P. K. Sahoo

Supervisor
Dr. M. S. Yadav
Professor of Education

Investigator
P. K. Sahoo
Research Fellow
Please give the following particulars:

1. Name: Mr./Mrs./Miss ..............................................................

2. Qualifications:

3. Designation: Professor
   - Reader
   - Lecturer

4. Subject:

5. Teaching Experience:
   - (a) Under-graduate Level ............... years
   - (b) Post-graduate Level ............... years

6. Research Experience: ............... years

7. Name of the Institution working at present:

8. Type of the Institution working at present:
   - (a) Directorate of Correspondence
   - (b) University Teaching Department
   - (c) College
   - (d) Research Institution

9. Nature of involvement in the institutional activities of the Correspondence Course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Post-graduate stage</th>
<th>Under-graduate stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Writing the lessons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Review/modification of the lessons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Translation of the lessons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) Evaluation of assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) Teaching during personal contact programmes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(f) Evaluation of Examination papers</td>
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</tr>
</tbody>
</table>
I Courses of Studies

Keeping in view the general objectives of the courses, you might be holding some views regarding the syllabus, concerned with your subject. The following questions seek your reactions regarding this, please respond to them.

1. (i) Do you think that there is any need, Yes/Not sure/No for modification of the units of the syllabus?
   (ii) If yes, please state the reasons.
   (a)
   (b)
   (c)
   (d)
   (iii) In what respect do you think the modification of units is needed? Please state them briefly in relation to the course, paper and unit.

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>Paper</th>
<th>Unit No.</th>
<th>Nature of modification required</th>
</tr>
</thead>
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</table>

2. Do you think that the references suggested in the courses of studies are adequate with regard to the Content Coverage of the syllabus?

3. As one of the objectives of Correspondence Education, flexibility in the Courses of Studies is to be highlighted.
Keeping this in view, do you agree that there should be provision for 20 to 30 papers in each subject out of which a student can choose 8 to 10 papers for a degree/certificate?

II Lesson Script

A - You might have studied the lesson scripts of the several courses you are dealing with. These lesson scripts have certain features, viz., introduction, nature of the content, style of presentation etc., which make correspondence study meaningful. You might have perceived the adequacy of lesson scripts in terms of these aspects. The following question is asked about them. Please give your response to the question.

1. To what extent did you find that the presentation of the lesson scripts are adequate in terms of:

<table>
<thead>
<tr>
<th>Postgraduate Courses</th>
<th>Undergraduate Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most Adequate</td>
<td>Not Adequate</td>
</tr>
<tr>
<td>Adequate to some extent</td>
<td>at all</td>
</tr>
</tbody>
</table>

- introduction given
- content coverage
- conciseness of the content
- up-to-date nature of the content
- systematic presentation of the content
- division of the lessons into paragraphs
- clarification of concepts
- enabling students to understand the lessons on their own
- simplicity in language
- suggested reference listed in the lessons
k) translations made from English to Hindi or vice versa

l) on printing mistake

m) Any other:

n) 

B - 1 (i) Did the Directorate give you guidelines for
- Writing the lessons
- Reviewing the lessons
- Translating the lessons

Yes/No
Yes/No
Yes/No

(ii) If you got, did you find the guidelines adequate enough for doing the job?

Most Adequate
Quite Adequate
Not at all

Writing the lessons

Reviewing the lessons

Translating the lessons

(iii) If not adequate, in what respect were they inadequate?

Please state:

-----

C - 1 (i) Did you find any difficulty in
- writing the lessons?
- reviewing the lessons?
- translating the lessons?

Yes/No
Yes/No
Yes/No

(ii) If you found any difficulty, were they due to:

Tick Mark

(a) non-supply of guidelines from the Directorate? ( )
(b) inadequate guidelines supplied to you? ( )
(c) the objectives of instruction was not specified in the syllabus? ( )
(d) the units of the syllabus were not presented in a comprehensive form? ( )
(e) your lack of knowledge about the academic background of the students? ( )
(f) lack of expertise on your part regarding the techniques of writing self instructional materials? ( )
D - 1 What would you suggest to bring about improvement in the presentation of lesson scripts with regard to
(a) style of presentation?
(b) content coverage?
(c) language?
(d) suggested references?

2 From the point of view of remuneration and minimum time provided for writing/modification/translation you may suggest some changes in them. If you have some suggestions -
(a) What should be the reasonable time limit given for
(i) writing the lessons? -- weeks
(ii) reviewing the lessons? -- weeks
(iii) translating the lessons? -- weeks
(b) what would be the reasonable remuneration given for

<table>
<thead>
<tr>
<th>Postgraduate stage</th>
<th>Undergraduate stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) writing a lesson</td>
<td>Rs.</td>
</tr>
<tr>
<td>(ii) reviewing a lesson</td>
<td>Rs.</td>
</tr>
<tr>
<td>(iii) translating a lesson</td>
<td>Rs.</td>
</tr>
</tbody>
</table>

(c) What kind of academic incentive/s would you expect from the Directorate for writing the lessons?

III Assignments

The Directorate might have given you the responsibility of evaluating the assignments. On the basis of such experience, you may have some reactions towards certain aspects of assignment system. The following questions are asked regarding those aspects. Please give your response to them.

1. To what extent, did you find that the response sheets reflect the seriousness of the students regarding their studies.

   To a large extent / To some extent / Not at all

2. (i) Do you think that there is any need of giving remarks on the response sheets? Yes / No

(ii) If yes, what are the reasons

   a) Making students aware of their limitation ( )
   b) Making students sure of what they have learnt ( )
   c) Giving guidance to the students to improve their standard ( )
Any other
(a)
(c)
(iii) If no, what are the reasons?
(a) The marks given for student's performance are not sufficient
(b) Most of the answers are reproduced from
- text books
- lesson scripts
- Key books
(c) There is no time to write these remarks
(d) Students may not read them seriously

Any other
(a)
(c)

E - 1 (i) Did you face any problem in connection with evaluation of assignments?

Yes / No

(ii) If yes, was it because of
(a) guidelines for evaluation was not given to you?
(b) you were not aware of objectives of instruction?
(c) large number of assignments were to be checked within a short period of time?
(d) remuneration for checking the assignments was not sufficient

Any other
(a)
(c)

2 What would you suggest for solution of above mentioned problems?

- 
- 
-
IV  Personal Contact Programmes (PCP)

The PCP aims at enabling students to clarify their doubts, developing certain concepts in them by means of different methods like lectures, seminars and group discussion, and enhancing teacher-student and student-student interaction. To attain these objectives different kinds of activities are organised during PCPs. On the basis of the teaching experience in the PCPs you may have reactions about those activities. Also you might have faced certain problems while performing your activities. A few questions have been asked on various aspects of this programme and the problems faced in its organisation. Please give your response to them.

1. (i) During the PCP, you must have identified the topics to be covered through your lectures. Did you choose
   (a) all the topics, from the sections to be covered by you, for lecture?  Yes / No
   (b) some relevant topics for lecture? Yes / No

   Please state the reasons for the choice you made.

2. (ii) If some relevant topics were selected, did you find any difficulty in identifying these topics for teaching? Yes / No

   If yes, what were they?

3. (i) Having made a choice for covering all the topics, did you find any difficulty to complete them during PCP? Yes / No

   If yes, please state the reasons.
(ii) In case you had chosen a few relevant topics, did you find it difficult to teach those topics in detail? Yes / No
If yes, please enumerate the reasons:


3. (i) For organizing teaching activities, during PDP, which of the following methods did you use?

(a) lecture
(b) discussion
(c) question answer
(d) seminar
any other
(e)
(f)

(iii) While carrying out teaching activities, how did you ensure students' participation?


(iii) How did you rate students' participation in teaching learning activities?

Students' / to a large / to some / not participated / extent / extent / at all

(iv) Did you come across any difficulty in carrying Yes / No
but your own teaching activities.

(v) If y.e, specify the difficulties you encountered.

-
(vi) Did they arise due to
(a) lack of orientation given to you about your role in the classroom. ( )
(b) overcrowded class ( )
(c) inadequate arrangement of classroom ( )
(d) short duration of periods ( )
(e) inadequate arrangement or time-table ( )
(f) co-ordinator's lack of co-operation with the activities ( )
(g) any other ( )
(h) 

(vii) What improvement would you suggest for making your own teaching more effective?

During FCP the students might have taken interest in meeting the teachers personally to clarify their doubts regarding studies.

(i) Did the students meet you personally in connection with their queries? Yes / No
(ii) If yes, did you make any effort to clarify their doubts? Yes / No
(iii) If yes, what steps did you take to clarify students' doubts? Please enumerate.

(iv) Did you find these steps appropriate? Yes / No
If no, what other steps would you suggest to be taken:

- 
- 
- 
-
(v) If you did not make any effort to clarify students' doubts, please state the reasons.

- 
- 
- 
- 

5 (i) In your involvement in PCP, did you face any of the following difficulties? If yes, please specify.

Tick Mark

(a) Not getting prior information from the Directorate/PCP Centre regarding your activities during the PCP. ( )
(b) Not getting adequate remuneration ( )
(c) Not getting remuneration in time ( )
(d) Lack of proper boarding and lodging arrangements ( )

Any other
(e) 
(f) 

(ii) What remedial measures would you suggest to overcome these difficulties?

- 
- 
- 
- 

V. Evaluation

As you know, the evaluation of achievement of Correspondence Course students is carried out under two main aspects, viz., assignment and examination. Keeping in view the different objectives of carrying out this evaluation you may have reactions towards the existing practice. Further, for bringing out improvement in such evaluation process you might be having some suggestions. In the following a few questions have been asked regarding these respects. Please respond to them.
1. In practice, the students are asked to submit their assignments once in a semester (except for M.Ed., where it is twice or more).

(i) Do you think that such an arrangement of spending the assignments at a stretch is academically appropriate? Yes/Not sure/No

(ii) Please state the reasons for your response?

(iii) If your answer is no, would you suggest any other way of submission of assignments?

2. Generally the assignments are found to consist of only a few essay type questions covering selected portions of the syllabus.

(i) Do you think that the partial coverage of syllabus would affect the very purpose of giving assignments? Yes/Not sure/No

(ii) Please specify the reasons for your response.

(iii) If your answer is yes, would you suggest any way to frame the assignments such that they cover entire syllabus?

Tick mark

(a) The number of questions in assignments should be increased.

(b) The questions could be both short answer type as well as essay type.

(c) Every unit of the syllabus will have proportional representation in the assignments.

Any other

(d)

(e)
(i) Do the questions given as assignments entirely based on the lesson scripts? ( ) ( ) ( )

(ii) If your answer is 'yes', do you think that such a practice is academically appropriate? ( ) ( )

(iii) Please state the reasons for your response.

(iv) If your answer is no, what are the suggestions for improvement of questions of assignments? Tick Mark

(a) The questions asked should call for higher order mental abilities on the part of the students. ( )

(b) Assignments could even include small projects ( )

4. Generally, it is found that proper feedback regarding their assignments are not given to the students in the form of remarks.

Do you think that such practice is academically appropriate? Yes/Not Sure/No

Please state reasons for your response.

(i) What would you suggest to improve the situation? Tick Mark

(a) The Directorate should insist on more periodical submission of assignments so that the work load of evaluators is uniformly distributed throughout the semester. ( )

(b) The part-time evaluators should be given only limited number of assignments to evaluate. ( )

(c) Printed model answers are to be distributed to all students after the evaluation of assignments. ( )

Any other

(d)

(e)
5. The marks the students get in the assignments are not considered for the award of degree/certificate.

(i) Is this practice academically appropriate? Yes/Not sure/No

(ii) Please specify the reasons for your response.

(iii) If your answer is no, do you think that some weightage has to be given to the assignments while deciding the final score for award of the degree? Yes/Not sure/No

6. If it is found that the progress students make over a period of time is not processed and documented properly.

(i) Do you think that such a practice is necessary? Yes/Not sure/No

(ii) Please specify the reasons for the response.

(iii) What according to you should be done in this respect?

Tick Mark

(a) A profile containing each student's past achievement, and progress he makes in the current examinations and assignments should be maintained. ( )

(b) Relevant information from this along with comments should be periodically sent to the students. ( )

(c) A copy of such information should be made available to the assignment and examination evaluators and teachers conducting the contact programmes. ( )

Any other

(a)

(b)

7. (i) Does the assignment system on its own able to serve the purposes of the internal evaluation? Yes/No

(ii) Please state the reasons for your answer.
(iii) If your answer is no, apart from the assignments, what could be the possible way for making the internal evaluation system more meaningful.

(a) Students' performance during the PCPs in terms of his/her participation in various instructional sessions like lectures, group discussions and seminars can be assessed. ( )

(b) His/her achievement in small tests and quizzes conducted during the PCPs can be assessed. ( )

(b) The evaluation can be made more diverse by including practical works and projects. ( )

Looking towards the density of student population, the Directorate can appoint lecturers working in the nearby colleges/universities for evaluation of practical works and projects. ( )

8. Self evaluation is a concept highly recommended for instruction at higher education level. In the instructional process of Correspondence Education, this concept has not been sufficiently emphasised.

(i) Do you think that this concept is important in instructional process of Correspondence Education? Yes/Not sure/No

(ii) Please state the reasons for your response.


(iii) If yes, what measures would you suggest to bringing this concept into practice?

(a) 

(b) 

(c) 

9. In the following are mentioned a few statements related to the nature of questions asked in the examinations conducted at the end of semester/course completion. Please express your agreement/disagreement to them.
The questions asked in the examinations are such that

a) The systematic study of lesson scripts alone can help students perform well in the examinations.

b) The students' regularity in assignments reflect in their performance in the examinations.

c) Reading of suggested library books in addition to the lesson scripts help the students perform better in the examinations.

d) Attending the PCPs helps the students perform better in the examinations.

e) Selected reading of a few important topics gets them through the examinations.

f) The memory of the information gained through the course is mostly that is called for good performances.

g) Higher order mental abilities on the part of the students are also required for answering the questions.

10. If you have any suggestions for the improvement of the nature of questions asked in the examinations, please state them under the following aspects given below:

a) Content Coverage
Continued

(b) Levels of mental abilities required for answering the questions.

(c) Types of questions like essay and short answer.

11. It is the view of the thinkers of Higher Education that internal evaluation system is better suited considering the objectives of Higher Education.

(i) What is your reaction about the role of internal and external evaluation in Correspondence Education?

(a) The evaluation should be completely external. ( )

(b) The evaluation should be partly internal and partly external. ( )

(c) The evaluation should be completely internal ( )

(ii) Please state the reasons for your responses.
VI  **Facilities for Professional Growth**

As a teaching staff member of the DCC you might be getting some opportunity in the Directorate and the University with regard to your academic progress and sharing responsibilities of various activities of the Directorate. Getting the opportunities you may feel satisfied with some facilities and dissatisfied with certain other. In the following, a few questions are asked regarding these aspects. Please respond to them.

1. Given below are different facilities which are meant to promote academic growth of the teaching staff. You may indicate whether such facilities are available and the extent to which you utilise such facilities.

<table>
<thead>
<tr>
<th>Facilities meant for academic growth</th>
<th>Facilities available (Ys/No)</th>
<th>Extent to which facilities utilized to a large extent</th>
<th>Extent to which facilities utilized to some extent</th>
<th>Extent to which facilities utilized at all</th>
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<tbody>
<tr>
<td>a) library facilities in terms of 1. number of books available</td>
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<td>b) writing/reviewing the lesson scripts</td>
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<td>c) delivering lectures in the POPs</td>
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<td>d) teaching the regular course students in the Centre of Post Graduate students</td>
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<td>e) guidance for research in the Centre of Post Graduate studies</td>
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<td>f) group interaction with the colleagues in the DCC</td>
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<td>g) group interaction with the colleagues in the Centre of Post Graduate studies</td>
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<td>h) participating the seminars/workshops in other universities/institutions</td>
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What would you suggest for the DCC to provide better facilities for your academic growth?
In the DCC, do you get any opportunity to share certain constructive ideas in terms of:

(a) giving suggestions for rewriting/reviewing of the lessons? Yes/No

(b) giving suggestions for modification of courses? Yes/No

(c) giving suggestions for improvement of instructional system? Yes/No

(d) giving suggestions for selection of:
   - writing the lessons Yes/No
   - reviewing the lessons Yes/No
   - translating the lessons Yes/No

(e) giving suggestions for selection of personnel for evaluation of assignments? Yes/No

(f) giving suggestions for selection of personnel for teaching during PCFs? Yes/No

(g) suggesting to organise academic activities like seminars/symposia etc.? Yes/No

3. If you are offered a teaching job in the teaching departments of a University/College would you prefer to leave your present position in the DCC? Yes/No

If yes, please enumerate the reasons.
Dear Sir/Madam,

A study has been undertaken to evaluate the correspondence system of education in the H. P. University. As a part of this study, here is an attempt to collect some information and opinion from those students who have dropped out of the correspondence course without completing it.

You might have had several reasons for which you could not continue your study through the correspondence system. Further, you may still have some interest to continue with your study through this system, provided some measures are taken for its improvement. There are some questions in the first section of this questionnaire, regarding these aspects. The second section includes some items concerning your background information. Your responses to the questions will be of utmost importance for evaluating the total system of correspondence education. May I request you to give a free and frank response?

You may rest assured that your response will be used for research purposes only and kept confidential. I will appreciate, if after filling in the questionnaire, you send it back to me in my present address within 10 days of receiving the questionnaire. A self-addressed envelope is enclosed herewith for this purpose.

Thanking you,

Yours truly,

(P. K. Sahoo)

Supervisor
DR. M. S. YADAV
Professor of Education

Investigator
P. K. Sahoo
Research Fellow

CENTRE OF ADVANCED STUDY IN EDUCATION
THE M. S. UNIVERSITY OF BARODA
BARODA-390 002.
SECTION I

I. In the following are stated some reasons for which the students could not continue with their studies through correspondence education. Please go through them and put tick (√) marks against those which apply to you. Apart from the reasons stated in the following you might have had some other reasons for your discontinuation. In such a case, please write them in the space provided.

(i) You could not continue with your study through correspondence education, because:

1. you realised that the course was not job oriented.
2. you found, the course had no link with practical aspects of life.
3. you thought, the degree awarded to the correspondence students does not command respect in the society.
4. you were given to understand that the degree was not recognised by
   a. other academic institutions
   b. appointment authorities.
5. you found it difficult to understand correspondence lessons.
6. the suggested references were not available.
   a. in the library
   b. in the market.
7. it was difficult to understand some of the reference material suggested.
8. the lesson scripts did not often reach your place in time.
9. you found it difficult to write assignments.
10. you could not submit the required number of assignments on/before the date fixed for it.
11. you could not attend the personal contact programme.
12. you could not get proper facilities for library studies.
13. it was difficult for you to study without having contact with
   a. teachers
   b. classmates.
14. the study was time consuming which you could not afford.
15. you found it difficult to complete the course within a semester/year.
16. you could not submit the migration certificate in time.
17. whenever you needed any information from the Directorate of Correspondence Courses, no adequate reply was given to you.
18. you got admission in regular/evening college.
19. you got opportunity to appear in the examination privately.
20. you found correspondence education expensive.
21. you could not fill in the examination form.
22. you could not appear in the examination.
23. your performance in the semester examination was not satisfactory.
24. you could not clear the papers in the examination.
25. you found it difficult to do studies
   a. along with job
   b. along with family responsibility
   c. along with the advanced age
26. the decision taken for opting correspondence education was not your own.
27. you did not find correspondence education interesting.
28. you were discouraged by your
   a. wife/husband
   b. parents
   c. other family members
   d. colleagues
   e. office authorities
   f. friends
29. you had some domestic problems.
30. you fell physically sick.

Any other—
1.
2.
3.
II. You might have had some special experience/s that influenced your decision to drop out of the correspondence course. If you have had any such special experience/s you may mention it/them below.

III. Will you suggest any changes in the system that will enable you to join the correspondence education again? If you have any suggestion/s please write down in the space provided under the following aspects:

a. Introduction of new courses.

b. Improvement/modification of the courses offered at present.

c. Improvement of facilities providing information.

d. Improvement of teaching through—
   i. lesson scripts.

   ii. assignments.

   iii. personal contact programmes.

   iv. library studies.

   v. any other.

c. Introduction of financial assistance to the students.

IV. When did you drop/out of the course?

   a. During 1st semester

   b. During 2nd semester

   c. During 3rd semester

   d. During 4th semester

   Tick mark
APPENDIX- XIV, b.

'HIDEN IS* PERCEPTION OP CORRESPONDENCE SYSTEM OP EDUCATION (II) 

प्रिय मित्र,

हिमाचल प्रदेश विश्वविद्यालय में पत्रांचार द्वारा विशेष प्रस्तुति के मुख्यांकन हेतु एक अनुयाय डिया जा रहा है। इस अनुयाय के एक भाग के समय में मेरे, उन सिद्धांतों के जो पत्रांचार गाढ़क्रम दिना समाप्त किया हैं। गाढ़क्रम घोड़े दिये गे, है वल्लभावर्त एवं 'दुर्गितो'णा स्थापित करने का।

पत्रांचार माध्यम से अनुयाय वालू न रखें के आप के प्रवास अनेक अर्थ होगे। पुन: अब भी आप इस माध्यम द्वारा अनुयाय वालू रखें वे रहि रखें हैं यदि इसके सूचीदेव हेतु प्रयत्न किया गया जाय। इस प्रमाणों के प्रथम भाग में हरी पदल पर कुछ प्रमाण दिये गये हैं। और भाग में आपकी आधारभूत तथ्यावली से सम्बन्धित प्रमाण दिये गए हैं।

पत्रांचार माध्यम से विश्वास कार्यक्रम के कृत्षयं के आपके उत्तर अन्तर्गत हैं। क्या ये नियमन कर सकता हूं कि आप स्वतंत्र एवं चूर मस्तिष्क से अपने उत्तर दशायिन।

आपकी आवश्यकता करता हूं कि आपके उत्तर मात्र सीधा कार्यक्रम ही प्रयोग किये जाय। और गोपनीय रखे जाय। ये आपका आभारी रहूंगा यदि आप प्रमाणों के उत्तर एवं पूर्वार्थ के दस पद के अन्तर पूर्वार्थ से ही उसकी जतन पूर्वार्थ हैं। इस कार्यक्रम में नियम-पता लिखित निराकार नतीजे हैं।

स्वागत

आपका

(श्री. के. शाह)

CENTRE OF ADVANCED STUDY IN EDUCATION
M.S. UNIVERSITY OF BARODA
BARODA 390 002
14 अब्दुन समय उपरोक्त था, जो आप जहां नहीं कर सके
15 पाइप्स को तब भी कर तब आंदर पूरा करना कठिन था।
16 आप मार्कन्सन द्वारका जहां नहीं कर सके।
17 इब्राहीम आप प्रतापार पाइप्स की नियमात्मक तैयारी तो कोई भी सूचना नहीं देते थे, उपर्युक्त जवाब नहीं आया।
18 आपकी पूर्णाला/सार्वजनिक कार्यालय में पूरा हो गया।
19 आपकी स्थिति का सूचना देने का प्रयास हो गया।
20 आपकी प्रतापार खिला क्षीणना लगा।
21 आप परीक्षा पूरा नहीं भर सके।
22 आप परीक्षा में तत्कलितता नहीं ही पाये।
23 सब-परीक्षा में आपकी उपलब्ध सत्तों से नहीं।
24 आप परीक्षा पूर्णपूर्ण सफ़ल नहीं कर सके।
25 आपके लिए अभ्यर्थ करना कठिन लगा।
अ - होज़ार के साथ
ब - पारिवारिक जिम्मेदारियों के साथ
स - परिवार के अनुभव के साथ
26 प्रतापार खिला अपनाने का निर्णय आपका अपना निर्णय नहीं था।
27 आप जो तत्कलितता रखा गया।
28 आप हतोत्साहित ही गये।
अ - पत्नी/पति झारा।
ब - माता-पिता झारा।
स - परिवार के अन्य तदन्त्वों झारा।
द - साथियों झारा।
र - अन्य अधिकारियों झारा।
र - दिलों झारा।
29 आपके पास धारेबू समस्याएं थी।
30 आप शारीरिक स्थल पर शीघ्र एड़ गये।
अन्य कोई-
1.
2.
3.

2. पत्राचार प्राप्ति करने की निर्देश को प्रभावित करने वाले आपके पास होता है तो उनका नीचे अंकला कर लें।

3. क्या आप इस व्यवस्था में परिवर्तन हेतु हृदय देना चाहेंगे फल्यस्म आप इस परिवर्तन हेतु व्यवस्था आप से करना। अन्य व्यवस्था में परिवर्तन हेतु हृदय देना चाहेंगे फल्यस्म आप से करना।

अ- नवीन ग्राम वाह्य करना
ब- व्यवस्था में लागू ग्राम वाह्य में सुधार/परिवर्तन
त- संघर्ष प्रदान करनेवाली सुधार में सुधार
द- विशेष में लागू तहरा

1. प्राप्ति बस्तु
2. एसाइडेंट
3. व्याख्यात मलत्व कार्यक्रम
4. प्रस्तावन अनुसंधान
5. कोई अन्य

4. आपने क्या इस प्राप्ति को कहा?

अ- प्राप्ति सत्र के तहत
ब- दिल्ली सत्र के समय
त- तुलसी सत्र के समय
द- चुनौती सत्र के समय
Appendix XV.a.

A Study of the Correspondence Education in Himachal Pradesh University

SUCCESSFUL-STUDENTS’ PERCEPTION OF CORRESPONDENCE SYSTEM OF EDUCATION

Dear Sir/Madam,

A project has been undertaken to study the correspondence education system in Himachal Pradesh University. As a part of the study there is an attempt to collect reactions and suggestions from those like you who have successfully completed the correspondence course.

You must have had certain purposes for opting education through correspondence. By undergoing such a system of education I am sure that many of those purposes might have been fulfilled. I am interested in knowing the different purposes which prompted you to opt for correspondence education and also how far the system has helped you fulfill those purposes. Because of your experience, I expect you are in right position to visualise certain ways and means for further improvement of this system of education. This questionnaire intends to collect your views regarding the above-mentioned aspects for evaluating the total system of correspondence education. May I request you to offer frank response.

Please rest assured that your responses will be used for research purposes only and kept confidential. I will be obliged to you, if after filling in the questionnaire you send it back to me at my present address within 10 days of receiving the questionnaire. A self-addressed stamped envelope is enclosed herewith for this purpose.

Thanking you,

Yours Truly,
(P. K. Sahoo)

Supervisor
Dr. M. S. Yadav
Professor of Education

Investigator
P. K. Sahoo
Research Fellow

CENTRE OF ADVANCED STUDY IN EDUCATION
THE M. S. UNIVERSITY OF BARODA
BARODA-390 002.
I. There might be some specific purposes which probably have prompted you to take up the correspondence course. By undergoing the correspondence course you must have fulfilled some of these purposes. Below are presented, a few such probable purposes. Kindly go through them and put a tick (✓) mark in column I against those purposes that prompted you to join the course. As regards the achievement of those purposes please place a tick (✓) mark in either of the cells of column II viz., 'yes', 'not sure', and 'no' thereby indicating fulfilment of those purposes. It is quite possible that you might have had a few other purposes besides the ones presented below. You may write them at the end of all statements and indicate their achievement in column II.

<table>
<thead>
<tr>
<th>Purposes of joining the Correspondence Course</th>
<th>Column I</th>
<th>Column II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purposes you had before joining the course</td>
<td>Purposes fulfilled by you after going through the course</td>
<td>Yes</td>
</tr>
<tr>
<td>1. To continue with higher education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. To specialise in a particular field.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. To spend leisure in a purposeful way.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. To broaden my outlook.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. To become capable of understanding rapid changes that take place in the field of knowledge.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. To improve the status of my family.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. To gain more prestige in the society.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. To get education that would help me in bringing up my children better.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. To improve the image of my Caste/Community.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. To get training for particular job.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. To acquire more knowledge and skills of the job in which I am working.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. To be promoted to a higher rank in the job in which I am working.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. To get a better job in some other field than the job I already hold.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANY OTHER REASONS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
II. In case correspondence course has not been useful to you, which of the following do you think are reasons for that? Please put a tick mark against those reasons that apply to you.

In some respect you did not find correspondence course useful because:

(a) of the rigid nature of instruction
(b) you could not score high in the examinations
(c) of the lack of relevance of correspondence course with practical aspects of life.
(d) the course structure was not up to date
(e) the degree awarded does not command greater respect in the society
(f) it was not job oriented
(g) the degree awarded is not recognised by
   (i) appointment authorities
   (ii) other educational institutions

Any other, please specify
(h)
(i)
(j)

III. In the light of the purposes you had for opting correspondence course, the extent to which they have been attained and the limitations you perceived in correspondence education system, what suggestions would you offer for improving the system with regard to:

(a) introduction of new courses

(b) improvement of the courses that are offered
(c) the instructional process i.e.

(i) Correspondence lessons

(ii) Assignments

(iii) Personal Contact Programmes,

(iv) any other

(d) pattern of examination system

---

Please give the following particulars:

1. Name Mr/Miss/Mrs

2. Present address

3. Date of birth (4) Age

5. Your present occupation

6. If employed (a) your designation

(b) nature of employment
"हिन्दी का प्रदेश विश्वविद्यालय में पत्रार्थ परियोजना की गई है। अध्ययन के एक अंश के लिए, आप की दृष्टि किए तथा उन ग्रंथों की पुस्तिकाओं एवं गुजारानों को प्रशिक्षित करने का प्रयास किया गया है, जिन्हें नवीन पत्रार्थियों समर्पित सबूत सम्पन्न कर दिया है।

पत्रार्थ के अध्याय है विश्वासी प्रभाव करते है, आपके विचारण से ते करियों उद्देश्य रहे दो। वे दुनियाँ के लिए विश्वास-पद्धति को अपनाने के प्रयास उनमें ते अनेकों उद्देश्यों की पूर्ति हुई होगी। वे उन विचारण उद्देश्यों किये आप को इस विश्वास पद्धति को अपनाने का एक विश्वास तथा इन उद्देश्यों की इस विश्वास-प्रकटता ते कहा तर पूर्ति हो सकी, जाने का इच्छुक है। बेसों विश्वास है कि आप अपने अनुभव के आधार पर इस विश्वास-पद्धति में वूं सुंदर हेड्स करियों गुजारानों को देने की संभावना है। समृद्ध पत्रार्थयक विश्वास-पद्धति के सुलभताना हेड्स उपस्थित पहलों के विश्वास में, इस पुस्तक के द्वारा आप के दृष्टिकोण आर्यतित हैं। क्या वे आप के निषेध कर दूर की कि आप स्वतंत्र रहे ते आपने उल्लंघन को दें?

आप अस्वास्थ्य रहे कि आप द्वारा दिखे गये उल्लंघन का उपयोग देखा जाय जो जाने के हेड्स ही कहना बायान तथा तालकी बहे गोर स्वयं रखा जाया?

वे आपका विशेष आभार नापते, यदि आप प्रारंभित है 10 दिनों के अंदर इस पुस्तक को भरजे दे चलना गते पर धारक कर दें। इन कारण हेड्स डाक-टिकट साधन, तथा पत्र निर्देश एक विश्वास लेगे है।

साथियों,

तलय निर्देश दे आपका,

[Signature]

पी. के. लाहौ।

- CENTRE OF ADVANCED STUDY IN EDUCATION
- M.S. UNIVERSITY OF BARODA
- BARODA - 390. 002
प्रजावर पाद्रियम स्थानकरण करने हेतु कुछ विशिष्ट उद्देश्य हो सकते हैं जिन्हें आप को उह पाद्रियम स्थानकरण करने के लिए प्रतिस्पर्धित किया जा सकता है। प्रजावर पाद्रियम को अन्तर्गति समझ लेने पर, आप इसके कुछ उद्देश्यों को अपने पूर्ण कर लिए होगे। नीचे कुछ इस पुस्तक के संचालित उद्देश्यों कुछ गहरे है। इन्हें ध्यान लेते हुए उन "उद्देश्यों" के सामने सही का चित्र लगाए।

उद्देश्यों: "हाँ", "अंतिमित" एवं "नहीं" का चित्र उन उद्देश्यों की पूर्णता प्रदर्शित करने हेतु लगाया जा सकता है।

सबसे हाँ की संभावित की दिशा गए उद्देश्यों के अनुसार भी कुछ उद्देश्यों आप के मन में हो तो अपर उसके समंदर क्षमता के अंत में दे सकते हैं एवं उनकी प्रतीक्षा समय 2 में प्रदर्शित कर सकते हैं।
<table>
<thead>
<tr>
<th>पाठ्यक्रम क्रमांक</th>
<th>पाठ्यक्रम क्रमांक</th>
<th>पाठ्यक्रम क्रमांक</th>
</tr>
</thead>
<tbody>
<tr>
<td>(I)</td>
<td>(II)</td>
<td>(III)</td>
</tr>
</tbody>
</table>

1. उच्च विश्वास जारी रखने के लिये।
2. निन्दा विश्वस के में उद्देश्य प्राप्त करने के लिये।
3. सामयिक समय जो उद्देश्य पूर्व दृष्टि से निश्चित करने के लिए।
4. अपने वास्तविक दृष्टिकोण जो विस्तृत करने के लिये।
5. खाने के स्वभाव तीव्र गति से हो रहे परीक्षितों को समझने की योग्यता प्राप्त करने के लिये।
6. अपने परिवार-स्तर बदलने के लिये।
7. समाज में अधिक सम्बन्ध प्राप्त करने के लिये।
8. निराशा विश्वस का प्राप्त करने के लिये, ताकि अपने साधन बदलों को मृतल-पौर्वि प्रभाव बेहतर दृष्टि के लिए सहृदय।
9. अपने जानलैंत/समृद्धि की व्यवस्था कुदर्त कृतियों के लिये।
10. निराशा विश्वस का प्राप्त करने के लिये।
11. अपने व्यक्तित्व में अधिक भीषण और त्रस्त प्राप्त करने के लिये।
12. अपनी (व्यक्तिके) से उदचँ मद्दत पर लगायी गई रिटेकियर

13. अपने मद्दत प्रकाशके अन्तर्गत अफ्ता व्यक्तिके प्राप्त करने के लिए।

कोई अन्य वार्ता:-

14. ...

15. यदि प्रतियोगी पशुक्रम आपको उपयोगी नहीं लगा, आपके दिशावर्ती निर्देश हैं जो कारण आप पर लागू होता है। कुछ दिनोँ में प्रतियोगी पशुक्रम आपको उपयोगी नहीं लगा क्योंकि:-

अनुदेश का कारण सबभाव

परीक्षा में आप उच्च अक्क नहीं प्राप्त कर सके

प्रतियोगी पशुक्रम वे कैलिफोर्निया की विद्यालयों से उपयोग की कमी

पशुक्रम संयोजन स्वामित्व नहीं थी

प्रदान की जानेवाली दिशाओं का समाज में उच्च स्थान था

या रोजगार परख नहीं थी।

प्राप्त दिशाओं की सामर्थ्य नहीं दी जाती

रोजगार अधिकारियों द्वारा

अन्य शैक्षिक संस्थानों द्वारा

कोई अन्य, कृपया प्रस्तुत करें

16. ...

17. ...

18. ... जिस उद्देश्य से अपने प्रतियोगी पशुक्रम अनुयाया था, जिस तरह आपने प्राप्त किया तथा प्रतियोगी पशुक्रम विश्व व्यवस्था के तीनों अपने उद्देश्य किया, की दिशा में, हेतु योग्य के लिए आप क्या तृप्ति देना चाहिए? :-

"
लड़ाना निम्न तूर्णायें दीजिए

1. नाम श्री/माता/पिता
2. वर्तमान पता
3. जन्मतिथि
4. आयु
5. वर्तमान व्यवसाय
6. यदि नियोजित आपका पद
7. नियोजन का स्थान
Dear friend,

In connection with my Doctoral work I seek some information from you regarding the amount of money you have spent for your post graduate study at Simla. In the following are stated various items of expenditure. Please write the amount of money you have spent on different items per year. I assure that the information supplied by you will be used for research purposes only and be kept confidential.

Thanking you,

Yours truly,

(P.K. Sahoo)
Centre of Advanced Study in Education
M. S. University, Baroda.

<table>
<thead>
<tr>
<th>Items of Expenditure</th>
<th>Amount spent per year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Tuition Costs:</strong></td>
<td></td>
</tr>
<tr>
<td>(a) Tuition fees</td>
<td>Rs. _______</td>
</tr>
<tr>
<td>(b) Admission fees</td>
<td>Rs. _______</td>
</tr>
<tr>
<td>(c) Examination fees</td>
<td>Rs. _______</td>
</tr>
<tr>
<td>(d) Laboratory fees (excluding refundable deposits)</td>
<td>Rs. _______</td>
</tr>
<tr>
<td>(e) Library fees</td>
<td>Rs. _______</td>
</tr>
<tr>
<td>(f) Other fees</td>
<td>Rs. _______</td>
</tr>
<tr>
<td>(g) Funds, if any for late payment loss OR breakage of equipments, books etc.</td>
<td>Rs. _______</td>
</tr>
<tr>
<td><strong>2. Non-tuition costs:</strong></td>
<td></td>
</tr>
<tr>
<td>(a) Boarding, Lodging &amp; Transportation</td>
<td></td>
</tr>
<tr>
<td>a) Residential fees (excluding refundable deposits)</td>
<td>Rs. _______</td>
</tr>
<tr>
<td>b) Food charges (Hostel, Mess OR hotel)</td>
<td>Rs. _______</td>
</tr>
<tr>
<td>c) Transportation expenses (Bus, Train etc.)</td>
<td>Rs. _______</td>
</tr>
</tbody>
</table>
Items of Expenditure

(B) Instruction related costs

a) Purchase of books, stationaries etc.: Rs.
b) Subscription to journals, magazines etc.: Rs.
c) Expenditure on study tours, library reference etc.: Rs.

(C) Miscellaneous Expenditures

a) Clothing, Dress materials etc.: Rs.
b) Necessaries (Soap, Oil, etc.): Rs.
c) Entertainment (Movies, Theatre, Get together etc.): Rs.

(d) Any Other:

Rs.

If you get any scholarship or freeship, please state the amount: Rs.

Please give the following particulars:

NAME: ____________________________
CLASS: ____________________________
YEAR: ____________________________
Appendix XVII

Observation Schedule on ICF

Contexts of Observation:

1. Venue
2. Duration and timetable.
3. Attendance
4. Classroom teaching:
   (Contents covered, methods used, and student-teacher interaction).
5. Teacher-student interaction outside the classrooms.
7. Co-curricular activities.
8. Boarding and Lodging facilities.

Appendix XVIII

Interview Schedule for Experienced Students

Contexts for Interaction:

- Background of students.
- Reasons for joining the courses.
- Personal experiences of joining the courses.
- Views on courses of studies.
- Views on lesson scripts - their utilities, problems in study of lesson scripts, limitations, suggestions for improvement.
- Views on ICF - their utilities, problems in attending the ICFs, limitations, suggestions for improvement.
- Views on Assignments and other systems of Evaluation - Utility of present systems, limitations and suggestions for improvement.
- Study habits - Use of above facilities provided by the DCC, use of other instructional materials, use of library facilities, study time, motivation for studies.
- Future Educational Plan - Suggestions for introduction of new courses.
Appendix XIX

Interview Schedule for Dropouts

Contexts for interaction:
- Background of dropouts*
- Reasons for joining the courses.
- Personal experiences of circumstances that led to discontinuation of courses.
- Views on joining the courses again.
- Views on improvement of present system with regard to:
  - Improvement of courses
  - Introduction of new courses
  - Lesson scripts
  - Assignments
  - ICP
  - Examination
  - Financial support
  - Information mechanism of DCC.

Appendix XX

Interview Schedule for Successful Students

Contexts for Interaction:
- Background of students.
- Personal experiences in joining the course/s.
- Specific purposes for joining the course/s.
- Achievement of purposes after possessing degree/s through undergoing correspondence course/s.
- Limitations perceived in the system.
- Suggestions for improvement of the system with regard to:
  - Improvement of courses
  - Introduction of new courses
  - Correspondence texts
  - Assignments
  - ICPs
  - Other means of instruction
  - Examination
  - Financial assistance to students
Appendix XXI

Interview Schedule for Specialists

Interests for interaction:

- Rationale behind creation of the DCC and its purposes.
- Courses offered and their improvement.
- Admission policies.
- Problems of enrolment and dropouts.
- Management of academic and administrative staff.
- Problems of availing required human and non-human resources.
- Organization of instruction and problems involved in it for different courses with regard to:
  - Production of correspondence texts.
  - Despatch of lessons.
  - Assignments and other means of evaluation.
  - eCP.
  - Library facilities and
  - Other means of instruction
- Exploring possibilities for bringing about improvement in the above.
- Reorganization of administrative set-up.
- Introduction of new courses.
- Finance
- Raising the status of correspondence stream in comparison to the formal stream.
- Role of the university in bringing about improvement in the correspondence system.
Appendix XXII

Interview Schedule for Teachers

Contexts for interaction:

- Teachers involvement in instructional activities: production of correspondence texts, evaluation activities and teaching during COP. Their experiences in carrying out these activities.

- Orientation provided to them.

- Problems faced: academic and administrative.

- Views on quality of lessons, assignment system, and PCEs.

- Suggestions for improvement of instructional and evaluation activities.

- Modification of courses.

- Introduction of new courses.

- Expectations for improvement of their academic and professional status (especially the full time teaching staff of DCC).

Appendix XXIII

Teachers' Opinion on Modification of Syllabi

<table>
<thead>
<tr>
<th>Course</th>
<th>Paper</th>
<th>Units</th>
<th>Modification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics</td>
<td>II</td>
<td>All Units</td>
<td>Mathematical parts be added.</td>
</tr>
<tr>
<td>IV A-B &amp; VI A-B</td>
<td>III</td>
<td>All Units</td>
<td>Theoretical aspects be emphasised.</td>
</tr>
<tr>
<td>Agricultural &amp; Industrial Economics</td>
<td></td>
<td></td>
<td>two parts A and B of each paper be combined.</td>
</tr>
<tr>
<td>Course</td>
<td>Paper</td>
<td>Units</td>
<td>Modification</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------</td>
<td>-------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>M.A. Economics V</td>
<td></td>
<td>All</td>
<td>International economics V can be specified.</td>
</tr>
<tr>
<td>M.A.</td>
<td></td>
<td></td>
<td>halts. All units can be specified.</td>
</tr>
<tr>
<td>M.A.</td>
<td></td>
<td></td>
<td>Economic development and planning can be specified.</td>
</tr>
<tr>
<td>P.U.C. A and B Economics</td>
<td></td>
<td>All</td>
<td>1) The elementary economics be included, along with this some aspects of Indian Economics be presented.</td>
</tr>
<tr>
<td>M.A.</td>
<td></td>
<td></td>
<td>Indian History All thorough revision is needed with respect to national and secular approaches.</td>
</tr>
<tr>
<td>M.A.</td>
<td></td>
<td></td>
<td>Ancient history and medieval history of India be introduced.</td>
</tr>
<tr>
<td>B.A. III Indian History</td>
<td></td>
<td>All</td>
<td>No specific suggestion given.</td>
</tr>
<tr>
<td>B.A. II History of medieval India with the units from medieval European History</td>
<td></td>
<td>All</td>
<td>No specific suggestion given.</td>
</tr>
<tr>
<td>B.A. I History of modern India with that concerning India's immediate neighbours</td>
<td></td>
<td>All</td>
<td>No specific suggestion given.</td>
</tr>
<tr>
<td>P.U.C. World History</td>
<td></td>
<td>All</td>
<td>No specific suggestion given.</td>
</tr>
<tr>
<td>M.A.</td>
<td></td>
<td></td>
<td>English Poetry (Part II) The prescribed poem be discussed more critically.</td>
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<td></td>
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<td></td>
<td>There should be more emphasis on what constitute poetic.</td>
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<td></td>
<td>A detailed study on different aspects of poet's poetry be presented.</td>
</tr>
</tbody>
</table>
Emphasis be given on language learning rather than on content. Lessons pertaining to Indian life and culture be included.

- Sanskrit
  - VIII: Vedic literature

- Hindi
  - I: Modern poetry
  - II: Old poetry
  - III: Fiction optional

- B.Ed.
  - I: Sociological foundation of Education
    - More emphasis be given on sociological and economic aspects of education.
    - These aspects be rewritten also.
  - II: Advanced Educational Psychology
    - The contents be updated.
  - III: Methodology of Educational Research
    - Both A and B be separate papers. Additional topics in each section be included.
    - The conceptual parts of statistics be included.
  - IV: Teacher Behaviour
    - Model of Teaching
      - Special model and information process model be modified.
      - Research studies be presented
    - Most of the units of two papers are overlapping and need to be presented as one paper.
<table>
<thead>
<tr>
<th>Courses</th>
<th>Paper</th>
<th>Units</th>
<th>Modification</th>
</tr>
</thead>
<tbody>
<tr>
<td>VI. Comparative Education</td>
<td>All units</td>
<td>1. Update the presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Adult Education be included</td>
<td></td>
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<td></td>
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<td>3. Primary and primary education be included in one unit</td>
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<td>4. Secondary education be two units</td>
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<td>5. Problems at secondary education be included</td>
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<td></td>
<td>6. Vocational education be one unit</td>
<td></td>
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<td></td>
<td></td>
<td>7. American education be included</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>8. New trend in education be included/updated</td>
<td></td>
</tr>
<tr>
<td>VII, VIII, IX</td>
<td></td>
<td>No specific suggestion</td>
<td></td>
</tr>
<tr>
<td>M.Com.</td>
<td>V-Management Accountancy</td>
<td>1 &amp; 2</td>
<td>Lessons to be elaborate</td>
</tr>
<tr>
<td></td>
<td>VI-Higher Accountancy</td>
<td>1 &amp; 2</td>
<td>Emphasis be given on practical problems</td>
</tr>
<tr>
<td></td>
<td>VIII-I- Income Tax</td>
<td>1 &amp; 2</td>
<td>Balance be maintained in content coverage amongst different units</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Company law</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Finance and Management Principles</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Data given in the units be updated</td>
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</tr>
</tbody>
</table>
Reasons for modification : Coursewise

Post Graduate Economics :
1. The courses are outdated and not useful for inservice people.
2. The course content is to be reduced keeping in view the time available for studies during a semester.

Under Graduate Economics :
1. There is no sequence in the courses of P.U.C. and I.B.A.
2. The contents coverage is very much wider, hence the work load for students is very heavy.

Post Graduate and Under Graduate Political Science :
1. The course contents of Post graduate level remain same as it was during the inception of the university i.e. during 1970-71.
2. The Postgraduate and Undergraduate courses are not relevant in the context of social needs of the students.

Post Graduate History :
1. The courses are not imbibed with the spirit of nationalism and secularism.

Undergraduate History :
1. Most of the course contents of PUC are the repetition of High school courses.
2. A lot of overlapping is marked between the P.U.C., B.A.I and B.A.II courses.

Post Graduate Education :
1. The content coverage in Research Methodology and Statistics is not adequate.
2. Knowledge in the field of education is growing fast.
3. Uniformity in the syllabus with other advanced departments like the education department of M.S. University of Baroda.
4. The paper IV "teacher behaviour" is not so much skill oriented.
### Appendix - XXIV

**Successful Students' Suggestions for Improvement of Courses: Course-Wise**

<table>
<thead>
<tr>
<th>Course</th>
<th>Suggestions</th>
</tr>
</thead>
</table>
- A Special course on Banking be introduced. |
- Syllabus be clear and specific. |
| M.A. History               | - More emphasis should be given on personality development of students while preparing the courses of studies.  
- Different papers should have uniqueness. |
| M.A. English               | - Indian literature be highlighted. The syllabus be similar to other universities of Northern region. The syllabus be updated. |
| M.A. Sanskrit              | - Course needs further improvement (No specific suggestion). |
| M.A. Hindi                 | - No suggestion.                                                                                                                             |
| B.A.                       | - More optional papers be introduced.                                                                                                        |
| M.Com.                     | - 1. Cost accounts and Management accounts be separated.  
- 2. More optional papers be introduced.  
- 3. New topics are to be included in every paper.  
- 4. The course be updated.  
- 5. The syllabus be similar to other universities of Northern Region. |
<table>
<thead>
<tr>
<th>Course</th>
<th>Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.Ed.</td>
<td>1. Educational Planning and Administration be a separate paper.</td>
</tr>
<tr>
<td></td>
<td>2. PLM lesson be specific.</td>
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<td></td>
<td>3. PLM and teaching behaviour need not be compulsory.</td>
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<tr>
<td></td>
<td>4. PLM and teaching behaviour be included in one paper.</td>
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<td></td>
<td>5. Standard books be prescribed for PLM course.</td>
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<td></td>
<td>7. Modern trends in education and current problems as a paper be included.</td>
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<td></td>
<td>8. Educational Technology be kept as optional.</td>
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<td></td>
<td>9. Comparative education topics be updated.</td>
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<td></td>
<td>10. Taxonomy of education be a separate paper.</td>
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<tr>
<td></td>
<td>11. Statistics in educational research be a separate paper.</td>
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<td></td>
<td>12. Teaching Science and Teaching Arts be included in the course.</td>
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<td></td>
<td>13. Dissertation be a part of the course.</td>
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<td></td>
<td>15. Co-curricular activities be encouraged.</td>
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<tr>
<td></td>
<td>16. The course should be similar with those of other universities of Northern Region.</td>
</tr>
<tr>
<td></td>
<td>17. In general all papers be updated.</td>
</tr>
</tbody>
</table>
Dr. K.P. Pandey,  
Director-cum-Professor  
of Education.  

D.C.C., H.P. University,  
Summer-Hill, Simla-171005.  

Dated, 14.8.1980  

Dear Student,  

I am sending herewith a questionnaire "Reasons for Selection of Correspondence Courses", received from Shri P.K. Sahoo, Research Fellow, Centre of Advanced Study in Education, M.S. University, Baroda, who is pursuing his research study on Correspondence Education in Himachal Pradesh University. Hereby I request you to fill up the questionnaire carefully and to return the same to Shri P.K. Sahoo, C/O The Director, Directorate of Correspondence Courses in the stamped envelope attached along with the questionnaire. It will be highly appreciable, if you send back the filled questionnaire before the 30th August, 1980.  

Thanking you,  

Yours truly,  

K.P. V. (K.P. Pandey)
Appendix - XXVI

Prof. K.P. Pandey
Director &
Dean of Education.

Directorate of Correspondence Courses
Himachal Pradesh University
SIMLA-171005.

Dated: 4.6.1981

Dear Student,

Mr. P.K. Sahoo, Research Fellow, Centre of Advanced Study in Education, M.S., University of Baroda is sending herewith a Questionnaire on "Students' Perception of Correspondence System of Education" to you. As a student of Correspondence Course, you must be having your views about the usefulness, limitations, and problems regarding different aspects of correspondence education. Also, you may be having some ideas about various ways and means of bringing about improvement in them. The Questionnaire includes some questions on different aspects of correspondence education. Please go through the Questionnaire carefully and give your responses according to the instructions given.

I request you to fill in the Questionnaire properly and send it back to Mr. P.K. Sahoo at his present address within 7 days of receiving the Questionnaire. A self-addressed stamped envelope is enclosed herewith for this purpose.

With best wishes,

Yours sincerely,

(K.P. Pandey)
Directorate of Correspondence Courses
Himachal Pradesh University
SIMLA - 171005.

Dated : 4.6.1981

Dear Sir /Madam,

Mr. P.K.Sahoo, Research Fellow,
Centre of Advanced Study in Education, M.S.University
of Baroda is sending herewith a Questionnaire on
"Teachers' Perception of Correspondence System
of Education" to you. As a teacher of Correspondence
Course, you must be having your views about the
usefulness, limitations, and problems regarding
different aspects of correspondence education.
Also, you may be having some ideas about various
ways and means of bringing about improvement in
them. The Questionnaire includes some questions
on different aspects of correspondence education.
Please go through the Questionnaire carefully and
give your responses according to the instructions
given.

I request you to fill in the Questionnaire
properly and send it back to Mr.P.K.Sahoo at his
present address within 10 days of receiving the
Questionnaire. A self-addressed stamped envelope
is enclosed herewith for this purpose.

Thanking you,

Yours sincerely,

(K.P.Pandey)
Dear Sir/Madam,

A questionnaire is being sent herewith for your kind perusal and response. This is with a view to study the students' perception of the correspondence system of education in the H. P. University. This is as a part of my doctoral project, 'A Study of the Correspondence Education in Himachal Pradesh University.' Your response will be of immense value to me for the progress of this project. I will be grateful to you if you send back the filled-in questionnaire to me at your earliest.

Thanking you,

Yours truly,

(P. K. SAHOO)
Sir/Madam,

This has reference to the questionnaire I had sent you on an earlier date, concerning your perception of the correspondence system of education in Himachal Pradesh University. This letter is specially to remind you that I am still eagerly awaiting your response since this information is vital for the conduct of my doctoral project. Please treat it almost as a distress call and help me by sending the questionnaire filled in, at your earliest. I will be extremely grateful if you would kindly cooperate with my endeavour.

Thanking you,

Yours faithfully,

(P. K. Sahoo)
LIST OF SPECIALISTS AND TEACHERS INTERVIEWED

1. Prof. R.K. Singh, Former Vice Chancellor, H.P. University, SIMLA.
2. Prof. K.P. Pandey, Director, DCC, H.P. University, SIMLA.
3. Prof. V.S. Mathur, Former Director, DCC, H.P. University, SIMLA.
4. Prof. R.N. Singh, Former Director, DCC, H.P. University, SIMLA, Present Head of Poddar Institute of Management, Rajasthan University, Jaipur.
5. Prof. Lokesh Koul, Dean and Head, School of Education, H.P. University, SIMLA.
6. Dr. Harish Sharma, Former Assistant Director, DCC, H.P. University SIMLA, Present Reader in Education, Panjab University, Chandigarh.
7. Prof. N.L. Dosajh, Professor of Psychology, Panjab University, Chandigarh.
8. Prof. H.C. Sinha, Former Professor and Head, Department of Education, Kurukshetra University, Kurukshetra.
10. Prof. T.K. Jayalakshmi, Principal, R.V. Teachers Training College, Bangalore.
11. Prof. Shanti Swarup, Professor of Political Science, Panjab University, Chandigarh.
12. Prof. Nirmal Mukerji, Professor of English, Panjab University, Chandigarh.
13. Prof. L.P. Pandey, Professor of History, H.P. University, SIMLA.
14. Dr. N.S. Mavi, Reader in Education, Kurukshetra University, Kurukshetra.
15. Dr. A.R. Khan, Associate Professor in History, H.P. University, SIMLA.
16. Dr. Anil Rakeshi, Assistant Professor in Hindi, Evening College, H.P. University, SIMLA.
17. Shri Baldev Raj, Lecturer in English, Panjab University, Chandigarh.
18. Dr. S.K. Gupta, Assistant Professor, Head Incharge, Department of History, DCC, H.P. University, SIMLA.
19. Shri N.K. Sharda, Assistant Professor in Economics, DCC, H.P. University, SIMLA.
20. Shri S.K. Sharma, Assistant Professor, Head Incharge, Department of Political Science, DCC, H.P. University, SIMLA.
21. Shri Kamal Nayan, Assistant Professor in Commerce, DCC, H. P. University, SIMLA.
22. Shri Rajinder Kumar, Assistant Professor in Commerce, DCC, H. P. University, SIMLA.
23. Shri V. P. Sharma, Assistant Professor in English, DCC, H. P. University, SIMLA.
24. Dr. R. C. Sharma, Assistant Professor in Education, DCC, H. P. University, SIMLA.
25. Dr. B. P. Verma, Assistant Professor in Education, DCC, H. P. University, SIMLA.
26. Dr. Keshav Sharma, Assistant Professor in Education, DCC, H. P. University, SIMLA.
27. Dr. T. S. Sodhi, Assistant Professor in Education, H. P. University, SIMLA.