CHAPTER - III

REVIEW OF RELATED STUDIES
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REVIEW OF RELATED STUDIES:

3.1 INTRODUCTION

Review of the related literature helps the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct his research. It helps the researcher to define the limits of his field and brings the researcher up to date on the work which other's have done and this to State the objectives clearly and concisely.

Actually the main reason for reviewing the related literature to know about the recommendations of previous researchers listed in their studies for further research.

Distance or open education is not very old. But, actively it came in action in seventies only. From that time onwards, different aspects of this distance education is taken for the studies, to make improvement in this field.

The review of related literatures are detailed in the following sequence:

3.2 Studies done out side India.

3.3 Studies done in India.

3.4 Studies done in North-Eastern India.

3.5 Studies done in Assam.

3.6 Summary.

Kaul Lokesh Methodology of Educational Research (Vikas Publishing House Pvt Ltd; New Delhi - 14, 1998)P-89
3.2 Studies done Outside India:

Teaching by correspondence in a non-organised fashion is of course much older as witnessed for instance by the Biblical epistles meant for the instruction for early Christian congregations\(^{64}\). The instructive letters played a significant role in the Roman Catholic Church.

Distance education started in an organised way in the early 70's with full enthusiasm. And today, whatever shape of distance education, we see is the outcome of researches done in the different fields of distance education at world level as to provide better alternative to the society.

Distance learners are provided with a set of sequential instructional and testing print materials for each course in which the student is enrolled. The most sophisticated instructional design for print materials is "programmed instruction (P.I.)", which presents material in a definite sequence of steps leading to specified educational objectives. Research studies show that there are no overall significant difference in achievement produced by programmed instruction, on the one hand, and traditional instruction, on the other (Jamison, Suppes & Wolls, 1974; Nash, Muczyk, & Vettore, 1971). Each method is effective in developing intellectual skills, factual knowledge, attitudes and motor skills.

The Open University, in England, has been drawn, some conclusion about the pedagogical value of radio. It can pace students through the instructional material

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of a course. In addition, it can provide feedback to students so that they have a sense of belonging. At the same time, corrections can be made in existing materials. Primary resource materials, such as performances, speeches and discussions can be brought directly to students. Radio can influence the public at large as well as students. Finally, radio, can modify student’s attitude by presenting material in a novel or dramatic way or from an unfamiliar viewpoint (Mackenzie, Postgate, and Scupham, 1975).

3.2.1 Researchers: Chu, G.C. & Schramm, W.  

Title of study: Learning from Television: What the Research Says.

Study at: Stanford, Calif: Stanford University, Institute for Communications Research, 1967.

Findings: Chu and Schramm (1967) reviewed a total of 421 companies of instructional television with traditional instruction and found that students at all grade levels learn as well in almost every subjects area. They also found that students favour television for instruction at younger ages.

3.2.2 Researchers: Arbeiter, S., Aslanian, C., Schmerbeck, F.A. & Brickell, H.

Title of Study: Telephone Counselling for Home-based Adults.

Study at: Princeton, New Jersey (N.J.): College Entrance Examination Board; 1978


Ibid
Findings: Arbeiter et. al. (1978) describe the advantages and disadvantages of using paraprofessionals to provide telephone counselling to individuals trying to evaluate postsecondary learning opportunities. The most valuable types of counselling are judged to be self-explanation, goal setting, and carrier decisions making. The similarity of the demographic characteristics of the counsellors to the socio-economic status of the students boosted their credibility.

3.2.3 Researcher: Harris, W.J. 67

Title of Study: The distance tutor in correspondence education. In E. Ljosa (Ed.) The system of Distance Education.

Study at: Papers given to the Tenth International Council for Correspondence Education International Conference at Brighton, England, May 1975.

Findings: Harris (1975) completed a survey of 569 faculty members (tutors) from seven representatively sized Correspondence Institutes in England. He discovered that 99 percent of the faculty worked part time, with 55 percent handling only one course. Three-fourths of the tutors were men, and one tenth were retired from full-time work elsewhere. Although only 15 percent of the tutors were under age 30, 28 percent did not have previous teaching experience (although they did not have considerable professional experience). Wide variation was noted in how often individual faculty members communicated with students. Although one quarter of the faculty had written comments to from 40 to 200 students in an average two

67 Ibid
weeks period, one-third of the faculty had written to fewer then five students during this time.

3.2.4 **Researchers:** Mackenzie, N; Postgate, R.; & Scupham, J. (Eds)\(^{68}\)

**Title of Study:** Open Learning: Systems and Problems in Postsecondary Education.

**Study at:** Paris : UNESCO, 1975.

**Findings:** They noted that research and evaluation have greater importance in Open learning than they have had in conventional education because:

1) innovative proposals require more documentation;
2) distance learning systems involve such costs of advanced production and distribution that they are not easily modified and must be used for a considerable number of years;
3) authors do not come in class contact with students using the materials, making it hard to know when revisions are needed; and
4) visibility to the public as well as to students within some delivery modes reinforces the need for careful planning and analysis.

3.2.5 **Researchers:** McIntyre, C. & Wales, C.A.\(^{69}\)

**Title of Study:** Evaluation of a non-traditional College: Costs and Effectiveness.

\(^{68}\) Ibid

\(^{69}\) Ibid

Findings: McIntyre & Wales (1976) compared the effectiveness and Cost of the non-campus What.com Community College in Washington State with three similarly sized campus-based colleges. They found that What.com:

1) seemed to perform as well in most operational areas,
2) performed no better in assessing and meeting the needs of target groups, and
3) spend 10 percent less money per student and 06% percent less per course.

3.2.6 Researchers: Kiesling, H.70

Title of Study: Economic cost analysis in Higher Education: The university of Mid-America (UMA) and traditional institutions compared.

Study at (Sources): Educational Communications and Technology Journal, Spring, 1979.

Findings: He did an estimated cost comparison of the university of Mid-America (UMA) and a sample of thirty-seven traditional colleges and universities in Indiana, projecting that UMA would be cost-competitive with higher enrolments. Unfortunately, almost all published cost comparisons are based on estimated costs. The fact that the distance institution studied by Kiesling never did obtain those greater enrolments is a significant commentary on the use of estimated costs.71

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70 Ibid
71 Ibid
3.2.7 *Telesecundaria* (Using T.V to Bring Education to Rural Mexico):

*Telesecundaria* is that it is a complete and integrated approach to delivering education at a distance. Mexico has addressed rural education demands through a unique and successful T.V. - based educational programme called *Telesecundaria*. A study conducted by the Institute for Communications Research at Stanford University and the Mexican Ministry of Public Education in 1973, found no difference in the quality of education between the *Telesecundaria* schools and those in the regular or vocational programmes.72

3.2.8 Perraton, H. (1986), *Distance Education:*


Distance education encompasses correspondence courses, open universities, and education in - school and out of school based on broadcasting by radio or television. It is defined as an educational process in which a significant proportion of teaching is conducted by someone removed in space and or time from the learner. Within Africa, it has been used for teacher training, and for primary, secondary, and tertiary education. Many African countries have offered in service training to teachers using correspondence courses. In primary education, the most important application of distance-teaching techniques has been interactive radio, where radio is

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used for direct classroom teaching. At both secondary and tertiary levels, “equivalence” courses were developed offering an alternative route to formal qualifications for students outside school or college. Cost data are presented on all these applications, showing reduction in costs at all levels. It is argued that potential of distance education to increase access to education and reduce costs justifies further investment along side other strategies for education development in Africa.

3.2.9 Hilary Perraton. Alternative Routes to formal Education (1982) and other distance teaching specialists examine the costs and effectiveness of school equivalency and teacher education programs in Brazil, Mauritius, Malawi, Kenya, Korea and Israel. The results of these studies generally confirm that distance teaching for out of school students and adults offered considerable savings over more Orthodox alternatives. However, the savings were only achievable in those programmes that could maintain high enrolments and low teacher fixed costs. The studies also show that the most successful projects are those using a simple media such as correspondence and radio. The studies also suggest that distance education can solve problems of quantity and quality in education and serve as a valuable tool in an educational crisis.

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74 Ibid, P-1.
Case: The Minerva Project in Brazil, started, in 1970, By:- Joao B. Oliveira and Francois Orivel:

Minerva's Objectives:

a. to produce supplementary courses, including printed texts, for phase-II, that is four final years of elementary schooling.

b. to decide which programs are to be broadcast during the five hours a week of education radio.

c. to organise reception centres for broadcasts throughout the country in the light of the special needs and concerns of each State.

d. to train inspectors and teachers capable of operating the system at the State level, and.

e. to produce other kind of educational and cultural programmes.

General Conclusions:- A favourable cost-benefit ratio can be achieved in an education at a distance project through two principal means. The first is to organise the local reception of broadcasts, so as to ensure that they are less costly than traditional forms of education. In this case, the decisive factor is the cost of teaching personnel. To achieve this objective, therefore, less well qualified personnel whose

limited qualifications will be offset by the media must be recruited. The second means is to change entirely the pattern of local reception in order to increase the student–teacher ratio significantly. The Minerva Project opted for the first of these solutions in its Phase–II

A study undertaken in the early 1980’s revealed that nearly two million students world wide, were studying via the Distance Education mode since than the number is likely to have grown. According to the latest information available there are 835 institutions offering 35,511 courses through distance education in 95 countries (CD ROM, 1995); 28.7% of the institutions are located in Europe and 28.4% in North America followed by 15.1% in Africa and 12.1% in Asia. The lowest number of Institutions are in Middle East (0.4%). However, Africa has the highest number of countries (34) offering distance education. The maximum number of courses are offered in the arts, humanities and social sciences (8,187 courses), followed by business management, economics and services (7,519 courses), than education and training (4,447), technology, computers, environment and applied services (3,979). The least number (437 courses) are being offered with regard to personal, home and family affairs.76

3.3 STUDIES ON OPEN AND DISTANCE EDUCATION DONE IN INDIA:77

The researchers conducted under the umbrella of “Open and Distance Education were not any other survey, before this Fifth survey of Educational

Research. Some of the researchers included in this review are reported in the earlier surveys under such general or broad categories as ‘Educational Technology’, ‘Teacher Education’, ‘Non-Formal Education’ or ‘Higher Education’ etc.

Research in Open and Distance education in India gained momentum in the late seventies. The studies in this Area that formed the corpus for the present review included mainly doctoral researches and reports of research projects completed by individual researchers/institutions. These research projects are classified in seven different headings given below:

Classification:

1) Enrolment Trends and Courses;
2) Growth, Development and Social Relevance of the Distance education system;
3) Needs and Characteristics of Distance Learners;
4) Development and Production of Course Materials;
5) Instructional strategies and Methodology;
6) Economics of Distance Education.
7) Evaluative Studies.

(1) Enrolment Trends and Courses: Tertiary Level:

Prasad. V.S. (1987) reported that enrolment in distance education reflects the urban and upper class bias of the university system as a whole. Singh, A. (1992), on the basis of the Theme Paper presented in Vice-Chancellor’s conference, pointed out that the Southern Region accounts for two-thirds (66%) of the total enrolment,
followed by the Northern Region with 27% and the central and Western Regions with 5%.

(2) **Growth, Development and Social Relevance of the Distance Education System:**

In this category we may include the studies conducted by Anand, S.(1979), Khan, I. (1982), Datt, R.(1984) and Balasubramanium, S.(1986). These studies had highlighted the gradual growth of Distance education in the Indian perspective. The studies pointed out that the Distance education programmes proved their efficiency as suitable modes of life long education.

(3) **Needs and Characteristics of Distance Learners:**

The studies of Anand, S.(1979), Khan, I (1982), Gomathi, M. (1982), Pillai, J K and Mohan, S. (1984) and Sahoo, P.K.(1985) are included in this category. Improvement of qualifications and the desire to continue with higher education were identified as major motivating factors for joining the correspondence course, in almost all the studies. Non availability of time, mental maturity, non-existence of colleges in the locality, heavy expenses in formal colleges, age, employment, paucity of time, poor financial condition and poor performance in the last qualifying examinations were found to be some other additional reasons [Sahoo, P.K(1985) and Khan, (1982)]

(4) **Development and Production of course materials:**

Takwale, (1987) in his conclusions on the “Dimensions and Extension of Distance and Open education system” suggested that distance education should offer
relevant courses that are self-instructional and provide experiential learning and freedom to learners.

(5) **Instructional Strategies and Methodology:**

The studies by Nagaraju, C.S. (1982), Sahoo, P.K. (1985), Balasubramaniam, S. (1986) and Rathore, H.C.S. (1991) have indicated that the despatch of course materials to the distance learners is irregular and time-consuming.

The studies by Biswal, B.N. (1979), Mulay, V., et al. (1986) and Rathore, H.C.S. (1991) revealed that most of the students, who received the evaluated response sheets well in time, appreciated compulsory submission of assignments and found them useful to some extent in pursuing their courses. However, in a study of Madurai Kamaraj University, Pillai, J.K. and Mohan, S. (1984) reported that students do not appreciate the compulsory submission of assignments.

Anand, S. (1979), Biswal, B.N. (1979), Sahoo, P.K. (1985) and Rathore, H.C. (1991) reported that almost all the distance education institutes had the provision of P.C.Ps Sahoo (1985) and Balasubramaniam, S. (1986) pointed out that mostly PCPs are organised in cities.

Singh, B. (1987) pointed out that a network of study centres are of vital importance to distance education institutes for providing useful support to students in their learning pursuits.
(6) Economics of Distance Education:

The studies conducted by Biswal, B.N. (1979), Khan, I. (1982) and Sahoo, P.K. (1985) have revealed that the major sources of finance of distance education were students fees and rarely were funds raised through grants from other sources.

The study conducted by Pandey, S.K. (1980) pointed out that the unit costs of correspondence courses were much lower than those of regular courses. Ram, S. (1984) and Gupta, M.L. (1985) found that, on the cost comparison, correspondence courses were economical than the regular courses.

(7) Evaluative Studies:

Anand, S. (1979) and Pandey, S.K. (1980) reported that the achievement at the undergraduate level was better in case of distance education students in comparison to regular students. Similar results at the postgraduate level were reported by Mulay, V., et. at. (1986).

3.3.1 Study at Osmania University, Hyderabad, 1991 Ph.D. \(^7^8\)

Name of the Investigator: Kalavathi, P.

Name of the Study: “Foundational Approach to Teaching Learning Process in Distance Education.”

The Objective of the Study were:

i) Whether the use of communication technology has been helping the spread of distance education.

\(^7^8\) Panda, S.K. et al. Open and Distance Education Research-Analysis and Annotation, [Idea (Indian Distance Education Association), c/o School of distance learning and continuing education Kakatiye University, Warrangal, 1996] P-15.
ii) Whether distance education can promote universal literacy.

iii) Whether distance education is developing vocational competence in learners.

iv) Whether distance courses are providing opportunities to people for studying philosophy, literacy criticism, art, appreciation, etc. in other words, is Distance Education promoting aesthetic and cultural development of people.

v) Whether distance education is effective alternative to formal education.

**Methodology:**

Research methodology in its scientific sense was not used in the study. Philosophical writings and observations by religious humanists were scanned to highlight propose and function of education and an effort was made to find out whether distance education fulfils the promise of education.

**The major findings of Investigation were:**

i) Distance education, like formal education, has the potential to promote value based education.

ii) Distance education increases the vocational competence in learners.
iii) Use of communication technologies is enabling distance education in its rapid expansion.

iv) Distance education provides proper direction to the rural people in increasing their standard of living.

3.3.2 Study for Indian Journal of Open Learning, 2(1), 23-28-1993

Name of the Investigator: Rathore, H.C.S.

Name of the Study: Treatment given to assignment responses at the correspondence institutes, a study of student's reactions.

The Objectives of the Study were:

i) To examine the treatment given by the supporting institutions to the assignments submitted by distance students for evaluation.

ii) To find out students reactions to evaluated assignment responses returned to them by the institution.

iii) To evaluate the contribution of assignment responses to process of distance study.

iv) To access how far the students were satisfied with the quality of assignments given to them.

v) To record students suggestions for the improvement of the system of assignment as a whole.

79 Ibid, P-41
Methodology:

Two hundred students were randomly selected from each of the 14 selected university correspondence course institutions located in North, South, East, West and Central region of India. In total 2800 (14×200) students constituted the sample of the study. Data were collected with the help of students feedback questionnaire prepared by the researcher (Rathore, 1991), which was designed on the basis of total design method, suggested by Dillman (1987) Questionnaires were mailed to the students, and a total of 42.8% respondents returned them.

The major finding of Investigation were:

It was found that about 56% students neither get the model solutions nor received any comments from the teachers on their assignments. Hence this is well understood that the media of assignment in Distance Education is not exploited properly by the institutions as well as students. A study conducted by Rathore (1991) on national basis indicates that the correspondence courses in India rely more on the personal contact programmes than instruction through correspondence.

3.3.3 Study at Maharaja Sayajirao University of Baroda, 1973 Ph. D. Education.80

Name of the Investigator: B.N. Biswal.

Name of the Study: “A study of Correspondence education in India”.

The Objectives of the Study were:

i) To survey the institutes of correspondence courses in Indian Universities, with respect to enrolment, staff pattern, courses offered, orientation programme, assignment etc.

ii) To make a comparative study of academic achievement of the students of correspondence education with that of the students having formal education.

iii) To study the reactions of the students of correspondence education on different aspects of the system.

iv) To study the unit cost of correspondence education and formal educations.

v) To study the academic motivation and socio economic statues of the students of correspondence education.

vi) To study the operational problems faced by the heads of departments, the teachers and the students of correspondence education.

The Major Findings of the Investigation were:-

1) The establishment of correspondence education in India had been a gradual process.
2) The objectives of correspondence education had remained more or less the same as specified by the Expert Committee on correspondence education (1961) and the Education Commission (1964-66).

3) It offered courses in arts, commerce and social sciences. Both at undergraduate and post graduate levels.

4) On the academic side, staff pattern was similar whereas on the administrative side it differed.

5) Enrolment was greater in arts, commerce and B.Ed. courses than in social science courses.

6) Admission procedure for correspondence education had been liberal.

7) Except the Punjabi University and the Regional colleges of Education, no other institution arranged orientation programme for its students.

8) All the directorates provided essay -type written materials to students and gave importance to the assignments.

9) Almost all the directorates conducted personal contact programmes.
10) In addition to the staff of the directorate, teachers from outside were also involved in conducting the various academic activities.

11) Each directorate charged fees from its clientele.

12) The Kashmir University was the solitary exception to have given scholarships to the students and four other directorates offered free-ships to the students.

13) About 40% of the directorates received the UGC grants and only 28% of the directorates received the State government grants.

14) About 68% of the directorates had adequate accommodation.

15) There was no significant difference in the academic achievements of the students of formal and correspondence systems.

16) The unit cost in formal education was much more than that of correspondence education.

17) The academic motivation of the students of correspondence education was found to be below normal.
18) Most students of correspondence education hailed from the second category of SES (Socio–Economic Status).

19) The heads of departments in the directorates of correspondence education felt that suitable teachers were not available to them for the development of instructional material.

20) The teachers of correspondence education felt that the workload was more due to which justice to the work was not possible.

3.3.4 Study at Centre for Educational Technology, NCERT, New Delhi, 1981

Name of the Investigator: Jagdish Singh

Name of the Study: “A study of correspondence education Programme of the Patrachar Vidyalaya”.

The Objectives of the Study were:

(i) To study the characteristics of students of the correspondence course.

(ii) To find out the reasons for students preferring correspondence education to regular school education.

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81 ibid
(iii) To study the process of planning, preparation and dispatched of lesson units to students.

(iv) To study the requirement of response sheet assignments and the process of providing feedback to students.

(v) To study the organisation of personal contact programmers.

(vi) To study students attitude towards three aspects namely lesson materials, response sheet assignments and personnel contact programme of correspondence education.

(vii) To make suggestions for better functioning of the programme.

The Major Findings of the Investigation were:

1) Students in the two correspondence courses were spread over a wide range of age levels 15 years to 37 years.

2) About 11% and 19% of the boys and girls, respectively, were married.

3) Quite a few students belonged to rather low socio-economic status.
4) In the case of 42% students, there was a time-log between their leaving a regular school and joining the correspondence institution. In 67% cases, the time-log was up to four years but in a few cases it was as long as ten years.

5) Students joined correspondence courses due to various reasons, prominent among them were:

- They were employed or likely to be employed or were required to attend to household chores (48%), non-availability of admission in regular schools (23%), dropouts (12%), guardians not in favour of their attending a regular school (3%). About 8% respondents gave various reasons like sickness/marriage/pregnancy/lack of time to study etc.

6) By and large, the students found the lesson materials interesting and easy to understand.

7) About 11% to 18% of the students felt that there were printing errors in the lesson materials.

8) About 30% and 36% of the students of classes IX and XI, respectively, were not aware of the minimum requirements of the submission of respond.
9) The evaluated/corrected response sheets were not received by 23% and 22% students of class IX and XI respectively.

10) About 33% students who received back the response sheets did not find comments in some cases and only about 12% found comments in all cases.

11) About 76% students of various classes who were aware of the contact programme attended it at one time or other.

3.3.5 Study of Punjab Agriculture University (For Ph.D, External Education)\textsuperscript{82}

Name of the Investigator: G.S. Saini

Name of the Study: “Distance Teaching – Prospects and Problems”

The Objectives of the Study were:

i) To determine the information needs related to agricultural technology, as perceived by small and marginal farmers.

ii) To ascertain the extent to which the information needs perceived by the trainees were achieved through distance teaching.

\textsuperscript{82} ibid
iii) To measure the comprehension level of the trainees with respect to the content of lessons.

iv) To determine the extent of application of information gained in the field situation.

v) To suggest further improvement in correspondence courses on the basis of opinions of the trainees with regard to lesson reading behaviour, lesson schedule and personal contact programme.

The Major Findings of the Investigations were:

(1) Young respondents with middle and secondary level education comprised potential group for correspondence course.

(2) Prior to registration, the farmer's knowledge in different aspect of agricultural technology was inadequate which was made up through distance teaching.

(3) The majority of the farmers could, reasonably, comprehend the content, which they read themselves in their free time.

(4) After reading the information was discussed and disseminated.
(5) The lessons were effective in imparting information as well as in improving field practices.

3.3.6 Study at Viswa – Bharti (For Ph. D. Education), 1991

Name of the Investigator: Sudip Bhattacharya

Name of the Study: “Open University – Its scope and possibilities: An analysis of Tagore’s educational thoughts in evolving a conceptual framework of Open University in India”.

The Objectives of the Study:

(i) To investigate the genesis and development of Open University and to evaluate its philosophical foundation.

(ii) To investigate the functional status of some representative study centres of IGNOU.

(iii) To investigate the genesis and development of distance education and continuing education programmes of Visva Bharati, known as Lokasiksha Sansad and Visva-Vidya- Samgraha.

(iv) To investigate how the Open University can be a reformative movement in India.

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83NCERT, Fourth Survey of Research in Education (1984-88)
To evaluate the possibilities of the Open University as
(a) a parallel system, (b) a supplementary system, and
(c) a complementary system to the formal one.

Methodology:

Published books, journals, newsletters, annual reports etc. were the sources
for data collection. These sources included:

(a) Tagore’s writings on education,
(b) Visva – Bharati, News,
(c) Visva-Bharati Annual Reports,
(d) Proceedings of meetings of and brochure on Lokashiksha samsad and Visve Bharati publications,
(e) Government of India publication related to the study,
(f) UNECU publications,
(g) Brochures and other publications of IGNOU,
(h) Books on Open University/Distance education, etc.,
(i) Information obtained from the coordination’s of the study centres of IGNOU through mailed questionnaires;
(j) Photographic pictures of various programmes and activities of Sriniketan as illustrations of Tagore’s educational ideas and experiments. No statistical techniques were used in the study. However, same
models developed by the investigator provide a comprehensive view of (i) Tagore's educational thought and experiments, (ii) the open university model, (iii) a model showing comparison between the open university model, Tagore's thoughts and practices, and the traditional university model, and (iv) a model showing the interrelationship between the traditional university, the open university and the community.

**Major Findings of the Study:**

(1) The investigator made a survey of the genesis of the open university both in developed and developing countries, and found that the period between 1960 and 1985 has been regarded as the most progressive period for the development of distance education and the growth in the number of DE institutions. The open university developed first in the U.K with the objective of giving everyone, no matter what the extent of his formal education was, and to provide access to the highest level of educational opportunity.

(2) The course of study included undergraduate courses P.G. courses and post-experience courses. Methods of teaching were correspondence texts, broadcasts and study notes, assignments/self-test, questions, television programmes, computer practice, etc.
(3) The study reports that Open Universities were also established in different countries at different points of time.

(4) In India, the Andhra Pradesh Open University (APOU) was started in 1982, and the IGNOU in 1985.

(5) On the basis of a study of the relevant literature, in general, and Roger's view on the university and its role in particular the investigator observed that (i) in the present age, besides the two roles of a university, viz. teaching and research, 'extension' has been globally accepted as its third role, and (ii) on the basis of his classification of university programmes, Roger believed that the extension programme could be integrated with the other two programmes, i.e. Teaching and research.

(6) At a time when nobody in the world could even dream of relating the university to the community through educational programmes, Tagore developed a full -fledged extension programme at Visva-Bharati - through Sriniketan. The distance education programme, known as Lokshikhsak Samsad was another striking programme of Sriniketan. Visva- Bharati Lokesiksha Samsad removed the space time barrier of the traditional system for its clientele.

3.3.7 Study at Jawaharlal Nehru University (For Ph.D Edu), 1992

Name of the Investigator: Mamata Das.

Name of the Study: "Approaches to learning and academic performances of

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84 Ibid.
students in traditional and Open Universities: A comparative study.”

The Objectives of the Study:

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

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

Methodology:

The samples for the present study comprised students undergoing a course in Diploma in Management Studies in one Open University (IGNOU) and in two traditional universities. The tools used were,

(i) a shortened version of an Internal - External control scale,

(ii) a modified version of an Approaches to studying Inventory,

(iii) a student Perception scale. An ex-post facto research design was adopted in the conduct of the study. The statistical analysis included ‘t’ test, correlation and step -wise multiple regression analysis.
Major Findings of the Study:

The major findings of the study endorse all the hypotheses except the one on approaches to learning adopted by students, both in Open and Traditional universities, which could not be reliably predicted by using learner, content and context characteristics as predictors.

3.3.8 Name of the Investigator: N. Venkataiah, 1989


The Objectives of the Study: To suggest a good model for preparation of materials.

Methodology:

The procedure adopted by the British Open University in the preparation of quality instructional materials was examined and discussed. The responsibility of a course Team consisting of six categories of persons viz. a chairman, course writers, media producer, editors, artists and a person specialised in educational technology known as a ‘transformer’, and their role in the writing of course materials was highlighted and considered. The two approaches that are followed in India with respect to the writing instructional materials, i.e. preparation by the faculty of the Correspondence institutions or by outside authors, were also examined in the context of various deficiencies and inadequacies, including cost effectiveness, vis-a-vis the

\[\text{Ibid}\]
Course Team approach, and its effectiveness particularly, for the IGNOU as a national resource centre for all open universities at the State level.

**Major findings of the Study:**

1. Adequate attention must be paid to the writing of course materials. The standard or quality of instructional materials should not be sacrificed whatever might be the financial constraints.

2. The Course Team approach of the British Open University, though a very expensive way of writing a course, is feasible, economically viable and justified if the course material is used for a large number of students.

3. In the view of large number of students for its course, this Course Team approach will be feasible, economically viable and will also ensure good quality materials.

3.3.9 **Study at Bhopal, Regional College of Education (ERIC – Funded), 1988**

(independent study)

**Name of the Investigator:** D. C. Upreti

**Name of Study:** “Impact of teacher training through correspondence courses (B. Ed. SSCCC) on upward occupational mobility of the elementary teachers in the Western Region”

**The objectives of the study**

(i) To identify the factors affecting the mobility of the elementary level teachers.
To find out to the extent to which the acquiring of B. Ed. Degree has affected the mobility of elementary level teachers.

Methodology:

A sample of 172 elementary teachers where selected from 360 teachers. The teachers had completed the B. Ed. Courses (B. Ed. SSSCC) during 1971-72 and 1979-80. A questionnaire was used to collect the data. Counts and percentages used to treat the data.

Major findings of the study:

1. A majority of teachers have average performance ability at secondary and higher secondary levels.
2. It was found that the ability level at the Graduation and P.G. levels was below average.
3. A large majority of these teachers had graduated in the humanities and the social sciences, the reasons being that they did their graduation as private candidates after joining the teaching profession.
4. Factors like work – place of teachers (home State or outside), rural – urban background, location of schools, family structure, age, sex, religion and cast of the teacher affected the vertical inability from the elementary to the secondary level.
5. Regarding the intergenerational occupational mobility, it was observed that the main shift has been from cultivation and labour to the service category and this trend continued from one generation to the other.

6. After becoming elementary teacher, 16 out of 83 teachers, got the opportunity of moving up the ladder without obtaining the B. Ed. Degree.

7. Out of 83 teachers, 25 got opportunity to move up the ladder after joining the B. Ed. Course.

8. The intergenerational mobility, rural – urban background, type of management, sex, cast, age, and proximity of the home from the place of work, influenced the vertical mobility.

9. Teachers from the urban background and working in urban schools were found to have more vertical mobility.

3.3.10 Study at The Maharaja Sayajirao University of Boroda (For Ph. D. Education); 1991 :

Name of the Investigator: G. Pugazhenthi

Name of the study: “A study of teacher education programme through correspondence system in Madurai Kamaraj University.”

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87 Ibid.
The objectives of the study:

To examine the status and effectiveness of the teacher education programme, through the correspondence system of Madurai Kamaraj University with reference to:

a) Admission policies  
b) Infrastructure facilities  
c) Student background and aspirations  
d) Lesson materials  
e) Personal contact programme  
f) Assignments  
g) Radio talks  
h) Study centres  
i) The teaching practice programme  
j) The dissertation  
k) Academic achievements, and  
l) Finance

Methodology:

The sample consists of all the B. Ed. and M. Ed. students admitted to the Institution during the academic year 1985-86. In addition, the sample included 7 teachers of the faculty, 73 resource persons and 300 guiding teachers from the school in and around Madurai city. Data from different sources, such as functionaries and beneficiaries, and documents were collected through questionnaires, information
schedules, observation schedules and documentation analysis. Data pertaining to the
the background information of students were analysed qualitatively. Data regarding the
academic achievement of the students were analysed by computing means, SD, and
' t test'. Data related to expenditure incurred were analysed by computing the unit
cost and private cost of the students.

Major Findings of the Study:

1) Although only teacher candidates were admitted to the courses initially,
from 1983-84 graduates as well as postgraduates were also being admitted.

2) The age of the teacher-trainees ranged from 25 to 61 years.

3) Thirty-eight percent of the M. Ed and 49.4% of the B.Ed. candidates
belonged to the rural areas.

4) The rate of drop-outs was found to be 1.7% to 4.2% at B.Ed. level, and
3.2% to 7.4% at M.Ed. level, which were very low.

5) The physical facilities provided and the methodology adopted during
contact programmes were not found to be satisfactory.

6) The teaching community behind expertise in the writing of scripts.

7) 72% of the B. Ed and 83% of the M. Ed students found the functioning of
the study centres inadequate and inefficient.

8) The trainees found it difficult to find a place for practice teaching as well
as suitable guiding teachers.
9) Per head cost of training through the correspondence system was found to be much lower than that of training through the formal system.

3.3.11 Study at Madras : Technical Teachers Training Institute. 1988. (Independent Study)

Name of the Investigator: S S Pillai.

Name of the Study: "Preparing a data base for designing and developing a postgraduate diploma in teaching of English for the specific purpose of distance learning programme for teachers of English in professional institutions in India."

The objectives of the Study:

(i) to describe the curricular aspects such as syllabus, instructional materials and evaluation.

(ii) To bring out the professional relevance of the English curriculum as viewed by the faculty concerned.

(iii) To explain the process of instruction including the time available, method adopted, facilities provided and teaching aids used.

(iv) To extract adequate information or designing and developing a suitable training programme for teachers of English.

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88 Ibid
Methodology:

A questionnaire survey of facilities for the teaching of English in polytechnics was designed and sent to all polytechnics in the southern region. The questionnaire was responded to by principals and the faculty of English spread to over all the four Southern States.

Major Findings of the Study:

(1) By and large, the lecture methods of teaching is used by the teachers of English. A few teachers also organise tutorials and guided comparison exercises.

(2) Most teachers commented on the inadequacy of the syllabus in spelling out specifically the objectives. They also expressed a strong plea for preparing a textbook on English meet the specific requirements.

(3) The principals and teachers of English felt that the teaching of English should equip the students with the following skills: (a) learning from engineering books written in English, (b) writing simple sentences, letters and paragraphs; (c) responding appropriately to queries made by employers; and (d) filling in the performance used in various social and professional situations.

(4) The use of teaching aids is virtually absent although a few charts were used at times by some teachers.

(5) Guided exercises were mostly prepared by teachers and in a few cases some available exercises were also used.
3.3.12 Study at University of Kashmir (For Ph.D Education), 1991.

Name of the Investigator: Neelofer Khan

Name of the Study: "Effectiveness of distance education programme with reference to the teachers training course of Kashmir University".

The Objectives of the Study:

(i) To assess (a) the opportunity of technical and professional training with regard to the practice of teaching, (b) the benefits of the distance system (student enrolment), (c) the access to the distance education system, (d) the sex-wise coverage.

(ii) To study the preparation and comparison of the achievement profiles of both the sexes (formal / Non-formal system).

(iii) To study the cost effectiveness of the course.

Methodology:

For the initial analysis, all the enrolled teacher trainees of the Distance Education Department, from 1978-89, were taken into consideration. For the detailed analysis, 800 teacher trainees of the session 1988-89, 400 each representing the formal Government college of Education, and the Gandhi Memorial College of

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89 Ibid.
Education, and the non formal system (Department of Distance Education), were selected for the study. The sample was selected randomly from the total group of teacher trainees enrolled during the said session. The tools used were a proforma for collecting data from official records and publications, a questionnaire for the students (teacher-trainees) and the General Teaching Competency Scale by B.K. Passi, and M.S. Lalitha. The data were analysed using percentages, mean, S.D. and 't' tests.

**Major Findings of the Study:**

1. The availability of centres for practice teaching is increasing year after year in consideration of the interests of the pupil teachers.

2. There is a year-wise increase in the enrolment system from the session 1977-78 to the session 1988-89 and also an increase in the enrolment as compared to the formal system of education.

3. The male and female ratio shows a substantial increase in the Department of Distance Education (DDE).

4. So far as the pass percentage of the results from the year 1977-78 to the year 1988-89 is concerned, it goes hand in hand with the formal system of education.

5. During 1977-78, the pass percentage ratio between the non-formal and formal systems was 60:30.5, and during 1988-89 it was 62:65.

6. The teaching competency of teachers trained through the formal system is higher than that of those trained through the DDE.
(7) The duration of contact programmes with the pupil-teachers in order to have face to face learning with tutors is three months.

(8) The rate of delivering the general and criticism lessons in the DDE is higher than that needed in the formal system.

(9) The per capita in the DDE is less than in the college of Education run by the government.

3.3.13 Study at Kurukshetra University (For Ph.D. Education), 1990.\textsuperscript{90}

Name of the Investigator: Renu Gautam

Name of the Study: "A study of success in distance learning system in relation to some key learned and institutional variables."

The Objects of the Study:

(i) To try out the learner’s orientation Inventory and other draft proformae and tools.

(ii) To identify learner’s characteristics and reasons for joining correspondence courses.

(iii) To study the self-image of distance learners, profiles of distance education.

(iv) To evaluate the effectiveness of institutional components and to conduct the participant evaluation of the quality of institutional material.

\textsuperscript{90} Ibid
(v) To compare the success of the formal and distance education system.

(vi) To find out the reasons for drop-outs.

(vii) To predict success in distance learning.

(viii) To conduct some case studies.

Methodology:

The sample of the present study was selected keeping in view its needs and importance in different phases was different, both in number and type. For data collection, the research developed a number of tools, viz. a tool for learner’s characteristics, for self image, for learning strategies interpersonal relations, learner’s orientation, institutional components, evaluation of institutional components, participant evaluation of the quality of institutional material, attitude towards distance education and reasons of dropping out. The statistical techniques used for data analysis were frequency counts, mean, S D. percentage, product-moment correlations, partial correlation and regression equation.

Major Findings of the Study:

(1) Both learner variable and institutional variables contributed positively to the success of distance learning at the B. Ed. level.

(2) Success in the distance learning system has been found to be initially associated with the course material, two way interaction between tutor/organisation and learner, the personal contact programme, the assignment system and the system of evaluation.
(3) The learners enrolled in B. Ed. through the correspondence programme have been found to give a good account of themselves in the university examination in theory papers.

(4) Contrary to popular belief, distance education has been found almost as effective as full-time studies in colleges of education as far as mastery of theoretical knowledge as assessed at the end of university examinations is concerned.

3.4 Studies done in North-Eastern India:

So far the investigator's best of knowledge, no study had been conducted on distance education in North-Eastern Part of India. Distance education at tertiary level came up in North-Eastern part of India with IGNOU in 1985, but, till now no study had been completed in the field of distance education.

3.5 Studies done in Assam:

Assam is also a part of North-Eastern India, so as per investigator's knowledge no study is done on distance education till now. In Assam also distance education came in 1985 with IGNOU. Today, it is a burning requirement to conduct studies in the field of distance education in Assam or as whole in North-Eastern part of India. This feeling inspired the Investigator to do this research work.

3.6 Summary:

The review of distance education on the international level has shown the magnitude, diversity, and impact of the phenomenon. Despite a recent trend toward multiple-media use, the major way to provide distance education is still printed
materials. Distance education is successful at all educational levels in many content areas in economically diverse countries. In the condition of high enrolment, the use of technology, especially broadcast media and TV in courses becomes more cost effective in comparison to classroom-based achievement by students.

In India research in open and distance education gained a momentum in the late seventies and still it is in its infancy. Different areas of distance education is taken up for research programmes, which still need more work out as North-Eastern part of India is still untouched.

Distance education will become even more important than it is now, because a higher value will be placed on time saved by students away from work and on budgets spared the cost of transportation fuels.

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