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THEORETICAL PERSPECTIVE

2.0 INTRODUCTION :-

Distance Education through correspondence courses, more on the lines of traditional graduate and post-graduate programmes in arts, commerce and education started in the late 60s and early 70s. This was mainly in response to the needs of persons who were either employed or who could not attend regular day school programmes or could not get admission in universities and college. This mode catered for the educational demand of not only participating but also prospective work force as well as household populations. Correspondence courses in type of capabilities among students, since the degree awarded under this programme provided opportunities for further promotions and the scope for better job opportunities, many persons enrolled for correspondence courses. As on the date nearly 23 universities are offering graduate and post-graduate programmes through correspondence courses and are enrolling nearly 400 thousand students.

Diversification through open learning system is of greater implication for developing human capabilities in a variety of areas and among wider groups of populations. The formal university and collegiate systems tends to impart knowledge, skills and values to by and large, prospective work force, whereas open learning systems tends to impart and upgrade knowledge, skill and values to household population, prospective and employed work force in different vocations or walks of life.

This system implies :

a) Introduction of variety of courses (in modular form) catering to the knowledge and skill up gradibility needs of persons in different walks of life.
b) Built in flexibility in options of courses with or without evaluation and certification. This concept of open learning in a formal system pertains to: open university system and informal way it relates to radio, TV and print media. This kind of diversification has come in response to the realization that the modern production and distribution process as well as social interaction require continuous knowledge and skill upgrading (both in broader and specialized areas) and this could be provided more effective through open learning systems.

2.1 DEFINITION, CONCEPT AND DEVELOPMENT OF ATTITUDES:

2.1.1 Attitudes: How are they derived

Human beings vary enormously in their behaviour. Change is the only thing permanent in a life. Individual changes greatly during his life time. When we think of the motives that prompt men's behaviour we have to distinguish between their immediate responses and their move enduring dispositions. We respond to this person with liking to that person with distrust and distaste. But such responses operate at a relatively superficial level, behind them under the surface there are more permanent sets or dispositions. Their permanent disposition are closely related to our objectives, to what we really, if only half consciously, aim at in life, we have to consider the sources of these dispositions.

"There seems to be an indisputable hereditary or innate basis for the development of the characteristic personally of the adult.

We see that this characteristic appears to lie in the interaction of this attitude of students and actions with his own given constitution and developing reaction patterns as he grows.

Attitudes derived from instinct:

In the first weeks of life an infant is largely actualled by in-born drives set in motion by psychological functioning towards feeding and elimination, in response to certain objects. The drive for food is satisfied by milk from his
mothers breast. The drive in itself is directed to goal drive to have a favourable attitude i.e. an enduring readiness to act in a particular way in relation to it. If the child is offered some unpalatable food he forms an unfavourable attitude to it i.e. readiness to spit out with disgust. Thus, baby set a positive value on palatable food and a negative value on unpalatable food. Thus, inborn drives certainly from the basis of certain attitudes or values. the main source however, is the human environment within which a child grows up.

Values and attitudes derived from deliberate training:

The most obvious way by which adults influence children's behaviour is by deliberate training reward and punishment, instruction and prohibition. In training children adults bring pressure to bear on them in many different ways. Thus, it comes about that a particular value in a person's mind originals from coercive training is the intolerance or irritation, rigidity or the inflexibility of the standard imbibed.

Values and attitudes derived from example:

Children are usually influenced by example through imitating it. They initiate it because they identify themselves with the exemplar. They do this because of some strong administration or attachment for him. Thus, if an infant is treated with stable, patient affection, becomes strongly attached to it and begins to identify himself. If attachment is powerful and identification is deep, the child takes into himself the personality of the exemplar as refracted through his own restricted experience and strong feeling.

A very important element in the development is identification with a group the child tends to think of certain conduct and attitudes as the way we
in our family do things in school with friends as a whole and absorbs some of their interests and attitudes. Identification may be a monetary affair in which a child identifies himself with another with a social role or a particular type of character.

The standardization of the behaviour attached to the customary roles of the society is a major source of stability in people's interactions. Identification with a real or legendary here may become an extremely powerful motive for an individual's development. Values and attitudes derived from certain other adult influences.

We can see how the opportunities provided by parents and teachers for children to play can give them more or less scope for creative activity which can directly develop certain habits, talents, attitudes and assumptions. They can also afford the opportunity for certain experiences. Perhaps quite occasional which may act as values or objectives or criteria or activity for years. The more significant is the influence exerted all the time by parents and teachers on the way their children are developing by being the kind of people they are and handling them as they do.

Another important aspect of an adults handling of his changes, is his method of asserting authority over groups which account that the leaders handling of the group affects the members attitude not only to him and to their work but also to one another.

2.1.2 Attitudes and Similar Constraints :

In order to give a precise meaning to attitudes it is necessary to differentiate them from closely related psychological concepts.
Opinion and Attitudes:

English and English (1958) have called opinion “as a belief that one holds to be without emotional commitment or desire, and to be open to re-evaluation since the evidence is not affirmed to be converting.

Attitudes and opinions are supposed to have very similar, if not the identical meaning. Attitude, however real may be for the possessor, can’t be seen. It is an abstraction, the existence of which is inferred either from non-verbal overt behavior or from verbal expression.

Points of difference between opinions and attitudes are:

1. Opinions are verbalisable, whereas attitudes are unconscious or sometimes mediated by non-verbal processes.
2. Opinions are responses, whereas attitudes are response predispositions.
3. In opinion the cognitive component is prominent but is devoid of effective component whereas attitude includes both the effective or feeling core of liking and disliking and also includes the cognitive or belief elements which describe the object of the attitude, its characteristics and its relation to other objects.

McNemar (1946) has given the following distinction between opinion and attitude:

“The typical attitude study involves a scale or battery of questions for ascertaining attitudes whereas the typical opinion, particularly public opinion study learns heavily on a single question for a given issue”

The objective index of a person can be called a statement or opinion and the inferred subjective inclination of the person may be called his attitude. Opinion may be interpreted as a symbol of attitude and can be used as a means for measuring attitudes.

2.1.3 Belief and Attitudes:

Belief is a conscious or unconscious proposition which can be inferred from a person’s verbal responses or actions. A belief describes an
object, evaluates a situation and advocates the course of action. English and English (1958) define a belief as "the emotional acceptance of a proposition or doctrine, on what one consider to be adequate grounds". Rokeach (1960) uses the term belief to involve any expectancy. Set or proposition which the individual accepts as true of the object or event.

Many psychologists have distinguished between belief and attitude. Allport (1954), Krech and Crutchfield (1948) have attributed cognitive aspects to beliefs and affective or motivational aspects of attitudes.

Fishbein and Roven (1967) have given a theoretical and operational basis to distinguish belief and attitude. Belief is the Probability dimension of a concept — "it its existence probable or improbable. " Attitude' was defined as the evaluative dimension of a concept — "is it good or bad?"

A system of belief represents the total universe of a person's beliefs, about the physical world, the social world and the self. This belief system is further analysed in terms of subsystems. An attitude is one type of subsystem of beliefs organized around an object or situation.

Krech and Crutchfield (1948) hold that "all attitudes incorporate beliefs are not necessary a part of attitudes". Attitudes are learned predispositions to respond to an object or class of objects in a favourable or unfavourable way. Beliefs are hypotheses concerning the nature of these objects and the types of actions that should be taken with respect to them. Thurstone (1931) has viewed the belief as expression of attitudes and as the means for measuring attitudes.

2.1.4 Motives and Attitudes:

Attitudes can be called a tendency to become motivated with respect to a certain object or person. This motivation is consistently either a positive approach or a negative avoidance. Both attitudes and motives refer to the directionality of behaviour but not to behaviour itself. Motive and attitude define what is undesirable. In terms of its consequences in the person's
behaviour, an attitude is goal directed. So Sherif and Sherif (9156) have called an attitude as a socio-genic motive.

Newcomb (1950) has differentiated an attitude from a motive in two ways:
1) Attitude is not characterized by an existing drive state but refers to the its accompanying drive-producing Doob (1947) also confirms this point.
2) An attitude is labeled by its object and may be considered object specific, whereas motives are labelled by their goals and are goal specific.

2.1.5 Set, Habit, Trait and Attitudes:
A set emphasizes motor readiness. A habit indicates a stronger action tendency than set and a more complex and enduring structure. Set and habit are acquired tendencies like attitudes, but they do not reflect the affective or evaluative reaction. A trait may be called as a more or less stable and consistent disposition of the individual to respond in a certain way which differentiates him from other individuals. Attitudes have a specific referent, whereas traits are non-specific generalized behaviour towards a specific object and a trait is reflected in either a specific or a general behaviour towards a wide variety of objectives.

2.2 THE FUNCTIONS OF ATTITUDES:
The functional basis of attitudes serves an important social need of the person. Holding an attitude means conferring meaning and order to some aspect of social environment. Attitudes perform four important functions for building the personality of an individual and have a motivational basis. One of the functions is instrumental, adjective or utilitarian, which serves as the basis for modern behaviourist learning theory. Since his very childhood, an individual is motivated to develop favourable attitudes towards objects bringing social approval and esteem of
family friend and colleagues and learns to develop unfavourable attitudes leading to punishment and bringing frustrations. Perception of past and present utility of the object by the individual leads to the forming consistency of reward and punishment. It contributes to the clarify of the instrumental object for goal attainment.

The second is the value expressive function. A person may be a liberal or an enlightened, conservative or internationalist and may hold attitudes indicating his central value. The person may express, reflect attitudes of his ideals or self image. A person gets satisfaction if he finds expression of any of the attributes related to his ego. For personality development, the clarify of self image is very important.

The third is the knowledge function. This function serves the human need to understand and make sense of an give adequate structure to the universe. Attitudes are maintained to reach that standard of mind which deal adequately with situations and structure experience meaningfully. The most important aspect of knowledge function is that it serves the need for cognitive organization and brings cognitive consistency and clarity.

The fourth important function of attitude is that it provides an ego-defensive mechanism, self-concept, self-expression, self-development and self-realization are the outcomes of ego-defensive function. Adoption of attitudes by the individual for defending and protecting self-from unpleasant truths and harsh realities, finding out devices to avoid facing the inner reality of one's own personality and the outer reality of the insecurities of the world. The expressed and projected attitude is created by the individual's emotional conflicts. Ego-defensive attitude has two side protectors known as prejudices and stereotypes.
2.3 THE COMPONENTS OF ATTITUDES:

Formation organization and change of attitudes depends on the components.

Cognitive:

It includes a person's perception beliefs and stereotypes and opinion is a substitute for cognitive component. This component is inferred from what a person says and believes about an event or object. Consciousness is always in conjunction with cognitive component. Attitudes vary in degree to which the possessor can verbalize his awareness.

Affective:

Affective component includes the vigorous emotional feelings. It is the most deep rooted component and under certain conditions most resistant to change.

Behavioural:

The behavioural component consists of the tendency to act or react towards the object in certain ways. This is the policy or action orientation which is measured by nothing. What the individual says he will do or preferably what he actually does. Show et. al (1967) has given four general categories of behaviour:

1. Positive approach e.g. friendliness.
2. Negative approach e.g. attack.
3. Negative avoidance e.g. repulsion or fear and
4. Positive avoidance e.g. allowing others privacy when they are stressed.

Attitude scales do not measure the approach avoidance dimensions of this category system. They measure only the positive negative dimensions.
2.4 DEFINITIONS OF ATTITUDE:

Attitude is an expression of an individual or group towards an object, an act of behaviour a system of norms, etc., based on his experience learnt or communicated since attitude is not a trait, it is subject to change depending upon the environment, situation, interaction and perception of the object.

System of norms or an act of behaviour:

→ "Attitudes may be defined as feelings for or against something.

→ Attitudes have been defined as ideas with emotional content, important beliefs, prejudices, biases, predispositions, appreciations and states of readiness or set.

1. Guilford² Say : “an attitude is a disposition a person has to favour a type of social object or social action.”

2. H. Remmers³ explains : “For or against” this phrase as “Attitudes are characterized by approaches or withdrawals likes or dislikes, avoidant or adient tendencies favourable or unfavourable reactions, loves or hates or responses to stimuli”.

3. Allport⁰ has defined an attitude as “mental and neutral state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all object with which it is related.”

4. Allport explained attitude as related to individuals response. It is the readiness of the metal and neutral state through experience.

5. According to Skinner⁶, an attitude is defined as “Generalized disposition towards group of people and is emotionally tended”.

6. Brown⁶ has defined attitude as “An attitude is acquired an relatively fixed tendency to react in a given way in relation to other persons or things.

7. Newcomb “An attitude is a state of readiness formative arousal”.

8. Stephens⁷ explained, “Attitude means something that is learnt without any intention whatever it is.”
9. Thurstone\textsuperscript{8} defines: “Attitude as the some total of man’s inclinations and feelings, prejudice or bias, pre-conceived notions ideas fears, threats and convictions about any specific topic.

10. Kretch and Crutchfield have defined it as “an enduring organization of motivational, emotional, perceptual and congnitive processes with respect to some aspect of the individual’s world.”

Following are the common elements in almost all the definitions:

1. Attitude is a learnt predisposition.
2. It is a hypothetical construct or an implicit response not directly open to observation but inferred from verbal expression.
3. It is anticipatory and mediating with respect to patterns of overt responses.
4. It is evoked by a variety of stimulus patterns as a result of various learning.
5. Attitude is cue and drive producing.
6. It is significant in the individual’s society, as it describes, evaluates, directs and advocates actions.

2.5 HISTORY OF DISTANCE EDUCATION:

(a) Global Scenario:

The Growth of distance education can be traced back to the middle of the 19\textsuperscript{th} century and the lead in this field was taken by many European countries such as Germany, England and Sweden. The search or origin of the distance education leads to individual stories of a number of persons in different countries. It was in 1856, that Charles Toussaint, a French-ma who was teaching French in Berlin and his companion Gustav Longescheidt, a member of the society Modern languages, in Berlin, for the first time established a school for teaching languages by distance education.
In U.S.A., in 1891, Thomas J. Foster, a proprietor and editor of a newspaper, directed the writing of a course of instruction through correspondence for the safety of mining workers. This later on developed into International Correspondence School of Scranton, Pennsylvania. In England, in 1894, Joseph William Knipe started distance education at a small scale. This later on developed into Wokey Hall, Oxford.

The first Open University was started in Britain in Milton Keynes in 1969, which came out to be a great success. It was indeed a major breakthrough in the field of education. The success of Milton Keynes Open University resulted in the opening of three more Universities in Western Europe – Fern University of Germany, the Spanish University, National De Education a Distance and Netherland’s Open University.

In former USSR, where distance education came under the national policy, this technology played the wonders. In 1989, there were 1169 distance education courses for the technical studies alone. Out of five million students in higher education during 1988-89, 40 % were the students of distance education system.

In Africa, distance education was mainly at imparting training to the in-service personnel. now, this system has been fairly spread in Nigeria, Kenya, Tanzania, Ethiopia and Ghana, Whereas in Asia, there has been a phenomenal development of distance education. This development occurred at a very high pace during eighties when distance education system made rapid studies in India, Pakistan, Thailand, Srilanka, Philippines, China, South Korea, Indonesia and Japan. Most of these countries have adopted the latest innovations of distance education and established Open Universities. In China, Primary importance is given to electronics media, whereas in other Asian countries, the emphasis is placed primarily on point medium and electronic media are normally assigned a supplementary or complementary role. The upsurge in enrollment rates in these institutions points to the ever increasing demand for education as a
viable and effective alternative to the traditional system has been well recognized.

The widespread acceptance of distance education promoted some imaginative educators to organize an international forum for this innovative system of education. The credit for establishing the International Council for Correspondence Education (ICCE) in 1983, goes to Mr. J. w. Gibson. In the 12th World Conference of ICCE in Vancouver, this organization was renamed as International Council for Distance Education (ICDE). This ended the long term controversy over the nature of two commonly used terms “Correspondence Education and Distance Education. Many people still use these two terms interchangeably. But, the scholars unanimously agreed that correspondence education, is restricted primarily to the postal delivery of print material, whereas the term ‘distance education’, reflects the multi-media approach to dissemination of knowledge. Correspondence education, thus assumed an important role in the total system of distance education.

(b) Indian Scenario :

The gradual development and growth of distance education all over the world had its echo and impact in India also. In July, 1962 the history of education in India changed by starting correspondence courses. These courses started in the pursuance of the recommendations of an expert committee under the chairmanship of professor D.S.Kothari chairman, University Grants Commission. These courses were assigned to a body called the Directors of correspondence Education and Continuing Education. The syllabus was also the same as that of the regular colleges of Delhi University. Presently, the correspondence material is supplemented by radio broadcast and telecast by Delhi Doordarshan. These telecast are organized by a special cell of Doordarshan.
The successful experience of Delhi University in conducting this pilot project bearing excellent results set in motion the other Universities thinking in direction of introducing correspondence courses in their respective institute at different levels. The Punjab University was the second University in India to offer these courses. By 1985, 31 Universities gave instruction by correspondence at various levels. It has been estimated by University system alone provides instruction through distance education to nearly 4,00,000 students at various levels in the University structure at a given point of time. This implies that nearly 11% of the total enrollment in the Universities is accounted for by distance education.

In India, the system of distance education has passed through three stages:

a) Pre-take off stage:

This stage can be identified with the efforts made during the sixties when only four Institutes of correspondence Education were established, viz, Delhi University (1962), Punjab University , Patiala (1968), Merrut University (1969) and Mysore University (1969). The sixties was therefore, a period when the idea of distance education took shape and began to strike roots in the Indian Environment. The distance education movement had, thus, started in India and was slowly and gradually gathering momentum. So that it could enter the take-off stage.

b) Take off stage:

During the seventies, 19 Universities started Institutes or Directorates of Correspondence Education and thus, a major thrust was provided to distant education in India. The period of establishment of distance education teaching units in these Universities is given below:
Punjab and Himachal Pradesh (1971), Anand and Sri Venkateswara (1972), CIEFL, Hyderabad (1973), Patna (1974), Bhopal, Utkal, Bombay (1975), Madurai-Kamraj, Jammu and Kashmir, Rajasthan (1976), Osmania and Kerala (1977). Thus, distance education got a big punch during the seventies. More and more Universities took to distance education as alternative teaching of education. Moreover, where as during the sixties, as an experimental measure only undergraduate courses were started, It was in the seventies that Institutes and Directorate of correspondence courses started post graduate, diploma and certificate courses of varying nature.

c) Drive towards Growth:

Till the end of seventies, distance education was part of the conventional University system. It had to, therefore, work within the limit of the procedure of the conventional Universities. For the first time history of distance education in India, the Government of Andhra Pradesh Open University established in 1982. Thus, an autonomous institution of the level of a university was setup to develop distance education. There was moreover, a strong demand made in various quarters about the need for establishment in the country. It was also felt that an open institution of this kind fully devoted to the development of distance education would be very useful.

As a result in September 1985, the Govt. of India decided to set up the Indira Gandhi National Open University (IGNOU). The chief objectives of this apex institute are :-

1) To promote Open University and distance education Systems.
2) To determine the standards of teaching, evaluation and research in such systems.
3) To allocate admitted to its privileges or not or to any other university or institution of higher learning as may be specified by the statutes.
The establishment of National Open University is being considered a welcome development because with the creation of IGNOU, totally devoted to distance education. The impediments which the traditional University System posed in the way of promoting distance education could be surmounted.

Several state Government have also taken steps towards the establishment of open Universities in their respective states. In this category, Maharashtra, Kerala, Bihar and Madhya Pradesh can be mentioned. Rajasthan has established an open University at Kota. During 1984-85, the U.G.C. agreed to the proposals of North Eastern hill University and Gauhati University for starting distance education courses. If this trend continues more and more states will initiate action towards establishment of open Universities.

The rapid increase in the number of universities that offer courses through distance mode of teaching from fore in the education system of India. It is not an insignificant achievement that within a relatively short period distance education is able to contribute as much as 11 % in the total enrollment in higher education. The spatial distribution of the universities and their enrollment reveals that in 1995, the Southern Region accounted for 76 % of total enrollment Northern region 17 % central and Western region 6 % and the Eastern region less than one percent (<1%) of the total enrollment.

A high degree of concentration of enrollment is being observed with directorates which account for 83 % of the total enrollment. They are Madurai Kamraj, Madras - Annamalai, Andhra Pradesh - Waltair, Andhra Pradesh Open University, Delhi University, Bombay University and Rajasthan University. As per the norms of association of Indian University, the directorates with an enrollment of less that 5000 are treated as non-viable in 1985, 11 such centers had enrollment of less that 2500 and five had an enrollment of less than 1000 even though they have been existing for nearly a decade them.
Today, about 50 Universities and Education Boards besides the IGNOU, New Delhi, A. P. University, Hyderabad, Rajasthan Open University, Kota and Nalanda Open University are emerged in imparting instruction through the medium of distance education. Out of which 31 have been set up by Universtiy are affiliated to them 4 are managed by the N.C.E.R.T., 2 by union Govt. (Directorates of Hindi and Rashtriya Sanskrit Sansthan), each by Indian Institute of English and Foreign lanaguages and National Institute of education planning and Administration and the remaining by the boards of school education 24 of these institutions, depend mainly on the postal lesson followed personal contact programmes of short duration and prepare students for their first degree examination in arts and Commerce. 13 institutes depend mostly on the diploma and certificate courses.

In India, the key element of all the rely distance education institutes is the print medium. Some of these institutes ready solely on this element of correspondence education. Where as the others supplement the print medium with various types of non-formal education teachings as electronic media. The letter system usually makes the use of radio, television, audio cassettes, video cassettes, computer, etc. At present the no of Indian distance education institutes, is very small. But the welcome friend is that the importance of this media is being increasingly realized. The year longsatellite instructional television experiment (SITE) inaugurateted in 1975 was a doordarshan. Approximately 1320 hours of programmes were planned for one year experiment or almost 4 hours everyday. The SITE covered a rural population of about 35 lakh living in 2400 villages in 6 states of India. A.P., Karnataka, M. P., Orissa, Bihar and Rajasthan.
2.6 DEFINITIONS OF DISTANCE EDUCATION:

(i) Otto – peters: Otto peters (1983) defined distance education as "a method of imparting knowledge, skills and attitudes" which is rationalized by the application of division of labour and organizational principles as well as by the extensive use of technical medium, specially for the purpose of reproducing high quality teaching material which make it possible to instruct great number of students at the same time wherever they live. It is an industrialized form of teaching and learning.

He emphasizes a specific ethos which relates distance education to the nature of the industrial society. It is also possible to view distance education as a system arising from the new and specific needs of an industrializing society in which almost all activity, including education has to fit in the time schedules that are geared to more rigid working and learning conditions.

(ii) Charles Wedemeyer:

Charles Wedemeyer (1977) has used the terms 'Open Learning', 'Distance Education' and 'Independent Study', in his works but favours the last term consistently. He defines independent study as follows:

"Independent study consists of various forms of teaching learning arrangements in which teachers and learners carry out their essential tasks and responsibilities apart from one another, communicating in a variety of ways. Its purposes are to free on-campus or internal learners from in-appropriate class placing or patterns, to provide off-campus or external learners with the opportunity to continue learning in their own environments, and developing in all learners the capacity to carry on self-directed learning, the ultimate maturity required of the educated person."
Notice that there is a suggestion for two kinds of independent study. One for the on-campus learner who may not want to and/or need to attend lectures regularly, the other for the off-campus learner who in any way is on his own.

(iii) Michael Moore :-
According to Michael Moore, distance teaching may be defined as the family of instructional methods in which the teaching behaviours are performed apart from learning behaviours including those that in a contiguous situation would be performed in the learner's presence, so that communication between the teacher and the learner must be facilitated by print, electronic, mechanical or other devices.
At least three features of distance education are clearly discernible in this definition.
1. The teaching behaviour remains separated from the learning behaviour (e.g. correspondence courses).
2. Face-to-face teaching forms a part of the system (e.g. contact programmes)
3. Electronic and other media may be used to effect learning and teaching (e.g. use of audio and video cassettes).

(iv) Dohmen :-
Dohmen (1977) defines distance education as “a systematically organized form of self-study in which student counselling, the presentation of learning material and securing and supervising of students’ success is carried out by a team of teachers, each of whom has responsibilities. It is made possible at a distance by means of media which can cover long distance.”
This definition places emphasis upon the importance of self-study.
(v) **Borje Holmberg** :-

Holmberg (1981) defined distance education as covering, "the various forms of study at all levels which are not under continuous, immediate supervision of tutors present with their students in lecturer rooms on the same on the same premises, but which, nevertheless, benefit from the planning, guidance and tuition of a tutorial organization.

According to Holmberg's definition is that distance education is being looked upon as an organized educational programme.

(vi) **David Sewart** :-

David Sewart (1973) defines that the crux of distance teaching is a continuity of concern for students learning at a distance. the expression continuity of concern proposes a human element in an otherwise industrialized kind of mechanized education.

(vii) **John Baath** :-

John Baath (1980) emphasizes on "two-way communication" vis-à-vis the models of distance education materials. He accepts that distance education has become a means of mass education by individual study. However, his experiences as a course writer, editor, tutor and course designer impressed upon him that a correspondence tutor could stimulate his students to most remarkable improvements, by means of constructive criticism, encouragement and personal involvement in the individual student's learning problems.

We notice that all the thinkers quoted above focus, partly explicitly and partly implicitly on two aspects of distance education. These are

1. Self-study and
2. The use of media for educational communication.
The point being made is that as against the oral organization used in the conventional classroom type of teaching, which is not a process of self-study, distance education uses print, electronic media and oral face-to-face situations for purposes of self-study which is the basis of distance education.

2.7 CONCEPT OF DISTANCE EDUCATION:

Distance Education, in its present form, originated in the west. It has been defined as a, "method of teaching in which the teacher bears the responsibility of imparting knowledge and skill to student, who studies in a place and at a distance determined by his individual circumstances."

But the most quoted definition of distance education is that of Prof. Borje Holmberg. According to him, distance education includes, "the various forms of study at all levels which are not under the continuous and immediate supervision of tutors present with their students in lecture rooms or on the same premises, but which nevertheless, benefit from the planning, guidance and tuition of a tutorial organization."

Distance Education describes those forms of education in which teacher and learner carry out their essential tasks apart from one another. Keegan has identified five characteristics of distance education:

1. The involvement of an educational institution or organization
2. The use of media (most often print) to unite teacher and learner;
3. The provision of a means of two-way communication;
4. Learning on an individual rather than on group basis;
5. From perspective of the institution, the possibility of the economics of scale that go with an industrial form of production (e.g. printing, broadcasting).

In short, distance education is a system of education in which there is no face-to-face relationship between the teacher and learner, but they are linked through different media as print, radio, T.V. etc.
2.7.1. Nature of Distance Education:

Distance Education is characterized by a non-conformist and non-traditional approach, which in effect questions the norms of the traditional education and seeks to give precedence to a new and different set of norms. It is also innovative in so far as it sets aside methodologies based on the use of traditional oral instructions. As compared to the conventional system, distance education is wider system in terms of both its connotation and denotation. Its connotation is wider because it works within a much larger learning situation in which many factors remain indeterminate and inchoate. It has a wider denotation also in the sense that it covers considerable distance in order to communicate.

The concepts on which distance education operates clearly distinguish it from the traditional educational systems. These concepts are:

(a) Learner-Centredness / Learner-Faced:

Unlike the formal education, distance education puts that student first and the institution next. It concentrates on the formers' needs and convenience and takes into account the individual diversity among students and indeed makes this an operative condition. In that sense, it is a flexible kind of system which adopts itself to the needs of the learners as they actually exist and arise from time to time and place to place.

(b) Indirect Education:

Direct Education may be understood as one which assumes the presence of face-to-face communication. That distance education, almost dispenses with such communication is evident, and so it is usually called an indirect teaching.

(c) Education In Real Life Setting:

No one can deny the fact that distance education suffers from the absence of a certain kind of vitality which only the presence of teacher can
generate, it nevertheless compensates for this by making use of as many inputs to learning as are possible and by structuring itself around the actual learning experience of the students.

The nature of the distance education system is also, reflected by its structure. The key elements of this structure may be listed as follows:

(1) **Printed Material**:
   This consists of correspondence notes, pamphlets, books and teach yourself manuals. This printed material forms, perhaps, the most important part of the learning process of distance education.

(2) **Audio-Visual Aids**:
   This includes slides, films and audio-visual video taps.

(3) **Radio And Television**:
   Mass media can be used to broadcast and telecast the learning programmes. This helps in creating a sort of classroom away from the campus in the home. This also, permits a kind of structured reading-cum-assignment programme.

(4) **Computer Aided Learning**:
   This is also an indirect learning method and is used extensively in the developed countries.

(5) **Study Groups**:
   This provides informal face-to-face encounters among learners who can mutually come to understand their difficulties and help to solve in problems.
(6) **Personal Contact Programme:**

These programmes help in establishing a face-to-face contact among the tutor and learners. Through these limited and restricted contacts, an attempt is made to assimilate the major benefits of direct teaching in the system of distance education.

2.7.2 **Scope Of Distance Education:**

Distance Education is democratic as well as socialistic in nature. It helps in diffusion of education and equalization of educational opportunities. In the entire world, the population is increasing so fast that formal means of education cannot keep pace with it. Besides, even the existing educational resources are not being fully utilized by those for whom they are intended. It is more so in developing countries because of poverty. A no. of persons are deprived of education due to above problem. But providing proper educational opportunities to such vast numbers can be taken care of by means of distance education only.

This non-formal means of education has a wide scope for the emerging learning society in general and educationally underdeveloped or developing society in particular. It has message both for life long education as well as for universalisation of education. It is acting as a useful medium for promoting diversified as well as vocational education. It is the source of inspiration for those who had dropped out of it at some stage or other. In other words, distance education is an organized provision for learning opportunity on part-time basis, outside the timetable of formal system of education, covering a person's lifetime in this own environment, more or less according to his own perception and at his own time.

The scope of distance education is very large as it is capable of taking in a vast and varied clientele which includes:

1. In-service persons who for economics or other reasons had to take up jobs at an early age but are on the look out for an opportunity to improve their educational qualifications.
(2) Drop-outs who later become motivated to resume their studies.
(3) Persons in the geographically remote rural areas where there are no institutions of higher learning.
(4) Retired personnel or the persons near retirement who want to take up studies to keep themselves gainfully preoccupied in post-retirement period.
(5) Socially and economically backward sections of the society.
(6) Persons who are unable to join formal education due to overflow in many educational institutes where admissions are made on merit and for a fixed no. of seats.
(7) Persons who want to learn and earn simultaneously.
(8) Handicapped persons.
(9) Persons who want to study a subject just for the love of it.
(10) Persons who need some additional training in their vocation for updating their knowledge and career advancement.

The added advantages of distance education system may be summarized as follows:

(1) The achievement of limited number of excellent teachers can reach thousands of students.
(2) It is very economical
(3) Limited number of full time academic staff is needed. The teachers of the conventional institutions often serve the purpose of preparing course material.
(4) The inherent flexibility of distance education system is conducive to greater variety of subjects of study, introduction of interdisciplinary options in various courses and wider choice of subjects for the learner.
(5) It prepares individuals for self-employment.
(6) Distance education provides life long education to those who are interested in advancing their knowledge.
(7) In-service personnel, housewives, disabled persons, underprivileged people residing in remote areas, school dropouts, etc. all may avail of the courses offered by distance education.

2.7.3 Limitations Of Distance Education:

Despite the above-described features of distance education, the system still bears some inherent limitations. These are:

(a) The effectiveness of learning in the framework of the distance education system largely depends upon the degree of the capabilities of the learner himself. Even though the distance education system is characterized by a very high degree of flexibility with regard to the learning material. The merit, of this uniformity is that all learners get, the benefit of standardized material which probably has passed through a quality control test. In the formal university setup a university teacher is supposed to provide a variety in teaching as per the difference in learning requirements of various students. This variety aspects lack in the system of distance education.

(b) In the distance education, the main apprehension is that the distance should not be created between the learner and the instructor. This is due to the absence of teacher in distance education. Instruction is provided by instructional material sent and supported by electronic media. but the teacher is absent; so whenever the student of distance education wants to have guidance, he has to wait till the mail arrives or gets clarification through the audio and video cassettes. A true learner has his curiosity at its highest pitch. If this is not satisfied in time, he may feel frustrated and may eventually drop-out. In the distance education system, though personal contact programmes are organized, these are not sufficient as these are held only once or twice a year and that also for a short duration with large audiences. This limitation can be eliminated to a large extent by properly planned regular student supports services.
In fact, the system of distance education demands the presence of high motivation on the part of the learners and the establishment of strong feedback system as well as the student support services. The absence of any of the above requirement may prove a serious limitation of the distance education system.

2.8 RECENT TRENDS IN DISTANCE EDUCATION:

The following important trends have emerged in the field of distance education in India:

(1) The job oriented courses through providing a limited choice, are making greater appeal to the people and the number of admission seekers to these courses is quite sizeable. On the other hand, the popularity of the traditional courses has been gradually going down.

(2) Another fast emerging trend is that there is a marked shift in the nature and character of distance learners. The system of distance education was originally conceived and initiated to cater to the educational needs of those who because of socio-economic constraints and spatio-temporal hurdles could not pursue university education at the proper stage of their life. But now decades, it has been observed that the number of in-service persons, specially in the traditional courses has come down drastically, while that of the employed and those younger people who fail to get admission in the formal courses has gone up considerably.

(3) Another interesting trend is that the number of students from mofussil areas is continuously increasing in the enrollment of distance education.

(4) Distance education itself is emerging as a distinct discipline and considerable research is being done on various aspects of this innovative system. This is bound to lead to further improvement and integration of the variety of new easily available courses. Special distance education courses are being developed to ensure proper
staff development. In India, Indira Gandhi National Open University is taking steps in this direction.

2.9 ROLE OF MEDIA IN DISTANCE TEACHING:

The National Policy on Education clearly recognizes the importance of Open University and distance learning and also the role of the media. The main objective of the Open University is to provide wider access to education to a large number of people. In other words, it aims at democratization of education while maintaining high quality in instruction. To do this, choice of media becomes important in distance teaching institution like the Open University.

Types Of Media:

When we look into the functioning of the various open universities in the world in the developed countries and in the developing countries, in the capitalist countries and in the socialist countries we come across use of a variety of media in open universities. Some media like the print material and contact programmes are used.

(1) Print Material:

All the open universities in the world and other distance institutions use the print material for instructional purposes. The lessons are specifically prepared keeping in mind the students whom the teacher do not see. Moreover, the background of the students also varies – some are old, some are young, some have more leisure, some of them do not have any leisure, some are well educated. Some others are not, some are very poor and some are very rich. The teacher, therefore, has not seen his students and has no mental picture of them. The material is carefully prepared to suit them all and to help them learn on their own without much assistance from other. The materials prepared by the UK Open University, the Fern University and the STOU (Thailand) are good examples of this type of
material. It also impresses conventional university. The printed material therefore, will continue to play an important role in the open university. The printed material has several advantages. It is easy to carry, can be used according to the convenience of the student and is comparatively cheaper.

(2) Broadcasting – Radio And Television :-

Broadcasting is another important medium used in education.

RADIO :-

Radio has been extensively used for educational purposes all over the world. In fact, the technology is so advanced today that "radio" means much more than simple broadcasting i.e. to be heard directly as and when broadcast.

In distance education, radio has been used as an important component of multi-media approach. The advantage of the radio is that all over the world, it is within the reach of the common man and can be carried from place to place easily. As a result, we find that open universities in the west and in Asian countries have relied quite heavily on it. Generally, radio programmes have the following three formats.

(a) Lecture or radio talk by an expert.
(b) Course material other than a talk, and
(c) radio vision.

TELEVISION :

Television has been considered to be an effective medium for spreading education. No wonder some of the universities of the world, such as the Chinese, are named as TV universities. The language of television is extremely rich, expressive and powerful. It has attracted the attention of non-educators to instructional media. In developed countries, it has become available on a wider scale and is able to deliver audio visual experience to many class-rooms, simultaneously with an ease that "films" cannot match.
Its main advantage is its accessibility – it reaches every home and it can be entertaining and attractive. It is therefore, important for recruitment and motivation of students.

(3) Video – Cassettes:

Though comparatively new and yet to become very popular, video cassettes are being thought of as more effective medium than radio or television. Videocassettes are like broadcast television as they combine moving picture with the sound. Videocassettes are more convenient than the broadcast television because they are under the control of the student who can watch the programme whenever he wants and watch it as often as he wants to. In addition, there is the advantage of pauses and replays. In the UK Open University, they are switching over more and more to the video cassettes.

At the moment, the video equipment is costly even in developed countries and they are not within the reach of most of students. Sashi K. Gulati and Manoj Dutta of the IIT, New Delhi argue that the video instruction is useful:

(a) As a method of self-study especially for weaker students,
(b) As a means for teacher training,
(c) As a means for bringing industrial processes to the class room particularly, and
(d) For continuing education in the off campus environment.

(4) Audio – Cassettes:

In some of the open universities, such as the Uk Open University, audio cassettes are being extensively used. In India, large number of students do not own cassette machines. Therefore, they have to make use of the audio cassettes only at the study centers.
Popularity of the audio cassettes in the open universities into the course design and the academics feel that they have better control over their use. Students like them because of the convenience, control over them, and informality. Therefore, it appears that in the years to come, the audio cassettes will play a very important role in the open university.

(5) Telephone:
In some countries telephones are being used as a medium for education. A number of factors have contributed to the extensive use of telephones. They are long distance travel, new technological developments, etc. The advantage of the telephone in teaching is that it provides interactive communication across distances where it is being used, the telephone is less complex and less costly.

The countries where they are used on a large scale are USA, Canada, European countries and Australia. The evaluation studies have shown that learning can take place as effectively, and in some cases, more effectively of courses taught by telephone as of courses taught by other media. In India, this is unlikely to be considered as a medium in distance education.

(6) Computer:
Computer as a tool is available to improve the process of teaching and learning. There are several qualities of the computer which are of tremendous use for teaching and learning in diverse situations. It is being used for teaching as well as administrative purposes. Computer based instruction includes a broad range of applications that can be divided into two general categories of direct instruction and instructional management. The former is usually referred as "Computer assisted instruction" and includes such activities as monitor simulation and gaming, inquiry and a dialogues information retrieval and problem solving, and the latter category often termed as "Computer Managed Instructions", such as testing, prescribing,
record keeping, scheduling, monitoring and time and resources management.

Already some open university courses in the UK provide students with a cheap microprocessor as a home experiment kit. As in the case of other media, the cost of the use of computer has to be examined, but it is now becoming increasingly popular in many countries.

(7) Satellite:

The satellite provides opportunities for universal television and radio coverage within the country. More channels for both radio and television are possible because of the satellite. It has enormous potential for education.

Satellite is regarded as glamorous medium and there are grandiose expectations from it. In fact, it is known as “Education’s rising star”. 
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