CHAPTER - V

SUMMARY AND CONCLUSIONS

INTRODUCTION

India is a country where development is the symbol of modernisation. Growth and development of any country needs a sound education system. Higher education in India has become inevitable to achieve the progress in every field. Higher education is of paramount importance. It provides and supplies a wide range of sophisticated manpower needed for the development of an individual.

Higher education is imparted through 227 universities in the country, of these, there are 16 central universities and the remaining are functioning under the state acts. Total number of colleges in the country is 11,089. There are 40 institutions declared deemed to be universities under the University Grant Commission Act, 1956. The enrollment of students is 74.18 lakhs, which the number of teacher's is 3.42 lakhs.

There are six conventional universities in Karnataka. The total number of colleges is 1,152 which includes affiliated, university colleges P.G Department, constituent colleges. Of these 289 are the science colleges where B.Sc. course is conducted with physics's as one of the subject to be taken as the optional of equal importance. The number of students enrolled is 3,63,342 lakh, while the number of teacher's are 1,445. About 57,800 students are studying B.Sc. course.
There are some people who are denied of opportunities of studying regular B.Sc. course in any of the science colleges. Such people had left the hope of getting science degree. For such people distance education has been born out of the pressing social compulsions, dynamics of change and scientific and technological revolution. In India due to the twin phenomena of ‘Demographic Explosion’ and ‘Knowledge Explosion’ distance education acquired roots in the country. It has become an integral part of the educational policy. During the last three decades tremendous expansion in the field of distance education took place. But there was lopsided growth of distance education institutions in the country. Indira Gandhi National Open University (IGNOU) was established at the central level in September 1985, with the objectives of providing flexible, innovative and cost effective higher education, to all segment of the society irrespective of any difference. Hence the first open university in India was established in August 1982 and was named as Andra Pradesh Open University (APOU) where B.Sc. course was started during 1983. Within a short span of time another open university was established and it was named as Indira Gandhi National Open University in September(1985) starting B.Sc course during 1990 onwards.

But because of establishment of Open Universities’ and starting B.Sc. course through distance education a ray of new hope developed in the minds of those people who were denied of getting conventional system of education.

During 2000, IGNOU has spread in India about 504 study centres, 26 Regional centres, 50 programmes on offer, 102 study centres where B.Sc course is offered. Hence the study centres were open throughout India and later on it was recognised by the Common wealth of Nations and was called as the National Open University. IGNOU also established partner institutions (PIs) outside India.
and offers some programmes namely, Abu Dhabi, Alain, Doha, Dubai, Fujairah, Kuwait, Sharjah, Muscat, Seychelles, Mauritius, Maldives and Ethiopia.

NEED OF THE STUDY

The B.Sc. physics course is imparted through two main forms one is through formal education in degree colleges and the other is through distance mode by the open university study centres. Indira Gandhi National Open University (IGNOU) is one of the national open university established by an act of parliament with its study centres throughout India for conducting various courses and programmes. IGNOU is conducting B.Sc. physics course through the study centres. The investigator is working in a well reputed college were the B.Sc. study centre is also housed and she is observing continuously from last eight to ten years regarding the B.Sc physics course which has been conducted at both IGNOU study centre and the conventional college. The investigator observed the students of IGNOU B.Sc. physics course facing some difficulties in coping up with the course. On the other hand she observed the students of conventional B.Sc. physics students and hence she planned to undertake a comparative study of B.Sc. physics course of both the IGNOU and conventional colleges.

TITLE OF THE STUDY

“ A COMPARATIVE STUDY OF DEGREE LEVEL PHYSICS COURSE OF INDIRA GANDHI NATIONAL OPEN UNIVERSITY (IGNOU) AND UNIVERSITIES IN KARNATAKA.”
OBJECTIVES OF THE STUDY

1) To know the meaning and organisation of distance education.

2) To know the structure and different aspects of B.Sc. course of IGNOU.

3) To study the objectives and establishment of IGNOU.

4) To study the various aspects of B.Sc PHE (physics) course of IGNOU.

5) To know the objectives of establishment of conventional colleges and the B.Sc. course of six conventional universities in Karnataka.

6) To study the curriculum and syllabus of B.Sc. course of six conventional universities in Karnataka state.

7) To study the physics syllabus of B.Sc. course of conventional colleges of six universities.

8) To compare the B.Sc. physics course of IGNOU and conventional colleges of six universities in Karnataka state.

SAMPLING PROCEDURE

The present study included two types of samples.

I. IGNOU Study Centre in (Karnataka and Goa Region)
   a) Students Studying B.Sc. physics (PHE).
   b) Counsellor's Counselling PHE(Physics) Subject.
   c) Co-ordinators.
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<th><strong>Life Sciences</strong></th>
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<td>LSE-01 Cell Biology</td>
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<td>LSE-08 (L) Laboratory course -II</td>
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<td>MTE-04 Elementary Algebra</td>
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<td>MTE-05 Analytical Geometry</td>
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<td>MTE-06 Abstract Algebra</td>
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4 LSE-01 is a pre-requisite for LSE-03, 05 and 06

4 MTE-03 credits will not be given to any students who opt for any mathematical electives.

4 MTE-01 is a pre-requisite * for MTE-07 to MTE-10

To be taken together
MODE OF DATA COLLECTION

The data collection work carried out in two stages.

1st stage - visit to all the three IGNOU study centres where B.Sc. physics course is conducted and gave the questionnaire's to the students of physics, counsellors' teaching physics and co-ordinators. The investigator observed the class-room counselling of the counsellors by using observations schedule in order to know the teaching - learning process.

2nd stage - The investigator visited all the twelve science degree colleges of six conventional universities in Karnataka and gave the questionnaires to the B.Sc. physics students, teachers teaching for physics students and all the twelve college principals. The researcher directly observed the classes of teachers during teaching - learning process by using observation schedule & collected the necessary data. Similarly, the investigator contacted Regional Director of IGNOU and Secretaries (one from each college) of all twelve colleges and gave opinionnaire to each one of them and collected the data. So also the opinionnaire was given to IGNOU B.Sc. students and collected the opinion so as to know what they have answered in the questionnaire given earlier.

STATISTICAL TECHNIQUES USED

Researcher used the following statistical procedure to analyse and interpret the data,

a) Percentage analysis

b) Coefficient of correlation

c) Standard deviation.

d) t - test
MAIN FINDINGS OF THE STUDY - IGNOU

1) Open universities and distance learning mode has recently started in India to cater the needs of those people who were deprived to continue formal education for some or the other reasons.

2) IGNOU was established in September 1985 by an act of parliament with a view to democratise education so that it covers large segments of population, vocation and professions. It has study centres throughout India and neighbouring countries like Dubai, Alain, Abu Dhabi, Kuwait, Sharjah, Maldives, Euthopia and others.

3) In Karnataka we have two study centres where in B.Sc. physics course is available one at J.S.S. college, Dhanwad and another at Government Science college, Bangalore. Goa study centre is also included in Karnataka region which is located at Dhempe college of arts and science panaji, Goa.

4) IGNOU study centres are being housed at a well established college wherein all facilities are being provided during off times that is holidays and other vacations on (MOU) with colleges and respective universities.

5) The resources of the colleges like laboratory, classroom, rest room, is utilised by IGNOU study centres.

6) Admission procedure for B.Sc. physics course is PUC-IInd year passed with science subjects or its equivalent. There is no age restriction as such for B.Sc. course.
7) Students have to pay Rs.1600/- p.a as a programme fee every year for three years continuously (for three year B.Sc. course) which includes exam fees also.

8) The B.Sc. physics course is of three years duration in which the students have to complete 96 credits.

9) Two types of B.Sc. physics course is available at IGNOU.
   a) B.Sc. degree (General) in which students study physics as one of the subject with other subjects.
   b) B.Sc. (Major) physics where they study 40 full credits of entire PHE-Physics subject.

10) IGNOU has no permanent office staff. There is a Co-ordinator, Assistant Co-ordinator, a clerk and a peon who are appointed on a temporary bases.

11) There is no permanent teaching staff at IGNOU but they are inviting experienced teachers in particular (required) subject, such teachers are called as Academic Counsellors.

12) Counsellors have to take periods of two and half hours duration depending upon the number of counselling session and the availability of teachers for which they will be paid accordingly.

13) IGNOU study centre have no good library facilities for the students however counsellors get some reference books to refer.
14) The students have to depend entirely upon the print material which is supplied to every one.

15) The print material is prepared by a team of experts and the content is analysed very systematically. This will serve as ready made food for the students. The printing and editing of the book is really good.

16) IGNOU B.Sc. physics course is exhaustive and prospective. It contains all important units along with modern physics units.

17) Counsellors are present only during the counselling hours and hence students find it difficult to get the academic problems solved.

18) Students desired that some units need more explanation but counsellors did not clarify them due to lack of time.

19) Students felt that the credit system is confused one and they want the marking system.

20) IGNOU students have to write two types of Assignments. One is Tutor-marked and another is Computer-marked Assignment.

21) Attendance during the counselling session is not compulsory. But one has to submit the assignments well in time.

22) There are some audio-video teaching materials available which are kept for both the teachers and students to use but none of them are utilising those kits properly.
23) Teaching methods used during the counselling are lecture method, discussion method and problem solving method in the IGNOU study centres.

24) Counsellors usually refer the print materials supplied by the IGNOU during the counselling.

25) The main aim of B.Sc. physics course is to develop higher education status among the individual.

26) IGNOU study centres are utilising the physics laboratory of the college where it is existing during autumn and summer vacations.

27) Since the laboratory work is carried out during vacations and holidays some problems arise like.

   a) Electricity and water supply

   b) Smooth conduct of experiments

   c) Help from supporting staff.

28) There are two types of experiments conducted by the students one is guided experiments and the other is unguided experiments where in the students have to do the experiments themselves.

29) There is no co-ordination between the theory and practical work.

30) Many a times students have to perform the experiments without proper guidance (due to absence of counsellors).
31) Every student has to maintain laboratory work book/Mannual.

32) Students have no facilities for repetition of experiments during the laboratory work.

33) Very little scope is given for community life experience for the students. No co-curricular activities are being conducted at the study centres for the students.

34) Sometimes students will be assembled at one hall to view the television programmes, audio, video lessons of related curricular units.

35) Teleconferencing, Gyan darshan, Television network programmes and Radio lessons are the unique features of IGNOU study programmes.

36) IGNOU has comprehensive and continuous evaluation system. They have internal assessment marks for assignments (carry 30% weightage) as well as theory term-end examination and practical exams.

37) The credits earned by the students will be later converted into marks while assigning the class at the end of the final examination.

38) The results of All India based B.Sc course is as follows,

During 1996 out of 4 B.Sc. students no PHE students have successfully completed.

During 1997 out of 40 B.Sc. students only 02 PHE students have successfully completed.
During 1998 out of 71 B.Sc. students only 07 PHE students have successfully completed.

During 1999 out of 137 students only 26 PHE students have successfully completed.

During the year 2000 out of 209 students only 18 PHE students have successfully completed the B.Sc. course and obtained the degree.

39) The IGNOU students performance is significantly lower than the achievements of conventional college students both in theory and practicals.

40) The ranks and awards is usually given to the students at the time of convocation held at IGNOU headquarters New Delhi every year.

41) The students opined that the subject, like physics needs continuous teaching-learning experience which they are not getting at IGNOU study centres.

42) Students also desired that the IGNOU study centres should have separate library of its own along with library staff.

43) The students of IGNOU needs teachers who help on and often to solve their academic difficulties and also in carrying out the practical work.

44) Students also desired that the IGNOU study centres should have separate laboratories at least in one of the place which is convenient to them along with the supporting staff.

45) The students want some co-curricular activities to be organised at the study centres.
45) The counsellors desired to have more number of periods [counselling sessions] to complete the portion. So also is the opinion of the students but the coordinator is helpless in this matter as he has to follow the directions of Regional centres and the Head quarters.

47) The IGNOU study centres should be strengthened with sufficient number of office staff, teaching staff then only science courses will gain importance.

Main Findings - Conventional Colleges

1) Conventional colleges have been established by the act of the parliament for imparting formal higher education.

2) There are six universities established in Karnataka they are Bangalore, Gulbarga, Karnataka, Kuvempu, Mangalore and Mysore.

3) All the science colleges have good infrastructure including building containing library, laboratory, class-rooms, recreation rooms, office rooms etc.

4) Most of the science degree colleges are having good facility as they are given Grant-in-aid by Government and included in 2F and 12B of UGC.

5) College office is well equipped with sufficient human and material resources.

6) There is a separate principal's chamber, Teachers' cubicles. Apart from this separate departments are available with enough resources.
7) Science degree college admit the students who have passed PUC-II year or 12th class passed with science subjects. There is age restriction (20) years for admission and the seats are also limited according to the resources of the college.

8) Students admitted to B.Sc.-I of any degree college have to pay Rs. 1,000/- to 1,200 p.a. and have to pay separately the examination fees.

9) Scheduled caste / Scheduled tribe and category-I students get fee concession and scholarship by the State and Central Government concerned.

10) There are separate hostel facilities for both boys and girls in each of the colleges.

11) The colleges coming under each university have their own B.Sc. physics degree physics syllabus but more or less all the six universities have similar type of syllabus.

12) The syllabus is mainly divided into two parts one is theory portion and the other one is practical work.

13) The theory portion for each year contains necessary units of physics which will be well coordinated with practical work.

14) There is a systematic time-table both for theory and practical work.

15) Students will get 4 to 5 theory periods and 1 to 2 practical session every week.
16) The course content is progressive in nature and creates interest amongst the students to study more in detail to acquire more knowledge.

17) The physics teachers of the college usually explains each and every unit properly and help the students to solve the difficulties.

18) The teachers completes the portion well in time and gives equal importance for both theory and practicals.

19) Teachers engage some extra classes on the request of the students to clarify the doubts.

20) Teacher used different methods of teaching like discussion, lecture, demonstration problem solving laboratory method, project method during teaching learning process.

21) Teachers give self prepared written notes for important units and they are available all the time for students during the course which will help the students to develop positive attitude towards the learning process.

22) Teachers utilised number of teaching aids like models, pictures, experiments etc. to clarify the content.

23) The principal of the college regularly supervise teaching learning process and hence there will be regular progress found in each conventional colleges.

24) All the teachers are well paid with new UGC scale salaries.
25) All the colleges are having good library facilities one can find number of Physics Source books, Reference books, Periodicals, Project reports, Research articles, Journals etc in a well organised library. So also we find sufficient library staff and supporting staff. In some colleges library works from morning 8:00 am to 8:00 pm.

26) In every college well equipped physics laboratory is present. In these laboratories we find materials and equipments human and material resources. There is separate laboratory time-table for different classes.

27) Expert subject teachers have been appointed to guide the students during the experimentation along with the laboratory staff.

28) Every student has to maintain laboratory journal for which some internal marks are reserved.

29) The students have facility of repetition of experiment whenever needed during the laboratory hours.

30) The cocurricular activities are the integral part of the B.Sc. degree students. Community life experiences will be provided by organising cultural activities, sports and games, activities like citizenship training camps, National festivals etc. to activate the students to realise the responsibilities in their future life. The students participate in inter-university competition.

31) The main aim of B.Sc. physics course is not to confer degrees but to educate the students to adjust them in their future life situations.
32) Domination of examination system is still in practice in all the universities. Hence subjective factors are still persisting. No much important is given to internal assessment.

33) In some universities semester system is adopted and the degree courses in all the six universities lead to post-graduate degree courses in one of the optional subjects taken.

34) Classes are being awarded with usual notation.
   - 70\% and above Distinction
   - 60-69\% 1st Class
   - 50-59\% 2nd Class
   - 35-49\% Pass Class

35) University conducts convocation every year for two times that is during June and December. Students getting gold medals, M.Phil, Ph.D. are honoured and given gold medals and certificates in presence of the Governor of Karnataka along with Vice-chancellor and other delegates.

Comparative View.

Comparative View of IGNOU and Conventional Colleges about B.Sc. Physics Course.

1) IGNOU has recently started B.Sc. course during 1990 onwards with physics as one of the subject. Whereas all the six universities is established between 1916-1987.
2) IGNOU has no infrastructure of its own but they are utilising all the available facilities of conventional colleges (MOU) with colleges and universities. Whereas the conventional colleges are having good infrastructure and other facilities of its own which is designed and developed for the purpose.

3) IGNOU has flexibility of admission procedure whereas conventional colleges have some rigid rules with respect to age, merit etc.

4) Course content of physics course is more exhaustive to that of conventional colleges since IGNOU is conducting physics (major) degree course whereas, conventional colleges have B.Sc. general course with physics as one of the subject studied with equal importance with the other two optional subjects. (3 subjects of equal importance).

5) IGNOU follows counselling, discussion, problem solving as the method of instruction. Along with teleconferencing, television, audio, video lessons are also a part of instructional system. Whereas conventional colleges adopt lecture, demonstrations, problem solving, discussion, project, and heuristic are the different method of instructional system.

6) The IGNOU course can be completed within 3-8 Years maximum whereas conventional B.Sc. course has to be completed within three years.

7) IGNOU has no permanent staff appointed whereas conventional colleges has permanent staff appointed.

The counsellors of IGNOU are paid salary as per guest lecture. Whereas conventional college teachers are getting salary from University Grant Commission.
8) Each counseling session includes a two and a half hour duration at IGNOU but in conventional colleges it is one hour period. IGNOU students get one period per week whereas college students get four to five periods per week.

9) IGNOU study centers have no good library facilities for the students and they are not issuing books to read at home. But conventional libraries have very good libraries with all source books and reference books in physics. Students get two to three books regularly.

10) IGNOU students have to depend entirely on print material for studying whereas conventional students carry with written notes on some topics, reference books, source books, of the library and teachers guidance.

11) Both IGNOU and conventional B.Sc. physics courses are prospective for students in future.

12) IGNOU counsellors are available only during counselling sessions whereas conventional physics teachers are easily accessible during the teaching and learning.

13) Students of IGNOU found some topics difficult to follow but the counsellors did not clarify the same due to insufficient time.

14) IGNOU students have to write two types of assignments one is tutor-marked and other is computer-marked assignment.

15) IGNOU students felt credits system confused. They want marking system.
16) At IGNOU attendance during the counselling session is not compulsory whereas in colleges it is compulsory (75%).

17) Some audio-video cassettes in physics are found at IGNOU study centres but they are not utilised by counsellors and students during counselling.

18) IGNOU students are using the college laboratory for the practical work (MOU).

19) The aim of IGNOU is to develop higher education status among the individual.

20) Laboratory session is conducted during the summer and autumn vacations whereas in conventional colleges students utilise the laboratory continuously for carrying out the experiments.

21) Two type of experiments are conducted at IGNOU for the students one is guided experiments and another is unguided experiments.

22) There is no coordination between theory and practical work at IGNOU but this is not true in the case of conventional colleges.

23) Maintenance of laboratory journal is not compulsory for IGNOU students, but it is compulsory for college students for which some internal assessment marks are (10-15 marks) assigned for each year.

24) No scope for community experience and co-curricular activities at IGNOU study centres but conventional colleges have wide scope for community service and co-curricular activities.
25) IGNOU has continuous and comprehensive evaluation system but conventional colleges / universities does not have continuous evaluation system.

26) The results of IGNOU B.Sc. physics students is very less to that of conventional colleges.

27) Students performance at IGNOU is significantly lower then the conventional college students.

28) Ranks and awards are given during the convocation in both IGNOU and conventional colleges.

29) IGNOU students expressed that they need regular and continuous teaching-learning experience they also expressed that they should have their own (IGNOU) library, laboratory and other staff members.

30) IGNOU counsellors desired to have more number of counselling session and they also expressed that the study centre should be strengthened with human and material resources and then only B.Sc. physics course will be effective.

**Educational Implications**

The present study is having both theoretical and practical implications. It can act as a mirror to the ongoing B.Sc. programme of IGNOU to that of conventional science degree colleges in Karnataka. The present study revealed that B.Sc. physics course can be learnt both through regular mode and through distance mode.
Physics is an abstract science subject which needs continuous and sincere efforts to be put on, so as to understand the fundamental aspects pertaining to important topics of physics, usually physics course of degree level consists an in-depth study of some of the topics. These topics needs regular touch and guidance by the concerned teachers with respect to theory and practicals. Hence the students who continue regular course through the conventional system will feel it easy, flexible meaningful to completed it within three years. They may join the post graduate course and be able to do jobs.

Whereas, the B.Sc. physics course conducted by IGNOU is no doubt based on good objectives and noble intension to utilise the available resources during off time of the particular college and also have good syllabus and print material etc. The subject like physics needs continuous efforts on the part of students as well as teachers. Hence the IGNOU efforts did not attract the eligible students to take admission.

Another important factor is that of community life experiences which is not present in IGNOU study centres leads to monotonous atmosphere in the study centres. The attendance during the counselling session is also found to be very thin or less. The practical work during vacations will not be so effective as it is done in the regular hours of the conventional colleges.

No doubt IGNOU has continuous and comprehensive evaluation system than that of conventional colleges. The credit system is not liked by either students or by the counsellors.

The administrators of the IGNOU may start such courses by establishing well equipped study centres at least in one of the convenient study centres. So
that the students have easy access to continue B.Sc. physics, chemistry, life science and other science subjects.

Some of the limitations were also found in the conventional colleges those are as follows

1) The syllabus of all the six universities are not the same (They are similar in nature)

2) There is very little scope given for internal assessment

3) In some colleges the teachers are not present in particular area of units to teach.

4) B.Sc. course is denominated by examination system and marking system

The future destiny of students is decided by the marks/class he obtains which is not objective.

In both the systems the syllabus is more or less 5-10 years old which needs immediate revision. The new syllabi should include electronic based and computer based units catering the needs of the present and future students. The practical aspects of B.Sc. course should be changed.

The B.Sc. physics course students should be able to work with the computers and they should also have the knowledge of hardwares of the computers.
SUGGESTIONS FOR FURTHER RESEARCH

On the assumptions of the present study the following areas can be suggested for the future prospective investigators to explore the field with much wider perspective. In order to provide substantial researches in this highly innovative and comparative area of education the future research studies can be carried out on the following topics.

1) A comparative study may be taken for chemistry, mathematics and biology also.

2) The present study was mainly restricted to IGNOU, similar type of studies can be conducted on the other state open universities in the country.

3) A comparative study can be undertaken to compare the issues problems and trends of the off-campus and on-campus students.

4) An elaborate study can be undertaken to compare the open universities of India with any of the foreign open universities.

5) An alternative model for B.Sc. physics may be prepared for open universities and for conventional universities.

6) Over a regular interval such study has to be done giving time to conduct survey.

7) Conventional universities may start evening B.Sc. courses with regular mode.
LIMITATIONS

1) It is limited to only B.Sc. physics course of IGNOU.

2) It is limited to universities in Karnataka state only.

3) It is limited to only three B.Sc study centres in Karnataka & Goa region mainly Dharwad, Bangalore and Panaji(Goa) study centres only.

CONCLUSION

A critical overview of the both IGNOU and conventional science colleges of six universities in Karnataka reveals that, IGNOU B.Sc. physics course will be effective only through proper inputs, adequate infrastructure, library facility and sufficient human and material resources pertaining to the physics courses. As physics subject needs regular guidance with respect to theory as well as in practice, well experience trained counsellors to counsel different areas of physics is required. The overall facilities to science study centres is to be provided. Whereas, the conventional colleges have a very good set up with respect to infrastructure, admission procedure, course content, library, physics, laboratory well conducted co-curricular activities good system of evaluation and good encouraging result is noticed till now.

The main intention of the researcher is to highlight the facts and figures of IGNOU physics course and compare to that of already available B.Sc.physics course in usual colleges there by making aware the social public to choose right type of course for their wards.

Some suggestions are also given for IGNOU study centres to improve the infrastructure and other facilities for the students. Media use may be one of the modern technique at the IGNOU but the students of distance learning may not be taking full advantage of the same due to some or the other reasons.