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CHAPTER 2
LITERATURE REVIEW

2.1 INTRODUCTION:
The introduction explains the focus and establishes the importance of the subject. It discusses what kind of work has been done on the topic and identifies any controversies within the field or any recent research which has raised questions about earlier assumptions. It may provide background or history. It concludes with a purpose or thesis statement. In a stand-alone literature review, this statement will sum up and evaluate the state of the art in this field of research; in a review that is an introduction or preparatory to a thesis or research report, it will suggest how the review findings will lead to the research the researcher proposes to undertake.

2.2 DEFINITION:
Literature review is the process of reading, analysing, evaluating, and summarizing scholarly materials about a specific topic.

- A literature review is a description of the literature relevant to a particular field or topic. It gives an overview of what has been said, who the key writers are, what are the prevailing theories and hypotheses, what questions are being asked, and what methods and methodologies are appropriate and useful. As such, it is not in itself primary research, but rather it reports on other findings.
- A literature review may be purely descriptive, as in an annotated bibliography, or it may provide a critical assessment of the literature in a particular field, stating where the weaknesses and gaps are, contrasting the views of particular authors, or raising questions. Such a review will not just be a summary but will also evaluate and show relationships between different materials, so that key themes emerge. Even a descriptive review however should not just list and paraphrase, but should add comment and bring out themes and trends.

2.3 PURPOSE OF THE LITERATURE REVIEW:
- It gives readers easy access to research on a particular topic by selecting high quality articles or studies that are relevant, meaningful, important and valid and summarizing them into one complete report.
• It provides an excellent starting point for researchers beginning to do research in a new area by forcing them to summarize, evaluate, and compare original research in that specific area.
• It ensures that researchers do not duplicate work that has already been done.
• It can provide clues as to where future research is heading or recommend areas on which to focus.
• It highlights key findings.
• It identifies inconsistencies, gaps and contradictions in the literature.
• It provides a constructive analysis of the methodologies and approaches of other researchers.

2.4 WHY LITERATURE REVIEW:
Literature reviewed typically includes scholarly journals, scholarly books, authoritative databases and primary sources. Sometimes it includes newspapers, magazines, other books, films, and audio and video tapes, and other secondary sources.

• Primary sources are the origin of information under study, fundamental documents relating to a particular subject or idea. Often they are first-hand accounts written by a witness or researcher at the time of an event or discovery. These may be accessible as physical publications, as publications in electronic databases, or on the Internet.
• Secondary sources are documents or recordings that relate to or discuss information originally presented elsewhere. These, too, may be accessible as physical objects or electronically in databases or on the Internet.
• The purpose of the literature review remains the same regardless of the research method researcher use. It tests researcher’s research question against what already is known about researcher’s subject.
• Through the literature review researcher will discover whether researcher’s research question already has been answered by someone else. If it has, researcher must change or modify its question.
• The purpose of review of literature is to build up in the context and background of the research as well as to provide a basis for formulation of the title, objectives and hypothesis of the research studies. The purpose of reviewing the relevant
literature is to identify the research gap in the respective field and to fulfill by the current research to formulate the hypothesis.

The researcher could be able to select tools of data collection and suitable statistical techniques for data analysis. Since a good research is based upon everything that is known in the area of research, the review of research provides to this effect. For progress to occur, it is essential that new work be based and built on what has already been accomplished. The review of research helps researcher to delimit and define his problem and also the researcher can avoid duplicating well established findings. Holmberg (1988) identified nine areas of research in distance education namely 1) The concept of distance education 2) Student bodies 3) Teaching and learning in the restricted sense 4) Administering distance education 5) Course and system evaluation 6) Theoretical approaches to distance education 7) The history of distance education research 8) Methods applicable to research into distance education and 9) Distance education as a discipline.

2.5 RESEARCH IN DISTANCE EDUCATION WITH DIFFERENT PERSPECTIVE:

In this section researcher find literature review with international, national, state level and in different papers point of view for distance education for detail study purpose.

2.5.1 RESEARCH IN DISTANCE EDUCATION IN INTERNATIONAL PERSPECTIVES INCLUDES FOLLOWING AREAS OF DISTANCE EDUCATION:

1. Growth of Distance Education: Policies, Patterns And Organization:
   In this area Pagano (1977), Green (1980), Schuyer (1981) and Rumble and Borden (1983) have common findings that the organizational structures for distance education are generally integrated within a larger system of education usually a large university complex.

2. Needs and Aspirations of Distance Learners:
   In this area in the case of a few correspondence institutions in the U.K and Japan the target learners gave different reasons for joining the courses like to improve upon academic qualifications, to continue with higher education, to bring about personal development. (Sorgel 1966, and Waniewiez 1981) and to improve occupational
efficiency, to be placed in higher jobs, to bring about economic efficiency by improving the living conditions (McIntosh 1978).

3. Characteristics of Learners:

Studies on learner characteristics concern themselves with several variables like sex, marital status, regional background, employment, occupation, social class and academic qualification.

a. Chan and Holford (1993) with regard to the age of the students it was found that in the U.K a very high percentage of correspondence students belonged to around 30 years of age.

b. With regard to sex ratio the studies conducted in the U.S.A revealed that most of the students i.e. 70% were men. In the case of U.K the situation of 1971 i.e. 70% men and 30% women changed to 56% men and 44% women.

c. Regarding marital status of correspondence students it was found that most of them were married and had children. Glatter and Wedell (1971)

d. About domicile of student the studies Peters (1965) revealed that in comparison with rural learners larger numbers of urban learners were attracted towards the correspondence system.

e. The studies on employment and the occupational background of correspondence students revealed that of the students on professional courses 99% were employed whereas in case of general courses 69% students were employed (Glatter and Wedel, 1971).

f. The academic background of correspondence learners at the university level varied greatly (Perry 1976) in his study he found that during 1971 only 33% of students of the open university fulfilled the minimum qualification requirements for entry into other British universities by the year 1975 the percentage of this category of students had increased to 46.4.

4. Studies on Dropouts:

Regarding the rates of dropouts in correspondence systems it may be noted that their percentages have been quite high i.e. 72% in West Germany (Peters 1965) and 60% in the USA (Childs 1966). The major reasons for dropping out as identified by different studies are 1) job interference with study, 2) lack of time 3) interference because of family/home responsibilities, 4) Changes in career plans 5) problems with the modes of studies and completion of lessons, 6) late submission of assignments, 7) difficulties in the nature of course itself, 8) lack of contact with the instructors, 9)

5. Learning Activities of Distance Education Learners:
   In this area (Koymen’s 1992) study concluded that there are on important differences in terms of learning and study strategies of the students in conventional system compared to an open learning system.

6. Problems of Students and their Suggestions for Improving Distance Education:
   A studies of (Powell 1971 and Grahm 1971) highlighted student’s suggestions for distance education revealed that other than reading texts, additional reference materials and other communication media such as television and cassettes be provided contact with tutor through personal visits, telephone calls be encouraged more frequent and comprehensive assignment be provided to students.

7. Instructional Processes:
   A few studies have been conducted to determine the efficiency of certain methods of instruction over others. (Simich 1965) conducted a study of the comparative effectiveness of self-instructional methods of learning and the correspondence course techniques.

8. Technological Aspects of Distance Education:
   Several studies reveal the preference for and positive learning gains in the use of audio conferences (Knox 1997), tele courses (Biner and others 1997), video conferencing (Burke and others 1997), and video mail (Hase and Saenger 1997).

9. Output and Impact of Distance Education:
   The latter type of results emerge from the studies of (Robert 1928), (Dysinger and Bridge men 1957), and (Sheath 1965), as no significant differences were marked between the achievement scores of the students of the two streams. There are hardly any studies which show distance students’ achievement as worse than those of conventional students.

10. Research Ethics:
    In this area (Evans and Jakupee 1966) have concluded that research in open and distance should not cause unjustified political, personal, economics, physical, emotional, moral and psychological harm and researchers in open and distance ought not to undertake research which violates principles of free informed consent.
2.5.2 RESEARCH IN DISTANCE EDUCATION IN INDIAN PERSPECTIVES
INCLUDES FOLLOWING AREAS OF DISTANCE EDUCATION:

1. Growth of distance education planning and management:
   There have been instances of studies on organizational aspects of correspondence courses by (Khan 1982), (Pugazhenthi 1985), (Rao 1980), (Singh 1979) and (UGC 1986). All most all the studies highlight the gradual growth of distance education in the country as a mere extension of the system of regular courses have had limitations in meeting the academic and the socio-economic needs of distance learners.

2. Background of distance learners:
   Most of the lower age group 16-25 years candidates opted for undergraduate courses (Khan 1982, Sahoo 1985, and UGC 1986), most candidates of the upper age group 20-60 years enrolled in post graduate courses.

3. Dropouts in distance education:
   The dropouts belonged to upper age groups with large gap of time between their last qualifying examinations and admissions to distance education courses, poorer academic and family background, rural areas and employed groups (Sahoo 1985).

4. Print based materials:
   It has been noticed that all the distance education institutions at the university as well as the school level depend mainly on print-based instructional material. They may be in modular forms, in self-instructional programmed learning packages, in semi programmed form or in some other form as prescribed by respective institutions (Singh 1980, Khan 1982, Singh 1983, Sahoo 1985, UGC 1986).

5. Personal contact programmes:
   All the distance education institutions had the provision for personal contact programmes (Dutt 1976 and Biswal 1979). Compulsion, optional attendance, selection of venue for personal contact programmes (PCPs). Positions of learners, their financial difficulties, lack of prior information to students are some of the factors which influence students’ attendance at PCPs (Sahoo 1985).

6. Electronic media:
   Provision for adequate libraries, book banks, dispatch of reference materials did not exist within the system of distance education (Sahoo 1985, Balasubramaniam 1986 and UGC 1986). Several researchers examined the use of videos, cable TV and the teleconferencing mode. Though video film was found to be more effective (Mandal and Shah 1992).
7. Teachers and supportive staff:
   Quite a large number of teachers involved in a DE system were experienced (Biswal 1979, Sahoo 1985 and UGC 1986). However in comparison with the external faculty the full time faculty members of DE institutions were found to be less experienced in both teaching and research (Sahoo 1985).

8. Comparison of the achievement of distance education and regular course students:
   Comparative studies on the achievement of distance education learners have revealed mixed findings. Important thing is that there is no significant differences have been found between the achievements of distance education learners and regular course learners (Sashi 1972, Biswal 1979).

9. Cost benefit studies:
   Analyzing the relationship between student strength and cost per student in the case of all DE institutions at university stage (Dutt 1986) found the co-relation coefficient was low as 0.26.

10. Indian research in education began in 1943, more than fifteen years before the distance education programme in the form of correspondence education began 1962. Major researches in distance education either at the doctoral or in the project form are hardly fifty in numbers. So there is a general dearth of research in open and distance education.

2.5.3 RESEARCH IN DISTANCE EDUCATION IN STATE LEVEL
   PERSPECTIVES INCLUDES FOLLOWING AREA OF DISTANCE EDUCATION:

Bhavesh Bhatt (2000) in his Master of Education dissertation title a study of problems faced by the students of IGNOU centre at Vallabh Vidhyanagar has discussed that the students can get suggestions, instructions and guidance from the centre. Physical facilities encourage the students and the course is not hard, counselors are cooperative and helpful. The course for study is not monotonous and counselors also provide guidance for higher education. The centre is lazy in correspondence. Students do not get reply periodically. Books are not provided. And give suggestions like more counselors must be appointed so that students can get more information, the centre should be more active and regional centre should provide the student with important pieces of information, there is no library facility at the centre so there should be a nice arranged library for course books, centre should arrange material for student and also solve the
problems pertain to the material quarries, physical facilities are not enough so the centre try to facilitate the student’s requirements.

2.5.4 RESEARCH IN DISTANCE EDUCATION IN DIFFERENT PAPERS INCLUDES VARIOUS AREAS BUT OUT OF THEM FOLLOWING AREAS IS CONCERN WITH STUDY:

2.5.4.1 Ramesh C. Sharma (2002) in his paper Retention in Open and Distance Learning System presents that while there are some factors such as race, age, gender, and socioeconomic status influencing attrition which are out of control of administrators (Cooke, Sims and Peyrefitt, 1995), a timely evaluation of retention programmes may provide them sufficient information to prevent attrition. Such evaluation and data enable administrators and institutions to focus on the attributes causing attrition and at risk students, and taking remedial measure for the problems before they happen.

2.5.4.2 R. K. Singh and Harish Kumar (2002) in their paper Distance Education: Maladies and Remedies presents that in fine it can be said that distance education has established its relevance and efficiency across the globe. Development and expansion distance education/learning is a worldwide phenomenon. It is cost-effective and provides with the benefits of large-scale economy. Distance education is flexible in nature and able to cater to the needs of innumerable that could not be blessed with the education provided in conventional temples of learning. There are many problems currently being confronted by distance learners. These problems affect the process of learning and it ultimately defeats the basic purpose of the existence of the institutions imparting education/learning through distance mode of education. If the required measures are taken timely and seriously these problems can be resolved and the quality of distance education can be improved in purposeful manner.

2.5.4.3 Nalin K. Shastree (2002) in his paper Distance Education: The Third Wave in Higher Education presents that in words of Fred Jevons, Distance Education should no longer be written off as second best. It has a different pattern of advantages and disadvantages from campus-based education but it is not intrinsically inferior…Distance education has some advantages which should be recognized more widely. Easier access; independent learning opportunities, a more intimate interface with employment, better quality control over course materials, the possibilities of cumulative improvement in;
pedagogic quality; the staff development effect and under certain circumstances lower costs. (Dhananrajan 1998) is more optimistic and he opines about his vision of tomorrow in respect of distance education as the 21st century will witness, I am certain the emergence of a number of pan global open learning system. They do not necessarily have to be funded by the public purse, but by entrepreneurs who will work in partnerships with either like-minded individuals or public-funded institution which will not impede the movement of students, course, learning materials, credits and staff.

2.5.4.4 R. P. Singh (2002) in his paper Social Relevance of Open Learning system: The Indian Context presents that In India one of the major objectives has been the democratization of education by making it more accessible to various sections of society which were earlier deprived of education. The first experiment on open learning in the field of higher education was made in 1982 in Andhra Pradesh. After that planners in India decided to launch a full-fledged open learning system in the country. As a result, the Indira Gandhi National Open University came into existence in 1985. The first decade of the Open University system in India was essentially devoted to establishing a broad-based, acceptable and a viable system. “Through innovation, the open university system adopted many features and reforms that the formal system had struggled over two-three decades to absorb, often with little success”(Takwale, 1996). The open learning systems have important features like relaxed and flexible entry rules individualized study, specially prepared course-materials for specified target –groups. The counseling and use of audio-video materials have provided clarity and depth to various programmes of study. Further the use of electronic media had provided additional advantages to its programmes with these qualities the institutions of open learning are trying to reach a large number of learners related to various echelons of the society. Further the fee for the programmes are on the much lower side in comparison to formal systems of education. Indian society which has larger section of poor population the programmes of open learning are easily affordable. It is only people at large who have to show their willingness for the programmes. Thus the policies like education at your doorstep should be viewed in this perspective. The open learning system has capability to maintain the quality of programmes in which formal system of education have failed. Only this system can maintain quality education with uniformity and with wide coverage. With above observations it is safe to conclude that the programmes of open learning have a strong social relevance and need to be given all possible encouragement. The objectives of these programmes are not only student cantered but society cantered, as well.
2.5.4.5 Sanjay Gupta and Santosh Panda (2002) in their paper Networking and Partnership in Open Distance Education discussed that most of the open distance education institutions in the developed world have either gone into or are about to embrace the fourth generation, but universities in the developing world continue largely, despite willingness to adopt ICT, the exclusive use of the first generation. This is quite surprising in fact contrary to initial euphoria for technology. Resource scarcity lack of infrastructure and non-availability of appropriately trained human power seem to be the critical barriers to the application of ICT. However by fostering a paradigm shift to networked partnership between such institutions in a country/region would enable us to gainfully exploit the benefits offered by the latest technologies without losing cultural identity and burdening the exchequer. These will only further the relevance of the open system.

2.5.4.6 Nirod Kumar Dash (2002) in his paper Implications of Constructivism for Instructional Design in Open and Distance Learning said that although constructivism has wide applications for open and distance learning system, it is not a panacea for all instructional problems. It has its merits and demerits, However merits outweigh demerits. To create constructivist learning environment the distance teachers have to work hard. They need comprehensive orientation as to how to transform distance education on constructivist perspective. It also requires strong attitudinal change, on the part of the distance teachers. If developers of distance education want to apply constructivist principles to their instructional environments, they need to implement fundamental structural changes. First distance education should change from being a highly industrialized orientation to a post-industrial one which emphasizes learner’s self-determination, self-direction, and self-control (Peters, 1994). Despite criticisms, constructivism dose present an alternative view of learning other than the objectivistic conception of learning, and provides a set of design principles and strategies to create learning environments wherein learners are engaged in negotiating meaning and in socially constructing reality (Tam, 2000).

2.5.4.7 Ramesh C. Sharma (2002) in his paper Retention in Open and Distance Learning System presents that while there are some factors such as race, age, gender, and socioeconomic status influencing attrition which are out of control of administrators
(Cooke, Sims and Peyrefitt, 1995), a timely evaluation of retention programmes may provide them sufficient information to prevent attrition. Such evaluation and data enable administrators and institutions to focus on the attributes causing attrition and at risk students, and taking remedial measure for the problems before they happen.

2.5.4.8 Danqing Huang (2002) in his paper Developing Information Resources for Distance Education in China presents that the development of information resources of distance education in china needs not only government’s financial support overall planning and micromanagement but also the proactive participation of educational establishment’s enterprises, libraries and professionals in the whole society. Drawing on the experience of American ERIC (Educational Resources Information Centre) British UFI (British Open and National System) He thinks that the national resources centre of distance education should be founded by the government as quickly as possible. In the meantime the flexible and diversified operating mechanism of the centre should be adopted. In the course of developing educational resources we should improve people’s ability of searching information so that the educational resources can be utilized effectively and efficiently. In recent years the Chinese government emphasized on the development of information resources of distance education. The current situation of lack of educational resources may be improved in the near future.

2.5.4.9 Soledad Esteban (2002) in his paper learning chemistry through Distance education: The UNED (Spanish Distance Education University) Experience presents that University studies in sciences or technology are possible through distance education in spite of all the problems that such subjects involve. By means of good organization adequate didactic materials and trained human resources all these problems can be solved, as evidenced by the UNED experience. In this way other universities can also extend their teaching and research to those important fields so necessary for the development of the society.

2.5.4.10 D. K. Bhattacharyya (2002) in his paper Distance Education in Management discussed that a brief survey of literature on learning shows learning centers on listening. Instinctually we learn by listing at the primary stage (Shruti). However with the process of growth when we develop our power of reasoning institutional framework may have fewer roles and non-institutionalized form may transpire more effective. Indian gurukul system of learning emphasizes on shruti and smriti. Shruti concept says in each
individual there is a core or essence which is an independent perfect constant characterized by unchanging self-existent poornatwa and ananda. Smritisastras are imparted through word of mouth. In the Vedic ages students had to go to guru-griha for learning. But gurus never used to impart lessons right at the beginning they rather used to ask students to go around with cattle and explore the nature. This helped the students to think independently and to understand the interdependence the holistic approach. After this self-learning exercise only gurus used to give lessons. An epistemological value of gurukul system is not important for management education. What is important is its scientific process which makes knowledge self-perpetuating and evolving in a dynamic environment. The epilogue discussion is intended to highlight that distance education is not futile. It adds value matching with similar to what we get through conventional on-campus programmes. At least it is free from malice and vices of full-time education. When powered with computer-mediated instruction it becomes more comparable with on-campus management programmes. What is more important is to change our attitudes.

2.5.4.11 B. K. Punia and M. R. P. Singh (2002) in their paper Challenges of Management education Through Distance Learning discussed that the way executive learning is changing fast. The main changes are happening in the format of management education its delivery and its providers. If the pace of changes continues soon there will be new suppliers than traditional ones and some distance mode management programmes may be driven out of the markets. It is true that demand of management education is still growing but a customer in some large corporate want to pay less at is all because of large and non-attitudinal supply of MBAs of moderate quality. In the era of ecological sustainability, culture of trust and interdependence, boundary less information networking an updated and market oriented distance mode management education system is required. This will not only enhance long-term competitiveness and managerial competency of the manpower but also strengthen the regular management programmes of the universities/institutes.

2.5.4.12 Yogesh Sharma (2002) in his paper Legal Education through Distance Mode: Need of the Hour present that Human Rights Commission has asked universities to teach fundamental duties to the citizens of India as enshrined in the constitutions of India. This cannot be done without the help of distance education. We cannot make citizens aware of their rights and duties on a large scale without the help of distance education. Hence
some short term courses may be started for general public or for social workers of adult
education centers who in turn can teach them to general public.

2.5.4.13 P. Nageshwara Rao and Shahrani Hj Anuar and Gayatri Kansal (2002) in
their paper E-Laboratories for Distance Education discussed that in the present scenario
with the development of information technology and powerful computers it is possible to
develop totally interactive E-lab which can supplement the existing education facilities
for engineering subjects. Five different types of virtual laboratories have been identified
and a methodology requires for the development of virtual lab which is based on
database results and its outcomes and mathematical modeling type has been elaborated.
Visual basic can be used as an effective front end tool with the other various tools at the
back end to have totally interactive e- laboratory.

2.5.4.14 K. B. Powar (2002) in his paper Online Education: The Quality Imperative
presents that with the personal computer and internet becoming household items (at
least in the upper and upper middle class families of urban areas) online education is
becoming important. Business houses governments and educational administrators in the
developing countries are examining the possibilities of using special the potential of the
internet for further education especially in professional areas, as also for formal
education in conventional areas. Open universities must take notice of the trend and start
online programmes. While doing so they must take note that online education is different
from conventional distance education and requires special skills. As good (2001) argues
online educator not only need expertise in traditional classroom pedagogy and online
communication and moderation but also high level of technical skills and awareness. The
supporting staff also needs to be trained accordingly if quality is to be assured.

2.5.4.15 Satish Rastogy (2002) in his paper ISO 9000 for Open and Distance Learning
an Analysis presents that ISO9000 and its family has shown a procedure for quality
control in industries. It can be used in open and distance learning system also if we
consider our learners as our customers seeking for sale deed of a need based mass
education. If implemented the system may provide good quality services to be called as
its product in the form of Learning Materials, Human support, Registration, Evaluation
etc. Also if this quality control is applied the customer will get a chance for optimum
learning.
2.5.4.16 Zeenat S. Shafi (2002) in her paper Quality Assurance in Open and Distance Learning institutions Accreditation- the process of quality control is here to stay with us through the purpose and the process of accreditations will continue to be a controversial issue for reasons stated above. What is therefore needed to be done is to ensure greater transparency in the manner in which assessment and accreditation exercises are carried out. For accreditation to work properly and achieve its objectives it must be a cooperative enterprise among institution and accreditors. This would however require good coordination and communication so as to provide a mechanism of resolving disputes about principles and process of accreditation. Much would therefore depend on accreditation bodies as to what extent they are objective, fair, and rigorous and that they adhere to an ethical code of good practice and that demonstrate that they contribute to quality assurance and quality improvement.

2.5.4.17 Kolita S. Weera sekera (2002) in her paper Measurement of Success Rate: A Case Study of Open University of Sri Lanka With the help of proposed model the student success rate can be measured by two way 1) based on eligible students or 2) based on pass students The first method based on eligibility gives higher success rate values than the second method based on student passes gives prominence for the final examination. Hence the proposed model of measure the success rate at the faculty of engineering and technology is more sensitive to measure the impact the faculty has on the learners and indicates the true picture of the faculty.

2.5.4.18 Ashok Kumar Gaba (2002) in his paper Employment Prospects of Distance Education in India: A Case Study on IGNOU (Indira Gandhi National Open University) Graduates presents that to assess the employment prospect of distance education system in India and quality of the manpower from this system. The issues of policy needed for strong relations and enterprises/industries have emerged. Need for workers retraining and lifelong learning in the country as per enterprisers needs were evident. Therefore the role of open and distance education system in the country becomes crucial towards this direction.

2.5.4.19 Dinesh K Gupta (2002) in his paper marketing in Distance education: Towards Developing a conceptual framework presents that it is quite clear that marketing is a target oriented approach which holds the customers supreme as the business target. It holds that every activity carried in distance education system must be geared towards

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customer’s needs satisfaction. It can be seen that marketing concept is well fitted in the management of distance education institutions, programmes, services, and products. This not only improves personal competencies of the staff working in distance education institutions but also will facilitate them to deliver services/products/programmes to customers in an improved way, so that customers are delighted.

2.5.4.20 Sanjaya Mishra (2002) in his paper Learner Feedback for Improving Quality of Distance Education Programmes presents that the annual learner feedback survey reveals that counseling sessions are not popular. Lack of information could be one reason for non-attendance. Also those who attend it are not satisfied with the counseling methods adopted by the counselors. It is possible that the cohort of learners being experienced and qualified do not require face to face counseling. Also as most of respondents are satisfied with the quality of the study materials it is possible that they could assimilate the materials without help from tutors. However further research is required to ascertain the reasons for poor or non-attendance at the counseling sessions. The turnaround time of evaluated assignment responses needs to be reduced considerably, if we want to make an effective teaching tool, for this the only possible solution is to appoint more number of counselors for each counselors for each course. Since the audio, video and library materials at the study centers are not used satisfactorily we need to think of alternative strategies to make use of them. The delivery mechanisms of programme need to be re-assessed and re-designed. However before any such action a complete base line survey would be very useful. It may be suggested here that annual feedback survey should be made compulsory for all the programmes in the university to maintain the programmes effectively.

2.5.4.21 Andrew Chola Nyondo (2002) in his paper designing an Effective Learner Support System in his paper discussed that it is evident that at the moment there is no learner support system that can be applied universally. There is more agreement about what elements influence the decision during the design of this learner support system. Amongst them are: student’s home environment, learner characteristics, social, cultural, economic and technological issues. At the Papua New Guinea University of Technology, we are hoping to set up an 800 free call-in telephone service, a full time counselor and are looking at ways of encouraging peer support through regional centers.
2.5.4.22 Manjulika Srivastava and V. Venugopal Reddy (2002) in their paper “Is Information and Communication Technology (ICT) Reshaping the Learner Support?” Discussed that according to Taylor (1996) context evaluation would include:

- The largest audience
- Appropriate technologies to provide access
- Students access to technologies
- Macro financial considerations
- Cost effectiveness
- Human expertise
- Time constraints
- Logistical consideration
- Potential of sharing costs through collaborations through the adoption of ICTs.
- Negating these trends is the stark reality of no access to ICT networks and the prohibitive costs of access. Thus leading to what is known as the digital divide of the total internet users in the world where 45% are English speaking and majority of them are Americans. Lack of training to use these technologies is yet another major constraint. Transfer of course credit is yet another serious restraint. But what is most crucial for the success of any system is quality customer service or learner support in both off campus and on campus settings and even more so in distance education whether of the first, second or third generation.
- Learner support should ideally be student driven rather than system driven. Institutions offering online education have to be particularly conscious of this fact since virtual education often thought of as a technical solution to distance and generally tends to forget the learning needs of the students and their satisfaction with the learning experience. Hence orientations to the learners about the system are essential. Many distance education institutions have already compiled such guidelines.(For example the American Federation of Teachers ‘Distance Education : Guidelines for Good Practice 2000’)

2.5.4.23 Kameshwari Moorty (2002) in her paper Services with Sensitivity: Distance Education for Learners with Special Needs discussed that a caption on the home page of the Indian NGO makes one really ponder. It says: “I may be blind but I have vision. Are you this abled”? Human resource development should include that of the disabled
persons, as much as that of the non-disabled for whom many schemes and programs for
development are already in existence. It is an opportune time to give them a sense of self-
esteem, of belongingness, and avoid the non-utilization of their human resources caused
by excluding them from the productive activities of the society. Finally the greatest
benefit of the active participation of disabled people in mainstream activities of the
society is the improvement in the quality of their lives and ensuring that they too are able
to live life to the fullest.

2.5.4.24 Hemant lata sharma (2002) in Student Support Services in Distance Learning
System a Case of DDE, Maharshi Dayanand University examine that Open & Distance
Learning (ODL) System is innovative in nature. It relaxes entry qualifications; uses
specially designed learning materials and modern educational technologies, provides
Student Support Services (SSS) and applies advanced method of evaluation. If the
learners are not fully aware of this system before joining, they may find themselves in an
unfamiliar situation. Thus, an attempt has been made in this paper to make students
aware of the distance education programmes and student support services available at
DDE (Directorate of Distance Education) of MDU (Maharshi Dayanand University).
After reading this, distance learner can get pre-admission guidance and counseling for
proper selection of the programme.

2.5.4.25 Dr. Salih USUN (2002) in Learner Support Services in Distance Education
System (A Case Study of Turkey) describe that a distance education program must
design and applicant effective learner support services and systems. Unfortunately, in
many distance education systems, more resources are invested in the technical system at
the expense of the learner support system. Equivalent or more resources should be
invested in the learner support system if the distance education enterprise is to be
successful (Gunawardena, 1996, 27 1). Dillon and Blanchard (1991) described four types
of support systems:

1) Learner support and learner needs
2) Learner support and content
3) Learner support related to the institutional context, and
4) Learner support and technology.

The aim of this study is to review and determine the applications and important
problems of the learner support services and systems and present a number of
suggestions to enhance learner support in the Turkish distance education system, Open Education Faculty (OEF). To enhance learner support in the Turkish distance education system, the following suggestions he proposed in his paper:

1. Open Education Faculty students should be supported through Student Centers. These centers should aim at reducing their individual deficiencies and contributing to their learning rather than introducing courses.

2. Students need to have access to music, drama, sports events, educational activities and employment counseling in their leisure time. Student Cultural Educational Centers should therefore be established to support the students in their leisure time.

3. The Open Education Faculty should cooperate with established distance education institutions sharing common aims nationally and internationally.

4. The Open Education Faculty’s budget must be increased to provide good institutional support for its students.

5. The number of studies about the characteristics, unique needs, and socio-cultural context of OEF student-learners are insufficient in the related literature. A lot of further research needs to be done about the learner support and learner needs, content, institutional context and technology.

6. Library and publication support for OEF students should be increased from the point of view of quantity and quality.

2.5.4.26 Otto Peters (2003) in his paper Models of open and flexible learning in distance education had tested ‘openness’ and ‘flexibility’. The relevance of these two qualities increased and became more differentiated from model to model, partly due to the new technical media employed. Three dimensions mainly catch the eye: access was increasingly extended and facilitated, autonomous learning developed from model to model, and individualized curriculum structures could be provided to more and more students. They individualized mass learning. If we evaluate these dimensions together with the great number of pedagogical formats and approaches referred to, we are justified in maintaining that ‘distance education is by far the most open and flexible form of learning and teaching’. It is no small wonder that it is at a premium these days. This comprehensive analysis of the models provides a strong background to the analysis of policies of open distance education in the developed and developing worlds.
2.5.4.27 **Terry Evans (2003)** in his paper Policy and planning in the developed countries: Coping with compulsive development cultures. In this context it is argued that everyone involved in open and distance education, not just those involved in management, needs to understand the broad policy issues that surround the management of their organization. Everyone has responsibility for the good management of their work and their institution. A critical awareness of the policy and development issues surrounding and pervading open and distance education institutions, it is argued, helps people to perform actively within their roles and to contribute constructively to their own career management and to the shape and performance of their organizations. A fundamental aspect of this is the compulsive development values of modern developed societies. It is important that a critical understanding of the political and economic ‘drivers’ of such values is not lost in the good exercise of educational management and policy, and that educational institutions work towards providing courses, that not only reflect government policies, but also critically reflect upon them too.

2.5.4.28 **Hilary Perraton (2003)** in his paper Policy and planning in the developing world presents There are major difficulties for nation states, and especially for small states, in setting up systems to monitor, advise or control, and, in doing so, to pursue legitimate national interests without restricting individual choice. There may, then, be a vitally important role for the international specialist agencies, not to enforce codes of practice (they can’t) but to develop, publicize and encourage the use of protocols of good practice. One final issue for the new agenda is to ask who can afford which kind of technology. Open and distance learning has thrived and grown because it promised to use technology to widen educational opportunities. Many of those working in it, and many of its institutions—from the radio schools of Latin America to the open universities of the north and the south—have been motivated by a desire to equalize educational opportunities. There is a sad irony in the possibility that the new technologies, which tend to be both absolutely and relatively cheaper in the north than the south, may end up by increasing educational disparity rather than reducing it.

2.5.4.29 **Margaret Haughey (2003)** in his paper planning for open and flexible learning presents there are three aspects to the change process: the realization of the need for change; the mobilization of internal and external support for the change; and the actual implementation of the change and its integration into the ongoing operations of the
organization. Often, plans focus on the first two of these, but most falter on the third. As indicated in the second and third chapters, many postsecondary organizations already recognize that the most critical issue facing them arises from the rapid developments in the telecommunications industry and they have responded by implementing a technology plan. These comprehensive planning efforts were designed to provide campus students and personnel with institutional infrastructures for the use of digital telecommunications. The rush to ‘wire’ campuses often occurred even before there was a coherent institutional plan about potential uses.

2.5.4.30 K B Powar (2003) in his paper Management of institutions examined that the distance education system is polycentric, having a number of subsystems with disparate functions and requirements; therefore, the management of distance education institutions is relatively complex. It is controlled by the organizational structure of the institution and its working culture. The chief executive and other senior management personnel have a key role to perform. Within this dynamic system, there needs to be a continuous exchange of information among the various units/subsystems, and management can be made easier with support from a fully functional and efficient management information system. Interpersonal relationship is a key factor and has to be fostered. As most institutions work under resource constraints, there has to be carefully planned budgeting and monitoring, along with an efficient functioning of all subsystems.

2.5.4.31 Ross H Paul (2003) in his paper Institutional leadership and the management of change examined that Technology holds great promise to improve the efficiency of higher education management, teaching, and learning, but change will come only slowly and at a higher price than expected. That cost will not be measured only in dollars, but also in profound changes in prevailing values and the sacrifice of some sacred cows of the academic environment. At the same time, some ‘end-runs’ are likely, in which new providers of direct training and then education …will capture a measurable share of the current college and university market, by exploiting the power and cost-effectiveness of new information and communications technologies without the transition costs and dislocations that existing traditional institutions face. It is those transition costs and those dislocations that are of most interest to an incumbent university president. They are occurring in a highly competitive, increasingly complex environment and traditional student bases can no longer be taken for granted as the choices and opportunities widen at a phenomenal rate. At the same time, they offer an opportunity for institutional leaders
to reverse the recent trend of what Mitchell (1999:20) has identified as a ‘topsy-turvy process of ad hoc development’ by narrowing their missions and bringing their institutions back together in a more common purpose. It is probably still the case, then, that those in well-established, credible institutions of higher learning have the best chance to continue to dominate the market, but only if they adapt much more quickly and much more openly to it than they have in the past. The need for strong, open and sensitive leadership has never been higher.

2.5.4.32 Graham Webb (2003) in his paper Management of academic development had tested the outcome of academic development for flexible learning is to produce an academic workforce with the understandings and skills necessary to produce good educational experiences for students in the wide variety of settings that flexible learning makes possible. However, the nature of the involvement of staff in producing those experiences is the subject of some debate. This introduction will therefore consider what is meant by:

- Academic Work (relating to flexible learning);
- Academic Development;
- Flexible Learning;
- Good teaching and good educational experiences. With the present urge for technology-based solutions to teaching and learning, especially the rush to ‘get on the Web’, it is not surprising that academic development is finding itself located alongside instructional design and production functions. In recapitulating the past, it may be anticipated that academic development will emerge from this trend to express once again the wider understandings of teaching and learning (see Webb, 1996) that it has helped to develop. Part of that emergence could well be associated with the need to tie development to institutional quality improvement and assurance. Indeed, working in this way would take account of many of the considerations that Boud (1995) outlines as being important for the staff development of the future. It is to this area that we may perhaps look for future management options.

2.5.4.33 Greville Rumble (2003) in his paper Management of resources has described and discussed The problem with accounting systems is that ‘they provide almost no information about customers, other than revenue data’ (Johnson, 1992:106), and are, therefore, of no use in building up customer loyalty based upon an ability to satisfy
customer wants. On the other hand, what is being argued here is the need to keep an eye on measures of performance that reflect customer satisfaction, rather than on measures of cost \textit{per se}. If distance teaching institutions listen to what their customers want and respond quickly to their desires by empowering their workforce to learn and make changes that continuously improve processes capable of satisfying customers, while eliminating those that are dysfunctional in this respect, then student numbers will be kept up and costs will be driven down.

2.5.4.34 \textbf{Olugbemiro Jegede (2003)} in his paper Management of instructional design and Development has described and discussed at the future of ID (Instructional Design) and management issues. The world is changing, ISD (instructional Systems design) is changing and the use of several types of technologies is also changing. Therefore, the management of ISD must keep abreast of such changes, tracking them for the benefit of quality instruction in OFL (open and flexible learning). Any forward-looking DE (Distance Education) system that wishes to survive the competition and phenomenal development in the educational scene must be mindful of these changes and their catalyzing factors. The management of an OFL institution must be familiar with these factors and develop plans accordingly. They must realize that a lot of changes are afoot, including:

- Changes in future learning environments;
- Performance technology;
- Influence of micro-worlds, hypermedia, multimedia;
- Changes in general systems, learning, communication and instructional theories.

At the individual level, the people who manage each of the units involved with ISD must display qualities including leadership and administrative ability, a strong commitment to collegiality, and the willingness and ability to be an energetic advocate of the DE system; they must lean towards people management, create a happy working environment, have commensurate scholarship, commit to professional development and have a proactive perspective of global changes in OFL and ISD, and their management in particular.

2.5.4.35 \textbf{Santosh Panda and Sohanvir Chaudhary (2003)} in their paper Management of media development and production has described and discussed non-print media production and delivery need specialized skills, significant management decisions centre
on proper recruitment, training and grounding for those involved in it, as do decisions on infrastructure and issues of access and equity. However, pedagogic requirements and functions are basic to all other decisions. Given the media hype with which distance education and training specialists are grappling, audio/vision as a medium of teaching-learning has achieved more effective learning at a lower cost than most of the other print and non-print media (Koumi, 2002), and may be given a trial. Further, not only does the Internet require significant audio and video inputs, but the pedagogic requirements for audio and video media will continue to haunt educators and trainers for quite some time to come.

2.5.4.36 A R Khan and Suresh Garg (2003) in their paper Material production and distribution, and operations management presents some important points worth consideration under any circumstances include:

- Not overloading a system/subsystem beyond its known capacity;
- Preparation of a master schedule of operations with a well-laid-out calendar of Activities, and the role and responsibility of nodal agencies concerned;
- Putting in place a monitoring mechanism with the proviso for built-in checks and reviews. Due to its inherent industrial nature, every aspect of the operation of the ODL (Open Distance Learning) system needs clear-cut guidelines, and in spite of the complexities, it should be flexible.

2.5.4.37 Alan Tait (2003) in his paper Management of services to students presents for both the staff and systems dimensions of student services, managerial persistence over time is essential, in order to diminish the tendency which appears to be universal for systems overall to atrophy, and for familiarity to engender a relaxation of standards and a loss of commitment and concentration. At the same time, systems have to be developed which do not hamper the organization by their cumbersomeness, either in terms of paperwork, meetings, or a bullying insensitivity to the needs of staff themselves, all of which where the balance is wrong will negatively affect the very achievements that they are intended to support. They will also diminish the potential for the fulfillment of key quality indicators such as respect for students or timeliness of response. The development and running of managerial processes to support the delivery of services to students in ODL (Open Distance Learning), where there is a high degree of invisibility, is no easy task. Clearly, there will be a range of differences in how these elements are developed and applied in different educational sectors with different histories and cultures. The
distinctions between single and dual-mode institutions are particularly significant, and the revolution which new technologies bring is difficult to foresee with any precision. This is especially the case where the call-centre model of customer care begins to impact on large-scale ODL organizations, and where information and advice are increasingly given to students on the Web. However, the commonalities of delivering student services in distributed ODL systems will tend to drive at least some commonalities of practice around the world, which make discussion of this nature worthwhile.

2.5.4.38 Alistair Inglis (2003) in his paper Planning and management of networked learning had tested For many education and training organizations, the introduction of networked learning represents a completely new approach to the way they conduct their core business. There will be a concern to ‘get it right’. Yet this is probably an unrealistic expectation. Mistakes will be made. What is important is that once made, mistakes are recognized for what they are, and should be used as an opportunity for learning. At a time of rapid innovation, the organizations that succeed are not those that avoid mistakes, but those that quickly learn from there is takes, correct them and move forward.

2.5.4.39 Colin Latchem (2003) in his paper managing tele learning centers and tele centers presents The OECD/CERI (2000:34) report Learning to Bridge the Digital Divide notes that ‘By itself education cannot solve the secular problems of social inequalities, but without equal access and quality learning for all, existing gaps will surely deepen’. Tele learning centers and tele centers represent one means of bringing ICT (Information and communication Technology) to the cause of learning, equality and social development. They can provide community-based learning environments for formal and non-formal learning through a mix of public, private and local community inputs. In those regions around the globe where it will be many years before computers are common in the home or the classroom, such centers can help to build bridges between the suppliers of learning and information and communities that are currently deprived of opportunities for educational and social advancement. Important lessons are being learnt by those who manage these systems. What is called for now is political vision and commitment to a socially just society, a clear strategy for development, mobilization of and collaboration between the various sectors and between central and local organizations, innovation in educational and ICT applications and sustainable organizational and management structures.
2.5.4.40 **Charlotte N Gunawardena and Deborah K La Pointe (2003)** in his paper Planning and management of student assessment has discussed the planning and management of assessment at a distance, providing examples from both informal and formal assessments. It was noted that instructors who begin to teach at a distance are changing the types of assessments, from measuring knowledge of content to measuring the application of knowledge in real-world settings. While it is possible to conduct numerous types of assessments at a distance, including laboratory experiences, it is important to acknowledge the limitations of distance assessments for certain types of course objectives. Above all, ethical considerations related to certifying students at a distance must take precedence when designing assessments at a distance, as the process of assessment may sometimes harm the students or people to whom they are accountable, such as employers, clients or patients. It is also important not to underestimate the time commitment that instructional designers and distance instructors need to develop effective assessments at a distance.

2.5.4.41 **Glen M Farrell (2003)** in his paper Internationalization of open and flexible learning: planning and managing in a global environment presents As open and flexible learning becomes more pervasive as a component of educational management and planning in the states and nations of the world, it becomes increasingly important, when discussing policies and strategies, to have a clear picture of the context within which they are intended to apply. Hopefully the trends and issues identified and discussed in this chapter will help readers think about the strengths, weaknesses, threats and opportunities that are present in their own context.

2.5.4.42 **David Kember (2003)** in his paper Management of research and development through the support of action learning projects has described and discussed a management structure for research and development projects which has been operationalized on a large scale through the Action Learning Project in Hong Kong. The overall initiative was formulated with an explicit action research framework, which had marked implications at each level of operation. At the individual project level it meant that each of the 90 projects was both a research and development project. Although the phrase ‘research and development’ is a common one, in academia the two are not often combined, just as teaching and research are normally separate or competing entities.
Another implication of the action research philosophy at the individual project level was that the teams were fully responsible for, and had ownership of, their own initiatives. The approach, therefore, is quite different to the management structure for course development commonly employed in distance teaching organizations. In these it is common for development to occur through a very organized structure with a central development facility and with significant input from instructional designers and other experts. The difference between these two course development paradigms is discussed more fully in Kember (1997, 1998). The relationship of the coordinating team to those participating in the projects developed over the course of the initiative and we came to describe it as that of a ‘critical friend’. We prefer to talk of providing support to the project teams rather than utilizing the term management. The final part of the structure put in place was the important one of the dissemination activities. This fulfilled the important role of passing on lessons learnt from the projects to a wider audience. It led to the development of mutual support networks between project teams. It also provided a mechanism for ensuring progress and quality appropriate to the action research philosophy passing on lessons learnt from the projects to a wider audience. It led to the development of mutual support networks between project teams. It also provided a mechanism for ensuring progress and quality appropriate to the action research philosophy.

Here in this research researcher include the subject “A study to analysis the Management of Learner Support Services System in Distance Education with reference to Dr. Baba Saheb Ambedkar Open University, Ahmedabad, Gujarat.” This is pioneer research study for learner support services in distance education for Gujarat.

2.5.4.43 Colin Latchem and Insung Jung (2010) in his paper Higher Education (in book Distance and Blended Learning in Asia) presents ODL in Asian higher education is only a few decades old but it has achieved a great deal in this timeframe. However, paradigm shifts that challenge time-honored assumptions and practices are needed. There are still new markets to serve and there is need for improvements in quality. Problems of dropout, failure and lack of interaction can be addressed through uses of technology. On the other hand, there is danger in overemphasizing the importance of technology and under-estimating the pedagogical, organizational and quality assurance measures needed to address these issues. As Koul (1998) observes, university policy-makers, planners, managers and staff often fail to appreciate the commitment, professionalism and support
needed to achieve such changes. Nationally and institutionally, there is need for envisioning and re-envisioning, strategic planning, leadership, management, academic and technological support and practice informed by research and evaluation.

2.5.4.4 Colin Latchem and Insung Jung (2010) in his paper Technology, E-readiness and E-learning Readiness (in book Distance and Blended Learning in Asia) presents we have shown that there are exciting developments and encouraging trends in ICT adoption and use in Asia but that there are still many issues to address. To achieve the potential of ICT, countries and institutions need clear visions, strategic plans, commitment and implementation Capability and the capacity to collaborate, because needs, opportunities and provision are no longer confined to single institutions, sectors or countries. It is important to consider the older as well as the newer technologies and methodologies, to avoid techno-determinism and to train teachers and trainers in how to apply technology in education, training and community development and not simply how to operate the hardware. It is important to consider the culture, needs and circumstances of the learners rather than being over reliant on Western theory, research and practice. Asia’s educators and trainers need to inform and shape development through their own research, pilot studies and experiments. Such work challenges traditional thinking and practices and may be resisted by those who base their practice upon traditional ideology and instinct rather than vision, creativity and research.

2.5.4.45 Gearóid Ó Súilleabhain and Ray Coughlan (2003) in their paper students support services in E-learning paper suggests, that tutoring and assessment are central, in the first place, to what are conventionally known as student support services and are very much the activities upon which all other services (e.g. special needs services, intervention service, induction-type services) must be based upon. In the second place the facilitation of collaborative tutoring and authentic assessment methodologies for the e-learning environment represent a blurring of the traditional distinction, between, respectively, course development and learner support, and the learning activity and its assessment, as well as, en masse, a breaking down of the division between learning and learner support. Together they hold promise for the on-going evolution of e-learning in terms of addressing the needs and characteristics of the lifelong e-learner, ensuring the relevance and quality of e-learning courses and impacting fundamentally on the way we plan, design, deliver, assess and think about e-learning and distance education in general.
In the context of high drop-out rates, dissatisfaction as to the quality of many e-learning efforts and the expensive failures of many recent high-profile and lesser-known e-learning initiatives at higher education a new model of e-learning practice with collaborative tutoring and reliable authentic assessment methodologies, likely in some variant of the e-portfolio model, at its heart has much to recommend it as a way forward for all stakeholders in contemporary Higher Education.

2.6 SUMMARY:
Indian research in education began in 1943, more than fifteen years before the distance education programme in the form of correspondence education began 1962. During the last 38 years of its existence, it has expanded to cover more than 1.2 million students attending more than 70 dual mode universities. Despite this phenomenal expansion, major researchers in Distance Education either at the doctoral or in the project form are hardly fifty in number. So there is a general dearth of research in open distance education.