CHAPTER-I

INTRODUCTION & RESEARCH DESIGN
INTRODUCTION AND RESEARCH DESIGN

The ever-increasing demand for education at all levels and the realization that education is a continuing life-long process made educationists and policy-makers in the developed countries of the world think of academically and economically viable alternative channels for imparting education. This led to various innovations which provided a tremendous boost to Home Study, Independent Study, Correspondence/Distance Education etc. All these teaching-learning forms were born out of pressing social needs, the dynamics of change and the rise of new cultures.

The World Education Report of 1998 emphasised that “the time to learning is now the whole life-time”. The UNESCO Education Commission Report of 1996 very appropriately states the four pillars of learning: learning to know, learning to do, learning to live together, and learning to be. This, therefore, calls for holistic institutional planning, rather than the traditional strategic planning initiatives.

Otto Peters (1999), a leading scholar of our times, has remarked that the universities of today need to make drastic changes and refocus their initiatives in a number of areas, and position themselves for meeting the future changes and challenges. He proceeds to state that all universities, in several aspects, need to be open universities and practice life long learning.

1.1 CONCEPT OF OPEN AND DISTANCE EDUCATION

Open distance system has now become a very powerful, sophisticated and rich medium of instruction for supplementing the mainstream face-to-face teaching. It is now being relied upon more and more by the policymakers, planners and stakeholders to meet the emerging educational demands of knowledge societies because of its capacity and capability to impart high quality of education at affordable costs.
sustainability. It signals a new wave in the way education and training should be
transacted even in the most front-ended areas. With its tremendous potential to
enhance reach and equitable access and inherent characteristics of learner centred
flexibility, it has ushered a silent revolution in democratizing education and creation
of a just society.

Distance Education mode is nomenclatured as *Teleen seignement* in France,
*Frenstudium* or *Fernunterricht* in Germany, *Education-a-distantia* in Spain, *Off-
campus* in Australia and *Extra mural* in New Zealand, *Independent Study* in U.S. In
India, the terms Correspondence Education and Distance Education are widely used.
It is pertinent to differentiate between Correspondence Education and Distance
Education.

1.1.1 Correspondence Education

Under correspondence education the students are provided with print
materials. The course of study prescribed were broken up into a number of modules,
which are posted to student, who works on the material sent to them, and can obtain
further guidance and clarification through writing back to the correspondence
education institute, and through attending the periodic contact classes organised at
different places.

1.1.2 Distance Education

Distance education has its genesis in the need to provide instruction to those
who were not in a position to avail of traditional oral type of instruction because of
poverty, age or occupation. Almost invariably the users of the distance education
mode are relatively older people, their age-range varying from young adults to the
elderly. Distance learning has taken systematic teaching-learning process to persons
living in isolated areas where facilities for the traditional form of classroom teaching
cannot be developed. Further, as distance learning addresses the needs of specific
target groups, there is a great variation in the range of programmes offered.
Consequently, the basic characteristics of distance education are spatial separation of
the teacher from the learner, an age-heterogeneous learner group, easy availability,
and diversity in the nature of programmes offered. It is structured to give students
control over the time, place and pace of education. The distance education teaching-
learning programmes often use a combination of educational media, varying forms of
printed course material, radio broadcasts, audio and video cassettes and limited
opportunities for face-to-face study such as, counselling sessions and/or personal
contact programmes.

The terms 'distance education' and 'open learning' have overlapping
connotations and are often used interchangeably. While distance education refers to
the process of learning in which there is spatial, and usually temporal, distance
between the teachers and learner, 'open learning' refers to the process of making
learning available to a learner at a place and time of his/her choice, and at a rate
suitable to the learner. In some cases, the term 'open' has been stretched further to
imply 'open access' for learners, regardless of their previous qualification or age of
the learner. Thus, the open teaching-learning system is conceived to be free from
restrictions and rigidities of the formal system of education. Open universities and
open learning, therefore, stand for access and equity, interdisciplinary, versatility,
informality and student centerlines.

However, as per the recent Guidelines from UGC/ DEC the institutions
offering Distance Education Programmes are advised to follow the uniform
nomenclature of 'Distance Education'.
1.1.3 Distance Education Defined

Loi du Juillet defines distance education as, “Distance education is education which either does not imply the physical presence of the teacher appointed to dispense it in the place where it is received or in which the teacher is present only on occasion or for selected tasks”.

According to Peters, Distance teaching/education is a method of imparting knowledge, skills and attitudes which is rationalized by the application of division of labour and organisational principles as well as by the extensive use of technical media, especially for the purpose of reproducing high quality teaching material which makes it possible to instruct great numbers of students at the same time wherever they live.

Moore defines Distance teaching, “as the family of instructional methods in which the teaching behaviours are executed apart from the learning behaviours, including those that in a contiguous situation would be performed in the learner’s presence, so that communication between the teacher and the learner must be facilitated by print, electronic, mechanical or other devices”.

The most important event of the 20th century was the establishment of the Open University at Milton Keynes, U.K. in 1970, which created a very meaningful revolution in the educational system. However, the oldest open university is the University of South Africa, which started teaching at a distance in 1946 (Holmberg, 1994), and the idea of the ‘University of the Air’ originated in Japan in the 1960s. Harold Wilson, the former Prime Minister of UK, who was instrumental in the establishment of British Open University, once when asked ‘what significant contribution he wishes to be remembered for’, he replied that, ‘he most wished to be remembered for was the foundation of open university’. The Open University in U.K became the trend-setter in the Open teaching-learning system. Taking inspiration from the remarkable success of the British Open University, a number of other countries established open universities. This proved to be a major step towards democratisation of education and equalization of educational opportunities for people irrespective of their age, sex, place of residence etc.
1.2 DISTANCE EDUCATION IN THE INDIAN CONTEXT

The Indian education system is very vast and unique and has the following peculiarities.

*Reaching the Unreached:* In the field of tertiary education, institutions of higher learning are few and concentrated mainly around metropolitan cities. Quality education is increasingly becoming expensive. There is a need to narrow the gap between the facilities, infrastructure of education in rural-urban or poor-rich set-up. In addition, issues like education for women, physically challenged, socially disadvantaged etc. need to be tackled.

*Resource Crunch:* It is not physically possible to create educational institutions of higher learning in rural areas and small towns due to resource crunch. There is a serious crunch in terms of finance, infrastructure and human resources.

In a country like India with lot of diversity, different standards of education in terms of quality and duration with vast population of learners, majority of learners with limited resources, open/distance learning has emerged as a strong alternative in the field of education. Under such circumstances distance education may help reduce inequalities and respond to social, cultural and economic contexts of the learners and the society. Distance mode of learning is able to benefit through its unique characteristic of providing education to working people; adult learners, especially women; those who could not get opportunity earlier in life; those living in remote and backward areas; and those who belong to socially and economically disadvantaged sections of the society, who cannot opt for regular mode of education.

Distance education in India started in the form of correspondence courses after a good deal of thinking at the highest levels in response to the ever-increasing demand for higher education which could not be met by the conventional system. In India the Central Advisory Board of Education (CABE) appointed a Committee under the
Chairmanship of Dr. D.S. Kothari in 1961, which made significant recommendations regarding nature, scope and modes of organisation of correspondence courses.

Kothari Commission, which was appointed by the Govt. of India in 1964, studied the issue in a larger context of providing access to higher education to those who desired to study further but were either compelled to undertake employment at the end of the school stage and were not admitted to the full time courses. On the recommendations of the Commission the National Policy on Education (1968) stated that “the part-time education and the Correspondence courses should be developed on a large scale at the University stage and should be given the same status as full time education”.

India has witnessed tremendous spread of Open-Distance Learning (ODL) system in the past forty years. Leading educationists do not consider it as an option; it is compulsion for us today. This has become possible by the sustained efforts made by the practitioners of distance education, support of conventional peers, educational planners and decision-makers. The ODL now caters to every fourth enrolment in the higher education system in the country. To blend intelligent flexible learning with face-to-face, classroom based educational system through networking, collaboration and partnership, one has to seek seamless convergence with vibrant and dynamic institutions which have introduced significant innovations in curricular reforms, instructional design, use of media and technology.

The main objectives of distance education are relevance, equity and excellence. It can overcome the limitations of age, geographical area and provide a system flexible enough to be accessed at the convenience and requirement of the learners.
Each one of us – as an educational leader, manager, teacher or policy maker – has to respond to the provision of individualized mass education, with greater quality and lower cost. To meet such requirements, our universities have to restructure, re-engineer and reform. The shift towards more flexible and lifelong learning, from what ‘we offer’ to what ‘you need’, and to simultaneously develop the skills of ‘learning to learn’.

The following are widely-held assumptions about distance education:

- The higher education will be turning to distance education as a “mainstream delivery medium”
- Public acceptance of distance education is growing;
- New technology will play a great role in distance education;
- The Internet and online learning will continue to be heavily utilized;
- Excellence in product and service are vital;
- The outlook for the distance education market is strong, and will continue to grow for many years;
- Distance educators are reaching out to more and various markets, including international markets;
- Competition in distance education at all levels is increasing;
- Regulatory mechanism in distance education has increased, and will continue to do so as hundreds of new “providers” create more activity and “problems” for quality education.

The first university to offer distance education was the University of Delhi, in 1962 in India. Punjabi University, Patiala was the second university in the country to set up a full-fledged Directorate of Correspondence Courses in 1968. Very soon, a number of other universities felt prompted to adopt this system.
At present, 126 conventional universities, 13 State Open Universities and 1 National Open University in our country offering distance education programmes catering to approximately 1.5 million students. It is expected that this growth would out number the formal system itself in the near future. As of now, the enrolment in distance education is about 20 percent of the total higher education enrolment. The proposal of the Government is to increase the enrolment in Higher Education through Distance Education is 30 per cent at the end of the XI Plan.

The phenomenal growth in the enrolment was due to the sustained efforts made by the distance education institutions, support of conventional peers, educational planners and decision-makers. To blend intelligent flexible learning with face-to-face, classroom based educational system through networking, collaboration and partnership, we have to seek seamless convergence with vibrant and dynamic institutions which have introduced significant innovations in curricular reforms, instructional design, use of media and technology.

Now there is a paradigm shift in the focus of distance education. Today, the emphasis has shifted from teacher to learner, from institution to service and the notion of the tele-learning i.e. providing direct access to learners at remote locations has become a reality. The more widespread application of general management concept and techniques to distance education has influenced service delivery. The importance of ‘customer care’, and adoption of ‘quality management’ tools and techniques have reinforced the service ethos in higher education institutions.

It is true that there is a good response from the student clientele for distance education programme and it is equally true that the learners are very often taken ride by the DEIs because of inherent defects in the bureaucratic system of university administration, particularly in dual mode universities, in management of distance
education system, lack of adoption of insensitivity to the requirements/feelings of the learners. Ultimately, the learners made to run from pillar to post starting from registration till he/she gets the degree. This is evident from the good number of legal cases filed by the learners under Consumer Protection Act and Right to Information Act.

When one analysis, the whole gamut of distance education, it could be understood that it has all the canons of business such as:

- rising customer expectations
- increasing competitiveness
- heterogeneous academic programmes
- varying fees structure
- wider geographical coverage with multi-media channels
- innovative promotional programmes
- large number of learners, i.e. running to several lakhs
- Hence, leading educationists call this as an 'industrialised form of teaching' and a business/professional approach is required for its success.

It is ironical that a few traditional educationists hesitate to accept the terminology business/marketing of education, since they consider it as a bad cannotation as the terminology is associated with ‘profit’.

But the usage of the terminology ‘marketing’ in distance education should be understood in the right perspective. It not only implies profit, but to achieve higher level of learner satisfaction and to enhance the perceived value of the services. Inherently, delivering customer values implies delivering a quality education with quality service that go along with the product. Such quality orientation has to permeate from the beginning till end.
1.3 MARKETING OF DISTANCE EDUCATION SERVICES

The reasons for applying the concept of marketing in any organisation, particularly in service, like higher education are increasing competitiveness in the marketplace, rising customer expectations, widening access to information etc. In order to survive in such an environment distance education institutions need to evaluate their activities with the external environment, get in touch with the users’ need and integrate this analysis into everyday working of the distance education organisation – in short to adopt the marketing concept. Further, it is not just to increase profit, but to achieve high level of customer satisfaction and to enhance the perceived value of the services. The increased customer satisfaction means, increased willingness to use and pay for the services offered.

Delivering consumer satisfaction ultimately involves delivering consumer values at a reasonable and/or competitive price. Inherently delivering consumer value implies delivering a quality product in a quality package, with quality service that go along with the product. Such quality orientation should permeate both in the pre and post purchase phases of the consumer buying processes. One may conclude that ‘quality’ in all phases of marketing management practices is the key to successful application of the marketing.

Thus, DEIs must grasp the marketing approach as a way of doing business and a philosophy committed to learner satisfaction through right assessment of needs, right service product, right price, right time, right place and right promotion, with right customer care.

Such approach shall help distance education institutions to understand the requirements of learners in a better way and make it possible to offer customized
offerings and for improving the efficiency in delivering distance education programmes.

Therefore, viability and sustainability of such system may be enhanced through *application of marketing approach to serve the learners* in an improved way. There are a number of activities which are undertaken in marketing, which include, doing research, designing a programme around the marketing mix, preparing a strategic plan, performing a marketing audit etc. These activities are interrelated and fit closely together and serve as a tool for managing the distance education system.

Despite the recent emphasis on distance education marketing, there is still a considerable misunderstanding within much of the distance education providers as to what constitutes effective marketing. To some it is still primarily equated with selling and pursuit of sales, rather than customer satisfaction. To others, for example, it is viewed as production of brochures, advertising and low-level marketing communications. Even amongst those distance education institutions which claim to have developed more sophisticated marketing approaches, only a few have capitalised the potential of marketing to some extent. Many organisations are still reluctant to make the change necessary to focus on the marketplace, even when the need for more active marketing is generally agreed.

### 1.4. NEED FOR THE STUDY

There is increased acceptance of distance education, both by learners and employers at present. Further, almost all dual mode universities have established DEIs and even for the new Universities one of the attractive proposition in terms of generating resources is the distance education and they too establish DEI in the year of inception of the university itself. Consequently, the competition among the DEIs is increasing as new institutions enter the market and conventional institutions continue
to add distance education in their portfolio. Almost all the Distance Education Providers in the country are vying each other and adopt various strategies to reach out to learners, devise strategies to balance the media mechanisms to deliver the programme, establish the learner support service network to minimise the gap between the learner and the institution, and many more steps they take to make the distance education programmes – a success.

But instead of all these, the dissatisfaction of learners such as delay/non-receipt of course materials, ineffective PCP, delay/non-receipt of results, mark statements and poor response of DEIs/Study Centres in addressing their grievances continue to remain. All these indicate that there is still lack of scientific and systematic approach in marketing of distance education programmes and absence of learner-orientation in their approaches. This has, precisely, prompted the researcher to undertake this study.

1.5 SCOPE OF THE STUDY

When this study is completed, the findings would not only help the Study Units to improve their marketing performance, but also to any Distance Education Providers to fine tune their marketing strategies and to provide effective and efficient service to the learners.

1.6 STATEMENT OF THE PROBLEM

Therefore, a more scientific marketing approach is required to make the distance education a success, which involves, in short, right need assessment, right programme, right price, right place, right promotion, right quality, right attitude of service providers and above all right ‘learner care’. Under this context, this research study entitled ‘Suggestive Framework for Marketing Distance Education’ was undertaken.
1.7 OBJECTIVES

General Objective:
To critically analyse the existing marketing practices adopted by the Study Units and to offer suggestive framework for effective marketing of Distance Education Services.

Specific Objectives:
1. To study the existing marketing practices adopted by the Study Units.
2. To critically analyse the functioning of the Study Centres.
3. To study the opinion of learners on the services rendered by the Study Units and Study Centres.
4. To offer suggestive framework for effective marketing of Distance Education Services.

1.8 HYPOTHESES

The following hypotheses were framed for the study:

1. Selection of the DEI by the learners is independent of the listed factors.
2. There is no significant difference between mean rank of the attitude of learners towards Curriculum and Course Materials, the Services of the Study Centers, PCP, the Services of the DEI and the Term-end Examinations.
3. There is no relationship between the overall services by the study centres and its impact on the opinion of the learners.
4. There is no association between the study units and the opinion of learners towards the services of study centres.
5. There is no relationship between the duration of PCP and coverage of Syllabus.
6. The UG and PG learners are equal in their attitude towards Curriculum and Course Materials, the Services of the Study Centers, PCP, the Services of the DEI and the Term-end Examinations.
7. There is no significant difference between the study units regarding the attitude of learners towards the Curriculum and Course Material, the Services of the Study Centers, PCP, the Services of the DEI and the Term-end Examinations.

8. There is no significant difference between the age group of learners and their attitude towards the Curriculum and Course Material, the Services of the Study Centers, PCP, the Services of the DEI and the Term-end Examinations.

9. The learners do not have positive attitude towards the Curriculum and Course Material, Services of Study Centres, PCP, Services of DEI and Term-end Examinations by the study units.

10. There is no relationship between the conduct of PCP during holidays and response of the learners towards the PCP.

1.9 OPERATIONAL DEFINITIONS

**Academic Programmes**

The academic programmes refer to only the U.G. and P.G. programmes offered by the study units

**Rural**

Rural in this study refers to Panchayat and Town Panchayat

**Urban**

Urban refers to Municipalities and Corporations

**DEI**

It refers to Institute of Correspondence and Continuing Education of University of Madras, Directorate of Distance Education of Alagappa University, Annamalai University and Madurai Kamaraj University and Tamil Nadu Open University

**Learners**

It refers to the learners of II year and III year Under-Graduate and II year Post-Graduate programmes of the study units

**Study Centres**

It refers to Study Centres, Information Centres, Learning Resource Centres

**Programme Officer**

It refers to Liaison Officers, Coordinators, Information Officers, Heads of the Study Centres, Information Centres, Learning Resource Centres.
1.10 AREA AND PERIOD OF STUDY

The study is restricted to the Universities within Tamil Nadu and that too the Universities who have crossed 1 lakh enrolment during the year 2006-07 were taken for the study.

The study has been made for 2 years 2006-07 and 2007-08. The data of learners relate to 2006-07 and the DEIs relate to 2007-08, current academic year.

1.11 DELIMITATIONS OF THE STUDY

The study has been delimited only to five Distance Education Institutions which comprises of dual mode universities and one single mode university. The DEIs of four dual mode universities were taken on the criteria that those DEIs which have completed a minimum of 10 years of existence and having more than one lakh of enrolment during the period of the study. Though the Tamil Nadu Open University which is a single mode university was established in 2002 and has less than one lakh enrolment was taken due to is unique character of the single mode university for the purpose of comparison.

The study has been delimited to 50 Study Centres only and 500 learner respondents in Tamil Nadu only.

1.12 METHOD OF RESEARCH

The quality of data is inextricably tied to the method and technique adopted for generating data. Considering these in mind the investigator selected Survey Method for the study.
1.13 SAMPLING FRAME

Selection of Study Units

At present there are 13 Universities in Tamil Nadu, out of which 8 Universities offer Arts and Science Programmes, the remaining 4 Universities are specialized universities such as, Technology University, Agriculture University, Animal Husbandry and Veterinary University, Medical University and the Law University. For the purpose of study the universities offering only Arts and Science courses were considered. Even here only those universities where the DEI functioning for more than 10 years and which have more than One lakh enrolment in the year 2006-07 were selected for the study. Accordingly, the following 4 Universities were identified:

1. Alagappa University, Karaikudi.
2. Annamalai University, Annamalainagar.
3. University of Madras, Chennai
4. Madurai Kamaraj University, Madurai

The Tamil Nadu Open University, Chennai was established in 2002 and considering its uniqueness and being the only Open University in Tamil Nadu, this was also included for the study.

Selection of Learners

The researcher has fixed a sample size of 500 learners, representing 100 learners from each study unit. The researcher has adopted Purposive Sampling Technique for selection of learners. Accordingly the researcher visited the PCP venues of the study units during the PCP session and collected data from the learners.

However, care was exercised to see that the sample population represent the learners of multiple courses, multiple study centres, multiple places and from both
sexes in all the study units. The researcher ensured to collect 100 complete responses from each study unit, eliminating incomplete responses.

**Selection of Study Centres**

The total number of Study Centres in all the five study units put together 481 comprising of 174 Study Centers in Alagappa University, 76 in Annalamai University, 67 in Madurai Kamaraj University, 41 in University of Madras and 123 Study Centres in TNOU.

To analyse the functioning of Study Centres, the researcher has fixed a sample size of 50 study centers and selected them by adopting *stratified proportionate random sampling technique*, which yielded 18 Study Centers from Alagappa University, 8 from Annamalai University, 7 from Madurai Kamaraj University, 5 from University of Madras, and 13 Study Centers from TNOU.

**1.14 CONSTRUCTION OF TOOL**

The research tool employed for collection of data is questionnaire. Three separate questionnaire were given to DEIs, Study Centres and Learners. The questionnaire meant for DEIs seeks to collect the general profile of the institution, programmes offered, academic faculty and training, curriculum development, course material preparation, assignments, multimedia teaching-learning, establishment of study centers/ regional centers, admission procedure, conduct of PCP, fixation of fees, advertisement and publicity, learner support services, conduct of examinations etc.

The questionnaire to Study Centres seeks to collect information relating to their profile, physical infrastructure, advertisement and publicity, conduct of PCP, perception on learner’s behaviour, opinion of study centers on the services rendered by the study units.
The questionnaire to Learners seeks to collect general profile, learning resources, and to find out their attitude towards distance education services by the Study Units and Study Centres, the Curriculum and Course materials, effectiveness of Personal Contact Programmes and Term-end Examinations.

1.15 VALIDATION OF THE TOOL

To ascertain the content validity of the tool, the researcher tested the validity of the tool with the Programme Officers of 5 Study Centers from the angles of “clarity in comprehension” and “consistency of ideas”. Their suggestions were incorporated and the content validity of the test has been well established.

The research instrument meant for learners was constructed on Likert type attitude scale, rating from strongly agree, agree, not known, disagree, strongly disagree. These statements were scored from 1 to 5.

This attitude scale on learners’ towards services of the DEIs was administered to a sample of 50 learners at the time of PCP classes. All these 50 learners were given clear instruction to respond the attitude scale without any hollow effect and the generosity error.

After the collection of data the responses were scored and tabulated in a master table, in the ascending order of the total scores. ‘Item Analysis Technique’ was applied to differentiate the appropriate discriminative statements to be considered for the final selection of items. The mean and standard deviation of each item secured by the high group and low group were compared and the critical ratio was computed for considering the selection of items. Among the 75 attitude statements 60 statements were only selected, since their critical values were significant at 0.05 level. The statements whose critical ratio was not significant at 0.05 level were not selected.
1.16 RELIABILITY OF THE TOOL

To ascertain the reliability, the same tool was administered with the same learners after three months and the reliability was ensured.

1.17 CONTACT METHOD

The researcher collected the data from the Study Units and from the Learners by personal interview. The data from Study Centres were collected by questionnaire through mail.

1.18 DATA COLLECTION

The data were collected in person from the learners at the time of conduct of Personal Contact Programme by each study unit. Before, the learners were briefed about the purpose of the survey and were specifically told that the information would be used for research purpose only and would be kept confidential. Then the learners were given instruction regarding the method of answering the questionnaire. For attitude statements the learners were instructed to indicate their opinion by simply putting a tick mark on a five point scale provided for the purpose.

The researcher permitted the respondents to answer the questionnaire according to their own interest and speed. A few learners raised some doubts and were clarified by the researcher then and there. At the end, the researcher collected the questionnaire from the learners after careful verification.

The questionnaire pertaining to Study Centres were mailed to them and their responses were received back through mail. The doubts raised by them were clarified over phone by the researcher.

The researcher contacted the Officials of the respective DEIs in person to collect the data relating to the marketing practices adopted by them.
1.19 FIELD PROBLEMS

The task of data collection is not free from problems. In two cases, the Officials of the DEIs were reluctant to provide certain information which they felt sensitive. With regard to Study Centres, the researcher faced the problem of not receiving back the filled-in questionnaire on time even after several reminders. Similarly, while collecting the data from Learners, the researcher had to struggle in few cases to prevent consultation among learners in answering the questionnaire. But by and large, the data collection was smooth and successful.

1.20 DATA ANALYSIS

The collected data were properly coded and tabulated for analysis. The analysis was done by using SPSS software package. The researcher has administered Pearson’s Chisquare Test, Friedman’s Test for significant difference between Mean Rank, t-Test for Equality Means, Duncan Post-hoc one way Anova test and Multiple Regression Analysis to analyse the data and interpretations made.

1.21 LIMITATIONS OF THE STUDY

(1) The learners of outside Tamil Nadu were not taken for the study.

(2) The learners and study centres of the study units operating outside the country were not taken for the study.
1.21 CHAPTER ARRANGEMENT

The present study consists of seven chapters.

The First Chapter deals with introduction and research design. The introduction part comprises of the concept, growth and marketing of distance education services. The research design comprises of Need for the study, Statement of the Problem, Objectives, Scope of the Study, Hypotheses, Area and Period of the study, Delimitations, Research method, Sampling frame, Research tool, Data analysis and Limitations of the study.

A review of related literature, synthesizing the earlier researches, identification of research gap and selection of topic for the present study are dealt in the Second Chapter.

A critical analysis of existing marketing practices adopted by the Study Units has been dealt in the Third Chapter.

The Fourth Chapter analyses the demographic profile of the distance education learners' and their opinion towards the services rendered by the Study Units and Study Centres.

The Fifth Chapter deals with the analysis of the role and functions of Study Centres and the services rendered by them to the learners and the Study Units.

A suggestive framework for effective marketing of the Distance Education programme by any Distance Education provider has been given in the Sixth Chapter.

The Final Chapter deals with the summary, findings, conclusion and direction for future research.