

## CHAPTER -II

### 2. Introduction

Reviewing the literature for the present study, the investigator has tried to explore various available sources (print and non-print), besides studies conducted by various researchers in the field were consulted and some of them were also conducted physically and electronically to obtain firsthand information for their studies.

#### 2.1: Study related to distance education in International Level

**Harris, W.J. (1975)** conducted a study on the distance tutor in correspondence education. The researcher completed a survey of 569 faculty members (tutors) from seven correspondence institutions in England. He found that 99% of the faculty worked part time with 55% handling only one course. Three fourths of the tutors were man and one tenth was retired from full time work elsewhere. Only 15% of the tutors were under age 28. 30% did not have previous teaching experience.

**N. Mackenzie, R. Postgate and J. Seupham (1975)** made a study on open learning systems and problems in post-secondary education at Paris, UNESCO. They observed that research and education have greater importance in open learning than they had in conventional because –a) innovative proposals require more documentation, b) distance learning systems involve such costs of advance, production and distribution that they are not easily modified and must be used for a considerable number of years, c) authors do not come in close contact with students using the materials, making it hard to know when revisions are needed, d) visiting to the public as well as to students within some delivery modes reinforces the need for careful planning and analysis.

**W. Perry (1977)** conducted a study at the Open University in U.K. The target learners were asked about their awareness of the existence of the Open University. The study revealed that over a period of five years (1971 to 1976) in the U. K., only 64% of the total adults population had come to know about the University. From 1971 to 1976 the percentage of men being aware of the Open University increased from 33% to 76% and the percentage of women being aware of it increased from 29% to 58%. Further, during the infant stage of the institution, a sample survey of 3000 adults revealed that just 55 of the total number of respondents were interested in joining the Open University courses and 0.9% respondents wanted definitely to be amongst the first applicants.

**J. Mutanyatta (1989)** made a study on formative evaluation of distance education at the University of Botswana. The researcher suggested that the University should supply extra reading materials to students, particularly for theoretical subjects. Correspondence texts should include supplementary materials, and arrangements should be made either to photocopy some of those materials or provide them with the text or to enable the students to borrow materials from the national library network. Correspondence courses are taken as a private study and the employer is to permit study time during working hours. Consequently, the institute must assist students to secure time off from their employers. The only way that this can be done is for tutors to make visits to the students' workplaces.

**N. Venkataiah. (1989)** conducted a study to evaluate preparation of course materials for distance education courses. The two approaches that are followed in India with respect to the writing of instructional materials i.e. preparation by the faculty of the correspondence institutions or by outside authors, were examined in the context of various deficiencies and inadequacies, including cost effectiveness vis-à-vis the Course Team approach and its effectiveness, particularly, for the

Indira Gandhi National Open University as a national resource centre for all open universities at the state level. The researcher concluded that A) Adequate attention must be paid to the writing of course materials. The standard or quality of instructional materials should not be sacrificed whatever might be the financial constraints B) The Course Team approach of the British Open University, though expensive, is feasible, economically viable and justified if the course material is used for a large number of students and C) In view of the large number of students for its course, this Course Team approach will be feasible, economically viable and will also ensure good –quality materials.

**G. Kuruba (1999)** studied the role and development of distance education in African countries in general and Botswana in particular. According to the author Distance education plays a vital role in overcoming the various problems faced by the counties of Africa and development of human resources. The University of Zambia, Zimbabwe Integrated Teachers College (ZINTEC), the private institutions such as the Zimbabwe Distance Education College (ZDECO) , Makerere University of Uganda, Tanzania Open University, the Centre for External Studies, University of Nairobi has played an important role in the provision of distance education in Africa. Botswana’s thrust in the field of distance education is relatively new when compared to some of the other African nations. The Botswana Extension College and the Centre for Continuing Education, University of Botswana are the major developments in the field of distance education. Although distance education is widely accepted and used, a number of problems are identified in its use. These problems can be overcome by improving the whole package of the distance education system, particularly the quality of materials for self-learning, the effectiveness of the feedback system, and the effectiveness of face to face interaction at different intervals. The use of modern technology, mode of instruction and support service needs to be

strengthened. The collaboration with other institutions coupled with the government support will further strengthen the system.

**Hulsman, Thomas (2000)** made a brief review on Costing of Open and Distance Learning. This study was deliberately selected to give a fairly wider view on the cost of Open and Distance Education. They concluded that Open and Learning System is cost effective compared to traditional face to face classroom system of teaching, and has the advantage of economies of scale. However, studies on costing in open and distance education in India, especially the costing of audio video information technology, are still in its infancy.

**Wei, Yuan Zhang and Venkaiah, V. (2000)**, conducted a preliminary study of current state of distance education research in India. This study was an attempt to report on the current state of distance education research in India. It was intended to give a better understanding of the current state and problems of distance education in India. The investigator regarded the study as a preliminary one, but there are also many areas in this study that needs to be improved and enriched. Although the returned percentage was above 70% there are still some important data missing from the other 30% conference participants.

**Squandre, E (2003)** conducted a study to examine the constrains in academic learning and cognitive growth in distance institutions in comparison to the general classroom learning. The study's results confirm that it is vitality of the classroom that makes an impact on academic learning and intellectual growth.

**Antony, Stella and A. Gnanam (2004)** made a study on the Quality Assurance in Distance Education, the challenges to be addressed. The researchers concluded that the emergence of the new forms of education has changed the nature of distance learning and consequently the quality assessment mechanisms. In

particular, the distance education provisions that cross rational borders cause concern to the quality assurance agencies the world over. The researchers imply that along with how to assess the new forms of distance education the quality assurance agencies have to reflect on how to coordinate the quality assurance activities at the international level.

**Q.M.G.Ahsan and S.M.M.Ahmmod (2005)** analyzed the study habits of distance learners of Bangladesh Open University. This study focused and identified the type of study habits of ODL learners at BOU. Tutor attitude, frequent changes in pronounced schedules and assessment delays act as important demotivates for such learners. It was suggested that ODL universities should not only take the responsibility to communicate the features of Distance Education system to the learners before their joining but also to develop the system for improving the study habits of the existing learners. Such improvement of the study habits may also lead to the improvement of the supports from ODL universities and to the reduction of drop out of the distance learners.

**S. Assefa (2006)** investigated conduciveness of distance learning environment of Eastern Ethiopia. The study was conducted with the intention of finding out perceptions of learners about psychosocial environment, institutional support, home environment, and study centre environment and gender and to find out how the environmental variables influenced SGPA of distance learners. The study revealed that there are no gender differences in perceptions of distance learners with respect to psychosocial environment, institutional support, the home environment, and the study centre environment for distance learners. All students felt that the distance learning environment in eastern Ethiopia is below average and it is not a conducive learning environment in its present status for distance learning. The environmental variables were found to affect the Semester Grade Point Average (SGPA) of distance learners only indirectly. The researcher concluded that enhancing the quality of distance education mainly depends on

raising the quality of study materials, provision of facilities and support for distance learners.

**Jenkins, Jonathan (2008)** made a study on the Access to Quality learning for development as discussed in the fifth Pan Commonwealth forum on Open Learning. In the study, he summarized that understanding and learning experience should address quality issues and improve the outputs, but it is equally necessary to understand the outcomes.

**K. A. Sampong (2009)** investigated the evaluation of a distance teacher education programme in a University of Ghana and found that the distance teacher education programme of the Centre for Continuing Education of the University of Cape Coast (CCEUCC) is fulfilling its purpose of upgrading the academic and professional competence of a large number of teachers in the basic schools in Ghana, raising their performance level and equipping them with skills for lifelong learning. The gap between these objectives and the programme's performance, as perceived by students in the program, faculty, and administrators, is not so big that it cannot be closed. Constant review of performance is needed to completely close the gap.

**R. E. Taow et al. (2010)** emphasized on the role of Open and Distance Learning in the attainment of United Nations Millennium Development Goals (MDGs) in Cross River State of Nigeria. The main focus of the study was to access the overall views of Open and Distance Learning students (ODL) on the adequacy of Correspondence Education Programme (CEP); Radio and Television Education Programme (RTEP); and Internet-Based Education Programme (IBEP) methods in the attainment of United Nations Millennium Development Goals and education for all in Cross River State of Nigeria. The study revealed that a higher percentage of learners feel ODL methodologies create maximum access to

learning for all and as well provide functional literacy skills, relevant in the attainment of the eight point UN MDGs. 70% felt their time was wisely and gainfully used in terms of access, continuous learning, augmentation between work and studies. This implies that, the adults would want to take part in the MDGs programmes, provided their time is effectively managed by the facilitators of the programmes. 75% viewed ODL methods of Educational Radio and Television Programme (ERTP) and Internet Based Education Programme (IBEP) help them acquire unlimited access to vocational and functional literacy education relevant in meeting MDGs target. It was suggested that the views of the benefiting individuals, groups and nations shall have to be taken into account while designing and implementing programmes for the attainment of the UN Millennium Development Goals in Cross River State and elsewhere.

**N.K.Jamandre (2011)** conducted a study on quality assurance in distance education achieved in the Philippines. This paper is an attempt to analyze and synthesize the developments and challenges of the University of the Philippines Open University (UPOU) which offers the Distance Education (DE) Program since 1995. The paper focuses on the quality of distance education, administrative service, faculty development, and student feedback. The UPOU faces various challenges on government, private sector, non-governmental organization, and academic support for policy and budget for technology and multimedia upgrade; organizing and training Distance Education scholars, specialists, personnel and practitioners; relevance and competitiveness of programs and curriculum; establishment of more digital learning centers and learning object repositories; strengthening collaboration with other universities, including the Asian Association of Open Universities (AAOU) and in the Southeast Asian Region; student retention and technological support; assessment methods; research agenda and bridging the pedagogical gap of acceptance. The UPOU is determined to address these educational realities to prove that Distance

Education is beyond an alternative to conventional university, and is available academic institution based on a learner-centered paradigm for more Filipino students.

**A. Mahmood , S.T.Mahmood & A.B.Malik (2012)** made a study to compare student satisfaction level in distance learning and live classroom at higher education level in Pakistan . The objective of the study was to compare the level of student satisfaction of graduate distance learning educational psychology course to a traditional classroom educational psychology course taught by the same instructor. The sample consisted of eighty graduate students from each programme who were enrolled in Allama Iqbal Open University's distance learning and International Islamic University's traditional classroom programs during fall semester 2009 in course of educational Psychology and completed their course in this session. Both courses were taught by the same instructor. It was found that students both from distance learning and traditional classroom showed a high level of satisfaction. There was slight difference related to satisfaction with timely feedback to students, accessibility of resources to complete assignments and amount of student to student interaction between both distance learning and traditional classroom students.

**I. Hussain (2013)** conducted a study on learners' reflection and skills of distance education tutors in Pakistan. In the study, the researcher found that the overall reflection of distance learners and skills of their tutors was positive. They were also satisfied with the skills of their tutors. They asserted that their tutors had academic and tutoring skills .The researcher suggested short and long term training for distance tutors to use latest ICTs.

## **2.2 Study related to distance education in India:**

Different relevant studies on distance learning in India from 1970' to 2012 are discussed below.



**R. Dutt (1976)** investigated the growth of correspondence courses in India. The study revealed the enrolment trend of correspondence courses from 1971 to 1976 taking into consideration the nature of courses, annual compound rate of enrolment and level of courses. He found that all the institutes had the provision for personal contact programme.

**B.N. Biswal (1979)** conducted a study on correspondence education in Indian Universities at M.S. University, Baroda. The study revealed that the objectives of correspondence courses offered through different universities remained almost same all over the country; the academic staff pattern remained more or less similar in all the universities, whereas differences were witnessed with regard to administrative staff patterns; enrolment rate was found to be higher in Arts, and Commerce Education than in other disciplines.

**J. Singh (1981)** made a study on correspondence education programme of the Patrachar Vidyalaya at the Centre for Educational Technology, NCERT, New Delhi. The objectives of the study were- a) to study the characteristics of students of the correspondence courses; b) to find out the reasons preferring correspondence education to regular school education; c) to study the process of planning, preparation and dispatched of lesson units to students; d) to study the organization of personal contact programme and e) to make suggestions for better functioning of the programme. He found that students in the two correspondence courses were spread over a wide range of age levels of 15 years to 37 years. About 11% and 19% of the boys and girls respectively were married. Quite a few students belonged to rather low socio-economic status. By and large, the students found the lesson materials interesting and easy to understand.

**G. Mani (1983)** made an attempt to evaluate learning support systems of the distance education programme of Madurai Kamaraj University. The study revealed teachers lacked skills such as mastery of subject matter and effective

communication, efficiency in clearing doubts, skill in motivating adults, use of various teaching methods and proper modulation / pronunciation / accent etc. Difficulties were encountered in listening to the radio broadcasts. Study Centres are very few and ill equipped. It was suggested that more study centers and contact seminar were needed. Study material should be attractive and pedagogically sound in all respects.

**V. S. Prasad (1987)** examined learners' profile of APOU. The study revealed that enrolment in distance education reflects the urban and upper class bias of the university system as a whole. The proportion of the working population, industrial and agriculture workers is awfully small. Most of the learners are young or middle aged and are unemployed. Most of the beneficiaries belong to economically better families and are from urban areas. The researchers pinpointed that APOU has been able to extend educational opportunities to a very broad cross section of people.

**R. G. Reddy (1987)** suggested distance education system in India should be adopted due to prevailing educational inequalities across different classes and geographical regions, the deterioration in the quality of education and lack of relevance today. So distance education system should be adopted and encouraged as a different educational strategy along with conventional system. Such an approach should prove viable economically, socially, politically and pedagogically.

**R. Jayagopal, (1987)** highlighted the relevance of distance education system in the context of weaker sections of Indian society. In India, the complex social stratification and a large number of people below poverty line pose a challenge to the educational policy makers for providing appropriate education. The researchers suggested that non-formal programmes, supported by radio and television for the weaker sections should be considered on a priority basis.

**R. Amritavalli (1987)** observed that the role of educational technological gadgets should be supplementary to the traditional system so as to provide education to a large number of students. The investigator mentioned that the educational programmes which the UGC telecasts on the national TV network are not linked with the courses taken by the majority of the distance learners. Hence the utility of these telecasts as a supplement to distance learning programmes is doubtful.

**R. Takwale (1987)** emphasized the development of open education using distance methodology to ensure quality of education and suggested that distance education should offer relevant courses that are self- instructional and provide experimental learning and freedom to learners. The investigators viewed that distance education is essentially the outcome of modern communication technologies. The factors that led to Distance Education are- emergence of Post-Industrial society, information communication network, knowledge explosion and limitations of formal education system.

**B. C. Bakliwal (1988)** investigated correspondence education scheme in Rajasthan. Regarding enrolment, he found that the number of students enrolled in the self-study programme in Rajasthan was 2325 in 1968 which increased to 30,260 in 1988.

**Satpathy (1989)** highlighted the future expansion of Distance Education system as national and state level Open University systems, innovative practices in means and media used and growth of enrolment into higher education expected by the year 2001. It has been visualized that changes would occur in the organization of Distance Education functioning within the traditional university system. The study revealed that further progress of science and technology, advancement of education of weaker sections of society, increasing rate of unemployment and progress of in-service and continuing education would have significant positive

effects expansion of DE and innovations in DE systems. So the future of DE is secure for along time to come.

**P. Kalvati (1991)** attempted to study on foundational approach to teaching learning process in distance education at Osmania University, Hyderabad. The objectives of the study were- A) whether the use of communication technology has been helping the spread of distance education; B) whether distance education can promote universal literacy; C) whether distance education is developing vocational competence in learners ;D) whether distance education is effective alternative to formal education. The findings drawn from the study were-Distance education, like formal education has the potential to promote value based education; distance education increases the vocational competence in learners; use of communication technologies is enabling the distance education in its rapid expansion; distance education provides proper direction to the rural people in increasing their standard of living.

**G. Pugazhenti (1991)** conducted a study on teacher education programme through correspondence system in Madurai Kamaraj University at the M. S.University of Boroda. The objective of the study was to examine the status and effectiveness of the teachers' education problem through the correspondence system of Madurai Kamaraj University with reference to admission policies, infrastructural facilities, student background and aspirations, lesson materials, assignment, studycentre, finance, the dissertation and personal contact programme. The researcher found that although only teacher candidates were admitted to the course initially from 1983-84 graduates as well as post graduate were also being admitted. The age of the teacher trainers ranged from 25 to 61 years.38% of the M. Ed and 49.4% ofthe B. Ed candidates belong to the rural areas. The rate of drop-outs was found to be1.7% to 4.2% at B. Ed level and 3.2% to 7.4% at M.Ed. level which were very low.

The teaching community behind expertise in the writing of scripts.72% of the B .Edand 83% of the M. Ed students found the functioning of the study centre in adequate and inefficient.

**M. Das (1992)** carried out a comparative study on approaches to learning and academic performances of students in traditional and open universities at J.N.U.,New Delhi. The objectives of the study were-a) to identify the relationships among learner, content and context characteristics and academic performance of students in the open and traditional universities and to find out the predictability of such approaches and b) to compare approaches to learning as well as academic performance of students in open and traditional universities. The researcher had taken IGNOU and two traditional universities as sample. The study revealed that -i)the students in the open university significantly differed from students in the traditional university in terms of the learner, content and context approaches to learning; ii) the learner ,content and context characteristics significantly correlated with the approaches to learning and academic performance of students both in open and traditional universities.

**P. Vijaylakshmi(1994)** attempted to study on role of distance education in empowerment of women at Osmania University. The objectives of the study area to examine the level of perception of women learners about education in generaland Distance education in particular and their need for joining Dr. B. R. Ambedkar Open University; b) to examine the extent to which the existing academic programmes of the above university are relevant to the needs, motivation and aspiration of woman clientele of urban and rural areas ;c) to identify the course and skills required by woman and their opinions about different course offered; d) toexamine the obstacles faced by the woman learners in terms of course delivery,student support services, examinations, study conditions at home and financial support for their studies. It was found that the women respondents of Dr.B.R.Ambedkar Open University were aware of the

benefits of education in general and specially for the empowerment of women. The positive perception about education among the women learners indicated their high motivation for pursuing higher education despite barriers. A majority of women opted for Open University since this had flexible admission policy and had no restriction of time and space of study. A majority of urban and rural students opined that Dr.B.R.Ambedkar Open University could have diversified the programme based on the needs of women. A majority of women learners proposed the courses including computer courses, B.Ed.course, textile designing, tailoring, nursing, secretarial courses, child care and development, interior decoration, food and nutrition, women studies beautician courses, dietitian course etc. Most women learners had joined under graduate course because degree has become a minimum respectable qualification now- a- days for women. There were certain institutional factors like delay in receipt of printed course material, difficulty in understanding the subject matter, irregularity of counsellors during contact programmes and distance of the study centre as some of the demotivating factors. It was also found that women learners were finding little time to study at home. They also faced lack of encouragement from family members and financial problems as other impediments.

**M.D. Ushadevi (1994)** investigated a study on necessity of contact sessions in distance education learners of IGNOU. The objectives of the study were –a) to examine what the distance learners feel about the necessity of contact sessions;b) to see what modes of contacts are preferred by the distance learners; c) to find out the extent of participation of distance learners in the contact sessions;d)to identify the problems experienced by learners in making use of the counselling session) to suggest measures to overcome the existing problems and thereby arrive at pointers to the future course of action. It was found that most of the students feel the necessity of contact sessions for clarifying doubts, breaking isolation and maintaining inter-personal relationship, gaining deeper insights and understanding

of the subject. More than 50% students expressed their dissatisfaction with the CS because of poor quality of the sessions which they find uninteresting and boring. The RSCs are found to be under utilised due to a variety of reasons.

**H.C.S. Rathore (1995)** under took an evaluative study on personal contact programmes of correspondence institutes in India. The objectives were –a) to study the aims behind organizing personal contact programmes (PCPs); b) to study the purposes served by the PCPs; c) to study the students' perceptions regarding voluntary/ compulsory participation in PCPs, suitability of the PCPs; and academic value of the PCPs. The study reported on the aims with which correspondence institutes in India organise personal contact programmes (PCPs); the purposes served by them in distance education; and (iii) the perceptions of students regarding the suitability and academic value of PCPs. The study revealed that face-to-face teaching during PCPs is over emphasized. PCPs don't provide sufficient opportunity and time to students to discuss their academic problems. The researcher suggested that student population in distance education be distinguished as part-time and full-time students and PCPs be planned and organized separately for these two groups of students, taking into account their differing needs and expectations. Both the groups would derive optimum utility from the distance mode of education, if the PCPs are conceived and organized in a manner to meet the actual needs of learners who belong to distinctly different groups as distance learners.

**Kachroo, B.K. (1999)** evaluated distance education programmes at College and University of Jammu Region. The study has certain implications for both the University of Jammu and the IGNOU (Jammu Region) for running distance education programmes. The distance education course introduced at the under graduate and post-graduate levels are hardly adequate in number keeping in view the choices of the distance learner in the Jammu region. Moreover, most of these courses do not cater to the needs of disadvantaged communities like Gujjars and

Bakarwals. It was suggested that certificate or diploma level courses in cattle rearing and dairy technology may be started for the benefit of the students of these communities. It was also suggested that besides Hindi or English, Urdu which is the official language of Jammu & Kashmir should also be used. In order to achieve excellence in distance education the teachers should be oriented in innovative techniques like brain storming, problem solving, project method, seminars, mastery learning strategies, formative evaluation.

**Saxena (2000)** conducted a study on profiles of distance learners at Indira Gandhi National Open University. The objective of the study was to gather information about IGNOU's learner, their ideas about the programme, the experience and their status after the programme. The study covered seven programmes of IGNOU from various disciplines. The findings of the study indicated that-a) there is more number of female enrolment; b) they live smaller houses with 2-3 children and 4-5 family members; c) most students belonged to lower or lower middle income group; d) most students are employed in the public sector and want only the printed text material to study; e) most of them feel that IGNOU should be an evening university; f) students want to pursue higher education from IGNOU but want new programmes like Environment and Traditional wisdom of India.

**A. Pahad (2000)** conducted a study on opinions of female learners regarding distance education at M. S. University of Boroda. The objectives of the study were a) to study the opinions of female students of Indira Gandhi Open University, Boroda Study Centre (of the year 1997-98) regarding different aspects of Distance Education; b) to study the opinions of female students regarding the selected aspects of distance education with reference to their academic achievement, interest in studies, socio-economic status of the family, occupational status of the students and c) to have the recommendations of female students for the improvement of distance education regarding the selected aspects of Baroda Study Centre. Major findings of the study were-a) Academic Achievement of half



of the female students was low and less than 50% of female students were high academic achievers. A little less than 60% of female students were less interested in studies and a little more than 40% of female students were more interested in studies. A little more than half of the female students were from low socio-economic status of the family who were not employed and a little less than 50% of female students were from high socio-economic status of family and were employed; b) Overall opinion of female students was neutral towards all aspects of distance education. A high majority of female student had favourable opinion of the self- check exercises. Differences in the opinion of female students regarding the selected aspect of distance education with reference to the selected variables; c) No significant differences were found in the opinion of female students regarding selected aspects of distance education with reference to their academic achievement and their interest in studies; d) Significant differences were found in the opinion of female students regarding library and assignments with reference to the socio- economic status of the family. There were no significant differences in the opinion of female students regarding methods and materials, support system, evaluation procedure, counseling and job prospects and expenditure incurred with reference to the socio- economic status of the family; e) There were significant differences found in the opinion of female students regarding student support system with reference to the occupational status of the student.; f) A high majority of female students strongly recommended that all assignments given by IGNOU must be made compulsory for grading.

**B. Sukumar (2000)** attempted to study on awareness of academic counsellors at IGNOU Regional Centre, Cochin. The objectives of the study were-a)To assess the extent of awareness of academic counsellors about distance education instructional concepts; and b) To ascertain the use of instructional practices by academic counsellors. The researcher found that majority academic counsellors(55%) had ambiguous idea about the difference between

correspondence and distance education system. The study showed general lack of awareness among academic counsellors about distance education instructional concepts and learning theories. Similar trend also seems in their use of motivational techniques and audio visual media. Orientation programmes need to be conducted twice or thrice in a year in each region with the aim of accommodating all the academic counselors. The orientation should not only take care of the subject, counseling and evaluation aspects but also how to improve their knowledge with regard to communication aspects, usage of audio-visual media, student psychology, teaching learning, etc. Also it is suggested that attendance in orientation programme should be made compulsory.

**S. S. Sreekumar (2000)** conducted a study on Distance Education and Human Resource Development in the Union Territory of Andaman and Nicobar Islands. The study was intended to: a) study the extent to which programmes of distance education cater to the requirements of various sections of the population in the Andaman and Nicobar Islands; b) examine how far programmes of distance education provide job enrichment professional competency; c) and study the constraints and impediments faced by learners in attaining skills through distance mode of education. The study revealed that distance education programmes help employed students to acquire higher qualification in their professional development. The programmes also gave opportunity to the middle aged persons and house wives to gain more knowledge and new ideas. Majority of the distance learners preferred practical-oriented courses. Majority of the learners opined that the study materials of IGNOU maintain high standard in terms of quality. It has been observed that study materials, audio lessons, video lessons and academic counseling and assignment helped in skill development. Study centres provide adequate guidance regarding various matters related to their study. The difficulties faced by learners are- a) some learners don't get materials and assignment questions in time; b) audio/video lessons are not accessible to many

learners; c) library facilities are not adequate in the study centers and d) lack of qualified academic counselors etc. The study recommends for improvement of various aspects such as study materials, study centers, counseling, introduction of new programmes etc.

**C. Krishnan (2001)** conducted a study on institutional arrangements for Distance Education at the school of Distance Education (SDE), University of Calicut(Kerala). The main objectives of the study are: a) to examine the nature and characteristics of the student population in the distance stream of education ;b) to examine the pattern of enrolment in the institution; c) to examine the institutional arrangements provided in these institutions from the students perspectives; d) to suggest measures to improve the functioning of the institutions. The researcher found that the SDE, Calicut University offers various courses to meet the requirements of the learners. All the students viz., the regular and open stream students follow the same syllabus, appear for the same examination and get the same certificate.60% students enrolled in the degree level courses. Students' enrolment in professional and diploma courses are insignificant. Most of the students feel that mere supply of printed notes and a ritual of 7 or 8 days PCPs are not effective enough in getting quality education. The study materials supplied by the SDE are notfound in the self-instructional formats. Majority students considered the PCPs useful.There are no study centers for benefit of learners. Library facilities are very poor.

**D. P. Sharma (2002)** evaluated student teachers' perception on Teacher Education Programme of IGNOU. The aims of the study were-a) to analyse the profile of student teachers ;b)to find out the reactions of the student teachers on different components of the Bachelor of Education Programme of IGNOU; c) toelicit suggestions from student teachers for improvements in the on going Bachelor of Education Programme of IGNOU. The reactions of the student teachers are positive on all the major components of the programme except

interactions during counseling and workshops, feedback on assignments, audio-video inputs and schedules of the activities. All the respondents have suggested holding workshop/counseling sessions before the submission of assignments, holding workshop during vacations, feedback on assignments, more interactions during counseling and workshop sessions and provision of audio-video inputs. It is suggested that the counseling should be made compulsory, counseling days should be increased, counselors should be orientated to the methodology of distance education and practice teaching programme should be monitored and supervised from the programme centre.

**C. Villi (2003)** conducted a study on knowledge, attitude perception and expectations (KAPE) of the women learners. The study revealed that 45.1% learners are in favour of entrance examination. 18.7% felt that entrance test is easy. 25.5% expressed that Open University System is similar to the other system i.e. that they have not found any change. 30.4% felt that the days for contact class are very meager. 20.6% felt that contact classes conducted were not according to students requirements. The source of getting study information through News papers and friends is significantly larger 34% and 32.5% respectively. The main reason for choosing Open University System seems to be their ambition to get higher education. 54.6% expressed their desire for higher education as the reason for choosing Open University System. 16% felt that their less qualification leads them to join in the OUs, and 15.6% expressed their current jobs is the reasons for opting to OUs. The researcher concluded that opinions about the contact seminars indicate there are areas of required improvement in the system.

**R.V.Vadnerer, R.Gujar, & and A. Sonone, (2003)** attempted to study on a vocational education programme through distance education mode. It was found that majority of the respondents were happy and satisfied for getting the opportunity to complete such programmes without disturbing their routine education as required in conventional system. Majority of the respondents have

appreciated the format and content of learning material. Majority of the students were found to be sincere about attending counseling sessions.

**P. Narayan (2004)** evaluated CLD programme of IGNOU. The programme has been highly effective and successful in terms of meeting its objectives. The overall effectiveness of the programme measured in quantitative terms worked out at 4.09 at five point scale. Thus, the success score of the programme in percentage terms is more than 80% and the learners have substantially been benefitted by pursuing this programme. The quality of course material in terms of its language, style, content and structure as perceived by the learners is very good. The learners belonging to different educational status did not make any change in their perception about the quality of the course material.

**K. Gangapi & E. Chanraiai (2004)** conducted a study on responses of learners to technology-based learning of Dr. B.R. Ambedkar Open University. The main objectives of the study were to: i) examine the role and contribution of multimedia instructional system adopted by the University. ii) study the responses of learners to technology-based teaching/learning methodologies; and iii) study the issues and concerns associated with technology based teaching-learning system and to make some useful suggestions based on the analysis of study to improve the system. It was found that majority informed that teleconferencing and television programmes were useful and interesting but they were not able to watch the programmes due to inconvenient timings and non-availability of schedule of lessons. It was suggested to improve the system and to increase access of the new technologies to the distance learners and a separate channel for tele-lessons and teleconferencing is highly desirable with well-in-advance information to the students. They also suggested that Audio-Video Lessons are required to be revised, updated, and improved.

**A.Gaba (2004)** examined the role of distance education in the Human Resource Development of India. The study was conducted to examine the extent to which IGNOU programmes have helped in the development of human resources. The study revealed that that distance education helped learners to facilitate job performance, to acquire skills in their concerned life and for self-development.

**M. Srivastava, J. M. Kurup & R. Nambiakkim (2007)** analysed the role of distance education in general and IGNOU in North- Eastern region. They observed that there is unmet demand for education at all levels, but especially for higher education in this region. Thus the ODL system holds the promise of providing more opportunities to the people of the NE region to pursue higher education and improve their prospects. The CCIs/ DDE attached with conventional universities were set up after more than a decade of IGNOU's existence in the NER. As compared to IGNOU, the CCIs have a limited presence in terms of both number of programmes offered as well as students enrolled. Also the number of programmes they offer are very few as compared to IGNOU. The diversified delivery approach adopted by IGNOU since the latter half of the 1990s has also contributed to the growth of students. There has been a phenomenal increase in the establishment of study centres of different type like programme study centres, special study centres besides the Regular Study Centres in the region. The study centres provide support services such as academic counseling, tutoring, library and information services through face to face sessions, teleconferencing, radio etc. The number of programmes offered by IGNOU has also gone up from 2 programmes in 1986 to 125 in 2006. They suggested that OUs like IGNOU and the newly established Open Universities of Assam and Nagaland including the CCIs should invest in the adoption of ICT for providing educational opportunities to larger segments of the populations living here. Incentives should be instituted by the state governments in order to attract the youth and the unemployed to enroll in DE programmes in this region.

**A. Gaba (2007)** conducted a study on online Graduates and job market. The objective of the study was to know the utility of degree for learners' career path in terms of employment, promotion, continuing education and in any other area, and to study the perception related variables such as the acceptability of their degree in job market. The number of learners registered with Bachelor of Information Technology programme (BIT) through online mode has been increased from 1267 in 1999 to 1833 in 2001. But, it had declined after 2002 onwards. All the respondents were fresh learners having acquired 10+2 qualification from formal institutions before registration with BIT programme and were unemployed. After completion of their programme from IGNOU, 27% respondents got regular job, 24.3% were doing regular job already joined postgraduation programme through distance mode in different institutions. 13.5% joined further studies and were looking for job in comparison 10.8% studying and doing part time job and the same number of respondents was doing nothing. It was found that a majority of the respondents got job, continued further study and enhanced their skills despite facing the problem of non-acceptability at the initial stage. Most of the respondents also informed that due to this programme they acquired communication skills. 92% informed that they did not face any problems in getting job or pursuing post-graduation in different institutions. It was observed that online teaching has broken all barriers for those people who could not have access to higher education programmes.

**M. H. Siddiqui (2008)** undertook a comparative study of the attitude of B.Ed. male and female students of Aligarh Muslim University towards the Distance Education. It was found that –a) there was no significant difference between male and female students with regard to attitude, intelligence and achievement motivation; b) there was no significant difference in attitude of high and low intelligence level and high and low achievement of male and female B.Ed. students; c) there was no significant difference between the attitude of male and

female B. Ed. Students towards Distance Education; d) there was no significant difference amongst the attitude of male and female B.Ed. students towards distance education in relation to their high and low intelligence level and high and low achievement motivation.

**A.K. Gaba (2008)** presented a paper on distance education and human resource development at the University of London. The study investigated the learners' benefits, which they received after completion of the CCDP from IGNOU. The objectives of the paper are to study-a) learners' goals to register with CCDP programme; b) learners' perception of the value of CCDP programme study through distance mode; c) to find out the reasons, if any, for non-completion of the programme. Based on the objectives of the study, two research methods were employed in this study - Document and Database Analysis and Telephone/Email survey Method. The study revealed that most of the respondents' goal was to get skills in pottery and to get certificate. The respondents informed that to get CCDP certificate from IGNOU was necessary to get a job and promotion in their respective institutions and it was one of the prerequisites for the job. Half of the respondents informed that the certificate helped a great deal to facilitate job performance. Most of the respondents (71%) informed that they perceived that the present certificate would help them in achieving higher education, to get a new job and a promotion in their present job. 73% informed that the course exactly met their personal needs, which motivated them to complete the programme. Rest of the students informed that other factors like professional compulsion was responsible to complete the programme. Few respondents suggested that more practical classes should be organized.

**D. Harichandan (2009)** examined student support services in Distance Education Institute of conventional university (Mumbai University) and open university (IGNOU). It was found that in the DEI, study materials are written by individual teachers from the constituent colleges. They have no training in



SLMs. In OU, the faculty of the University and outside experts constitutes the course team. In DEI, the submission of assignments has not been introduced whereas in OU it is compulsory. The duration of PCPs in DDI is 3 months and in OU it is 6 months in a year. The facilities such as reference books, back of audio and video cassettes including radio are available in study centers of OU. Both the DEI and OU do not offer any pre-enrolment guidance and counseling to students.

**A.K. Gaba & S. S. Sethy (2010)** conducted a study on learners' perception towards Information and communication technologies. The objectives of the study were to: a) ascertain the awareness of online/distance learning programmes; b) find out which teaching delivery model is preferred by the learners most; c) examine learners' accessibility to on-line programmes; d) study learners' level of skills for study through online; and e) know the learners' preference for the support services through ICTs. It was found that majority of the respondents of all the programmes were having basic knowledge of ICT in general and computer skill in particular before registration with IGNOU with experience of internet use. Learners had given their preference to receive support services through Audio/Video and CDs/DVDs followed by Online/e-Learning/Web based programmes. Most of the learners were having ICT equipment. The study found that ICTs help IGNOU learners in various ways. The respondents appreciate IGNOU for its e-Gyankosh and wiki facilities. It was suggested that IGNOU should deliver content and other services through mobile devices.

**M. Das and C.K. Ghosh (2011)** conducted a study on academic counseling and need and expectations of IGNOU learners. The objectives of this study were: a) to investigate the learners' perspective of the academic counseling sessions at IGNOU; b) to identify areas of intervention to facilitate the academic counselors to build the capacities of inquiry, creativity and innovation; moral leadership; technological capabilities; and entrepreneurial skills in the learners of IGNOU. It was found that 96.2% learners said that counseling sessions were important for

their learning. About 60% said that they got the study material well in advance and the counselors tried to familiarize with the learners and many learners, 65% said the counselors made an effort to know the background of the learners. About 77% learners said that the counselors listened to their study related issues, and about 68% learners said that the counselors listened to their administrative related issues and tried to solve them. About 47% said the libraries of the study centres do not have adequate collection of books. The academic counselors of IGNOU identified different areas for capacity building such as emphasis should be on given counseling sessions, 'questioning skills' rather than 'answering skills' of learners, inculcate moral and ethical values in the learner, ICT-based teaching for learners, and entrepreneurial skills etc.

**R. H. Makwana (2011)** discussed the role and challenges in Distance Education in India. The Government of India has taken into consideration to develop distance learning mode by encouraging open universities and DEIs across the country with a basic objective to make the masses educated. The Distance education system is an innovative component of higher education and are perceived by educational planners and policy makers as well as the community as a vital instrument of human resource development and education rights. The challenges of distance education system are- a) lack of adequate teachers; b) lack of adequate staff; c) large numbers of students; d) difficulties to prepare lessons according to the individual differences of the learners; e) dearth of multi-media instruction; f) difficulties in printing materials; g) limited library facilities in the study centers; h) maintaining the quality of distance education institutions etc. Emphasis should be given on career-oriented courses, setting up of additional study centers, Radio Interactive programmes, reduction of fee structure, scholarships for learners, Individualized Instruction, and new methods of reducing.

**S. P. Nair (2012)** attempted to study successful learners of IGNOU and find the learner-centric factors and OU-related factors that have facilitated the learners to

successfully complete their study. Among the factors to which the learners attribute their academic success are both learner based aspects and OU-based aspects. The important learner-based factors are learners' hard work and the support received from their immediate environment namely; family/friends/colleagues. Among the OU-based factors, the support from OU in terms of providing the sought information/ responding to queries etc. had are latively lower score than other factors. The successful learners stated that their study habit and all communications & information from the OU helped them to successfully complete their study. OU learning fosters other such valuable life skills and qualities. OUs can stress these qualities to the learners during appropriate forums such as induction meetings, website, counselling sessions etc. OUs have a responsibility to enhance their pass out rates. The researcher concluded that maximising learner satisfaction by providing excellent learner services with quick redressal/response to student grievance/problems/queries could clearly work in the long run towards enhancing pass out rates.

### **2.3 Studies related to distance education in Assam**

Open and Distance learning is comparatively a new trend in Assam. The related literature review in this topic are discussed below.

**Das ,Manoranjan(1990)** conduct a study on the socio economic problems in the implementation of the adult education programme in Assam.The investigators made an in depth study to analyzed the socio-economic problems as impediments in the implementationof the Adult education programme in Assam.One of the important findings of the study as that a need based adult education for social and economic deprived would necessitate identification of homogeneous groups, assessment of educational needs in the light of the economic needs and aspirations, formulation of suitable and relevant curricula and syllabus , learning methods and appropriate tools for the teaching learning process.

**Rahman(1989)** made a study on some aspects of the low enrolment of the Milling tribe in the Distance Institution in Assam. The study itself to issue of enrolment and dropout and relationship between the appointment of teachers and teacher student ratio. The study revealed that poverty lack of infrastructure and literacy among parents are the main constraints for low enrolment among the tribal children.

**M. Kumar (2002)** investigated the status of distance education in Assam at Gauhati University. The objectives of the study were- a) to study the status of the open distance education and other alternative system of education in Assam; b) to study the development trend of distance education in the state of Assam ;c)to study the function of distance education in the state of Assam; c) to study the enrolment trends, personal contact programmes, development of course materials and students support services; d) to investigate the opinion of the people i.e. distance learners regarding the alternative system of education i.e. distance education; e)to study the effectiveness of mass communication apart from printed study materials in context of Assam; f) to propose flexible and appropriate methods of education with focus on distance, open and life-long system as complementary, supplementary and additional supportive system in catering to the varied educational and vocational needs. The study revealed that the percentage of distance learners was increasing every year but rate of increase was not specific. The reasons behind joining distance education were– a) employed people could not attend regular college; b) some get less mark in previous examination; c) some had financial problems and d) some wanted to continue their education. It was also found that the study material of distance education was satisfactory. Learners agreed that the counseling session conducted to their institute was useful. Infrastructure was not in good condition. Medium of study were in favour of Assamese medium. Majority of the students were found totally dependent on their counselors.

**D. Medhi (2005)** conducted a study to evaluate distance education system with special reference to IGNOU and PGCS, GU at Gauhati University. The major findings of the study were-

- Enrolment trend shows that the percentage of distance learners is increasing every year.

- 66.32% students were female and 33.68% were male. IGNOU had total 35.38% of rural students whereas PGCS, GU had 47.70% of rural students. Majority (52.40%) belonged to age group of 19-25 years. Most of the students (59.24%) belonged to general category.

- 52.40% students joined in distance education programmes because of their job, 31.89% joined as they could not get admission in regular college, 28.35% joined because of financial problems and others joined for personal problems. 84.23% of IGNOU students opined that they joined in distance education programmes for time saving.

- 90.91% students were found satisfied with course structure of different programmes. 43.04% students demanded more programmes. 77.69% students of IGNOU and 54.59% students of PGCS, GU were found satisfied with their study material. 58.73% students were found satisfied with students support services. 78.73% students supported that distance education is more economical than formal education. It was found that only IGNOU is using multi-media and teleconferencing systems for education. PGCS, GU was limited to printed study material only.

**Kumar, Mukhesh (2006)**, conducted a wide study on the status of distance education in Assam, throwing light on different aspects. The findings of his study show that the distance education system helps in upgrading the knowledge and skills of students. It provides equal opportunities to all sections of the society, irrespective of their caste, colour, language, creed and age. It acts as a best alternative to formal education for needy persons and a successful mode of

educating a mass in one time In the study , he concluded that apart from benefitting it fails in giving a required output , which is a great setback to distance education.

**M. G. Borgohain (2009)** conducted a study to evaluated distance education under IGNOU in Assam at Dibrugarh University. The major findings of the study were –□IGNOU has been functioning through a chain system, headquarter, regional centre and the study centres. The study centres are adequately equipped with the required staff (Co-ordinator and others, viz. Assistant Co-ordinator, office assistants, attendants, safaiwala) are appointed as per norms. It has also been functioning through some part time Academic Counselors. The study centres of IGNOU in Assam have been facing various problems in the field of administrative, academic, financial, physical and infrastructural facilities.

□In the Management programme (MP) enrolment numbers have shown a flexible trend. Enrolment scenario of the programmes MBF, CES, CRD, CHR, CWED, CLD, CAFÉ, CPLT, and DPECCP. In CIS, the enrolment figures have shown a flexible trend. In CDM, the enrolment figures were almost equal during the period 2001 to 2006. In the programme CTE and CNCC the enrolment trend shows both upward and downward. □There was substantial decline in participation (enrolment) in the distance education programmes under IGNOU among male and females. Participation of students divided on the basis of caste wise distribution also shows significant decrease. In the case of employment status also same trend is seen.

□A good number of achievers are seen in the CIC programmes.

**Saikia, Dipankar (2011)**, had conducted a study on the role of open distance learning in Assam State. In this study, he observed that the two main factors of IDOL which have led to attract the interest of the Assamese people are the growing need for continual skills upgrading and retraining and also the

technological advances that have made it possible to teach more and more subjects at a distance. In the study he concluded that with the well utilization of information and communication technology, the records of its E-Portal users reveals the success of IDOL. In this context, with the one-way information provision, the two-way consultation relationship and active participation of the students can make the dream of digital democracy true.

**Das, Prasenjit (2012)** made a study on the effectiveness of Open and Distance Education. In the study, he reported that one of the challenges that are to be met is that of quality improvement and how it can be addressed through modernization, research and networking of the universities to other educational departments in the region through ICTs. He also summarized that, the universities of Assam and NE must be able to remain autonomous in bringing in their innovations, in teaching-learning through Open Educational Resource. The emphasis should also be laid on conferring autonomous status even on the colleges of Assam so that they can provide means to interact across geographical boundaries of institutions, to improve infrastructure and to start mutual collaboration and co-operation among the higher educational institutions for optimize utilization of available resources.

**S. Lama & M. Kashyap (2012)** emphasized the role of distance education in Assam and the potential it carries in building a huge wealth of human resources. Distance Education is an approach which supplements the higher education in Assam. The Assam government has shown its interest towards the open and distance educational scenario, to cover large number of human resources. KKHSOU is a first in this kind of university in the state and also in the entire North-east India. The efforts of this university can be seen through different vocational and professional courses. The basic objective of the university is to cover all those students who have left their education at the early stages of their life and to generate employment opportunities and promote economic growth. In

simple words it tends to increase the need of the human resource of the state. The working population can utilize the distance mode in acquiring skill and education which in turn would way help in their promoting and opt for new job opportunities for them. Distance education has potential to provide adequate human resources to country as well states growth. The DE Institutes in the state offers a wide variety of programmes that can enable the learner to be employed in a field of his/her choice. Assam is one of the states with huge potentials but the lack of human resource has resulted in stagnancy of development of the region. Hence, distance education has a definite role to play in Assam.

**Table 2.1 Concise table of the literature review:**

<b>Year</b>	<b>Title</b>	<b>Author</b>	<b>Findings</b>
<b>Study related to distance education in international level</b>			
<b>1975</b>	A study on the distance tutor in correspondence education.	<b>Harris,W.J.</b>	He found that 99% of the faculty worked part time with 55% handling only one course. Three fourths of the tutors were man and one tenth was retired from full time work elsewhere. Only 15% of the tutors were under age 28. 30% did not have previous teaching experience.
<b>1975</b>	A study on open learning systems and problems in post-secondary education at Paris, UNESCO.	<b>N. Mackenzie, R. Postgate and J. Seupham</b>	They observed that research and education have greater importance in open learning than they had in conventional.
<b>1977</b>	A study at the Open University in U.K. The target learners were asked about their awareness of the existence of the	<b>W. Perry</b>	The study revealed that over a period of five years (1971to 1976) in the U. K., only 64% of the total adults population had come to know about the open University.



	Open University.		
<b>1989</b>	A study on formative evaluation of distance education at the University of Botswana.	<b>J. Mutanyatta</b>	The researcher suggested that the University should supply extra reading materials to students, particularly for theoretical subjects.
<b>1989</b>	A study to evaluate preparation of course materials for distance education courses.	<b>N. Venkataiah.</b>	The researcher concluded that A) Adequate attention must be paid to the writing of course materials. The standard or quality of instructional materials should not be sacrificed whatever might be the financial constraints B) The Course Team approach of the British Open University, though expensive, is feasible, economically viable and justified if the course material is used for a large number of students and C) In view of the large number of students for its course, this Course Team approach will be feasible, economically viable and will also ensure good –quality materials.
<b>1999</b>	Studied the role and	<b>G. Kuruba</b>	According to the author

	development of distance education in African countries in general and Botswana in particular.		Distance education plays a vital role in overcoming the various problems faced by the counties of Africa and development of human resources.
<b>2000</b>	A brief review on Costing of Open and Distance Learning.	<b>Hulsman, Thomas</b>	They concluded that Open and Learning System is cost effective compared to traditional face to face classroom system of teaching, and has the advantage of economies of scale .However, studies on costing in open and distance education in India ,especially the costing of audio video information technology, are still in its infancy.
<b>2000</b>	Conducted a preliminary study of current state of distance education research in India.	<b>Wei, Yuan Zhang and Venkaiah, V.</b>	The investigator regarded the study as a preliminary one, but there are also many areas in this study that needs to be improved and enriched.
<b>2003</b>	A study to examine the constrains in academic learning and cognitive growth in distance institutions in comparison to the general classroom learning.	<b>Squandre, E</b>	The study's results confirm that it is vitality of the classroom that makes an impact on academic learning and intellectual growth.
<b>2004</b>	A study on the Quality Assurance in Distance Education: the challenges to be addressed.	<b>Antony, Stella and A. Gnanam</b>	The researchers concluded that the emergence of the new forms of education has changed the nature of distance learning and consequently the quality assessment mechanisms.
<b>2005</b>	Analyzed the study	<b>Q.M.G.Ahsa</b>	This study focused and

	habits of distance learners of Bangladesh Open University	<b>n and S.M.M.Ahmod</b>	identified the type of study habits of ODL learners at BOU. Tutor attitude, frequent changes in pronounced schedules and assessment delays act as important demotivates for such learners.
<b>2006</b>	Conduciveness of distance learning environment of Eastern Ethiopia.	<b>S. Assefa</b>	The study revealed that there are no gender differences in perceptions of distance learners with respect to psychosocial environment, institutional support, the home environment, and the study centre environment for distancelearners.
<b>2008</b>	A study on the Access to Quality learning for the development as discussed in the fifth Pan Commonwealth forum on Open Learning.	<b>Jenkins, Jonathan</b>	Author has summarized that understanding and learning experience should address quality issues and improve the outputs, but it is equally necessary to understand the outcomes.
<b>2009</b>	The evaluation of a distance teacher education programme in a University of Ghana	<b>K. A. Sampo</b>	Author found that the distance teacher education programme of the Centre for Continuing Education of the University of Cape Coast (CCEUCC) is fulfilling its purpose of upgrading the academic and professional competence of a large number of teachers in the basic schools in Ghana, raising their performance level and

			equipping them with skills for lifelong learning.
<b>2010</b>	The role of Open and Distance Learning in the attainment of United Nations Millennium Development Goals (MDGs) in Cross River State of Nigeria.	<b>R. E.Taow et al.</b>	The main focus of the study was to access the overall views of Open and Distance Learning students (ODL) on the adequacy of Correspondence Education Programme (CEP); Radio and Television Education Programme (RTEP); and Internet-Based Education Programme (IBEP) methods in the attainment of United Nations Millennium Development Goals and education for all in Cross River State of Nigeria.
<b>2011</b>	A study on quality assurance in distance education achieved in the Philippines.	<b>N.K. Jamandre</b>	This paper is an attempt to analyze and synthesize the developments and challenges of the University of the Philippines Open University (UPOU) which offers the Distance Education (DE) Program since 1995.
<b>2012</b>	A study to compare student satisfaction level in distance learning and live classroom at higher education level in Pakistan .	<b>A. Mahmood , S.T.Mahmood &amp; A.B.Malik</b>	It was found that students both from distance learning and traditional classroom showed a high level of satisfaction.
<b>2013</b>	A study on learners' reflection and skills of distance education tutors in Pakistan.	<b>I. Hussain</b>	The researcher found that the overall reflection of distance learners and skills of their tutors was positive.
<b>Study related to distance education in India:</b>			
<b>1976</b>	The growth of	<b>R. Dutt</b>	The study revealed the

	correspondence courses in India.		enrolment trend of correspondence courses from 1971 to 1976 taking into consideration the nature of courses, annual compound rate of enrolment and level of courses. He found that all the institutes had the provision for personal contact programme.
<b>1979</b>	A study on correspondence education in Indian Universities at M.S. University, Baroda.	<b>B.N. Biswal</b>	The study revealed that the objectives of correspondence courses offered through different universities remained almost same all over the country
<b>1981</b>	A study on correspondence education programme of the Patrachar Vidyalaya at the Centre for Educational Technology, NCERT, New Delhi.	<b>J. Singh</b>	He found that students in the two correspondence courses were spread over a wide range of age levels of 15 years to 37 years. About 11% and 19% of the boys and girls respectively were married. Quite a few students belonged to rather low socio-economic status. By and large, the students found the lesson materials interesting and easy to understand.
<b>1983</b>	An attempt to evaluate learning support systems of the distance education programme of Madurai Kamaraj	<b>G. Mani</b>	The study revealed teachers lacked skills such as mastery of subject matter and effective communication, efficiency in clearing doubts, skill in motivating adults, use of various teaching methods

	University.		and proper modulation / pronunciation / accent etc. Difficulties were encountered in listening to the radio broadcasts. Study Centres are very few and ill equipped.
<b>1987</b>	Learners' profile of APOU. The study revealed that enrolment in distance education reflects the urban and upper class bias of the university system as a whole.	<b>V. S. Prasad</b>	The researchers pinpointed that APOU has been able to extend educational opportunities to a very broad cross section of people.
<b>1987</b>	A Study on distance education system in India should be adopted due to prevailing educational inequalities across different classes	<b>R. G. Reddy</b>	Distance education system should be adopted and encouraged as a different educational strategy along with conventional system.
<b>1987</b>	The Relevance of distance education system in the context of weaker sections of Indian society	<b>R. Jayagopal,</b>	The complex social stratification and a large number of people below poverty line pose a challenge to the educational policy makers for providing appropriate education.
<b>1987</b>	The role of educational technological gadgets should be supplementary to the traditional system so as to provide education to a large number of students.	<b>R. Amritavalli</b>	The investigator mentioned that the educational programmes which the UGC telecasts on the national TV network are not linked with the courses taken by the majority of the distance learners.

<b>1987</b>	The development of open education using distance methodology to ensure quality of education and suggested that distance education should offer relevant courses that are self-instructional and provide experimental learning and freedom to learners.	<b>R. Takwale</b>	The investigators viewed that distance education is essentially the outcome of modern communication technologies.
<b>1988</b>	Correspondence education scheme in Rajasthan.	<b>B. C. Bakliwal</b>	Athur found that the number of students enrolled in the self-study programme in Rajasthan was 2325 in 1968 which increased to 30,260 in 1988.
<b>1989</b>	The future expansion of Distance Education system as national and state level Open University systems,	<b>Satpathy</b>	The study revealed that further progress of science and technology, advancement of education of weaker sections of society, increasing rate of unemployment and progress of in service and continuing education would have significant positive effects expansion of DE and innovations in DE systems.
<b>1991</b>	A Study on foundational approach to teaching learning process in distance	<b>P. Kalvati</b>	The findings drawn from the study were-Distance education, like formal education has the potential to promote value based education;

	education at Osmania University, Hyderabad		distance education increases the vocational competence in learners; use of communication technologies is enabling the distance education in its rapid expansion; distance education provides proper direction to the rural people in increasing their standard of living.
<b>1991</b>	A study on teacher education programme through correspondence system in Madurai Kamaraj University at the M. S. University of Boroda.	<b>G. Pugazhenti</b>	The researcher found that although only teacher candidates were admitted to the course initially from 1983-84 graduates as well as post graduate were also being admitted. The age of the teacher trainers ranged from 25 to 61 years. 38% of the M. Ed and 49.4% of the B. Ed candidates belong to the rural areas. The rate of drop-outs was found to be 1.7% to 4.2% at B. Ed level and 3.2% to 7.4% at M. Ed. level which were very low.
<b>1992</b>	A comparative study on approaches to learning and academic performances of students in traditional and open universities at J.N.U.,	<b>M. Das</b>	The study revealed that –i) the students in the open university significantly differed from students in the traditional university in terms of the learner, content and context approaches to learning; ii) the learner, content and context characteristics significantly correlated with the approaches



			to learning and academic performance of students both in open and traditional universities.
<b>1994</b>	A study on role of distance education in empowerment of women at Osmania University.	<b>P. Vijaylakshmi</b>	It was found that the women respondents of Dr.B.R.Ambedkar Open University were aware of the benefits of education in general and specially for the empowerment of women. The positive perception about education among the women learners indicated their high motivation for pursuing higher education despite barriers. A majority of women opted for Open University since this had flexible admission policy and had no restriction of time and space of study.
<b>1994</b>	A study on necessity of contact sessions in distance education learners of IGNOU.	<b>M.D. Ushadevi</b>	It was found that most of the students feel the necessity of contact sessions for clarifying doubts, breaking isolation and maintaining inter-personal relationship, gaining deeper insights and understanding of the subject. More than 50% students expressed their dissatisfaction with the CS because of poor quality of the sessions which they find uninteresting and boring.
<b>1995</b>	An evaluative study on personal contact programmes of correspondence	<b>H.C.S. Rathore</b>	The study reported on the aims with which correspondence institutes in India organise personal contact

	institutes in India.		programmes (PCPs); the purpose served by them in distance education; and (iii) the perceptions of student regarding the suitability and academic value of PCPs. The study revealed that face-to-face teaching during PCPs is over emphasized. PCPs don't provide sufficient opportunity and time to students to discuss their academic problems.
<b>1999</b>	Distance education programmes at College and University of Jammu Region.	<b>Kachroo, B.K.</b>	The study has certain implications for both the University of Jammu and the IGNOU (Jammu Region) for running distance education programmes. The distance education course introduced at the undergraduate and post-graduate levels are hardly adequate in number keeping in view the choices of the distance learner in the Jammu region. Moreover, most of these courses do not cater to the needs of disadvantaged communities like Gujjars and Bakarwals.
<b>2000</b>	A study on profiles of distance learners at Indira Gandhi National Open University.	<b>Saxena</b>	The findings of the study indicated that-a) there is more number of female enrolment; b) they live smaller houses with 2-3 children and 4-5 family members; c) most students belonged to lower or lower middle income group; d)

			<p>most students are employed in the public sector and want only the printed text material to study; e) most of them feel that IGNOU should be an evening university; f) students want to pursue higher education from IGNOU but want new programmes like Environment and Traditional wisdom of India.</p>
<b>2000</b>	<p>A study on opinions of female learners regarding distance education at M. S. University of Boroda</p>	<b>A. Pahad</b>	<p>Major findings of the study were-a) Academic Achievement of half of the female students was low and less than 50% of female students were high academic achievers. A little less than 60% of female students were less interested in studies and a little more than 40% of female students were more interested in studies. A little more than half of the female students were from low socio-economic status of the family who were not employed and a little less than 50% of female students were from high socio-economic status of family and were employed; b) Overall opinion of female students was neutral towards all aspects of distance education. A high majority of female students had</p>

		<p>favourable opinion of the self-check exercises. Differences in the opinion of female students regarding the selected aspect of distance education with reference to the selected variables; c) No significant differences were found in the opinion of female students regarding selected aspects of distance education with reference to their academic achievement and their interest in studies; d) Significant differences were found in the opinion of female students regarding library and assignments with reference to the socio- economic status of the family. There were no significant differences in the opinion of female students regarding methods and materials, support system, evaluation procedure, counseling and job prospects and expenditure incurred with reference to the socio-economic status of the family; e) There were significant differences found in the opinion of female students regarding student support system with reference to the occupational status of the student.; f) A highmajority of female students strongly recommended that all assignments given byIGNOU must be made compulsory for grading.</p>
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<b>2000</b>	A Study on awareness of academic counsellors at IGNOU Regional Centre, Cochin.	<b>B. Sukumar</b>	The researcher found that majority academic counsellors(55%) had ambiguous idea about the difference between correspondence and distance education system.
<b>2000</b>	A study on Distance Education and Human Resource Development in the Union Territory of Andaman and Nicobar Islands.	<b>S. S. Sreekumar</b>	The study revealed that distance education programmes helped employed students to acquire higher qualification in their professional development.
<b>2001</b>	A study on institutional arrangements for Distance Education at the school of Distance Education (SDE), University of Calicut(Kerala).	<b>C. Krishnan</b>	The researcher found that the SDE, Calicut University offers various courses to meet the requirements of the learners. All the students viz., the regular and open stream students follow the same syllabus, appear for the same examination and get the same certificate.60% students enrolled in the degree level courses.
<b>2002</b>	Student teachers' perception on Teacher Education Programme of IGNOU.	<b>D. P. Sharma</b>	The reactions of the student teachers are positive on all the major components of the programme except interactions during counseling and workshops, feedback on assignments, audio-video inputs and schedules of the activities.
<b>2003</b>	A study on knowledge, attitude perception and expectations (KAPE) of the	<b>C. Villi</b>	The study revealed that 45.1% learners are in favour of entrance examination. 18.7% felt that entrance test is easy. 25.5% expressed that Open

	women learners.		University System is similar to the other system i.e. that they have not found any change. 30.4% felt that the days for contact class are very meager. 20.6% felt that contact classes conducted were not according to students requirements.
<b>2003</b>	A Study on a vocational education programme through distance education mode.	<b>R.V.Vadnere, R.Gujar, &amp; A. Sonone,</b>	It was found that majority of the respondents were happy and satisfied for getting the opportunity to complete such programmes without disturbing their routine education as required in conventional system.
<b>2004</b>	Evaluated CLD programme of IGNOU	<b>P. Narayan</b>	the success score of the programme in percentage terms is more than 80% and the learners have substantially been benefitted by pursuing this programme.
<b>2004</b>	A study on responses of learners to technology-based learning of Dr. B.R. Ambedkar Open University.	<b>K. Gangapi &amp; E. Chanraiai</b>	It was found that majority informed that teleconferencing and television programmes were useful and interesting but they were not able to watch the programmes due to inconvenient timings and non-availability of schedule of lessons
<b>2004</b>	The role of distance education in the Human Resource Development of India.	<b>A.Gaba</b>	The study revealed that that distance education helped learners to facilitate job performance, to acquire skills in their concerned life and for self-development
<b>2007</b>	The role of distance education in general and IGNOU in North- Eastern	<b>M. Srivastava, J. M. Kurup &amp; R.</b>	They observed that there is unmet demand for education at all levels, but especially for higher education in this region.

	region.	<b>Nembiakkim</b>	Thus the ODL system holds the promise of providing more opportunities to the people of the NE region to pursue higher education and improve their prospects.
<b>2007</b>	A study on online Graduates and job market.	<b>A. Gaba</b>	. It was found that a majority of the respondents got job, continued further study and enhanced their skills despite facing the problem of non-acceptability at the initial stage.
<b>2008</b>	A comparative study of the attitude of B.Ed. male and female students of Aligarh Muslim University towards the Distance Education.	<b>M. H .Siddiqui</b>	It was found that –a) there was no significant difference between male and female students with regard to attitude, intelligence and achievement motivation;b) there was no significant difference in attitude of high and low intelligence leveland high and low achievement of male and female B.Ed. students; c) there was no significant difference between the attitude of male and female B. Ed. Students towards Distance Education; d) there was no significant difference amongst theattitude of male

			and female B.Ed. students towards distance education in relation to their high and low intelligence level and high and low achievement motivation.
<b>2008</b>	A paper on distance education and human resource development at the University of London	<b>A.K. Gaba</b>	The study revealed that most of the respondents' goal was to get skills in pottery and to get certificate.
<b>2009</b>	The student support services in Distance Education Institute of conventional university (Mumbai University) and open university (IGNOU).	<b>D. Harichandan</b>	It was found that in the DEI, study materials are written by individual teachers from the constituent colleges.
<b>2010</b>	A study on learners' perception towards Information and communication technologies.	<b>A.K. Gaba &amp; S. S. Sethy</b>	It was found that majority of the respondents of all the programmes were having basic knowledge of ICT in general and computer skill in particular before registration with IGNOU with experience of internet use.
<b>2011</b>	A study on academic counseling and need and expectations of IGNOU learners.	<b>M. Das and C.K. Ghosh</b>	It was found that 96.2% learners said that counseling sessions were important for their learning. About 60% said



			that they got the study material well in advance and the counselors tried to familiarize with the learners and many learners,65% said the counselors made an effort to know the background of the learners.About 77% learners said that the counselors listened to their study related issues,and about 68% learners said that the counselors listened to their administrative related issues and tried to solve them. About 47% said the libraries of the studycentres do not have adequate collection of books.
<b>2011</b>	Discussed the role and challenges in Distance Education in India.	<b>R. H. Makwana</b>	Emphasis should be given on career-oriented courses, setting up of additional studycenters, Radio Interactive programmes, reduction of fee structure, scholarships forlearners, Individualized Instruction, and new methods of reducing.
<b>2012</b>	Study successful learners of IGNOU	<b>S. P. Nair</b>	The researcher concluded that

	and find the learner-centric factors and OU-related factors that have facilitated the learners to successfully complete their study.		maximising learner satisfaction by providing excellent learner services with quick redressal/response to student grievance/problems/queries could clearly work in the long run towards enhancing pass out rates.
<b>Studies related to distance education in Assam</b>			
<b>1990</b>	A study on the socio economic problems in the implementation of the adult education programme in Assam.	<b>Das ,Manoranjan</b>	the important findings of the study as that a need based adult education for social and economic deprived would necessitate identification of homogeneous groups, assessment of educational needs in the light of the economic needs and aspirations, formulation of suitable and relevant curricula and syllabus , learning methods and appropriate tools for the teaching learning process.
<b>1989</b>	A study on some aspects of the low	<b>Rahman</b>	The study revealed that

	enrolment of the Milling tribe in the Distance Institution in Assam.		poverty lack of infrastructure and literacy among parents are the main constraints for low enrolment among the tribal children.
<b>2002</b>	Investigated the status of distance education in Assam at Gauhati University.	<b>M. Kumar</b>	The study revealed that the percentage of distance learners was increasing every year but rate of increase was not specific.
<b>2005</b>	A study to evaluate distance education system with special reference to IGNOU and PGCS, GU at Gauhati University.	<b>D. Medhi</b>	<p>The major findings of the study were-</p> <ul style="list-style-type: none"> <li>□ Enrolment trend shows that the percentage of distance learners is increasing every year.</li> <li>□ 66.32% students were male and 33.68% were female.</li> <li>□ IGNOU had total 35.38% of rural students whereas PGCS, GU had 47.70% of rural students. Majority (52.40%) belonged to age group of 19-25 years. Most of the students (59.24%) belonged to general category.</li> <li>□ 52.40% students joined in distance education</li> </ul>

		<p>programmes because of their job, 31.89% joined as they could not get admission in regular college, 28.35% joined because of financial problems and others joined for personal problems. 84.23% of IGNOU students opined that they joined in distance education programmes for time saving.</p> <p>□ 90.91% students were found satisfied with course structure of different programmes. 43.04% students demanded more programmes. 77.69% students of IGNOU and 54.59% students of PGCS, GU were found satisfied with their study material. 58.73% students were found satisfied with students support services. 78.73% students supported that distance education is more economical than formal education. It was</p>
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			found that only IGNOU is using multi-media and teleconferencing systems for education. PGCS, GU was limited to printed study material only.
<b>2006</b>	A wide study on the status of distance education in Assam, throwing light on different aspects.	<b>Kumar, Mukhesh</b>	The findings of his study show that the distance education system helps in upgrading the knowledge and skills of students.
<b>2009</b>	A study to evaluate distance education under IGNOU in Assam at Dibrugarh University.	<b>M. G. Borgohain</b>	The major findings of the study were –□IGNOU has been functioning through a chain system, headquarter, regional centre and the study centres. The study centres are adequately equipped with the required staff (Co-ordinator and others, viz. Assistant Co-ordinator, office assistants, attendants, safaiwala) are appointed as per norms. It has also been functioning through some part time Academic Counselors.

<b>2011</b>	A study on the role of open distance learning in Assam State	<b>Saikia, Dipankar</b>	Author observed that the two main factors of IDOL which have led to attract the interest of the Assamese people are the growing need for continual skills upgrading and retraining and also the technological advances that have made it possible to teach more and more subjects at a distance.
<b>2012</b>	A study on the effectiveness of Open and Distance Education.	<b>Das, Prasenjit</b>	Author reported that one of the challenges that are to be met is that of quality improvement and how it can be addressed through modernization, research and networking of the universities to other educational departments in the region through ICTs.
<b>2012</b>	The role of distance education in Assam and the potential it carries in building a huge wealth of human resources.	<b>S. Lama &amp; M. Kashyap</b>	The working population can utilize the distance mode in acquiring skill and education which in turn would help in their promoting and opt for new job opportunities for them. Distance education has potential to provide adequate

			humanresources to country as well states growth.

#### 2.4 Trend analysis of the reviewed studies

Research in Distance Education is emerging since later years of 1960s. With the beginning of the British Open University in 1969, a more serious and systematic attempt to study the components of Distance Education started which helped to improve the distance teaching –learning process. Quite a good number of studies have been conducted on Distance Education system at international, national and state level. In India, Distance Education is a post-independence phenomenon. Systematic research in Distance Education started in the second half of the 20<sup>th</sup> century. The field of distance education is relatively young in the 1970s and 1980s; the qualitative research methods have gained more prominence over the quantitative that were popular in the 1960s and early 1970s. From the above discussion and interpretation of review of literature, it is observed that the educationists and researchers have given due consideration to various aspects of Distance Education. The trend analysis of the reviewed studies is as follows.

**1970-1980:** The researchers in this period conducted a good number of studies on correspondence education and open learning systems. The studies conducted in outside India revealed that the researchers gave more importance on research in open learning system. They found that most of the distance tutors have previous teaching experience and worked as part time faculty in the correspondence institution. Awareness of the learners regarding the existence of Open University has increased gradually. In India, most of studies are concerned with enrolment, nature of courses and developmental growth of correspondence education system. It was found that enrolment trend was higher in Arts and Commerce.

**1980-1990:** In this period, the researchers conducted study on evaluation of distance education programmes, preparation of course materials, correspondence education programme, learner support system, learners' profile, relevance of distance education system in Indian context, role of educational technology in distance education system, and future expansion of distance education. The researchers suggested that the Open University should supply extra reading materials to learners; adequate attention must be paid to the writing of course materials; more study centers and contact seminar were needed; study material should be attractive. Since Distance Education system has been able to extend educational opportunities to a very broad cross section of people, so it should be adopted and encouraged as a different educational strategy along with conventional system in Indian context. The role of educational technological gadgets should be supplementary to the traditional system so as to provide education to a large number of students. They felt that the future of DE is secure for a long time to come.

**1990-2000:** In this period, studies were conducted in diverse aspects of distance education system such as effectiveness of distance education programme, teacher education programme through correspondence system, success in the distance learning system in relation to some variables, comparative study of students in traditional and open university, role of distance education in empowerment of women, necessity of contact sessions/PCPs in distance education, evaluation of distance education programmes, IGNOU Graduates and job market, distance education system with special reference to IGNOU and PGCS, GU etc. Outside India, the researcher found that Distance Education plays a vital role in development of human resources. The researcher found that Distance Education increases the vocational competence in learners; provides proper direction to the rural people in increasing their standard of living; the functioning of the study centers were inadequate and inefficient; the students in the Open University



significantly differed from students in the traditional university in terms of the learner, content and context approaches to learning ; the women learners are highly motivated towards distance education programmes. It was also found that most of the students felt the necessity of contact sessions/ for clarifying doubts, breaking isolation and maintaining inter-personal relationship, gaining deeper insights and understanding of the subject. It was found that the IGNOU degree not only helped the respondents for continuing education, getting regular job but also for the self-employment purposes. IGNOU is using multi-media and teleconferencing systems for education and PGCS, GU was limited to printed study material only.

**2000-2010:** During this period, studies conducted outside India were study habits of distance learners, conduciveness of distance learning environment, evaluation of a distance teacher education programme and role of Open and Distance Learning in the attainment of United Nations MDGs. In India, the researchers paid emphasis on learners profiles of IGNOU, opinions of female learners regarding distance education, awareness of academic counselors, Distance Education and Human Resource Development, institutional arrangements for Distance Education, student teachers' perception on Teacher Education Programme of IGNOU, knowledge, attitude perception and expectations (KAPE) of the women learners of Open University, vocational education programme through distance education mode, evaluation of CLD programme of IGNOU, responses of learners to technology based learning in ODL, utility of IGNOU degree in job market, the role of distance education in general and IGNOU in North- Eastern region, comparative study of the attitude of B. Ed. male and female students towards Distance Education, comparative study of student support services in Distance Education Institute of conventional university and open university, status of distance education in Assam and distance education under IGNOU in Assam. The researchers suggested that open universities should

develop the system for improving the study habits of the existing learners, attendance in orientation programme should be made compulsory. The researchers found that perceptions of distance learners with respect to psychosocial environment, institutional support, the home environment are not different; distance education programmes helped employed students to acquire higher qualification in their professional development; most of the learners preferred practical-oriented courses; study materials, audio lessons, video lessons and academic counseling and assignment helped in skill development ; the ODL system holds the promise of providing more opportunities to the people of the NE region to pursue higher education and improve their prospects. In Assam, the percentage of distance learners was increasing every year but rate of increase was not specific.

**After 2010:** In this period, the researchers laid emphasis on needs assessment in Open and Distance Learning, quality assurance in distance education, student satisfaction level in distance learning and live classroom at higher education level, conceptual model for human resource development, learners' reflection on andragogical skills of distance education tutors etc. It was found that Management and IT programmes technical/vocational and professional type courses were required for on-the-job improvement; students both from distance learning and traditional classroom showed a high level of satisfaction towards distance education system. The researcher suggested that if all the components of distance education are properly implemented and administered, it will lead to creation and expansion of knowledge, positive attitude and satisfaction, personal, social and technical skills, and behavioral change in students. In India, studies were conducted on learners' perception towards information and communication technologies, academic counseling and need and expectations of IGNOU Learners, role and challenges in Distance Education in India, successful learners of IGNOU, the role of distance education in Assam etc. It was found that learners had given their

preference to receive support services through audio/video and CDs/DVDs followed by online/elearning/web based programmes. The researchers suggested that emphasis should be given on career-oriented courses, setting up of additional study centers, Radio Interactive programmes and new methods of teaching in order to increase pass out rates among distance learners. The findings of different studies that have been reviewed above have given the investigator a scope for conducting the present work. The above reviewed studies have helped the investigator in formulation of objectives of the present work, construction of tools for collection of data and analysis of data.

## **2.5 Research Gap**

Indian research in education began in 1943 that is more than eighteen years before the distance education programme in the form of correspondence education began in 1962. On the basis of the analysis of the studies in the various areas as evident from the review earlier, there are concentrations on certain areas in abroad, India and Assam as the Distance Education Institutions faces the challenges of quality assurance in their study center and support service systems. Teachers training education programmes play an essential role in distance learning and in the proper planning and effectiveness of open and Distance education. The children of the backward areas due to poverty, lack of infrastructure, illiteracy of the parents fail to enroll their names in the educational institutions. Although several studies relating to Distance Education has been conducted in different parts of the country, a study in respect of the research problem undertaken by the investigator has not been made by any earlier researcher in North East Region. As such we expect that our investigation to the problem undertaken will add something new to the works already done on the various development programme.