

**APPENDICES**

Appendix - I : Institutions of Correspondence Education at University Level  
Year of starting and courses offered (1962-82)

Sr. No.	Name of the Universities/colleges/institutions.	Year of starting correspondence Education Programme	Courses offered		Certificates/Diploma/ others.
			Undergraduate	Post-Graduate	
1.	University of Delhi	1962	B.A., B.Com., B.Com(Hons)	M.A. (Political Science)	-
2.	Regional College of Education (RCE) Ajmer *	1967 *	B.Ed.	-	-
3.	RCE, Bhopal *	1967 *	B.Ed.	-	-
4.	RCE, Ehubaneswar *	1967 *	B.Ed.	-	-
5.	RCE, Mysore	1967 *	B.Ed.	-	-
6.	Punjab University	1968	P.U.C., B.A.	M.A. (Eng.Hist.Econ.Pol.Sc., Punjabi)	Genl. Punjabi, Pravesika.
7.	University of Rajasthan	1968	B.A., B.Com., B.Ed.	M.A. (Hist. Pol.Sc., Econ, Pub. Adm, Sociology) M.Com.	Lib.Sc., Journalism, Tourism & Hotel Management.
8.	University of Mysore	1969	P.U.C., B.A., B.Com., B.G.L, B.Ed.,	M.A. (Eng.Hist., Sociology, Pol. Sc., Kannada)	Dip. in Journalism & Kannad PGD in English & PGD in Kannada.
9.	Meerut University	1969	B.A.	-	-
10.	Madurai Kamaraj University	1971	B.A., B.Sc., J.Com, B.Ed, B.G.L.	M.A. (Hist, Pol.Sc, Econ, Tamil, English Gandhian thought), M.Com., & M.Ed.	-
11.	Himachal Pradesh University	1971	P.U.C. B.A.	M.A. (English, Hindi, Sanskrit, Econ, Pol.Sc. History) M.Com & M.Ed.	-
12.	Punjab University	1971	P.U.C. B.A., B.Com.	M.A. (Eng, Hist, Pol.Sc, Econ, Publ. Adm, Hindi, Punjabi)	Dip. in Office Management
13.	Bombay University	1971	I.A., I.Com., B.A., B.Com.	M.Com.	Dip. in Finance Management & Dip. in Research Mang.
14.	Jamia Millia Islamia *	1971	-	-	Certificate in Urdu.
15.	Punjab Agriculture University *	1971	-	-	Cert. Farming, Home Management
16.	Sri Venkateswara University	1972	B.A., B.Com., B.Sc.	M.A. (Eng. & Econ.) M.Com.	-
17.	Andhra University	1972	B.A., B.Com	M.A. (Econ, Eng, Public Adm), M.Com.	PGD in Co-op. & Rural studi
18.	C.I.E.F.L., Hyderabad	1973	-	M.A. (French; German, Russian)	PGCTE, FGDE.
19.	Patna University	1974	I.A., I.Com, B.A., B.Com.	-	-
20.	Bhopal University	1975	B.A., B.Com.	-	-

Sr. No.	Name of the Universities/colleges/institutions.	Year of starting correspondence Education Programme	Courses offered	
			Undergraduate	Post Graduate
21.	Utkal University	1975	I.A., I.Com, B.A., B.Com.	-
22.	Kashmir University	1976	B.A., B.Com., B.Ed., L.L.B.	Hindi, & Urdu courses for teachers
23.	Jammu University	1976	B.A., B.Com., B.Ed., LLB	-
24.	Kurukshetra University *	1976	P.U.C. B.A.	-
25.	University of Kerala	1977	P.U.C. B.A.	-
26.	Osmania University	1977	B.A., B.Com.	-
27.	S.N.D.T. Women's University	1978	B.A., B.Com.	-
28.	Allahabad University	1978	B.A., B.Com.	-
29.	Pantnagar Agriculture University *	1978 *	-	Farming.
30.	National Institute of Educational Planning & Administration (NIEPA) *	1978	-	Educational Planning & Management.
31.	Udaipur University	1979	B.A., B.Com.	-
32.	Association of Indian Universities (AIU)	1979	-	Evaluation Methodology & Exams.
33.	Annemalai University	1979	B.A., B.Com., B.Ed., B.Lit. B.G.L.	M.A., M.Sc., M.Com., M.Ed. Diploma in Law

\* The institutions have not been included in the approval list of U.G.C. on correspondence education.

- Sources :
1. Annual report of UEC, (1982-83)
  2. Singh B, Correspondence Edn. in India, NCEE, India (1978).
  3. Yadav M.S, et.al "Correspondence Education in Indian Universities - a few facts", New Frontier in Education Vol.VIII, No.3, July-Sept., 1978.
  4. Status papers on 'Regional Seminar on correspondence Education', Monograph, NCERT, New Delhi, 1978.
  5. Handbook of Information, (Mimograph) Association of India Universities, Delhi, 1979.
  6. Handbook of Information, NIEPA, New Delhi (1978-79).
  7. Hindustan Times, 14th August, 1984.

APPENDIX II

U.G.C. Guidelines for the Introduction of  
Correspondence Courses

(1) The objective of correspondence education is to provide an alternative method of education to enable a large number of persons with necessary aptitude to acquire further knowledge and improve their professional competence. Correspondence Courses are thus intended to cater for (a) Students who had to discontinue their formal education owing to pecuniary and other circumstances; (b) Students in geographically remote areas; (c) Students who had to discontinue education because of lack of aptitude and motivation but who may later on become motivated; (d) Students who cannot find a seat or do not wish to join a regular college or university department although they have the necessary qualifications to pursue higher education; and (e) individuals who look upon education as a life-time activity and may either like to refresh their knowledge in an existing discipline or to acquire knowledge in a new area.

(2) Correspondence education is essentially based on the supply of instructional material for home study but has to be supported by personal contact programmes, students responses, library facilities, study centres, radio programmes and audio-visual aids. A well-conceived programme of correspondence education can be as effective and meaningful as regular daytime instruction in a college or a university department, and every possible effort must be made to make it so effective.

(3) Correspondence Courses can be tried out at different levels and in different subjects in the humanities, social sciences, sciences and some of the professional areas like law, social work, library training, engineering and technology etc., and, therefore, facilities should be as diversified as possible.

(4) For a variety of reasons, the pattern of regular courses may have to be followed in correspondence courses in the beginning.

But even within the existing set-up, it should be possible for the schools/institutes of correspondence courses to offer instructions for various areas of specialisation/optional papers which are not being offered to the regular students owing to lack of essential academic and physical facilities. In fact correspondence course programmes should use their inherent flexibility to do so. This suggestion can be implemented immediately but regular students should also be permitted to offer these optional papers through correspondence.

(5) Ordinarily, Correspondence Courses at the Undergraduate level should be introduced by only one University in a State except when a University proposes to introduce Correspondence Courses in a new faculty at the Undergraduate level or when the University already offering Correspondence Courses reaches the optimum size (say an enrolment of 10,000) or for other valid reasons.

(6) Correspondence Courses should be started only by Universities which have well-established teaching departments noted for their high standards for in the absence of good teaching departments, standards are likely to suffer. The academic responsibility for the contents of the Correspondence Courses in any given subject, and its standard, must be taken by the Corresponding subject department in the University.

(7) The preparation of instructional material is crucial to the success of the entire programme of correspondence education and would require adequate preparation for the division of the course into integrated units and for the supply of lessons to the students well in time. Lessons should be written by the best available persons individually or in teams of 3-4; selected on all-India level or at least the State-level from among those who have experience of teaching the subject for at least five years. The panel of lesson writers should be drawn up by subject committees, each committee consisting of 7-9 members with due representation of the university department, the teaching staff of the Institute in that subject and the teachers of the subject in the affiliated colleges. The Director of the Institute of Correspondence Courses should be the convener of the committee. Suitable remuneration for writing of lessons should be paid to persons outside the Institute, the rates suggested are Rs. 100 for each lesson for the pass course and Rs. 125 per lesson for the main subject in the honours courses. The name of the author must be mentioned in the lesson. All lessons should be

reviewed and edited. Lessons should be revised and made up-to-date at least once every three years and at more frequent intervals, whenever necessitated, by changes in syllabi, comments of reviewers and feedback from students.

(8) (a) It should be compulsory for every student-enrolled in correspondence course to return a certain number of response sheets, say 20 every year, suitably spread over various subjects. While a student is expected to return all the response sheets, the submission of the prescribed minimum and satisfactory grade will be necessary conditions of eligibility to appear at the university examination. If the prescribed number of student response sheets for the first or second term, are not returned within the specified time-limit, or the performance of the student is not satisfactory, the admission of the student to the correspondence course should be cancelled and the student asked to appear privately.

(b) A response sheet should involve an effort equivalent to that in answering one question in a typical three-hour examination that the student might be expected to take at the end of his course, and should be evaluated as such.

(c) The student response sheets should be properly evaluated and promptly returned to the students with corrections, remarks, grades, and suggestions for improvement. It must be ensured that all response sheets are so returned within a stipulated period and the system so worked out must be notified in advance so that students know what to expect.

(d) The purpose of getting the response sheets should be to ensure:

(i) that the student has understood and absorbed the course units sent to him.

(ii) that he knows how to organize the material involved.

(iii) that he gets a prompt evaluatory feedback in this context, which enables him to improve continuously through the comments/suggestions for revision etc. that he received.

(iv) that he studies continuously throughout the year.

Some of the response sheets (say 1/4 to 1/3) sent to students could be of the multiple-choice type and solutions provided (later), so that the students may themselves ascertain their progress and grasp of the subject.

(e) Every student, should therefore be expected to get a 'satisfactory' grade (40 per cent marks or grade B) in the response

sheets, in order to be eligible for appearing at the University examination. If the prescribed number of student response sheets for the first or second term are not returned within the specified time limit, the admission of the student to the correspondence course stands cancelled.

(f) At least 10 per cent of the response sheets should be sample-checked in the Institute to ensure that these are being properly evaluated by the staff. The system of sample checking should be clearly defined, and the help of an outside expert may be taken for this purpose whenever necessary.

(g) The Institute should maintain a systematic record of lessons sent, response sheets received and sent back, and the grades given, for each student, along with the dates of each step referred to above.

(9) High priority should be given to the setting up of study centres in areas where there is a concentration of students. There should be a study centre for every group of 500 students in an area. Each study centre should not only have adequate library facilities (textbooks and reference material) but also have qualified part-time teacher-counsellors so as to advise the students on the course material and on their individual difficulties. Advantage should be taken of the staff in the existing physical facilities and part-time staff in the colleges for running these centres. The study centres proposed to be set up by the UGC in the Fifth Plan should also be thrown open to correspondence course students. In some cities, there could be composite centres to cater for students enrolled with different universities.

(10) The provision of contact programmes should be an essential feature of correspondence education in order that the mind of the student is exposed to the mind of the teacher through lectures, tutorials, seminars and other forms of discussion. A contact programme of at least two weeks duration should be organised in different places, wherever there is a cluster of 200 or more students, besides Sunday classes which should be regularly organised for correspondence course students at the headquarters.

(11) An institute of correspondence course should have a staff of one reader and one lecturer for the main subject at the undergraduate level. The total staff strength should be determined on the basis of evaluation of response sheets (16 per day) writing of lessons (each lesson being equivalent to one week's work), editing

of lessons (equivalent to three days' work), constant programme and guidance to students (actual number of hours); three-four lectures in a day should be treated as equivalent to one day's work. Each teacher should be available for at least 5 hours each day in the Institute. A note on the norms of work of teachers in the Schools of Correspondence Courses is appended.

(12) Some Institutes particularly those located in large cities can work out two sessions in a day in order to have the maximum use of the existing physical facilities.

(13) Grants for the introduction of correspondence courses at the undergraduate level should be earmarked for such programme as contact programmes, study centres, writing of lessons, core staff, and library facilities. The visiting committees of the UGC should consider the development requirements of the institute of the correspondence courses for each plan period in the case of university departments and affiliated colleges. Initial grants for the introduction of correspondence courses should be given for a period of five years. Subsequent grants should depend on the assessment of the visiting committees. Grants will be outside the plan allocation of the universities concerned. The basis for grants would be 5,00,000 for the introduction of correspondence courses at the undergraduate level for a plan period.

(14) (a) It would be desirable to have a system of rotation so that the same two members in a given subject do not take responsibility for Correspondence Courses year after year. To avoid this, new positions should be created, whenever necessary, in the appropriate department of the University.

(b) It would be necessary to have the same required qualification and the same selection procedure for teachers of correspondence courses as in the case of the University teaching departments. The staff for Correspondence Courses should be borne on the strength of the University teaching department and seconded to work for a period of two to three years in the School of Correspondence Courses. They should continue some teaching and research in the parent departments even during the period of secondment but so long as they remain in deputation with the School of Correspondence Courses, they would be responsible to the School Teaching staff for the schools of correspondence courses could also be drawn otherwise from the University teaching departments and affiliated colleges for varying periods on the usual terms and conditions of

deputation or from among the retired teachers who may be eligible for appointment under the rules of the University and are otherwise qualified. This does not however include the appointment of some minimum core staff in the Correspondence Schools, to help in the organisation and logistic support.

(15) A part of the staff of the Institute should be of the floating type so that necessary adjustment can be made in view of the fluctuations in enrolments and workload from year to year.

(16) In view of the fact that evaluation and other jobs in the Institute of correspondence courses have a peak period, such jobs may be got done on part-time basis, whenever necessary.

(17) Students of correspondence courses (including those belonging to scheduled castes and tribes) should be entitled to the same concessions, freships, scholarships etc., as the regular students of the university.

(18) There should be a sufficient degree of freedom if students want to shift from the regular courses to correspondence course at the end of the first or second year of the degree course.

(19) Correspondence course students need not have the same examination as the regular students. Efforts may be made to introduce continuous assessment, examination by units etc. These examination reforms should be particularly feasible in the case of correspondence courses in view of the fact that response sheets from student and their evaluation, and prompt return are an integral part of a correspondence course programme.

(20) After two years, the UGC should review the progress of correspondence courses in the light of the above guidelines.

#### ADDITIONAL GUIDELINES FOR THE INTRODUCTION OF CORRESPONDENCE COURSES AT THE POSTGRADUATE LEVEL

- (1) Correspondence courses at the postgraduate level should be started only in those universities which have experience of running undergraduate correspondence courses properly for at least three years. The undergraduate correspondence programme should be fully consolidated in accordance with the guidance before correspondence courses are offered at the postgraduate level.
- (2) Correspondence courses at the postgraduate level should be started only in those subjects in which the University has well-

established postgraduate departments noted for their high standards. The head of the department concerned should be willing to assume full responsibility for the maintenance of standards.

(3) Courses material for postgraduate students should be in the nature of guidelines which should be supplemented by suggested readings, extracts from journals, source materials, reference books etc.

(4) Selection of panels for preparing guidelines will be done on the same basis as at the undergraduate level but the remuneration for each guideline should be Rs. 150.

(5) The provision of study centres, library facilities, student responses, contact programmes will be on the same principle as for undergraduate courses subject to the following modifications:

(a) In lieu of response sheets, student may also be required to write at least 5 essays in each paper during the year. In universities which have introduced internal assessment for regular students, the essays written by correspondence course students should be assessed and the marks/grades shown separately in the marks-sheets.

(b) There should be one orientation programme of at least three days and at least two contact programmes, each of 15 days duration for tutorials, seminar discussions and other forms of discussion and contact between the teachers, and students.

(6) There should be a core staff of two readers and three lecturers to be adjusted over two years of the postgraduate course and different areas of specialization, optional papers. The norms of workload may be:

- (i) Preparation of each guideline to be equivalent to one week's work.
- (ii) Editing of a guideline to be equivalent to three days work.
- (iii) Contact programmes and guidance to students (Actual number of hours).
- (iv) 2-3 lectures to be equivalent to one day's work.
- (v) Each teacher to be available in the Institute for at least 5 hours.
- (7) The basis of grants and assessment by visiting committees would be the same as at the undergraduate level but the ceiling of UGC assistance will be Rs. one lakh per subject per annum for a period of five years. The grants should be for core staff, preparation of reading materials, contact programmes, provision of visiting lecturers, books and journals and postal library services.

(8) It would be desirable to have a system of rotation so that the same two members in a given subject do not take responsibility for correspondence courses year after year. To avoid this, new positions should be created, whenever necessary, in the appropriate department of the university.

(9) Correspondence Courses at the postgraduate level should not be started without the prior concurrence of the University Grants Commission. This provision is necessary in the interest of maintenance and co-ordination of standards for which the UGC has a statutory responsibility.

#### NORMS OF WORK OF TEACHERS OF CORRESPONDENCE COURSES

- (1) The duties of a teacher will include the following:
  - (i) Teaching under Personal Contact Programmes and such other teaching work as may be assigned by the University.
  - (ii) Editing, writing, revising, translating, lessons and other reading materials.
  - (iii) Correction of Students' Response Sheets.
  - (iv) Such other work as may be assigned by the Department in connection with the arrangement of teaching.
  - (v) The obligation to take classes will be as relevant on Sundays and on other holidays as on working days. In case the teachers are required to take Personal Contact Programme classes on Sundays and/or other holidays, they will be paid an honorarium per class or will be permitted to avail of compensatory leave.
  - (vi) A teacher will also be required to take classes outside the headquarters whenever personal contact programmes are arranged by the Directorate of Correspondence Courses. It shall be obligatory for every member of the Department to attend such Personal Contact Programmes outside headquarters depending upon the requirements of the Directorate.
  - (vii) Every teacher shall maintain a record of work done by him termwise and shall submit the same to the Department.
- (2) Each teacher shall be available on each working day in the Institute for such period as may be specified by the University.
- (3) A teacher will also be required, if necessary, to work during

vacations to prepare reading materials, for reading of proofs, etc.

(4) A teacher will be entitled to compensatory leave as per the University rules, if he is required to work during vacations or holidays. The work done by the teacher during such periods shall count towards work done by him.

Enrolment in Correspondence Institutions at University Level (approved by U.G.C.), 1962-63 to 1982-83 :  
Year and University wise (with reference to total enrolment in all Universities)

Year & Institutions	B.A.	B.Com.	B.Sc.	B.Ed.	M.A.	M.Com.	M.Sc.	M.Ed.	LL.B./B.G.L Certificate/Diploma	Total	Rate of growth in %	Percentage out of Total enrolment in all Universities
1962-63 One University (Univ.)	1,112(100%) 1 Univ.	-	-	-	-	-	-	-	-	1112	-	0.15% out of 7,52,095
1967-68 One University	8,557(100%) 1 Univ.	-	-	-	-	-	-	-	-	8557 (100%)	669.5 %	0.63% out of 13,70,261
1972-73 12 Universities	30,064 (63.98%) 10 Univ.	10,345 (22.01%) 5 Univ.	106 (.17%) 1 Univ.	-	4843 (10.77%) 2 Univ.	-	-	461 (1.02%) 1 Univ.	964 (2.05%) 1 Univ.	46993 (100%)	449.2 %	2.17% out of 21,68,107
1977-78 18 Universities	36,943 (37.45%) 16 Univ.	20,609 (20.89%) 12 Univ.	-	959 (.97%) 3 Univ.	27,900 (28.29%) 10 Univ.	4,966 (5.04%) 1 Univ.	25 (.01%) 1 Univ.	1448 (1.47%) 1 Univ.	4,967 (5.04%) 3 Univ.	98,613 (100%)	109.84%	3.85% out of 25,64,972
1982-83 23 Universities	50877 (34.21%) 22 Univ.	31915 (21.48%) 17 Univ.	1449 (.99%) 1 Univ.	92381 (62.20%) 5 Univ.	28,896 (10.43%) 11 Univ.	10,968 (7.38%) 6 Univ.	1748 (1.18%) 1 Univ.	7525 (5.06%) 2 Univ.	3101 (2.08%) 4 Univ.	148701 (100%)	50.79%	4.75% out of 31,56,986

Sources : (1) Compiled from data supplied by University Grants Commission.  
(2) UGC Annual reports 1962-63 to 1982-83.

# Four Regional Colleges of Education in Ajmer, Bhopal, Shubanswar and Mysore started B.Ed. Correspondence Courses since 1966-67. The annual enrolment remain approximately 1000. (Bilawal 1979). It could not be calculated as correct information was not available. Also, during 1980 M.K.University introduced M.Ed. course with annual attendance rate of around 1400. (UGC 1982-83). It has not been calculated in Table.

During the same year M.K.University introduced B.Ed. with annual enrolment of around 1500 (M.K.University, 1983). These figures are not included in Table.

## Alongwith 3 Universities viz. Bombay, CIEFL and Annamalai which have been approved by UGC to run certificate and diploma courses other Universities like Punjab Agriculture, Pantnagar Agriculture, Patjebi, Mysore, Panjab, Kashmir and Rajasthan offer these courses. The total annual enrolment in all these courses remain around 4000 (Ajand J. 1980). These figures are not included in Table.

### Kurukshetra University, started B.A. correspondence courses since 1976 with annual enrolment of around 1000. It is not approved by UGC. The figures are not included in the Table.

#### The actual enrolment data for 1982-83 were not available for M.P., CIEFL, Utkal and Meerut. For these institutions the enrolment figures of 1981-82 have been referred as estimated figures for 1982-83 (UGC Annual Report 1982-83)

Appendix IV

INFORMATION SCHEDULE

**A 9**

- I) Creation and development of the university with special reference to correspondence institution:
- Statutes of the university - 1971-76.
  - Minutes of different executive bodies - 1971-79.
  - Observations and recommendations of outstanding committees - 1971-81.
  - Official Communications - 1970-71.
- II) Courses offered at the DCC and other institutions of the university :
- Name of the courses.
  - Year of starting of different courses.
  - Year of discontinuation of courses (if any), with reasons.
  - Syllabi prescribed for different correspondence and regular courses and their formats.
- III) Admission procedures :
- Eligibility for admission in different correspondence courses.
  - Eligibility for admission in different regular courses.
  - Other procedures followed in admission of students to different courses.
- IV) Correspondence Texts :
- Nature of lesson scripts : Course and Subject wise.
  - Nature of reference materials.
  - Production of texts : Decision taken for writing/reviewing/translations of lessons; selection of personnel; orientation provided to the personnels; and guidelines supplied to the personnels;
  - System of despatch of Correspondence Texts to students.
- V) PCPs :
- Selection of venue
  - Attendance in PCPs.
  - Teachers involved in PCP activities: Their selection; orientation.
  - Activities organised during PCPs.
  - Management of PCP.

A10

VI) Assignments :

- Nature of assignments.
- Conditions for submission of assignments.
- Evaluation of assignments.
- Personnel <sup>involved</sup> in evaluation of assignments.
- Evaluated assignments.
- Despatch of evaluated assignments.

VII) Guidance and Orientation to students:

- Facilities provided by the DCC.
- Nature of information supplied to students :  
Printed and cyclostyled materials, and letters.
- Students' interaction with teaching and administrative staff in the DCC and PCP Centres.

VIII) Library of the DCC :

- Number of books - subject wise.
- Number of journals - subject wise.
- Staff - year, subject wise.
- Members  $\left\{ \begin{array}{l} \bullet \text{ Students-year, course and region wise.} \end{array} \right.$
- Provision of membership.
- Procedures of issue of books/journals.

IX) Examinations :

- System of examination : correspondence and regular streams, course wise.
- Eligibility for appearing in the examinations.
- Conditions of reappearing the examinations.
- Conduct of examinations : role of the university office and the DCC.
- Examination Centres for correspondence courses.

X) Staff :

- Fulltime Teaching Staff Positions Created:  
course and year wise.
- Full time Teaching Staff Positions filled in:  
course and year wise.
- Administrative staff positions created:  
year wise.

- - Administrative staff positions filled in: year wise.
- Functions of different categories of teaching and administrative staff.
- Part time teaching staff involved in: production of correspondence texts, evaluation activities and PCPs.
- Procedures followed in selection of full time and part time teaching staff.
- Orientation Programmes for teaching and administrative staff.
- Remuneration given to part time teaching staff: writing lessons, reviewing lessons, revising lessons, translating lessons, evaluating assignments, teaching during PCPs ( Course wise)
- Remuneration given to full time staff: for regular expected activities and extra works.

#### XI) Physical Facilities :

- Head quarter's premises.
- Facilities available in the main block of the DCC: administrative section, teaching section and library.
- Availability of facilities for : Printing, cyclostyling, typing, photostate, and zerox.
- Number different kinds of machineries and vehicles possessed by the DCC.
- Provision of residential facilities to teaching and administrative staff.

#### Appendix V

Proforma No. 1.

#### Back ground Information about students :

- Course
- Age
- Sex
- Nationality
- Caste
- Employment position
- Regional background.

Appendix VI

A 12<sup>th</sup>

Proforma No. 2  
Accounts and  
Annual Budgets of DCC

I) Sources of Income:

1. Admission fees :
2. Tuition fees :
3. Miscellaneous :
  - Postal charges.
  - News letter fees.
  - Contact programme charges.
  - Youth welfare.
  - Miscellaneous fees
  - Sale of Prospectus.

II) Heads of Expenditure :

1. Salaries :
  - Teaching staff.
  - Nonteaching staff.
  - others.
2. Others :
  - Electricity and water charges.
  - Telephones
  - Liveries and uniforms.
  - Stationery.
  - Printing lessons and prospectus.
  - Postage and Telegram.
  - Advertisement
  - maintenance and repair of vehicles
  - Teaching aids.
  - Hot and cold water charges
  - RA/DA/LTC
  - Miscellaneous charges
  - Academic tours
  - Audit fees
  - Books and periodicals.

3. Remuneration :

- Medical assistance.
- Contingent paid staff.
- Writing lessons.
- Correction of Assignments.
- Contact programme.

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Appendix VII

Proforma No. - 3

Background Information for Teachers

- Name :
- Address :
- Qualifications :
- Designation :
- Nature of Involvement  
in Instructional  
activities :
- Writing lessons.
- Review/modification of lessons.
- Translation of lessons.
- Evaluation of assignments.
- Teaching during PCP
- Evaluation of Examination papers.





**A Study of the Correspondence Education in Himachal Pradesh University**

**BACKGROUND INFORMATION OF CORRESPONDENCE STUDENTS**

Dear Friend,

This questionnaire is intended to find out certain facts about you and your background. There are two parts in the questionnaire. Part I has items regarding your self and your family. Part II consists of items regarding the area you hail from-City/Town/Village. Wherever alternative responses are given select those that apply to you and put a tick mark (✓) against them. In certain items there are blanks given, kindly supply the needed information.

Thanking you,

Yours sincerely,  
P. K. Sahoo

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*Supervisor :*

Dr. M. S. Yadav,  
Professor of Education,  
Center of Advanced Study in Education,  
M. S. University of Baroda,  
BARODA-399 002.

*Investigator :*

P. K. Sahoo,  
Research fellow.  
C A S E ,  
M. S. University of Baroda,  
BARODA.



2. Educational qualification of your—

- ( i ) Father .....
- ( ii ) Mother .....
- ( iii ) Wife/Husband .....
- ( iv ) Guardian .....

( e ) 1. What is your present occupation? .....

2. If you are employed.

- ( i ) What is your designation? .....
- ( ii ) What is the nature of employment? .....
- Government Service ( )
- Semi Govt. Service ( )
- Private agency ( )
- Self employment ( )

3. What is the Present occupation of your—

- ( i ) Father .....
- ( ii ) Mother .....
- ( iii ) Wife/Husband .....
- ( iv ) Guardian .....

( f ) 1. What is your annual income from

- ( i ) Main Sources—Rs.....
- ( ii ) Other sources, if any Rs.....

2. What is the annual income of your

Annual Income from

	Main Source	Other sources
( i ) Father	Rs.....	Rs.....
( ii ) Mother	Rs.....	Rs.....
( iii ) Guardian	Rs.....	Rs.....
( iv ) Wife/Husband	Rs.....	Rs.....

3. If you are not employed—

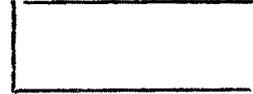
Upon whom do you depend for your maintainance?

- ( i ) Parents ( )
- ( ii ) Guardian ( )
- ( iii ) Wife/Husband ( )
- ( iv ) Others ( )

**Part II**

**Background of your Locality**

1. The place you belong to is ( i ) a city .....  
 ( ii ) a town .....  
 ( iii ) a village. ....
  
2. What kind of educational institutions are situated at your village/town/city?
  - ( i ) Primary School ( )
  - ( ii ) High School ( )
  - ( iii ) College ( )
  - ( iv ) Adult Education Centre ( )
  - ( v ) Nonformal Education Centre ( )
  - ( vi ) Library ( )
  - ( vii ) Any other..... ( )
  
3. What is the distance of your place of residence from the nearest—
  - ( i ) Intermediate College .....Kms.
  - ( ii ) Degree College .....Kms.
  - ( iii ) Post graduate College/University .....Kms.
  - ( iv ) PCP Centre of H.P. University .....Kms.
  - ( v ) Examination Centre of H.P. University .....Kms.
  
4. What is the distance of your place of residence from the
  - ( i ) District Head Quarter .....Kms.
  - ( ii ) Nearest Town .....Kms.
  - ( iii ) Nearest Bus stand/Railway Station .....Kms.
  
5. What is the means of transportation from your place of residence to the nearest—
  - ( i ) Intermediate College—  
 Train / Bus / Tanga / Cycle / Boat / No means
  - ( ii ) Degree College—  
 Train / Bus / Tanga / Cycle / Boat / No means
  - ( iii ) Post-Graduate College / University—  
 Train / Bus / Tanga / Cycle / Boat / No means



**A Study of the Correspondence Education in Himachal Pradesh University**

**REASONS FOR SELECTION OF CORRESPONDENCE COURSES**

**P. K. SAHOO**

*Research Fellow*

Centre of Advanced Study in Education,  
The M. S. University of Baroda,  
BARODA-390 002.

Dear Friend,

A project has been undertaken to study the Correspondence System of education in H. P. University. In this connection it is relevant to find out the reasons that prompt students to choose correspondence courses. In this questionnaire a few possible reasons for choosing correspondence course are noted in 34 statements. Kindly give your responses to the following statements. Do not leave any item unanswered.

I assure you that the information you provide will be kept secret and will be used for research purposes only.

Thanking you,

Yours sincerely,  
**P. K. Sahoo**



11 There might be several reasons that did not allow you to undergo the regular course or for appearing in the examinations as a private candidate. For these reasons you might have decided to join correspondence courses. A few probable reasons are suggested below.

Select & rank reasons that apply to you as you did for 1.

I preferred Correspondence course to the day/evening colleges and private system of appearing examinations, because—

	Tick mark	Rank
1. I could not get admission in the day/evening college.	.....	.....
2. There was no day/evening college nearer to my place of residence.	.....	.....
3. I did not like to be in the routine of college life.	.....	.....
4. I could not spare enough time to attend regular college.	.....	.....
5. I felt, I am quite mature to learn on my own with a little guidance.	.....	.....
6. I am advanced in age and hence I felt that it might be difficult to adjust with the youngsters in a college.	.....	.....
7. I felt uneasy to live in the urban environment of regular college which is so different.	.....	.....
8. I could not afford the heavy expence of regular colleges.	.....	.....
9. My job status made me feel hesitant to attend regular classes.	.....	.....
10. My family members did not allow me to go for regular/private courses.	.....	.....
11. There was no provision for taking examinations privately in the universities nearer to my place.	.....	.....
12. I thought getting a degree as a private student will be in no way helpful to me.	.....	.....
<b>ANY OTHER REASONS</b>		
13.	.....	.....
14.	.....	.....
15.	.....	.....

III Before selecting correspondence course you might have been influenced by many persons in your family, friends circle etc.

- Did you choose to study through correspondence course.
1. through the persuasion of your wife/husband ?
  2. through the persuasion of your parents ?
  3. through the persuasion of your guardian ?
  4. through the persuasion of other family members ?
  5. through the persuasion of your relatives and friends ?
  6. through the persuasion of your colleagues ?
  7. through the persuasion of your senior authorities ?
  8. through the persuasion of any acquaintance who had undergone/is undergoing the correspondence courses ?
  9. On your own ?

Yes	No
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

IV After you came to know about correspondence course you might have had some special experience/s that influenced your decision to choose the course you are in. If you have had any such special experience/s you may mention it/them below :

Please give the following particulars :

1. Name-Mr./Miss/Mrs.....
2. Present Address :.....  
.....
3. Class.....
4. Roll No.....

This questionnaire, after completion be sent to :-

P. K. Sahoo, C/o The Director, Directorate of Correspondence Courses, H. P. University,  
AVA Lodge, SIMLA-171004.

A Study of the Correspondence Education in Himachal Pradesh  
University

REASONS FOR SELECTION OF CORRESPONDENCE COURSES

P.K. SAHOO

Research Fellow

Centre of Advanced Study  
in Education,

The M.S. University of  
Baroda,  
Baroda 390 002

प्रिय मित्र,

हिमाचल प्रदेश विश्वविद्यालय की पत्राचार शिक्षा व्यवस्था के अध्ययन के लिये अनुसंधान कार्य किया जा रहा है। इसी सन्दर्भ में यह जानना उचित होगा कि विद्यार्थियों द्वारा पत्राचार द्वारा अध्ययन को चुने जाने का क्या कारण है? इस प्रश्न पत्र में पत्राचार पाठ्यक्रम को चुने जाने के कुछ सम्भावित उत्तर 34 कथनों के रूप में दिये गए हैं। कृपया इन कथनों के विषय में अपना प्रत्युत्तर दें। किसी भी प्रश्न को अनुत्तरित न रहने दें।

मैं आपको विश्वास दिलाता हूँ, कि आपके द्वारा दी गई जानकारी को गुप्त रखा जाएगा और इसका प्रयोग केवल शोध कार्य के लिये किया जाएगा।

सधन्यवाद

आपका अभिन्न,  
*Prahar*  
पी. के. साहू

- I. जब आपको पत्राचार द्वारा अध्ययन करने का निश्चय किया, तो अवश्य ही आपके कुछ उद्देश्य होंगे। उनमें से कुछ सम्भावित उद्देश्यों की सूची नीचे दी गई है। आप इन्हें ध्यानपूर्वक पढ़िए और जो आपको उचित लगे, उनके सामने वाले खीने में ✓ का निशान लगा दें। जिन कथनों को आप चुनेंगे, हो सकता है, उनमें से कुछ आपको दूसरे कथनों से अधिक उपयुक्त लगे। इन चुने हुए कथनों को आप उनके

अधिक या कम उचित होने के अनुसार क्रम-बद्ध करें और उनका क्रम दिए हुए खाने में भर दें। उदाहरणतया, यदि आप कथन नम्बर 1, 3, 4, 5 और 9 को चुनते हैं और इनमें से आपको क्या 5 आपको सबसे उपयुक्त लगता है, तो इस कथन के सामने 111 लिखिए। इसके पश्चात् कथन 9 आपको दूसरे स्थान पर उचित लगता है, तो कथन 9 को के सामने वाले खाने में 121 लिखिए। इसी प्रकार अन्य कथनों के आगे भी उनके उपयुक्त लगने के हिसाब से क्रमसंख्या लिखिए। अगर आपको दिए 13 कारणों के अतिरिक्त कोई अन्य कारण उचित लगे, तो उन्हें 14, 15 और 16 के स्थान पर लिख दें। इन्हें आप तब भी लिख सकते हैं, जब आप दिए हुए कारणों को प्रमबद्ध कर रहे हों। मैंने पत्राचार द्वारा अध्ययन इसलिए चुना कि :-

	चिन्ह	क्रम
1. उच्च शिक्षा जारी रखने के लिये		
2. किसी विभाग क्षेत्र में दक्षता प्राप्त करने के लिये।		
3. खाली समय को सद्व्यय युक्त ढंग से बिताने के लिए।		
4. अपने दृष्टिकोण को विस्तृत करने के लिये।		
5. ज्ञान के क्षेत्र में तीव्र गति से हो रहे परिवर्तनों को समझने की योग्यता प्राप्त के लिये।		
6. अपने परिवार-स्तर बढ़ाने के लिये।		
7. समाज में अधिक सम्मान प्राप्त के लिये।		
8. ऐसी शिक्षा प्राप्त करने के लिये, ताकि अपने बाल बच्चों का पालन-पोषण बेहतर ढंग से कर सकूँ।		
9. अपने जाति/संम्प्रदाय का स्वरूप सुधारने के लिये।		

10. किसी विशेष व्यवसाय के प्रशिक्षण हेतु ।
11. अपने व्यवसाय में अधिक ज्ञान और कुशलता प्राप्त करने के लिये ।
12. अपने व्यवसाय में उच्च पदवी प्राप्त करने के लिये ।
13. अपने वर्तमान व्यवसाय से अधिक अच्छा व्यवसाय प्राप्त करने के लिये ।

कोई अन्य कारण:-

- 14.
- 15.
- 16.

II. बहुत से ऐसे कारण होंगे, जिनसे विश्वास हो कर आप न तो कॉलेज में पढ़ सकें होंगे और न ही प्राइवेट विद्यार्थी के रूप में परीक्षा दे सकें होंगे । इन कारणों में आपने पत्राचार द्वारा अध्ययन करने का निश्चय किया होगा । कुछ सम्भावित कारण नीचे सुझाए गए हैं । जैसे आपने प्रश्न I में किया, उसी के अनुसार इन कारणों भी उचित कारण चुनें और उन्हें क्रम बढ़ करें ।

मैंने दिन/सायंकालीन कॉलेज या प्राइवेट विद्यार्थी के रूप में परीक्षा देने की अपेक्षा पत्राचार पाठ्यक्रम को प्रथमिकता दी । क्योंकि:-

1. मुझे दिन/सायंकालीन कॉलेज में प्रवेश न मिला ।
2. मेरे घर के अभाव में कोई भी दिन या सायंकालीन कॉलेज नहीं था ।
3. मैं कॉलेज की दिनचर्या को पसन्द नहीं करता ।
4. मैं कॉलेज के लिये अपेक्षित समय न जुटा सका ।
5. मैंने अनुभव किया कि मैं थोड़े से मार्गदर्शन द्वारा स्वाध्ययन करने के लिये परिपक्व हूँ ।
6. मैं आयु में बड़ा हूँ और इसी लिये मैंने अनुभव किया कि कॉलेज में छोटों के साथ समायोजन कर पाना कठिन होगा ।
7. मैंने कॉलेज के भिन्न शहरी वातावरण में रहना अनुभव किया ।
8. मैं कॉलेज में होने वाले भारी खर्च को सहन नहीं कर सकता ।

चिन्ह:

क्रम

9. मेरे व्यवसाय के स्तर ने मुझ में कॉलेज में पढ़ने के लिये हिचकि-चाहट पैदा की ।
10. मेरे पारिवारिक सदस्यों ने मुझे नियमित या प्राइवेट पाठ्यक्रम में जाने की अनुमति न दी ।
11. मेरे निकट के विश्वविद्यालयों में प्राइवेट परीक्षा देने का कोई प्रावधान नहीं था ।
12. मैंने सोचा कि प्राइवेट विद्यार्थी के स्तर में उपाधि लेना किसी भी स्तर में मुझे सहायक न होगा ।

कोई अन्य कारण:-

- 13.
- 14.
- 15.

III. 2. पत्राचार पाठ्यक्रम अपनाने से पूर्व आप के परिवार के बहुत से सदस्यों या मित्रों ने आप को प्रभावित किया होगा ।

आपने पत्राचार पाठ्यक्रम द्वारा शिक्षा अध्ययन को चुना:-

1. पत्नी/पति के प्रोत्साहित करने पर ।
2. माता/पिता के प्रोत्साहित करने पर ।
3. संरक्षक के प्रोत्साहित करने पर ।
4. परिवार के सदस्यों द्वारा प्रोत्साहित करने पर ।
5. रिश्तेदारों या मित्र के प्रोत्साहित करने पर ।
6. किसी साथी [कुलोग] के प्रोत्साहित करने पर
7. अपने से बड़े पद के अधिकारियों के प्रोत्साहित करने पर ।
8. किसी ऐसे परिचित द्वारा प्रोत्साहित किए जाने पर जो पत्राचार द्वारा अध्ययन कर चुका हो या कर रहा हो ।

हाँ	नहीं

हां	नहीं

9. स्वयं ही

4. पत्राचार पाठ्यक्रम के विषय में जानने के पश्चात आपको कुछ विशेष अनुभव हुए होंगे, जिन्होंने आप के द्वारा लिए हुए विषय के चुने जाने के निर्णय को प्रभावित किया होगा। यदि आपको कुछ ऐसे अनुभव हुए हैं तो आप उनको नीचे दिये गए स्थान में दर्शा सकते हैं।

कृपया नीचे दिये गए स्थानों में नाम और पता लिखिए:-

1. नाम: श्री/कु/श्रीमति-----

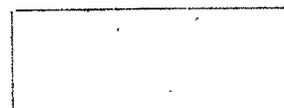
2. पता: -----

3. कक्षा: ----- रोल नम्बर -----

प्रश्न पत्र भर कर साथ में दिये गये लिफाफे में भोजें

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28

Appendix XII.a.

**A Study of the Correspondence Education in Himachal Pradesh University**  
**STUDENTS' PERCEPTION OF CORRESPONDENCE SYSTEM OF EDUCATION (I)**

Dear Friend,

An attempt is being made to conduct an intensive study of the correspondence system of education in the Himachal Pradesh University. In this connection, there is a need to collect views of the students of correspondence courses regarding different aspects of correspondence system of education viz., Enrolment, Orientation, Courses of Studies, Lesson Scripts, Assignments, Library Studies, Personal contact programmes, Evaluation, Finance and Courses offered.

As a student of correspondence course, you must be having your views about the usefulness, limitations and problems regarding different aspects of correspondence education. Further, on the basis of your experience, you may be having some ideas about various ways and means of bringing out improvements in them. In the light of this, some questions have been included in this questionnaire. The questions are arranged in 10 different parts according to different aspects of correspondence education mentioned above. Against each question the alternatives of responses are mentioned. While answering the questions, please put a tickmark (✓) against the alternative that applies to you. If you have some answers other than the alternatives mentioned, please write them in the space provided.

May I assure you that your responses will be used for research purposes only and be kept confidential.

Thanking you,

Yours sincerely,  
P. K. Sahoo

---

*Supervisor*  
Dr. M. S. Yadav  
Professor of Education

*Investigator*  
P. K. Sahoo  
Research Fellow

**CENTRE OF ADVANCED STUDY IN EDUCATION**  
**THE M. S. UNIVERSITY OF BARODA**  
**BARODA-390 002.**

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SECTION I

I ENROLMENT

You know, any student desirous of seeking admission to the Correspondence Courses has to apply by post in response to advertisement. After screening the applications as per the prescribed admission rules, the Directorate of Correspondence Courses (DCC) intimates those students who are selected for admission. In this procedure, as everything is done through post and other media like Newspaper and Radio, there is considerable scope for delays, miscommunication and such other difficulties. While you sought admission to the Correspondence Courses you also have noticed some such difficulties. Please answer the following questions on this aspect of the Correspondence Education.

1. (a) Did you face any difficulty while seeking admission? Yes/No
- (b) If Yes, was it because— (Tickmark) (✓)
- (i) Prospectus and admission form could <sup>not</sup> reach you within stipulated period \_\_\_\_\_
  - (ii) No advertisement appeared in the daily newspapers/periodicals in your area \_\_\_\_\_
  - (iii) The time between the date of advertisement and the last date of admission was too short, to make sure that your application reach the DCC in time \_\_\_\_\_
  - (iv) For admission you had to contact the DCC repeatedly by post and/or personal visit \_\_\_\_\_
  - Any Other \_\_\_\_\_
  - (v) \_\_\_\_\_
  - (vi) \_\_\_\_\_

2. Do you have any suggestion to make, for improving the enrolment procedures? Yes/No
- If Yes, please specify— (Tickmark) (✓)
- (a) The advertisements should appear in the newspapers/periodicals of your region \_\_\_\_\_
  - (b) The advertisements should be announced through the Radio Programmes of your region \_\_\_\_\_
  - (c) The advertisements should appear in the newspapers/periodicals every now and then instead of only once in a year \_\_\_\_\_
  - Any Other \_\_\_\_\_
  - (d) \_\_\_\_\_
  - (e) \_\_\_\_\_

**II ORIENTATION**

Instruction in Correspondence System differs from regular courses in many ways. As it is mainly offered through correspondence the students admitted have to be oriented properly about the procedure to be followed during the course with regard to teaching through correspondence materials, examinations, assignment etc. Generally, such orientation is given in the form of certain rules and regulations mentioned in the prospectus and through information given periodically. By now you might have gone through such process :

1. Did you find such orientation by post useful ? Most Useful/Useful/Not Useful at all
2. Sometimes the information might not be clear to you. In such cases, did you seek clarification from the Directorate? Yes/No
  - ( i ) If Yes, did you get suitable clarification from the Directorate ? Yes/No
3. Do you have any suggestion to make, for giving the orientations more effectively ? Yes/No
  - ( i ) If Yes, what are they— ( Tickmark )  
( ✓ )
    - ( a ) A bureau of information should be established in the Directorate \_\_\_\_\_
    - ( b ) The Directorate should be prompt in responding to the students' queries \_\_\_\_\_
    - Any Other \_\_\_\_\_

**III SYLLABUS**

In the beginning of every semester the Directorate sends to you the syllabus of your course. This is to help you to get an idea of the whole course, what and how much you have to study etc.:

1. When did you receive the syllabus ? Immediately after admission/With a little delay/Not received.
2. After going through the syllabus, did you get a clear idea of the courses as to what would be taught to you during the semester ? Yes/No
3. Did you make use of the list of the ' Essential and Further reading ' suggested in the syllabus? Yes/No
  - ( i ) If Yes, to what extent did you find it useful ? To a large extent/to some extent/not at all
  - ( ii ) If no, was it because of the—
    - ( a ) non-availability of books in ( Tickmark )  
( ✓ )
      1. the market \_\_\_\_\_
      2. the local library \_\_\_\_\_
      3. the DCC library \_\_\_\_\_
    - ( b ) high cost of the books \_\_\_\_\_
    - ( c ) lack of your interest \_\_\_\_\_
    - ( d ) lack of time to read them \_\_\_\_\_

Any Other

(e)

(f)

4. Did you find it convenient to cover all units prescribed in the syllabus for a semester ?

Yes/No

(i) If no, for what reason ?

(a)

(b)

5. Do you think that it would have been more helpful in study if the syllabus was presented differently?

Yes/No

(i) If yes, what changes in syllabus do you want to make it more useful ?

(Tickmark)

(✓)

(a) The units can be described briefly

(b) References for different units can be given in details

Any Other

IV LESSON SCRIPTS

In the correspondence courses, the instruction is mainly carried out through reading materials sent by post. For every paper, reading materials or lesson scripts are posted together in the form of booklets. Generally, every lesson contains the gist of every unit of the syllabus. By this time, you may have studied most of these lessons. While studying these lessons, you might have found their usefulness and also experienced difficulties in reading such materials. A few questions are given below on these aspects. Please give your responses to them :

1. In every lesson script you find some general instructions mentioned at the beginning. Did you find these instructions helpful in getting ideas about—

(Tickmark)

(✓)

(a) the units ?

(b) how to study through the lesson scripts ?

2. Did you find it difficult to study the lessons on your own ?

Yes/No

If yes, was it because —

(Tickmark)

(✓)

(a) definitions and terms were not adequately clarified ?

(b) lessons were written in complex style ?

(c) no link was there between one lesson and another ?

(d) lessons were written in English language ?

(e) of lack of explanations with examples ?

(f) of lengthy presentation ?

(g) of presentation of graphs, charts and tables were not clear ?

(h) too many printing mistakes were found ? \_\_\_\_\_

(i) lessons were not up-to-date in their content ? \_\_\_\_\_

Any Other \_\_\_\_\_

(j) \_\_\_\_\_

(k) \_\_\_\_\_

3. Did you make use of the lesson scripts for your study ?

Yes/No

(i) If yes, to what extent; did you find the Lesson scripts useful to you ?

To a large extent/to some extent/Not at all

(ii) If you found useful, in what respect ?

(Tickmark)  
(✓)

(a) getting comprehensive ideas about the subject: \_\_\_\_\_

(b) getting broad outlines of what is to be studied: \_\_\_\_\_

(c) quick preparation for examination: \_\_\_\_\_

Any Other \_\_\_\_\_

(d) \_\_\_\_\_

(e) \_\_\_\_\_

4. Did you feel any need of referring other books along with the lesson scripts for:

(Tickmark)  
(✓)

(a) understanding the subject ? \_\_\_\_\_

(b) writing assignments ? \_\_\_\_\_

(c) answering questions in the examination ? \_\_\_\_\_

Any Other \_\_\_\_\_

(d) \_\_\_\_\_

(e) \_\_\_\_\_

5. How often did you take the help of books :

(i) suggested for reference at the end of every unit/lesson:

Always / Sometimes / Rarely / Never

(ii) If your answer is 'Never', please indicate the reason:

(Tickmark)  
(✓)

(a) Because you did not understand the content presented in those books: \_\_\_\_\_

(b) Because you got other better books for reference: \_\_\_\_\_

(c) Because those books were not available in the market: \_\_\_\_\_

(d) Because purchasing the books was a costly affair: \_\_\_\_\_

(e) Because no library facility was available for consulting those books: \_\_\_\_\_

(f) Because you did not get time to go through them: \_\_\_\_\_

Any Other \_\_\_\_\_

(g) \_\_\_\_\_

(h) \_\_\_\_\_

6 All the lesson scripts were sent to you in the beginning of the semester:

( i ) To what extent, was this system of sending material helpful to you ?

To a large extent/To some extent/No at all

( ii ) If this system was useful, in what way ?

( Tickmark )  
( ✓ )

( a ) Getting all lessons at a time: \_\_\_\_\_

( b ) Studying the lessons according to your own choice \_\_\_\_\_

( c ) Knowing clearly the content of the paper as a whole, from the beginning: \_\_\_\_\_

( d ) Writing assignments within a particular period: \_\_\_\_\_

Any Other

( e )

( f )

( iii ) If this system was not useful, in what way ?

( a ) You found it difficult to understand so many lessons at the same time: \_\_\_\_\_

( b ) It did not help you to study regularly: \_\_\_\_\_

( c ) It did not arouse your interest in study: \_\_\_\_\_

Any Other

( d )

( e )

7. In the semester when did you get the lessons by post ?

Just after admission/within a month of admission/within two months of admission/  
after two months of admission

8. Did you think that the lesson scripts required improvement in terms of being:

( Tickmark )  
( ✓ )

( a ) more comprehensive? \_\_\_\_\_

( b ) written in simple English language? \_\_\_\_\_

( c ) written in Hindi language for those students who would like to take their examinations in Hindi? \_\_\_\_\_

( d ) written along with more examples, charts, maps, tables, etc.,? \_\_\_\_\_

( e ) sent by post, part by part in regular intervals? \_\_\_\_\_

Any Other

( f )

( g )

## V ASSIGNMENTS

At the end of each lesson/unit, a list of assignments to be completed by you was given. In every semester you were expected to complete at least 75 per cent of the assignments and submit them to the Directorate by the fixed date. By now you might have done some assignments. On the basis of this experience, you might be having some views about their organization, nature of questions, usefulness, etc. Some questions related to these aspects are mentioned below. Please give your responses to them :

1. ( i ) To what extent, did you find answering the assignments useful?  
 To a large extent/To some extent/Not at all
- ( ii ) If you found these useful, in what respect? (Tickmark) (✓)
- ( a ) fulfilling the requirement for appearing in the examination: \_\_\_\_\_
  - ( b ) understanding the subject clearly: \_\_\_\_\_
  - ( c ) getting practice in answering the questions: \_\_\_\_\_
  - ( d ) making you sure of what you had learnt: \_\_\_\_\_
  - ( e ) enabling you to select relevant material and organize it to answer them: \_\_\_\_\_
  - ( f ) keeping regular touch with studies: \_\_\_\_\_
  - ( g ) making thorough preparation for examination: \_\_\_\_\_
  - Any Other \_\_\_\_\_
  - ( h ) \_\_\_\_\_
  - ( i ) \_\_\_\_\_

2. For preparing the assignments did you make use of the following materials? (Tickmark) (✓)
- ( a ) Lesson scripts: \_\_\_\_\_
  - ( b ) Books suggested in the syllabus: \_\_\_\_\_
  - ( c ) Books suggested in lesson scripts: \_\_\_\_\_
  - ( d ) General text books/journals: \_\_\_\_\_
  - ( e ) Key books: \_\_\_\_\_
  - ( f ) Contact programme notes: \_\_\_\_\_
  - Any Other \_\_\_\_\_
  - ( g ) \_\_\_\_\_
  - ( h ) \_\_\_\_\_

3. ( i ) Was there any difficulty in writing the assignments?  
 Very much/Not so much/No difficulty
- ( ii ) If you found difficulties, were they because of— (Tickmark) (✓)
- ( a ) questions requiring long answers? \_\_\_\_\_
  - ( b ) ambiguous questions in the assignments? \_\_\_\_\_
  - ( c ) questions not covering the content of the lesson scripts? \_\_\_\_\_
  - ( d ) long time required for answering the question? \_\_\_\_\_
  - ( e ) inadequate time provided by the Directorate to submit the assignments? \_\_\_\_\_
  - ( f ) non-availability of necessary books? \_\_\_\_\_
  - Any Other \_\_\_\_\_
  - ( g ) \_\_\_\_\_
  - ( h ) \_\_\_\_\_

4. After evaluation, the checked assignments were sent back to you When did you receive them ?  
 Within a month of submission of the assignment/Within two months of submission of the assignment/  
 Just before the examination/After the examination
5. ( i ) Did you get the evaluator's remarks about your performance in the checked assignments ?  
 In every assignment/In some assignment/Not at all
- ( ii ) If remarks were given, to what extent did you find them useful?  
 To large extent/To some extent/Not at all
- (iii) If you found the remarks useful, in what respect? (Tickmark)  
 (✓)
- ( a ) In identifying the mistakes done: \_\_\_\_\_
- ( b ) In knowing how to correct the mistakes: \_\_\_\_\_
- ( c ) In becoming aware of your academic standard: \_\_\_\_\_
- ( d ) For improving the standard according to suggestions: \_\_\_\_\_
- Any Other \_\_\_\_\_
- ( e ) \_\_\_\_\_
- ( f ) \_\_\_\_\_
6. For improving the system of assignments, which of the following suggestions do you recommend? (Tickmark)  
 (✓)
- ( a ) Sufficient time should be given for submission of the assignments: \_\_\_\_\_
- ( b ) The assignments should be submitted in instalments: \_\_\_\_\_
- ( c ) The last date of submission of assignments should be a few weeks after the contact programmes: \_\_\_\_\_
- ( d ) There should be no compulsion for submission of the assignments : \_\_\_\_\_
- ( e ) Seventy-five per cent requirement of assignments should be reduced: \_\_\_\_\_
- ( f ) All assignments should be submitted: \_\_\_\_\_
- Any Other \_\_\_\_\_
- ( g ) \_\_\_\_\_
- ( h ) \_\_\_\_\_

Please give the following Particulars:

Name.....

Class.....

Roll No.....

SECTION II

VI PERSONAL CONTACT PROGRAMME (PCP)

In Correspondence Courses, the instruction is carried out in classroom situations also. Through Personal Contact Programmes (PCP), such instruction is arranged for a week or so in every semester. The instruction in PCP consists, generally, of lectures and discussions. Apart from instruction, some co-curricular activities are also organised. While attending the PCP you must have formed your opinions regarding the usefulness and limitations of curricular and co-curricular activities conducted during PCP. On the basis of your experience, you may have some suggestions for making PCP more useful. In the light of the above, a few questions are asked as follows. Please respond to them.

1. During PCP, the main focus of attention remains on lectures. Sometimes arrangements are made for question-answers and discussions during/after the lectures.

( i ) Did you find that—

- ( a ) topics covered by lectures were very much essential?
- ( b ) lectures delivered were comprehensive?
- ( c ) lectures were adequate enough to understand the subject well?
- ( d ) question answer sessions helped to clarify your doubts?
- ( e ) opportunity was given to all the students to participate in discussion sessions
- ( f ) lectures encouraged you further reading
- ( g ) there was scope for you to ask questions and seek clarifications during lectures

Yes	Not Sure	No

( ii ) Was it difficult for you to:

- ( a ) follow the lectures delivered during the PCPs?
- ( b ) participate in question-answer sessions?
- ( c ) participate in discussion sessions?

Yes	No

( iii ) Do you think that there is a need of improvement of teaching programmes during PCPs ?

Yes/No

1. If yes—( 1 ) which of the following methods do you think, should be emphasised for teaching programmes? Please rank them in order of preference:

- ( i ) Lectures:
- ( ii ) Group discussions:
- ( iii ) Seminars:
- ( iv ) Question-answers:

Tickmark (✓)	Rank

2. Do you agree that—

- (a) the PCP should cover only essential topics in detail:
- (b) Lectures should be delivered in:
  - simple English language
  - Hindi language
  - Hindi and English languages combined
- (c) expert teachers should be invited to take classes:
- (d) the size of the class should be reduced:

Agree	Not Sure	Disagree

Any Other

(e)

(f)

2. (ii) Was the duration of daily teaching programmes sufficient for:

- (a) covering the topics in detail:
- (b) conducting discussion sessions:
- (c) conducting question-answer sessions:

Yes	No

(ii) Considering the present time-table, do you think that the duration of daily teaching programme should be—

More/Less

3. For different courses the duration of the PCPs varies from 7 to 15 days in every semester.

(i) Did you find the duration of the PCP organized for your class adequate?

Yes/No

(ii) If no, was it because—

(Tickmark)  
(✓)

- (a) all courses were not covered briefly? \_\_\_\_\_
- (b) all important topics were not covered in detail? \_\_\_\_\_
- (c) you did not get proper time for library studies? \_\_\_\_\_
- (d) sufficient time could not be given to organization of co-curricular activities? \_\_\_\_\_

Any Other

(e)

(f)

(iii) Considering the present duration of the PCP, do you think that the duration should be—

More/Less

4. During the PCPs did you make use of the libraries?

Yes/No

(i) If yes, to what extent did you find the library studies useful?

To a large extent/To some extent/To Not at all

( ii ) If you did not use the library, was it because

(Tickmark)  
(√)

- ( a ) the maximum time of the day was taken by classroom activities? \_\_\_\_\_
- ( b ) library facilities were not sufficient for all the students? \_\_\_\_\_
- ( c ) no library facility was provided? \_\_\_\_\_
- ( d ) you were staying in a distant place from the campus \_\_\_\_\_
- Any Other
- ( e ) \_\_\_\_\_
- ( f ) \_\_\_\_\_

5. During the PCPs some co-curricular activities like entertainment programmes, get togethers, short trips etc. were organised.

( i ) Were any of these programmes organised during the PCPs conducted for your class? Yes/No

( ii ) If yes, to what extent, did you find the co-curricular activities interesting?  
To a large extent/To some extent/Not at all

( iii ) With which of the following suggestions for improvement of co-curricular activities do you agree? (Tickmark) (√)

- ( a ) Co-curricular activities should be a must for all classes \_\_\_\_\_
- ( b ) The activities should include programmes like
  - Debates and Diclarations \_\_\_\_\_
  - Essay competitions \_\_\_\_\_
  - Sports competitions \_\_\_\_\_
  - Music \_\_\_\_\_
  - Drama \_\_\_\_\_
  - Social Service Campus \_\_\_\_\_
  - Short trips \_\_\_\_\_
  - Any Other
  - 
  -
- ( c ) Participation in co-curricular activities should be encouraged by prize distributions, certificates etc. \_\_\_\_\_
- Any Other
- ( d ) \_\_\_\_\_
- ( e ) \_\_\_\_\_

6. Did you face any difficulty during the PCPs?

Yes/No

If yes,

(Tickmark)  
(✓)

( i ) you found it difficult to get leave for attending the PCPs

\_\_\_\_\_

( ii ) you found it difficult to be out of the station for long time

\_\_\_\_\_

(iii) heavy expenses were incurred during PCPs

\_\_\_\_\_

(iv) you could not get travelling concession for attending the PCPs

\_\_\_\_\_

( v ) you found it difficult to get boarding and lodging facility during the PCPs

\_\_\_\_\_

7. For some correspondence courses the attendance in the PCPs is made compulsory and for others it is kept voluntary.

( i ) Do you think that the attendance in the PCPs organised for all the classes should be made compulsory?

Yes/No

( ii ) If no, please state reasons

( a )

( b )

( c )

8. Looking towards the organisational facilities it can be expected that the PCP can be organised once in a semester. But this programme may not be sufficient for you to get the doubts regarding studies clarified. In the light of this some suggestions to which the present programmes are given below. Please tick ( ✓ ) the suggestion/s with which you agree :

(Tickmark)  
(✓)

( a ) During Sundays and holidays the Directorate should organise the classes in some of the educational institutions situated in your region

\_\_\_\_\_

( b ) The Directorate should appoint some lecturers from the colleges in your region to give guidance to the students belonging to the region

\_\_\_\_\_

Any Other

( c )

( d )

9. What would you suggest PCP to do for making it more useful to students?

( a )

( b )

( c )

**VII. EVALUATION**

As you know in Correspondence Courses evaluation of academic performances of the students is done through assignments and examinations. There is a need to know to what extent this system of evaluation helps/can help your academic growth and the different ways by, which you think this system could be modified. With regard to this a few questions are asked as follows. Kindly give your response to them.

1. It is known to you that you are asked to submit assignments once in a semester (in case of M.Ed. twice a Semester) <sup>or more than twice a semester</sup>. Assignments are given to assist the progress you make and to help you improve.
  - ( i ) From this point of view, do you think that submitting assignments once in a semester is adequate? Yes/Not sure/No
  - ( ii ) If no, do you think the students should be asked to submit assignments in different instalments in a semester? Yes/Not sure/No
  
2. Presently, assignments comprise of a few essay type questions and to answer them you are required to study the lesson scripts and some books.
  - ( i ) If assignments are planned to include certain projects or practical works, do you think, that will help you improve your academic standard? Yes/Not sure/No
  - ( ii ) If some small tests and quizzes are conducted during the PCPs, do you think, it will be helpful for you to grow academically? Yes/Not sure/No
  
3. At present, the checked assignments are sent to you with scores and some times with some comments.
 

—If arrangements are made to assess your answers of assignment and send you detailed comments as to how to improve your answers, do you think, that will help you improve your academic standard? Yes/Not sure/No
  
4. In the present situation, besides getting scores and comments on assignments, you may be getting very little chance to discuss with the teachers in the DCC regarding your performance in assignments and to improve your academic standard.
 

—Will you appreciate if the DCC appoints teachers from nearby colleges/universities to check the students assignments and guide them to improve their academic standard? Yes/Not sure/No
  
5. After studying the lesson scripts and suggested references you may not be in a position to assess the extent to which you have understood the concept.

—Will you appreciate if at the end of every correspondence lesson some questions are asked for you to answer and the model answers be given alongwith, so that you can evaluate your answer yourself?

Yes/Not sure/No

6. Do you agree that the nature of questions asked in the examinations is such that—

- |   | <i>Agree</i> | <i>Not<br/>sure</i> | <i>Do not<br/>agree</i> |
|---|--------------|---------------------|-------------------------|
| (a) study of only lesson scripts can help you score high?   | _____        | _____               | _____                   |
| (b) study of the lesson scripts along with suggested references can help you answer well in the examinations? | _____        | _____               | _____                   |
| (c) writing assignments can help you perform well in the examinations?  | _____        | _____               | _____                   |
| (d) attending PCPs can help you do better in the examinations?  | _____        | _____               | _____                   |

7. ( i ) Presently, decisions about the award of your degree are taken exclusively on the basis of your performance in the examinations. For the improvement of this system alternative suggestions are given as follows, which one of them will you agree with?

(Tickmark)  
(√)

- |  |       |
|--|-------|
| (a) Only examinations marks should be considered for the award of degree as it stands now  | _____ |
| (b) Your performance in the assignments also should be considered for the award of degree along with your marks in the examination | _____ |
| (c) Your performance in assignments only should be considered for award of degree  | _____ |

( ii ) Please state the reasons for your response.

- (a)  
(b)  
(c)

(iii) If your response is either 'a' or 'b' would you like the examinations to be held—

(Tickmark)  
(√)

- |                         |       |
|-------------------------|-------|
| (a) once in a year      | _____ |
| OR                      |       |
| (b) once in a semester? | _____ |

(iv) Please state the reasons for you response.

- (a)  
(b)  
(c)

## VIII LIBRARY STUDIES

The Directorate has a library in the university campus. Apart from the facility of reading rooms, the library has a provision of sending books to the students by post. For study purpose you might have taken interest in using library facilities. But there may be some difficulties regarding the use of such facilities. A few questions related to this are asked in the following. Please respond to them :

1. ( i ) Did you find any difficulty about availing of these facilities? Yes/No
- ( ii ) If yes, in which way? (Tickmark)
- (a) you did not get necessary books from the library  (✓)
- (b) receiving and sending back the library books by post is expensive \_\_\_\_\_
- (c) time provided for using library books by post is not sufficient \_\_\_\_\_
- (d) you did not get prompt response from the librarian \_\_\_\_\_
- Any Other
- (e) \_\_\_\_\_
- (f) \_\_\_\_\_
2. For improving the library facilities which of the following do you suggest? (Tickmark)
- (a) The Directorate should have arrangement with other colleges/university nearer to you to enable you to become a member of their libraries  (✓)
- (b) The Directorate should have its library in the region where you hail from \_\_\_\_\_
- (c) The postal library system should be encouraged \_\_\_\_\_
- (d) Directorate should bear the postal expenses \_\_\_\_\_
- Any Other
- (e) \_\_\_\_\_

## IX FINANCE

For continuing your study through Correspondence Course you must have spent some amount of money on different items. In the following are stated the various items of expenditure. - Please write the amount of money you have spent on different items per year.

<i>Items of Expenditure</i>	<i>Amount Spent</i>
1. Postal Charges for	
(a) getting prospectus/admission form	Rs. _____
(b) sending money for admission	Rs. _____
(c) sending examination fees	Rs. _____
(d) sending assignments	Rs. _____
(e) sending back the library books to DCC, if any	Rs. _____
(f) sending letters to the DCC for seeking some clarification/information	Rs. _____
(g) Any Other	Rs. _____
(h)	Rs. _____
2. Purchasing	
(a) books	Rs. _____
(b) stationeries	Rs. _____
3. Travelling expenditure for	
(a) attending the PCPs, if any	Rs. _____
(b) appearing in the examinations	Rs. _____
(c) coming to the DCC in connection with admission, library studies, meeting the teachers etc.	Rs. _____
4. Boarding and lodging charges during	
(a) PCP	Rs. _____
(b) Examinations	Rs. _____
(c) Visit to the DCC	Rs. _____
5. Private Tuition Charges, if any	Rs. _____
6. Any Other ( Please Specify )	
—	Rs. _____
—	Rs. _____
—	Rs. _____
	Total Rs.

Please give the following Particulars:

Name..... Class..... Roll No.....

## SECTION III

## X COURSES OFFERED

(A) As you know, at present, the H.P. University offers different Correspondence Courses at Post-Graduate and Under-Graduate levels. Accordingly to the needs of the students, in future, the university might introduce some new Correspondence Courses also. As a student, you might be aspiring to undergo some new courses through Correspondence after completion of the course you pursue at present. Alongwith the need for going through the general degree courses, as being offered at present, you may be in need of some new courses—

1. which can have some practical value to the day to day life in the society;
2. which may help you to spend leisure;
3. which can enable you to get a job;
4. which can help you to improve your efficiency in the work in which you are engaged at present.

In the light of this, in the following a list of different kinds of courses are mentioned under four headings; viz.

1. Applied Courses;
2. Vocational and Professional Courses;
3. Courses related to aesthetic values; and
4. Courses related to general Disciplines.

These courses may be offered at under-graduate and post-graduate levels leading to certificates, diplomas and degrees. Whatever types of courses you may like to join in future, please put tickmark (✓) against the course as mentioned in the list. Suppose you plan to join some specific courses which are not included in the following list, please write down the name of these courses in the space provided under each section.

## 1. Applied Studies

(a) Applied social and behavioural sciences like studies on

1. Regional Development
2. Science Policies
3. Social Systems
4. Environmental Sciences
5. Applied Economics
6. Applied Psychology
7. Public Administration
8. Diplomacy, International Law and Economics
9. International Politics and Organisation
10. Studies of different continents
11. Child care and Development
12. Home Management
13. Journalism

Any Other

(Tickmark)  
(✓)

(b) Applied Natural Sciences like

1. Applied Physics
2. Applied Chemistry
3. Applied Biology
4. Applied Mathematics

Any Other

**2. Vocational and Professional Courses****(a) Management Courses like—****(Tickmark)**  
**(√)**

1. Accountancy and Book-Keeping
2. Company and Secretarial Practices
3. Office Management
4. Personal Management
5. Marketing Management
6. Hotel Management and Catering
7. Insurance
8. Salesmanship
9. Advertising
10. Factory Management
11. Industrial Administration and Management
12. Industrial Foremanship
13. Library Management

Any Other

**(b) Agriculture and Allied Courses like**

1. Farm organisation and management
2. Agriculture Economics
3. Forestry
4. Fishery
5. Landscaping and Gardening
6. Poultry Practice
7. Horticulture
8. Fibre Industry
9. Agricultural Extension

Any Other

**(c) Engineering and Technology Courses like**

1. General Engineering (Agricultural Implements, Instrument Engineering, Plumbing etc.)
2. Civil Engineering
3. Chemical Engineering
4. Electrical Engineering and Electronics
5. TV, Radio and Computer Programming
6. Mechanical and Automobiles
7. Art and Architecture
8. Computer Science

Any Other

(d) Teacher Education Courses like (Tickmark) (✓)

(i) Study of school subjects on

- 1. Languages \_\_\_\_\_
- 2. History \_\_\_\_\_
- 3. Geography \_\_\_\_\_
- 4. General Science \_\_\_\_\_
- Any Other \_\_\_\_\_

(ii) Study of different branches of Education viz.

- 1. Educational Technology \_\_\_\_\_
- 2. Educational Management \_\_\_\_\_
- 3. Educational Measurement and Evaluation \_\_\_\_\_
- 4. Educational Guidance and Counselling \_\_\_\_\_
- Any Other \_\_\_\_\_

(e) Courses related to study of Law like

- 1. L.L.B. \_\_\_\_\_
- 2. L.L.M. \_\_\_\_\_
- 3. Labour Laws \_\_\_\_\_
- 4. Taxation Laws \_\_\_\_\_
- Any Other \_\_\_\_\_

(f) Miscellaneous Courses like

- 1. Photography \_\_\_\_\_
- 2. Dressmaking, Pattern cutting and Designing \_\_\_\_\_
- 3. Flower arrangement \_\_\_\_\_
- 4. Beauty Care and Cosmetology \_\_\_\_\_
- 5. Etiquette and Entertaining \_\_\_\_\_
- Any Other \_\_\_\_\_

3. Courses related to aesthetic values (Tickmark) (✓)

(a) Studies on Literary criticism (Oriental learning, Modern literature etc.)

- (b) Art Appreciation \_\_\_\_\_
- (c) Music \_\_\_\_\_
- (d) Painting \_\_\_\_\_
- (e) Sculpture \_\_\_\_\_
- Any Other \_\_\_\_\_

4. Courses related to general disciplines (Tickmark) (✓)

(a) Natural Sciences like

- 1. Physics \_\_\_\_\_
- 2. Chemistry \_\_\_\_\_
- 3. Biology \_\_\_\_\_
- 4. Geography \_\_\_\_\_
- 5. Geology \_\_\_\_\_
- 6. Mathematics \_\_\_\_\_
- Any Other \_\_\_\_\_

(b) Social and Behavioural Sciences like

(Tickmark)  
(√)

- 1. Historical Studies
- 2. Political Studies
- 3. Economics
- 4. Sociology
- 5. Anthropology
- 6. Psychology

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Any Other

(c) Humanities

- 1. Philosophy
- 2. Linguistics
- 3. Languages—
  - English
  - German
  - French
  - Sanskrit
  - Hindi

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Any Other

(B) After completion of the Post-graduate Course in a particular subject, would you like to join some research oriented courses through Correspondence leading towards M.Phil and/or Ph.D. Degree?

Yes/Not thought of yet/No

(C) In certain universities the students can have considerable choice in selection of papers for a particular course. For instance, in a degree/diploma course for a subject there can be provision for 20 to 30 papers out of which the students are to choose 8 to 10 papers. Would you like to have such a system in Correspondence Courses?

Yes/Not sure/No

If yes, why?

—

—

—

Please give the following particulars ;

Name.....

Class.....

Roll No.....

Reasons for not attending the Personal Contact Programmes  
(PCP):

49

48

Instruction

Those who have not attended the PCP need fill in this:

Following are given some expected reasons for not attending the Personal Contact Programmes. Please read them carefully and put a tick mark (✓) against those that apply to you. If you have some other reasons than the twelve mentioned, write them in the space provided.

You could not attend the PCP, because :

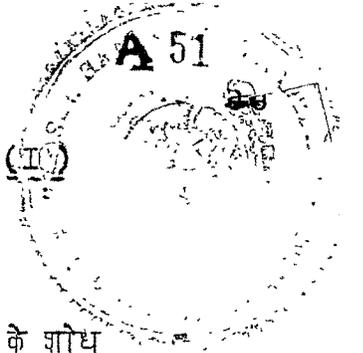
1. you could not get the information from the directorate. ( )
2. you got the information late. ( )
3. You did not feel the necessity to attend the PCP. ( )
4. you had attended the previous PCP and you did not find it useful. ( )
5. you could not get leave from the office where you work. ( )
6. you did not find it convenient to be out of station for a long time. ( )
7. you could not get the seat reserved in the train/bus to reach the venue of the PCP. ( )
8. you could not get the concession for travelling by rail/bus. ( )
9. you could not arrange necessary amount of money to be incurred for attending the PCP. ( )
10. the venue of the PCP was far away from the place of your residence. ( )
11. It was difficult to arrange boarding and lodging facilities during the PCP. ( )
12. your mother/father/husband/wife/guardian/family members did not give you permission to attend the PCP. ( )

Any other reasons.

A 50

APPENDIX - XII.,b.

STUDENTS' PERCEPTION OF CORRESPONDENCE SYSTEM OF EDUCATION (II)



प्रिय मित्र,

हिमाचल प्रदेश विश्वविद्यालय में पत्राचार शिक्षा व्यवस्था के शोध कार्य का संचालन करने का प्रयास किया जा रहा है। इस संदर्भ में पत्राचार पाठ्यक्रम के विद्यार्थियों से इस व्यवस्था के नामांकन अनुदेश, पाठ्यविवरण, पाठ्यवस्तु, रसाइन्मेन्ट, पुस्तकालय अध्ययन, कान्टेक्ट प्रोग्राम, मूल्यांकन, प्रस्तावित अभ्यासक्रम, वित्त आदि के बारे में उनके मंतव्य एकत्रित करने की आवश्यकता है।

पत्राचार पाठ्यक्रम के एक विद्यार्थी होने के नाते इस व्यवस्था के विभिन्न पहलुओं की उपयोगिताएँ, सीमाएँ तथा समस्याओं के बारे में आपके मंतव्य अवश्य होंगे। तदुपरान्त, उसमें सुधार लाने के विविध मार्ग एवं उपाय के बारे में अनुभव के आधारे पर आपके कुछ विचार भी होंगे। इसीको प्रकाशित करने वाले प्रश्न इस प्रश्नोत्तरी में सम्मिलित किये गये हैं। पत्राचार व्यवस्था के ऊपर निर्देशित विविध पहलुओं के अनुसार इन प्रश्नों को 10 विभिन्न भागों में विभाजित किया गया है। प्रत्येक प्रश्न के सामने उसके वैकल्पिक उत्तर दिये गये हैं। कृपया, उत्तर देते समय उस विकल्प के सामने ( ✓ ) चिह्न लगाइए, जो आपको उचित लगता है, यदि दिये गये विकल्पों के भिन्न उत्तर आपको हों तो कृपया उन्हें अन्त में <sup>दो</sup>गई जगह पर लिखें।

में <sup>आश्चर्य</sup> करता हूँ कि आपके उत्तरों का उपयोग सिर्फ अनुसंधान कार्य हेतु ही किया जाएगा तथा उनको गुप्त रखा जाएगा।

धन्यवाद।

भवदीय

*P. K. Sahu*

। पी. के. साहू ।

CENTRE OF ADVANCED STUDY IN EDUCATION  
M.S. UNIVERSITY OF BARODA  
BARODA-390 002

नामांकन जैसा कि आप जानते हैं, पत्राचार पाठ्यक्रम में प्रवेश लेने के इच्छुक किसी भी विद्यार्थी को विज्ञापन के उत्तर में डाक से आवेदन करना होता है। निम्नलिखित प्रवेश नियमों के अनुसार आवेदन पत्रों का परीक्षण करने के पश्चात् उपयुक्त पाये गये विद्यार्थियों को पत्राचार पाठ्यक्रम निदेशालय की ओर से सूचना दी जाती है। यह प्रक्रिया डाक तथा दूरे माध्यम समाचारपत्र एवं रेडियो के जरिये होती है, विलंब असंचार तथा ऐसी ही समस्याओं की संभावना विचारणीय है। आपने पत्राचार पाठ्यक्रम में प्रवेश लेते समय ऐसी ही किसी समस्याओं पर ध्यान दिया होगा। कृपया, पत्राचार शिक्षा व्यवस्था के इस पहलू पर आधारित निम्नलिखित प्रश्नों के उत्तर दीजिए --

- ॥ अ ॥ प्रवेश लेते समय क्या आपको किसी समस्या का सामना करना पड़ा था? ॥ हाँ/नहीं ॥
- ॥ ब ॥ यदि हाँ, तो क्या कारण थे? ॥ चिह्न ॥
- क ॥ विवरण-पत्रिका एवं प्रवेशपत्र निश्चित समय में आप तक नहीं पहुँचे। -----
- ख ॥ आपके क्षेत्र के दैनिक समाचार पत्र/ सामयिक में कोई विज्ञापन नहीं निकला। -----
- ग ॥ विज्ञापन निकलने और प्रवेश के अंतिम दिन के बीच की समय अवधि इतनी कम थी कि आपका आवेदन पत्राचार पाठ्यक्रम निदेशालय को नियत समय में पहुँच जायगा यह निश्चित नहीं कहा जा सकता। -----
- घ ॥ प्रवेश के लिए आपको बारबार डाक या/ एवं वैयक्तिक रूप से प. पा. नि. से संपर्क <sup>रखा/पत्र</sup> करना पड़ा था। -----  
और कोई -----।
- च ॥
- छ ॥

12। नामांकन प्रक्रिया को सुधारने के लिए क्या आपके पास कोई सुझाव हैं?

। हाँ / नहीं ।

यदि हाँ, तो कृपया बताइये

। चिह्न ।

अ। आपके क्षेत्र के समाचार पत्रों/सामयिकों में विज्ञापन निकलना चाहिए ।

ब। आपके क्षेत्र के रेडियो कार्यक्रम में उसकी उद्घोषणा की जानी चाहिए ।

क। वर्ष में एक बार की जगह बारबार समाचार पत्रों / सामयिकों में विज्ञापन निकलना चाहिए ।

और कोई .....

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2। अनुदेश

पत्राचार शिक्षा में व्यवस्था में दिया जानेवाला अनुदेश नियमित पाठ्यक्रम से अनेक प्रकार से अलग पड़ता है। क्योंकि, यह मुख्यतः पत्राचार के द्वारा होता है इसलिए इसमें विद्यार्थियों को पत्राचार सामग्री, परीक्षाएँ, गृहकार्य आदि से संबंधित पाठ्यक्रम प्रक्रिया से अनुस्थापित होना पड़ता है। सामान्यतः ऐसा अनुस्थापन विवरण -पत्रिका में दिये गये नियम-विनियम तथा समय-समय पर दी गई सूचना के रूप में दिया जाता है। अब तक आप ऐसी प्रक्रिया से गुजर चुके होंगे :

1. क्या आपको ऐसा अनुस्थापन डाक के द्वारा

कैसा लगा?

बहुत उपयोगी / उपयोगी / बिलकुल अनुपयोगी

2. कभी सूचनाएँ आपके लिए स्पष्ट नहीं हो पाई होंगी

तो उस समय क्या आपने निदेशालय से स्पष्टीकरण मांगा था? हाँ/नहीं?

अ। यदि मांगा था, तो क्या निदेशालय की ओर

से उचित स्पष्टीकरण मिला था?

। हाँ/नहीं।



3. क्या आप अनुस्थापन को ज्यादा प्रभावी बनाने के लिए कोई सुझाव देना चाहते हैं?  हाँ /  नहीं
- यदि हाँ, तो किस रूप में  चिह्न
- अ॥ निदेशालय में एक सूचनाकेन्द्र स्थापित किया जाना चाहिए। -----
- ब॥ विद्यार्थियों की पूछताछ का प्रत्युत्तर निदेशालय ने तत्परता के साथ देना चाहिए। -----
- और कोई -----
- क॥

### 3॥ पाठ्य विवरण

सभी सत्र / अधिवेशन के आरंभ में निदेशालय पाठ्यक्रम का पाठ्य विवरण आपको भेजता है। यह आपको संपूर्ण पाठ्यक्रम की रूपरेखा, उसमें से किसका और कितना अध्यापन करना है इसकी जानकारी देने में सहायता करता है।

- 1॥ आपको यह पाठ्य विवरण कब मिला? प्रवेश के तुरन्त बाद/कुछ विलंब से / मिला ही नहीं।
- 2॥ क्या पाठ्य विवरण मिलने के बाद आपके लिए यह स्पष्ट हो गया कि सत्र के दौरान क्या सिखाया जाएगा?  हाँ /  नहीं
- 3॥ क्या आपने पाठ्य विवरण में निर्दिष्ट के आवश्यक एवं आगे अभ्यास के लिए सूचि का उपयोग किया था?  हाँ /  नहीं
- यदि हाँ, तो किस सीमा तक यह आपको उपयोगी लगा? ज्यादा सीमा तक/ सीमित सीमा तक/ किसी भी नहीं।
- यदि नहीं, तो क्यों?
- अ॥ पुस्तकें,
- 1 बाजार में अप्राप्य थी -----
- 2 स्थानिय पुस्तकालय में अप्राप्य थी -----
- 3 प. पा. नि. के पुस्तकालय में अप्राप्य थी -----
- ब॥ पुस्तकों की कीमत उच्च थी। -----
- क॥ उसमें आपकी रुचि कम थी। -----

ड। उसको पढ़ने के लिए समय का आभाव था  
और कोई - - - - -

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4। पाठ्यक्रम में निर्धारित सभी इकाइयों को  
उस सत्र / अधिवेशन में पूरा करना क्या आपको  
सुविधाजनक लगा?

।हाँ /नहीं।

- यदि नहीं, तो क्यों?

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क।

5। क्या आप यह सोचते हैं कि यदि पाठ्य-विवरण भिन्न प्रकार  
से प्रस्तुत किया गया होता तो अध्ययन में ज्यादा सहायक  
होता?

।हाँ /नहीं।

- यदि हाँ, तो पाठ्य विवरण में क्या परिवर्तन  
आप चाहते हैं तो उसे ज्यादा उपयोगी बनायेंगे?

1. इकाइयों का संक्षिप्त विवरण दिया जाना चाहिए।

2. विभिन्न इकाइयों के संबंध सविस्तार दिये जाने  
चाहिए।

3. और कोई =====

#### 4. पाठ्यवस्तु

पत्राचार पाठ्यक्रम में मुख्यतः डाक द्वारा भेजी गई पठन सामग्री के द्वारा ही  
अनुदेश दिये जाते हैं। सभी पत्र की

पाठ्यवस्तु पुस्तिका के रूप में भेजी जाती है। सामान्यतः सभी पाठ पाठ्यक्रम  
की इकाई का भावार्थ समाविष्ट किये हुए होते हैं। अबतक आपने इनमें से कई  
पाठों का अध्ययन किया होगा। अध्ययन के दौरान आपको उसकी उपयोगिता  
मालूम हुई होगी तथा इन सामग्री के पठन में आई कठिनाइयों का भी  
अनुभव किया होगा। इसी पहलू पर कुछ प्रश्न नीचे दिये हैं। कृपया उत्तरे  
उत्तर दीजिए :

1. सभी पाठ्यवस्तु के आरंभ में सामान्य निर्देश दिये गये होते हैं। क्या आपको ये निर्देश निम्नलिखित बातों के लिए जानकारी पूर्ण लगे ?

॥ चिह्न ॥

अ ॥ छात्रों के नामों के लिए

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ब ॥ पाठ्यवस्तुओं का अध्ययन कैसे करें।

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2. क्या इन पाठों का स्वयं अध्ययन करना आपको कठिन लगा ?

॥ हाँ/नहीं ॥

यदि कठिन लगा तो इस रूप में कि

॥ चिह्न ॥

अ ॥ परिभाषाएँ तथा शर्तें उचित रूप से स्पष्ट नहीं थीं।

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ब ॥ पाठ जटिल रूप में लिखे गये थे।

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क ॥ एक और दूसरे पाठ के बीच कोई कड़ी नहीं थी।

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ड ॥ पाठ अंग्रेजी भाषा में लिखे गये थे।

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इ ॥ उदाहरण सहित व्याख्याओं की कमी थी।

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ई ॥ प्रस्तुतिकरण विस्तृत था।

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उ ॥ चार्ट, आलेख एवं कोष्ठक का प्रस्तुतिकरण स्पष्ट नहीं था।

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ऊ ॥ सुट्टण-अशुद्धियाँ बहुत थीं।

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ऋ ॥ पाठों की अंतर्वस्तु अद्यतन नहीं थी।

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और कोई - - - - -

3. अपने अध्ययन में क्या आपने पाठ्यवस्तुओं का उपयोग किया था ?

॥ हाँ / नहीं ॥

अ ॥ यदि किया था, तो किस सीमा तक आपको वह उपयोगी लगा ?

व्यापक सीमा तक / सीमित सीमा तक / किसी भी नहीं

ब ॥ यदि उपयोगी लगा तो कितनी दृष्टि से,

1. विषय का व्यापक विचार देता था।

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2. जिसका अध्ययन करना था उसकी विस्तृत स्मरेखा देता था।

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3. परीक्षा की जल्दी तैयारी करने में सहायक था और कोई - - - - -

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4

5

6

4. क्या आपको पाठ्यवस्तु के उपरांत दूसरे संदर्भ ग्रंथों के उपयोग की जरूरत महसूस हुई थी?

हाँ/नहीं

यदि हुई थी, तो किस रूप में

अ। विषय को समझने के लिए ।

ब। रसायन-मेन्ट लिखने के लिए ।

क। परीक्षा में उत्तर लिखने के लिए ।

और कोई -----

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5. सभी इकाई / पाठ के अंत में संदर्भ के लिए प्रस्तावित की गई पुस्तकों का आपने कितना उपयोग किया?

हमेशा / कभी कभी / बहुत कम / कभी नहीं ।

यदि आपने कभी उपयोग नहीं किया तो क्यों?

चिह्नः

अ। क्योंकि इन पुस्तकों में दी गई अंतवस्तु आपकी समझ में नहीं आई ।

ब। संदर्भ के लिए उनसे अच्छी पुस्तक आपको मिल गई ।

क। ये पुस्तकें बाजार में प्राप्य नहीं थीं।

ड। क्योंकि ये पुस्तकें खरीदना महंगा कार्य था।

ई। ये पुस्तकें पढ़ने के लिए किसी पुस्तकालय की सुविधा नहीं थी ।

और कोई -----

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6. सभी पाठ्यवस्तुएँ सत्र / अधिवेशन के आरंभ में ही आपको भेज दी जाती हैं।

1। सामग्री भेजने की यह व्यवस्था किस सीमा तक आपको उपयोगी लगती है?

व्यापक सीमा तक / सीमित सीमा तक / किसी भी नहीं ।

2। यदि यह व्यवस्था उपयोगी है तो कैसे?

चिह्नः

अ- सभी पाठ एक साथ मिले जाते हैं।

ब- अपनी इच्छानुसार किसी भी पाठ का अध्ययन कर सकते हैं।

- क - पहले से ही तंपूर्ण पत्र की अंतवस्तु की जानकारी हो जाती है।
- ड - निश्चित समय अवधि में एसाइन्मेंट कर सकते हैं और कोई -----

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3. यदि यह व्यवस्था अनुपयोगी है तो क्यों?

- अ - एक ही समय में एक साथ बहुत से पाठ समझना कठिन लगाता है। चिह्न।
- ब - नियमित अध्ययन करने में यह सहाय नहीं करता।
- क - यह अध्ययन में आपकी रुचि उत्पन्न नहीं करता। और कोई -----

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7. सत्र / अधिवेशन में आपको डाक से पाठ कम मिलते हैं। प्रवेश के तुरन्त बाद/प्रवेश के पहले महीने में / प्रवेश के दूसरे महीने में / प्रवेश के दो महीने के बाद।

8. क्या आप यह मानते हैं कि पाठ्यवस्तुओं में सुधार आवश्यक है? -----

- यदि आवश्यक है तो किस रूप में? चिह्न।
- अ - ज्यादा वस्तुमूलक होना चाहिए।
- ब - सरल अंग्रेजी भाषा में लिखा जाए।
- क - जो विद्यार्थी हिन्दी में परीक्षा देना चाहते उसके लिए हिन्दी में लिखा जाए।
- ड - ज्यादा से ज्यादा उदाहरण, चार्ट, नक्शों एवं कोष्ठक के साथ लिखा जाए।
- इ - अंश-अंश करके निश्चित समय के मध्यान्तर से डाक द्वारा भेजे जाएं।
- और कोई -----

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## 5. एसाइन्मेन्ट

सभी पाठ/इकाई के अंत में आपके द्वारा किये जाने वाले एसाइन्मेन्ट गृह कार्य की सूचि दी जाती है। सभी सत्र / अधिवेशन में यह आशा की जाती है कि आप कम से कम 75 प्रतिशत एसाइन्मेन्ट गृह कार्य करें और उसे नियत तिथि में निदेशालय में प्रस्तुत करें। अबतक आपने भी कोई गृहकार्य किये होंगे। इस अनुभव के आधार पर, उसमें संगठित प्रश्न की प्रकृति, उपयोगिता आदि के बारे में आपके मतव्य भी अवश्य होंगे। इस पहलू से संबंधित कुछ प्रश्न नीचे दिये गये हैं। कृपया, उसके उत्तर दीजिए।

1.
  - ॥१॥ एसाइन्मेन्ट गृहकार्य के उत्तर देना आपको किसी सीमा तक उपयोगी लगा ?  
व्यापक सीमा तक/सीमित सीमा तक/ किसी भी नहीं ।
  - ॥२॥ यदि आपको यह उपयोगी लगा तो किस दृष्टि से?
    - अ -सत्र /वार्षिक परीक्षा के लिए आवश्यकता पूर्ति की दृष्टि से। -----
    - ब- विषय को स्पष्ट रूप से समझने के लिए । -----
    - क - प्रश्न के उत्तर देने में अभ्यस्त होने के लिए -----
    - ड- संबंधित सामग्री का चयन करने तथा उनको प्रश्न के उत्तर देने के लिए संगठित करने के लिए -----  
आपको शक्तिमान बनाने की दृष्टि से
    - इ- जो आपने सीखा है उसके लिए आश्वस्त करने की दृष्टि से - -----
    - ई- अध्ययन के नियमित संसर्ग की दृष्टि से। -----
    - उ- परीक्षा की संपूर्ण तैयारी की दृष्टि से -----  
और कोई - -----
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2. एसाइन्मेन्ट गृहकार्य की तैयारी करते समय क्या आपने निम्नलिखित सामग्रियों में से किसका उपयोग किया था ।
  - अ ॥ पाठ्यवस्तुएँ -----
  - ब ॥ पाठ्य विवरण में निर्दिष्ट पुस्तकें -----
  - क ॥ पाठ्यवस्तुओं में निर्दिष्ट पुस्तकें -----
  - ड ॥ सामान्य पाठ्य पुस्तकें / पत्रिकाएँ -----
  - इ ॥ मार्गदर्शिकाएँ -----
  - ई ॥ कोन्टेक्ट प्रोग्राम संपर्क कार्यक्रम की टिप्पणियाँ -----  
और कोई - -----
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3. एसाइन्मेन्ट गृहकार्य लिखने में आपको कितनी कठिनाई थी  
बहुत / ज्यादा नहीं / कुछ भी नहीं

। यदि कोई कठिनाई आई थी तो वह इसलिए थी कि, । चिह्न।  
अ प्रश्न के उत्तर लेने अपेक्षित थे।

ब एसाइन्मेन्ट गृहकार्य में कठिन प्रश्न थे।

क प्रश्नों में पाठ्यवस्तुओं की अतिवस्तुएं समाहित  
नहीं थीं

ड प्रत्युत्तर लिखने में बहुत लम्बे समय की जरूरत  
पड़ती थी।

इ निदेशालय को एसाइन्मेन्ट गृहकार्य प्रस्तुत करने का  
समय उपयुक्त था

ई आवश्यक पुस्तकें की अप्राप्यता थी  
और कोई ----

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4. । क्या मूल्यांकन के बाद निरीक्षित एसाइन्मेन्ट गृहकार्य आपको  
लौटाया गया था? । हाँ / नहीं।

2। यदि लौटाया गया था तो वह आपको कब मिला?

एसाइन्मेन्ट गृहकार्य देने के : तुरन्त बाद / एक महीने बाद /  
दो महीने बाद / परीक्षा के बाद ।

5. आपको कितने परीक्षित एसाइन्मेन्ट गृहकार्य में परीक्षक की और से

1। आपकी कार्यक्षमता के बारे में विचार मिले थे?

सभी गृहकार्य में / किसी एसाइन्मेन्ट गृहकार्य में / किसी में भी नहीं

2। यदि विचार दिये गये थे तो वह आपको किसी सीमा तक उपयोगी लगे?

व्यापक सीमा तक / सीमित सीमा तक / किसी भी नहीं

3। यदि आपको वह विचार उपयोगी लगे तो किस दृष्टि से, कि । चिह्न।

अ - की गई भूल पहचानी गई ।

ब - भूल कैसे सुधारी जाए इसकी जानकारी प्राप्त हुई ।

क - आपके शिक्षा स्तर के बारे में जानकारी प्राप्त हुई ।

ड - सुझाव के अनुसार स्तर सुधारने में मदद मिली।

और कोई ----

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6. एसाइन्मेन्ट गृहकार्य की व्यवस्था में सुधार लाने के लिए इसमें से किस सुझाव का आप अनुमोदन करते हैं? । चिह्न ।
- क - एसाइन्मेन्ट प्रस्तुत करने के लिए पर्याप्त समय दिया जाय । -----
- ख - एसाइन्मेन्ट का प्रस्तुतिकरण किस्तों में किया जाना चाहिए -----
- ग - एसाइन्मेन्ट प्रस्तुत करने की अंतिम तिथि संपर्क कार्यक्रम से कुछ सप्ताह बाद की होनी चाहिए / -----
- घ - एसाइन्मेन्ट प्रस्तुत करना अनिवार्य नहीं होना चाहिए। -----
- च - एसाइन्मेन्ट की 75 प्रतिशत आवश्यकता कम करनी चाहिए -----
- छ - सभी एसाइन्मेन्ट प्रस्तुत करने चाहिए। -----
- और कोई -----
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6. पुस्तकालय अध्ययन

विश्वविद्यालय के क्षेत्र में ही पत्राचार पाठ्यक्रम निर्देशालय का पुस्तकालय होता है। अध्ययन कक्षाओं की सुविधा के उपरान्त इस पुस्तकालय में डाक द्वारा विद्यार्थियों को पुस्तकें भेजने की व्यवस्था होती है। अध्ययन हेतु आपने भी पुस्तकालय का लाभ उठाने की इच्छा की होगी। परन्तु इन सुविधाओं का उपयोग करते में कुछ कठिनाईयाँ भी आई होंगी। इसी से संबंधित कुछ प्रश्न यहाँ दिये गये हैं। कृपया उनके उत्तर दीजिए।

1. 1। क्या आपको यह सुविधा प्राप्त करने में कोई कठिनाई हुई थी? । हाँ / नहीं।
- 2। यदि कठिनाई हुई थी तो वह क्या थी? -----
- क - आपको पुस्तकालय से आवश्यक पुस्तकें उपलब्ध नहीं हुईं । -----
- ख - पुस्तकालय की पुस्तकें डाक द्वारा संभालना और लौटाना खर्चीला है । -----
- ग - डाक द्वारा भेजी गई पुस्तकालय की पुस्तकों का उपयोग करने की समय मर्यादा पर्याप्त नहीं होती -----
- घ - ग्रंथपाल की ओर से प्रत्युत्तर में तत्परता नहीं दिखाई जाती । -----
- और कोई -----
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2 पुस्तकालय सुविधाओं में सुधार लाने के लिए इनमें से कितना अनुमोदन आप करते हैं।

अ- पत्राचार कार्यक्रम निर्देशालय के पास व्यवस्था होनी चाहिए कि आप अपने निकट के महाविद्यालय / विश्वविद्यालय के पुस्तकालय के सदस्य बन सकें। -----

ब- प्र.पा. निर्देशालय का पुस्तकालय उस क्षेत्र में होना चाहिए जहाँ के आप निवासी हैं। -----

क- डाक पुस्तकालय व्यवस्था को प्रोत्साहित करना चाहिए। -----

ड- डाक-खर्च का निर्वाह पत्राचार कार्यक्रम निर्देशालय को करना चाहिए। -----

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#### 7। कोन्टेक्ट प्रोग्राम

पत्राचार कार्यक्रम में कक्षा में अनुदेश देना भी नियोजित किया जाता है। कोन्टेक्ट प्रोग्राम के द्वारा सभी सत्रों में एक सप्ताह या इतने का अनुदेश इस तरह देना प्रयोजित किया जाता है। इन कोन्टेक्ट प्रोग्राम में सामान्यतः व्याख्यान या विचार विमर्श के रूप में अनुदेश दिये जाते हैं। अनुदेश के उपरान्त पाठान्तर क्रियाओं का नियोजन किया जाता है। वैयक्तिक संपर्क कार्यक्रमों में भाग लेते समय आपने इस कार्यक्रम में तय किये जाने वाले पाठ्य तथा पाठान्तर क्रियाओं की उपयोगिता एवं उसकी सीमा के बारे में संतुष्ट बनाये होंगे। अपने अनुभव के आधार पर आपके पास इस कोन्टेक्ट प्रोग्राम को ज्यादा उपयोगी बनाने के लिए सुझाव होंगे। इत्तीको प्रकाशित करने वाले कुछ प्रश्न यहाँ दिये गये हैं। कृपया उनके उत्तर दीजिए।

1. कोन्टेक्ट प्रोग्राम वैयक्तिक संपर्क कार्यक्रम के दौरान मुख्यतः व्याख्यान पर ध्यान केन्द्रित किया जाता है और कभी-कभी आख्यानो के दौरान / बाद में प्रश्नोत्तर एवं चर्चा का आयोजन भी किया जाता है

॥१॥ क्या आपको लगता है कि हाँ /कह नहीं सकते/ नहीं

अ - व्याख्यानो में आवृत्त प्रकरण बहुत ही आवश्यक थे।

ब - दिये गए व्याख्यान वस्तुनिष्ठ थे

क - व्याख्यान विषय को समझने के लिए पर्याप्त योग्य थे।

ड - प्रश्नोत्तर अधिवेशन से आपके रूढ़ि निवारण में सहायता मिली।

इ - चर्चा अधिवेशन में हिस्सा लेने का अवसर सभी विद्यार्थियों को दिया गया था।

ई - व्याख्यानो ने आगे के अध्ययन में उत्साहवर्धन किया।

उ - व्याख्यानो के दौरान प्रश्न पूछने और स्पष्टीकरण मिलने का आपके लिए अवकाश था।

॥२॥ निम्नलिखित में से कौन सा कार्य आपको कठिन लगा

अ कोन्टेक्ट प्रोग्राम के दौरान व्याख्यान को समझ सकना।

चिह्न

ब प्रश्नोत्तर अधिवेशन में हिस्सा लेना।

क चर्चा अधिवेशन में हिस्सा लेना।

॥३॥ क्या आप समझते हैं कि कोन्टेक्ट प्रोग्राम के दौरान के अध्यापन कार्यक्रम में कुछ सुधार किया जाना जरूरी है।

हाँ /नहीं

। - यदि जरूरी समझते हैं तो कोन्टेक्ट प्रोग्राम में प्रयुक्त इनमें से कौन-सी पद्धति पर ज्यादा ध्यान दिया जाना चाहिए।

कृपया आपकी पसंद के अनुसार नंबर दीजिए,

चिह्न क्रम

अ। व्याख्यान

ब। समूह चर्चा

क। विचार- गोष्ठी

ड। प्रश्नोत्तर

2 क्या आप संमत है कि

अ - कोन्टेक्ट प्रोग्राम में सिर्फ आवश्यक प्रकरणों को ही विस्तृत रूप से समाविष्ट करने चाहिए।

हाँ / कह नहीं सकते / नहीं।

ब - ~~अपना~~ कितने दिनों में दिया जाने चाहिए ?

चिह्न

- सरल अंग्रेजी भाषा में।

- हिन्दी भाषा में।

- हिन्दी एवं अंग्रेजी भाषाओं में संयुक्त रूप से।

क - विद्वान अध्यापक कक्षा लेने के लिए

निर्वाचित किया जाने चाहिए। हाँ / कह नहीं सकते / नहीं

ख - कक्षा का कद कम करना चाहिए। हाँ / कह नहीं सकते / नहीं और कोई ----

ग -

घ -

2. 111. दैनिक अध्यापन कार्यक्रमों में क्या इन बातों के लिए समय अवधि पर्याप्त थी?

चिह्न

अ - प्रकरणों को विस्तृत रूप में चलाने के लिए।

ब - चर्चा अधिवेशन के संचालन के लिए।

क - प्रश्नोत्तर अधिवेशन के संचालन के लिए।

212. वर्तमान समय सारिणी को देखते हुए दैनिक अध्यापन कार्यक्रम की समय अवधि आपकी दृष्टि से कितनी होनी चाहिए

ज्यादा / कम

3 विभिन्न पाठ्यक्रमों के लिए कोन्टेक्ट प्रोग्राम की समय अवधि भी विभिन्न = हर एक सत्र / अधिवेशन में 7 से 15 दिनों की होती है।

1 क्या आपको अपनी कक्षा के कोन्टेक्ट प्रोग्राम की समय अवधि पर्याप्त लगी ?

हाँ / नहीं

2 यदि नहीं लगी तो इसलिए कि,

अ - पूरा पाठ्यक्रम सक्षम में समाविष्ट नहीं किया गया था।

चिह्न

ब - सभी महत्वपूर्ण प्रकरण विस्तृत रूप से  
अवतरित नहीं किये गये थे ।

क - पुस्तकालय -अध्ययन के लिए पर्याप्त समय  
नहीं मिला था ।

ड - पाठाले विद्यार्थियों के संगठन के लिए उचित  
समय नहीं दिया जा सका था  
और कोई -----

इ -  
ई -

3 वर्तमान समय अवधि को देखते हुए कोन्टेक्ट प्रोग्राम की समय  
अवधि आपकी दृष्टि से कितनी होनी चाहिए :

ज्यादा / कम

4 कोन्टेक्ट प्रोग्राम के दौरान क्या आपने पुस्तकालय का उपयोग  
किया था :

हाँ / नहीं

1 यदि उपयोग किया था तो कितनी सीमा तक आपके  
पुस्तकालय का उपयोग महत्वपूर्ण लगा :

क्या एक सीमा तक/सीमित सीमा तक/ किसी भी नहीं ।

2 यदि आपने पुस्तकालय का उपयोग नहीं किया था तो  
क्या वह इसलिए कि --

॥ चिह्न ॥

अ - अधिकतम समय कक्षा - विद्यार्थियों में ही व्यय हो  
जाता था ।

ब - सभी विद्यार्थियों के लिए पुस्तकालय सुविधाएँ  
पर्याप्त नहीं थी

क - पुस्तकालय सुविधा नहीं दी गई थी ।

ड - आप विश्वविद्यालय क्षेत्र से दूरके स्थल पर ठहरे  
हुए थे ।

और कोई -----

इ -

5 कोन्टेक्ट प्रोग्राम के दौरान कुछ पाठांतर क्रियाएँ जैसे - मनोरंजन कार्यक्रम, सम्मेलन, लघु-यात्राएँ आदि आयोजित की जाती हैं।

1 - क्या इनमें से कोई कार्यक्रम आपकी कक्षा के कोन्टेक्ट प्रोग्राम के दौरान आयोजित किया गया था? हाँ / नहीं

2 - यदि किया गया था तो आपको ये पाठांतर क्रियाएँ किस सीमा तक रुचिकर लगीं:

व्यापक सीमा तक / सीमित सीमा तक / किसी भी नहीं

3 - कोन्टेक्ट प्रोग्राम में सुधार के लिए इन सुझावों में से कितने साथ आप सहमत हैं:

अ - सह अध्यायी प्रवृत्तियाँ सभी कक्षाओं के लिए चिह्न  
होनी ही चाहिए।

ब - इन प्रवृत्तियों में ऐसे कार्यक्रम भी सम्मिलित होने चाहिए जैसे -----

- |                     |   |   |
|---------------------|---|---|
| - चर्चा और धोषणा    | ॥ | ॥ |
| - निबंध-प्रतियोगिता | ॥ | ॥ |
| - खेल-प्रतियोगिता   | ॥ | ॥ |
| - संगीत             | ॥ | ॥ |
| - नाटक              | ॥ | ॥ |
| - समाज-सेवा-आयोजन   | ॥ | ॥ |
| - लघु-यात्राएँ      | ॥ | ॥ |
| - और कोई -----      |   |   |

क - पाठांतर क्रियाओं में भाग लेने वालों को पुरस्कार, प्रमाणपत्र आदि के द्वारा प्रोत्साहन देना चाहिए। ॥ ॥

6 कोन्टेक्ट प्रोग्राम के दौरान क्या आपको कोई कठिनाई का सामना करना पड़ा था:

यदि करना पड़ा तो वह इसलिए कि, हाँ / नहीं

1 कोन्टेक्ट प्रोग्राम में उपस्थित होने के लिए छुट्टियाँ लेना कठिन लगा। चिह्न

- 2 लंबी अवधि के लिए बाहर रहना कठिन होगा -----
- 3 कॉन्टेक्ट प्रोग्राम के दौरान भारी खर्च वहन करना पड़ेगा -----
- 4 कॉन्टेक्ट प्रोग्राम के लिए आपको यात्रा - रिपायत नहीं मिली । -----
- 5 कॉन्टेक्ट प्रोग्राम के दौरान रहने और खाने की सुविधा पाना आपको मुश्किल होगा । -----

7 किसी परिवार कार्यक्रम के लिए कोन्टेक्ट प्रोग्राम में उपस्थिति अनिवार्य होती है तो किसी में रेचिछक ।

1 क्या आप यह मानते हैं कि सभी कक्षाओं के लिए कोन्टेक्ट प्रोग्राम अनिवार्य बनाना चाहिए ?

हाँ / नहीं ।

2 यदि नहीं मानते तो कृपया कारण बताइए

अ

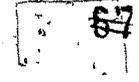
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क

8 संगठनों की सुविधाएं लक्ष्य में रखते हुए यह अपेक्षित है कि कोन्टेक्ट प्रोग्राम वैयक्तिक तौर पर कार्यक्रम सूत्र में एक बार ही संगठित किए जा सकते हैं। परंतु यह कार्यक्रम आपके सट्टे समाधान के लिए हो सकता है पर्याप्त न हो। इसीको प्रकाशित करने वाले कुछ सुझाव नीचे दिए गए हैं। कृपया जितने सुझाव / सुझावों से आप संमत हो उसके सामने ✓ चिह्न कीजिए ।

चिह्न

अ। प. पा. निदेशालय ने इतवार तथा छुट्टियों के दिनों में आपके क्षेत्र में स्थित शैक्षणिक संस्थाओं में कक्षाएं आयोजित करनी चाहिए ।



ब ॥ आपके क्षेत्र की महाविद्यालय के प्राध्यापकों को उस क्षेत्र के विद्यालयों को मार्गदर्शन देने के लिए पाठ निर्देशालय की ओर से नियुक्त किये जाने चाहिए। -----

क ॥ और कोई -----

9. विद्यार्थियों के लिए कॉन्टेक्ट प्रोग्राम ज्यादा उपयोगी बने इसलिए आप क्या सुझाव देंगे ?

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8. प्रस्तावित पाठ्यक्रम

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अ ॥ जैसा कि आप जानते हैं, अभी हिमाचल प्रदेश विश्वविद्यालय स्नातकोत्तर एवं अनुस्नातक स्तर के विभिन्न पत्राचार पाठ्यक्रम चलाती है। तदनुसार विद्यार्थियों की आवश्यकताओं को ध्यान में रखकर हिमाचल प्रदेश विश्वविद्यालय भविष्य में कुछ नये पाठ्यक्रम भी शुरू कर सकती है। आपके वर्तमान पाठ्यक्रम की समाप्ति के बाद किसी नये पाठ्यक्रम में शामिल होने की आशा आप भी करते होंगे। अभी प्रस्तावित सामान्य उपाधि पाठ्यक्रमों की तरह ही आपको कितनी नये पाठ्यक्रमों की आवश्यकता होगी - जैसे ;

1. जिसका आपके दैनिक जीवन में व्यावहारिक मूल्य हो।
2. जिससे आपको फुरसतका समय अच्छी तरह बिताने में मदद मिले।
3. जो आपको रोजगार देने में मदद दे सके।
4. जो आपकी दक्षता बढ़ाने में सहायक हो जिसमें आप अभी कार्यरत हैं।

इन सबको ध्यान में रखते हुए यहाँ दी जा रही सूचि में चार शीर्षकों के अंतर्गत विभिन्न प्रकार के पाठ्यक्रम उल्लेखित किये गए हैं, जैसे -

1. कायोपयोगी पाठ्यक्रम
2. व्यावसायिक पाठ्यक्रम
3. कला-सौन्दर्य मूल्यों से संबंधित पाठ्यक्रम
4. सायान्य अनुशासन से संबंधित पाठ्यक्रम

वह पाठ्यक्रम उपाधि, सनद या प्रमाणपत्र वाले किसी अनुस्ताक या स्नातकोत्तर स्तर के लिए प्रस्तावित किये जा सकते हैं। जिस प्रकार के पाठ्यक्रम में आप भविष्य में सम्मिलित होना चाहें, कृपया दी गई सूचि में उरारे आगे चिह्न करें। यदि आप किसी ऐसे विशेष पाठ्यक्रमों में सम्मिलित होना चाहते हैं जो इस सूचि में नहीं दिये गये, तो कृपया उन पाठ्यक्रमों के नाम सभी विभागों के अंत में दी गई जगह में लिखें।

### 1. कायोपयोगी अध्ययन

अ. कायोपयोगी सामाजिक एवं व्यावहारिक विज्ञान, जैसा कि

॥ चिह्न ॥

- |  |   |   |
|--|---|---|
| 1. क्षेत्रीय विकास अध्ययन                                | ॥ | ॥ |
| 2. विज्ञान नीति अध्ययन                                   | ॥ | ॥ |
| 3. सामाजिक व्यवस्था पर अध्ययन                            | ॥ | ॥ |
| 4. परिस्थिति विज्ञान                                     | ॥ | ॥ |
| 5. कायोपयोगी अर्थशास्त्र                                 | ॥ | ॥ |
| 6. कायोपयोगी मनोविज्ञान                                  | ॥ | ॥ |
| 7. लोक प्रशासन   | ॥ | ॥ |
| 8. राजकीय तन्त्रता, अंतर्राष्ट्रीय कानून एवं अर्थशास्त्र | ॥ | ॥ |
| 9. अन्तर्राष्ट्रीय राजनीति एवं संगठन                     | ॥ | ॥ |
| 10. विभिन्न उप-खण्डों का अध्ययन                          | ॥ | ॥ |
| 11. बाल-सावधानी एवं विकास                                | ॥ | ॥ |
| 12. धर-व्यवस्था  | ॥ | ॥ |
| 13. पत्रकारित्व  | ॥ | ॥ |

और फोर्ड -----

ब। कार्यापयोगी प्राकृतिक विज्ञान

पिन्ह

- 1 कार्यापयोगी वस्तुविज्ञान
- 2 कार्यापयोगी रसायनशास्त्र
- 3 कार्यापयोगी जीवविज्ञान
- 4 कार्यापयोगी अंक गणित
- और कोई -----

5

6

व्यावसायिक पाठ्यक्रम

अ। वाणिज्य एवं व्यवस्था संबंधी अध्यायन जैसे

- 1। लेखाकार्य एवं हिताब-रक्षणा
- 2। कंपनी एवं सेक्रेटरीयल-कार्य-अध्ययन
- 3। कार्यालय प्रबंध
- 4। वैयक्तिक प्रबंध अध्ययन
- 5। मार्केटिंग-प्रबंध-अध्ययन
- 6। होटल एवं भोज-प्रबंध-अध्ययन
- 7। बीमा-अध्ययन
- 8। विक्रम-दक्षता अध्ययन
- 9 विज्ञापन अध्ययन
- 10 फैक्टरी प्रबंध अध्ययन
- 11 औद्योगिक अनुशासन एवं प्रबंध अध्ययन
- 12 औद्योगिक फोरमेनशिप अध्ययन
- 13 ग्रंथालय-प्रबंध अध्ययन
- 14 और कोई -----

14

क। कृषि एवं उससे संबंधित पाठ्यक्रम

- 1 फार्म संगठन एवं प्रबंध
- 2 कृषि-अर्थशास्त्र
- 3 वन-संबंधित अध्ययन
- 4 मत्स्य उद्योग अध्ययन
- 5 भू-भाग एवं उद्यान संबंधित अध्ययन
- 6 मुर्गी उत्पादन अध्ययन
- 7 उद्यान-कृषि अध्ययन
- 8 तंतु-उद्योग-अध्ययन
- 9 कृषि-विस्तार अध्ययन

और कोई

10

11

क। अभियांत्रिकी एवं तकनीकी पाठ्यक्रम

1 सामान्य अभियांत्रिकी

2 कृषि-परिपालन, उपयोगी अभियांत्रिकी, जलसिंचनी आदि

3 सिविल इंजिनियरिंग

4 रासायनिक अभियांत्रिकी

5 विद्युत अभियांत्रिकी एवं विद्युत संबंधित अध्ययन

6 दूरदर्शन, रेडियो एवं संगणक संबंधित अध्ययन

7 यांत्रिक एवं ओटोमोबाईल अध्ययन

8 कला एवं स्थापत्यकला अध्ययन

9 संगणक - विज्ञान

और कोई

ड। अध्यापक-प्रशिक्षण-पाठ्यक्रम, जैसे

1 विद्यालय के विषयों पर अध्ययन जैसे,

अ - भाषाएँ

ब - इतिहास

क - भू-विद्या

ड - सामान्य विज्ञान

और कोई

2 शिक्षा की अन्य शाखाओं का अध्ययन जैसे,

1 शिक्षा-तकनीकी

2 शिक्षा-प्रबंध

3 शिक्षा मापन एवं मूल्यांकन

4 शिक्षा-मानक और परामर्श

और कोई

इ। विधि-संबंधित अध्ययन जैसे

1 एल. एल. बी.

2 एल. एल. एल. एल.

3 लेबर लाँ

4 टाक्षेशन लाँ

5 और कोई

ई। अन्योन्य पाठ्यक्रम, जैसे,

1 फोटोग्राफी

2 परिधान बनाना, नमूना कटौती तथा स्थापन

3 फूल - सज्जा -----

4 सौन्दर्य-रक्षण, एवं सौन्दर्य प्रसाधन शास्त्र -----

5 आचार संहिता एवं मनोरंजन -----

6 और कोई -----

3 कला-सौन्दर्य मूल्यों से संबंधित पाठ्यक्रम

1 साहित्यिक-आलोचना अध्यायन

६ प्राचीन साहित्य अध्यायन, आधुनिक साहित्य अध्यायन आदि

2 कला-सराहना ।

3 संगीत

4 चित्र कला

और कोई -----

4 अ३ सामान्य अनुशासन संबंधित पाठ्यक्रम

1 भौतिक-शास्त्र -----

2 रसायन शास्त्र -----

3 जीव-विज्ञान -----

4 भू-विद्या -----

5 भू-विज्ञान -----

6 गणीत

और कोई -----

क३

1 दर्शन शास्त्र -----

2 भाषाशास्त्र -----

3 भाषाएँ - टाग्रेजी -----

- जर्मन -----

- फ्रेंच -----

- रशियन -----

- संस्कृत -----

- हिन्दी -----

4 और कोई -----

ख। सामाजिक एवं व्यावहारिक विज्ञान, जैसे,

1 ऐतिहासिक अध्ययन -----

2 राजनीतिक अध्ययन -----

3 अर्थशास्त्र -----

4 समाजशास्त्र -----

5 मानव विज्ञान -----

6 मनो विज्ञान -----

7 पुरातत्व विद्या -----

और कोई -----

ब। किसी विषय-विशेष में स्नातकोत्तर पाठ्यक्रम संशोधन कर लेने के पश्चात् क्या आप पत्राचार के द्वारा एम० फिल० एवं/अथवा पी०एच० डी० की उपाधि की ओर अग्रसर शोध-अनुस्थापित पाठ्यक्रम में सम्मिलित होना पसंद करेंगे?

।जी हाँ/ अभी तक सोचा नहीं/ नहीं।

क। किसी विश्वविद्यालयों में विद्यार्थियों को किसी विशिष्ट पाठ्यक्रम में पत्रों को पसंद करने की महत्वपूर्ण छूट दी जाती है उदाहरणार्थ, किसी उपाधि/सनात पाठ्यक्रम में एक विषय के 20 से 30 पत्र होते हैं जिनमें से विद्यार्थियों को 8 से 10 पत्र चुनने होते हैं, क्या आप पत्राचार पाठ्यक्रम में भी इस व्यवस्था होना पसंद करेंगे?

यदि पसंद करते हैं तो क्यों?

जी हाँ/कह नहीं सकते/नहीं

9. मूल्यांकन:-

जैसा कि आप जानते हैं, पत्राचार-पाठ्यक्रम में विद्यार्थियों की

शैक्षणिक उपलब्धियों का मूल्यांकन स्टाइन्मेन्ट तथा परीक्षाओं के द्वारा

किया जाता है। आपके शैक्षणिक विकास में मूल्यांकन की यह व्यवस्था

किस सीमा तक उपयोगी होती है/ हो सकती है एवं इस व्यवस्था में सुधार लाने के विभिन्न उपयों के विषय में आपकी राय जानने की जरूरत है। इसी से संबंधित कुछ प्रश्न यहाँ दिये गये हैं कृपया उनके उत्तर दीजिए।

1. यह आपको मालूम है कि आपको सत्र में एक बार (एगो रसो के लिए सत्र में दो बार) <sup>या अधिक</sup> एसाइन्मेन्ट प्रस्तुत करने को कहा जाता है। अभ्यास में आपकी प्रगति को जानने तथा उसे सुधारने की दृष्टि से यह एसाइन्मेन्ट दिये जाते हैं।

अ- इस दृष्टि से क्या आप यह मानते हैं कि सत्र में एक बार एसाइन्मेन्ट प्रस्तुत करना ठीक है?

हाँ/निश्चित नहीं/ नहीं।

ब- यदि नहीं, तो क्या आप यह मानते हैं कि एसाइन्मेन्ट विभिन्न किस्तों में सत्र के दौरान प्रस्तुत करने दिया जाना चाहिए।

2. अभी, विषय जैसेकुछैक प्रश्नों पर एसाइन्मेन्ट आधारित रहता है, जिसके उत्तर देने के लिए आपको पाठ्यविवरण और कुछ पुस्तकों का ही अध्ययन करना पड़ता है।

अ- यदि एसाइन्मेन्ट में कुछ निश्चित योजनाओं एवं प्रैक्टिकल कार्य का समावेश किया जाए तो क्या आप मानते हैं कि उससे आपके शैक्षणिक स्तर को सुधारने में सहायता मिलेगी?

हाँ / निश्चित नहीं / नहीं।

ब- यदि कॉन्टेक्ट प्रोग्राम में कुछ छोटी कसौटियाँ तथा पहलवियों का आयोजन किया जाये तो क्या आप मानते हैं कि वह आपके शैक्षणिक विकास में सहायक होगी?

हाँ / निश्चित नहीं / नहीं।

3. अभी परीक्षित एसाइन्मेन्ट तथा कभी-कभी कुछ सूचनाओं के साथ आपको भेज दिया जाता है।

यदि एसाइन्मेंट में दिये गये आपके उत्तरों का मूल्यांकन किया जाय तथा आपके उत्तरों को कैसे सुधारा जाय इसके बारे में विस्तार से सूचनाएँ दी जाय तो क्या आपको लगता है कि उससे आपके शैक्षणिक स्तर को सुधारने में सहायता मिलेगी ?

हाँ / निश्चित नहीं / नहीं

- 4 वर्तमान परिस्थिति में एसाइन्मेंट पर अंक तथा सूचनाएँ पाने के उपरान्त अपने कार्य एवं शैक्षणिक स्तर को सुधारने के संदर्भ में मार्गदर्शक के साथ विचार-विमर्श करने के बहुत कम अवसर आपको मिलते होंगे ।

यदि पत्राचार पाठ्यक्रम निर्देशालय निकट के महाविद्यालय / विश्वविद्यालय के शिक्षकों की विद्यार्थियों के एसाइन्मेंट जाँचने तथा उन्हें शैक्षणिक स्तर सुधारने में मार्गदर्शन हेतु नियुक्त करें तो क्या आप इसे पसंद करेंगे ?

हाँ / निश्चित नहीं / नहीं

- 5 पाठ्य विवरण तथा प्रस्तावित संदर्भों का अभ्यास करने के उपरान्त भी आप उत्तका मूल्यांकन करने में समर्थ नहीं हो पाते जिसका स्तर आपकी समझ में आ गया होता है ।

यदि पत्राचार पत्रों के अंत में आपके लिए कुछ प्रश्न दिये जाय जिसके स्तर भी उदाहरणार्थ दिये जाय जिससे कि आप अपने उत्तरों का मूल्यांकन स्वयं कर पायें वह व्यवस्था क्या आपको पसंद करेगी ?

हाँ / निश्चित नहीं / नहीं

- 6 क्या आप इससे सहमत हैं कि परीक्षा में दिये गये प्रश्न इस प्रकार के होते हैं कि,

अ - सिर्फ पाठ्य विवरणों के अध्ययन से ही अच्छे अंक प्राप्त हो सकते हैं ।

। सहमत / निश्चित नहीं / असहमत ।

व- पाठ्य विवरणों के साथ-साथ सुझावित संदर्भों के अध्ययन से परीक्षा में अच्छे उत्तर लिखने में सहायता मिलती है ।

॥सहमत / निश्चित नहीं / असहमत॥

क- एसाइन्मेन्ट लिखने से परीक्षा में अच्छा कार्य करने में सहायता मिलती है ।

॥सहमत / निश्चित नहीं / असहमत॥

ड- कॉन्टैक्ट प्रोग्राम में उपस्थित रहने से परीक्षा में अच्छा कार्य करने में सहायता मिलती है ।

॥सहमत / निश्चित नहीं / असहमत॥

7क अभी, परीक्षा में किये गये कार्य के आधार पर ही आपको उपाधि प्रदान किये जाने का निर्णय लिया जाता है । इस व्यवस्था को सुधारने के हेतु पूरक सुझाव यहाँ दिये गये हैं इनमें से किसके साथ आप सहमत है ।

॥ चिन्ह ॥

अ- परीक्षा में प्राप्त किये गये अंक ही उपाधि प्रदान करने हेतु ध्यान में लिये जाएँ जैसा कि अभी है ।

व- परीक्षा के प्राप्तार के साथ-साथ एसाइन्मेन्ट में क- सिर्फ एसाइन्मेन्ट में आपकी उपलब्धि को ही उपाधि-प्रदान करने के लिए ध्यान में लिया जाए ।

ख॥ कृपया उत्तर के समर्थन में अपने विचार दर्शाएँ ।

॥ग॥ यदि आपके उत्तर ॥अ॥ या ॥व॥ हैं तो आप क्या चाहेंगे?

॥ चिन्ह ॥

अ- परीक्षा सत्र में एक बार ली जाए ।

ब- परीक्षा वर्ष में एक बार ली जाए ।

॥घ॥ कृपया उत्तर के समर्थन में अपने विचार दर्शाएँ ।

## 10 । वित्त

अपने अध्ययन को चालू रखने के लिए आपको विविध प्रसंग पर आवश्यक धनराशि का खर्च करना पड़ता होगा। यहाँ इन खर्च के बारे में लिखा है। कृपया, अपने वार्षिक खर्च का ब्योरा यहाँ लिखे हुए खर्च के नाम के सामने दीजिये।

1 डाक-व्यय	रुपये
अ - विवरण पत्रिका, तथा प्रवेश पत्र मँगवाने के लिए	-----
ब - प्रवेश-शुल्क भेजने के लिए।	-----
क - रसाइन्मेन्ट भेजने में	-----
ड - पत्राचार पाठ्यक्रम निदेशालय के पुस्तकालय की पुस्तकें, यदि मँगवाईं हो तो, वापस भेजने के लिए।	-----
इ - परीक्षा का आवेदन पत्र मँगवाने तथा परीक्षा शुल्क भेजने में	-----
ई - सूचना तथा स्पष्टिकरण मँगवाने हेतु पत्राचार पाठ्यक्रम निदेशालय से लिये गये पत्राचार में	-----
उ - अन्य कोई -----	-----
2 यात्रा -व्यय	
अ - कॉन्टेक्ट प्रोग्राम में उपस्थित होने के लिए	-----
ब - परीक्षा में उपस्थित होने के लिए	-----
क - प्रवेश हेतु पत्राचार पाठ्यक्रम निदेशालय से की गई मुलाकात के लिए	-----
3 अ । पुस्तकें खरीदने में	-----
ब । लेखन सामग्री खरीदने में	-----
4 रहने और खाने का खर्च	
अ । कॉन्टेक्ट प्रोग्राम के दौरान	-----
ब । परीक्षा के दौरान	-----
क । निदेशालय से मुलाकात के दौरान	-----
5 प्राइवेट ट्यूशन फीस । यदि कोई है। ।	-----
6 अन्य कोई	-----

=====

कुल

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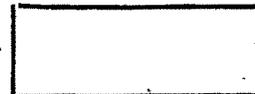


11. कॉन्टेक्ट प्रोग्राम ( Those who could not attend contact programme need fill this)

अधिवेशन के दौरान आपको कक्षा के लिए आयोजित किये गये कॉन्टेक्ट प्रोग्राम में उपस्थित न हो सके उसके संभावित कारण आगे दिये गये हैं। कृपया उनको पढ़िए और जो विकल्प आपको उचित लगे उसके सामने ✓ चिह्न कीजिये। दिये गये कारणों से भिन्न यदि आपके कोई कारण हों तो, कृपया, अंत में दी गई जगह में उन्हें लीखिए।

1. आप कॉन्टेक्ट प्रोग्राम में उपस्थित न हो सके थे, क्योंकि ----

- 111 निदेशालय की ओर से कॉन्टेक्ट प्रोग्राम की सूचना आपको नहीं मिली। -----
- 112 कॉन्टेक्ट प्रोग्राम की सूचना आपको बहुत देर से मिली। -----
- 113 अगले वर्ष आपने कॉन्टेक्ट प्रोग्राम में हिस्सा लिया था और वह आपको उपयोगी नहीं लगा -----
- 114 आपको कॉन्टेक्ट प्रोग्राम में हिस्सा लेना जरूरी नहीं लगा। -----
- 115 जहाँ आप कार्य करते हैं वहाँ से छुट्टि नहीं मिली। -----
- 116 लंबी अवधि के लिए शहर छोड़ के बाहर जाना आपको मुश्किल लगा। -----
- 117 कॉन्टेक्ट प्रोग्राम के स्थल तक जाने के लिए ट्रेडन/बस में रिजर्वेशन की व्यवस्था आप नहीं कर पाये -----
- 118 ट्रेडन/बस की यात्रा के लिए आपको रियायत नहीं दी गई थी। -----
- 119 कॉन्टेक्ट प्रोग्राम में उपस्थित होने के लिए जरूरी पैसों का प्रबंध कर पाने की स्थिति में आप नहीं थे। -----
- 110 कॉन्टेक्ट प्रोग्राम केन्द्र आपके निवास -स्थान से बहुत दूर था। -----
- 111 कॉन्टेक्ट प्रोग्राम से दौरान रहने और खाने की व्यवस्था करना मुश्किल था। -----
- 112 आपके माता-पिता/पति/पत्नी/परिवार के सदस्यों ने इसकी इजाजत नहीं दी -----



**A Study of the Correspondence Education in Himachal Pradesh University**  
**TEACHER'S PERCEPTION OF CORRESPONDENCE SYSTEM OF EDUCATION**

Dear Sir/Madam,

An attempt is being made to conduct an intensive study of the Correspondence System of Education in the H.P. University. In this connection there is a need to collect the views of the teachers of Correspondence Courses regarding different aspects of this system of education i.e. courses of studies, lesson scripts, assignments, personal contact programmes etc.

As a personnel having been involved in teaching activities of Correspondence Courses, you must be aware of their instructional objectives. In relation to these objectives you might be perceiving the usefulness and limitations of different aspects of correspondence education. Also, while performing any of the instructional activities i.e. writing lessons, checking assignments etc., you might be facing some problems. On the basis of your experience, there might be some ideas in you regarding various ways and means of bringing out improvement in Correspondence Courses.

In order to get your opinions and suggestions regarding various aspects of Correspondence Education stated above, a questionnaire is prepared. The questions are arranged in 6 parts according to different aspects of Correspondence Education. You are requested to respond those questions which apply to you. There are some questions which seek your open responses. In such cases, please state your responses briefly in the given space. Some other questions are there against which the alternatives of responses are mentioned. While answering these question, you may put a tick (✓) mark against the alternatives which you find appropriate. If you have some response other than the alternatives mentioned, please write down them in the space provided. May I assure you that your responses will be used for research purpose only and kept confidential. I shall be obliged to you, if after filling in the questionnaire, you send it back to me at my present address within 10 days of receiving the questionnaire. A self-addressed envelop is enclosed herewith for this purpose.

Thanking you,

*Yours truly,*

**P. K. Sahoo**

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*Supervisor*  
**Dr. M. S. Yadav**  
*Professor of Education*

*Investigator*  
**P. K. Sahoo**  
*Research Fellow*

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**CENTRE OF ADVANCED STUDY IN EDUCATION**  
**THE M. S. UNIVERSITY OF BARODA**  
**BARODA-390 002.**

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Please give the following particulars:

1. Name : Mr./Mrs./Miss .....
2. Qualifications :
3. Designation : Professor ( )  
Reader ( )  
Lecturer ( )
4. Subject :
5. Teaching Experience : ( a ) Under-graduate Level..... years  
( b ) Post-graduate Level..... years
6. Research Experience : ..... years
7. Name of the Institution working at present :
8. Type of the Institution working at present : ( a ) Directorate of Correspondence Courses ( )  
( b ) University Teaching Department ( )  
( c ) College ( )  
( d ) Research Institution ( )
9. Nature of involvement in the institutional activities of the Correspondence Course :

	Post-graduate stage	Under-graduate stage
( a ) Writing the lessons		
( b ) Review/modification of the lessons		
( c ) Translation of the lessons		
( d ) Evaluation of assignments		
( e ) Teaching during personal contact programmes		
( f ) Evaluation of Examination papers		

I Courses of Studies

Keeping in view the general objectives of the courses, you might be holding some views regarding the syllabus, concerned with your subject. The following questions seek your reactions regarding this, please respond to them.

- 1. (i) Do you think that there is any need for modification of the units of the syllabus? Yes/Not sure/No
- (ii) If yes, please state the reasons.
  - (a)
  - (b)
  - (c)
  - (d)
- (iii) In what respect do you think the modification of units is needed? Please state them briefly in relation to the course, paper and unit.

Name of the Course	Paper	Unit No.	Nature of modification required

- 2. Do you think that the references suggested in the courses of studies are adequate with regard to the Content Coverage of the syllabus? Yes/Not sure/No
- 3. As one of the objectives of Correspondence Education, flexibility in the Courses of Studies is to be highlighted.

81 Keeping this in view, do you agree that there should be provision for 20 to 30 papers in each subject out of which a student can choose 8 to 10 papers for a degree/certificate?

Agree, )  
 Not sure )  
 Do not agree )

II Lesson Script

A - You might have studied the lesson scripts of the several courses you are dealing with. These lesson scripts have certain features, viz., introduction, nature of the content, style of presentation etc., which make correspondence study meaningful. You might have perceived the adequacy of lesson scripts in terms of these aspects. The following question is asked about them. Please give your response to the question.

- To what extent did you find that the presentation of the lesson scripts are adequate in terms of :

	Postgraduate Courses			Undergraduate Courses		
	Most adequate	Ade-quate to some extent	Not ade-quate at all	Most adequate	Ade-quate to some extent	Not ade-quate at all
a) introduction given :						
b) content coverage :						
c) conciseness of the content :						
d) up-to-date nature of the content :						
e) systematic presentation of the content :						
f) division of the lessons into paragraphs :						
g) clarification of concepts :						
h) enabling students to understand the lessons on their own :						
i) simplicity in language :						
j) suggested reference listed in the lessons :						

- k) translations made from English to Hindi or vice versa
- l) on printing mistake
- Any other :
- m)
- n)


B - 1 (i) Did the Directorate give you guidelines for

- Writing the lessons Yes/No
- Reviewing the lessons Yes/No
- Translating the lessons Yes/No

(ii) If you got, did you find the guidelines adequate enough for doing the job?

	Most adequate	Adequate	Not adequate at all
--	---------------	----------	---------------------

- Writing the lessons ( ) ( ) ( )
- Reviewing the lessons ( ) ( ) ( )
- Translating the lessons ( ) ( ) ( )

(iii) If not adequate, in what respect were they inadequate? Please state.

- 
- 
- 

C - 1 (i) Did you find any difficulty in

- writing the lessons? Yes/No
- reviewing the lessons? Yes/No
- translating the lessons? Yes/No

(ii) If you found any difficulty, were they due to:

Tick Mark

- (a) non-supply of guidelines from the Directorate? ( )
- (b) inadequate guidelines supplied to you? ( )
- (c) the objectives of instruction was not specified in the syllabus? ( )
- (d) the units of the syllabus were not presented in a comprehensive form? ( )
- (e) your lack of knowledge about the academic background of the students? ( )
- (f) lack of expertise on your part regarding the techniques of writing self instructional materials? ( )

A 84  
82

	Tick	Mark
(g) insufficient time provided for the job?	( )	( )
(h) non-availability of books/reference materials?	( )	( )
(i) irregular payment of remuneration?	( )	( )
(j) lack of proper academic incentives given for your performance?	( )	( )
Any other reasons		
(k)		
(l)		
(m)		
(n)		

D - 1 What would you suggest to bring about improvement in the presentation of lesson scripts with regard to

(a) style of presentation?

(b) content coverage?

(c) language?

(d) suggested references?

2 From the point of view of remuneration and minimum time provided for writing/modification/translation you may suggest some changes in them. If you have some suggestions -

(a) What should be the reasonable time limit given for

(i) writing the lessons? -- weeks

(ii) reviewing the lessons? -- weeks

(iii) translating the lessons? -- weeks

(b) what would be the reasonable remuneration given for

	<u>Postgraduate stage</u>	<u>Undergraduate stage</u>
(i) writing a lesson	Rs.	Rs.
(ii) reviewing a lesson	Rs.	Rs.
(iii) translating a lesson	Rs.	Rs.

(c) What kind of academic incentive/s would you expect from the Directorate for writing the lessons ?

-  
-  
-  
-

### III Assignments

The Directorate might have given you the responsibility of evaluating the assignments. On the basis of such experience, you may have some reactions towards certain aspects of assignment system. The following questions are asked regarding those aspects. Please give your response to them.

1. To what extent, did you find that the response sheets reflect the seriousness of the students regarding their studies.

To a large extent / To some extent / Not at all

2. (i) Do you think that there is any need of giving remarks on the respons. sheets?

Yes / No

(ii) If yes, what are the reasons

Tick Mark

- a) Making students aware of their limitation ( )
- b) Making students sure of what they have learnt ( )
- c) Giving guidance to the students to improve their standard ( )

A 885

Any other

- (d)
- (e)

(iii) If no, what are the reasons : Tick Mark

- (a) The marks given for student's performance are sufficient ( )
- (b) Most of the answers are reproduced from
  - text books ( )
  - lesson scripts ( )
  - Key books ( )
- (c) There is no time to write these remarks ( )
- (d) Students may not read them seriously ( )

Any other

- (e)
- (f)

E - 1 (i) Did you face any problem in connection with evaluation of assignments ?

Yes / No

(ii) If yes, was it because of Tick Mark

- (a) guidelines for evaluation was not given to you? ( )
- (b) you were not aware of objectives of instruction? ( )
- (c) large number of assignments were to be checked within a short period of time? ( )
- (d) remuneration for checking the assignments was not sufficient ( )

Any other

- (e)
- (f)
- (g)

2 What would you suggest for solution of above mentioned problems?

- 
- 
-

IV Personal Contact Programmes (PCP)

The PCP aims at enabling students to clarify their doubts, developing certain concepts in them by means of different methods like lectures, seminars and group discussion, and enhancing teacher-student and student-student interaction. To attain these objectives different kinds of activities are organised during PCPs. On the basis of the teaching experience in the PCPs you may have reactions about those activities. Also you might have faced certain problems while performing your activities. A few questions have been asked on various aspects of this programme and the problems faced in its organisation. Please give your response to them.

- 1. (i) During the PCP, you must have identified the topics to be covered through your lectures. Did you choose
  - (a) all the topics, from the sections to be covered, by you, for lecture? Yes / No
  - (b) some relevant topics for lecture? Yes / No

Please state the reasons for the choice you made

-  
-  
-

- (ii) If some relevant topics were selected, did you find any difficulty in identifying those topics for teaching? Yes / No

If yes, what were they?

-  
-  
-  
-

- 2. (i) Having made a choice for covering all the topics, did you find any difficulty to complete them during PCP? Yes / No

If yes, please state the reasons.

-  
-  
-

A888

(ii) In case you had chosen a few relevant topics, did you find it difficult to teach those topics in detail? Yes / No

If yes, please enumerate the reasons:

- 
- 
- 
- 

3. (i) For organising teaching activities, during PCP, which of the following methods did you use?

Tick Mark

- (a) lecture ( )
- (b) discussion ( )
- (c) question answer ( )
- (d) seminar ( )
- Any other
- (e)
- (f)

(ii) While carrying out teaching activities, how did you ensure students' participation?

- 
- 
- 
- 

(iii) How did you rate students' participation in teaching learning activities ?

Students' participated / to a large extent / to some extent / not at all

(iv) Did you come across any difficulty in carrying but your own teaching activities. Yes / No

(v) If yes, specify the difficulties you encountered.

- 
- 
-

- (vi) Did they arise due to
- Tick Mark
- (a) lack of orientation given to you about your role in the classroom. ( )
- (b) overcrowded class ( )
- (c) inadequate arrangement of classroom ( )
- (d) short duration of periods ( )
- (e) inadequate arrangement of time-table ( )
- (f) co-ordinator's lack of co-operation with the activities ( )
- Any other
- (g)
- (h)

- (vii) What improvement would you suggest for making your own teaching more effective?
- 
- 
- 

During PCP the students might have taken interest in meeting the teachers personally to clarify their doubts regarding studies.

- (i) Did the students meet you personally in connection with their queries? Yes / No
- (ii) If yes, did you make any effort to clarify their doubts? Yes / No
- (iii) If yes, what steps did you take to clarify students' doubts? Please enumerate.
- 
- 
- 
- 

- (iv) Did you find these steps appropriate? Yes / No
- If no, what other steps would you suggest to be taken?
- 
- 
-

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89

(v) If you did not make any effort to clarify students' doubts, Please state the reasons.

-  
-  
-  
-

5 (i) In your involvement in PCP, did you face any of the following difficulties? If ye, please specify.

Tick Mark

- (a) not getting prior information from the Directorate/PCP Centre regarding your activities during the PCP. ( )
- (b) not getting adequate remuneration ( )
- (c) not getting remuneration in time ( )
- (d) lack of proper boarding and lodging arrangements ( )
- Any other
- (e)
- (f)

(ii) What remedial measures would you suggest to overcome these difficulties ?

-  
-  
-  
-  
-

V. Evaluation

As you know, the evaluation of achievement of Correspondence Course students is carried out under two main aspects, viz., assignment and examination. Keeping in view the different objectives of carrying out this evaluation you may have reactions towards the existing practice. Further, for bringing out improvement in such evaluation process you might be having some suggestions. In the following a few questions have been asked regarding these aspects. Please respond to them.

1. In practice, the students are asked to submit their assignments once in a Semester (except for M.Ed. where it is twice) ~~or~~ more ).
- (i) Do you think that such an arrangement of spending the assignments at a stretch is academically appropriate?  
Yes/Not sure/No
- (ii) Please state the reasons for your response ?  
--  
--  
--
- (iii) If your answer is no, would you suggest any other way of submission of assignments.  
--  
--  
--

2. Generally the assignments are found to consist of only a few essay type questions covering selected portions of the syllabus.
- (i) Do you think that the partial coverage of syllabus would affect the very purpose of giving assignments?  
Yes/Not sure/No
- (ii) Please specify the reasons for your response.  
--  
--  
--
- (iii) If your answer is yes, would you suggest any way to frame the assignments such that they cover entire syllabus?

Tick Mark

- (a) The number of questions in assignments should be increased. ( )
- (b) The questions could be both short answer type as well as essay type ( )
- (c) Every unit of the syllabus will have proportional representation in the assignments. ( )
- Any other
- (d)
- (e)

A 92 3

Yes Not  
----- Sure

- (i) Do the questions given as assignments
  - (a) entirely based on the lesson scripts ? ( ) ( )
  - (b) involve problem solving ? ( ) ( )
  - (c) involve reference of suggested books and other materials? ( ) ( )

(ii) If your answer is 'a', do you think that such a practice is academically appropriate? ( ) ( )

(iii) Please state the reasons for your response.

-  
-  
-

(iv) If your answer is no, what are the suggestions for improvement of questions of assignments. Tick Mark

- (a) The questions asked should call for higher order mental abilities on the part of the students. ( )
- (b) Assignments could even include small projects ( )

4. Generally, it is found that proper feedback regarding their assignments are not given to the students in the form of remarks.

Do you think that such practice is academically appropriate?

Yes/Not Sure/No

Please state reasons for your response.

-  
-  
-

(i) What would you suggest to improve the situation? Tick Mark

- (a) The Directorate should insist on more periodical submission of assignments so that the work load of evaluators is uniformly distributed through-out the semester. ( )
- (b) The part-time evaluators should be given only limited number of assignments to evaluate. ( )
- (c) Printed model answers are to be distributed to all students after the evaluation of assignments. ( )

Any other

- (d)
- (e)

5. The marks, the students get in the assignments, are not considered for the award of degree/certificate.

(i) Is this practice academically appropriate? Yes/Not sure/No

(ii) Please specify the reasons for your response.

-  
-  
-

(iii) If your answer is no, do you think that some weightage has to be given to the assignments while deciding the final score for award of the degree?

Yes/Not sure/No

6. If it is found that the progress students make over a period of time is not processed and documented properly.

(i) Do you think that such a practice is necessary?

Yes/Not sure/No

(ii) Please specify the reasons for the response.

-  
-  
-

(iii) What according to you should be done in this respect?

Tick Mark

(a) A profile containing each student's past achievement, and progress he makes in the current examinations and assignments should be maintained.

( )

(b) Relevant information from this along with comments should be periodically sent to the students.

( )

(c) A copy of such information should be made available to the assignment and examination evaluators and teachers conducting the contact programmes.

( )

Any other

(d)

(e)

7. (i), Does the assignment system on its own able to serve the purposes of the internal evaluation?

Yes / No

(ii) Please state the reasons for your answer.

-  
-  
-

(iii) If your answer is no, apart from the assignments, what could be the possible way for making the internal evaluation system more meaningful.

(a) students performance during the PCPs in terms of Tick Mark  
-his/her participation in various instructional sessions like lectures, group discussions and seminars can be assessed. ( )

(b) -his/her achievement in small tests and quizzes conducted during the PCPs can be assessed. ( )

(b) -The evaluation can be made more diverse by including practical works and projects. ( )

-Looking towards the density of student population, the Directorate can appoint lecturers working in the nearby colleges/universities for evaluation of practical works and projects. ( )

8. Self evaluation is a concept highly recommended for instruction at higher education level. In the instructional process of Correspondence Education this concept has not been sufficiently emphasised.

(i) Do you think that this concept is important in instructional process of Correspondence Education?

Yes/Not sure/No

(ii) Please state the reasons for your response.

-  
-  
-

(iii) If yes, what measures would you suggest to bringing this concept into practice?

(a)  
(b)  
(c)

9. In the following are mentioned a few statements related to the nature of questions asked in the examinations conducted at the end of semester/course completion. Please express your agreement/disagreement to them.

The questions asked in the examinations are such that

- a) The systematic study of lesson scripts alone can help students perform well in the examinations.
- b) The students' regularity in assignments reflect in their performance in the examinations.
- c) Reading of suggested library books in addition to the lesson scripts help the students perform better in the examinations.
- d) Attending the PCPs helps the students perform better in the examinations
- e) Selected reading of a few important topics gets them through the examinations
- f) The memory of the information gained through the course is mostly that is called for good performances
- g) Higher order mental abilities on the part of the students are also required for answering the questions.

Agree	Not sure	Do not agree

10. If you have any suggestions for the improvement of the nature of questions asked in the examinations, please state them under the following aspects given below:

- a) Content Coverage

10. Continued

(b) Levels of mental abilities required for answering the questions.

(c) Types of questions like essay and short answer.

11. It is the view of the thinkers of Higher Education that internal evaluation system is better suited considering the objectives of Higher Education.

(i) What is your reaction about the role of internal and external evaluation in Correspondence Education?

Tick Mark

(a) The evaluation should be completely external.

( )

(b) The evaluation should be partly internal and partly external.

( )

(c) The evaluation should be completely internal

( )

(ii) Please state the reasons for your responses.

VI Facilities for Professional Growth

As a teaching staff member of the DCC you might be getting some opportunity in the Directorate and the University with regard to your academic progress and sharing responsibilities of various activities of the Directorate. Getting the opportunities you may feel satisfied with some facilities and dissatisfied with certain other. In the following, a few questions are asked regarding these aspects. Please respond to them.

1. Given below are different facilities which are meant to promote academic growth of the teaching staff. You may indicate whether such facilities are available and the extent to which you utilise such facilities.

Facilities meant for academic growth	Facilities available Yes/No	Extent to which facilities utilized		
		to a large extent	to some extent	not at all
a) library facilities in terms of 1. number of books available				
2. physical facilities for referring the books				
b) writing/reviewing the lesson scripts				
c) delivering lectures in the PCPs				
d) teaching the regular course students in the Centre of Post Graduate students				
e) guidance for research in the Centre of Post Graduate studies.				
f) group interaction with the colleagues in the DCC				
g) group interaction with the colleagues in the Centre of Post Graduate studies				
h) participating the seminars/workshops in other universities/institutions.				

What would you suggest for the DCC to provide better facilities for your academic growth ?

-  
-  
-

In the DCC, do you get any opportunity to share certain constructive ideas in terms of:

- (a) giving suggestions for rewriting/reviewing of the lessons? Yes/No
- (b) giving suggestions for modification of courses? Yes/No
- (c) giving suggestions for improvement of instructional system? Yes/No
- (d) giving suggestions for selection of:
  - writing the lessons Yes/No
  - reviewing the lessons Yes/No
  - translating the lessons Yes/No
- (e) giving suggestions for selection of personnel for evaluation of assignments? Yes/No
- (f) giving suggestions for selection of personnel for teaching during PCPs? Yes/No
- (g) suggesting to organise academic activities like seminars/symposia etc.? Yes/No

3. If you are offered a teaching job in the teaching departments of a University/College would you prefer to leave your present position in the DCC? Yes/No

If yes, please enumerate the reasons.



**A Study of the Correspondence Education in Himachal Pradesh University**  
**STUDENTS' PERCEPTION OF THE CORRESPONDENCE SYSTEM**  
**OF EDUCATION (II)**

Dear Sir/Madam,

A study has been undertaken to evaluate the correspondence system of education in the H. P. University. As a part of this study, here is an attempt to collect some information and opinion from those students who have dropped out of the correspondence course without completing it.

You might have had several reasons for which you could not continue your study through the correspondence system. Further, you may still have some interest to continue with your study through this system, provided some measures are taken for its improvement. There are some questions in the first section of this questionnaire, regarding these aspects. The second section includes some items concerning your background information. Your responses to the questions will be of utmost importance for evaluating the total system of correspondence education. May I request you to give a free and frank response ?

You may rest assured that your response will be used for research purposes only and kept confidential. I will appreciate, if after filling in the questionnaire, you send it back to me in my present address within 10 days of receiving the questionnaire. A self-addressed envelope is enclosed herewith for this purpose.

Thanking you,

Yours truly,

( P. K. SAHOO )

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*Supervisor*  
DR. M. S. YADAV  
Professor of Education

*Investigator*  
P. K. SAHOO  
Research Fellow

CENTRE OF ADVANCED STUDY IN EDUCATION  
THE M. S. UNIVERSITY OF BARODA  
BARODA-390 002.

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A110 99

SECTION I

I. In the following are stated some reasons for which the students could not continue with their studies through correspondence education. Please go through them and put tick (✓) marks against those which apply to you. Apart from the reasons stated in the following you might have had some other reasons for your discontinuation. In such a case, please write them in the space provided.

(i) You could not continue with your study through correspondence education, because :

Tick mark.

- |  |       |
|--|-------|
| 1. you realised that the course was not job oriented.  | _____ |
| 2. you found, the course had no link with practical aspects of life.                                       | _____ |
| 3. you thought, the degree awarded to the correspondence students does not command respect in the society. | _____ |
| 4. you were given to understand that the degree was not recognised by                                      | _____ |
| a. other academic institutions   | _____ |
| b. appointment authorities.  | _____ |
| 5. you found it difficult to understand correspondence lessons.  | _____ |
| 6. the suggested references were not available.  | _____ |
| a. in the library  | _____ |
| b. in the market.  | _____ |
| 7. it was difficult to understand some of the reference material suggested.                                | _____ |
| 8. the lesson scripts did not often reach your place in time.  | _____ |
| 9. you found it difficult to write assignments.  | _____ |
| 10. you could not submit the required number of assignments on/before the date fixed for it.               | _____ |
| 11. you could not attend the personal contact programme.   | _____ |
| 12. you could not get proper facilities for library studies.   | _____ |
| 13. it was difficult for you to study without having contact with  | _____ |
| a. teachers  | _____ |
| b. classmates.   | _____ |
| 14. the study was time consuming which you could not afford.   | _____ |
| 15. you found it difficult to complete the course within a semester/year.                                  | _____ |
| 16. you could not submit the migration certificate in time.  | _____ |

Tick mark

- 17. whenever you needed any information from the Directorate of Correspondence Courses, no adequate reply was given to you. \_\_\_\_\_
- 18. you got admission in regular/evening college. \_\_\_\_\_
- 19. you got opportunity to appear in the examination privately. \_\_\_\_\_
- 20. you found correspondence education expensive. \_\_\_\_\_
- 21. you could not fill in the examination form. \_\_\_\_\_
- 22. you could not appear in the examination. \_\_\_\_\_
- 23. your performance in the semester examination was not satisfactory. \_\_\_\_\_
- 24. you could not clear the papers in the examination. \_\_\_\_\_
- 25. you found it difficult to do studies
  - a. along with job \_\_\_\_\_
  - b. along with family responsibility \_\_\_\_\_
  - c. along with the advanced age \_\_\_\_\_
- 26. the decision taken for opting correspondence education was not your own. \_\_\_\_\_
- 27. you did not find correspondence education interesting. \_\_\_\_\_
- 28. you were discouraged by your
  - a. wife/husband \_\_\_\_\_
  - b. parents \_\_\_\_\_
  - c. other family members \_\_\_\_\_
  - d. colleagues \_\_\_\_\_
  - e. office authorities \_\_\_\_\_
  - f. friends \_\_\_\_\_
- 29. you had some domestic problems. \_\_\_\_\_
- 30. you fell physically sick. \_\_\_\_\_

Any other—

- 1.
- 2.
- 3.

II. You might have had some special experience/s that influenced your decision to drop out of the correspondence course. If you have had any such special experience/s you may mention it/them below.

III. Will you suggest any changes in the system that will enable you to join the correspondence education again? If you have any suggestion/s please write down in the space provided under the following aspects:

- a. Introduction of new courses.
- b. Improvement/modification of the courses offered at present.
- c. Improvement of facilities providing information.
- d. Improvement of teaching through—
  - i. lesson scripts.
  - ii. assignments.
  - iii. personal contact programmes.
  - iv. library studies.
  - v. any other.
- e. Introduction of financial assistance to the students.

IV. When did you drop/out of the course?

Tick mark

- |                        |     |
|------------------------|-----|
| a. During 1st semester | ( ) |
| b. During 2nd semester | ( ) |
| c. During 3rd semester | ( ) |
| d. During 4th semester | ( ) |

STUDENTS' PERCEPTION OF CORRESPONDENCE SYSTEM OF EDUCATION (II)

102

प्रिय मित्रों,

हिमाचल प्रदेश विश्वविद्यालय में पत्राचार द्वारा शिक्षा पद्धति के मूल्यांकन हेतु एक अध्ययन किया जा रहा है। इस अध्ययन के एक भाग के रूप में यहाँ, उन विद्यार्थियों से जो पत्राचार पाठ्यक्रम बिना सम्प्राप्त किये ही पाठ्यक्रम छोड़ दिये हैं, से कुछ सूचनाएँ एवं दृष्टिकोण एकत्रित करने का एक प्रयास किया गया है।

पत्राचार माध्यम से अध्ययन चालू न रखने के आप के पास अनेक कारण होंगे। पुनः अब भी आप इस माध्यम द्वारा अध्ययन चालू रखने में रुचि रखते हैं यदि इसके सुधार हेतु प्रयास किया गया जाय। इस प्रश्नावली के प्रथम भागमें इसी पहलू पर कुछ प्रश्न दिये गये हैं। दूसरे भाग में आपकी आधारभूत सूचनाओं से सम्बन्धित प्रश्न दिये गए हैं। पत्राचार माध्यम से शिक्षा कार्यक्रम के मूल्यांकन में आपके उत्तर महत्वपूर्ण हैं। क्या मैं निवेदन कर सकता हूँ कि आप स्वतंत्र एवं खूबे अस्तिष्ठक से अपने उत्तर दशायें।

आपको आश्वस्त करता हूँ कि आपके उत्तर मात्र शोध कार्य हेतु ही प्रयोग किये जायेंगे और गोपनीय रखे जायेंगे। मैं आपका आभारी रहूँगा यदि आप प्रश्नावली प्राप्ति के दस दिन के अन्दर पूर्णरूप से भरी हुयी प्रश्नावली मेरे वर्तमान पत्ते पर वापस कर दें। इस कार्य हेतु स्वयं-पता लिखित लिफाफा नत्थी है।

सधन्यवाद

आपका

*R. Sahoo*

(पी. के. साहू)

CENTRE OF ADVANCED STUDY IN EDUCATION

M.S. UNIVERSITY OF BARODA

BARODA 390 002

- 11 पत्राचार शिक्षा द्वारा विद्यार्थियों द्वारा अपने अध्ययन चालू न रखने में कुछ कारण नीचे दिये गये हैं। कृपया इसे पढ़िये और जो आप पर लागू होता है उसके सामने ~~✓~~ का चिन्ह लगायें। दिये गये कारणों के अतिरिक्त भी अध्ययन चालू न रखने के आपके पास और कारण होंगे। ऐसी दशा में कृपया दिये गये स्थान पर उन्हें लिखिये।
- 111 आप पत्राचार शिक्षा द्वारा अपना अध्ययन चालू नहीं रख सके क्योंकि:
1. आपको आभास हो गया कि पाठ्यक्रम रोजगार परख नहीं था।
  2. आपको लगा कि पाठ्यक्रम दैनिक जीवन की क्रियाओं से सम्बन्धित नहीं था।
  3. आपने सोचा कि पत्राचार विद्यार्थियों को दी जानेवाली डिग्री का समाज में आदर नहीं था।
  4. आपने ऐसा समझा कि प्राप्त डिग्री को मान्यता नहीं प्राप्त है  
अ - अन्य शैक्षिक संस्थानों द्वारा  
ब - रोजगार अधिकारियों द्वारा
  5. पत्राचार पाठ को समझने में कठिनाई हुयी।
  6. बताये गये सन्दर्भ अप्राप्त थे।  
अ - पुस्तकालय में  
ब - बाजार में
  7. बताये गये सन्दर्भवस्तुओं को समझना कठिन था।
  8. बहुधा आपके पास पाठ्यवस्तु समय नहीं पहुँचती।
  9. रसाइनमेन्ट को लिखना कठिन था।
  10. आप निश्चित तिथि तक या उसके पहले आवश्यक संख्या में रसाइनमेन्ट जमा नहीं कर सके।
  11. व्यक्तिगत सम्बन्ध कार्यक्रम में सम्मिलित नहीं हो सके।
  12. आपको पुस्तकालय में अध्ययन हेतु समुचित सुविधा नहीं मिल गायी।
  13. बिना सम्बन्ध आपको अध्ययन करना कठिन लगा  
अ - अध्यापक के साथ  
ब - सहपाठियों के साथ

- 14 अध्ययन समय उपयोगी था, जो आप वहन नहीं कर सके
- 15 पाठ्यक्रम को सत्र या वर्ष के अन्दर पूरा करना कठिन था ।
- 16 आप माइग्रेसन प्रमाणपत्र जमा नहीं कर सके
- 17 जब भी आप पत्राचार पाठ्यक्रम विदेशालय से कोई भी सूचना चाहते थे, उपर्युक्त जवाब नहीं आया ।
- 18 आपको पूर्णकालका/सार्धकाल महाविद्यालय में प्रवेश मिल गया ।
- 19 आपको व्यक्तिगत रूप से परीक्षा देने का अवसर मिल गया ।
- 20 आपको पत्राचार शिक्षा खोना लगा ।
- 21 आप परीक्षा प्रपत्र नहीं भर सके ।
- 22 आप परीक्षा में सम्मिलित नहीं हो पाये ।
- 23 सत्र-परीक्षा में आपकी उपलब्धि संतोषप्रद नहीं थी ।
- 24 आप परीक्षा प्रश्नपत्र स्पष्ट नहीं कर सके ।
- 25 आपके लिए अध्ययन करना कठिन लगा
- अ - रोजगार के साथ
- ब - पारिवारिक जिम्मेदारियों के साथ
- स - परिपक्व अवस्था के साथ
- 26 पत्राचार शिक्षा अपनाने का निर्णय आपका अपना निर्णय नहीं था ।
- 27 आपको पत्राचार शिक्षा रुचिकर नहीं लगा ।
- 28 आप हतोत्साहित किये गये
- अ- पत्नी/पति द्वारा
- ब- माता-पिता द्वारा
- स- परिवार के अन्य सदस्यों द्वारा
- द- साथियों द्वारा
- र- अन्य अधिकारियों द्वारा
- त- मित्रों द्वारा
- 29 आपके पास घरेलू समस्याएँ थी ।
- 30 आप शारीरिक रूप से बीमार पड़ गये ।

अन्य कोई-

- 1.
- 2.
- 3.
2. पत्राचार पाठ्यक्रम छोड़ने के निर्णय को प्रभावित करने वाले आपके पास हो सकता है कुछ विशेष अनुभव हो। यदि आपके पास ऐसे कुछ विशेष अनुभव हैं तो उनको नीचे अंकित कर सकते हैं।
3. क्या आप इस व्यवस्था में परिवर्तन हेतु सुझाव देना चाहेंगे फलस्वरूप आप पुनः पत्राचार शिक्षा अपना सकें। यदि आपके पास कोई सुझाव है तो कृपया नीचे दिये गये पहलुओं के स्थान पर लिखिये :
  - अ- नवीन पाठ्यक्रम लागू करना
  - ब- वर्तमान में लागू पाठ्यक्रम में सुधार/परिवर्धन
  - स- सूचना प्रदान करनेवाली सुविधाओं में सुधार
  - द- शिक्षण में सुधार द्वारा
    1. पाठ्य बस्तु
    2. एसाइनमेन्ट
    3. व्यक्तिगत सम्बन्ध कार्यक्रम
    4. पुस्तकालय अध्यापन
    5. कोई अन्य विद्यार्थियों की आर्थिक सहयोगता व्यवस्था
4. आपने कब यह पाठ्यक्रम छोड़ा
  - अ. प्रथम सत्र के समय
  - ब. द्वितीय सत्र के समय
  - स. तृतीय सत्र के समय
  - द. चतुर्थ सत्र के समय

चिन्ह लगाये



**A Study of the Correspondence Education in Himachal Pradesh University**

**SUCCESSFUL-STUDENTS' PERCEPTION OF  
CORRESPONDENCE SYSTEM OF EDUCATION**

Dear Sir/Madam,

A project has been undertaken to study the correspondence education system in Himachal Pradesh University. As a part of the study there is an attempt to collect reactions and suggestions from those like you who have successfully completed the correspondence course.

You must have had certain purposes for opting education through correspondence. By undergoing such a system of education I am sure that many of those purposes might have been fulfilled. I am interested in knowing the different purposes which prompted you to opt for correspondence education and also how far the system has helped you fulfil those purposes. Because of your experience, I expect you are in right position to visualise certain ways and means for further improvement of this system of education. This questionnaire intends to collect your views regarding the above-mentioned aspects for evaluating the total system of correspondence education. May I request you to offer frank response.

Please rest assured that your responses will be used for research purposes only and kept confidential. I will be obliged to you, if after filling in the questionnaire you send it back to me at my present address within 10 days of receiving the questionnaire. A self-addressed stamped envelope is enclosed herewith for this purpose.

Thanking you,

Yours Truly,

(P. K. Sahoo)

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*Supervisor*  
Dr. M. S. Yadav  
Professor of Education

*Investigator*  
P. K. Sahoo  
Research Fellow

CENTRE OF ADVANCED STUDY IN EDUCATION  
THE M. S. UNIVERSITY OF BARODA  
BARODA-390 002.

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1. There might be some specific purposes which probably have prompted you to take up the correspondence course. By undergoing the correspondence course you must have fulfilled some of these purposes. Below are presented, a few such probable purposes. Kindly go through them and put a tick (✓) mark in column I against those purposes that prompted you to join the course. As regards the achievement of those purposes please place a tick (✓) mark in either of the cells of column II viz., 'yes', 'not sure', and 'no' thereby indicating fulfilment of those purposes. It is quite possible that you might have had a few other purposes besides the ones presented below. You may write them at the end of all statements and indicate their achievement in column II.

**Purposes of joining the Correspondence Course**

	Column I	Column II		
	Purposes you had before joining the course	Purposes fulfilled by you after going through the course		
		Yes	Not sure	No
1. To continue with higher education.				
2. To specialise in a particular field.				
3. To spend leisure in a purposeful way.				
4. To broaden my outlook.				
5. To become capable of understanding rapid changes that take place in the field of knowledge.				
6. To improve the status of my family.				
7. To gain more prestige in the society.				
8. To get education that would help me in bringing up my children better.				
9. To improve the image of my Caste/Community.				
10. To get training for particular job.				
11. To acquire more knowledge and skills of the job in which I am working.				
12. To be promoted to a higher rank in the <u>job</u> in which I am working.				
13. To get a better job in some other field than the job I already hold.				
<b>ANY OTHER REASONS</b>				
14.				
15.				
16.				



~~109~~

- (c) the instructional process i.e.
  - ( i ) Correspondence lessons

- ( ii ) Assignments

- ( iii ) Personal Contact Programmes,

- ( iv ) any other

- ( d ) pattern of examination system

*Please give the following particulars :*

1. Name Mr/Miss/Mrs \_\_\_\_\_
2. Present address : \_\_\_\_\_
3. Date of birth \_\_\_\_\_ ( 4 ) Age \_\_\_\_\_
5. Your present occupation \_\_\_\_\_
6. If employed ( a ) your designation \_\_\_\_\_  
 ( b ) nature of employment \_\_\_\_\_

प्रिय महोदय/महोदया,

2011

110

"हिमाचल प्रदेश विश्वविद्यालय में पत्राचार शिक्षा-पद्धति" के अध्ययन हेतु एक परियोजना ली गयी है। अध्ययन के एक अंग के रूप में, आप-की ही तरह उन अन्य लोगों की प्रतिक्रियाओं एवं सुझावों को संकलित करने का प्रयास किया गया है, जिन्होंने पत्राचार पाठ्यक्रम सफलता पूर्वक सम्पन्न कर लिया है।

पत्राचार के माध्यम से शिक्षा ग्रहण करने के, आपके निश्चित रूप से कतिपय उद्देश्य रहे होंगे। मैं सुनिश्चित हूँ कि ऐसी शिक्षा-पद्धति को अपनाने के पश्चात् उनमें से अनेकों उद्देश्यों की पूर्ति हुई होगी। मैं उन विभिन्न उद्देश्यों जिनसे आप को इस शिक्षा पद्धति को अपनाने का बल मिला तथा इन उद्देश्यों की इस शिक्षा-व्यवस्था से कहाँ तक पूर्ति हो सकी, जाने का इच्छुक हूँ। मेरा विश्वास है कि आप अपने अनुभव के आधार पर इस शिक्षा-पद्धति में पूर्ण सुधार हेतु कतिपय सुझावों को देने की तैयारी में हैं। सम्पूर्ण पत्राचार शिक्षा-पद्धति के मूल्यांकन हेतु उपर्युक्त पहलुओं के विषय में, इस प्रश्नावली के द्वारा आप के दृष्टिकोण आमंत्रित हैं। क्या मैं आप से निवेदन कर सकता हूँ कि आप स्वतंत्र रूप से अपने उत्तरों को दें।

आप आश्वस्त रहें कि आप द्वारा दिये गये उत्तरों का उपयोग केवल शोध कार्यों हेतु ही किया जायगा तथा साथही इसे गोपनीय रखा जायगा। मैं आपका विशेष आभार मानूँगा, यदि आप प्राप्त से 10 दिनों के अन्दर इस प्रश्नावली को भरकर मेरे वर्तमान पते पर वापस कर दें। इस कार्य हेतु डाक-टिकट सहित, स्व पता लिखित एक लिफाफा संलग्न है।

सधन्यवाद,

सत्य निष्ठा से आपका,

*P. S. Sahoo*

। पी. के. साहू ।



1. पत्राचार कार्यक्रम स्वीकार करने हेतु कुछ विशिष्ट उद्देश्य हो सकते हैं जिन्होंने आप को यह कार्यक्रम स्वीकार करने के लिए प्रोत्साहित किया हो। पत्राचार कार्यक्रम को भलीभाँति समझ लेने पर-आप इसके कुछ उद्देश्यों को अवश्य पूर्ण कर लिए होंगे। नीचे कुछ इस प्रकार के संभावित उद्देश्य दिए गए हैं। कृपया इन्हें ध्यान से पढ़ें एवं उन उद्देश्यों के सामने सही का चिन्ह लगायें।
- उदाहरणतः "हां", "अनिश्चित" एवं "नहीं" का चिन्ह उन उद्देश्यों की पूर्णता प्रदर्शित करने हेतु लगाया जा सकता है।
- संभाव है कि नीचे दिए गए उद्देश्यों के अतिरिक्त भी कुछ उद्देश्य आप के मन में हों तो आप उन्हें सभी कथनों के अंत में दे सकते हैं एवं उनकी सफलता स्तम्भ 2 में प्रदर्शित कर सकते हैं।

मैंने पत्राचार द्वारा अध्ययन इसलिए  
चुना कि:

पाठ्यक्रम पूर्णता  
करने हेतु उद्देश्य  
( I )

पाठ्यक्रम पूरा करने  
के बाद आपका उद्देश्य  
पूरा हुआ ( II )

1. उच्च शिक्षा जारी रखने के  
लिये
2. किसी विशेष क्षेत्र में दक्षता  
प्राप्त करने के लिये ।
3. खाली समय को उद्देश्य  
युक्त ढंग से बिताने के लिए
4. अपने दृष्टिकोण को विस्तृत  
करने के लिये ।
5. ज्ञान के क्षेत्र में तीव्र गति से  
हो रहे परिवर्तनों को समझने  
की योग्यता प्राप्ति के लिये ।
6. अपने परिवार-स्तर बढ़ाने के  
लिये ।
7. समाज में अधिक सम्मान प्राप्ति  
के लिये ।
8. ऐसी शिक्षा प्राप्त करने के लिये,  
ताकि अपने बाल बच्चों को पालन-  
पोषण बेहतर ढंग से कर सकूँ ।
9. अपने जाति/समुदाय को स्वस्थ  
सुधारने के लिये ।
10. किसी विशेष व्यवसाय के प्रशिक्षण  
हेतु ।
11. अपने व्यवसाय में अधिक ज्ञान और  
कुशलता प्राप्त करने के लिये ।

हाँ  
निश्चित  
नहीं

नहीं

12. अपने व्यवसाय में उच्च संदवी पर लक्ष्य के लिए +

13. अपने वर्तमान व्यवसाय से अधिक अच्छा व्यवसाय प्राप्त करने के लिये ।

कोई अन्य कारण:-

14.

15.

I	II

2. यदि पत्राचार पाठ्यक्रम आपको उपयोगी नहीं लगा, आपके विचार से निम्न में से कौन कारण हो सकते हैं? जो कारण आप पर लागू होता है कृपया उसके सामने चिन्ह लगायें । कुछ दशाओं में पत्राचार पाठ्यक्रम आपको उपयोगी नहीं लगा क्योंकि:-

।अ। अनुदेश का कठोर स्वभाव

।ब। परीक्षा में आप उच्च अंक नहीं प्राप्त कर सके

।स। पत्राचार पाठ्यक्रम का दैनिक जीवन की क्रियाओं से उपयुक्तता की कमी

।ट। पाठ्यक्रम संरचना आधुनिक नहीं थी

।थ। प्रदान की जानेवाली डिग्री का समाज में उच्च स्थान था

।र। यह रोजगार परख नहीं थी ।

।ल। प्राप्त डिग्री को मान्यता नहीं दी जाती

।।। रोजगार आधिकारियों द्वारा

।2। अन्य शैक्षिक संस्थानों द्वारा

कोई अन्य, कृपया प्रस्तुत करें

।अ।

।ब।

।स।

3. जिस उद्देश्य से आपने पत्राचार पाठ्यक्रम अपनाया था, जिस सी तक आ आपने प्राप्त किया तथा पत्राचार शिक्षा व्यवस्था में सीमायें आपने ग्रहण किया, की दिशा में, इस व्यवस्था में सुधार के लिए आप क्या सुझाव देना चाहेंगे :-

- 13। नये पाठयक्रम को लागू करना
- 14। लागू पाठयक्रम का सुधार
- 15। अनुदेश प्रक्रिया जो कि
- 1। पत्राचार पाठ
- 2। रसाइनमेन्ट
- 3। व्यक्तिगत सम्बन्ध कार्यक्रम
- 4। कोई अन्य
- 14 परीक्षा प्रणाली

-----

कृपया निम्न सूचनायें दीजिये

1. नाम श्री/कु./श्रीमती -----
2. वर्तमान पता -----
3. जन्मतिथि ----- 14। आयु -----
- 15। आपका वर्तमान व्यवसाय -----
- 16। यदि नियोजित 1। आपका पद -----
- 2। नियोजन का स्वभाव -----

A 116

~~115~~

Appendix XVIPrivate Costs of Regular PG Students of H.P. University

Dear friend,

In connection with my Doctoral work I seek some information from you regarding the amount of money you have spent for your post graduate study at Simla. In the following are stated various items of expenditure. Please write the amount of money you have spent on different items per year. I assure that the information supplied by you will be used for research purposes only and be kept confidential.

Thanking you,

Yours truly,

*P. K. Sahoo*

(P.K. Sahoo)

Centre of Advanced  
Study in Education  
M. S. University,  
Baroda.

<u>Items of Expenditure</u>	<u>Amount spent per year</u>
1. <u>Tuition Costs :</u>	
(a) Tuition fees	: Rs. _____
(b) Admission fees	: Rs. _____
(c) Examination fees	: Rs. _____
(d) Laboratory fees (excluding refundable deposits)	: Rs. _____
(e) Library fees -do-	: Rs. _____
(f) Other fees	: Rs. _____
(g) Funds, if any for late payment loss OR breakage of equipments, books etc.	: Rs. _____
2. <u>Non-tuition costs :</u>	
(A) Boarding, Lodging & Transportation	
a) Residential fees (excluding refundable deposits)	: Rs. _____
b) Food charges (Hostel, Mess OR hotel)	: Rs. _____
c) Transportation expenses (Bus, Train etc.)	: Rs. _____

Items of Expenditure

Amount spent per year

- (B) Instruction related costs
  - a) Purchase of books, stationaries etc.: Rs. \_\_\_\_\_
  - b) Subscription to journals  
Magazines etc. : Rs. \_\_\_\_\_
  - c) Expenditure on study tours,  
library refrence etc. : Rs. \_\_\_\_\_
- (C) Miscellaneous Expenditures
  - a) Clothing, Dress Materials etc. : Rs. \_\_\_\_\_
  - b) Necessaries (Soap, Oil, etc.) : Rs. \_\_\_\_\_
  - c) Entertainment (Movies, Theatre,  
Get together etc.) : Rs. \_\_\_\_\_
- (D) Any Other :  
: Rs. \_\_\_\_\_

If you get any scholarship  
OR  
Freeship, please state the amount : Rs. \_\_\_\_\_

---OO---

Please give the following particulars:

NAME : \_\_\_\_\_  
CLASS : \_\_\_\_\_  
YEAR : \_\_\_\_\_

Observation Schedule on PCP

Contexts of Observation :

1. Venue
2. Duration and timetable.
3. Attendance
4. Classroom teaching:  
(Contents covered, methods used, and students-teacher interaction).
5. Teacher-student interaction outside the classrooms.
6. Library study facilities.
7. Co-curricular activities.
8. Boarding and Lodging facilities.
9. Maintenance of records.

Appendix XVIII

Interview Schedule for  
Experienced Students :

Contexts for Interaction :

- Background of students.
- Reasons for joining the courses.
- Personal experiences of joining the courses.
- Views on courses of studies.
- Views on Lesson scripts - their utilities, problems in study of lesson scripts, limitations, suggestions for improvement.
- Views on PCP - their utilities, problems in attending the PCPs, limitations, suggestions for improvement.
- Views on Assignments and other systems of Evaluation-Utility of present systems, limitations and suggestions for improvement.
- Study habits - Use of above facilities provided by the DCC, use of other instructional materials, use of library facilities, study time, motivation for studies.
- Future Educational Plan - Suggestions for introduction of new courses.

Appendix XIXInterview Schedule for DropoutsContexts for interaction :

- Background of dropouts.
- Reasons for joining the courses.
- Personal experiences of circumstances that led to discontinuation of courses.
- Views on joining the courses again.
- Views on improvement of present system with regard to:
  - Improvement of courses
  - Introduction of new courses
  - Lesson scripts
  - Assignments
  - PCP
  - Examination
  - Financial support
  - Information mechanism of DCC.

Appendix XXInterview Schedule for Successful StudentsContexts for Interaction :

- Background of students.
- Personal experiences in joining the course/s.
- Specific purposes for joining the course/s.
- Achievement of purposes after possessing degree/s through undergoing correspondence course/s.
- Limitations perceived in the system.
- Suggestions for improvement of the system with regard to:
  - Improvement of courses
  - Introduction of new courses
  - Correspondence texts
  - Assignments
  - PCPs
  - Other means of instruction
  - Examination
  - Financial assistance to students

Appendix XXIInterview Schedule for SpecialistsContexts for interaction :

- Rationale behind creation of the DCC and it's purposes.
- Courses offered and their improvement.
- Admission policies.
- Problems of enrolment and dropouts.
- Management of academic and administrative staff,
- Problems of availing required human and non-human resources.
- Organisation of Instruction and Problems involved in it for different courses with regard to:
  - Production of correspondence texts.
  - Despatch of lessons.
  - Assignments and other means of evaluation.
  - RCP.
  - Library facilities and
  - Other means of instruction
- Exploring possibilities for bringing about improvement in the above.
- Reorganisation of administrative set-up.
- Introduction of new courses.
- Finance
  - Raising the status of correspondence stream in comparison to the formal stream.
  - Role of the university in bringing about improvement in the correspondence system.

Interview Schedule for TeachersContexts for interaction :

- Teachers' involvement in instructional activities: Production of correspondence texts, evaluation activities and teaching during PCP. Their experiences in carrying out these activities.
- Orientation provided to them.
- Problems faced : Academic and administrative.
- Views on quality of lessons, assignment system, and PCPs.
- Suggestions for improvement of instructional and evaluation activities.
- Modification of courses.
- Introduction of new courses.
- Expectations for improvement of their academic and professional status (especially the full time teaching staff of DCC).

Appendix XXIIITeachers' Opinion on Modification of Syllabi

Course	Paper	Units	Modification
M.A. Economics	II. Statistics	All Units	Mathematical parts be added.
	IV A-B) & VI A-B)	Industrial All Units economics & Agri- cultural Eco- nomics	- Theoretical aspects be emphasised. - two parts A and B of each paper be combined.

Course	Paper	Units	Modification
M.A. Economics	V - International economics VII- Economic development and planning	All units	The course can be precisised.
P.U.C. Economics	A + B	All units	1) The elementary economics be included, along with this some aspects of Indian Economics be presented.
M.A. discorpy	Indian History	All units	- thorough revision is needed with respect to national and secular approaches. - Ancient History and medieval history of India be introduced
B.A.III	Indian history and Culture	All units	- No specific suggestion given
B.A.II	History of medieval India with the units from medieval European History	All units	- No specific suggestion given
B.A.I	History of Modern India with that concerning India's immediate neighbours	All units	- No specific suggestion given
P.U.C.	World History	All Units	- No specific suggestion given
M.A. English	Poetry (Part II)	All units	- The prescribed poem be discussed more critically. - There should be more emphasis on what constitute poetic. - A detailed study on different aspects of poet's poetry be presented

A124

Course	Paper	Units	Modification
English Under-graduate: All the courses:		All Units	-Emphasis be given on language learning rather than on content -Lessons pertaining to Indian life and culture be included.
M.A. Sanskrit	III and VIII } Veda and Vedic literature	All Units	No specific suggestion.
	VII } Gadya and Padya	All Units	1. the course be minimised.
M.A. Hindi	I - Modern poetry Drama II - Old poetry III - Fiction optional Drama optional	All units	No specific suggestion
M.Ed.	I. Sociological foundation of Education II. Advanced Educational Psychology. III. Methodology of Educational Research IV. Teacher Behaviour	All units    Model of Teaching   All units	- More emphasis be given on sociological and economic aspects of education. - These aspects be rewritten also. - The contents be updated. - Both A and B be separate papers. Additional topics in each section be included. - The conceptual parts of statistics be included. 1. Special model and information process model be modified. 2. Research studies be presented Most of the units of two papers are overlapping and need to be presented as one paper.

A 125

124

<del>125</del> Courses	Paper	Units	Modification
	VI. Comparative Education.	All units	<ol style="list-style-type: none"> <li>1. Update the presentation</li> <li>2. Adult Education be included.</li> <li>3. Proprimary and primary education be included in one unit.</li> <li>4. Secondary education be two units.</li> <li>5. Problems at secondary education be included.</li> <li>6. Vocational education be one unit.</li> <li>7. American education be included.</li> <li>8. New trend in education be included/updated.</li> </ol>
	Papers VII, VIII, IX	All units	No specific suggestion.
M.Com.	V-Management Accountancy	1 & 2	Lessons to be elaborative.
	VI-A-Higher Accountancy	1 & 2	emphasis be given on practical problems.
	VIII-A- Income Tax	1 & 2	-do-
	- Corporate finance		Balance be maintained in content coverage amongst different units.
	- Company law		-do-
	- Finance and Management Principles		Data given in the units be updated.

Reasons for modification : Coursewise

Post Graduate Economics :

1. The courses are outdated and not useful for inservice people.
2. The course content is to be reduced keeping in view the time available for studies during a semester.

Under Graduate Economics :

1. There is no sequence in the courses of P.U.C. and I.B.A.
2. The contents coverage is very much wider, hence the work load for students is very heavy.

Post Graduate and Under Graduate Political Science :

1. The course contents of Post graduate level remain same as it was during the inception of the university i.e. during 1970-71.
2. The Postgraduate and Undergraduate courses are not relevant in the context of social needs of the students.

Post Graduate History :

1. The courses are not imbued with the spirit of nationalism and secularism.

Undergraduate History :

1. Most of the course contents of PUC are the repetition of High school courses.
2. A lot of overlapping is marked between the P.U.C., B.A.I and B.A.II courses.

Post Graduate Education :

1. The content coverage in Research Methodology and Statistics is not adequate.
2. Knowledge in the field of education is growing fast.
3. Uniformity in the syllabus with other advanced departments like the education department of M.S. University of Baroda.
4. The paper IV "teacher behaviour" is not so much skill oriented.

A 128

127

Appendix- XXIVSuccessful Students' Suggestions for Improvement of  
Courses : Course -wise

Course	Suggestions
M.A.Economics and Applied Economics	- Basic Mathematics be a compulsory paper. - A Special course on Banking be introduced.
M.A. Pol. Science	- Syllabus be updated. - Syllabus be clear and specific.
M.A. History	- More emphasis should be given on personality development of students while preparing the courses of studies. - Different papers should have uniqueness.
M.A. English	- Indian literature be highlighted. The syllabus be similar to other universities of Northern region. The syllabus be updated.
M.A. Sanskrit	- Course needs further improvement ( No specific suggestion).
M.A. Hindi	- No suggestion.
B.A.	- More optional papers be introduced.
M.Com.	- 1. Cost accounts and Management accounts be separated. 2. More optional papers be introduced. 3. New topics are to be included in every paper. 4. The course be updated. 5. The syllabus be similar to other universities of Northern Region.

A 130

~~129~~

Course

Suggestions

M.Ed.

1. Educational Planning and Administration be a separate paper.
2. PLM lesson be specific.
3. PLM and teaching behaviour need not be compulsory.
4. PLM and teaching behaviour be included in one paper.
5. Standard books be prescribed for PLM course.
6. Sociological foundation paper be updated.
7. Modern trends in education and current problems as a paper be included.
8. Educational Technology be kept as optional.
9. Comparative education topics be updated.
10. Taxonomy of education be a separate paper.
11. Statistics in educational research be a separate paper.
12. Teaching Science and Teaching Arts be included in the course.
13. Dissertation be a part of the course.
14. Guidance programmes for dissertation works be in active form.
15. Co-curricular activities be encouraged.
16. The course should be similar with those of other universities of Northern Region.
17. In general all papers be updated.

Dr. K. P. Pandey,  
Director-cum-Professor  
of Education.

D.C.C., H.P. University,  
Summer-Hill, Simla-171005.

Dated. 14.8.1980

Dear Student,

I am sending herewith a questionnaire "Reasons for Selection of Correspondence Courses", received from Shri P.K.Sahoo, Research Fellow, Centre of Advanced Study in Education, M.S. University, Baroda, who is pursuing his research study on Correspondence Education in Himachal Pradesh University. Hereby I request you to fill up the questionnaire carefully and to return the same to Shri P.K.Sahoo, C/O The Director, Directorate of Correspondence Courses in the stamped envelope attached alongwith the questionnaire. It will be highly appreciable, if you send back the filled questionnaire before the 30th August, 1980.

Thanking you,

Yours truly,

*K.P. Pandey*  
( K.P.PANDEY )

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Appendix - XXVI

Prof. K.P. Pandey  
Director &  
Dean of Education.

A 132

Directorate of Correspondence Courses  
Himachal Pradesh University  
SIMLA-171005.

Dated: 4.6.1981

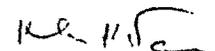
Dear Student,

Mr. P.K. Sahoo, Research Fellow, Centre of Advanced Study in Education, M.S. University of Baroda is sending herewith a Questionnaire on "Students' Perception of Correspondence System of Education" to you. As a student of Correspondence Course, you must be having your views about the usefulness, limitations, and problems regarding different aspects of correspondence education. Also, you may be having some ideas about various ways and means of bringing <sup>about</sup> improvement in them. The Questionnaire includes some questions on different aspects of correspondence education. Please go through the Questionnaire carefully and give your responses according to the instructions given.

I request you to fill in the Questionnaire properly and send it back to Mr. P.K. Sahoo at his present address within 7 days of receiving the Questionnaire. A self-addressed stamped envelope is enclosed herewith for this purpose.

With best wishes,

Yours sincerely,

  
(K.P. Pandey)

4/6/81

Prof.K.P.Pandey  
Director &  
Dean of Education.

Appendix - XXVII

A 133

Directorate of Correspondence Courses  
Himachal Pradesh University  
SIMLA - 171005.

Dated : 4.6.1981

Dear Sir /Madam,

Mr. P.K.Sahoo, Research Fellow,  
Centre of Advanced Study in Education, M.S.University  
of Baroda is sending herewith a Questionnaire on  
"Teachers' Perception of Correspondence System  
of Education" to you. As a teacher of Correspondence  
Course, you must be having your views about the  
usefulness, limitations, and problems regarding  
different aspects of correspondence education.  
Also, you may be having some ideas about various  
ways and means of bringing about improvement in  
them. The Questionnaire includes some questions  
on different aspects of correspondence education.  
Please go through the Questionnaire carefully and  
give your responses according to the instructions  
given.

I request you to fill in the Questionnaire  
properly and send it back to Mr.P.K.Sahoo at his  
present address within 10 days of receiving the  
Questionnaire. A self-addressed stamped envelope  
is enclosed herewith for this purpose.

Thanking you,

Yours sincerely,

  
(K.P.Pandey)

4/6/81

A

134

Appendix - XXVIII

*P. K. Sahoo*  
Research Fellow

Centre of Advanced Study in Education  
The M. S. University of Baroda  
BARODA-390 002.

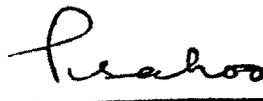
Date : 5-9-81

Dear Sir/Madam,

A questionnaire is being sent herewith for your kind perusal and response. This is with a view to study the students' perception of the correspondence system of education in the H. P. University. This is as a part of my doctoral project, 'A Study of the Correspondence Education in Himachal Pradesh University.' Your response will be of immense value to me for the progress of this project. I will be grateful to you if you send back the filled in questionnaire to me at your earliest.

Thanking you,

Yours truly,



( P. K. SAHOO )

Appendix - XXIX

*P. K. Sahoo*  
Research Fellow

Centre of Advanced Study in Education  
The M. S. University of Baroda  
BARODA-390 002.

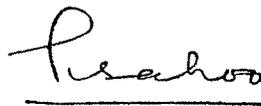
Date : 30-9-81

Sir/Madam,

This has reference to the questionnaire I had sent you on an earlier date, concerning your perception of the 'correspondence system of education in Himachal Pradesh University. This letter is specially to remind you that I am still eagerly awaiting your response since this information is vital for the conduct of my doctoral project. Please treat it almost as a distress call and help me by sending the questionnaire filled in, at your earliest. I will be extremely grateful if you would kindly cooperate with my endeavour.

Thanking you,

Yours faithfully,



(P. K. Sahoo)

Appendix - XXX

## LIST OF SPECIALISTS AND TEACHERS INTERVIEWED

1. Prof. R.K. Singh, Former Vice Chancellor, H.P. University, SIMLA.
2. Prof. K.P. Pandey, Director, DCC, H.P. University, SIMLA.
3. Prof. V.S. Mathur, Former Director, DCC, H.P. University, SIMLA.
4. Prof. R.N. Singh, Former Director, DCC, H.P. University, SIMLA, Present Head of Poddar Institute of Management, Rajasthan University, Jaipur.
5. Prof. Lokesh Koul, Dean and Head, School of Education, H.P. University, SIMLA.
6. Dr. Harish Sharma, Former Assistant Director, DCC, H.P. University, SIMLA, Present Reader in Education, Panjab University, Chandigarh.
7. Prof. N.L. Dosajb, Professor of Psychology, Panjab University, Chandigarh.
8. Prof. H.C. Sinha, Former Professor and Head, Department of Education, Kurukshetra University, Kurukshetra.
9. Prof. J.L. Azad, Fellow, NIEPA, New Delhi.
10. Prof. T.K. Jayalakshmi, Principal, R.V. Teachers Training College, Bangalore.
11. Prof. Shanti Swarup, Professor of Political Science, Panjab University, Chandigarh.
12. Prof. Nirmal Mukerji, Professor of English, Panjab University, Chandigarh.
13. Prof. L.P. Pandey, Professor of History, H.P. University, SIMLA.
14. Dr. N.S. Mavi, Reader in Education, Kurukshetra University, Kurukshetra.
15. Dr. A.R. Khan, Associate Professor in History, H.P. University, SIMLA.
16. Dr. Anil Rakeshi, Assistant Professor in Hindi, Evening College, H.P. University, SIMLA.
17. Shri Baldev Raj, Lecturer in English, Panjab University, Chandigarh.
18. Dr. S.K. Gupta, Assistant Professor, Head Incharge, Department of History, DCC, H.P. University, SIMLA.
19. Shri N.K. Sharda, Assistant Professor in Economics, DCC, H.P. University, SIMLA.
20. Shri S.K. Sharma, Assistant Professor, Head Incharge, Department of Political Science, DCC, H.P. University, SIMLA.

21. Shri Kamal Nayan, Assistant Professor in Commerce, DCC, H. P. University, SIMLA.
22. Shri Rajinder Kumar, Assistant Professor in Commerce, DCC, H. P. University, SIMLA.
23. Shri V. P. Sharma, Assistant Professor in English, DCC, H. P. University, SIMLA.
24. Dr. R. C. Sharma, Assistant Professor in Education, DCC, H. P. University, SIMLA.
25. Dr. B. P. Verma, Assistant Professor in Education, DCC, H. P. University, SIMLA.
26. Dr. Keshav Sharma, Assistant Professor in Education, DCC, H. P. University, SIMLA.
27. Dr. T. S. Sodhi, Assistant Professor in Education, H. P. University, SIMLA.

Total no of  
Page 566