

CHAPTER - III**3.00 METHODOLOGY****3.01 INTRODUCTION**

In this chapter the details about the design of the study i.e., description of instruments, materials and devices used in the collection of data, reasons for their selection, sample selection, scoring, and the statistical techniques used in analysing and interpreting the data are furnished.

3.02 NATURE OF DATA

In order to achieve the objectives mentioned earlier, different types of data were collected for investigation. They were:

-- Information regarding the development of teacher education programme through correspondence system in Madurai Kamaraj University.

-- Information regarding admission policies, infrastructural facilities available, eligibility criteria for admission, norms for admission, number of applications received, number of students admitted, reasons for not giving admission.

-- Background information about the students admitted in the correspondence course for the year 1985-86, successful students and dropouts.

-- Information regarding organisation and implementation of instructional processes i.e., production of learning materials organisation procedure of PCP. arrangement for receiving and valuing assignments.

-- Information regarding the selection of topics for radio-talk, selection of resource persons, production and transmission of radio-talks.

-- Information about teaching practice programme, selection of Guide Teachers, selection of schools, number of nature of activities.

-- Students (Students of 1985-86, successful students, drop-outs) reaction to the lesson materials, PCP, assignments, radio-talks, study centres and TPP.

-- Teachers reaction to the programme, lesson materials, PCP, assignments, radio-talks, study centres, TPP and examinations.

-- Information regarding the marks obtained by the students of formal colleges of education and correspondence course B.Ed/M.Ed Students of 1985-86.

-- Information regarding the private costs of the students of correspondence course and formal colleges of education.

3.03 SOURCES OF DATA

All the data mentioned above were collected from different sources. They are individuals, official records, publications

and the activities going on in the Institute. The details of the different kinds of sources are given below:

3.3.1 INDIVIDUALS

Data were collected from different individuals in order of findout the development of teacher education programme through distance education in Madurai Kamaraj University and to study the effectiveness of teacher education programme. Individuals who initiated the idea of starting B.Ed.,course through correspondence. The then Director, the administrative head of B.Ed/M.Ed course Deputy Director (Education), the academic head Reader incharge head of the department.

The full time teaching staff of the ICC & CE and part-time teachers (outside talents) of the Institute who prepared, revised the lesson scripts and took PCP classes.

-- Current set of Students, (Students of 1985-86) successful students and drop-outs of B.Ed and M.Ed degree courses.

-- Teachers who gave radio-talks

-- Guide Teachers, Headmasters, Headmistresses.

3.3.2 OFFICIAL RECORDS, BUDGETS, PUBLICATIONS AND OTHER DOCUMENTS

The investigator studied different categories of official

records, documents of the Institute and University offices. Minute books of Senate and Syndicate Meetings, applications sent by the students, correspondence between Deputy Director (Education) with the University authorities for obtaining information regarding norms for admissions, admission registers, individual files maintained by the Institute, contact programme files, assignments submitted by the students, evaluated assignments, radio-talks files, examination results.

3.3.3 PUBLICATIONS

The investigator also collected and used the following publications. Printed lesson packages of all subjects supplementary materials, handouts, annual reports, prospectus of the university and advertisements in the news paper, guidelines provided to the teachers for writing and reviewing lessons and for preparing radio-talk scripts.

3.3.4 ACTIVITIES OF THE INSTITUTE

The functioning of the administrative and academic side of the education department of the Institute, organisation of PCP in different centres, activities of different members involved in the programme were observed and needed information were collected.

3.04 TOOLS

Several kinds of tools - structured and un-structured were used for data collection. They are

- Information Schedule
- Proforma
- Questionnaires
- Interview Schedules and
- Observation Schedules

The investigator has analysed the whole programme into several components.

- Process related to admission
- Teaching learning process such as preparation of lesson scripts, printing of lessons, despatching of lessons.
- Organisation of Personal Contact Programme
- Teaching Practice Programme
- Radio-talks
- Collection and valuation of Assignments
- Summer Campus Programme
- Evaluation - Theory and Practical examinations.

Tools were constructed on the basis of kind of information required in connection with the different objectives.

This was done through the study of available literature related to present study and certain first hand information available on the functioning of the Institute. The study of related literature revealed that the questionnaires meant for the correspondence course students, drop-outs and successful candidates prepared and validated by Sahoo (1985) could be used after making necessary modifications. The investigator had modified the above mentioned questionnaires by appropriately converting the questions related to teacher education. The investigator incorporated changes in the areas such as reasons for joining the B.Ed./M.Ed., Course; Reaction about week-end contact seminar instead of block contact seminar; Reaction regarding the despatch of lessons in instalments.

The components such as Radio-talk;

Teaching Practice Programme and Study Centre were included (areas not related to Sahoo's tool) in the questionnaires for the B.Ed., students of correspondence course. In the similar manner, the components such as Teaching Practice Programme and Radio-talk were deleted and the component of Dissertation was included in the questionnaire meant for M.Ed., students.

The investigator had constructed questionnaires meant for Teachers of correspondence course, Guide Teachers

of B.Ed., trainees. The questionnaires constructed were presented before a team of experts consisting of two professors, Deputy Director, Director of ICC & CE of Madurai Kamaraj University, One Reader, two lecturers and four research scholars of CASE, Maharaja Sayaji Rao University of Baroda for checking the content validity of the items in the questionnaires. The questionnaires were modified on the basis of the guidelines given by the expert committee (Panel) regarding the language, the style of presentation. Again in order to finalise the items of the questionnaires a pilot study was carried out in two (Madurai and Madras) out of five centres of personal contact programme. Based on the pilot study experience few questions were dropped and others suitably modified and thus external and internal validity were established. In all questionnaires space for open ended free response evaluation, asking for suggestions to improve the programme was also provided after each component of the programme.

The details regarding the purpose of tools, their components, framing of items, arrangement of items i.e., organisation and the mode of response are presented in the following sections.

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3.4.1 INFORMATION SCHEDULE

This schedule has been used for collection of information regarding the introduction of B.Ed., teacher training programme through correspondence system, the administrative and academic structure, the instructional and evaluation processes, the physical facilities etc. The information schedule consists of the following sections.

- i. Introduction of B.Ed./M.Ed. Course in correspondence system.

- ii. Admission Policies
- iii. Teaching Learning Processes
 - a. Lesson Packages
 - b. Assignments
 - c. Personal Contact Programme
 - d. Study Centres
 - e. Radio-talks
 - f. Library Facilities
 - g. Feedback and Guidance
- iv. Staff Pattern
- v. Physical Facilities

Each section of the information schedule is divided into a number of sub-sections. While constructing the tool, these sub-sections were analysed and arranged in a logical order in order to collect and analyse the data without difficulty. The information schedule is presented in the appendix -- II.

3.4.2 PROFORMA SCHEDULE

Proforma schedules were used to collect several baseline data of trainees, Annual Budgets and Accounts, background information of teaching and administrative staff, enrolment and drop outs and examination results. The Proforma schedules are presented in Appendix - IV, V, VI and VII.

3.4.3 PROFORMA SCHEDULE TO COLLECT BACKGROUND INFORMATION OF TRAINEES

This proforma used to collect the basic information of trainees available in the filled in application forms submitted by the trainees. The information were related with students' age, sex, caste, nature of occupation, area i.e., rural or urban. The proforma is presented in Appendix -- III.

3.4.4 QUESTIONNAIRES

The following questionnaires were utilized for data collection from different groups of respondents.

- i. Questionnaire for the B.Ed., Students of Correspondence Course.
- ii. Questionnaire for the M.Ed., Students of Correspondence Course.
- iii. Questionnaire for the Successful Students of Correspondence Course.
- iv. Questionnaire for the Drop-out Students of Correspondence Course.
- v. Questionnaire for the Teachers of Correspondence Course.
- vi. Questionnaire for Guide Teachers.
- vii. Questionnaire for the Students of Tirunelveli Centre-Study Centre.
- viii. Questionnaire for the Students of Formal Colleges of Education.

3.4.5 QUESTIONNAIRE FOR THE B.ED. STUDENTS OF CORRESPONDENCE COURSE

The questionnaire covered the following aspects. Part-I personal information about the trainees (students) such as address, age, (caste), community, marital status, dependence of family members on him/her, educational qualification, employed or unemployed, if employed nature of job, remuneration, annual income, few information about family, educational qualification of parents, income of the family, total income. Part-II mainly deals with the reasons for joining correspondence course B.Ed., Students were asked to give ranks after selecting the reasons. It was decided to consider only five ranks selected. Weightages given to different ranks are as follows:

1st preference 5;

2nd preference 4;

3rd preference 3;

4th preference 2;

5th preference 1.

Part - III covers the following items.

Learning packages

Personal Contact Programme

Radio-talk

Assignments

Study Centre (only for Tirunelveli Centre)

Teaching Practice Programme

Expenditure related to study.

ENROLMENT

This section included items related to the difficulties faced by students in getting admission in the correspondence course B.Ed. and their suggestions to make the enrolment procedure more effective.

LEARNING PACKAGES

In this section items were included with the aim of getting the reaction of the students about the following aspects. Learning packages, suitability of the format to the distant learners, quality of learning packages, difficulties faced by the learners in studying the packages, usefulness of the learning packages, availability of reference books, present practice of despatching the lessons, usefulness of present practice of despatching lessons by instalment, difficulties faced by the students in receiving the lessons by instalments, and students suggestions for the improvement of learning packages.

PERSONAL CONTACT PROGRAMME

This section included various items related to PCP with the intention of obtaining students' responses in connection with the location of venue, class room arrangements, basic facilities in the venue of contact seminar, information about the PCP, learning activities provided in PCP, adequacy and suitability of learning activities provided such as teaching procedures, methods followed to teach different subjects in PCP, duration, timetable, library facilities, students difficulties in attending PCP and participating in teaching learning process and their suggestions to organise PCP in a more effective manner.

RADIO-TALK

In this section, students were asked to mention the usefulness of radio-talks. They were also asked to give the reasons, if they felt the radio-talk was not so useful as they expected. They were asked to give suggestions to make the broadcasts more useful.

ASSIGNMENTS

This section included few questions to get the opinion of students regarding the usefulness of answering assignments,

the different kinds of materials used in the preparation of assignments, the nature of difficulties faced by them in preparing assignments, need for feedback and their suggestions for improving assignments.

TEACHING PRACTICE PROGRAMME

The items presented in this section aimed at studying activities related to TPP. The trainees were asked to state the difficulties faced by them in selecting the school for their TPP. They were also asked to give their reactions regarding the usefulness of TPP and suggestions to make the TPP more useful in improving the teaching efficiency.

EXPENDITURE RELATED TO STUDY

This section mainly deals with the expenditure incurred by the students in completing the course successfully. The students were asked to mention the amount spent by them in connection with enrolment, tuition fees, record note-book fees, TPP fees, examination fees, expenditure incurred in attending PCP, TPP, SCP and examinations. The items included the nature of leave taken by them to complete the course, and the receipts of any scholarship. The researcher's discussion with the students regarding the type of expenditure incurred by them to complete

the course helped him to construct items.

In each section of the questionnaire, the investigator included open ended questions. Open ended questions enable the respondent to give a more adequate presentation of his particular case, as he can feel free to express his view point in his own words. The open ended questions possess greater flexibility and allow the respondent more freedom in stating his position. The categories provided in the closed questionnaire have to be both exhaustive and mutually exclusive, in order to allow all possible answers. This frequently requires an extra category asking for "Any other - please specify". Considering the above mentioned advantages and value of the open ended questions, the researcher has allowed more space under each component after the closed items, as a stimulus to a fairly full response as part of qualitative research, in order to offer suggestions for the improvement of the programme. A copy of the questionnaire is presented in Appendix-VIII

3.4.6 QUESTIONNAIRE FOR THE M.ED STUDENTS OF CORRESPONDENCE COURSE

This questionnaire is only a modified version of the questionnaire meant for B.Ed. students. It covered all areas except Teaching Practice Programme and radio-talk. (These two are not applicable to M.Ed. candidates) The questions are arranged

in four parts. They are

1. Personal data,
2. Reasons for joining M.Ed. and choosing correspondence course
3. Different aspects of correspondence course and
4. Expenditure related to study.

Dissertation is the additional area included in Part-3. The dissertation section included various items related to allotment of guide, selection of topics for dissertation, difficulties faced by the students in working on the dissertation, usefulness or otherwise of research colloquium, reasons for the effectiveness or ineffectiveness of research colloquium and suggestions for modification or improvement. The questionnaire is presented in the Appendix - IX.

3.4.7 QUESTIONNAIRE FOR THE TEACHERS OF CORRESPONDENCE COURSE

Teachers involved in teaching activities of correspondence course, must be aware of their instructional objectives. They might have seen the usefulness and limitations of different aspects of correspondence education. They could have faced some problems while performing different instructional activities such as writing lessons, checking assignments, taking classes in PCP, valuing answerscripts etc. They might have formed certain views

regarding various ways and means of bringing out improvement in correspondence courses on the basis of their experiences. In order to get their opinions and suggestions regarding various aspects of correspondence education stated above a questionnaire was prepared. The questions are arranged in eight parts. They are:

- Teachers background information
- Objectives & syllabus of the course
- Learning packages
- Assignments
- PCP
- Radio-talk
- Evaluation
- Facilities for professional growth

BACKGROUND INFORMATION ABOUT TEACHERS

This section deals with information regarding the background of teachers i.e. their educational qualifications, designation, teaching and research experiences, nature of instructional activities performed by them, and the type of institution in which they are working.

OBJECTIVES AND SYLLABUS OF THE COURSE

In this section teachers were asked to react on

the objectives of the course, modification required in the objectives, syllabus of their own subjects, modification required in different units of the syllabus, adequacy of the contents and flexibility of course of studies.

LEARNING PACKAGES

In this section items were included to elicit opinion from the teachers, regarding the format, style of presentation, language, sequential arrangements of the subject matter, clarification of concepts, simplicity of language, illustrations and examples given, library reference suggested, test items and feedback given, printing etc. They were also asked to give their opinion regarding the adequacy of the guidelines provided for writing reviewing lessons. Few items were included to get their suggestions for bringing about improvement in the presentation of lesson scripts. The items were constructed by the researcher after knowing the present practice of producing learning packages.

ASSIGNMENTS

This section dealt with the items meant for getting reaction of assignments valuers to the present way of giving assignment selection of topics for assignment, system of valuing assignments. Few items were included to know the problems faced by

them in valuation of assignments. They were also asked to give their suggestions to make the assignments more meaningful in the system of correspondence education.

PERSONAL CONTACT PROGRAMME

Questions included in this section attempted to know about the strategy adopted in the selection of topics, organisation of teaching activities guidance provided to the students, their suggestions to make teaching more effective in PCPs. They were also asked to state about their problems both academic and administrative and their suggestions for improving the system. The items have been constructed on the basis of personal experience of the researcher as well as observation of PCPs and interaction with the teachers involved in PCPs.

RADIO-TALKS

In this section, the teachers were asked to give their reaction regarding the guidelines given by AIR/Institute for preparing the script and reading the script. They were asked to rate the radio-talks with regard to the following aspects; content coverage, simplicity in language, clarity of the concepts, systematic presentation of the content, clarity in voice, correct pronunciation and interwoven with the lesson packages. Items were

included to know the difficulties faced by them in preparing and reading the script and their suggestions to improve the quality of radio-talks.

EVALUATION

In this section, the teachers were asked to react to the present practice of evaluation of students performances. Item included in this section dealt with the test conducted at the end of each seminar, lacuna in administrating the test, their suggestions to improve the testing situation, nature of assignments, coverage of syllabus in assignments, evaluation of assignments, need for feedback, internal assessment system and the nature of questions asked in the annual examinations. Teachers were also asked to give their views about the role of internal and external evaluation in correspondence education, and their suggestions to improve the functioning of the programme.

Each section consists of both closed and open ended question forms. Answers to close form of questions were calculated frequency wise, where as the responses for the open ended questions were categorised qualitatively. The questionnaire is presented in Appendix-- X.

3.4.8 QUESTIONNAIRE FOR THE SUCCESSFUL LEARNERS OF CORRESPONDENCE COURSE

This questionnaire was meant for the students who have successfully completed the course. This includes questions related to various aspects such as purpose for joining the course, fulfilment of the purpose at completion of the courses, factors related to successful learning, reaction towards the different aspects of the programme and their suggestions for improvement, problem of getting job due to correspondence course study and their self perception about their performance in comparison with the teachers completed through formal colleges of education. The questionnaire included both closed and open form questions. The responses to closed form questions were to be calculated on frequency basis and the responses to open ended questions were to be analysed qualitatively. The tool is presented in the Appendix-- XI.

3.4.9 QUESTIONNAIRE FOR THE DROP-OUTS IN B.ED/M.Ed. DEGREE COURSE

This questionnaire was constructed with the aim of knowing the causes for drop-outs. This included few questions related to the background information of the students such as Age, Sex (area) rural or urban, employment status etc. A list of causes for discontinuing the course was given in the question-

naire. The candidates were asked to put ✓ mark against the response of their drop-out. There were few questions seeking suggestions for improving the system in respect of Lesson scripts, Assignments, PCP, Library facilities, Tutorial facility for academic consultations. In addition to this one open ended question was included in order to know the drop-outs special experiences which influenced them to take the decision of discontinuing the course. The responses to close ended questions were to be analysed on frequency basis and the responses to open ended questions were to be categorised qualitatively. The tool is presented in the Appendix-- XII.

3.4.10 QUESTIONNAIRE FOR THE GUIDE TEACHERS

Teaching Practice Programme (TPP) is the vital component of (Pre-service) teacher training programme. Each trainee is expected to undergo the TPP for a period of 21 continuous working days. He has to take ten lessons and ten observation for each subject. He has to select two guide teachers for completing this successfully. So the qualified and experienced teachers acting as guide teachers play a vital role in the TPP. This questionnaire aimed at gathering opinion, reaction of guide teachers in connection with the preparation of lesson plan, identification of skills, preparation and use of aids, methods of teaching, con-

struction and administration of tests, maintaining records, organisation of co-curricular activities, valuation of answer-scripts and in giving remedial instruction. They were also asked to state the difficulties faced by them in guiding the trainees and their suggestions to make TPP a more useful one in improving the teaching efficiency of the trainees. One question was included in the questionnaire to compare the TPP of formal and correspondence course B.Ed., trainees with reference to the different aspects of TPP. The questionnaire included both open ended and closed form of questions. In the case of responses to closed form, frequencies were to be calculated. The response for the open ended items were to be analysed qualitatively. The questionnaire is presented in Appendix-XIII.

3.4.11 QUESTIONNAIRE FOR THE STUDENTS OF TIRUNELVELI CENTRE - STUDY CENTRE

A supplementary questionnaire for the correspondence course students belonging to the districts of study centre (Tirunelveli) area had been constructed by the Investigator. The questionnaire was constructed with the aim of knowing the reasons for visiting study centres and its usefulness. They were asked to state the difficulties faced by them in utilizing the service of the study centre. They were also asked to give suggestions for improving the functioning of study centre. The questionnaire is presented in Appendix - XIV.

3.4.12 QUESTIONNAIRE FOR THE STUDENTS OF FORMAL COLLEGES OF EDUCATION

This questionnaire had been constructed with the intention of collecting the information regarding the expenditure incurred by the students by completing the course. The students were asked to mention the amount spent by them in connection with the study purpose. The questionnaire is presented in Appendix - XV.

3.4.13 OBSERVATION SCHEDULES

Two observation schedules were prepared by the researcher to observe the facilities available in the ICC & CE and PCP. They are

- i. Observation schedule for the Institute of Correspondence Course.
- ii. Observation Schedule for PCP.

OBSERVATION SCHEDULE FOR THE INSTITUTE OF CORRESPONDENCE COURSE

This observation schedule was prepared by the researcher to rate the facilities available in the ICC & CE. This is in an un-structured form. The observation notes were prepared

for the following aspects such as accomodation facilities for academic and administrative staff and assignment valuer, library facilities, equipments and laboratory facilities. The schedule is presented in Appendix - XVI.

OBSERVATION SCHEDULE FOR PCP

The observation schedule for PCP was prepared by the researcher to observe various dimensions of the PCPs organised in five centres. This again is in an un-structured form. The observation notes were prepared on the aspects: stated on the tools viz., Strategy adopted to send the information about PCP, duration, accommodation arrangements for teachers and students, administrative and academic guidance, methods of teaching, administration of tests, supply of instructional materials and maintenance of records. The tool is presented in Appendix - XVII.

3.4.14 INTERVIEW SCHEDULES

Three interview schedules were prepared in un-structured form to elicit responses from differet kinds of respondents. These tools were:

- Interview Schedule for Students
- Interview Schedule for Teachers
- Interview Schedule for the people initiated the idea of starting B.Ed., Course through Correspondence.

INTERVIEW SCHEDULE FOR STUDENTS

This tool was used for collecting responses from students through informal interactions. There were nine aspects on which students reflected their views. Those aspects were:

- Reasons for joining the Course
- Lessons
- Personal Contact Programme
- Teaching Practice Programme
- Assignments
- Radio-talk
- Study Centre
- Evaluation

The interview schedule was in un-structured form. The details of the tool are given in Appendix - XVIII.

INTERVIEW SCHEDULE FOR TEACHERS

This tool aimed at gathering information and elicit views from the teachers on the functioning of the systems. Different aspects covered in discussion with the teachers were included in this tool. They were:

- Involvement of teachers in the activities of ICC & CE i.e., writing/reviewing lessons, teaching in PCPs, valuing assignments, giving radio-talk etc.

- Teachers views on improving the standard of teacher education programme through correspondence system.

The schedule was in an un-structured form. The schedule is presented in Appendix - XIX.

INTERVIEW SCHEDULE FOR THE MEMBERS RESPONSIBLE FOR STARTING
B.Ed., COURSE THROUGH CORRESPONDENCE

The tool aimed at collecting the evidences from different persons who were responsible for starting B.Ed., course through correspondence system like the Senate members, the present and former Director of ICC & CE. The aspects covered in the schedule were:

- Basis for starting B.Ed., through correspondence
- Steps taken by them
- Problems encountered in starting the programme, in organisation and implementation of the programme.
- Future perspectives of the institution and suggestions for improvement of the system.

The schedule was in un-structured form. The tool is presented in the Appendix - XX.

3.05 SAMPLING AND PROCEDURES OF DATA COLLECTION

The data related to development of teacher education, administrative policies, enrolment, dropouts, accounts, budgets

and examination results were collected by record survey from the documents of the university such as agenda, annual reports, budget etc., various approaches were used for data collection depending upon the nature of sources and the kinds of data required for the study. The different approaches followed were, administering the questionnaires in person to some respondents, mailing questionnaires to some respondents, observing and rating the facilities available in the Institute of Correspondence Course, observing the on going programmes of the institute, conducting survey of records and documents and studying different publications of the institute and the university. Chart-3.01 shows the sample selected from different sources of information. The source wise population, sample, and data collection procedures have also been presented under the following heading.

3.5.1 CURRENT SET OF STUDENTS (1985 - 86)

All B.Ed./M.Ed. trainees of ICC & CE of Madurai Kamaraj University who enrolled in the academic year 1985 - 86 formed the population of the present study. 300 (25% of 1200) B.Ed. trainees, and 300 (25% of 1200) M.Ed. students were chosen on stratified random sampling basis. The stratification was done for the variables Rural/Urban; Male/Female; Teachers/Non-Teachers. The questionnaire was distributed in person by researcher to the

sample selected in all the five centres during the last round contact seminar in the case of M.Ed. and in the case of B.Ed. summer campus programme after giving orientation to fill up the questionnaire.

<u>Source</u>	<u>Population</u>	<u>Sample</u>	<u>Percentage</u>
Current set of students (1985 - 86) B.Ed.	1200	300	25
Current set of students (1985 - 86) M.Ed.	1200	300	25

3.5.2 SUCCESSFUL STUDENTS

The questionnaire was mailed to 240 students at their present address, out of them 154 responded to the questionnaire. It was thought that it is worth while to study the perception of students who have completed correspondence courses successfully towards this system of education because of their exposures to the system of correspondence education during their previous year's study through correspondence. The sample consists of students who had passed their B.Ed./M.Ed. course during 1979 - 80 to 1984 - 85 academic years. While selecting the sample list

of all the Candidates those who have successfully completed to course during 1979 - 80 to 1984 - 85 were arranged in register number wise. From the list every tenth student was taken as the sample. Totally 240 students were included in the sample.

<u>Source</u>	<u>Population</u>	<u>Sample</u>	<u>Percentage</u>
Successful Students B.Ed.	1200	65	5.4
Successful Students M.Ed.	1200	89	7.4

3.5.3 DROP-OUTS

The drop-outs were defined as those students who dis-continued the course before the period of completion of the course. The main aim of selecting this source is to study the perception of drop-outs about the teacher education programme through correspondence system of education. While selecting the sample it was determined to restrict the sample selection from the drop-outs of the last three academic years 1983-84; 1984-85, and 1985-86. From this 50% of drop-outs were taken as sample. The questionnaire was mailed to 160 students of B.Ed. and 90 students of M.Ed. at their present address and out of them 56 responded to the questionnaire.

<u>Source</u>	<u>Population</u>	<u>Sample</u>	<u>Percentage</u>
Drop-outs - B.Ed.	372	39	10.5
Drop-outs - M.Ed.	189	17	9

3.5.4 TEACHERS OF CORRESPONDENCE COURSE

The Institute has its own full time teachers for preparing and reviewing the learning packages, for taking classes in PCPs. The Institute also involves teachers of formal departments of universities and colleges as resource persons. The teachers of correspondence course includes the lesson writers, reviewers, those who take classes in PCPs, assignment valuers and those who give radio-talk. Their perception about the functioning of correspondence education programme will definitely help the researcher to study the teacher training programme. So a questionnaire was handed over to all 80 teachers (7 faculty members, 73 response persons) in person. They were asked to give their free and frank responses. Resource persons were involved for writing/reviewing of lessons, giving radio-talks and for valuing assignments.

3.5.5 GUIDE TEACHERS

Teaching practice programme is one of the vital

component of the teachers training programme. Each trainee has to select two guide teachers for completing his TPP. A qualified teacher (one who possess a teaching degree B.T./B.Ed., etc) with some experience can act as a guide teacher. 300 Guide teachers from the schools situated in an around Madurai City were selected as sample. A questionnaire prepared by the researcher to know their perception about the correspondence course teacher training programme especially TPP was administered to them by the researcher in their schools.

3.5.6 STUDENTS OF FORMAL COLLEGES OF EDUCATION

All B.Ed./M.Ed., students of formal colleges of education affiliated to Madurai Kamaraj University who joined in the academic year 1985-86 formed the population of the present study. Three hundred B.Ed., students of three colleges of education situated in and around Madurai, viz. Thiagarajar College of Preceptors, Justin's College of Education and Lakshmi College of Education, Madurai were selected as sample. All eight students joined in the regular M.Ed., course were selected for collecting the information inconnection with the past factors.

3.06 ANALYSIS PROCEDURE

Data collected from different sources were subjected to descriptive and qualitative analysis. Data related to development of teacher education programme through correspondence system

have been presented in descriptive form. Background information of the current set of students, successful candidates and dropouts have been classified on percentage basis taking into consideration of different socio-economic factors viz., academic qualifications, occupatio, income, caste, sex and place of residence.

Data related to reasons for joining B.Ed./M.ed., degree courses and reasons for joining correspondence course or formal colleges of education were analysed on the basis of following procedure. For analysis purposes, only first five preferences were taken into considerations the weightage given to these preferences were:

<u>Preference</u>	<u>Score</u>
First	5
Second	4
Third	3
Fourth	2
Fifth	1

In the above mentioned manner total scores for each item was calculated for different sample groups. The answers to open ended questions were analysed qualitatively. Percentage analysis was used for the data concerning the other items of instruction process.

Data related to examination reports of the students of correspondence course and formal colleges of education were subjected to the analysis of Mean, Standard Deviation, 't' test. Data related to the expenditure incurred by the institute and students were analysed to find out the unit cost and private cost of the students.

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3.01 FLOW CHART - DESIGN OF THE STUDY

