CHAPTER - IV

4.00 ANALYSIS AND INTERPRETATION OF DATA

4.01 OBJECTIVES IN BRIEF

The overall objective of the study was to findout the status and effectiveness of Teacher Education Programme Through Correspondence System in the Madurai Kamaraj University. The specific objectives were

- To study the development of teacher education programme through correspondence system in Madurai Kamaraj University.
- To study the status and effectiveness of teacher education programme through correspondence system in Madurai Kamaraj University with reference to the following aspects :
- Admission policies
- Infra-structural facilities
- Students background and aspirations
- Lesson materials
- Personal Contact Programme
- Assignments
- Radio-talk
- Teaching Practice Programme

- Dissertation
- Academic achievement
- Finance.

In order to achieve the objectives mentioned above, different types of data were collected for investigations. 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 analysed in narrative form. Background information of the current set of students, successful candidates and dropouts have been classified on percentage basis taking into considerations of different socio-economic factors viz., age, sex, academic qualifications, occupation, income, cast and place of residence.

4.02 DEVELOPMENT OF TEACHER EDUCATION PROGRAMME THROUGH CORRESPONDENCE SYSTEM IN MADURAI KAMARAJ UNIVERSITY

Teachers working in schools can improve their educational qualification by joining in the correspondence course. Teachers can also appear for the university examinations after getting exemption from the University. Working teachers are exempted from attending the colleges/university. This facility is available in Madurai Kamaraj University from the inception. As a result, thousands of teachers working in Elementary and

Secondary schools improved their qualifications. But there were no facility for completing B.Ed., and M.Ed., either by private (appearance (appearing the examination after getting exemption) or through correspondence system upto September 1979. Aspiring teachers had availed half pay study leave and joined in the (regular) formal training colleges for obtaining these educational degrees. Training colleges also had specific reservation (5%) to the teacher candidates. Teachers also joined the NCERT correspondence cum contact seminar course offered by the Regional colleges of Education, Mysore for obtaining the B.Ed., degree.

Thousands of candidates enriched their educational qualifications (B.A., M.A., etc.) after the establishment of Institute of Correspondence Course and Continuing Education in Madurai Kamaraj University after 1971. So there was a great demand for the B.Ed., and M.Ed., degree courses since these degrees are essential for further advancement in their professional career. The Tamilnadu Thodakkappalli Asiriyar Kootani (Tamilnadu Elementary School Teachers Association), Tamilnadu Idainilaippalli Asiriyar Koottani (Tamilnadu Secondary Grade Teachers Association) and other organisations of teachers demanded for giving short term course for awarding B.Ed., degree and for starting B.Ed. and M.Ed., courses through correspondence system.

Another important reason for starting B.Ed. course through correspondence was the implementation of 10+2+3

system in Tamilnadu in 1978. In Tamilnadu the higher secondary (+2 course) classes have been attached with selected high schools. These are named as Higher Secondary Schools. The qualification prescribed for Post-graduate assistant (Teachers handing only +2 classes) is post graduate degree in the specific discipline and educational (teacher training) degree. High school teachers, who had the post-graduate qualification were promoted as post-graduate assistants. B.T. Assistant (High School Teachers) with 15 years of experience were also asked to handle +2 classes but they were treated as seperate cadre as Inducted Teachers. Trained Post-graduate teachers were not available especially in subjects like Commerce, Economics, Physics, Chemistry, Botony and Zoology etc. So at the initial period immediately after the introduction of 10+2+3 system, thousands of raw post-graduates (without teacher training degree) were given conditional appointment. They were considered as temporary teachers (appointment orders said un-qualified teachers) and eligible only for basic pay plus other allowances. They were not entitled to draw yearly increment irrespective of years of experience till completing the B.Ed. degree. Their posts were treated temporary and made permanent after getting the educational degree. Hence there was a great demand for B.Ed./M.Ed. courses through correspondence system from the teachers of elementary, secondary and higher secondary level. A few senate members, who represented the head masters of high school and higher secondary Schools such as the Headmaster, Government Higher Secondary

school, Thiruthangal, Dr.S. Packiyam Principal V.O. Chidambaranar Training College raised the issue in the senate meeting. Dr(Mrs) J.K. Pillai, the then Professor and Head Department of Education, Madurai Kamaraj University and the present Vice-chancellor of Mother Theresa Women's University has also supported the idea of starting B.Ed., course through correspondence system for the teacher candidates. As a result, the Madurai Kamaraj University had started the B.Ed. degree course through correspondence system in September 1979. The teacher education programme through correspondence system has been started with two purposes.

1. It enables to up-grade the qualifications of prospective teachers in the field of education who can not go on long leave to formal colleges for raising their professional qualifications.

Table 4.01 showing the percentage of trained teachers at different stages in Tamilnadu also indicated the need for training (B.Ed.) to the teachers of higher secondary stage. According to 1978-79 statistics there were 4,162 untrained teachers in Tamilnadu at the higher secondary level. This number is related only the recognised aided and Government schools. There were thousands of teachers in matriculation schools. So the teacher education programme through correspondence also helps to clear the backlog of untrained teachers employed in a number of higher secondary and matriculation schools throughout the Tamilnadu.

TABLE - 4.01

TABLE SHOWING PERCENTAGE OF TRAINED TEACHERS AT DIFFERENT STAGES IN TAMILNADU

1977 - 1978			1978 - 1979				1979 - 1980				1980 - 1981				1981 - 1982			
Women	Total	%	Men	Women	Total	%	Men	Women	Total	%	Men	Women	Total	%	Men	Women	Total	%
2478	3320	76.6	24485	12565	37050	89.9	29166	16091	45257	96.9	34330	19513	53843	98.1	36530	22220	58750	96.9
N.A.	88.6%			N.A.	87.1%			N.A.	87.2%							N.A.	87.8%	
21543	69719	100	25521	12308	37829	99.9	22560	11542	34102	98.9	21404	11023	32427	99.8	21492	11788	33280	98.7
N.A.	86%			N.A.	85.1%			N.A.	87.4%							N.A.	88.5%	
32039	68794	100	35693	31760	67453	100	34783	31784	66567	100	36647	32869	69516	100	34281	31940	66221	100
N.A.	88.9%			N.A.	87.4%			N.A.	88.7%							N.A.	89.8%	
41338	111178	100	70274	41534	111808	100	69381	43154	112535	100	69574	43214	112788	100	69806	43230	113036	100
N.A.	86.2%			N.A.	87.1%			N.A.	86.8%							N.A.	86.8%	

Apart from the purposes mentioned above, it comes as a boom to aspiring young graduate teachers and post-graduates having an aptitude for teaching, who can not secure seats in formal colleges of education because of various factors. It also suits college teachers who want to qualify in the discipline of education. With a view to catering to the needs of the different categoris of people mentioned above, the B.Ed./M.Ed. courses have been started. The course is the same as the one provided in formal colleges of education both in theory and practice.

4.03 INSTITUTE OF CORRESPONDENCE COURSE AND CONTINUING EDUCATION (ICC & CE)

The Madurai Kamaraj University is first of its kind in introducing correspondence course in Tamilnadu. The Institute of Correspondence Course and Continuing Education was started functioning in 1971-72 with undergraduate courses with a strength of 1054 students. Later in 1975-76 the Institute started post-graduate courses. The ICC & CE started professional B.Ed., degree course and M.Ed. degree course respectively in 1979-80 and 1980-81 for the benefit of teachers who are working in schools without teacher training and professional enrichment. A post-graduate course in Gandhian Thought was started during

1982-83 with the financial assistance of University Grants Commission.

The ICC & CE is offering the following courses.

i. Bachelor of Arts (History, Political Science, Social Sciences, Economics, Tamil and English)
ii. Bachelor of Science in Mathematics
iii. Bachelor of Commerce
iv. Master of Arts (History, Political Science, English, Economics, Tamil and Gandhian Thought)
v. Master of Commerce
vi. Bachelor of General Law
vii. Bachelor of Education
viii. Master of Education
ix. Diploma in Library Science

The ICC & CE has introduced the following job oriented and socially relevant diploma and certificate courses from this academic year 1991-92.

1. Certificate course in Functional English
2. Certificate course in Document Writing
3. Certificate course in Entrepreneur Development
4. Certificate course in Functional Arabic
5. Certificate course in Educational Planning and Management

6. Certificate course in Film Appreciation and Journalism
7. Certificate course in Sports Journalism
8. Certificate course in Public Affairs and Administration
9. Certificate course in Stock Market Investment
10. Certificate course in Telugu (through Tamil)

P.G. DIPLOMA COURSES

1. P.G. Diploma in Energy Management (English Medium)
2. P.G. Diploma in Environmental Management (English Medium)
3. P.G. Diploma in Environmental Law (English Medium)
4. P.G. Diploma in Marketing Management (English Medium)
5. P.G. Diploma in Rural Development (English Medium)
6. P.G. Diploma in Pre-School (Nursery) Education (English Medium)
7. P.G. Diploma in Statistics (English Medium)
8. P.G. Diploma in Indian Culture (English Medium)

9. P.G. Diploma in Human Resources Development (English Medium)
10. P.G. Diploma in Portfolio Management (English Medium)
11. P.G. Diploma in Language Technology of Tamil (Tamil Medium)
12. P.G. Diploma in Computer Programming in Tamil (Tamil Medium)

Enrolment is made from the students all over India for all the courses except the M.A., degree course in Gandhian Thought and the B.Ed., degree course. Admission is made for B.Ed., to the students residing in Tamilnadu and Pondicherry and for the M.A., in Gandhian Thought to the students from the States of Tamilnadu, Kerala, Karnataka, Andhrapradesh and Pondicherry. All courses except B.A., Social Sciences, B.A., Tamil, B.A., English, M.A., in Gandhian Thought, M.Com., B.G.L., B.Ed., and M.Ed., are conducted both in Tamil and English Media.

TEACHING LEARNING PROCESSES IN ICC & CE

Instruction is provided to the students through lesson materials and lectures during PCPs. The syllabus in a given subject is divided into twenty units and for each unit

study material is provided in the form of printed lesson.

Personal Contact Programmes (PCPs) are held in five selected centres - Madurai, Madras, Tiruchirappalli, Coimbatore, and Tirunelveli. Seven rounds of PCPs are held per year. In these PCP's lectures are delivered by the faculty on important topics. Guidance in Teaching Practice Programme and other practical work is also given for B.Ed., students. Tests based on the lectures are conducted for internal assessment among others. A long PCP (Summer Campus Programme) is scheduled at the end of the course. This provides training in preparation of instructional aids, seminar, symposia, physical education and some intensive teaching practice. All PCPs are compulsory.

The trainees are given lectures through AIR on selected topics in all their subjects. They are also asked to send assignments which count for internal assessments. The mode of examination is the same as for affiliated colleges. That is, the trainees are examined seperately in theory and practicals and one has to secure a minimum of 45% in external and 50% put together both internal and external to qualify for the degree. The next section deals with the admission policies.

4.3.1 ADMISSION POLICIES

In this section an attempt has been made to analyse the university admission policies for B.Ed., and M.Ed., courses of correspondence system. Applications received by the ICC & CE, note put up by the authorities, order of the Vice channcellor and resolutions of the Syndicate committee meetings have been used for analysis.

During 1979-80 and 1980-81 the ICC & CE had admitted only teacher candidates for B.Ed., and M.Ed., courses. The teacher candidates were of two types.

i. Post-graduate teachers working in higher secondary schools without B.Ed., degree. They were appointed as temporary teachers in permanent posts. Only after getting the educational degree (since the minimum educational qualification fixed for PG teachers is post graduation with educational degree) they would be made permanent. They were entitled to get further increments. The other category was the teachers working either in Primary school or high school as secondary grade teachers. They were entitled to get two incentive increments after getting the degree for their additional qualification. They are also qualified for appointment as B.T. or P.G. assistants. During 1979-80, 4336

applications were received. The Deputy Director (Education) after sorting out the application forms based on the qualifications with the help of B.Ed./M.Ed., section, prepared a statement showing the P G teachers working in higher secondary schools without educational degree and secondary grade teachers with years of experience.

1979 - 80 being the first year of inception of B.Ed., course; priority was given to the teachers working in higher secondary schools. Totally 4336 filled in applications had been received. Out of which 790 were rejected after scruitiny for want of original certificates of qualifying examinations, for not having the prescribed qualification and due to concellation on their own request. Admission had been restricted to 1200 candidates which is about 1/3 of total eligible candidates (3546).

Teachers working in colleges were not considered for admission as their purpose was to get an additional degree. In all the groups except VI History/English and VII History and Tamil Post graduates and graduate teachers working in schools were selected. In group VI History/English all PG teachers with more than five years of experience and graduate teachers with more than ten years of experience in teaching

were selected, the total being 446 out of 1337 applicants. The last candidate who was in the selected list, had nine years and two months of experience. In VII History/Tamil 405 teacher candidates had been selected out of 1216 applications. In this list, the last candidate had thirteen years and ten months of experience. Candidates with PG qualification appointed in higher secondary schools under condition that they would qualify themselves for B.Ed., degree within a year or two had also been selected.

During 1980 - 81 a total of 5218 and 3632 applications for B.Ed., and M.Ed., respectively were received by the Institute. All the PG teachers in political science Geography, Indian culture, Mathematics, Commerce, Economics, Physical science and Biological science had been admitted. In Histroy group, all PG and graduate teachers with experience upto 6 years had been admitted. A few Post graduates without any experience were also admitted in all the groups as and when vacancies arose due to non-payment of tuition fees. The practice of giving admission to raw graduates (non-teachers) forced the Government of Tamilnadu to issue the following G.O. which restricted admission to teacher candidates.

G.O. Ms. No.47 Dated 4th June 1980, the Government requested to restrict admission only to the working teachers

(who are graduates) of recognised schools in Tamilnadu and Post graduate degree holders.

In the case of M.Ed., District Education Officers, Deputy Inspector of Schools, Headmasters were admitted irrespective of years of experience. Post graduate teachers with 11 years and more of teaching experience and graduate teachers with 13 years and more of teaching experience had been admitted during 1980-81. For Dissertation, irrespective of their teaching experience candidates were selected taking into account the availability of guides and the area to which the candidates belonged.

Table 4.02 shows the number of applications received and the admission intimation sent to the candidates of B.Ed., and M.Ed., courses. The analysis of the table shows that the ICC & CE had restricted admission only to the teacher candidates in the first two years. The Institute also received large number of applications compared with the later part, hence rejected about seventy per cent of applications. Whereas from 1983-84 onwards the number of filled in applications received by the Insitute itself had gone down to around 2000 as against the sanctioned strength of 1200. This may be because of the more number of compulsory contact seminar days and the toughness of the course (Refer table

TABLE 4.02

SELECTION AND REJECTION OF APPLICATIONS OF B.Ed., AND M.Ed.,

Year	Applications Received		Admission Intimation Sent				Applications Rejected			
	B.Ed.,	M.Ed.,	B.Ed.,	%	M.Ed.,	%	B.Ed.,	%	M.Ed.,	%
1979 - 80	4336	-	1200	27.7	-	-	3136	72.3	-	-
1980 - 81	4784	3825	1636	34.2	1453	38.0	3148	65.0	2372	62.0
1981 - 82	5218	3632	1571	30.1	1386	38.2	3647	69.9	2246	61.8
1982 - 83	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1983 - 84	2081	2687	1635	78.6	1298	48.3	446	21.4	1389	51.7
1984 - 85	2318	2416	1748	75.4	1315	54.4	570	24.6	1101	45.6
1985 - 86	2182	1839	1589	72.8	1456	79.2	593	27.2	383	20.8
1986 - 87	2340	1625	1834	78.3	1372	84.4	506	21.7	253	15.6
1987 - 88	2730	1788	1940	71.1	1490	83.3	790	28.9	298	16.7
1988 - 89	2245	1735	1962	87.4	1524	87.8	283	12.6	211	12.2
1989 - 90	1830	1428	1650	90.1	1318	92.2	180	9.9	110	7.8
1990 - 91	2688	1244	2473	92.0	1137	91.4	215	8.0	107	8.6

1.09) compared with the neighbouring universities of Tamilnadu. In the early years the ICC & CE had rejected even the eligible teacher candidates whereas in later part admission had been given to all eligible candidates. So the number and percentage of applications rejected (1980-81 - 65%; 1990-91 - 8%) had gone down to very minimum.

In 1980-81 the institute had admitted more than the sanctioned strength. The authorities (Deputy Director [Education]) submitted a letter seeking Syndicate ratification for the action taken. Admission could not be limited due to the closure of university (Due to Teaching and Non-teaching staff strike). Hence more number of students were enrolled. The number of students admitted already could not be assessed, the admission list could not be finalised and hence the number of students admitted had gone above the number stipulated by the Syndicate. The norms which were prescribed had been waived. The Syndicate had resolved the report and ratified the action taken (Item No.38 of the Syndicate meeting held on 24.1.1981).

In 1984-85, the ICC & CE had admitted the candidates belonging to SC/ST, Physically handicapped, Staff, Staff's Spouse, son and daughter who fulfill the minimum qualifications.

In 1985-86 two widows, two blind raw graduates and thirty post-graduates with third (III) class had also been admitted. In 1986-87 graduates who were working as teachers in unrecognised schools and as clerks in recognised schools (229) had been admitted. In 1988-89, the total number of candidates admitted did not exceed 1400 against the sanctioned strength of 2000. So the authorities had submitted a letter (dated 03.01.1989) to the Syndicate seeking permission for relaxing the qualification to the effect that any graduate could be admitted. Syndicate in its meetig held on 18th February 1989 deferred the item number 36 which sought permission for admitting raw graduates. In 1991 this request has been approved.

The ICC & CE in 1979-80 and 1980-81 admitted only teacher candidates (since the intention was clearing the backlog of untrained teachers) where as from the year 1981-82 onwards, raw graduates were also admitted for some reasons explained earlier. The University (ICC & CE) in 1989-90 and 1990-91 had admitted all I class raw graduates applied even though it is against to the admission policy of the university. Table 4.03 also shows that the percentage of teacher candidates admitted in recent years had gone down to around twenty in B.Ed., degree course. Admitting raw graduates in B.Ed., through correspondence is against to the U.G.C. guidelines.

The University Grants Commission, while agreeing to the recommendations of the National Committee on Teacher Education that curriculum for B.Ed., degree essentially requires face to face contact and regular teaching, decided not to assist any new B.Ed., Programmes through correspondence course.

The Universities having their programme were advised to review their admission in the context of the following decisions already communicated to them. "It was noted that the backlog of untrained teachers in the schools in most of the states had been cleared and as such there was no need to continue correspondence course in education. If, however a university still finds it necessary to institute such a course it may be allowed to do so provided it fulfills the minimum requirements and norms such as adequate staff - students ratio, supervised practice-teaching, library and laboratory facilities, home assignments". (Page No.175-77 of UGC Annual Report 1987-88). The decision was conveyed to the State Education Secretaries for information and necessary action. The UGC Panel also recommended that the B.Ed., course through correspondence course be banned (Item No. 4.11; Page 54 of UGC Annual Report 1988-89).

TABLE 4.03

TEACHERS AND RAW GRADUATES

Year	No. of Candidates admitted		Teacher Candidates				Raw Graduates (Non - Teachers)			
	B.Ed.,	M.Ed.,	B.Ed.,	%	M.Ed.,	%	B.Ed.,	%	M.Ed.,	%
1979 - 80	1200	-	1200	100	-	-	-	-	-	-
1980 - 81	1376	1000	*1318	95.8	976	97.6	58	4.2	24	2.4
1981 - 82	1200	1000	963	80.3	938	93.8	237	19.7	62	6.2
1982 - 83	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1983 - 84	1200	1000	467	38.9	932	93.2	733	66.1	68	6.8
1984 - 85	1200	1000	445	37.1	928	92.8	755	62.9	72	7.2
1985 - 86	1200	1000	432	36.0	905	90.5	768	64.0	95	9.5
1986 - 87	1200	1000	321	26.8	917	91.7	879	73.2	83	8.3
1987 - 88	1200	1000	396	33.0	837	83.7	804	67.0	163	16.3
1988 - 89	1420	934	405	28.5	876	93.8	1015	71.5	58	6.2
1989 - 90	1650	860	345	20.9	684	79.5	1305	91.9	176	20.5
1990 - 91	1910	742	336	17.6	538	72.5	1574	82.4	204	27.5

* In 1980 - 81, ICC & CE admitted more than the sanctioned strength. Detail given in the analysis of the table.

Analysis of the tables 4.02 and 4.03 also shows that the demad for M.Ed., course has gone down when compared with earlier years. All eligible candidates have been admitted. The percentage of teacher candidates was more in M.Ed., course than B.Ed., consistantly in all years since they are entitled for two advance incentive increments. Unemployed raw graduates are more interested to do B.Ed., since it is entry qualification (Pre-service training) for the teaching posts. The backlog of untrained teachers has also been cleared by the three universities which offer B.Ed., and M.Ed., courses in Tamilnadu. So the percentage of unemployed raw graduates joined in B.Ed., course has gone up. All these points indicate that the university should have clear cut admission policy as far as B.Ed., course is concerned.

4.3.2 INFRASTRUCTURAL FACILITIES

Infrastructural facilities are very important for maintaining the standard of any programme. So the Investigator made an attempt to study the infrastructural facilities available in the ICC & CE for the department of education. The data collected with the help of information schedule are presented in table 4.04. Analysis of the table, interviews with the teachers, students and assignments valuers and the investigator's

TABLE - 4.04

FACILITIES AVAILABLE FOR EDUCATION DEPARTMENT IN ICC & CE

Nature of Facilities	Particulars	Investigator's Remarks
Accommodation for Teachers	One Room for Reader and Head One Small Room for 5 Lecturers Furnitures	Not Satisfactory
Accommodation for Assignment valuers	One Small Room for 6 Assignment valuers Furnitures	Not Satisfactory
Accommodation for out station students	NIL	Steps should be taken for constructing Distance Learners Hostel
Aids/Equipments	Overhead Projector (OHP) - 1 Tape Recorders - 2 Mike-set - 1 Slides - Nil T.V. - Nil VCP/VCR - Nil Projector - Nil Computer - Nil	Not Satisfactory
Laboratory	NIL	
Library	Books Journals Magazines	Satisfactory
Administrators	One Room for Deputy Director (Edn.) One Hall for B.Ed., & M.Ed., Section Furnitures	Satisfactory

observation showed that the facilities available in the institution for offering B.Ed.,/M.Ed., courses were insufficient. Totally there were seven teachers (1 Reader and 6 Lecturers). The ICC & CE did not appoint teachers for optional II Tamil, English, Economics, Physical Science, Biological Science and Mathematics. The institute is mainly depending upon the outside resource persons for all sort of academic activities i.e., for Writing lessons, Valuing assignment and test papers and for taking classes.

Only three small rooms were given at the disposal of Education department. Seven teachers and six assignment valuers were using the rooms adjusting with much difficilty. This is one of the reasons for not appointing more assignment valuers. As a result the works get delayed. The minimum number of assignment valuers were indirectly forced to value the test papers and assignments within a short period and in a speedy manner. The teachers, assignment valuers and students were not satisfied with the facilities provided for them to do the work.

When the correspondence course students had come for certain administrative work viz, getting certificates after verification, for collecting mark-lists or provisional certificates, they were asked to wait few hours or at times

the whole day. Moreover, there were no visitors room, waiting place or even chairs in the verandah to sit. Students had suggested that the ICC & CE should provide temporary accommodation facilities when they come for some administrative work. Many times women students were accompanied by their aged father or mother or senior member of the family. The ICC & CE had not provided the minimum facilities required for the students and others in the campus. There were not even toilet facilities for women students.

The ICC & CE used to arrange the contact seminars at five places viz, Madurai, Madras, Trichy, Tirunelveli and Coimbatore. Students and teachers found that the PCP centres fixed in Trichy, Tirunelveli, Coimbatore and Madras were not at all convenient to them. The Investigator's observation also substantiates their views. This is quite reasonable because in all these places only following Higher Secondary Schools were fixed as centres of PCP.

Trichy	-	K.A.P. Viswanathan Higher Secondary School, Thillainagar.
Coimbatore	-	C.S.I. Higher Secondary School.
Madras	-	Ramakrishna Vidyalaya Higher Secondary School.
Tirunelveli	-	M.D.T. Hindu Higher Secondary School.

A clear picture about the facilities available in PCP is given in section 4.3.5 of this chapter.

Most of the examination centres were also fixed only in schools. Facilities available in these schools such as narrow benches and desks, limited toilets which suited only young boys and girls were not at all convenient to the students of the correspondence course. While considering the number of students admitted (around 2400) it was found that the model instructional aids and other equipments available in the department were not sufficient (Table 4.04). The regular faculty members were satisfied with the library facilities provided for them in the ICC & CE. Whereas outside resource persons were not permitted to become members and use the library. So the ICC & CE should take necessary steps to provide the basic amenities for the students and teachers.

4.3.3 STUDENTS BACKGROUND AND ASPIRATIONS

This aspect of the study mainly deals with the B.Ed and M.Ed correspondence course students' socio-economic & academic background, their reasons for joining B.Ed/M.Ed Course, reasons for joining in the Institute of correpondence course and continuing education and their aspirations etc.

AGEWISE DISTRIBUTION OF RESPONDENTS

The respondents of B.Ed and M.Ed courses were sorted out according to their ages, the frequency and percentage in each category was found out as presented in the following table. 4.05.

TABLE - 4.05

DISTRIBUTION OF RESPONDENTS ACCORDING TO THEIR AGES

Sl.No.	Age in Years	B.Ed.		M.Ed.	
		Frequency	Percentage	Frequency	Percentage
1.	25 - 29	97	32.4	8	3
2.	30 - 34	64	21.3	15	5
3.	35 - 39	28	9.3	84	28
4.	40 - 44	84	28.0	96	32
5.	45 - 49	16	5.3	68	22
6.	50 - 54	8	2.7	21	7
7.	55 - 59	2	0.7	5	2
8.	Above 59	1	0.3	3	1
	TOTAL	300	100.0	300	100

There is a broad age range among these students from 25 to 61 years. 53.7 per cent of respondents of B.Ed., and eight per cent of M.Ed., respondents were under 35 years of age. 91 per cent of B.Ed., and 68 per cent of M.Ed., respondents were below 45 years of age. 82 per cent of M.Ed., and 42 per cent of B.Ed., respondents belong to the age group of 35 to 50. The mean age calculated for the distant learners (B.Ed - 35.4 ; M.Ed - 41.9) reflects that they belong to the higher age group whose opportunities to study in formal system were curtailed due to age stipulation, difficulty in getting admission and their employment (Refer table 4.10). The data further revealed that there is lesser representation from above 45 at B.Ed level and above 50 at M.Ed level. Anand, (1979); Gomathi, (1982); Khan, (1982); Pillai and Mohan, (1983); Sahoo, (1985) and Muley et al, (1986) found that the majority of correspondence course students belonged to the age group of 16 - 35 years. All these studies studied the socio economic background of the students of all courses. Whereas this study focused its attention only to the teacher education programmes. The students belonged to B.Ed. and M.Ed. courses mostly were of the age group of 30 - 45 years. The predominance of age group 30 - 45 in correspondence system can also be interepted as due to the fact that this is more suitable to the age cohorts of 30 - 45 years as their chances of professional upward mobility are brighter compared to those who have crossed 50 years age.

SEX-WISE DISTRIBUTION OF RESPONDENTS

All the 600 respondents (300 B.Ed., and 300 M.Ed.,) were divided according to their sexes as represented in the following table. 4.06.

TABLE - 4.06

DISTRIBUTION OF STUDENTS ACCORDING TO THEIR SEX

Sl.No.	Sex	B.Ed.		M.Ed.	
		Frequency	Percentage	Frequency	Percentage
1.	Male	188	62.7	124	41
2.	Female	112	33.3	176	59
	TOTAL	300	100.0	300	100

Males out-number females in the sample chosen as far as B.Ed., course is concerned. But in M.Ed., course females out-number males as seen in the table. It is interesting to note that the teacher education programme attracted more women candidates quite contrary to the findings of majority of the studies at various universities and the conducted in Madurai Kamaraj University. The

majority of learners population were men. (Biswal, 1979 ; Gomathi, 1982 ; Pillai and Mohan, 1983 ; Sahoo, 1985 and Muley.v. et al, 1986).

QUALIFICATIONWISE DISTRIBUTION OF RESPONDENTS

The respondents were divided based on their qualifications. A candidate seeking M.Ed., admission shall have passed the B.Ed., degree examination of the Madurai Kamaraj University or a degree examination of teaching of any other University recognised by the syndicate as equivalent thereto. The number in each category was found out as represented in the following table. 4.07.

TABLE - 4.07

DISTRIBUTION OF RESPONDENTS ACCORDING TO THEIR PREVIOUS EDUCATIONAL QUALIFICATIONS

B.Ed.			M.Ed.		
Degree taken	Frequency	Percentage	Degree taken	Frequency	Percentage
M.A.,	88	29.3	M.A., B.Ed.,	113	38
M.Sc.,	68	22.7	M.Sc., B.Ed.,	48	16
M.Com.,	24	8.0	M.Com., B.Ed.,	12	4
B.A.,	32	10.7	B.A., B.Ed.,	72	24
B.Sc.,	46	15.3	B.Sc., B.Ed.,	55	18
	300	100.0		300	100

Sixty per cent of B.Ed., and 58 per cent of M.Ed., respondents are Post Graduate degree holders, only 8 per cent of B.Ed., and 4 per cent of M.Ed., students are commerce degree holders. Arts degree holders are more than science degree holders in both B.Ed., and M.Ed., Degree Courses.

OCCUPATIONWISE DISTRIBUTION OF RESPONDENTS

The sample was found to contain three occupational cartegories such as unemployed, Teachers and employed in other areas (other than teaching) as represented in the table.4.08.

TABLE - 4.08

DISTRIBUTION OF RESPONDENTS ACCORING TO THEIR OCCUPATIONAL CATEGORIES

Occupation	B.Ed.		M.Ed.	
	Frequency	Percentage	Frequency	Percentage
Unemployed	158	52.7	6	2
Teachers	103	34.3	282	94
Employed in other Departments	39	13.0	12	4
TOTAL	300	100.0	300	100

Thirty Four per cent of students were teachers in the B.Ed., course whereas 94 per cent of the respondents were teachers in the M.Ed., course this may be because teachers after completing M.Ed., get two incentive increments.

INCOMEWISE DISTRIBUTION OF RESPONDENTS

The respondents were grouped according to their annual income into five categories as shown below. 4.09.

TABLE - 4.09

DISTRIBUTION OF RESPONDENTS ACCORDING TO THEIR INCOME

Annual Income Rs.	B.Ed.		M.Ed.	
	Frequency	Percentage	Frequency	Percentage
5,000 - 10,000	29	9.7	---	---
10,000 - 15,000	83	27.7	3	1
15,000 - 20,000	143	47.6	38	12.7
20,000 - 25,000	38	12.7	142	47.3
25,000 - 30,000	5	1.6	87	29
Above 30,000	2	0.7	30	10
TOTAL	300	100.0	300	100

The economic background of the respondents revealed that a greater number of respondents falling into middle income groups with the average income of the respondents showing B.Ed - Rs.16,000 and M.Ed - Rs.24,000 rupees. The results of the data on socio-economic background can be interpreted in the following way. In distance learning opportunity is more opted by the people belonging to low income and low economic status irrespective of their social status. The present study also revealed the same trend, thus confirming that the major beneficiaries of correspondence system would come from low and middle income group of the society.

DISTRIBUTION OF RESPONDENTS ACCORDING TO THEIR ACADEMIC ACHIEVEMENT

The respondents were grouped according to the per centage of marks obtained by them in the last qualifying examinations.

TABLE - 4.10

DISTRIBUTION OF RESPONDENTS ACCORDING TO THEIR ACADEMIC ACHIEVEMENT

Percentage of Marks	B.Ed.		M.Ed.	
	Frequency	Percentage	Frequency	Percentage
45 - 49	147	49	---	---
50 - 54	52	17.3	182	60.7
55 - 59	36	12.0	73	24.3
60 - 79	63	21.0	42	14
80 and Above	2	0.7	3	1
TOTAL	300	100.0	300	100.0

As presented earlier, the ICC and CE had admitted all teacher candidates irrespective of the marks obtained by them in the last qualifying examinations. As far as the fresh raw graduates are concerned admissions were made based on the norms fixed by the authorities. This varied from year to year depending on the applications received. The correspondence system had attracted students having lower per centage of marks in the last qualifying examination. The academic achievements of correspondence students reflect that of the total (See table 4.10) students secured above 60 per cent in the last qualifying examination were 21.7 per cent at the B.Ed level and 15 per cent at M.Ed level. The study revealed that a very high percentage of students (B.Ed - 66.3% ; M.Ed - 60.7%) had obtained only below 55 per cent marks in the last qualifying examinations.

TABLE - 4.11

COMMUNITYWISE DISTRIBUTION OF RESPONDENTS

Community	B.Ed.		M.Ed.	
	Frequency	Percentage	Frequency	Percentage
Other Community	119	39.67	110	36.67
Backward Class	169	56.33	181	60.33
Scheduled Caste/ Scheduled Tribe	12	4.00	9	3.00
TOTAL	300	100.00	300	100.00

The table 4.11 clearly shows that more backward community students have joined the B.Ed/M.Ed courses than the scheduled caste and tribe and forward communities. The study revealed that there was more representation from backward classes. The representation from the scheduled castes and scheduled tribe students was not more than that in the formal system. It is evident that even in distance education sections which are more benefited are backward classes followed by forward castes, scheduled castes and scheduled tribes in that order. The lesser representation from the downtrodden sections could be interpreted as due to the fact that these groups seek opportunities in formal system, as well as their inability to fulfil minimum requirements and ignorance about the availability of

flexible learning opportunities. In addition to the reasons stated here facilities available to this section may be another reason. The scheduled castes and scheduled tribes students easily get admission in the formal colleges of education because of the specific reservation for them in the college. They also entitled to get scholarship for their stay and study. Whereas if the joined in correspondence course they are treated on par with other students in payment of tuition fees and other aspects. No concession is available to them in ICC and CE. The above mentioned reasons may cause for poor representation from these socially deprived communities.

Anand, (1979); Singh, (1980, 1983); Dewal, (1982); Pillai and Mohan, (1983) and Sahoo, (1985) found that the majority of learners were from uppercastes. Even in the teacher education programme through correspondence system, the enrolment of socially forward community students was comparatively greater than their enrolment in formal colleges. This may be because students belonged to forward community found it very difficult to join any course in the formal colleges and employment due to the reservation policy especially in Tamilnadu the percentage of (62) reservation is very high. Whereas in correspondence course there is no such reservations and restrictions based on the castes.

DISTRIBUTION ACCORDING TO FAMILY STATUS

Thirty five per cent of B.ed., students were single. Sixty four of them were married. 15 per cent of M.Ed., students were single. 85 per cent were married. Regarding the place of residence 114 (38%) M.Ed., students and 148 (49.4%) B.Ed., students belonged to the rural areas. 64 (21.3%) B.Ed., students and 94 (31%) M.Ed., students belonged to semi urban areas.

Thus we find that the correspondence course teacher education programme cates to all motivated individual desiring (except raw graduates) to qualify themselves irrespective of age, sex, previous educational qualification, academic achievement, occupation, income, marital status and place of residence (rural/urban). The clientele is heterogenous in terms of scholastic, qualifications, age and maturity.

STUDENT'S REASONS FOR JOINING B.Ed.,/M.Ed.,

In the process of understanding the in-put of the correspondence system the need for studying several factors which might have motivated the students to join correspondence course is very important one. In thisi connection an attempt is made too study the factors.

TABLE - 4.12

REASONS FOR JOINING B.Ed. / M.Ed.

Reasons	B.Ed.		M.Ed.	
	Frequency	Percentage	Frequency	Percentage
a. To become a teacher	139	46.3	---	---
b. To learn methodology of teaching	7	2.3	---	---
c. To improve my qualifications	201	67	36	12
d. To acquire knowledge and skills required for my job	88	29.3	48	16
e. To pursue higher studies in the field of education	117	39	25	8.3
f. To run a private school	32	10.7	2	0.7
g. To get education that would help me bringing up my children better	41	13.7	---	---
h. To spend time in a useful way	82	27.3	5	1.7
i. To earn incentive increments	112	37.3	220	73.3
j. To get promotion in my career	87	29	163	54.3
k. To become a teacher educator	---	---	12	4.0
l. To do educational research	---	---	12	4.0

Date related to reasons for joining B.Ed.,/M.Ed., degree courses and reasons for joining correspondence course were analysed on the basis of the following procedure. For identifying pre-dominant reasons, only first five preferences were taken into considerations the weightage given to these preferences were first- 5 score, second - 4 score; third - 3 score ; fourth - 2 score and the fifth - 1 score.

With regard to correspondence course B.Ed., students the pre-dominant reasons was to become a teacher (weighted average is 1.94) since 52.7% of the students were unemployed post-graduates. The second important reason was to earn incentive increments (weighted average 1.78) since one third (34.3%) of the students were teacher candidates. To improve my qualification (1.67); to pursue higher studies in the field of education (1.40); and to acquire knowledge and skills needed for my job (1.35) were the third, fourth and fifth reasons respectively.

Correspondence course M.Ed., students stated that they joined M.Ed., because of the following reasons.

To earn incentive increments (73.3%)

To get promotion in my career (54.3%)

To acquire knowledge and skills needed for my job(16%)

To improve my qualifications (12%)

The reason for their choice is very clear i.e., 94 per cent M.Ed., correspondence course students were teacher candidates. The teachers are entitled two advance increments for their additional qualifications.

The reasons mentioned by B.Ed., and M.Ed., students reflect that the occupational purposes (better job opportunities, promotions and occupational changes) were the most inspiring factors whereas the economic (financial benefit) purposes occupied second rank in motivating students. The academic/educational (improving qualifications, pursuing higher studies) purposes were treated as comparatively lesser important factors for choosing a course.

TABLE - 4.13

REASONS FOR JOINING CORRESPONDENCE COURSE

Reasons	B.Ed.		M.Ed.	
	Frequency	Percentage	Frequency	Percentage
a. I am employed, so I cannot afford to attend a college of education	146	48.7	294	98
b. Getting admission in college of education is difficult	134	44.7	---	--
c. It is comparatively less expensive	117	39	186	62
d. I can learn at my own place and time	187	62.3	232	77.3
e. Domestic reasons	63	21	3	1
f. Going to formal institution is uneconomical of time	68	22.7	97	32.3
g. I have undergone correspondence courses and found it useful	37	12.3	---	--
h. I can listen to the lectures of experts	82	27.3	132	44
i. My Parents/guardians preferred correspondence course	22	7.3	8	2.7

Analysis of the reasons given by the B.Ed students for choosing correspondence course clearly indicates that the facility of learning at one's own place and time was the main reason. The second important reason was the employment of the students. They can't afford to attend the formal colleges of education because of their employment. 48.7% of the B.Ed students were employed out of which 34.3% of them employed as teachers. Students prefered the correspondence course since the system gives the opportunity of learning while earning. The third important reason was the difficulty in getting admission in the formal colleges of education (B.Ed. 44.7%). The other reasons were economy of time and cost (refer table 4.13)

The predominent reason in the case of M.Ed. students was their employment (98%). Since they are employed they can't afford to go to formal colleges of education. The second reason was the facility of learning at one's own place and time (77.3%). The third one was the less expensiveness (62%). It is interesting to note that the M.Ed. students selected this mode of study with the expectations that they could listen to the lectures of experts.

TABLE - 4.14

FUTURE PLAN

Aspiration	B.Ed.		M.Ed.	
	Frequency	Percentage	Frequency	Percentage
a. To improve myself in the teaching profession	125	41.7	235	78.3
b. To continue in further studies	132	44.0	68	22.7
c. To seek employment in other fields	13	4.3	9	3
d. To start a school	21	7	12	4
e. To become a teacher	124	41.3	---	---
f. To become a teacher educator	---	---	16	5.3
g. To join as a research scholor	---	---	11	3.7

When the candidates were asked to respond to the questions of future plan 41.7 per cent B.Ed. and 78.3 per cent of M.Ed. students chosen the item of improving oneself in the teaching profession. Joining in further studies was the aspiration of 44 per cent of B.Ed and 22.7 per cent M.Ed. students. Commitment to the teaching profession and becoming a teacher was the future plan of

41.3 per cent of B.Ed. students. Starting school and joining as a research scholar were the other aspirations of the distant learners. (refer table 4 - 14).

DROP-OUTS

A study of the enrolment position in various years highlights the popularity of the course in comparison with other courses. The analysis of enrolment will also show whether the introduction of B.Ed. and M.Ed. courses in other universities affected this university. But these questions do not arise since the university had restricted the admission to 1200. Another significant index which needs to be studied with a view to findout the strength and weakness of the course is the rate of drop-outs. Keeping in view the above ideas, an attempt has been made to study the dropout positions in the Teacher Education Courses of this University.

The data regarding dropouts of B.Ed and M.Ed have been presented in table 4 .15. The subjectwise analysis of percentages of dropouts reflects that during the years 1979-80 to 1984-85 higher percentages of dropouts (relatively speaking) were found among the trainees belonging to Economics and Commerce groups. Analysis of dropouts in various years shows that in the early years the percentage of dropouts was less than that of the recent years.

TABLE - 4.15

DROPOUTS IN VARIOUS YEARS 1979-80 - 1984-85

Course & Subjects	1979-80			1980-81			1981-82			1982-83			1983-84			1984-85		
	Sts enrolled	Dropouts F	%	Sts enrolled	Dropouts F	%	Sts enrolled	Dropouts F	%	Sts enrolled	Dropouts F	%	Sts enrolled	Dropouts F	%	Sts enrolled	Dropouts F	%
B.Ed.																		
Tamil -	92	2	2.2	88	4	4.6	115	5	4.3	138	3	2.2	141	2	1.4	152	3	2
English -	118	1	0.8	76	2	2.6	122	4	3.3	76	1	1.3	103	3	2.9	113	4	3.5
Economics -	187	3	1.6	195	5	2.6	118	15	12.7	115	18	15.7	87	11	12.6	91	7	7.7
Commerce-	149	7	4.7	163	2	1.2	96	7	7.3	104	14	13.5	78	8	10.2	87	5	5.7
History -	265	2	0.8	280	3	1.1	358	8	2.2	412	7	1.7	385	8	2.1	405	17	4.2
Phy. Sci. -	188	5	2.7	213	2	0.9	95	4	4.2	112	2	1.8	111	10	0.9	128	3	2.3
Bio. Sci. -	104	2	1.9	107	1	0.9	147	2	1.4	135	3	2.2	129	2	1.6	135	4	3.0
Maths -	97	1	1.0	78	1	1.3	149	2	1.3	108	2	1.6	166	1	0.6	89	1	1.1
Total -	1200	23	1.9	1200	20	1.7	1200	47	3.9	1200	50	4.2	1200	36	3.0	1200	44	3.6
M.Ed. -	-	-	-	1200	38	3.2	1200	49	4.8	1200	67	5.6	1200	89	7.4	1200	76	6.3

This may be because in 1979-80 and 1980-81 only teacher candidates (Post graduate teachers working in schools without B.Ed) were admitted. Only when they complete their B.Ed., their post will be made permanent and they become eligible for further yearly increment. So the necessity made them continue the course. Analysis of the reasons for dropout (refer table 4-16.) indicates that the dropouts got some other job wherein B.Ed. was not needed.

The percentage of dropouts has been increasing from the year 1981-82 to 1984-85 in subjects like Commerce and Economics. This may be mainly because from 1981-82 onwards the ICC and CE had started admitting more unemployed post-graduates. (Position of admitting post graduates was inforce from the beginning). Many Commerce and Economics students left the course after getting some other job as those of Accountants, Audit Assistants, Bank Clerks and so on Wherein the B.Ed was not needed. It is very interesting to note that the rates of dropouts in Teacher Education Programme was very less when compared with other courses in this university and in other universities. Balasubramaniyam (1976) studied the rates of dropouts in Distance Education in CIEFL and found it varied from 57% to 66%. Koul (1982) found that it was 63%. At B.A. course in Delhi, Punjab, Punjabi, Bombay, S.V., Madurai and Meerut dropouts rate ranged between 8% to 25% (Yadav and Sharma 1988). Sahoo (1985) found that 79% of M.A. 60.4% of M.Com and 32% of M.Ed. students

TABLE - 4.16

REASONS FOR DROPOUTS

	Reasons	B.Ed. F	B.Ed. %	M.Ed. F	M.Ed. %
a.	Got some other job wherein B.Ed/M.Ed. is not needed	14	35.9	2	11.8
b.	Non-receipt of intimation regarding venue and dates of PCP in time from ICC & CE	4	10.3	3	17.6
c.	Diff iculty in writing assignments	7	17.9	12	70.6
d.	Inability to attend PCP	4	10.3	12	70.6
e.	Study was time consuming; could not afford to spend	7	17.9	10	58.8
f.	Non-receipt of information and inadequate reply	3	7.7	3	17.6
g.	Difficulty to study along with job	7	17.9	10	58.8
	family responsibility	3	7.7	2	11.8
h.	Domestic problems	-	-	2	11.8
i.	Attitudes of faculty members	4	10.3	-	-
j.	Opted dissertation unable to complete	-	-	6	47.1
K.	Lack of co-operation from the guide	-	-	2	11.8

discontinued their studies. Where as the dropout rate was less than 2% in B.Ed. in 1979-80 and 1980-81 and 3% to 4.2% in remaining period. The percentage of dropout in M.Ed. varies from 3.2% to 7.4% only.

Analysis of reasons for M.Ed dropouts revealed that difficulty in writing assignments and inability of attending PCP were the major reasons. Many dropouts were Arts College lecturers, University teachers, Headmasters, they joined the courses with the intention of knowing teaching and educational technology. They did not find time to attend PCPs and write assignments. They also found it difficult to leave their job by availing leave for longer period. In some cases, service responsibility (B.Ed. 17.9% ; M.Ed. 58.8%) and family committment (B.Ed. 7.7% ; M.Ed. 11.8%) were the reasons for discontinuing studies.

Another important factor was the dissertation. The candidates, who have joined with high aspirations and ambition opted dissertation inlieu of theory papers and unable to complete the work (47.1%). They were unable to complete with few meeting at the time of PCPs and through correspondence. The other reasons for the dropouts were non-receipt of intimation about the venue and dates of PCPs (B.Ed. 7.7% ; M.Ed. 17.6%) ; late receipt of information domestic problems (M.Ed. 11.8%) attitudes of faculty members (B.Ed. 10.3%) lack of co-operation from the guide (M.Ed. 11.8%).

INSTRUCTIONAL PROCESSES

Instructional technologists believe that educational programme in any discipline is directed towards the achievement of three types of goals : Cognitive, Affective and Psychomotor. The cognitive goals relate to providing knowledge of the discipline alongwith development of abilities, the affective goals to the development of interests, emotions and attitudes and the psycho-motor goals to the development of physical skills. In this research an attempt has been made to study the instructional procedures followed for achieving these objectives in correspondence education and suggest measures for improvement in areas where correspondence system seems to be relatively weak.

4.3.4 LESSON MATERIALS

Lesson materials constitute the main-way of teaching through correspondence. This is the major medium of inter-action between the students and teachers. Even in developed countries the institutions, who have brought about revolutionary changes in teaching techniques with the well developed mass media communication, printed lesson materials is still the most important means of providing instruction in the field of distance education. So an attempt has been made to study the effectiveness of lesson materials. The lesson materials of B.Ed.,

and M.Ed., courses were prepared in a structured form. This has a different format from that of the lesson materials of other courses. Hence the respondents were asked to give their reaction about the format.

TABLE 4.17

USEFULNESS OF FORMAT

	Usefulness	B.Ed.		M.Ed.	
		Frequency	%	Frequency	%
a.	To get an overview of the packages	264	88	216	72
b.	To know how to study through packages	95	31.7	73	24.3
c.	To master the content	139	46.3	82	27.3
d.	To know the objectives of the packages	243	81	180	60
e.	To get practical experience	13	0.3	32	10.6
f.	To evaluate ourselves	189	63	210	70
g.	To enrich my knowledge in the subject	148	49.3	152	50.7
h.	To get feedback	117	39	102	34

Eighty eight per cent of B.Ed., students and 72 per cent of M.Ed., students found that the format was useful to them to get an overview of the lessons. The other advantages of the format as perceived by the students were knowing the objectives of the lessons; evaluating themselves; and for enriching the knowledge in the subject. The respondents were asked to mention the usefulness of lesson materials.

USEFULNESS OF LESSON MATERIALS

All the B.Ed., and M.Ed., students are making use of the lesson scripts for their study. This shows the importance of lesson materials in the correspondence system. This also indicates that the distant learners are fully depending upon the lesson materials for their study. 94 per cent of B.Ed., students and 88 per cent of M.Ed., students stated that the lesson scripts were useful to them to a large extent.

When they were asked to mention the purpose for which these lesson materials were useful, 82 per cent of B.Ed., students and 78.3 per cent of M.Ed., students selected the item, quick preparation for examination. 61.3 per cent B.Ed., students and 42 per cent of M.Ed., students and 37 per cent of B.Ed., students and 46.7 per cent of M.Ed., students

selected the items, getting comprehensive idea of the subject and getting broad outlines of what is to be studied respectively.

Analysis of the responses given for the open ended questions revealed that the students used lesson materials for writing assignments, understanding the subject and for getting guidelines for further reference.

TABLE - 4.18

DIFFICULTIES IN USING LESSON MATERIALS

	Difficulties	B.Ed., Frequency	B.Ed., %	M.Ed., Frequency	M.Ed., %
a.	Sequential arrangement of the subject matter not in order	24	8	135	45
b.	Definitions, terms & concepts were not adequately clarified	157	52.3	108	36
c.	Language of the lesson was too difficult to understand	172	57.3	42	14
d.	Explanations were not clear	143	47.7	30	10
e.	Insufficient illustrations and examples	84	61.3	45	15
f.	Lessons were just in the form of conventional essays	163	54.3	128	42.7
g.	Too many printing mistakes	234	78	125	41.7
h.	Packages did not cover the entire syllabus	201	67	185	61.7

STUDENTS' DIFFICULTIES IN USING LESSON MATERIALS

It can be observed from table 4.18 , that in total 62 per cent students found difficulties in studying learning materials. Reasons for such difficulties were given as : Lessons did not cover the entire syllabus (B.Ed., 67% and M.Ed., 61.7%); Too many printing mistakes (B.Ed., 78% and M.Ed., 41.7%) Lessons were just in the form of conventional essays (B.Ed., 54.3% and M.Ed., 42.7%); Definitions, terms and concepts were not clarified (B.Ed., 52.3% and M.Ed., 36%); Certain reasons are peculiar to B.Ed., students. They were, language of the lesson was too difficult to understand; explanations were not clear; insufficient illustrations and examples. M.Ed., students attributed another reason for their difficulties, i.e., sequential arrangement of the subject matter was not in order. These reasons coincide with the problems expressed by the successful students and dropouts. Teachers in their evaluation of learnig materials also expressed the similar views (Refer to table 4.20).

It is very clear that both B.Ed., and M.Ed., students mainly depending on the learning materials. But, it does not mean that there is no need for other reading materials. Only 46 per cent of B.Ed., and 27 per cent of M.Ed., students stated that the lessons were enough for mastering the subject. Difficulties faced by the students in using the lessons also indicated that there is need for other reading materials. Hence,

it is desired that, alongwith the use of lessons, other kinds of materials as suggested in the syllabus, and by teachers during PCP should be followed by the students for gaining curricular experiences. The analysis of responses of students in this connection reveals that they realised the need for referring other books.

TABLE - 4.19

NEED FOR REFERRING OTHER BOOKS

Reasons	B.Ed.,		M.Ed.,	
	Frequency	%	Frequency	%
Understanding the Subject	54	18	85	28.3
Writing Assignments	143	47.7	94	31.3
Examination Purpose	96	32	103	34.3
Enrichment of Knowledge	157	55.7	96	32.0

Only 5% of M.Ed., students stated that they were using the books regularly in their studies. 21 per cent of B.Ed., students and 17 per cent of M.Ed., students accepted that they use only sometimes in their study 30.7 per cent of B.Ed., and 13 per cent of M.Ed., students rarely used the books.

It is interesting to note that 65 per cent of M.Ed., students and 48.3 per cent of B.Ed., students stated that they never used books for their study. It does not depict an appreciable picture about the values of suggested reference stated in lesson materials. It was revealed that, unuse of these books had been a result of several factors like lack of time to go through them (B.Ed., 57.9%; M.Ed., 57%), lack of library facilities (B.Ed., 34%; M.Ed., 13%), high cost of the books (B.Ed., 12.7%; M.Ed., 9%) and non-availability of book in the market. In addition to the above reasons students generally mentioned that there was no need for referring the books for examinations. The above factors reveal that there is a need for encouragement of reading suggested references. Appropriate steps should be taken for supplying additional reading materials by the ICC & CE., Provision of library facilities and suggestions of locally available reference books as alternatives.

52 per cent of the B.Ed., students and 37 per cent of M.Ed., students found it convenient to receive the lesson materials in instalments. 48 per cent of the B.Ed., students and 61 per cent of M.Ed., students preferred to receive lesson material in one time, instead of instalment basis. Students preferred to receive lesson materials on instalment basis because of the following reasons. Easy to read and understand the lessons sent at one time; to study lessons as and when we get; to develop

regular study habits; to know the subject matter stage by stage. In addition to the above mentioned reasons, they also mentioned that this approach helped them to consolidate what they studied already. These students were of the view that the I.C.C. & C.E., was not sending the lessons in time and lessons were not in order. There was no reasonable and regular time gap between the despatches. It was found that the lessons were not sent in order and time.

EVALUATION OF LESSON MATERIALS BY THE TEACHERS OF CORRESPONDENCE SYSTEM

Teacher's opinion with regard to the adequacy of different aspect of lesson materials viz., Format, Content Coverage, Style of presentation, Clarification of the concepts, Simplicity of language, Illustration and examples, Suggested reference, Feedback, Printing of lessons have been presented in the form of table 4.20 . Analysis of the table reveals that (M.Ed., - 67.5%; B.Ed., - 9%) the teachers were not satisfied with the content coverage. 61 per cent of teachers considered this as adequate to some extent with reference to B.Ed., course. Teachers were not satisfied with certain other aspects. They are upto-date nature of the concept, division of the lessons, clarification of the concept, illustration and examples and library

TABLE - 4.20

LESSON MATERIALS

	B.Ed.,			M.Ed.,		
	Most Adequate	Adequate to Some extent	Not Adequate at all	Most Adequate	Adequate to some extent	Not Adequate at all
Format	50 (62.5)	30 (37.5)	---	11 (27.5)	29 (72.5)	---
Overview	55 (68.7)	25 (31.2)	---	24 (60)	10 (25)	6 (15)
Objectives	49 (61.3)	31 (38.7)	---	10 (25)	26 (65)	3 (7-5)
Content Coverage	24 (30)	49 (61.2)	7(8.8)	4 (10)	9 (22.5)	27 (67.5)
Systematic Presentation	41 (51.2)	39 (48.8)	---	16 (40)	21 (52.5)	3 (7.5)
Upto-date nature of the content	14 (17.5)	52 (65)	14(17.5)	3 (7.5)	12 (30)	25 (62.5)
Division of the lesson	15 (18.7)	57 (71.3)	8(10)	12 (30)	26 (65)	2 (5)
Clarification of the concept	15 (18.7)	25 (31.2)	40(50)	5 (12.5)	13 (32.5)	22 (55)
Simplicity of language	19 (23.7)	49 (61.3)	12(15)	27 (67.5)	11 (27.5)	2 (5)
Enabling students to understand lessons on their own	25 (31.2)	40 (50)	15(18.8)	13 (32.5)	27 (67.5)	---
Illustrations and examples	10 (12.5)	43 (53.7)	27(33.8)	24 (60)	12 (30)	4 (10)
Library reference	15 (18.7)	29 (36.3)	36(45)	30 (75)	18 (45)	2 (5)
Enrichment activities	51 (63.7)	23 (28.7)	6(7.5)	16 (40)	24 (60)	---
Test items and feedback	15 (18.7)	26 (32.5)	39(48.8)	13 (32.5)	22 (55)	5 (12.5)
Printing	26 (32.5)	25 (31.2)	29(36.3)	19 (47.5)	21 (52.5)	---

reference. Teachers found that the language was simple as far as M.Ed., whereas the style and simplicity of the language need to be modified for as far as B.Ed., course was concerned.

Successful students gave the following suggestions to improve the lesson materials.

- Care should be taken to avoid/reduce printing mistakes. The University should take necessary steps to reduce printing mistakes in the lesson materials.
- Pictures, diagram, charts and graphs should be included according to the need and requirements of lessons.
- Concepts need to be clarified in detail by giving more examples and illustrations.
- Questions asked in the university examinations should be given in the evaluation part instead of giving only objective type questions.

Analysis of the responses given by dropouts reveals the following suggestions to improve the lesson materials.

- Lesson materials should cover all the areas given in the syllabus i.e., exhaustive.
- Study unit must contain all relevant points.

- Lessons should be written by using simple English.
- Concepts need to be clarified well in detail.
- More examples and illustration should be given for various concepts.

The following are some of the responses received from the dropouts regarding the qualities of learning materials.

> I want the lesson to be written in simple language. It should be examination oriented.
>
> The style must be conversional so that I can easily understand.

PRODUCTION OF LESSON MATERIALS

The ICC & CE had selected the resource persons and assigned the responsibility of writing/reviewing lessons to the faculty and resource persons. The lesson writers after referring the syllabus prescribed for the subject divided the syllabus and identified twenty topics for writing lessons. They wrote the lessons following a particular format. Each lesson includes an over-view, objectives, subject matter in the form of study unit, library unit, enrichment activities and test and feedback. The head after the receipt of the lesson sent it to the Deputy Director who give it to the selected printers for printing. Lesson

were proof read by Proof readers mostly high school and higher secondary school teachers working in and around Madurai. Final strike order given by the faculty mostly by the head which is the routine procedure. An attempt was made by analyse the process.

The ICC & CE is giving remuneration for writing/ reviewing the lessons to the resource persons. The members of the faculty (ICC & CE Staff) had taken this work as a part of their regular activities in ICC & CE. However no other academic incentive was given to them in terms of publishing their names on the lessons.

The writers/reviewers were requested to write/ review the lessons on the basis of their expertise in the field. They were not given or exposed to any orientation regarding the technology of production of texts. The instructions given to them were restricted to number of lessons. (i.e., 20 in each subject). When the writers/reviewers were asked to give their reactions about the guidelines given 46 per cent of writers found that the guidelines were not adequate at all. 35 per cent of them considered that they were adequate to some extent. Almost all the reviewers expressed their unhappiness regarding the guidelines given for revision work.

They also felt that the specific guidelines in connection with the coverage of the content, concepts need to be explained further, new units to be included, concepts which are not explained clearly, explanations required in certain difficult areas based on the reactions of the students could be much useful to them. 81 per cent of the writers and 69 per cent of reviewers had stated that they had difficulties in their works.

TABLE - 4.21

REASONS FOR THE DIFFICULTIES IN WRITING/REVIEWING LESSONS

	Reasons	F	%
a.	Non-supply of guidelines from the Institute	18	69
b.	In-adequate guidelines given to you	8	31
c.	The Units of the syllabus were not presented in a comprehensive form	3	11.5
d.	Non-availability of books/reference materials	16	61.5
e.	In-sufficient time provided for the job	22	85

The reasons, as identified by them for their difficulties were; inadequate guidelines for writing and reviewing the lessons; in-sufficient time given for their job; lack of academic

incentives given for their performance; undue weightage given to number of lessons (i.e., 20); non-availability of books/reference materials; insufficient remunerations. (Refer to table 4.21.). The ICC & CE has paid Rs.100/- and Rs.50/- for writing and revising a lesson respectively. Teachers generally felt that the remuneration need to be increased to Rs.200 - Rs.300/- for writing a lesson, and Rs.100 - Rs.200/- for revising a lesson.

Analysis of the responses given by students, dropouts, successful students and the teachers reveals the following suggestions. Lessons must be in a conversation style. Style of presentation need to be modified in a self learning modular form with more content coverage and with suitable examples and illustrations. Production process need to be changed. Present pattern gives responsibility only to the writer chosen. This procedure is not considered to be appropriate in view of developments in the field of technology of developing instructional materials. Both for the development of course in a discipline and its division into graduated units and writing of lessons. Course teams require to be constituted. A course team must consist of persons drawn from different fields. It should include teachers teaching the subject, educational technologist who advises on course structure, staff tutor who looks after course requirements and media experts. While designing the course, the course team should co-opt experts

working in various branches of the disciplines where inter-disciplinary appraoch is required. For the purpose of lesson writing, it should co-opt experts in graphics, artists, designers and editors who can provide assistance in presentation of format of the lessons. this sort of team approach need to be followed. Lesson written by one must be reviewed by two other members. One content expert and another language expert. Meetings of the members involved in the production of packages should be convened. Content coverage, examples and illustrations, simplicity of the language, style of presentation, library reference, feedback need to be approved. Books that are available in the market and library should be suggested. The ICC & CE must assign the responsibility of proof reading to the permanent staff or resourceful teachers working in formal colleges of education since both B.Ed., and M.Ed., students complained about lot of printing mistakes which may be due to poor proof reading. The ICC & CE should take necessary steps to send the lessons well in time and in order. There must be regular time gap between despatches. Workshop for giving orientation to the lesson writers should be conducted. The learning materials got written from the persons who are experts in the field be scrutinized by expert committee to ensure quality control, should be published through standard press.

Course team should also engage outside consultants for evaluating the course and the lessons. The lessons must be subjected to individual and group testing before they are printed on a large scale so as to ensure that they meet the needs of majority of a wide variety correspondence students. The quality of education obtained by correspondence students would also improve if the quality of lessons improved.

4.3.5 PERSONAL CONTACT PROGRAMME

PCP or face to face teaching sessions constitute a commonly accepted support service in most of the open universities and distance teaching institutes in the developed as well as developing countries. These programmes help in giving to the learners some sort of orientation and guidance regarding methods of learning and provide condensed class room teaching to cover the important and difficult topics of the students course of study. PCPs are of great value as they compensate for many of the inherent inadequacies of correspondence texts, they motivate students and help to clarify students doubts, provide scope for exchange of ideas and develop certain skills and practical abilities. There are many differences in organisation of PCPs for different courses with refernce to various aspects such as venue of the PCPs, attendance rules, duration, instructional activities and co-curricular activities, between universities and within the university. As far as teacher education programmes are concerned attendance is compulsory in all the universities. Attendance in PCPs is compulsory in Madurai Kamaraj University for both the B.Ed and M.Ed degree courses. The ICC and CE of Madurai Kamaraj University organises (seven rounds for B.Ed and six round for M.Ed) contact seminar in five main centres viz., Madurai, Madras, Coimbatore, Trichy and Tirunelveli. Each round consists of two week end days (saturday and sunday) with eight instructional hours

per day. These contact seminars are compulsory for the learners. One summer campus programme of 14 days in the month of May is compulsory for B.Ed., students. Attendance in the PCP is also considered for internal assessment.

What is the relevance of PCP in the instructional process? What sort of methods are followed in PCPs? What are the organisation problems? What kinds of problems have been faced by the participants in the PCPs? What are their suggestions for further improvements in various aspect of PCPs? An attempt has been made to answer these questions in the following sub-sections.

P C P CENTRE : The responses givenby the students in connection with the venue of PCP revealed that the ICC and CE has been conducting PCP in five major centres viz., Madurai, Thirunelveli, Trichy, Coimbatore and Madras. The centres are meant in general to meet the requirements of students belonging to the following districts/regions.

Madurai - Madurai, Ramanathapuram, Kamaraj, Pasumpon Thirumaganar districts and central Kerala.

Thirunelveli - Thirunelveli, Kanyakumari districs and South Kerala.

Tiruchy - Tiruchy, Pudukkottai, Thanjavur and South Arcot districts.

Coimbatore - Coimbatore, Salem, Dharmapuri, Periyar, Nilgiris districts North Kerala and South Karnataka.

Madras - Madras City, Chingelput, North Arcot districts, Pondicherry state and other states excluding south and central kerala (Map 4.01).

Infrastructural facilities available in PCP centres were assessed from the responses of the students. Students were satisfied with the location of the PCP centres. They were not at all satisfied with the classroom conditions such as ventilation, chalk-board, absence of distraction and toilet facilities. Teachers' views about these aspects of PCP and investigators observation also support the views of the students.

TABLE 4.01

PERSONAL CONTACT PROGRAMME - CENTRES

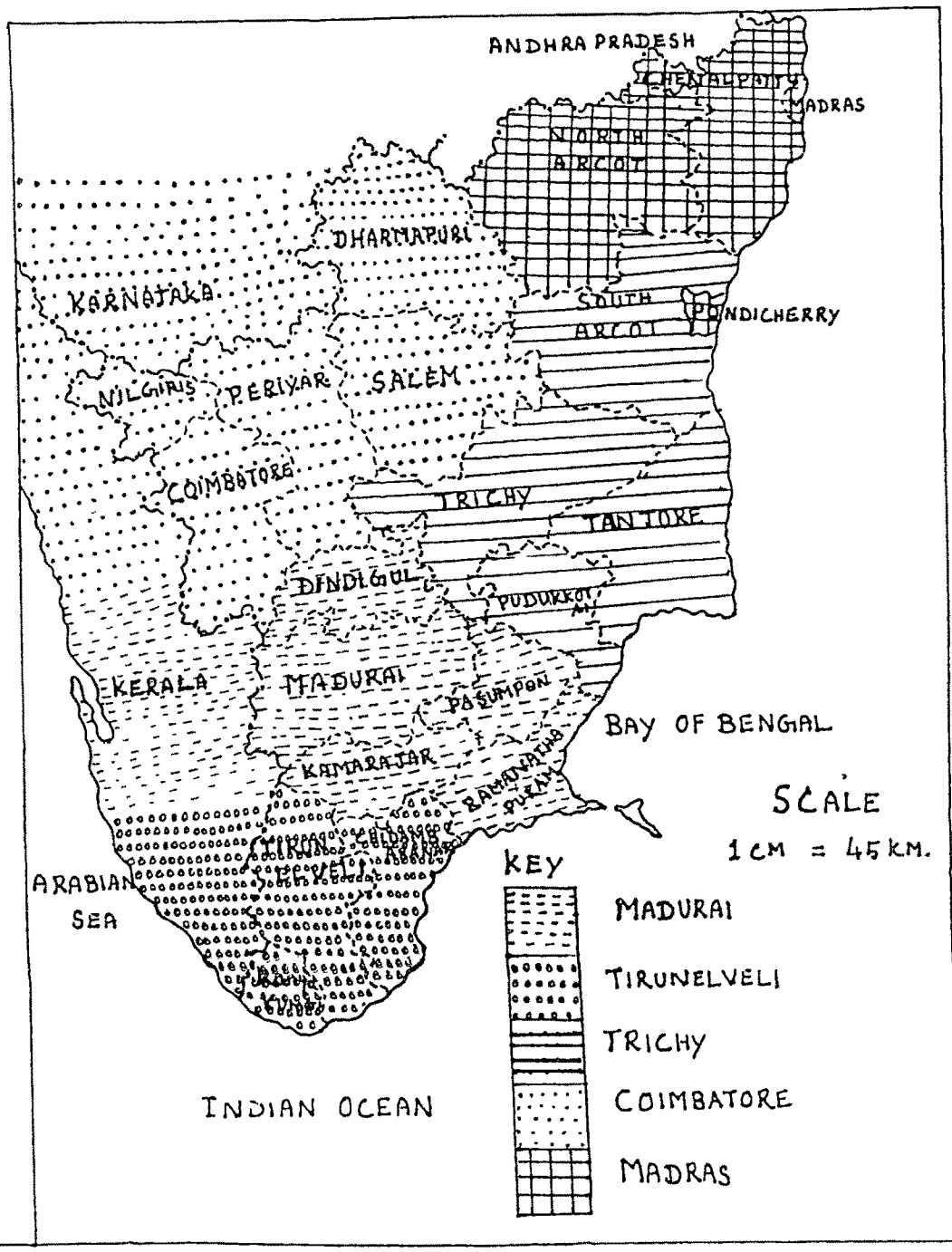


TABLE - 4.22

FACILITIES IN PCP CENTRES

	Location				Class Room				Ventilation				Chalk-board			
	B.Ed		M.Ed		B.Ed.		M.Ed.		B.Ed.		M.Ed.		B.Ed.		M.Ed.	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Most satisfied	87	29	71	24	-	-	27	9	79	26.3	-	-	-	-	-	-
Some what Satisfied	184	61.3	197	66	162	54	55	18	120	40	233	78	143	47.7	232	77
Not at all	29	9.7	32	10	138	46	218	73	104	34.7	67	22	157	52.3	68	23

	Absence of Distraction				Supply of Drinking water				Toilet facilities			
	B.Ed.		M.Ed.		B.Ed.		M.Ed.		B.Ed.		M.Ed.	
	F	%	F	%	F	%	F	%	F	%	F	%
Most satisfied	83	27.2	23	7	47	15.7	-	-	-	-	-	-
Some what satisfied	141	47	226	76	156	52	108	36	82	27.3	32	11
Not at all	76	25.3	51	17	97	32.3	192	64	218	72.7	268	89

When the students were asked to mention about the need for improvement of teaching methods during PCP 167 (55.7%) B.Ed and 137 (45%) M.Ed. students reacted positively and suggested that there is need for improvement. 133 (44.3%) B.Ed. and 163 (55%) M.Ed. students were of view that there was no need for any improvement in teaching methods.

TABLE - 4.23

METHODS PREFERRED BY STUDENTS

Methods	F B.Ed.	%	F M.Ed.	%
Lectures	167	100	137	100
Group discussion	63	37.7	85	50.9
Seminar	21	12.6	38	22.8
Question & answers	42	25.1	--	
Tutorial Class	14	8.4	98	58.7
Library Studies	78	46.7	112	67.1

When the teachers were asked to give their reaction regarding the selection of topics i.e. How did they select topics? 63 (79%) teachers said they have taken all topics for lecture. 17 (21%) teachers mentioned that they have selected some relevant topics

for lecture. When they were asked to give reasons for their approach. The first category of teachers were of the view that the over all view is important for the self learners. The second category of teachers were of the view that giving detailed explanation about the topics which are very important than giving birds eyeview of the subject matter, topics important from the examination point of view are important for the distant learners. These teachers also expressed that they did not face any difficulty in selecting topics because of their experience.

When teachers were asked to express the difficulties faced by them in completing the topics. 15 (24%) teachers stated that they were not able to complete because of students participation and discussion; deviation from the main theme; administrative announcement instruction, non-availability of light and sound; large section authorities gave less than the allotted time; class was very big, so I shouted in my maximum voice that reduced the speed of the lecture. Whereas 48 (76%) teachers mentioned that they did not face any problems in completing the topics.

Teachers used lecture method for organising learning activities during PCP. 5 (6%) teachers mentioned that they also adopted the discussion method with the students. 8 (10%) teachers expressed that they also used question and answer in addition to lecture method. When the teachers were asked to rate the students

participation in teaching learning activities. 26 (32.5%) teachers rated it as to some extent, 54 (67.5%) teachers rated it as not at all. Teachers ensured the students participation while carrying out the teaching activities by repeatedly asking them to listen; posing thought provoking questions and by asking one or two questions in the middle.

When they were asked to express the difficulties in carrying out the teaching activities in PCP, 32 (40%) teachers said that they had certain problems like the over crowded class (100%); inadequate arrangement of classroom (94%); short duration of periods (75%). 48 (60%) teachers mentioned that they did not face any problems.

The following were the suggestions given by the teachers for improvement in PCP

i. Class of reasonable size

ii. furniture for comfortable seating

iii. providing classroom facilities

iv. good chalkboard

v. free from noise and other external disturbance

vi. making use of audio-visual equipments

vii. use of audio-visual cassettes.

TABLE - 4.24

STUDENTS REACTION TOWARDS TEACHING LEARNING PROCESS

Teaching Learning Process	B.Ed.						M.Ed.					
	Yes		Notsure		No		Yes		Notsure		No	
	F	%	F	%	F	%	F	%	F	%	F	%
a. Topics covered by lectures were essential topics	213	71	26	8.7	61	20.3	238	79	62	21	-	-
b. Lectures delivered were comprehensive	183	61	14	4.7	103	34.3	195	65	23	8	82	27
c. Lectures were adequate enough to understand the subjects	147	49	7	2.3	146	48.7	34	11	41	14	225	75
d. Opportunity was given to all the students to participate in discussion	31	10.3	3	1	266	88.7	13	5	187	62	100	33
e. Lectures encourage the learners for further reading	54	18	62	20.7	184	61.3	38	13	243	81	19	6
f. Scope for asking questions and seek clarification during lectures	126	42	53	17.7	121	40.3	81	27	36	12	183	61
g. Difficult to follow lectures	84	28	--	-	216	72	23	8	--	--	277	92
h. Difficult to participate discussion	163	54.3	24	8	113	37.7	189	63	--	--	111	37

During PCP the students might have taken interest in meeting the teachers personally to clarify their doubts regarding studies. When the teachers were asked to give their reaction in this connection 34 (43%) teachers mentioned that the students met them with queries. They said that they have adopted the following procedures

i. clarifying the doubts in the class itself;
ii. clarifying the doubts during the lunch break;
iii. directing them to the people concerned;
iv. some books were recommended to them;
v. suggesting text books or other sources for enlightment.

The teachers also gave the following suggestions inroder to clarify students doubts;

i. establishing study centres in different important places
ii. more time for clarification/for further consultation and discussion and appointing local tutors.

When the teachers were asked to mention the difficulties faced by them in their involvement in PCP, they said they were not getting proper information from the Institute regarding their activity during the PCP. Getting information at the last moment

was the another difficulty faced by them. Teachers suggested that the information could be given well in advance atleast 15 days earlier. The other suggestions were as follows:

i. pre-planning inconnection with the appointment of resource persons

ii. alloting the papers / subjects well in advance in the beginning of the year giving the details (units) of syllabus. Information regarding the whole year programmes dates of the seminar & venue of the centres.

TABLE - 4.25

STUDENTS SUGGESTIONS REGARDING THE ACTIVITIES OF PCP

Suggestions	B.Ed.						M.Ed.					
	Agree	%	Not-sure	%	Dis-agree	%	Agree	%	Not-sure	%	Dis-agree	%
PCP should cover only essential topics	183	61	24	8	---	--	32	11	64	21	204	68
PCP should give brief idea about all units	117	31	--	-	---	--	239	80	35	12	26	8
Lectures should be in simple English	123	41	--	-	---	--	213	71	--	--	--	--
Lectures should be in simple Tamil	84	28	--	-	---	--			--	--	--	--
Lectures should be in simple Tamil and English combined	93	31	--	-	---	--	87	29	--	--	--	--
Expert teachers should be invited	212	70	--	-	---	--	300	100	--	--	--	--
Size of the class should be reduced	261	89	--	-	---	--	300	100	--	--	--	--

B.Ed students were of the view that the organisation of PCP and SCP need to be changed. Students suggested that the campus programme should be arranged first then few contact seminar during the week ends again finally a summer campus programme. Their other suggestions are :

i. There should be a gap for 15 days to 20 days between theory examination and summer campus programme

ii. better toilet facilities

iii. proper lighting especially for test

iv. proper ventilation and fan facility.

DURATION OF PCP

141 (47%) B.Ed., students felt that the duration of PCP was less than sufficient whereas 161 (54%) M.Ed., students considered the duration was more than sufficient. It may be mainly because of the fact that the latter do not have teaching practice programme, practical works and other record maintenance work. The desire for more days for PCP was based on the reasons given in table 4.26.

TABLE - 4.26

REASONS FOR INCREASING THE DAYS OF PCP

	Reasons	B.Ed. F	%
a.	All courses were not covered fully	55	39
b.	All important topics were not covered in detail	72	51
c.	I did not get time for library studies	43	30.5
d.	I did not get enough time to practice the task assigned	84	59.6
e.	Sufficient time could be given for organisation of co-curricular activities	37	26.2

The reasons given by the students for desiring more days of PCP were;

i. insufficient practice before examinations

ii. PCP should be organised in different way

iii. SCP should be organised before the theory examinations

iv. to clarify the doubts and

v. to discuss with the students and teachers

DIFFICULTIES IN ATTENDING PCPs

The ICC and CE had organised PCP mostly on holidays i.e., weekend days and in summer vacation. Even then students reported that they were facing lot of problems. The following table gives some idea about the difficulties.

TABLE - 4.27

DIFFICULTIES IN ATTENDING PCPs

Difficulties		B.Ed.		M.Ed.	
		F	%	F	%
Did you face difficulties during PCP	- Yes	182	60.7	218	73
	No	118	39.3	82	27
Difficulty in getting leave		36	12	65	21.6
Difficult to be out of station		14	4.7	48	22
Heavy expenses		94	31.3	23	10
No travelling concession		138	46	186	85
Getting Boarding and Lodging		171	57	82	38

When the students were asked to mention whether the PCP should be made compulsory they reacted in the following manner.

TABLE - 4.28

ATTENDANCE IN PCP

Optional	B.Ed.		M.Ed.	
	F	%	F	%
Optional	42	14	218	73
50% Compulsory	103	34.3	53	18
75% Compulsory	155	51.6	29	9

Other suggestions given by the students to make PCP more effective are given below.

- Block contact seminar at a stretch for 10 to 15 days should be arranged in addition to the weekend programmes.
- Contact seminar should be arranged in more centres.

- Strength of a class should be reduced to 50-60. At present there are 150-200 students.

  " Pupil - teacher ratio in contact programme is very high. In otherwords, a teacher has to lecture to a large group of students. The good and congenial personal relations for learning by the pupils seldom get developed.

- Better venues should be selected with all facilities in the heart of the city.

- Daily class must be between 10-5 instead of morning 8.30 to evening 6.15.

- Travel concession to attend seminar.

- OD for attending the seminar. (Attendance in the contact classes may be treated as 'on other duty')

- Boarding and Lodging may be arranged in some college hostel at reasonable rates.

The correspondence institute while organising contact programmes remain obsessed with the task of bringing students and teachers together for instruction in a big city. The ICC and CE ignors the problems related to availability of infrastructure facilities in the form of boarding and lodging on the assumption that most of the students reside in that city or shall be able to fend for

themselves. This assumption is, however, untenable as quite a sizeable proportion of the students have to come from far off places. Some students have to travel long distance for attending the classes. They arrive late at the centres and have a tendency to leave early. As a result the programme suffers.

- Students also mentioned that they did not get sufficient time to clarify their doubts. The time-table provides for continuous periods. As a result, there is hardly any opportunity provided to the students to meet the teachers after the class for individual guidance.

4.3.6 ASSIGNMENTS

The internal assessment is done interms of written test and written assignments. The written tests are conducted in each paper during contact seminars. The assignments are to be carried out by the students at their home. In otherwords, they are home assignments. The ICC and CE sends a separate booklet for assignments. The book-let gives instructions for writting the assignments and topics for assignments. Students have to choose 3 topics for each subject in the case of M.Ed. A student of M.Ed. course has to prepare totally 9 assignments in the first semester. A student of B.Ed. degree course has to prepare 18 assignments (3 topics for each paper)

The assignments can be written either in English or in Tamil.

112 (37.3%) B.Ed., students and 53 (18%) M.Ed., students found that the preparation of assignments was useful to them to a great extent. 78 (26%) B.Ed., students and 165 (55%) M.Ed., students felt that the preparation of assignment was useful to them to some extent. 110 (36.7%) B.Ed., students and 82 (27%) of M.Ed., students considered that the preparation of assignments was not at all useful to them. Those who considered that the preparation of assignment useful were asked to mention the various aspects in which they found useful. Their re-action is given below.

TABLE - 4.29

USEFULNESS OF ASSIGNMENTS

Purpose	B.Ed.		M.Ed.	
	F	%	F	%
a. Securing internal assessment mark	188	99	218	100
b. Understanding the subject clearly	94	47.9	4	1.8
c. Getting practice in answering questions	12	6.3	32	14.7
d. Making sure of what you had learnt	84	44.2	46	24.2
e. Enabling you to select relevant materials and organise it to answer them	86	45.3	124	56.9
f. Keeping regular touch with studies	27	14.2	17	7.7
g. Preparation for examination	35	18.4	56	25.7

TABLE - 4.30

MATERIALS USED FOR PREPARING ASSIGNMENTS

Materials	B.Ed. F	B.Ed. %	M.Ed. F	M.Ed. %
a. Notes taken in the class	73	24.3	62	20.7
b. Books suggested in the syllabus	51	17	27	9
c. Books suggested in the lessons	64	21.3	48	16
d. General text books	36	12	24	8
e. Journals and Magazines	--	--	--	--
f. Encyclopaedia and other similar sources	--	--	--	--
g. Correspondence course study materials	215	71.7	300	100

Analysis of the materials used for the preparation of assignments clearly shows that the correspondence course learning packages was mostly used for writting assignments. Students (B.Ed.- 24.3% ; M.Ed. - 20.7%) have also used the notes taken in PCP and books suggested (B.Ed. - 21.3% ; M.Ed. - 16%) in the lessons. Table 4.30

The respondents also mentioned the sources like notes given in other colleges and bazar notes.

DIFFICULTIES IN THE PREPARATION OF ASSIGNMENTS

192 (64%) B.Ed., students and 104 (35%) M.Ed., students experienced many difficulties in the preparation of assignments 68 (22.7%) B.Ed., students and 64 (21%) M.Ed., students stated that they haven't faced much difficulties in preparing assignments. 40 (13.3%) B.Ed., students and 132 (44%) M.Ed., students expressed that they didn't face any difficulty in the preparation of assignments

TABLE - 4.31

DIFFICULTIES IN THE PREPARATION OF ASSIGNMENTS

	Reasons for the difficulty	B.Ed. F	B.Ed. %	M.Ed. F	M.Ed. %
a.	More number of assignments	36	18.8	31	29.8
b.	Topics requiring very long answers	81	42.2	88	84.6
c.	Ambiguous topics in the assignment book-let	96	50	24	23.1
d.	Topics not covered in the content of the packages	11	5.7	73	70.2
e.	Short-time provided by ICC & CE	184	95.8	98	94.2
f.	Non-availability of necessary books	83	43.2	62	59.6
g.	Not spread over throughout the years	192	100	104	100

It is very interesting to note that both the B.Ed., and M.Ed., students like to get their assignments back with the marks and proper feed-back. 216 (72%) B.Ed., students and 283 (94%) M.Ed., students selected 'yes' and 84 (28%) B.Ed., students and 17 (5%) M.Ed., students said 'no' when they were asked to give their reaction for the question. "Do you want the assignments should be sent back to you?".

TABLE - 4.32

SUGGESTIONS FOR IMPROVING THE SYSTEM OF ASSIGNMENTS

Suggestions	B.Ed.		M.Ed.	
	F	%	F	%
a. Sufficient time should be given for submission of assignments	286	95.3	232	77
b. The assignments should be submitted in instalments	292	97.3	185	67
c. The assignments should spread over throughout year	300	100	246	82
d. There should be compulsion for submission of assignments	64	21.3	134	45
e. Number of assignments should be increased	234	78	32	11
f. Number of assignments should be decreased	66	22	205	68
g. All assignments should be returned with remarks	291	97	212	71

The main aim is to develop writing skill among the students and to help them to consolidate what they have learnt during PCP as well as through printed material supplied by the ICC and CE. The assignments are valued by the research scholars and high school teachers, not valued by the subject teachers who have been teaching during contact programmes. Assignments valuers are asked to give only marks for the assignments. This gives scope for much subjectivity and awarding marks without actually reading the assignments since high school teachers valued the assignments only on holidays and the remuneration is based on the number of assignments valued, they tempted to value as many assignments as possible. Hence there is a need for proper controlling mechanism. Assignment valuers may be supplied with the guidelines for valuation. Eg. a seven point proforma for each assignment. The valuers may be asked to fill up these proforma to be sent to the students for feed-back. The seven points are given as under.

i. Content
ii. originality
iii. organisation
iv. language
v. style
vi. books consulted
vii. general remarks.

When the assignment valuers were asked to mention whether the assignments reflect the seriousness of the students regarding their studies majority 79% of the assignment valuers reacted that the assignments did not reflect the seriousness of students. 63% of assignment valuers found that the students prepared assignments just by copying the material presented in the packages and were not making use of library/reference books for preparing assignments. All the valuers faced the problems in connection with valuation of assignments. They are

i. lack of proper seating facilities
ii. guidelines for evaluation were not given to them
iii. remuneration for checking the assignments was not sufficient.

After valuing assignments, the ICC and CE does not send the valued assignments to the candidates. When the teachers were asked to give their reaction in this connection. 63% of teachers suggested response sheet instead of assignments. For proper feedback, certain number of students can be allotted to the regular college teachers for consultation, discussion and for submission of assignments and for enrichment activities. 7 (37%) teachers were of the view that the present system of assignment need not be changed. They gave the following reasons.

TABLE - 4.33

REASONSFOR CONTINUING THE PRESENT SYSTEM OF ASSIGNMENT

Reasons	Frequency	Percentage
Marks given for students performance is sufficient	5	71
Most of the assignments are reproduced from text books	2	28
Most of the assignments are reproduced from learning materials	7	100
Most of the assignments are reproduced from Notes	1	14
Difficult to write remarks and send it back to them	7	100
Students may not read them seriously	4	57

Generally students are expected to select 3 topics from the list of topics suggested in the assignment book-let. When the teachers were asked whether this type of choice would affect the very purpose of giving assignments. 11 (58%) teachers accepted this and 5 (26%) teachers rejected this. Teachers who are of the view that the choice will not affect the purpose of assignment are of the view that practically this system is more suitable. It is very difficult to cover all the areas/units. Students do not find time for writing assignments, if more than two topics assigned.

Teachers who felt that the choice would affect the purpose of assignments gave the following suggestions to frame the assignments in such a manner that they cover the entire syllabus.

TABLE - 4.34

SUGGESTIONS TO FRAME ASSIGNMENTS

	Suggestions	Frequency	Percentage
a.	Assignments of both short answer and essay type	4	36
b.	Choice among the questions related to one unit	8	72
c.	Assignments of examination questionpaper model instead of list of topics	9	82
d.	Every unit should have proportional representation in the assignments	5	45

In the present system only few essay topics are given importance by almost all students. The entire syllabus should be divided into 15 to 20 units. All questions should be made compulsory for the purpose of home assignments. So that students can not discard any unit and will be forced to cover the entire syllabus. Questions should be of free response (essay type) and call for the critical assessment of things.

4.3.7 RADIO-TALK

Radio is one of the important support services of distance education. Only six universities (Delhi, Madurai-Kamaraj, Panjabi, Punjab, Rajasthan, Kashmir) provide some radio-lessons to the students of correspondence course. Radio programmes supplement and reinforce the instruction offered through the printed medium. The following table shows the position of the support services in different universities.

TABLE - 4.35

SUPPORT SERVICES IN DISTANCE EDUCATION

Number of Universities	Lesson	Lesson + PCP	Lesson + PCP +Study Centre	Lesson + PCP +Study Centre +Radio-talk	Lesson + PCP + Study Centre + Radio-talk + Postal lending Library
40	40	40	12	* 6+2=8	1

* Radio-talk meant for farmers.

1. G.B. Pant University of Agriculture and Technology
2. Tamilnadu Agricultural University.

The radio-talk was introduced by the Madurai Kamaraj University for undergraduate students. Then it was extended to post-graduate students. But since 1982 radio-talks have been given only to undergraduate students. What is the reason for this declining trend in the use of radio as a support system? How do teachers select topics for radio-talks? Which factor is influencing more while selecting the topics? What is their opinion about the radio-talk programme? How many students actually listen to the programme? What is the opinion of distance education learners towards the radio broadcasts? What sort of modification is required to make AIR educational broadcasts more effective? These are the questions to be answered in this section.

The following table gives some ideas about the non-listeners, listeners, frequent listeners and occasional listeners.

TABLE - 4.36

TYPE OF LISTENERS

Types of Listeners	No. of students	%
Regular listeners (including listeners of recorded talk)	30	10
Frequent listeners	51	17
Occasional listeners	108	36
Non-listeners	111	37
	300	100

69% of non-listeners stated that the time of broadcasts was not suitable to them. 26% mentioned that they were not able to listen due to their nature of work and other engagements. 5% of them mentioned that the talks were not necessary for success in the examination. A very important and encouraging fact that came to light was nobody considered the talk was not useful. Regular listeners rated favourably towards the talk. 32% of the regular listeners rated the talk as useful to a larger extent. 68% of them considered the talk useful to some extent. Comparatively females rated more favourably than male listeners. 72% of the listeners demanded the talk twice a day and favoured the change in the timing

of broadcast. They preferred the talks in early hours than the late night talk at 10.30. It is learned that the radio-talks place severe restrictions on time and pace of learning and it can be difficult for the students to hold them in step with other elements in their study programme. AIR programmes are relatively unresponsive to inidividual differences. Another improtant suggestion that was offered by the respondents was the change in the format of talks. They preferred a sort of more interesting discussion between the teacher and students, small group discussion that the monotonous reading of the script.

An attempt has been made to identify the most influensive factor for the selection of topics for the radio-talks. Four major factors were given and the respondents were asked to rank them. The factors and the ranks given by the respondents are presented in the following table.

TABLE - 4.37

FACTORS INFLUENCING THE SELECTION OF TOPICS

Factors	I	II	III	IV
a. Important from the examination point of view	46	12	10	2
b. Topics which have mass appeal (Interesting even for non-students)	14	28	31	7
c. Topics not clearly explained in the packages	4	26	28	51
d. Topics which are not included in the previous years	16	14	11	20

Data related to the factors influencing the selection of topics were analysed on the following procedure. Weightage given to the preferences of the respondents were first - four score; second - three score; third - two score and the fourth - one score. Weighted arithmetic mean scores were calculated after giving weightage to the selections. Weighted arithmetic mean scores of the four factors are a - 3.02 ; b - 2.6 ; c - 2.5 ; d - 1.8 . From the above table and analysis, it is very clear that examination is the most influensive factor in the choice of topics for radio-talks. Second and third factors topics having mass appeal and topics that require further

explanation are equally influensive. Last factor indicates that the teachers don't want to repeat the topics included in the previous years AIR programmes.

52% teachers found that the guidelines given for preparing and reading the script are adequate to some extent. They are of the view that the reading speed may be given roughly. During the recording only the technician was present and the person who went through the script and made few alterations was not there to give directions. 64 teachers expressed dissatisfaction over the lack of academic incentive given for the talk. Teachers were asked to rate the adequacy of radio-talks in a three point scale most adequate, adequate to some extent and not adequate at all.

TABLE - 4.38

DISTRIBUTION OF THE ADEQUACY OF THE TALKS

Items	Most Adequate	Adequate to some extent	Not adequate at all
Content coverage	77.5	22.5	---
Simplicity of language	53.7	46.3	---
Clarity in Voice	80.8	19.2	---
Clarity of the concepts	30.0	70.0	---
Correct Pronunciation	47.5	52.5	---
Inter-Woven with the lesson package	18.7	52.5	33.8

The analysis of the above table reveals that the talks were not properly interwoven with the lesson packages. Teachers in general were not satisfied with (explanation and examples) clarity of the talks. This may be due to the AIR's insisting on an intelligible voice on the radio. 12 (30%) teachers had the following difficulties in connection with the preparation of script.

i. Inadequate guidelines supplied 6 (15%)

ii. Lack of expertise on the part of teachers regarding the technique of writing the radio-talk script 5 (25%)

iii. Insufficient timie provided for the job 8 (20%)

iv. Non-availability of books/reference materials 2 (5%)

v. Lack of academic incentives given for the radio-talk 8 (20%).

4.3.8 STUDY CENTRES

The teaching and learning system of distance education comprises several inter-related components such as, lessons (learning materials), personal contact programmes, telephone, radio, television, audio and video cassettes, study centres and so on. Study centre is one of the important support services in distance education. Only a very few institutions of distance teaching have this facility such as (IGNOU) Indira Gandhi National Open University, Andhra Pradesh Open University, Directorate of Distance Education of Annamalai University, Institute of correspondence course and continuing Education of

Madurai-Kamaraj University. In this research an attempt has been made to investigate the functioning of study centre and its utility.

Madurai-Kamaraj University had started a study centre at Palayamkottai in Tirunelveli for the benefit of the students admitted in Post-graduate extension centre, Palayamkottai. Later on the facility was extended to the students of correspondence course. Recently in 1985 one more study centre was established in Nagarcoil for the benefit of correspondence course students. Students belonging to Nellai Kattapommanar and Chidambaranar districts and Kanyakumari (Cape comerin) district are supposed to make use of study centre Palayamkottai (Tirunelveli) and Nagarcoil respectively. Students from the above mentioned districts attend the contact seminar (PCP) at Tirunelveli. Hence a supplementary questionnaire has been prepared and attached with the questionnaires meant for the students of Tirunelveli.

Analysis of the responses given by the students revealed that only very few students (B.Ed. - 2% to 4%; M.Ed. - 5% to 8%) belonging to Nellai Kattapommanar, Chidambaranar, Kanyakumari (Cape Comerin) districts were using the study centres. The students, who have not visited the study centre mentioned that they understood the packages and did not require any additional help. They also felt that the lessons were sufficient to get through. Students also mentioned that they were not able to use study centre due to lack of time, heavy domestic and official work.

Candidates, who have visited study centres mentioned that the following are the various benefits which they derived by way of their visits.

Referred other reading materials, reference book etc., in the study centre (B.Ed. - 85% ; M.Ed. - 82%), got information related to last date for submission of assignments, fees and examination dates (B.Ed. - 56% ; M.Ed. - 24%), met the fellow students and inter-acted with them (B.Ed. - 36% ; M.Ed. - 46%).

Most of the students had more than one purpose for their visit to the study centre. Almost all the students (B.Ed. - 87.5% ; M.Ed. - 100%) after their visit were dissatisfied with the facilities provided in the study centres. Students, who have visited reported that they were not able to get any clarification regarding academic matters other than the last date for submission of assignments, fees and examination dates etc. M.Ed. (34%) students also expressed that the reference books given in the lessons were not available in the study centres.

Students (B.Ed. - 72% ; M.Ed. - 83%) have stated that the functions of study centres need to be expanded in such a way so as to perform the following functions.

- Collection of tuition fees, examination fess etc.

- Issue of application forms for examinations and for getting certificates.

- Issue of lessons (B.Ed. - 14% ; M.Ed. - 6%) since students reported that there were postal missings.

- Issue of record note-books (B.Ed. only)

- Counselling centre with local tutors to discuss academic matters.

- Model and previous years question papers. Students reported that at present few question papers were available and not kept in proper order.

- Model instructional aids (B.Ed. only) such as Album, charts, models, fillm strips etc.

- Audio-video cassettes with all facilities.

Investigator has visited these two study centres and found only books, lesson materials and other general communications from the Institute of Correspondence Course and Continuing Education and the University. These two study centres are functioning like a mini library with the working hours suitable to the employees i.e.,

morning eight to eleven and in evening four to nine in all working days except saturday and ten to five on holidays (Sundays and other Public holidays). These centres did not have any other infrastructural facility actually required for study centres of distance education such as audio-video cassettes, local tutors like academic counsellors of IGNOU, and even sufficient space for more number of students. Hence the investigator had not included questions related to these aspects of study centre for obtaining reactions from the respondents.

4.3.9 TEACHING PRACTICE PROGRAMME

In the training programme of the teacher trainees, teaching practice forms an important part. It provides opportunities for the trainee to develop and strengthen necessary professional skills. The trainee is expected to undergo teaching practice in recognised schools. During the teaching practice, the trainees

i. undertake practice teaching under the guidance of guide teachers.

ii. observe lessons given by experienced teachers,

iii. prepare aids and use them while taking lessons,

iv. administer achievement test and

v. make a case study of a student.

He is given instructions regarding the various aspects of teaching practice programme during the contact seminar.

The teacher trainee is required to undergo teaching practice in a recognised high school or higher secondary school. Trainee with post-graduate qualification must select only higher secondary school for the teaching practice. It should be noted that it is the responsibility of the teacher trainee to fix the school for the practice. The Government of Tamilnadu has permitted the schools to allow the teacher trainee to do teaching practice in all recognised schools in Tamilnadu. Teacher trainee with Post-graduate Qualification (M.A., M.Sc., M.Com.,) takes his teaching prctice for optional I language in standard IX or standard X and for optional II in standard XI or standard XII. Whereas the trainee with graduation (B.A., B.Sc.,) has his teaching practice for both optionals in standard IX or in standard X. The trainee selects three guides (one for each optional and one for physical education) in the school where he is engaged in practice teaching. He also gets the guidance of a physical education teacher of the school for conducting game etc., in physical education.

The trainee is expected to undergo teaching practice programme for 21 working days in a recognised High/Higher secondary school. Towards the end of the teaching practice, the trainee

administers achievement tests in Optional I language and Optional II subject. The ICC and CE sends evaluation sheets meant for evaluating the teaching competence in the two optionals and physical education. The evaluation sheets are given to the concerned guide teachers through the head of the institution. The guide teachers record their evaluation in those sheets. The teaching competence in each optional is assessed for maximum of 100 marks. These three evaluation sheets filled in by the guide teachers concerned and duly attested by the head of the institution is sent to the institution together with practice teaching certificates. Otherwise the teacher trainee will not be permitted to continue the course or to attend the summer campus programme.

When the trainees were asked to mention whether they faced any difficulty in selecting the school for doing teaching practice programme 134 (44.7%) students stated that they faced certain difficulties and the remaining 166 (55.3%) students said that they didn't face any problems in selecting the school. 92 (68.7%) of the students, who faced the problems mentioned that the heads did not permit them to undergo TPP at the first instant. 113 (84.36%) students expressed the problem of finding suitable guide teachers. 74 (53.2%) students stated that the guide teachers refused to accept them. 45 (33.6%) students faced the problems because guide teachers and heads demanded remuneration for guiding them. The students also

mentioned the following reasons in addition to the above mentioned factors.

- Authorities asked us to bring authorisation letter from Deputy Director.
- Demanded remuneration from the I C C and C E
- Refused to guide because they did B.Ed., long back.

33 (11%) correspondence course B.Ed., students found that the teaching practice programme was useful to them to a great extent. 214 (71.3%) correspondence course students accepted that the TPP was helpful to them only to some extent in improving their teaching efficiency. Whereas 53 (17.7%) correspondence course students stated that it was not at all useful to them.

TABLE - 4.39

DIFFICULTIES IN COMPLETING TPP

	Reasons	F	%
a.	Lack of guidance from the ICC and CE	174	58
b.	Lack of guidance from the guide teachers	87	29
c.	Insufficient guidance from the guide teacher	83	27.7
d.	Lack of co-operation and participation of your students	14	4.7
e.	Lack of guidance from the faculty members	55	18.3
f.	Lack of supervision by faculty	197	65.7

Majority of 61.3 per cent the guide teachers possess post-graduate qualification. It is natural because the post-graduate trainees are asked to choose only Higher Secondary Schools and post-graduate teachers for their teaching practice programme. 49.8% of teachers have only less than five years experience since most of them entered into the service only after the introduction of 10+2 system in Tamilnadu i.e., 1978 - 79. Guide teachers have also reported that they did not have any special orientation for training B.Ed. trainees. They felt that they need some orientation for guiding their trainees. Guide teachers also complained that they have not

received any instructions from ICC and CE for their task. They mentioned that they need instructions regarding

i. duties of the trainees in TPP

ii. information on the maintenance of records,

iii. source of clarification on evaluation sheets, duties and responsibility of guide teachers etc.

They are not pleased with the present system of guiding the trainees without any direction and remuneration from the university. They also demanded Rs.50 - Rs.200 per candidate. Guide teachers stated that they are not able to guide their students for identifying instructional skills and to offer sufficient practice in developing those skills. They are not able to do justice for their guiding job because they did not get any orientation in connection with the various aspects such as micro-teaching practice planning and organisation of co-curricular activities, maintenance of records, providing follow up activities and in remedial instruction. They also mentioned that they do not remember whatever they studied at their B.Ed course since they did B.Ed long back. They mentioned that they find lot of changes in the course structure and activities related to the present B.Ed. course when compared with the B.Ed which they underwent. But they accepted that they guide the trainees regarding the different aspects mentioned below.

i. Preparation of lesson plan

ii. To prepare and use aids

iii. To follow different methods of teaching

iv. To conduct practicals

v. To value the answerscripts

61 per cent of the guide teachers expressed that they have not accepted the trainees under their guidance voluntarily at first approach. The following are the main reasons for their hesitation.

Already few others were under my guidance (34%)

No remuneration for this (88%)

I did not have confidence (17%)

I did my B.Ed. long back (19%)

I did not have any idea about modern methods of teaching(23%)

Correspondence course trainees won't do the TPP effectively (47%)

The following are the responses given by the Guide Teachers for open ended questions.

This would affect the discipline of the class, affect the result. It would be very difficult to cover the protions if I allow trainees to handle classes.

Twenty five per cent of guide teachers experienced many problems and difficulties after permitting the trainees to do teaching practice in their schools. They were not satisfied with the trainees because the trainees had class control problems (57%). They did not adopt proper teaching methods (36%). They did not get sufficient instructions for guidance (32%). They found themselves not competent enough to guide them (62%).

An attempt was made to get the response of the guide teachers, who guided the trainees of both the systems. The responses given by those guide teachers indicated that in some aspects such as preparation of lesson plan, taking classes and evaluation correspondence course trainees performed better than their counterparts in the formal system. On the contrary in certain areas like observation of clases; maintaining records and taking part in other co-curricular activities (refer table 4.40.) trainees belonged to formal colleges performed better than the correspondence course trainees. It is interesting to note that the guide teachers were more satisfied with the teaching efficiency of the correspondence course trainees than their counterparts. The better performace of correspondence course trainees may be because of their experience since more than one third (1/3) of them were teacher candidates and their commitment, interest,& aspiration. 41.3 per cent of correspondence course B.Ed. students wanted to become teachers (refer table 4. 12 and 4. 14.)

TABLE - 4.40

REACTION OF THE GUIDE TEACHERS TOWARDS THE TPP OF THE TRAINEES

BELONG TO BOTH THE SYSTEMS

Aspects	Formal						Correspondence					
	Most Satis-factory		Satisfactory		Not Satis-factory		Most Satis-factory		Satisfactory		Not Satis-factory	
	F	%	F	%	F	%	F	%	F	%	F	%
a. Observation of Classes	67	22.3	135	45	98	32.7	39	13	105	35	156	52
b. Preparation of lesson plan	112	37.3	188	62.7	--	-	73	24.3	227	75.7	-	-
c. Taking classes	54	18	82	27.3	164	54.7	108	36	76	25.3	116	38.7
d. Preparation and use of Audio-visual Aids	165	55	83	27.7	52	17.3	117	39	95	31.7	88	29.3
e. Evaluation	165	55	80	26.7	55	18.3	115	38.3	90	30	95	31.7
f. Maintaining Records	158	52.7	85	28.3	57	19	46	15.3	92	30.7	162	54
g. Taking part in other co-curri-cular	160	53.4	85	28.3	55	18.3	32	10.7	48	16	220	73.3

they might have taken interest for preparing themselves for their would be profession.

The comparative picture shows that the correspondence course trainees were good in teaching and evaluation and lacking in the following aspects of teaching practice programme.

i. Observation of lessons

ii. Maintaining records

iii. Taking part in other co-curricular activities.

The weak areas of correspondence course students as identified by the guide teachers in their evaluation coincide with the weak areas mentioned by the successful students. Maintaining records (88.8%) and co-curricular activities (83.3%) were the weak areas which coincide with those of the guide teachers. Whereas successful students identified another weak area i.e., preparation and use of aids but guide teachers rated them good in their evaluation.

Heads of the schools and guide teachers gave the following suggestions to accommodate the trainees for doing TPP without much inconvenience. The suggestions are the responses given by them for open ended questions. It would be better if the ICC and CE sends the trainees for their TPP before half-yearly examination. This may be because they may be busy after that in preparing

students for the final examinations. When they were asked to mention the duration of TPP they suggested 15 to 20 days. Almost all the teachers criticised the policy of the university i.e., assigning the guiding work without any remuneration. They demanded Rs.50 to Rs.200 for guiding the trainee. When they were asked to mention the areas in which they require academic assistance from the ICC and CE they gave the following suggestions.

i. Orientation classes for guide teachers
ii. Information regarding the works assigned to the trainees in TPP.
iii. Duties and responsibilities of guide teachers
iv. Contact person to get clarification and assistance if any inconnection with TPP.

4.3.10 DISSERTATION

There are six courses in the three core subjets. There is an examination at the end of the first semester. A student who has completed the first semester will be eligible for admission to the second semester. There are four courses in the elective in the second semester with two external examinations, a practicum and a research colloquium. During the second semester the students are required to formulate and take up their research investigations or

select two more theory papers inliue of dissertation.

This dissertation should be based on a research project or investigation taken up by the student applying the methodology of Educational Research from the list of projects and areas recommended by the university at the beginning of every academic year. A few students (two or three) may work on different aspects of a comprehensive educational problem. The dissertation should be prepared under the guidance of a member of the staff of the M.Ed. course of a college of Education or a University Department of Education.

1. The dissertation should be in 10,000 to 12,000 words.
2. The last date for submission of the title of dissertation is 31st October of the year preceding the examination.
3. The title should be submitted together with the name and designation of the guide for approval of the university.
4. The written consent of the guide shall also accompany the application.
5. The dissertation shall embody the record of original investigation or a critical study of existing data or a combination of both.

6. May 31st of the year of examination is the last date for the submission with the Guide's certificate that it has been prepared under his guidance.
7. Four copies of the dissertation with four copies of summary shall be submitted by each candidate.

Each dissertation shall be valued by two examiners, one internal and one external. The Guide concerned shall be the internal examiner. There will be a viva-voce examination based on the dissertation by the end of June.

Unlike formal system the teachers and students are in different places in correspondence system. They meet only during the contact seminar days. In this context, how do they select their guides, topics for research and what sort of problems they face all these are the aspects need to be studied. When the students were asked to respond to the question related to the selection of guide teachers, 75% of the students stated that the guide had been fixed only by the ICC and CE and the remaining 25% of them stated that they have selected the guide. Whereas in formal colleges guides for M.Ed. students have been fixed by the principal in consultation with them. This shows clearly that the students of formal colleges chose their guide since they know the teachers, their specialisation etc. But correspondence course students, because of the lack of knowledge

about teachers and lack of contact with the teachers, did not have this facility.

How do these distant researchers meet the guide and choose topic for their investigation is another important question. When they were asked to respond to this 75% of the students reported that they met their guides once in a month and the remaining candidates met their guide whenever there was a need for discussion. They were asked to mention the way in which they have chosen the topic of their research. "My guide has suggested the topic" was the response selected by 41 per cent of correspondence course students and the remaining 59 per cent stated that they have chosen the topic inconsultatio with the guide.

The distant learners might have faced certain problems and difficulties in completing the research work. When they were asked to respond to this 67 per cent of the students stated that they have faced certain difficulties in completing the work. Eight per cent of the candidates have completed their dissertation work without any difficulty. The remaining twenty five per cent of them stood in between these two groups of students. The following table shows the different types of problems faced by the students.

TABLE - 4.41

DIFFICULTIES IN COMPLETING DISSERTATION

Nature of Difficulty	Frequency	Percentage
I was not able to meet my guide quite Frequently	14	58.3
I was not able to get proper guidance from the guide	3	12.5
Non-availability of reference materials	9	37.5
Short-time provided by ICC & CE for submission of dissertation	24	100
No-forum to discuss the research problems with fellow students and teachers	17	70.8
Dissertation is expensive	24	100

RESEARCH COLLOQUIUM

In research colloquium the guide teachers, students and other members of the faculty meet and discuss the methods and the other matters related to the research work. When the M.Ed.

dissertation candidates were asked to give their opinion regarding the usefulness of colloquium only twenty five per cent of them expressed that the colloquium was useful to moderate extent. Seventy five per cent of them found that it was useful to some extent. The Table 4.42 shows the usefulness of research colloquium inconnection with the various aspects of research.

TABLE - 4.42

USEFULNESS OF RESEARCH COLLOQUIUM

Aspects	To a great extent	To moderate extent	To some extent
In selecting a topic	-	-	-
In structuring research design	-	6(25%)	18(75%)
In structuring tools of research	-	6(25%)	18(75%)
In the procedinal analysis	-	12(50%)	12(50%)
In data analysis .procedure	-	-	-
In data analysis	-	-	-
In the preparation of the project Report	-	-	-

When the students were asked to rate the usefulness of colloquium they had selected the items such as structuring research

design and tools of research and in the procedural analysis. The investigator had also attended this sort of colloquium as a non-participant observer. The person who was incharge simply asked the students to report their progress in the presence of two or three teachers. Actually there was no discussion at all about to research work. The following points may be the reasons for the ' less usefulness ' of colloquium. Participation in the colloquium was not counted as teaching time. So the members of the faculty did not take much of interest. A few resource persons were also asked to attend the colloquium without any remuneration. Whereas when they teach they get remuneration of Rs.30/- per hour.

Students were not clearly instructed to attend the colloquium with some preparation. Therefore many time research colloquium lasted only for 15 to 30 minutes. The responsibility of guiding the candidate was given to the concerned guide.

Students were asked to mention the reasons for the less usefulness of research colloquium. Their responses are given below in table 4.43. Lack of clear instructions and guidelines in research colloquium was the main problem stated by the M.Ed., dissertation candidates.

TABLE - 4:43

DIFFICULTIES IN RESEARCH COLLOQUIUM

Reasons	Frequency	Percentage
Clash of instructions of the guide and instructions in research colloquium	6	25
Lack of preparation on the part of the investigator	4	16.7
Lack of interest or enthusiasm on the part of the resource persons	-	-
Lack of co-ordination among the resource persons	2	8.3
Lack of clear instructions and guidelines in research colloquium	18	75

4.3.11 ACADEMIC ACHIEVEMENT

The marks obtained by the B.Ed. and M.Ed. students of both the systems in their external examinations were recorded from the university office. In the university in which the present investigation was conducted the question papers for both the systems

were set by a panel of examiners all from outside the University. The questionpapers were checked by the chairman and necessary changes made before they were sent for printing. Hence the questionpapers may reasonably be well assumed to have content validity. The controller of Examination ssection (same office for both the system) gave direction to the chief examiner of various examination centres. The University theory examination centres are shown in Map 4.02. The chief examiners sent the answerscripts to the various examiners for door valuation. Thus modus operandi for paper setting, conducting the examinations, valuation of answerscripts and the officers/offices involved in the examination work, examiners were same for both the correspondence and formal systems. This gives scope for reasonable comparison of the academic achievement of the students of both the systems. So performance of the students of correspondence course was compared to that of the students of formal colleges.

Table 4.44 and 4.45 show the total number of students enrolled, number of students appeared for the examinations and the number of students passed and failed in the examinations of both the systems. This shows that more number of correspondence course students (16%) failed to appear for the examinations. It varies from subject to subject, whereas the position in formal colleges was different. The percentage of students not appearing for the examination was less when compared with that of their counterparts in correspondence course. It varies from three per cent to six per cent.

TABLE 4.02

UNIVERSITY EXAMINATION - CENTRES

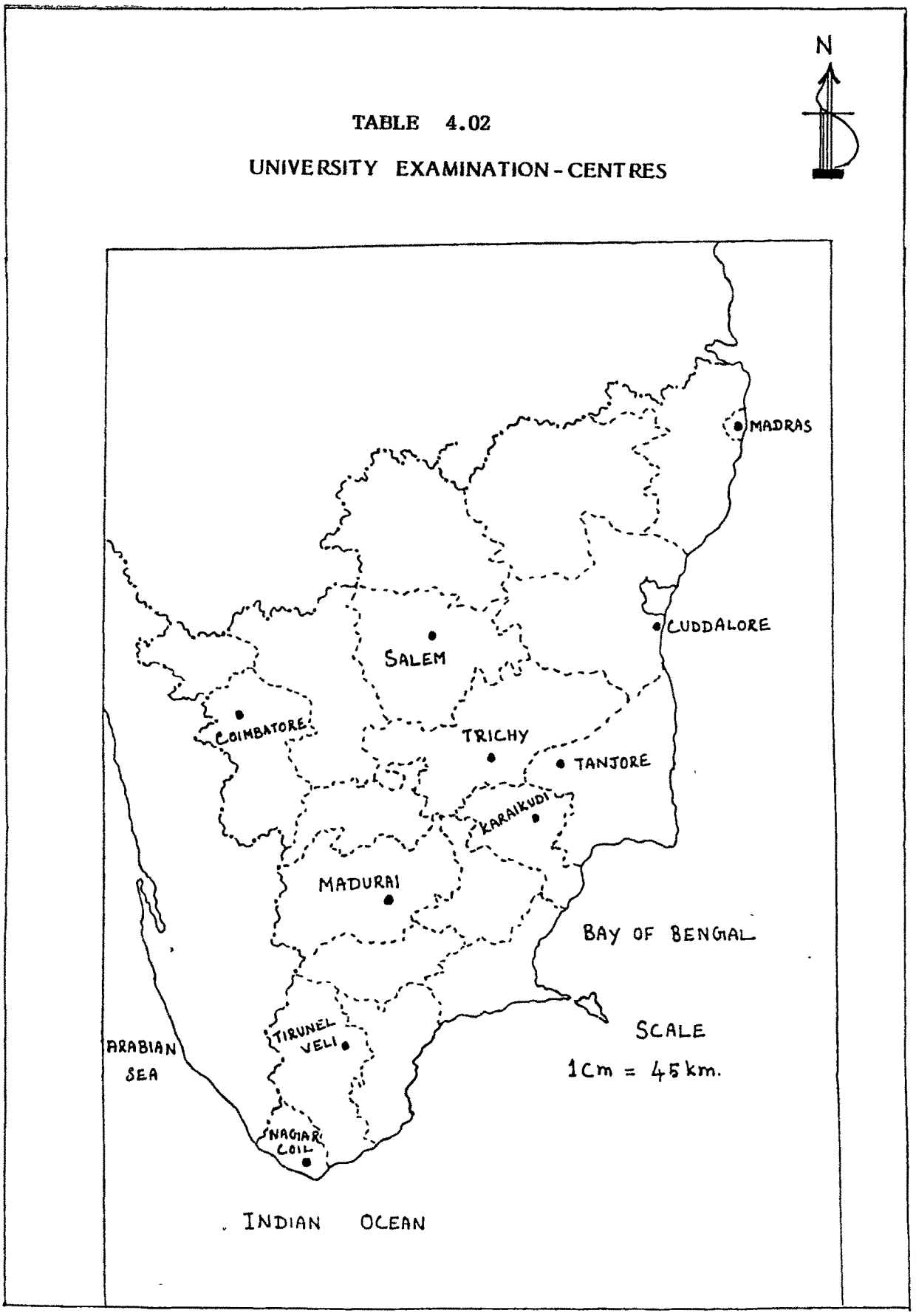


TABLE - 4.44

NUMBER OF CANDIDATES APPEARED AND PASSED IN THE EXAMINATIONS

- CORRESPONDENCE SYSTEM

Subject	Correspondence Course						
	No. of Sts. enrolled	No. of Sts appeared	%	No. of Sts. passed	%	No. of Sts. failed	%
Teacher and Learner	1496	1124	75.1	883	78.56	241	21.44
Teacher and Society	1496	1120	74.9	720	64.28	400	35.72
Teacher and Curriculum	1496	1105	73.9	755	68.33	350	31.67
Programmed learning material	1496	1113	74.4	795	71.43	318	28.57
01 English	862	724	84	320	44.19	404	55.81
01 Tamil	634	496	78.2	376	75.80	120	24.20
02 Tamil	207	162	78.3	132	81.48	30	18.52
02 English	135	92	68.2	83	90.21	9	9.77
Economics	313	133	62.4	107	80.45	26	19.55
Commerce	166	112	67.5	104	92.85	8	2.15
History	334	252	75.4	213	84.52	39	15.48
Maths	101	98	97	93	94.89	5	5.11
Phy. Sci.	148	121	81.8	116	95.86	5	4.13
Bio. Sci.	192	154	80.2	148	96.10	6	3.90
Practicals							
01 English	1380	1172	84.9	1163	99.2	9	0.8
02 Tamil	1380	1172	84.9	1163	99.2	9	0.8
Other aspects	1380	1172	84.9	1163	99.2	9	0.8
Total	1380	1172	84.9	1163	99.2	9	0.8

TABLE - 4.45

NUMBER OF CANDIDATES APPEARED AND PASSED IN THE EXAMINATIONS - FORMAL SYSTEM

Subject	Formal						
	No. of Sts. Enrolled	No. of Sts. appeared	%	No. of Sts. Passed	%	No. of Sts. Failed	%
Teacher and Learner	1020	996	97.6	938	94.18	58	6.0
Teacher and Society	1020	996	97.6	961	96.48	35	3.52
Teacher and Curriculum	1020	996	97.6	982	98.59	14	1.41
Programmed Learning Material	237	232	97.9	227	97.84	5	2.16
01 English	835	824	98.6	758	91.99	66	8.01
01 Tamil	185	172	93	168	97.67	4	2.33
02 Tamil	49	44	93.6	42	95.45	2	4.55
02 English	201	198	98.5	192	96.46	6	3.04
Economics	-	-	-	-	-	-	-
Commerce	-	-	-	-	-	-	-
History	291	284	97.6	276	97.18	8	2.82
Maths	245	242	98.88	239	98.76	3	1.24
Phy. Sci.	96	92	93.9	92	100	0	-
Bio. Sci.	138	136	98.6	136	100	0	-
Practicals							
01 English	1020	996	-	996	100	0	-
02 Tamil	1020	996	-	996	100	0	-
Other aspects	1020	996	-	996	100	0	-
Total	1020	996	-	996	100	0	-

The reasons for not appearing for the examinations may be because of their lack of preparation for the examinations due to their involvement in work, family, last minute despatch of lesson materials by the ICC & CE and non-completion of assignments. This percentage is more in the case of Commerce, Economics, English when compared with the Science students. This arts group students were not having previous experience in maintaining records and practical aspects. Employment opportunity is also less even after completing the course in comparison with Science students. These may be the reasons for the difference between Arts and Science students. Whereas in the M.Ed., course the percentage of students not appearing for the examination is less. It varies from 2.1% to 4.5% since majority of the students were teacher candidates. The completion of the course gives monetary benefit to them. The completion of course also help them to go up in their occupational ladder. The age, maturity and experience may also be other reasons for their high percentage in appearing the external examination.

Percentage of students passed and failed shows that the perfromance of the students of correspondence course was comparatively poor. The percentage of failures in the theory examination varies from 3.9 per cent to 55.81 per cent. Whereas the percentage of failures in formal colleges varies from 1.24 to 8.01. The position is entirely different with regard to the practical examinations.

There were no failures in the formal system and in correspondence course the failure was only 0.8 per cent (refer table 4.44 & 4.45).

Table 4.46 shows the categorisation of the performance of both the systems based on the marks obtained by the candidates such as 80 and above; 60-79; 55-59 and 50-54. This type of classification gives clear picture about the achievement of the students of both the systems. About sixty per cent of the students of correspondence course obtained marks between 50-54 whereas about twenty per cent of the formal college students come under this category as far as core subjects are concerned. This may be mainly because of the students of formal colleges full time dedication to the study. The formal college students have to face the competition in job market. Whereas in correspondence course 46.3 per cent of B.Ed. students were above thirty five years and 47.3 per cent of them were employed so their commitment to the family and job might be the reasons for their poor performance.

TABLE - 4.46

COMPARATIVE OF SUCCESSFUL B.Ed., STUDENTS IN VARIOUS DIVISIONS (FORMAL & CORRESPONDENCE SYSTEMS)

Subject	No. of students passed through		80 and above				60 - 79				55 - 59				50 - 54			
	CC	Formal	CS	%	FS	%	CS	%	FS	%	CS	%	FS	%	CS	%	FS	%
Teacher and Learner	883	938	7	0.8	63	6.7	113	12.8	365	38.9	127	14.4	273	29.1	636	72	237	25.3
Teacher and Society	720	961	9	1.3	82	8.5	108	15	398	41.4	139	19.3	306	31.8	464	64.4	175	18.3
Teacher and Curriculum	755	982	14	1.9	97	9.9	135	17.9	382	38.9	164	21.7	353	35.9	442	58.5	150	15.3
Programmed Learning Material	795	227	8	1.0	23	10.1	118	14.8	92	40.6	182	22.9	59	26.0	482	61.3	53	23.3
Optional I																		
English	320	758	9	2.8	121	16	67	20.9	271	35.7	86	26.0	243	32.5	158	49.4	123	16.2
Tamil	376	168	4	1.1	18	10.7	57	15.2	69	41.0	132	35.1	56	33.3	183	48.7	25	14.8
Optional II																		
Tamil	132	42	2	1.5	5	11.9	16	12.2	18	42.9	43	32.5	13	30.9	71	53.8	6	14.3
English	83	192	1	1.2	14	7.3	13	15.7	59	30.7	27	32.5	48	25	42	52.6	71	37
Economics	107	--	3	2.8	--	--	12	11.2	--	--	36	33.7	--	--	56	52.3	--	--
Commerce	104	--	4	3.8	--	--	14	13.5	--	--	38	36.5	--	--	48	46.2	--	--
History	213	276	5	2.3	19	6.9	32	15	75	27.1	68	31.9	117	42.4	108	50.8	65	23.6
Maths	93	239	3	3.2	21	8.8	19	20.4	68	28.4	32	34.4	92	38.5	39	42	58	24.3
Phy. Sci.	116	92	9	7.8	12	13	31	26.7	28	30.4	37	31.9	42	45.7	39	33.6	10	10.9
Bio. Sci.	148	136	10	6.8	11	8.1	35	23.7	39	28.6	43	29	57	42	60	40.5	29	21.3
Practicals: 01	1163	996	--	--	--	--	117	10	423	42.5	324	27.9	381	38.3	722	62.1	192	19.2
02	1163	996	--	--	--	--	393	33.8	474	47.6	412	35.4	432	43.4	358	30.8	90	9
Other aspects	1163	996	--	--	--	--	117	10	423	42.5	430	37	365	36.7	616	53	208	20.8
Total	**1163**	**996**	--	--	--	--	**117**	**10**	**423**	**42.5**	**433**	**37.3**	**485**	**48.7**	**613**	**52.7**	**88**	**8.8**

It is interesting to note that even those students who got less marks in core papers got more marks in their optional II subject. Even here students belonged to Science group performed better than the Arts group students (refer table 4.46). The analysis of the results related to practical examination shows that the correspondence course students performed better in their optional II subjects viz., Physical Science, Biological Science, Commerce etc., than the optional I Tamil/English. They were not able to do better in optional I language in which they do not have proficiency. The science post-graduate trainees performed better in the science which is their optional II subject whereas they were not able to pick-up the optional I language within the short duration of contact seminar and campus programme and not able to perform in a better manner. Whereas their counterparts in the formal colleges of education performed better. This may be because of the opportunities to interaction with the fellow students and teachers and a longer stay in the campus.

Table 4.47 shows the means and standard deviation of the marks obtained in the university examination by the students belonging to correspondence course and formal colleges of education. It may be seen from the table that in core papers viz., Teacher and Learner; Teacher and Society; Teacher and curriculum and elective paper programmed Learning materials, the mean scores

TABLE 4.47

COMPARISON OF MEAN ACHIEVEMENT SCORES

B.Ed. Subject		MEAN		STD. DEVIATION		t Value
		Correspondence	Formal	Correspondence	Formal	
Teacher and Learner		46.37	61.5	4	5.7	71.35
Teacher and Curriculum		57.53	69.16	9.3	4.3	36.12
Teacher and Society		57.06	62.73	8.6	5.2	17.85
Programmed Learning Material		52.43	63.06	7	8.6	20.18
Optional I	English	48.02	63.7	6.9	6.7	45.3
	Tamil	56.46	70.81	9.8	13.6	15.08
Optional II	English	55.54	60.81	2.5	6.6	7.41
	Tamil	54.57	66.36	2.4	9.7	14.04
	History	50.16	60.67	2.8	6.3	24.44
	Economics	54.78	-	2.6	-	-
	Commerce	57.14	-	3.3	-	-
	Bio. Science	60.21	61.54	6.2	3.2	2.24
	Phy. Science	60.45	63.7	6.4	10.2	2.85
	Maths	58.06	61.61	3.7	7.4	4.52
Practicals	01	54.29	59.98	6.3	4.5	23.78
	02	59.09	61.32	4.2	4.8	11.52
	Other Aspects	108.94	120.02	5.5	8.8	35.75
	Total	214.15	237.02	9.9	18.0	37.34

of formal college students were more than the students of correspondence course. This shows that the students of formal colleges of education achieved better than those belonging to correspondence course. 't' test was applied to see whether the difference between the means of the different subjects was significant. The results are shown in the table. It may be seen that the 't' values for the difference between the means of correspondence course and formal colleges were siginificant at 0.01 level.

TABLE - 4.48

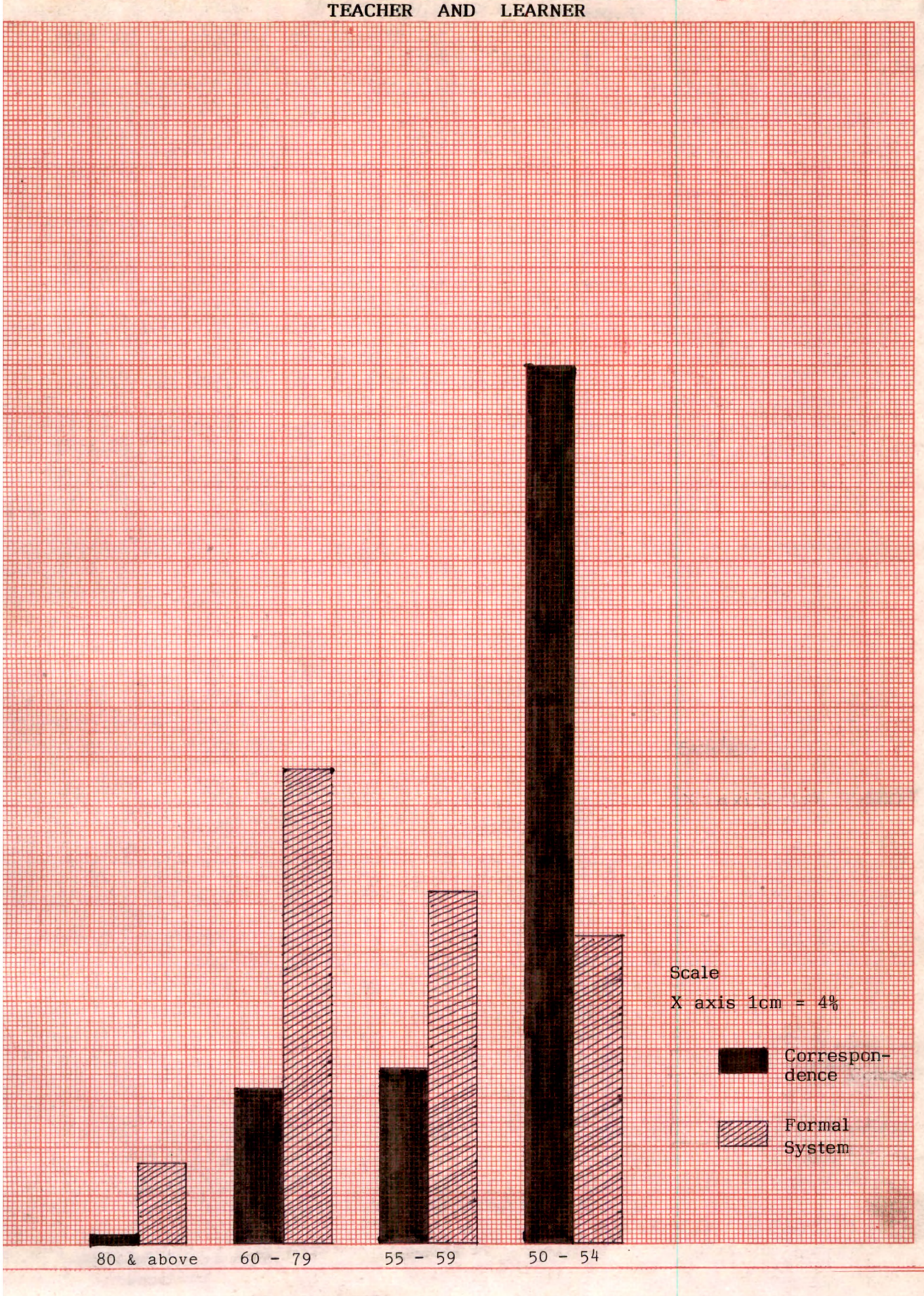
MEAN ACHIEVEMENT SCORES IN B.Ed. CORE SUBJECTS

Subjects	Correspondence Course		Formal	
	Mean	Std.deviation	Mean	Std.deviation
Teacher and Learner	46.37	4	61.5	5.7
Teacher and Curriculum	57.53	9.3	69.16	4.3
Teacher and Society	57.06	8.6	62.73	5.2
Programmed Learning material	52.43	7	63.06	8.6

Graphs 4.01 to 4.04 give clear picture about the academic achievement of the students of both systems.

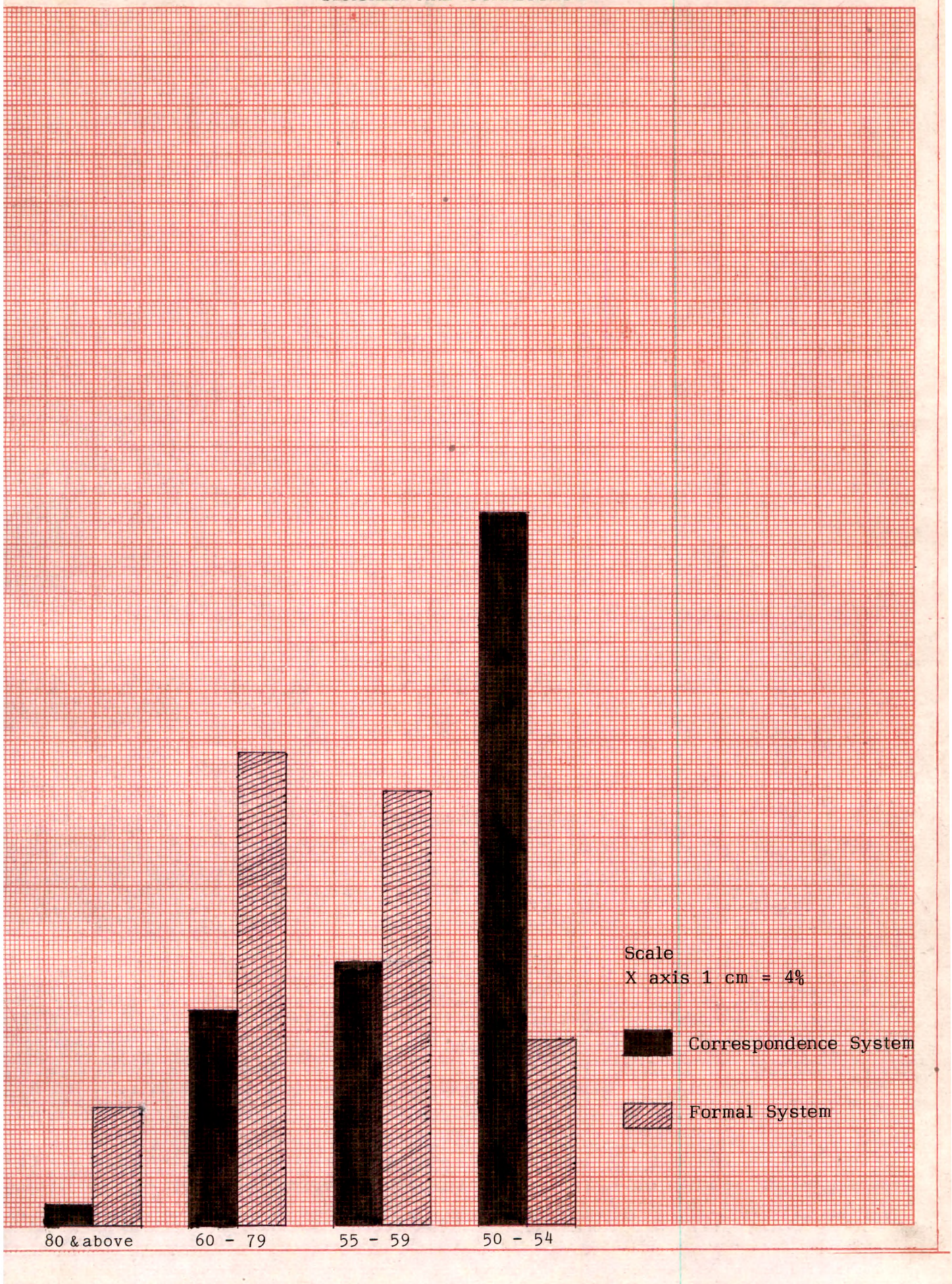
GRAPH 4.01

TEACHER AND LEARNER



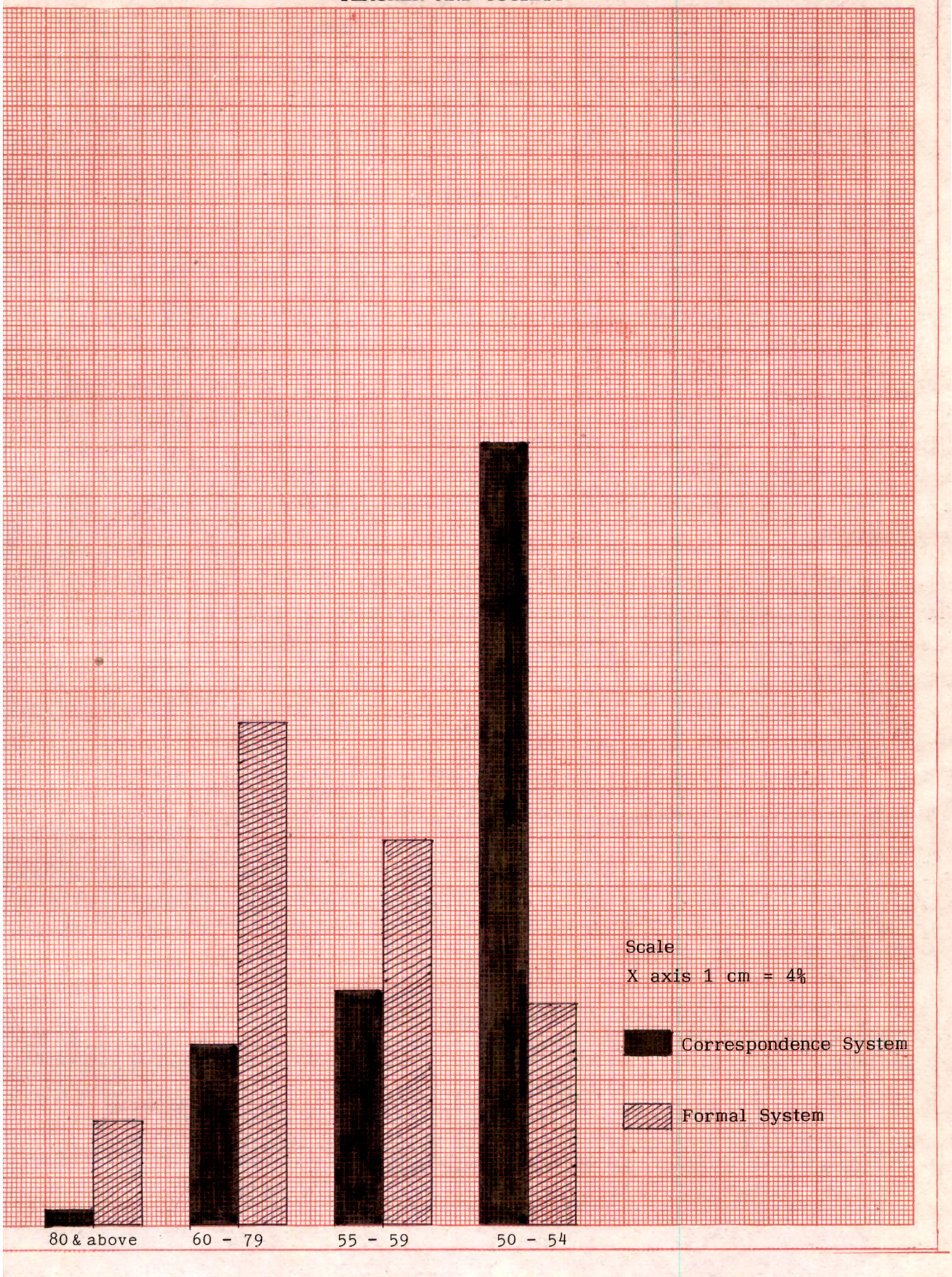
GRAPH 4.02

TEACHER AND CURRICULUM



GRAPH 4.03

TEACHER AND SOCIETY



GRAPH 4.04

PROGRAMMED LEARNING MATERIALS

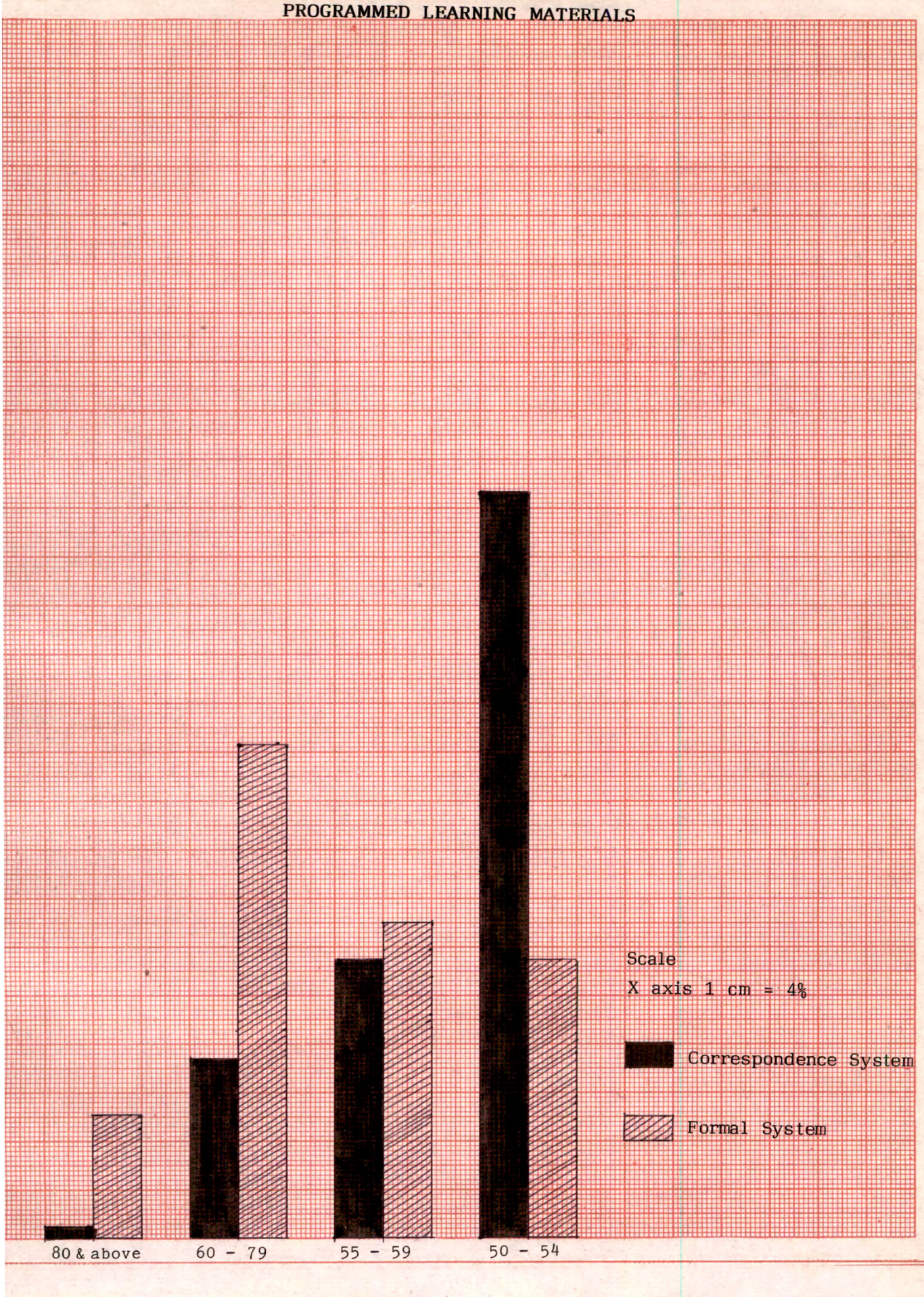


TABLE - 4.49

MEAN ACHIEVEMENT SCORES IN OPTIONALS I & II

Subject		Correspondence Course Mean	Std.deviation	Formal Mean	Std.deviation
Optional I	Tamil	56.46	9.8	70.81	13.6
	English	48.02	6.9	63.7	6.7
Optional II	Tamil	54.57	2.4	66.36	9.7
	English	55.54	2.5	60.81	6.6
	History	50.16	2.8	60.67	6.3
	Economics	54.78	2.6	-	-
	Commerce	57.14	3.3	-	-
	Bio.Science	60.21	6.2	61.54	3.2
	Phy. Science	60.45	6.4	63.7	10.2
	Maths	58.06	3.7	59.98	7.4

The above table 4.49 shows the means and standard deviations of the marks obtained by the students of both the systems in their Optional I language and Optional II subjects. It may be seen from the table the formal college students performed better than the correspondence course students. Analysis of the achievement

of correspondence course students shows that they performed better in their optional II subjects than in optional I language. The trainees belonged to sciece groups performed better than the Arts group students. (Graphs 4.05 to 4.12).

The mean scores and the standard deviation for the marks obtained by the students of correspondence and formal colleges in their practical examinations are given below.

TABLE - 4.50

MEAN ACHIEVEMENT SCORES IN PRACTICAL EXAMINATIONS

Subject	Correspondence Course		Formal	
	Mean	Std.deviation	Mean	Std.deviation
Optional - I Language	54.29	6.3	59.98	4.5
Optional - II Subject	59.09	4.2	61.32	4.8
Other Aspects	108.94	5.5	120.02	8.8
Total	214.15	9.9	237.02	18.0

This shows that the performance of correspondence course students was good while comparing their performance in the theory papers. Whereas even in practicals the students of formal

colleges performed better than their counterparts in correspondence course.

The trends in scores at different percentile points for both the groups of students presented in table 4. 51 and 4. 52. Table 4.51 gives a more detailed comparative picture of the both the groups of students in various subjects included in B.Ed. theory examinations. Table 4.52 gives the comparative picture of the students of both the systems in the practical examinations.

ACADEMIC ACHIEVEMENT OF M.Ed. STUDENTS

The marks obtained by the M.Ed. students of both the systems in their examinations were collected from the university office. The table 4. 53 shows the number and percentage of M.Ed. candidates passed in the various papers. The pass percentage is good in all papers other than the Research Methodology and Statistical of Procedures when compared with the pass percentage of B.Ed. course. 56.8 percentage of M.Ed. correspondence course students got pass mark in Research Methodology and Statistical Procedures. This is comparatively less than that of other papers. This may be mainly because of the statistical procedure, the paper which many students find very difficult. The M.Ed. students also while reacting to the questions related to PCP stated that the methods followed in the packages and in the contact seminars (PCP) were

different. They also expressed their dis-satisfaction regarding the number of periods allotted to this paper. Total time allotted is 7½ hours in three rounds (2½ hours for each round) of PCP to discuss various units related to Statistics starting from introductory unit up to Regression. (Refer Graph 4.17).

The analysis of the results of the formal college students also shows that one candidate has failed in this paper. The students belonged to the language and Histoty groups find it more difficult and at the same time students belonged to the Mathematics, Science, Commerce and Economics groups reported that the teachers spent more time in the class for explaining the basic concepts and principles. The teachers also felt it very difficult to take the class for this subject to this sort of hetrogenous group i.e., students with better knowledge in the subject and students without having any foundations in Statistics.

Table 4.54 shows the means and standard deviations of the marks obtained by the students of correspondence course and formal colleges of education in their M.Ed., examinations. It may be seen from the table that in all papers other than the Dissertation the students of formal colleges of education performed better than those belonging to correspondence course. 't' test was applied to see whether the difference between the means of different subjects were significant. It may be seen from the

't' values that the difference between means of correspondence course and formal colleges were significant at 0.01 level. Students of formal colleges of education performed better than the correspondence course students. This comparatively poor performance of correspondence course students may be because of the lack of facilities such as study centres, local (tutors) academic counsellors, lack of proper feedback from the ICC & CE, lack of time, committment to the job and family and other problems of the aged learners. That is why even the highly motivated teachers with rich experience were not able to perform better than the students of formal colleges.

On the contrary the students of correspondence course achieved better than the students of formal colleges of education in the Dissertation. Only twenty seven candidates out of 1210 M.Ed., students opted for Dissertation and the remaining opted for two theory papers inlieu of Dissertation. So it may be possible that only those who were interested in research studies opted for Dissertation and other who were not geneuinly interested in research opted for theory papers inlieu of Dissertation. Thus students opted for Dissertation might be more motivated than those belonging to formal colleges, so the better performance of correspondence course students in the Dissertation might be mainly because of the high motivation and richness in experience. This

point is further substantiated by trends in scores at different percentile points for the two groups presented in table 4.56.

It may be observed that the trend in scores (table 4.55 and 4.56) of the students of M.Ed., correspondence course and formal colleges of education at different percentile points is showing the better performance of formal college students in all papers other than the Dissertation. The better performance of formal college students may be attributed to less in number i.e., only eight students, thereby get lot of scope for individual attention by the teachers and better scope for discussion among the students and with the teachers. Whereas in correspondence course ninety two per cent of M.Ed., students were above thirty five and sixty four per cent of them were above forty years of age. The average age was forty two years. So their high motivation, richness in experience and the immediate monetary benefit after the completion of the course made them perform better, when compared with the correspondence course students of other degree courses of this university and other universities.

Percentile points		Phy. Sci.		Maths	
		CS	FS	CS	FS
P10	59	50.93	41.77	50.67	51.41
P20	17	52.52	43.54	52.05	53.02
P30	75	54.11	45.31	53.42	54.64
P40	33	55.71	47.08	54.81	56.25
P50	91	57.30	48.85	56.19	57.86
P60	50	59.52	63.55	57.57	59.48
P70	18	62.05	71.78	58.95	64.55
P80	47	68.77	76.63	62.00	71.43
P90	47	77.61	82.33	70.16	79.00

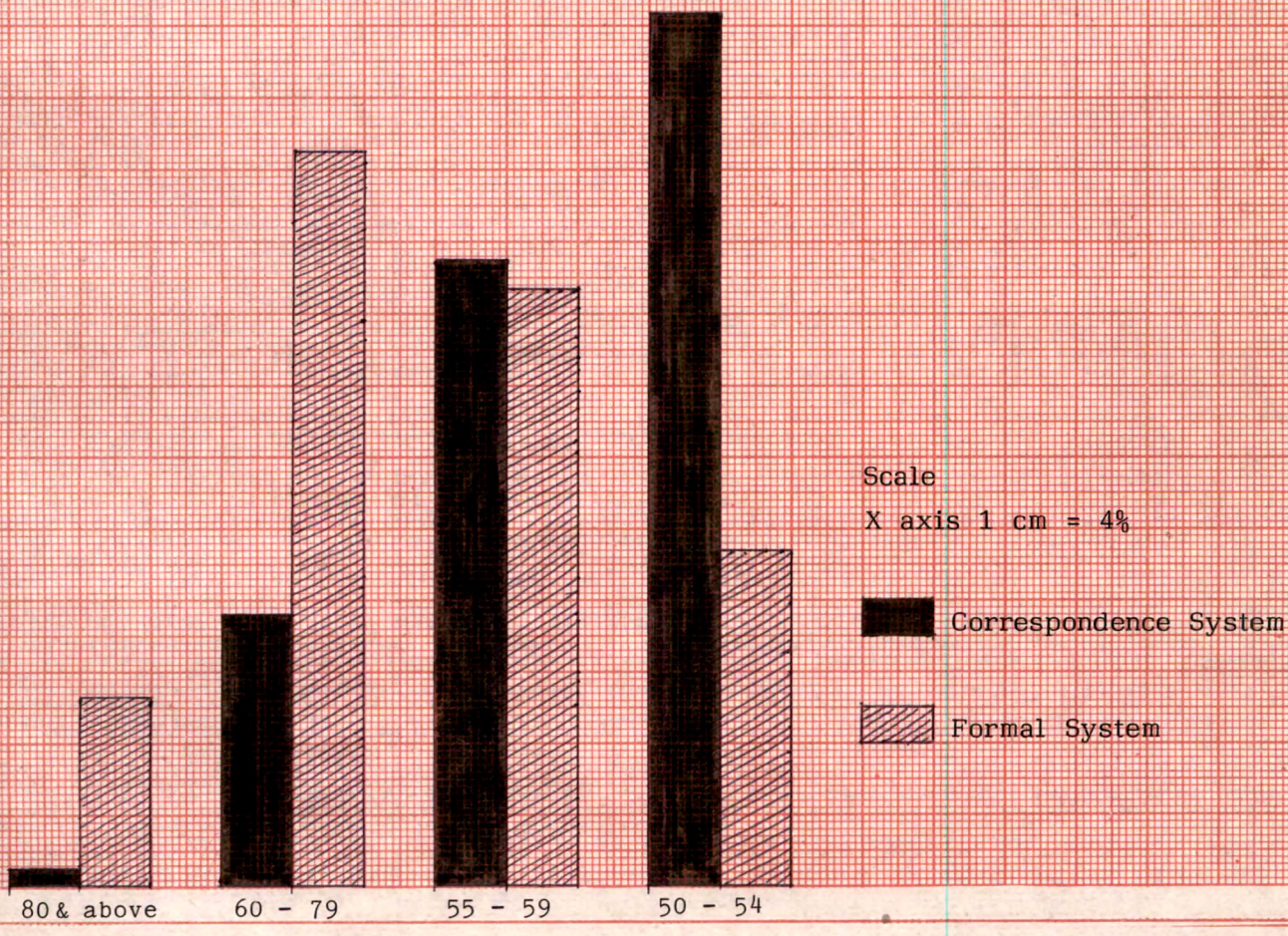
TABLE 4.52

PERCENTILE POINTS OF PRACTICAL EXAMINATIONS OF B.Ed. COURSE FOR BOTH THE SYSTEMS

Percentile Points	Optional - I Language		Optional - II Subjects		Other aspects	
	CC	F	CC	F	CC	F
P 10	34.89	50.71	51.05	51.70	95.10	103.80
P 20	39.78	52.67	52.64	53.65	100.33	109.49
P 30	51.37	54.62	54.23	55.61	103.23	112.48
P 40	52.81	56.57	55.82	57.57	106.13	115.21
P 50	54.25	58.52	57.41	59.52	109.03	117.94
P 60	55.69	60.85	59.00	62.47	111.81	121.26
P 70	57.12	64.32	61.61	65.72	114.54	126.40
P 80	58.56	67.79	65.92	68.98	117.26	132.17
P 90	60.18	72.67	70.52	74.07	119.99	139.44

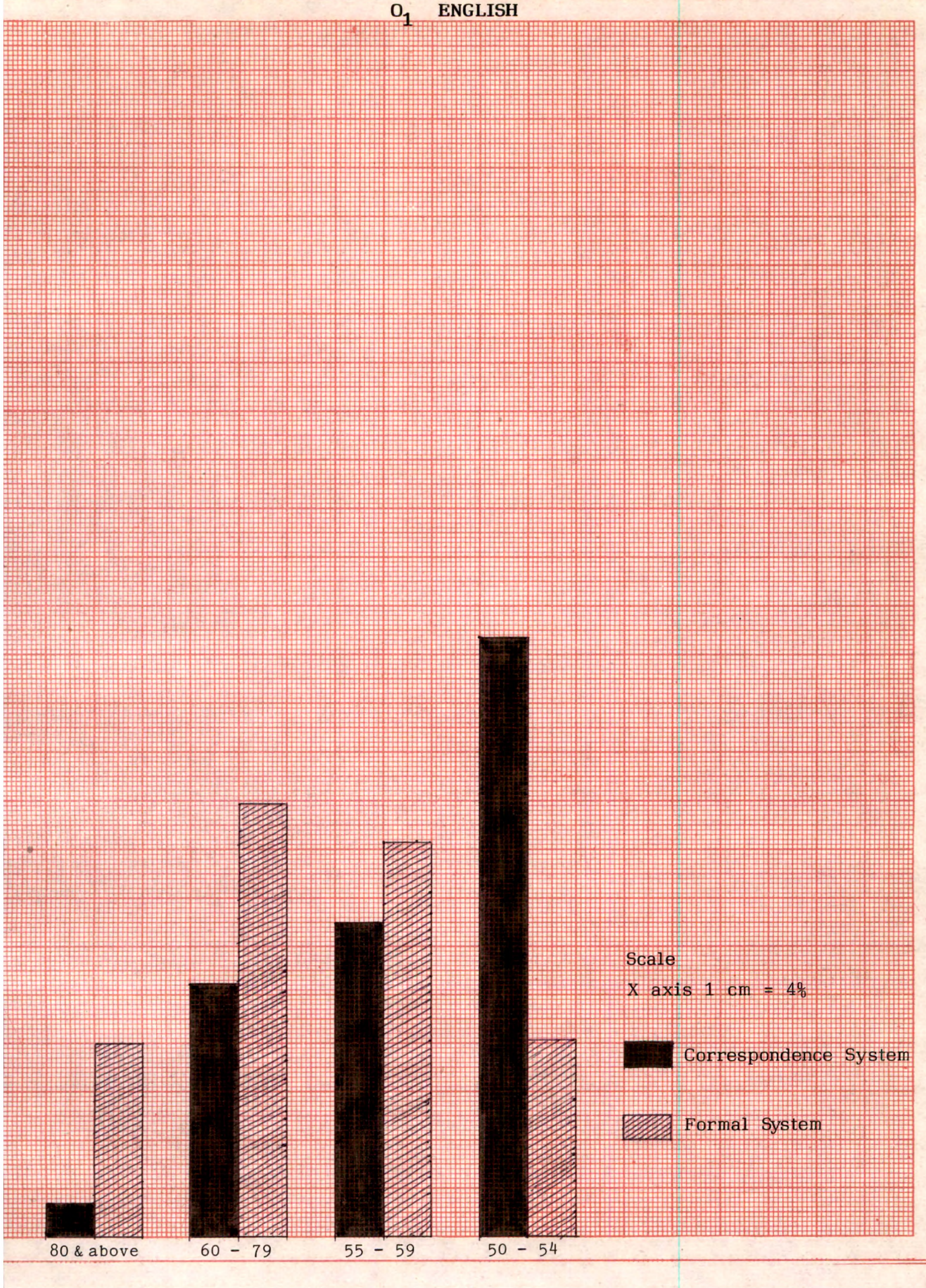
GRAPH 4.05

O_1 TAMIL



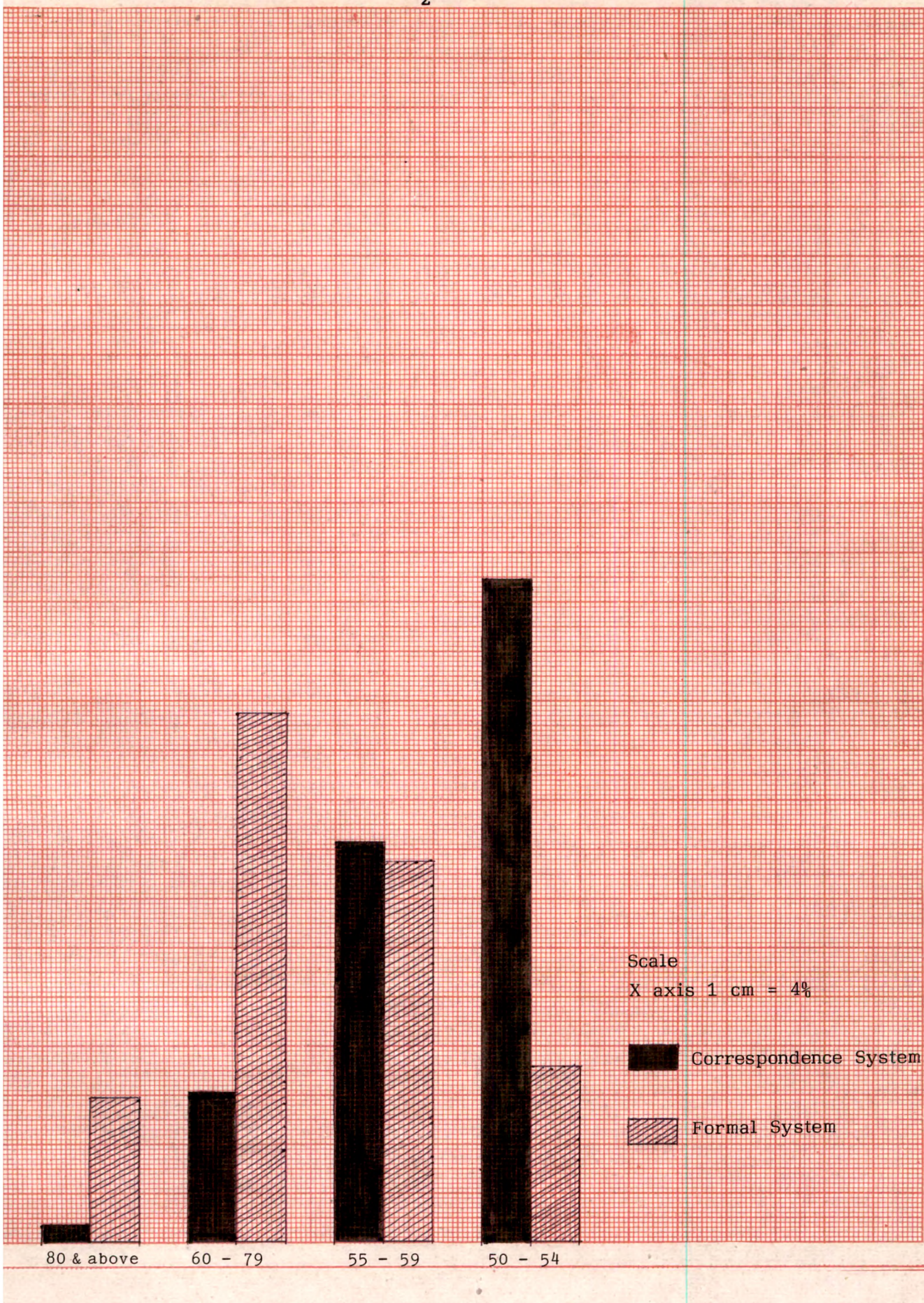
GRAPH 4.06

O_1 ENGLISH



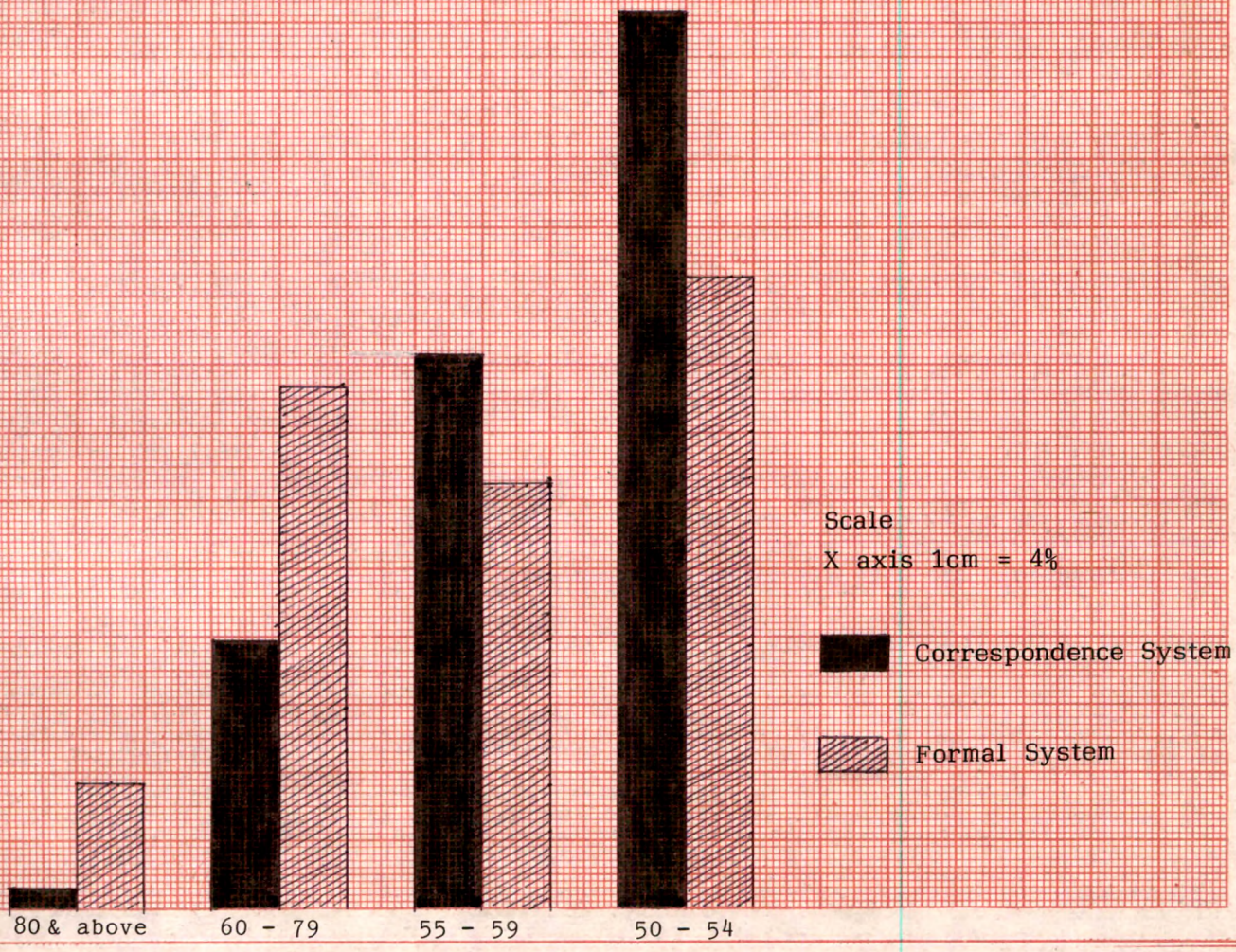
GRAPH 4.07

O_2 TAMIL



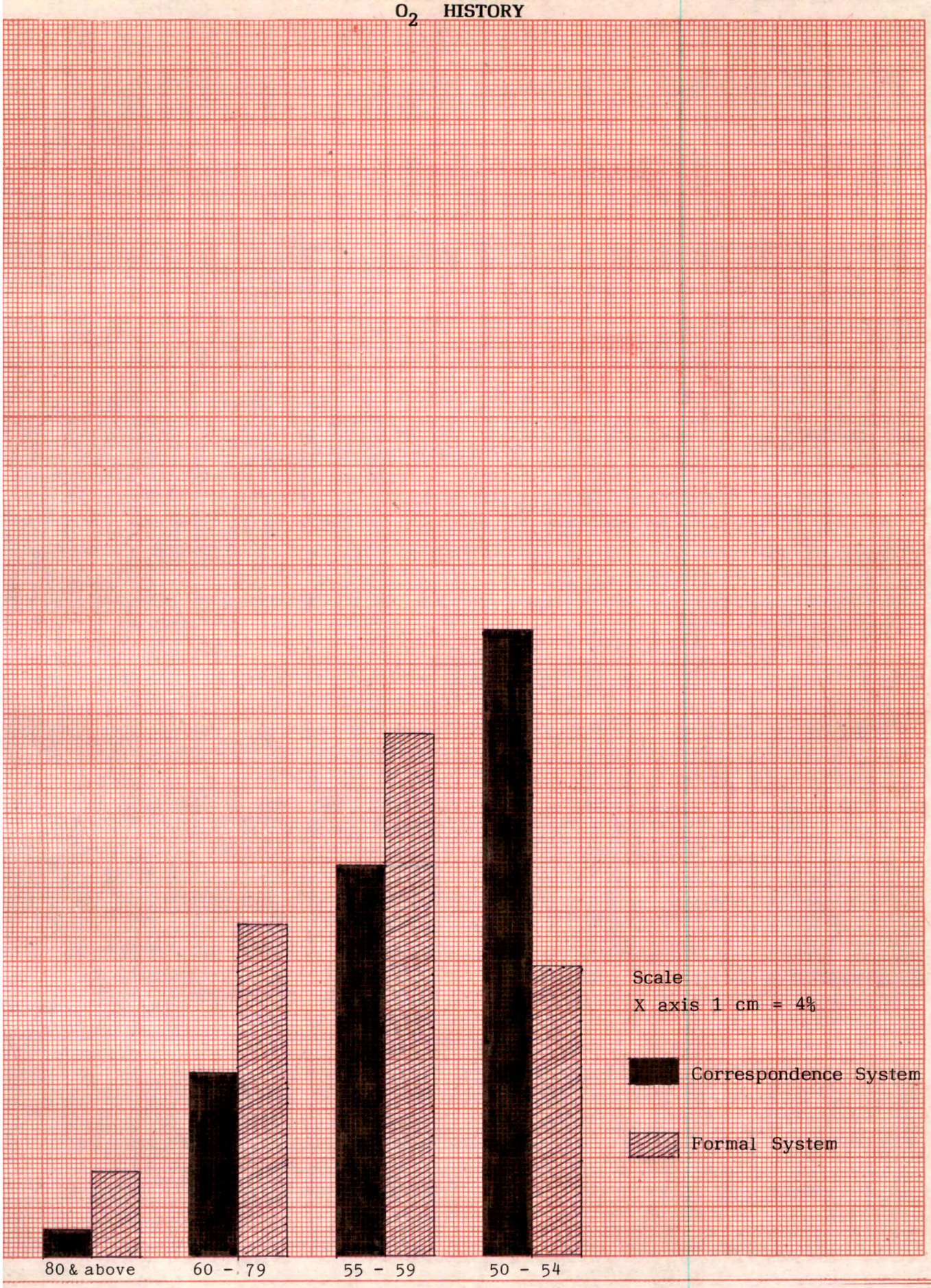
GRAPH 4.08

O_2 ENGLISH



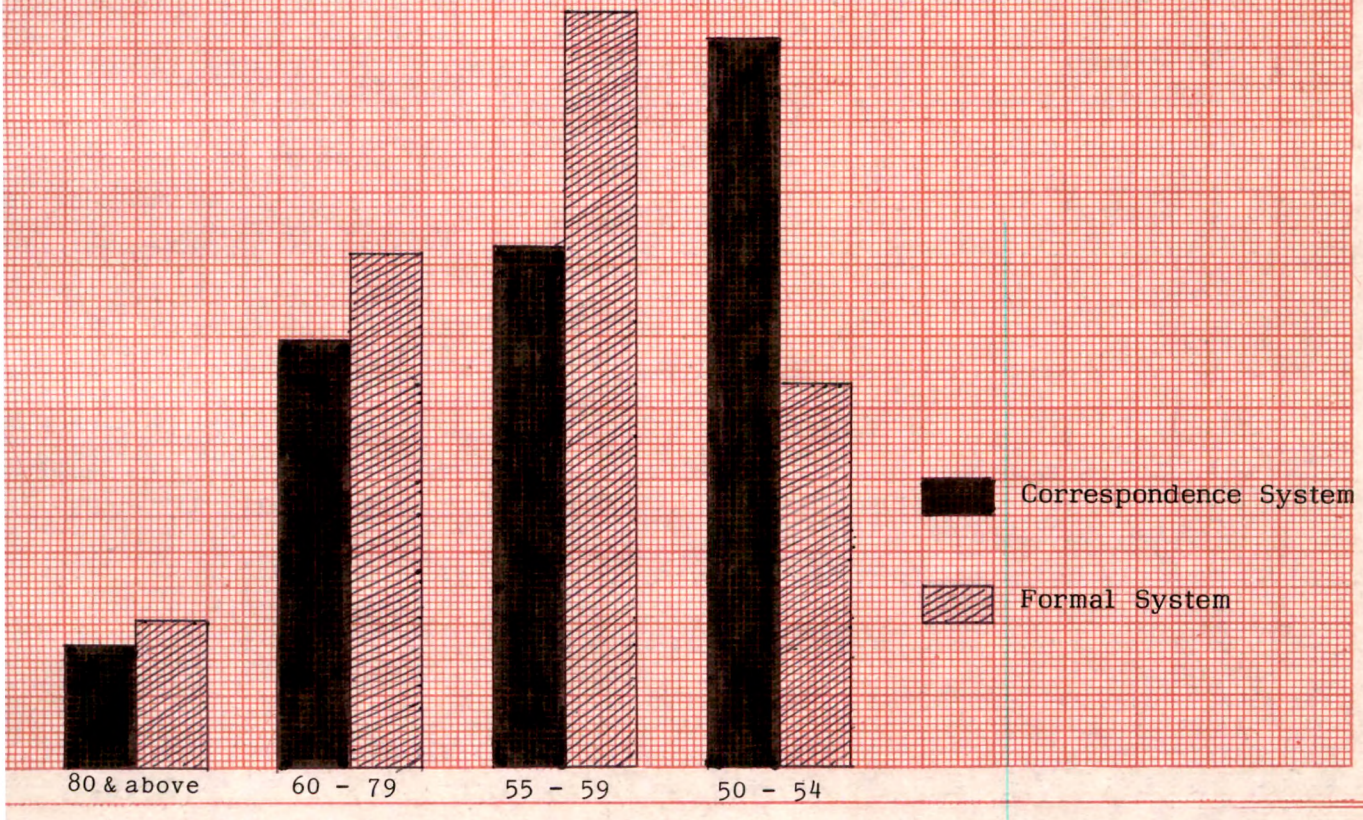
GRAPH 4.09

O_2 HISTORY



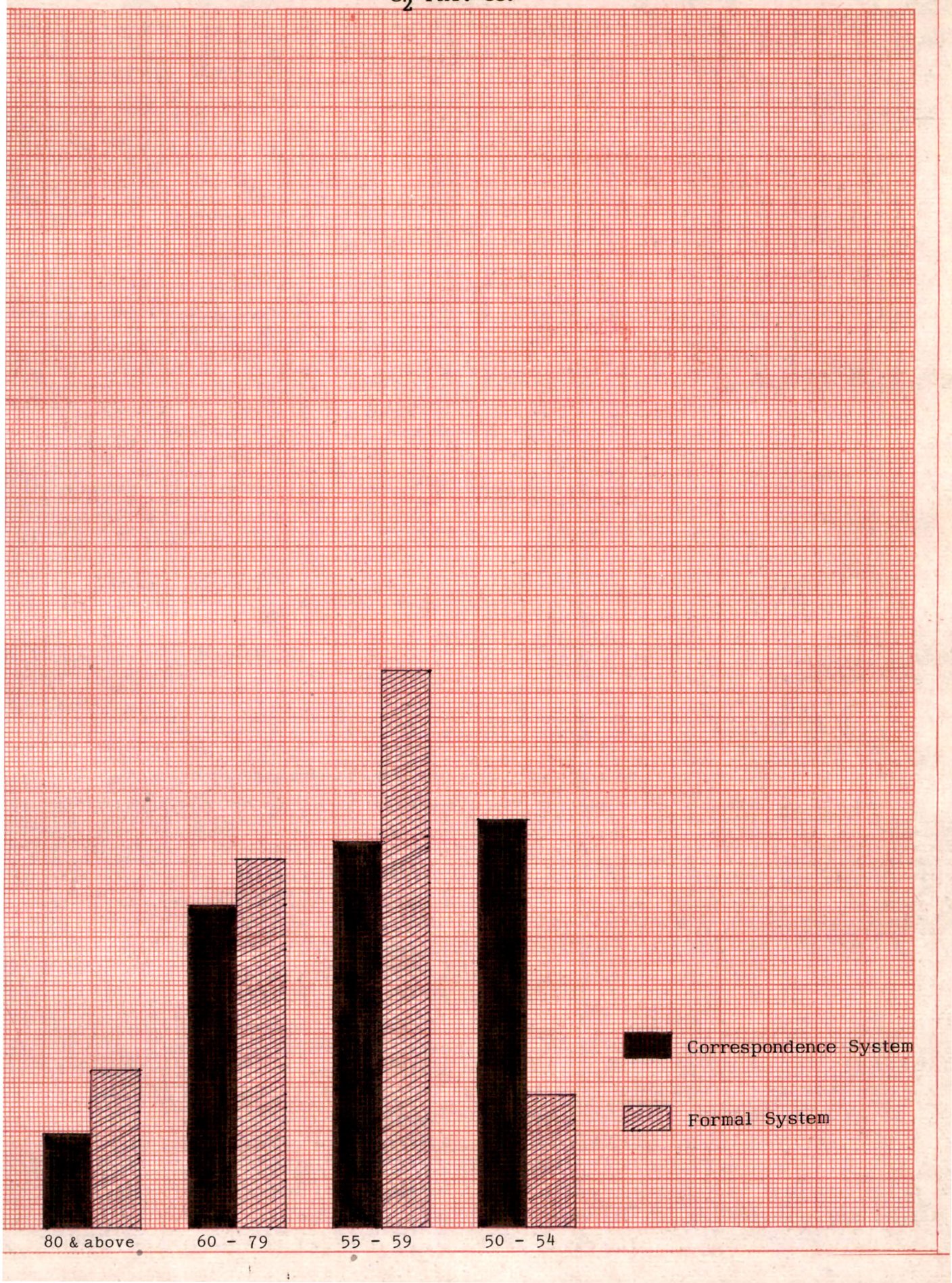
GRAPH 4.10

O_2 BIO Sc.



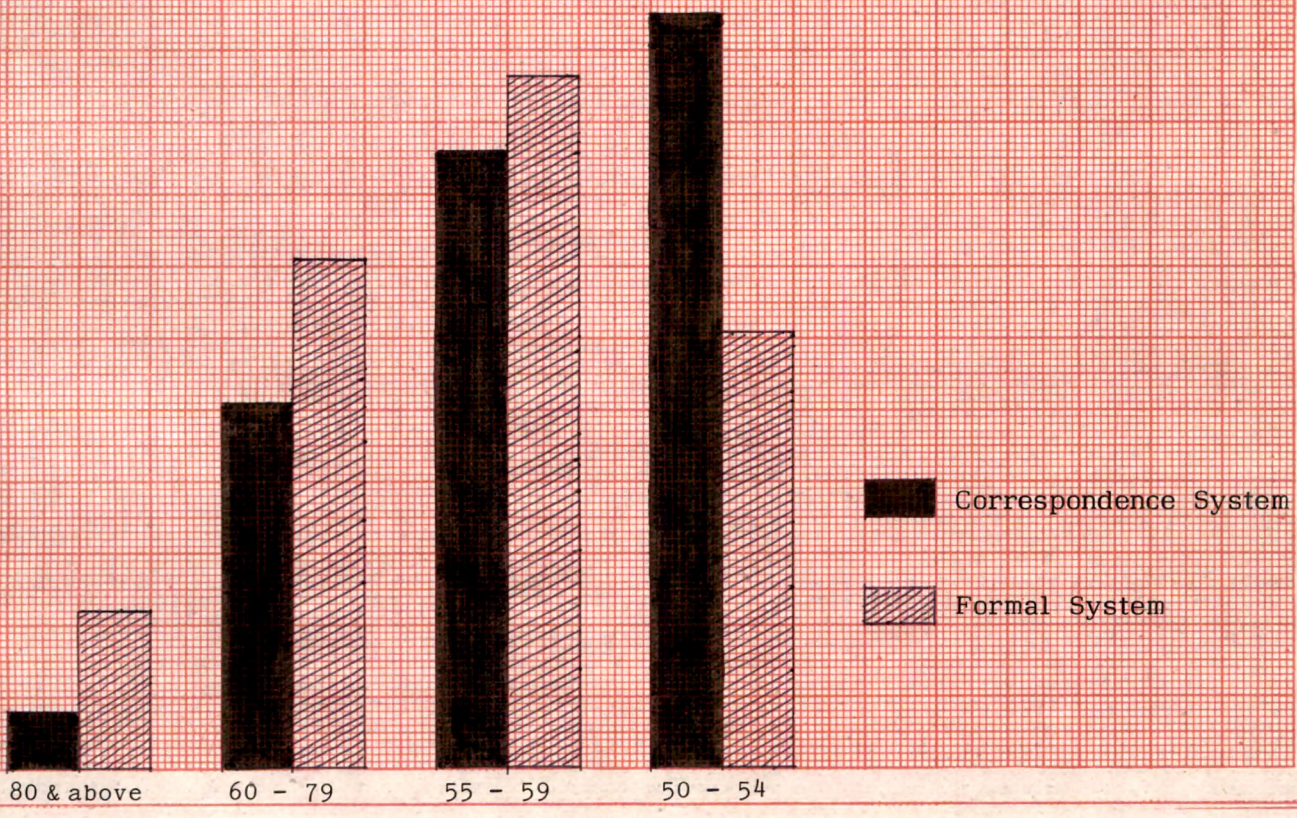
GRAPH 4.11

O_2 PHY. Sc.



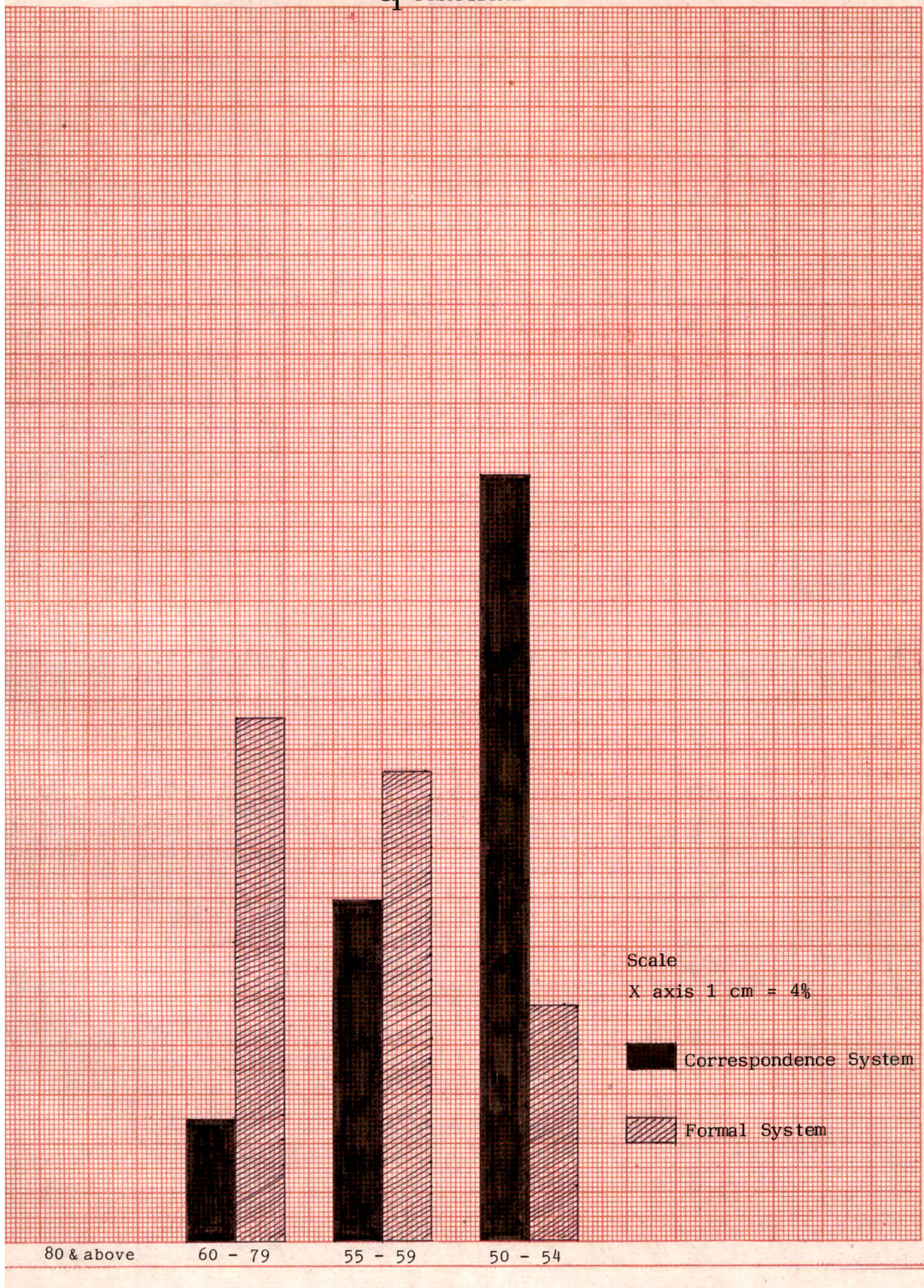
GRAPH 4.12

O_2 MATHS



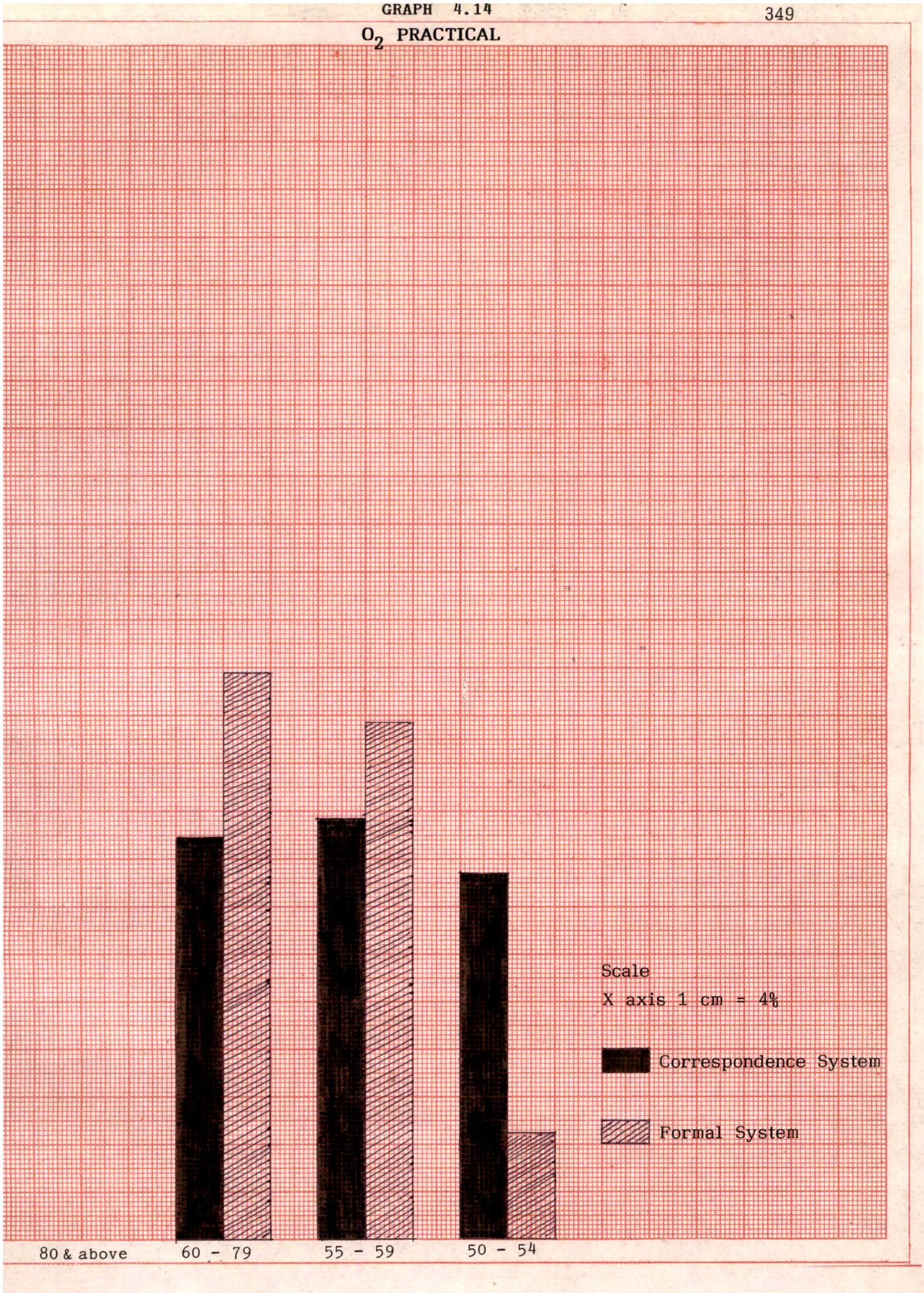
GRAPH 4.13

O_1 PRACTICAL



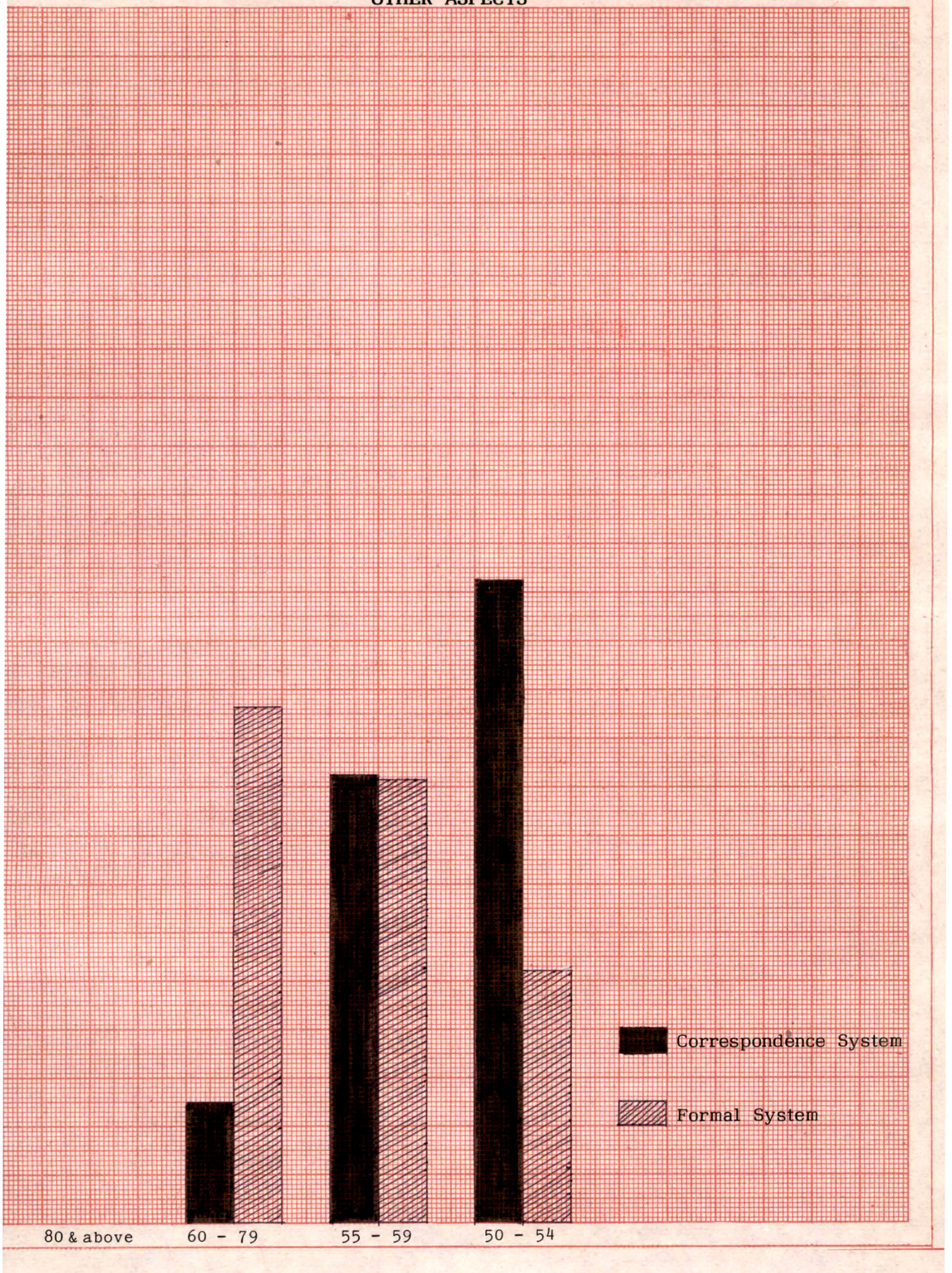
GRAPH 4.14

O_2 PRACTICAL



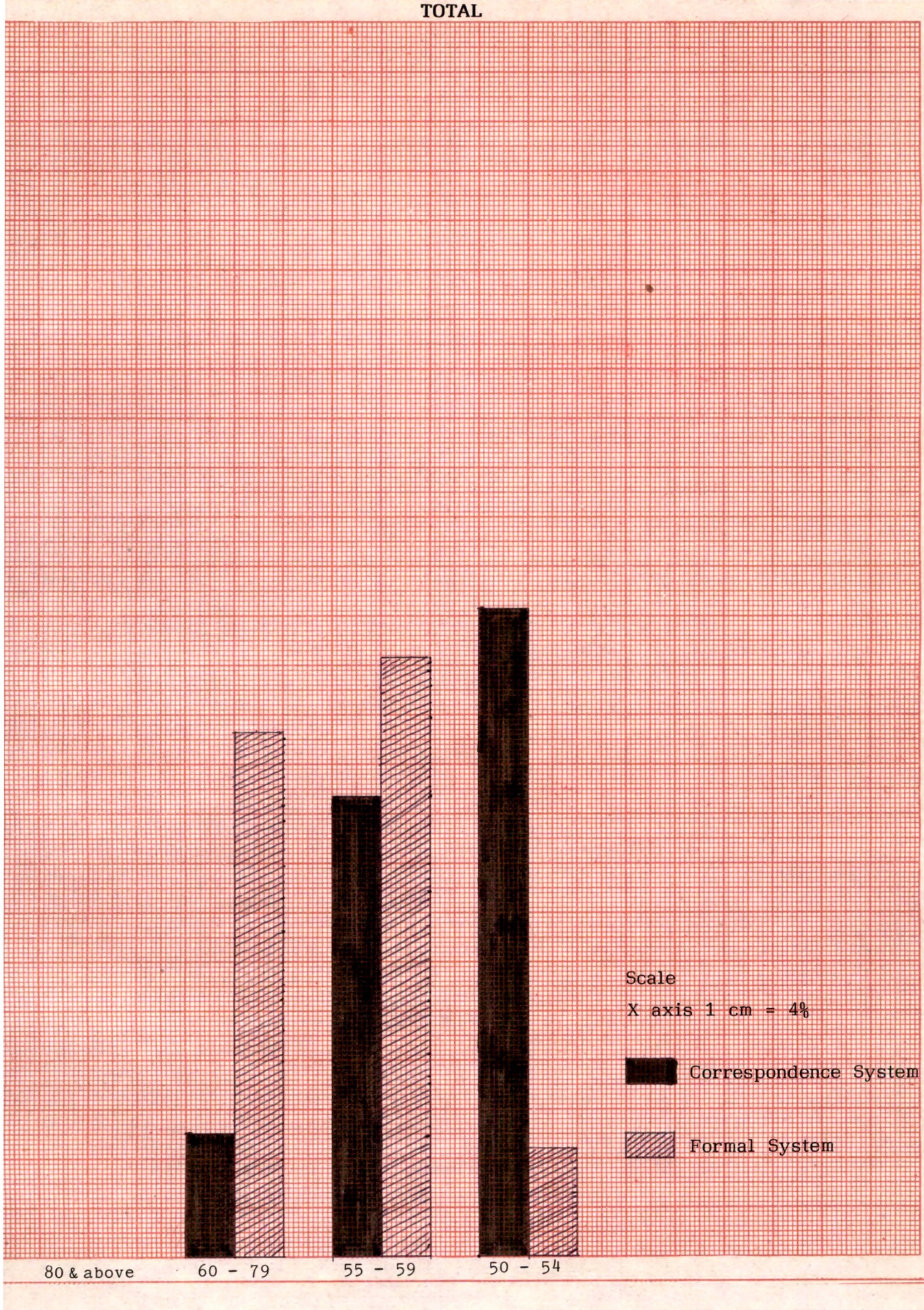
GRAPH 4.15

OTHER ASPECTS



GRAPH 4.16

TOTAL



GRAPH 4.17

M.Ed., DISSERTATION

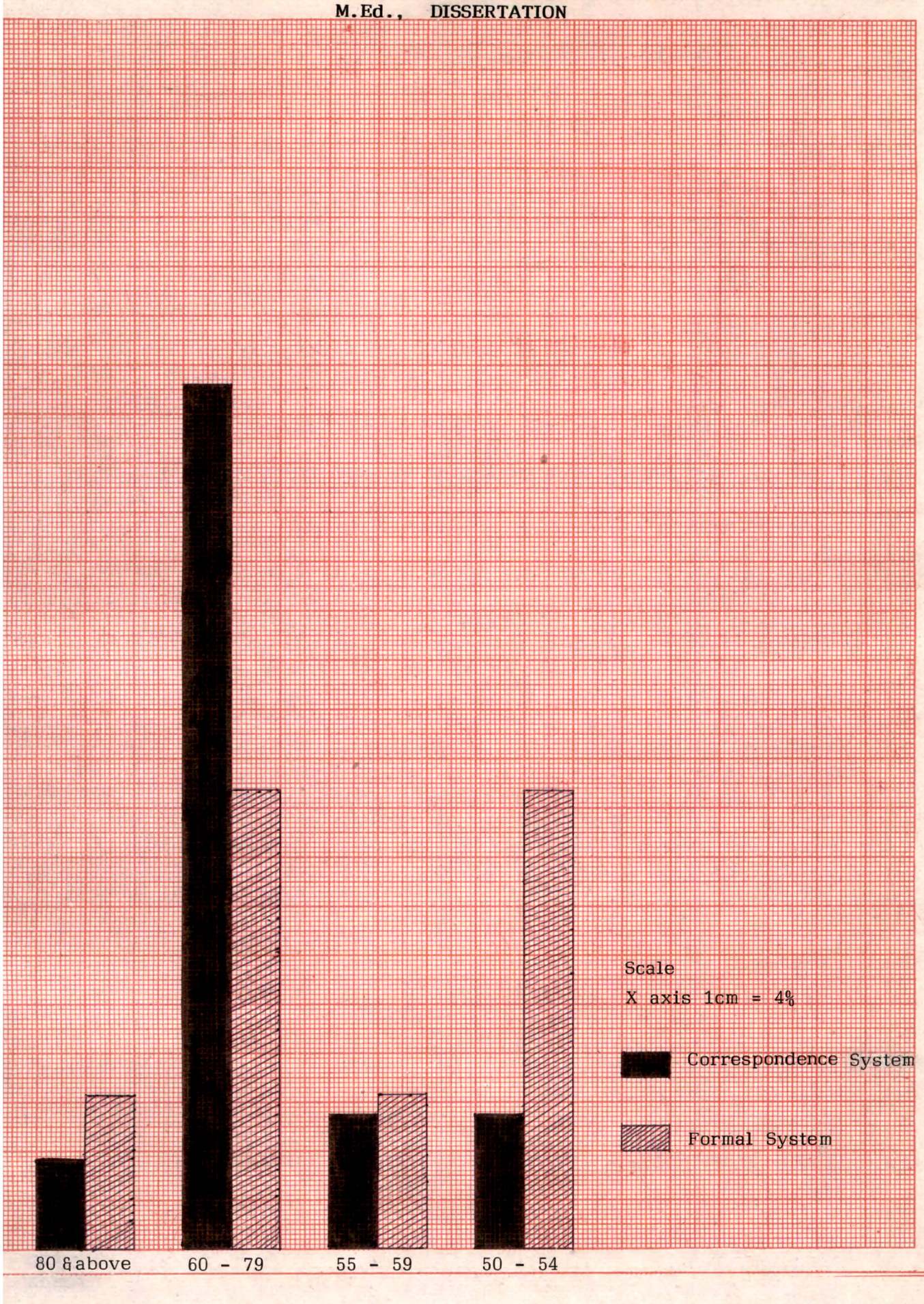


Table 4.53

Comparison of Academic Achievement of Correspondence Course and Formal Colleges of Education –

Subject	Correspondence system							Formal system			
	No. of students enrolled	No. of students appeared	%	No. of students passed	%	No. of students failed	%	No. of students enrolled	No. of students appeared	%	No. of students passed
Philosophy, Psychology and Sociological Foundation of Education	1210	1173	96.9	831	70.8	342	29.2	8	8	100	7
Current Trends and Comparative Education	1210	1184	97.9	898	75.8	286	24.2	8	8	100	8
Research Methodology and Statistical Procedures	1210	1184	97.9	672	56.8	512	43.2	8	8	100	7
Educational Administration - I	1210	1178	97.4	847	71.9	331	28.1	8	8	100	8
Educational Administration - II	1210	1172	96.9	834	71.2	338	28.8	8	8	100	8
Guidance and Counselling - I	1210	1162	97.7	883	76.0	279	24.0	--	--	--	--
Guidance and Counselling - II	1210	1136	95.5	895	78.8	241	21.2	--	--	--	--
Dissertation	27	27	100.0	27	100.0	--	--	8	8	100	8

TABLE 4.54

MEAN ACHIEVEMENT SCORES IN M.Ed. - SUBJECTS

Subject	Correspondence Course Mean	S.D.	Formal Colleges Mean	S.D.	t Value
Philosophical, Sociological and Psychological Foundations of Education	50.21	7.1	65	8.67	5.86
Currents Trends in Indian Education and comparative education	51.04	7.1	63.75	6.6	5.04
Research Methodology and Statistical procedures	47.49	7	67.5	4.6	8.07
Educational Administration - I	50.73	6.1	65	7.1	6.58
Educational Administration - II	50.18	7.2	65	7.5	7.09
Guidance and Counselling - I	51.09	6.8	-	-	-
Guidance and Counselling - II	53.0	4.6	-	-	-
Dissertation	68.33	6.3	63.75	9.3	4.13

TABLE 4.55

PERCENTILE POINTS OF VARIOUS SUBJECTS INCLUDED IN M.Ed. COURSE OF BOTH THE SYSTEMS

I SEMESTER

Percentile Points	Philosophical, Psychological Sociological Foundations of Education		Currents Trends & comparative Education		Research Methodology Statistical Procedures	
	CC	F	CC	F	CC	F
P 10	35.31	42.7	34.43	42.7	31.0	48.0
P 20	42.05	45.4	41.97	45.4	37.68	61.5
P 30	45.27	49.8	45.78	48.0	41.86	63.5
P 40	48.48	61.0	49.59	50.66	44.66	65.5
P 50	51.28	65.0	51.93	60.33	47.49	67.5
P 60	53.70	69.0	54.09	66.0	50.36	69.5
P 70	56.13	72.0	56.25	68.66	53.64	72.0
P 80	58.55	74.66	58.41	72.0	56.85	74.66
P 90	63.69	77.33	62.69	76.0	60.42	77.33

TABLE - 4.56

PERCENTILE POINTS OF VARIOUS SUBJECTS INCLUDED IN M.Ed. COURSE OF BOTH THE SYSTEMS

II SEMESTER

Percentile Points	Educational Administration I		Educational Administration II		Dissertation		Guidance & Counselling - I		Guidance & Counselling - II	
	CC	F	CC	F	CC	F	CC	F	CC	F
P 10	39.21	44.0	38.36	43.5	44.5	42.0	37.5	-	39.35	-
P 20	42.66	48.0	41.88	48.0	49.0	44.0	43.12	-	45.50	-
P 30	45.49	61.0	45.12	61.33	62.62	46.0	47.13	-	50.40	-
P 40	48.32	63.0	48.36	64.0	66.0	48.0	50.54	-	52.14	-
P 50	50.97	65.0	51.14	66.66	69.37	50.0	52.45	-	53.89	-
P 60	53.36	67.0	53.47	67.33	72.0	64.0	54.36	-	55.63	-
P 70	55.75	69.0	55.79	69.66	74.45	68.0	56.28	-	57.37	-
P 80	58.14	72.0	58.11	73.0	76.90	74.0	58.19	-	59.11	-
P 90	62.76	62.55	76.5	79.36	82.0	60.75	60.75	-	64.67	-

4.3.12 FINANCING OF CORRESPONDENCE EDUCATION

This section aims at investigating the effectiveness of teacher education programme through correspondence and formal systems of Madurai-Kamaraj University on the basis of cost-benefit analysis, types of cost and academic performance. Before analysing the comparative cost effectiveness of the correspondence education and formal educational systems, it would be pertinent to mention some of the factors that circumscribe the validity of such comparisons. They are:

a. Correspondence education, as it exists to-day, is mainly complementary to the conventional formal system, utilising the latters academic and physical facilities. It would cost more, if it were to exist as a seperate entity. Even though the ICC and CE of Madurai Kamaraj University is a seperate organisation it is mainly depending up on the personnel employed in the formal colleges of education. Cost comparison is subject to this limitation.

b. The quality of instruction is also a factor to be reckoned with. In correspondence education it is likely that the quality of the output would be uneven. This is more so because the students

have to study, most of the time on their own. Unless the quality of out-put can be matched, it would be difficult to compare with any degree of authenticity, the cost effectiveness of the two system. In this investigation out-put of both the system considered as equal since the course objectives, curriculum, evaluation all these are same for both the system.

c. The number of courses offered under the two systems also affect their costing patterns. This investigation has been restricted to the teacher education programmes. This factor holds good because the ICC and CE offers only one elective paper namely programmed learning whereas the formal colleges of education offer about 6 papers as elective subjects.

The following is an effort to analyse and interpret the facts regardig the finance of the teacher education programme of both the systems:

- Source of income of the correspondence and formal systems;

- expenditures of correspondence and formal systems;
- institutional costs of both the systems;
- private costs of distant learners and students of formal colleges ;
- opportunity cost of distant learners;
- unit cost of both system;
- comparison of unit costs of correspondence and formal systems.

SOURCES OF INCOME

The classification of income of the ICC and CE has been done taking into consideration the budgets for the period 1979 - 80 to 1986 - 87. The main source of income was students' fees 77 to 82% of the total income. Income from investments constitutes less than 1%. Miscellaneous receipts was around 10% to 20%. Students fees mainly included tution fees, postal charges, admission fees. Miscellaneous receipts included the late fees, sale of applications, fee for summer campus programme etc. From table 4.57 it can be seen that the major portion of the income of correspondence courses has been raised through students contribution. Whereas in the case of formal colleges students' fee was

TABLE 4.57

RECEIPTS AND PAYMENT OF ICC & CE

Major Head of Account	1979 - 80 Amount Rs.	%	1980 - 81 Amount Rs	%	1981 - 82 Amount Rs.	%	1982 - 83 Amount Rs.	%	1983 - 84 Amount Rs.	%	1984 - 85 Amount Rs	%	1985 - 86 Amount Rs.	%	1986 - 87 Amount Rs.	%
Fees	1,33,19,382	58.0	1,76,65,300	76 9	1,78,96,883	83.3	1,68,62,303	73.6	1,89,81,001	66 8	1,74,50,757	75 1	1,69,56,870	56 9	1,82,68,987	56.2
Income from Investments	2,50,132	1.9	32,379		91,624	0.4	1,51,117	0.7	1,29,215	0 5	11,308	0 1	15,648	0 1	20,213	0 1
Grants	NII		NIL		NII		NII		40,000	0 1	NII		NIL		NII	
Capital Receipts	78,00,000	34.0	29,01,846	12.6	5,39,561	2.5	35,16,085	15 3	39,86,233	14.0	10,31,235	4.4	47,49,447	15 9	1,08,56,071	33 1
Miscellaneous	15,89,806	7.0	23,65,490	10.4	29,73,769	13.8	23,95,758	10.4	52,87,770	18.6	47 19,564	20 4	80,93,022	27.1	33,60,419	10.3
	2,29,59,320	100.0	2,29,65,065	100	2,15,01,837	100.0	2,29,25,263	100.0	2,84,24,219	100.0	2,32,34,864	100.0	2,98,14,977	100.0	3,25,05,690	100.0

	1979 - 80		1980 - 81		1981 - 82		1982 - 83		1083 - 84		1984 - 85		1985 - 86		1986 - 87	
	Amount Rs.	%	Amount Rs.	%	Amount Rs.	%	Amount Rs.	%	Amount Rs.	%	Amount Rs.	%	Amount Rs.	%	Amount Rs.	%
Administration	31,60,517	13.7	31,55,731	13.8	33,68,266	14.5	41,89,264	17.4	48,49,298	16.7	50,25,458	21.3	43,72,411	14.9	56,02,116	16.6
Advertisement	49,952	0.2	48,882	0.2	1,83,875	0.8	1,39,073	0.6	1,79,738	0.6	2,31,171	1.0	3,76,138	1.3	5,34,728	1.6
Stationery & Printing	23,81,866	10.3	54,25,971	23.8	50,66,350	22.0	46,20,941	19.2	54,89,025	18.9	56,54,412	24.0	34,28,304	11.7	50,28,976	14.9
PCP	6,18,850	2.7	6,89,914	3.0	12,20,324	5.3	2,94,924	1.2	27,83,635	9.6	14,96,572	6.3	31,09,889	10.6	31,96,696	9.5
Academic-Salary	17,35,633	7.6	20,24,263	8.8	22,05,190	9.5	24,29,655	10.2	48,45,758	16.7	38,24,975	16.2	42,55,592	14.5	48,73,859	14.5
Lesson writing & Revision response Sheet	1,71,820	0.7	1,29,172	0.6	2,21,454	1.0	1,82,628	0.8	1,98,743	0.7	1,37,664	0.6	1,40,713	0.5	80,614	0.2
Books & Journals	1,94,940	0.8	1,15,911	0.5	1,21,204	0.5	49,789	0.2	70,739	0.2	37,616	0.2	1,86,349	0.6	94,044	0.3
Transfer of Funds	29,56,721	12.8	24,00,000	10.5	22,00,000	10.0	22,00,000	9.2	36,22,567	12.6	30,25,000	12.8	79,62,558	27.7	95,25,378	28.3
Auxiliary Services																
AIR	66,127	0.3	71,853	0.3	81,161	0.4	79,564	0.3	82,947	0.3	1,04,126	0.4	97,781	0.3	1,02,130	0.3
Study Centres	23,828	0.1	27,086	0.1	28,496	0.1	32,325	0.1	38,219	0.1	41,280	0.2	43,372	0.1	53,915	0.2
Contribution to University as overhead charges	-	-	15,00,000	6.6	16,53,185	7.1	17,88,198	7.4	-				8,06,422	2.8	7,13,638	2.2
Capital expenditure	15,54,187	6.7	10,35,285	4.5	9,86,859	4.2	5,65,010	2.3	25,41,821	8.8	4,67,896	2.0	27,92,326	9.6	20,47,269	6.0
Advances & Deposits	8,35,878	3.6	10,48,199	4.6	17,25,590	7.4	18,99,106	7.9	26,24,350	9.0	25,34,170	10.8			2,30,000	0.7
Investments	83,00,000	35.9	42,00,000	18.5	30,30,000	13.4	45,00,000	18.8	5,26,000	2.2	1,50,000	1.6	7,69,110	2.6	7,06,376	2.1

only 3.8% of total receipts, the remaining 96.2% was subsidy from the Government.

EXPENDITURE OF CORRESPONDENCE AND FORMAL SYSTEM

Analysis of the expenditures of ICC and CE for the years 1979 - 80 to 1986 - 87 (refer table 4.57.) show that the stationery and printing was the major expenditure which constitutes around 20% of total expenditures. Administration follows the printing and stationery which takes away 14% to 20% of the total amount. Academic teachers salary was the third major expenditure of the ICC and CE. Total academic expenditure (stationery and printing 23.8% ; PCP - 3% ; academic salary 8.8% ; lesson writing revision, response sheet - 0.6% ; books and journals - 0.5% ; and auxillary services - 0.4% (AIR and study centres) constitutes only 37.1% of the total expenditure.

Table 4.58 gives a clear idea about the expenditure of (Recurrent cost) colleges of education affiliated to Madurai Kamaraj University. This consists of a mix of men colleges, women colleges and co-educational colleges. The data reveal that the fee component of the total cost was of the order of merely 3.8% and 96.2% represented state support. Teaching and other non-teaching staffs salary constituted as main expenditure.

TABLE - 4.58

INSTITUTIONAL COST OF EDUCATION IN COLLEGES OF EDUCATION AFFILIATED TO MADURAI KAMARAJ UNIVERSITY 1985 - 86.

Sl. No.	Institution	Expenditure Staff Salaries	Other Expenditure	Total	Fee income	No.of Sts.	Cost Per.St	Fee income	Subsidy Per St.
1.	Thiyagarajar College of Preceptors, Madurai	8,32,000 (86.7)	1,27,400 (13.3)	9,59,400 (100)	34,000 (3.5)	100	9594 (100)	340 (3.5)	9254 (96.5)
2.	Justin College of Education, Madurai	6,78,000 (85.7)	1,12,800 (14.3)	7,90,800 (100)	34,000 (4.3)	100	7908 (100)	340 (4.3)	7568 (95.7)
3.	Lakshmi College of Education, Gandhigram	9,86,500 (84.2)	1,85,000 (15.8)	11,71,500 (100)	37,400 (3.2)	110	9928 (100)	340 (3.4)	9588 (96.6)
4.	V.O.C. Teachers College, Tuticorin	7,24,000 (79)	1,92,000 (21)	9,16,000 (100)	40,800 (4.5)	120	7156 (100)	340 (4.8)	6816 (95.2)
5.	Annapackiam College, Tuticorin	5,13,400 (83.9)	98,300 (16.1)	6,11,700 (100)	34,000 (5.6)	100	6117 (100)	340 (5.6)	5777 (94.4)
6.	St. Xaviour College	8,71,600 (83.2)	1,76,000 (16.8)	10,47,600 (100)	40,800 (3.9)	120	8730 (100)	340 (3.9)	8390 (96.1)
7.	St. Ignatious College	6,97,500 (83.9)	1,34,000 (16.1)	8,31,500 (100)	37,400 (4.5)	110	7559 (100)	340 (4.5)	7219 (95.5)
8.	Author College of Education	7,24,300 (86.5)	1,12,800 (13.5)	8,37,100 (100)	34,000 (4.1)	100	8371 (100)	340 (4.1)	8031 (95.9)
	Average	7,53,413 (84.1)	1,42,288 (15.9)	8,95,701 (100)	36,550 (4.1)	106	8957 (100)	340 (3.8)	8617 (96.2)

Note : Figures in Parantheses are percentages of total.

INSTITUTIONAL COST OF BOTH THE SYSTEMS

In a broader sense, costs of correspondence education can be divided into three aspects viz., institutional costs, participants' cost and opportunity costs. Institutional cost involves expenses such as construction and maintenance of buildings, salaries to staff members, purchase of stationaries, materials postage etc. This can be sub-divided into three categories viz., personnel cost, facilities cost and equipment and materials cost. Each of these can be further divided in terms of their fixed and variable characteristics e.g., fixed personnel cost, variable personnel cost.

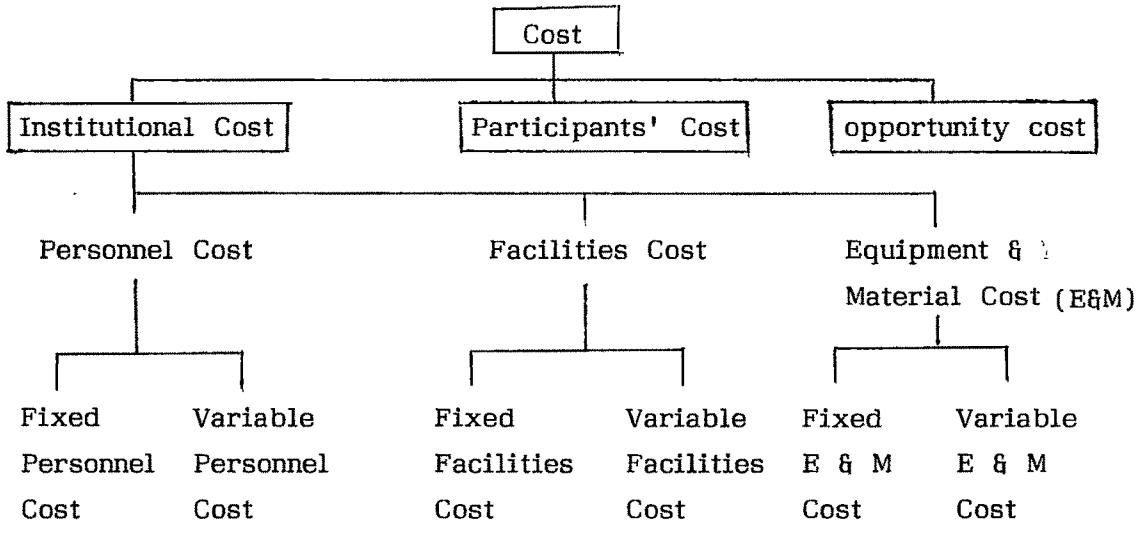


Table 4.59 shows the Institutional cost of ICC & CE.

TABLE 4.59

COST OF EDUCATION (Per B.Ed./M.Ed. Student) IN ICC & CE OF M.K. UNIVERSITY 1985-86

		Amount Rs.	Percentage
Fixed Personnel Cost	-	3,41,807	25.2
Variable Personnel Cost	-	47,400	3.5
Fixed* Facilities Cost	-	1,46,478	10.8
Variable Facilities Cost	-	7,94,136	58.5
Fixed Equipment & Materials Cost	-	20,000	1.5
Variable Equipment & Materials Cost	-	5,400	0.5
		13,55,221	100

* Facilities include Personal Contact Programme (PCP), Summer Campus Programme Learning Packages, Course Material Production (Writing, revising and Printing) Radio-talk and Study Centres.

Fee Income	-	Rs. 39,60,000
Number of Students	-	2400
Cost Per Student	-	Rs. 565
Fee Income Per Student	-	Rs. 1650
Surplus from Each Student	-	Rs. 1085

PRIVATE COSTS OF DISTANT LEARNERS AND STUDENTS OF FORMAL COLLEGES

The data collected regarding the private cost of correspondence course students were classified into two sub-heads. viz., tuition costs and non-tuition costs. The tuition costs included tuition fees, admission fees, examination fees, registration fees and other fees. The non-tuition costs included students expenditures on boarding, lodging conveyance and other instructional related items. The instructional related items included postal charges, purchase of books and stationery, private tuition and miscellaneous. Expenditures incurred by the students inconnection with their visits to ICC and CE, boarding and lodging expenditure for attending PCPs and Summer Campus Programme, theory and practical examinations are included as part of private costs. The correspondence course students whether they study or not had to meet the expenditures related to food, clothing and shelter. So these expenditures were not included while calculating the private cost of correspondence course students. Whereas the students of formal colleges those who stayed` in the hostels met additional expenditure of hostel fees, tea, coffee entertainment etc. due to their study. They also got some sort of scholarship (backward, poor students scholarships etc.). So these sort of receipts and payments also considered while calculating the unit costs.

The private costs of the students of formal colleges of education also consists of tuition and non-tuition costs. The tuition costs comprise tuition fees, admission fees, examination fees and other fees such as late fees and penalty (if any). The non-tuition costs included expenditure pertaining to

a. boarding and lodging charge (Hostel fee or Rent) and conveyance expenditure.

b. instructional related costs (books, stationery and study tours and other like tea snacks etc). The day-scholars' expenditure under the headings of house rent and food charges and miscellaneous items were not included in students' private costs calculation.

This has been decided based on the idea that the students had to meet this sort of expenditures whether they continued their study or not. Whereas the hostelers and others staying in a rented house spend money for their food, stay and other miscellaneous items only because of their study. These students also get some sort of financial assistance from the Government, University and other agencies for their study. The amount so received was substracted from the total expenditure. The total amount of money spent by the students included in the sample was divided by the

number of the sample students and unit private costs of the students was calculated accordingly.

The unit private costs as classified into different sub-heads have been presented for both the streams. It can be seen from the table that in the case of both the course B.Ed. and M.Ed. students of formal colleges of education spent (B.Ed. Rs.2568/- and M.Ed., - Rs.4300/-) more than those of correspondence system. While looking at different components and sub-components of the unit private costs it can be marked that in the case of tuition fees the correspondence students were paying higher amounts when compared with their counterparts in formal systems. The ICC and CE charges fees for PCP, SCP, Lesson Materials, Postal charges etc. The ICC and CE meet all these expenditure only out of students fees since it is self financing. Whereas in the case of formal colleges the Government give subsidy to the extent of about 95% ; student fee is only constitutte about 5% of total expenditure (refer table 4.58; Figures 4.03 and 4.04.).

The tuition cost of correspondence course B.Ed. student was Rs.1,460/- whereas the regular students paid Rs.340/- The non-tuition cost of correspondence and regular B.Ed. students were Rs.912/- and Rs.2228/- respectively. In the case of different components of non-tuition costs major differences were marked between these two systems. Majority of the B.Ed./M.Ed. students were

hostelers staying in a rented houses for the whole academic session, their expenditure on boarding lodging and conveyance were higher than that of corrspondence course students. Whereas the correspondence course students stayed only for few days during their PCP, SCP and at the time of examinations. As the figures read, the expenditure of formal B.Ed. and M.Ed. students were Rs.2228/- and Rs.3850/- respectively. Whereas the correspondence course B.Ed. and M.Ed. students expenditure on this head were only Rs.912 and Rs.1630/- respectively. Considering the nature of expenditures which were specific to regular stream students staying away from home like boarding lodging and miscellaneous the question of comparing their similarities with correspondence students seemed to be not very essential. On the otherhand, since both the systems are alternative to each other in academic sense, the expenditure of students of both the systems for learning may be similar. This gives scope for reasonable comparison of costs. The expenditure incurred by the students of both the system in this connection was Rs.60/- (correspondence course) and Rs.340/- (formal) in the case of B.Ed. and Rs.320/- (correspondence) and Rs.640/- (formal) in the case of M.Ed. respectively. This leads to the conclusion that the students of formal colleges spent more for learning i.e., purchasing of books, materials required for the preparation of aids etc. This may be mainly due to the opinion of the correspondence students that the lesson scripts were enough for getting good

marks in the examinations. The students of correspondence course had printed lessons but the students of formal colleges were in need of books which could supplement the class-room lectures. So they might have spent more amount for buying books and other learning materials. Figures 4.03 and 4.04 also shows the cost comparison.

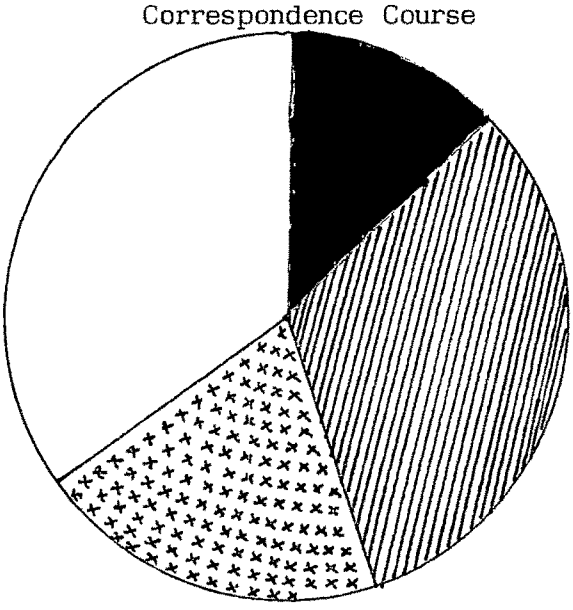
OPPORTUNITY COST OF DISTANT LEARNERS

The opportunity cost is the income opportunity foregone by the participants in favour of continuing his/her studentship under distance education or any other kind of education. It is general opinion that in distance learning one need not do away with their jobs and as such it does not involve any sort of income foregone component. But some distance learners avail few days earned leave in order to complete the prerequists and for preparing for examinations. This need to be considered while calculating the unit cost. There was no necessity of calculating this cost inconnection with the students of formal colleges since all were fresh from the colleges and unemployed ones. Whereas 34% of B.Ed. students and 94% of M.Ed. students were teacher candidates. Some of them had availed earned leave which is encashable for continuing and completing the course. So the income foregone by those teacher candidates must be taken into account for calculating the private cost and the unit cost. The leave taken by the teachers vary

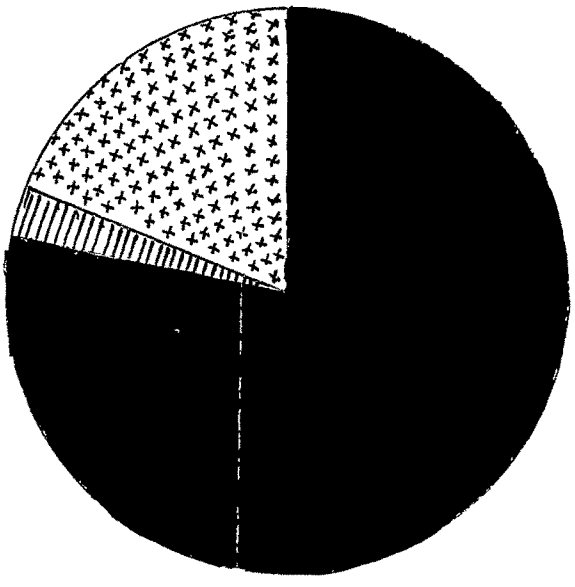
FIGURE - 4.03

B.Ed., - COST COMPARISON

Correspondence Course



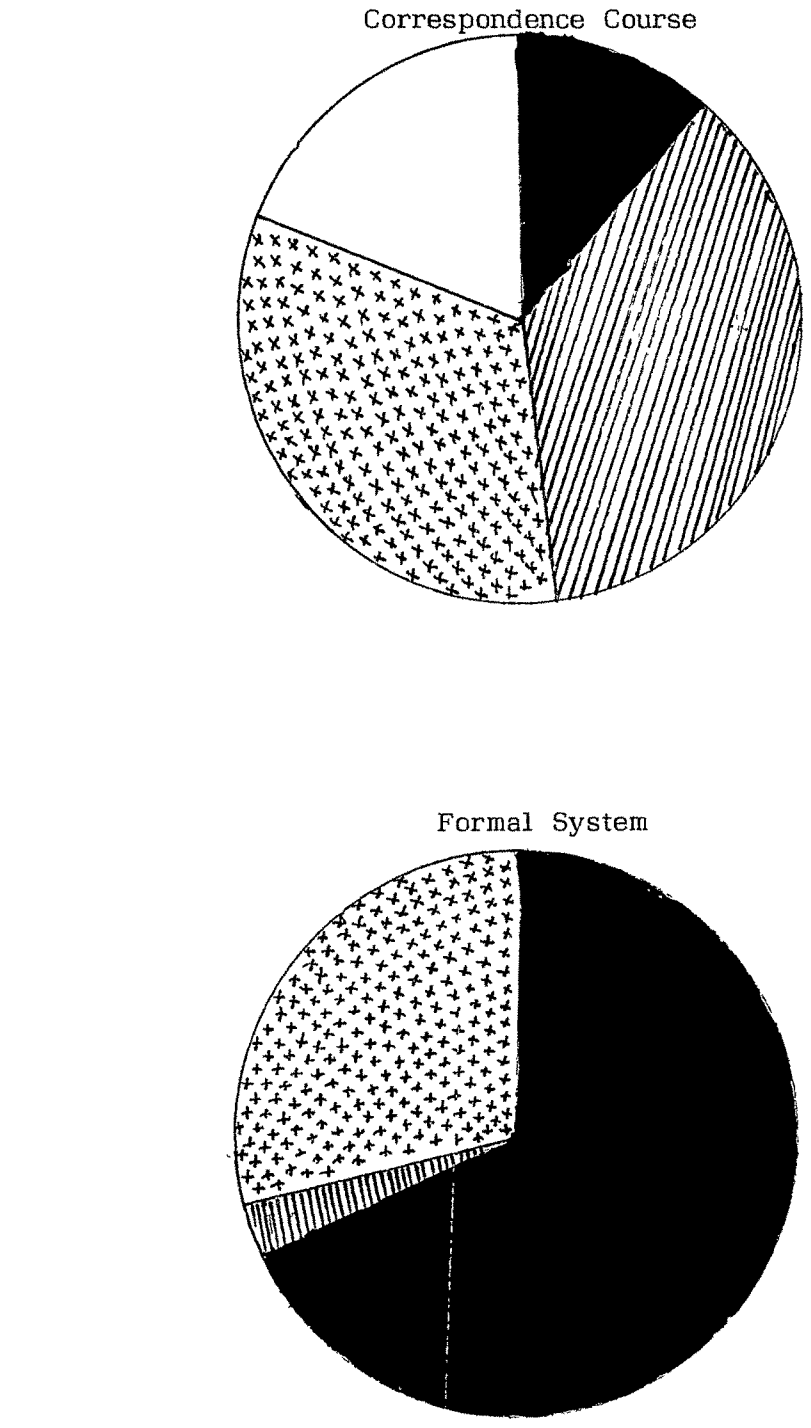
Formal System



- Institutional Cost
- Tuition Cost
- Non-tuition Cost
- Opportunity Cost

FIGURE - 4.04

M.Ed., - COST COMPARISON



vary from 10 days to 2 months. Average loss of income was taken as opportunity cost. The opportunity cost was Rs.1640/- in the case of B.Ed. and Rs.980/- in the case of M.Ed. This may be because the B.Ed. trainees were expected to undergo the teaching practice programme for a period of twenty-one continuous working days. The teachers who are workig in Primary and middle schools were asked to do their TPP only in recognised high schools and Higher secondary schools. In this connection some teachers took one month to one and a half months earned leave.

UNIT COSTS

Unit cost is the total of institutional cost, participants cost and opportunity cost. Table 4.60 shows that the institutional cost of formal colleges of education was 16 times more than that of the correspondence institution. As for as private cost is concerned students of formal college were spending more than that of correspondence students. But the difference was not very significant. Students of formal colleges were only raw graduates whereas 34% of B.Ed. students and 94% of M.Ed. students were teachers. Hence the income foregone by them for completing their study was treated as opportunity cost. Unit cost of formal colleges of education was more than that of correspondence course. It is 2½ times more in the case of B.Ed. and 2.6 times more in

TABLE 4.60

COMPARISON OF UNIT COST

		Correspondence Rs.		Formal Rs.
Institutional Cost	-	565		8,957
Private Cost				
B.Ed.				
Tuition Cost	- 1460		340	
Non-tuition Cost	- 912	2372	2228	2,568
M.Ed.				
Tuition Cost	- 1840		450	
Non-tuition Cost	- 1630	3470	3850	4,300
Opportunity Cost				
B.Ed.	-	1640		-
M.Ed.	-	980		-
Unit Cost				
B.Ed.	-	4577		11,525
M.Ed.	-	5015		13,257

the case of M.Ed. The Unit cost worked out for both the system proved the idea that the distance learning would cost less when compared to traditional learning. The difference in the unit costs between formal education and correspondence education was found to be more than Rs.6958/- rupees for B.Ed. course and the difference was Rs.8242 in the case of M.Ed. degree course. The unit cost picture of correspondence education not only revealed that correspondence education is economically more viable compared to formal education but also economically profitable. It helps the learners (employed) by way of allowing them to study without foregoing income unlike the formal system. In addition, the additional qualifications they acquire presuppose augumentation of income through increased emoluments and chances for upward professional mobility.

The various components of the teacher education programme were evaluated to find out the effectiveness based on the responses collected from the various sources and interpretation was given based on the quantitative and qualitative analysis of both closed and open ended responses. The findings, suggestions for the improvement of the programme and recommendations for further research in this area have been given in the next chapter.