

**CHAPTER - V****5.00 SUMMARY CONCLUSIONS AND SUGGESTIONS****5.01 INTRODUCTION**

There are three educational systems, viz., formal, non-formal and informal. Formal education is highly structured with rules and regulations starting from admission till completion of the course. Non-formal education is flexible in its organisation, elastic in terms of periodicity, admission requirements, age of learners, place, mode and modalities of learning. Informal education is incidental, indirect and spontaneous learning from the normal course of interaction such as learning from peer group and parents etc. Upto 1960 more impetus was given to formal education in India. Since then educators have directed their attention to correspondence education which forms a part of non-formal education. Thanks to population explosion, knowledge explosion, increased aspirations of the people, man power planning, growing Indian economy and change of social order through equalisation of educational opportunities, there is an unprecedented demand for education. A developing country like India, with its limited resources, finds it difficult to establish a large number of educational institutions to meet the ever increasing demand from learners at various levels of education. So the Government has turned towards the correspondence education, so as to easily cope up with the

demand of education at different levels.

Correspondence education is suitable for those, who prefer to study on their own and the people who are unable to get admission in the formal settings. This system also caters to the needs of people who want to attain competency for better jobs or higher qualifications, to gain social recognition without losing employment and remuneration. This is also suitable for those who can not meet the exorbitant expenses of formal education, as well as for those who want to update their knowledge in their fields of specialisation, housewives, physically handicapped and retired people. In short, this is suitable for people who could not go to formal school or university for financial, social geographical or medical reasons.

In these contexts, during 1960, the planning commission of India 1960 - 65 had considered the proposals for establishment of evening colleges, correspondence courses and the award of external degrees. Planning Commission's proposal of creating alternative channel of higher education was brought to the consideration of Central Advisory Board of Education (CABE). CABE in its 28th Meeting (1961) had passed a resolution for opening the avenue of correspondence education at university level. Subsequently, the Ministry of Education, Government of India constituted

an expert committee (1961). The Committee had recommended that as a pilot project of correspondence education may be introduced at the university level. On the basis of Committee's recommendations, Delhi University took the initiative of starting the first correspondence course in July 1962. Delhi University's achievement in correspondence education, recommendations of the Education Commission (1964-66), favourable recommendations given by the UGC's first delegation, sent to the USSR (1967) seem to have influenced the RCEs to open Summer-cum-Correspondence education programme at B.Ed., level in 1966-67. During 1968 and 1969 four universities had started directorate of correspondence courses viz., Punjabi (1968), Rajasthan (1968), Mysore (1969) and Meerut (1969). In the year 1971 six more universities established their institutes of correspondence course. They were Panjab, Bombay, Jamia Millia Islamia, Himachal Pradesh, Madurai Kamaraj and Punjab Agricultural University.

During the period of 1972-79 nineteen more universities introduced correspondence courses at undergraduate and post-graduate levels. During this period two national level institutes National Institute of Educational Planning and Administration (NIEPA), New Delhi and Association of Indian Universities (AIU), New Delhi introduced special correspondence courses for university and college level administrators and teachers respectively. During the first

half of eighties four more universities have started correspondence courses.

Another note-worthy development took place in the field of distance education in 1982. It was the establishment of Andhra Pradesh Open University (APOU) at Hyderabad. In 1985 - 86 Indira Gandhi National Open University (IGNOU) was established at national level on the lines of open university of U.K. There are a few more universities such as Rajasthan Open University, Kota; Y.B. Chavan Open University, Nasik and Bihar Open University Nalanda.

At present about forty universities offer courses through the correspondence system. Their overall enrollment is 4,54,243 which is 10.3 per cent of the total enrollment in Indian Universities. A few institutions are offering courses related to legal studies besides, Humanities and Commerce. Science education through correspondence system is not yet established well. Though Delhi University had started the B.Sc. (Gen. Science) Course in 1969-70, it lasted only for three years. Bombay University had started the M.Sc., (Chemistry) and M.Sc. (Physics) courses in 1975-76, but discontinued them in 1977-78. Madras University proposed the idea of starting post-graduate science courses through correspondence system in 1983, but finally had to give up the idea. Now, only Annamalai and Andhra Universities are appear

to be offering science degree courses through correspondence system.

Teacher education through correspondence has also been introduced. The teacher training programme through correspondence-cum-summer school was first started by National Council of Educational Research and Training, through its constituent Regional Colleges of Education located at Ajmer, Bhopal, Bhubaneswar and Mysore. The four RCEs have conducted inservice summer school-cum-correspondence courses for inservice untrained teachers since 1966. This was started with the objective of admitting working secondary school teachers and elementary teacher educators, who were not having the benefit of regular training in teachers colleges. Many universities have also started teacher education courses through correspondence with the intention of clearing the backlog of untrained teachers and for their professional enrichment. At present five universities are offering both the B.Ed. and M.Ed. courses, six universities are having only B.Ed. course and two universities are offering only M.Ed. course.

Teacher education through correspondence has become a part of the present system. It provides sufficient scope for research and development. Nevertheless it has not been receiving its due importance. Almost all the studies completed so far on distance education are on correspondence education in general. For instance, Manjeet Singh (1974) and Balasubramanyam (1976)

studied the teaching of English through correspondence system. Bhushan and Sharma (1976) studied about the PCP of Himachal Pradesh University. Gupta (1978) critically analysed the contribution made by correspondence system towards economic growth of the country. Pandey (1979) studied the economics of seven correspondence courses institutes, Mathur (1979) studied the different aspects such as personal contact programme, lesson scripts, assignments, radio programmes of Panjab University. Pandey (1979) compared the academic achievement of correspondence course with formal students of Utkal University. Biswal (1979) made a survey of correspondence courses in Indian Universities. Pillai and Mohan (1983) studied the impact and performance of correspondence education programme of Madurai Kamaraj University. Vydehi (1984) critically analysed and evaluated the distance teaching materials meant for Part-I English at first year degree level of Sri Venkateswara University. She also suggested a reformed instructional format for these materials. Sahoo (1985) took Himachal Pradesh University as a case and studied all aspects of correspondence education of Himachal Pradesh University.

All the studies cited above are on correspondence education in general. The teacher education programme through correspondence has generated a lot of debate about its relevance and efficiency among many educationists. But, no comprehensive

study has been made to evaluate the effectiveness of this professional training programme through this non-formal mode of education. Such an evaluation is likely to help in identifying the strengths and weakness of the programme, thereby providing scope for further modifications and development. Hence, this study attempts to investigate the academic, administrative and financial aspects of teacher education programme through the correspondence system of the Madurai Kamaraj University, Madurai.

#### 5.02 OBJECTIVES

1. To study the development of teacher education programme through correspondence system in Madurai Kamaraj University.
2. To study the status of teacher education programme through correspondence system in Madurai Kamaraj University with reference to the following aspects:
  - 2.1 Admission Policies
  - 2.2 Infrastructural facilities
  - 2.3 Students back-ground and aspirations
  - 2.4 Lesson materials
  - 2.5 Personal contact programme

- 2.6 Assignments
  - 2.7 Radio-talk
  - 2.8 Study Centres
  - 2.9 Teaching Practice Programme
  - 2.10 Dissertation
  - 2.11 Academic Achievement
  - 2.12 Finance
3. To study the effectiveness of teacher education programme through correspondence system in Madurai Kamaraj University with reference to the following aspects:
- 3.1 Admission Policies
  - 3.2 Infrastructural facilities
  - 3.3 Students back-ground and aspirations
  - 3.4 Lesson materials
  - 3.5 Personal Contact Programme
  - 3.6 Assignments
  - 3.7 Radio-talk
  - 3.8 Study Centres
  - 3.9 Teaching Practice Programme
  - 3.10 Dissertation
  - 3.11 Academic Achievement
  - 3.12 Finance.

### 5.03 METHODOLOGY

The study is an indepth investigation of teacher education programme through correspondence system in the Madurai Kamaraj University. Different kinds of data required in connection with the objectives mentioned were collected from multiple sources such as functionaries, beneficiaries and through documentation analysis. This has been conducted mainly as a descriptive survey. The sample, tools, data collection procedure, data analysis techniques are given below:

#### 5.3.1 SAMPLE

All B.Ed., and M.Ed., students of the Institute of Correspondence Course and Continuing Education of Madurai Kamaraj University, who were enrolled in the academic year 1985 - 86 formed the population of the present study. Three hundred (25% of 1200) B.Ed., trainees and 300 M.Ed., (25% of 1200) candidates were chosen as the sample on stratified random basis. The stratification was done with respect to variable rural/urban; male/female; teachers/non-teachers. Eight M.Ed., students and 300 B.Ed., students of three colleges who also chosen as sample.

Students who had passed, their B.Ed.,/M.Ed., Course from 1979 - 80 to 1984 - 85 formed the population

of successful students, Sixty five out of 120 ( 5.4% of 1200) of B.Ed., 89 successful students out of 120 (7.4% of 1200) M.Ed., constituted as sample. Thirty nine dropouts of B.Ed. and seventeen dropouts of M.Ed. belonging to the academic years 1983 - 84; 1984 - 85 and 1985 - 86 were chosen as sample. Three hundred Guide Teachers from the schools situated in and around Madurai City were selected. Seven teachers of ICC to CE (Faculty) and 73 resource persons (writing/ review of lessons, radio-talks, assignment valuers) involved in the Programme were taken as sample.

### 5.3.2 TOOLS

#### 1. Questionnaire for the students under training:

This has been used to obtain information about the students background, reasons for joining the B.Ed. course, reasons for joining correspondence course, their aspirations, their academic and other problems and to get their reaction towards learning materials, personal contact programme, radio-talks, teaching practice programme and study centres.

2. Questionnaire for successful students, was used to find out the factors related to successfully completing the course and their reaction towards the different components of correspondence course.
3. Questionnaire for dropouts was used to identify the reasons for discontinuing the course and their reaction to the various components of teacher education programme.
4. A questionnaire was prepared by the investigator for the teachers of correspondence course to collect their reaction towards the learning packages, personal contact programme, assignments, teaching practice programme, radio-talk and dissertaion etc.
5. A questionnaire for guide teachers was prepared to know their reaction towards teaching practice programme and problems in guiding correspondence course trainees.
6. A questionnaire for the students of formal colleges of education was used to calculate their private & opportunity cost.
7. A supplementary questionnaire for the students of Tirunelveli centre was used to collect their reaction about the study centre.
8. Information schedules were used to collect information

from the institution such as enrolment, dropouts, teacher and nonteacher candidates, accounts, budget and examination results.

The Non-structured observation schedule was used by the researcher to observe day-to-day activities of Institution and PCP.

Three tools developed by P.K. Sahoo were modified by appropriately converting question of general nature into question related to teacher education. Components such as Study Centre, Teaching Practice Programme, Radiotalk were included. The adequacy and suitability of questionnaires were checked through judgement of administrators (Director, Deputy Director) academicians (One professor, One Reader and experienced teachers of correspondence course) and researchers (two research scholars of CASE). A pilot study was carried out in two (Madurai and Madras) out of five Personal Contact Programme Centres.

In all questionnaires space for open ended free response evaluation asking for suggestions to improve the programme was also provided after each component of the programme.

#### 5.04 COLLECTION OF DATA

The data related to development of teacher education, admission, admission policies, enrollment, dropouts, accounts, budgets and examination results were collected from the documents of the University, Annual Report, Budgets etc. Questionnaire for the then current set of students (1985-86) was administered in person by the researcher to the participants in all five centres during the summer campus programme. Questionnaires for dropouts and successful candidates were mailed to them. Data from the teachers were collected by the researcher in person. Questionnaire meant for the formal colleges of education were administered in person in all the three colleges. The investigator contacted the guide teachers in person and collected the data with the help of the questionnaire.

#### 5.05 ANALYSIS OF DATA

Data collected from different sources regarding students background, reasons for joining B.Ed./M.Ed., reasons for joining correspondence courses, learning packages, personal contact programme, assignments, radio-talks, teaching practice programme etc., were analysed and interpreted qualitatively. Frequency and percentage analysis were used for analysing

quantitative data. Data related to the academic achievement of the students of correspondence course and formal colleges of education were analysed with the use of appropriate statistical techniques such as mean, standard deviation and 't' test. Data related to expenditure incurred by the ICC & CE and students of correspondence course and formal colleges of education were utilised to compute the unit cost and private cost of the students.

#### 5.06 FINDINGS

In this section an attempt has been made to present major findings of the study.

##### 5.6.1 ADMISSION POLICY

During 1979 - 80 and 1980 - 81 the ICC & CE had restricted admission only to the teacher candidates. Last candidate in the selection list had a minimum of ten years teaching experience in the case of raw-graduates. All post-graduate teachers with the conditional appointment were also admitted. The number of applications selected for admission was very less when compared with the recent

years ( B.Ed., - 1979 - 80 - 27.7% ; 1990 - 91 - 92% and in M.Ed., 1980 - 81 - 34.2% ; 1990 - 91 - 91.4%). Candidates with mere graduate qualification without any teaching experience (raw graduates) were admitted more from the academic year 1983 -84 onwards (B.Ed., - 1983 - 84 - 66.1% ; 1990 - 91 - 82.4% ; M.Ed., - 1983 - 84 - 6.8% ; 1990 - 91 - 27.5% ). This is against to the Government of Tamilnadu Order G.O. Ms. No.47 dated 4th June 1980, and the recommendations of the U.G.C. Panel.

#### 5.6.2 INFRASTRUCTURAL FACILITIES

The infrastructural facilities in the campus for the administrative side was satisfactory. Whereas the facilities provided for the teachers and students in connection with accommodation was not satisfactory. The ICC & CE had not provided the minimum facilities required for the students and others in the campus. Suggestions given by the students and teachers were infavour of constructing distance learners' hostel in the campus and buildings at the various personal contact programme centres for conducting classes, examinations and study centres.

### 5.6.3 STUDENTS BACKGROUND AND ASPIRATIONS

There is a broad age range among the students from 25 to 61 years. There is lesser representation from above 45 at B.Ed. and above 50 at M.Ed. level. The mean age calculated for the B.Ed. and M.Ed. students was 35.4 and 41.9 years respectively. It was found that Arts degree holders were more than Science degree holders in both B.Ed. and M.Ed. courses. Thirty four point three (34.3) per cent and 94 per cent of the respondents were teacher candidates in B.Ed. and M:Ed. courses respectively. The economic background of the respondents revealed that a majority of the students belonging to middle income groups with the mean income of the B.Ed., respondents showing - Rs.16,000 and M.Ed., - Rs.24,000 respectively. It was found that the students more benefited by joining in correspondence course were from backward communities followed by forward castes and then Scheduled castes and Scheduled tribes.

Regarding the place of residence it was found that 38 per cent M.Ed. and 49.4 per cent B.Ed. students belonging to the rural areas have been admitted. Thus it was found that the correspondence course teacher education programme caters to all motivated individuals desiring (Except raw graduates) to qualify themselves irrespective of age

sex, academic achievement, occupation, income, marital status and place of residence. The clientele is heterogeneous in terms of scholastic, qualifications, age and maturity.

Another interesting factor that emerged in the study with regard to teacher education was low rate of dropouts, which was 1.7 per cent to 4.2 per cent at B.Ed. level and 3.2 per cent to 7.4 per cent at M.Ed. level. The dropouts in various years show that in early years i.e., 1979-80 and 1980-81 the percentage of dropouts was less than that of the recent years. The trainees belong to Economics and Commerce groups were having high rate of dropouts. The rate of dropouts in teacher education programme was less when compared with other courses of this university and other universities. Difficulty in writing assignments (B.Ed. - 17.9%; M.Ed. - 70.6%), inability to attend PCPs (B.Ed. - 10.3% ; M.Ed. - 70.6%), entered in a job other than teaching where in B.Ed./M.Ed. was not essential (B.Ed. - 35.9% ; M.Ed. - 11.8%), service responsibility (B.Ed. - 17.9% ; M.Ed. - 58.5%) and family commitment (B.Ed. - 7.7% ; M.Ed. - 11.8%) were the reasons for discontinuing studies.

The reasons for joining B.Ed. course were becoming a teacher (weighted Average 1.94), getting incentive

increments (weighted Average 1.78), improving the qualifications (Weighted Average 1.67), pursuing higher studies in the field of education (Weighted Average 1.40) and acquiring the knowledge and skills needed for the job (1.35). Whereas M.Ed. students stated that they have joined the course for earning incentive increments (94%), getting promotion in their career (12%), acquiring the knowledge and skills need for the job (88%) and improving the qualifications (67%).

It was found that the following are the reasons for joining in the correspondence course.

- Facility of learning at one's own place and (B.Ed. - 62.3% ; M.Ed. - 77.3%) time.
- Employment (B.Ed. - 48.7% ; M.Ed. - 98%)
- Difficulty in getting admission in formal colleges B.Ed. (44.7%)
- Less expensive than formal stream (B.Ed.- 39% ; M.Ed. - 62%)

Improving oneself in the teaching profession (B.Ed. - 41.7%; M.Ed. - 78.3%), joining in higher studies (B.Ed. - 44% ; M.Ed. - 22.7%) becoming a teacher; joining as a research

scholar and starting a school were the aspirations of the distant learners.

#### 5.6.4 LESSON MATERIALS

Fifty two 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 because this method of receiving packages was considered as easy to read and understand the lessons send at one time. It also helped the students to study as and when they get and for consolidating what they have already studied. It was found that the ICC & CE was not sending the lessons in time and the lessons were not in order. There was no reasonable and regular time gap between despatches. Lesson materials were found more useful to them to a large extent (B.Ed. - 94% ; M.Ed. - 88%). Lesson materials were used for examinations purposes and for getting comprehensive idea of the subject.

Students found it very difficult to use the lessons because of the following reasons.

Lessons did not cover the entire syllabus (B.Ed.- 67% ; M.Ed. - 61.7%)

Too many printing mistakes (B.Ed. - 78%; M.Ed. - 41.7%).

Lessons are just in the form of conventional essays (B.Ed. - 54.3% ; M.Ed. - 42.7%).

Definitions, terms and concepts were not clarified (B.Ed. - 52.3% ; M.Ed. - 36%).

B.Ed. students had certain specific difficulties such as difficult to understand, insufficient explanations without proper examples and illustrations.

Sixty five per cent of M.Ed. and 48.3 per cent of B.Ed. students had stated that they never used other books for their study. This shows that the correspondence course students' dependence on the lessons. This is mainly because of reasons such as 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 the books in the market.

Analysis of the responses given by the 1985-86 set of students, successful students, dropouts and teachers shows that the content coverage was not adequate, lot of

printing mistakes, language was too difficult for the B.Ed. students to grasp, lack of sufficient clarifications for certain concepts, inadequate examples and illustrations. They also expressed their dis-satisfaction regarding the supply of learning materials. The investigator's observation also substantiates their views. It was found that the lesson materials were not in sent in time and order.

Lesson Writers and reviewers were not given or exposed to any orientation regarding the technique of Writing/reviewing the learning materials. They were asked to write twenty lessons for each subject. Lesson writers and reviewers were not satisfied with the guidelines given to them. They felt that the specific guidelines inconNECTION with the content coverage, 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 of much use to them.

Lesson writers and reviewers had experienced certain difficulties in their work. They are: inadequate guidance for writing reviewing the lessons; insufficient time given for their job; lack of academic incentives given for their performance; undue weightage given to number of lessons;

non-availability of books/reference materials and insufficient remuneration.

It was found by the investigator that the teachers were not given proper training in writing/reviewing lessons and preparing radio-talk scripts. This may be due to lack of facilities for training teachers and the supporting staff in ICC & CE. The responses of students, successful students, dropouts and teachers indicated that extensive and exhaustive written material is provided for B.Ed. but this is supplemented very little by radio broadcasts and none by television. The responses indicated that a course team is never formed. The responsibility of writing lesson has been given to the individual teacher concerned. The names of authors are seldom mentioned in the packages.

#### 5.6.5 PERSONAL CONTACT PROGRAMME

It was found that the PCP centres were easily accessible. Students were not satisfied with the classroom conditions such as ventilation, chalk board, absence of distraction and toilet facilities. Teachers mainly adopted the lecture method and they gave only capsule lectures covering all the units of the syllabus. A majority (76%) did not find any difficulty in completing the course where as 24

per cent of teachers stated that they were not able to complete the syllabus because of students participation, discussion, deviation from main theme, administrative announcement, very big class and non-availability of light and sound. Forty per cent of teachers said that they had certain problems like over crowded class, inadequate arrangement of classroom and short duration of periods.

Forty three per cent of teachers mentioned that they have adopted the following procedures when students met them with doubts. (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. Teachers found that the difficulties such as getting the information only one or two days earlier without clear cut idea about their activities and timing in connection with their involvement in PCPs.

Forty seven per cent of B.Ed. students found that the duration was not sufficient because all courses were not covered fully and sufficient practice was not given in various activities. Students were asked to look after their boarding and lodging on their own. Fifty seven per cent of B.Ed. and 38 per cent of M.Ed. students found it very

difficult to get accommodation etc. Students also complained that they did not get the travelling concession. Students also mentioned that they did not get sufficient time to clarify their doubts since the time-table provide for continuous periods. As a result, students found it difficult to meet the teacher after the class for individual guidance. So it was found that there was no scope for clarifying doubts and academic counselling.

To put it in a nut shell, it was found that the centres of PCP in Tirunelveli, Trichy, Coimbatore (three out of five) were conducted in schools without having sufficient facilities. The basic amenities such as spacious classroom, raised platforms, chalkboard of adequate size and allied facilities ventilation, toilet facilities, faculty room were not satisfactory. Whereas the location of the venue was easily accessible. Intimation for resource persons were sent only few days earlier without specifically mentioning timings, which they found it very difficult to adjust with their other engagements. The time schedule of PCP was very tight from morning 8.30 to evening 6.30 so the students did not get time to meet and clarify their academic and administrative doubts. The PCPs were utilised only for giving continuous capsule lectures in large halls.

### 5.6.6 ASSIGNMENTS

Students found that the preparation of assignment was useful in various ways. They were

- i. securing internal assessment mark (100%);
- ii. understanding the subject clearly (B.Ed.- 47.9% ; M.Ed. - 1.8%)
- iii. getting practice in answering questions (B.Ed.- 6.3% ; M.Ed. - 14.7%)
- iv. making sure of what they had learnt (B.Ed.- 44.2% ; M.Ed. - 24.2%)
- v. enabling them to select and organise relevant materials (B.Ed. - 45.3% ; M.Ed. - 56.9%)
- vi. preparation for examination (B.Ed. - 18.4% ; M.Ed. - 25.7%)

It was found that the correspondence course learning materials were the main source of reference for writing assignments. The students also used the notes taken in the class (B.Ed. - 24.3% ; M.Ed. - 20.7%) and other books suggested in the lessons (B.Ed. - 21.3% ; M.Ed.-16%) B.Ed. students (64%) experienced difficulties in preparing the assignments than the M.Ed. students. Students found that the time provided for submission of assignments was

too short (B.Ed. - 95.8% ; M.Ed. - 94.2%). The students have experienced difficulties since assignments were not spread over throughout the years and were on very ambiguous topics. Topics requiring very long answers (B.Ed. - 41.2%; M.Ed. - 84.6%)

More number of assignments (B.Ed. - 18.8% ; M.Ed.- 29.8%)

Topics not covered in the content of the lessons (B.Ed. - 5.7% ; M.Ed. - 7.2%) and

Non-availability of necessary books were the other reasons.

It was found that the ICC & CE does not return the assignments to the students. Assignment valuers are asked to give only marks not any feedback. But it is interesting to note that both the B.Ed. and M.Ed. students like to get their assignments back with marks and proper feedback.

Assignments valuers were of the view that the assignment did not reflect the seriousness of students and 63 per cent of assignment valuers found that the students prepared assignments just by copying the material presented in the lessons. Assignment valuers were facing the problems of lack of proper seating facilities, guidelines for evaluation

and remuneration for checking the assignment was not sufficient. Teachers were of the view that response sheet should be introduced instead of assignments. Students can also be allotted to the formal college teachers for consultation, discussion and for submission of assignments and enrichment activities.

When the teachers were asked to give their reaction towards the present method of giving choice in assignments, 58 per cent of them accepted that this would affect the very purpose of giving assignments. Teachers also gave the following suggestions. Assignment could be both short answer and essay type(36%) Choice among the questions related one unit (72%). Assignments can be in the form of examination question paper model instead of list of topics (82%) and every unit of the syllabus should have proportional representation in the assignments (45%).

To put it in a nutshell, the students and teachers opined that the component of response sheet which is the only way by which link between the pupils and teacher could be established was missing. The assignments in lieu of response sheets received were not returned with corrections or comments. Sufficient number of assignments were given but there was no monitoring of corrections. The assign-

ment valuers generally did not give any comments and suggestions on the body of the assignments. They simply gave a few tick mark and then awarded marks. The investigator also verified the assignments valued and found that they were valued in a very careless manners.

#### 5.6.7 RADIO - TALKS

It was found that 30 per cent of students were regular listeners and 37 per cent of them were not listeners of radio-talk. Sixty nine per cent of non-listeners stated that the time of broadcasts was not suitable to them, 26 per cent mentioned that they were not able to listen due to their nature of work and other engagements. Five per cent of them mentioned that the talks were not necessary for getting success in the examinations. A very important and encouraging fact that came to light was everybody considered that the talk was not useful. Thirty two per cent of regular listeners rated the talk as useful to a larger extent and 68% of them considered the talk was useful to some extent. Students preferred the talks in early hours than late night at 10.30. It was found that the talks were continuous for 18½ minutes each.

The following were the factors influencing the selection of topics with the weighted average in the bracket.

Important from the examination point of view (3.02)

Topics which have mass appeal (interesting even for non-students) (2.60)

Topics not clearly explained in the packages (2.5)

Topics which are not included in the previous years talk (1.8)

Fifty two per cent teachers found that the guidelines given for preparing and reading were adequate to some extent. Teachers (70%) were not satisfied with the clarity of the talks but it was found that the clarity of voice rated more favourably. Inadequate guidelines supplied (15%); Lack of expertise on the part of teachers regarding the technique of writing the script (25%); Insufficient time provided for the job (20%); Non-availability of books/reference materials (5%) and lack of academic incentive for the radio-talks were the reasons for the difficulties faced by thirty per cent of teachers.

#### 5.6.8 STUDY CENTRES

There are two study centres one in Tirunelveli and another at Nagercoil in the extreme southern region of Tamilnadu. It was found that only very few students (B.Ed. - 2;- 4% ; M.Ed. - 5;- 8%) belonging to the districts covered by study centres area were making use of them. Students who were not using study centre stated that the lessons were sufficient and they did not require any other help. Lack of time, heavy domestic and official work were the other reasons for not using the study centre.

It was found that the study centres are functioning like a mini library with the working hours suitable to the employees. These study centres did not have any other infra-structural facilities required for study centre of distance education such as audio, video cassettes and other educational technological facilities, optional contact classes, remedial coaching classes, photostate production of materials, storage of materials, evaluation and feedback, counsellors, local tutors and even sufficient space for more number of students. Students (B.Ed. - 87.5% ; M.Ed. - 100%) also after their visit to these study centres dissatisfied with the facilities provided there. Students, who have visited the study centres mentioned that the following were the benefits derived by them.

Referred other materials and reference books (B.Ed.-  
85% ; M.Ed. - 82%)

Got information related to last date for submission  
of assignments, fees etc. (B.Ed. - 56% ; M.Ed.  
-24 %)

Met the fellow students and interacted with them  
(B.Ed. - 36% ; M.Ed. - 46%)

Seventy two per cent of B.Ed., eighty three  
per cent of M.Ed., students have stated that the functions  
of study centres need to be expanded in such way so as  
to perform the functions of study centre of distance education.

The students were able to get information  
at the pre-admission stage such as qualification for joining  
a course, last date for sending the application etc. Infor-  
mation regarding the administrative matters of the enrolled  
candidates also provided by the study centres. Study centres  
have also provided the information regarding the examinations  
and results for current and arrears candidates. But there  
were no facilities for providing guidance and for giving  
information regarding the academic matters are concerned.

#### 5.6.9 TEACHING PRACTICE PROGRAMME

Forty five per cent of B.Ed. trainees found it difficult to get the permission from the heads of the schools for doing their teaching practice programme. 113 (84.3%) students expressed the problem of finding suitable guide teachers. B.Ed. students (71.3%) expressed that the teaching practice programme helped them to improve their teaching efficiency only to some extent. They complained the Institute of correspondence course and continuing education for lack of guidance (58%) and faculty for lack of academic assistance and supervision.

Guide teachers reported that they were simply requested by the B.Ed. students for guidance in their teaching practice programme. They have not received any instructions and guidelines from the institution. They were not properly instructed regarding the duties of trainees in teaching practice programme; number of records to be maintained ; methods of maintaining records and duties and responsibilities of guide teachers. They were not pleased with the present system of guiding the trainees without any remuneration. Guide teachers have stated that they were not able to do justice for the following aspects of the training programme.

To identify instructional skills

To provide sufficient practice in developing those skills

Planning and organisation of co-curricular activities

Maintenance of records

Providing follow-up activities and in

Providing remedial instructions.

This is mainly because these teachers did B.Ed., long back. Lot of changes have been taken place in the course structure and activities. So guide teachers suggested that some sort of orientation should be given to them in connection with teaching practice programme.

Guide teachers, who have guided the trainees of both the system found the correspondence course B.Ed., students performed better than their counterparts in formal colleges in some aspects such as preparation of lesson plan; taking classes; and in evaluation i.e., construction of achievement test. On the contrary in certain areas like observation of classes; maintaining records and taking part in other co-curricular activities, trainees belonged to formal colleges performed better than the correspondence course trainees.

#### 5.6.10 DISSERTATION

It was found that the guide teachers for M.Ed. (Dissertation) students of correspondence course have been fixed by the Institute of Correspondence/<sup>Course</sup> and Continuing Education, whereas in the formal colleges of education, principal allotes the guide inconsultation with the students. As a result the students of correspondence course were not able to take-up research studies in accordance with their area of specialization and interest. M.Ed. students have expressed the following problems in completing the dissertation.

Short time provided by the ICC & CE

No forum to discuss the research problems with fellow students and teachers.

Inability to meet guide teachers quite frequently.

Non-availability of reference materials in ICC & CE and Study Centres.

They found that the research colloquiums were useful to some extent in structuring research design, tools of research and in the procedure of analysis. They found it less useful because of lack of clear instructions and guidance in research colloquiums, absence of guide teachers in the colloquiums, lack of preparation on the part of the

investigator and clash of instructions obtained from the guide and in the colloquium. It was found that the members of the faculty and resource persons did not take interest in colloquiums because the participating time was not considered as teaching hours thereby they loose remuneration. Students were not clearly instructed regarding the preparations required on their part to attend colloquium. As a result many times research colloquium lasted only for few minutes and the guiding responsibility given to the teachers concerned.

#### 5.6.11 ACADEMIC ACHIEVEMENT

The means, standard deviation and 't' value calculated based on the marks obtained in the university examination by the students belonging to correspondence course and formal colleges of education showed that the formal college students performed better than the correspondence course students in all core papers and optional subjects. Analysis of the achievement of correspondence course showed that they performed better in optional II subjects (in their main subject) and in practicals than the Optional I language and core papers. Comparison among the various subjects showed that Science group students performed better than the Arts group students.

It was found that in M.Ed. examination the students of formal colleges of education performed better than the correspondence course students in all theory papers. On the contrary the students of correspondence course achieved better than the students of formal colleges of education in the dissertation. Only twenty seven out of 1210 M.Ed. correspondence course opted for dissertation, the remaining opted two theory papers in lieu of dissertation. 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 4.47 in Chapter IV.

#### 5.6.12 FINANCE

The analysis of data collected in connection with the sources of income of both the students showed that the correspondence course, the source of income was only the fees from students. Students tuition fees constituted 77 - 83 per cent, income from investments one per cent and the miscellaneous receipts ten to twenty per cent. Investments were made only out of surplus funds of previous years tuition fees. Miscellaneous receipts again only from the students

under various small headings. So the total receipt of correspondence course was only from the students. Whereas in the formal colleges of education the fee component of the total cost was of the order of nearly 3.8% to 5% and the balance around 95 per cent represented the state support. The total and the surplus from each student was Rs.1085/-

The expenditure incurred by the students of both the systems for buying learning materials like books etc. was analysed and found that the correspondence course B.Ed. and M.Ed. students incurred Rs.60 and Rs.320 respectively. The B.Ed. and M.Ed. students of formal colleges of education incurred Rs.340 and 640 respectively. This leads to the conclusion that the students of formal colleges spent more for purchasing books, materials required for the preparation of aids etc. 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 books and other learning materials.

The opportunity costs of B.Ed. and M.Ed. correspondence course students were Rs.1640/- and Rs.980/- respectively. This may be because the B.Ed. trainees were expected to undergo the teaching practice programme for twenty

one continuous working days in recognised high schools or higher secondary schools. Teachers who were working in primary and higher elementary took earned leave for one month for this purpose.

The unit cost of formal colleges of education was two and half (2½) times more in B.Ed., and (2.6) two point six time more in M.Ed., The difference in the unit costs between formal education and correspondence education was found to be more than Rs.6958 for B.Ed., course and the difference was Rs.8242 for M.Ed., Course.

#### 5.07 LIMITATIONS OF THE STUDY

The cost calculation was rather a rough estimate since it is very difficult to allocate the cost for the services rendered by the vice-chancellor, Registrar, Syndicate, Senate committee members and the involveent of the main office in the functioning of the ICC & CE which is a part of the university. Of course, the stand hold good even in the cost calculation of the formal colleges of education.

Academic achievement was studied only with the performace of the students of both systems in the university examinations. Students participation in other activities and

their performance in the periodical tests were not compared since there are lot of variations in these aspects between two systems.

In view of the limitations involved in the study, the generalization of the findings of this study must be limited to the teacher education programme of the Madurai Kamaraj University.

#### 5.08 SUGGESTIONS FOR IMPROVEMENTS

The findings of this investigation have significant implications for instructional reforms and innovations suggesting reorganisation of the present instructional set-up with more scope for need based alternatives. The following are the suggestions in this direction.

##### 5.8.1 ADMISSION POLICIES

In a developing country like ours there are several segments of the society which have remained deprived such as people living in tribal areas, far-flung pockets, rural areas and other weaker sections of the society. Less per cent of the deprived community people benefited even

in this relatively convenient system of education. So steps are required to encourage more people belonging to this category by giving concession and financial assistance as in the case of formal system. Periodic advertisement through mass media in addition to the admission advertisement in the news papers regarding the facilities available in this popular mode of education will attract more students.

#### 5.8.2 INFRASTRUCTURAL FACILITIES

It was found that the ICC & CE did not provide sufficient infra-structural facility to its teachers and administrative section employees. The ICC & CE should take steps to provide better facilities (rooms and furnitures for the member of the faculty, assignment valuers and proof-readers) for the teachers and administrators to improve their efficiency. Steps should be taken to provide facilities such as visitors room, ladies room and toilets in the ICC & CE. Accommodation facility (Distance Learners' Hostel) should be provided to the students for their temporary stay in the campus when they come for some specific administrative and academic works viz. Collecting certificates, Library reference etc.

It was found that the ICC & CE offered only one elective paper, Programmed Learning Material, which

again becomes like core paper. Distant learners should get the freedom of choosing an elective paper based on their interests, tastes and abilities. So steps should be taken for providing list of elective papers (as in the case formal) out of which the correspondence course students will be selecting one according to their interests.

### 5.8.3 LESSON MATERIALS

Lessons must be in a conversational style. Style of presentation need to be modified in a self learning modular form. More content coverage with more examples and illustrations is required. Lessons production process need to be changed. Present pattern gives the 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. Course team require to be constituted for the development of course in a discipline, its division into graduated units and writing of lessons.

A course team must consist of persons drawn from different fields. It should include teachers teaching the subject, educational technologist and media experts. The course team should co-opt experts working in various

branches of the disciplines where inter-disciplinary approach is required. It should co-opt experts in graphics, artists, designers and editors who can provide assistance in presentation of format of the lessons. Lesson written by one must be reviewed by two other members, one content expert and another language expert. Content coverage, examples to illustrations, simplicity of the language, style of presentation, library reference, feedback should 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 the 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. Workshops should be organised for lesson writers and reviewers. The lesson 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 reputed 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 varied nature of correspondence course students. The quality of education offered to correspondence course students would also improve if the quality of lessons improved.

#### 5.8.4 PERSONAL CONTACT PROGRAMME

PCPs should be arranged in more centres with better facilities. Strength of the class should be reduced to 50 - 60. Timing should be between 10 AM to 5 PM instead of morning 8.30 to evening 6.30. Number of PCPs should be increased for B.Ed. where as in the case of M.Ed. more periods should be allotted for statistical procedures.

PCPs are mostly held on holidays and vacations. So hostels of formal colleges should be utilized for boarding and lodging of correspondence course students at a nominal rate. Sufficient time should be provided in the time-table for clarifying doubts. It was found that there was no individual attention and academic counselling other than the continuous capsule lectures in large halls. Some more strategies may also be followed.

Structured lecturing

Audio, Video supplemented narration

Brain storming sessions

Stimulations, role playing and socio drama

Panel discussions and Team teaching.

#### 5.8.5 ASSIGNMENTS

It was found that the Pacing of assignment was overlooked by the ICC & CE. Assignments for all the papers are sent in one lot, each containing three topics. It becomes unmanageable to do justice with all the topics as they have to be returned within a stipulated (generally one or two months) time. It was reported that, most of assignments were simply reproduced from the lessons. The assignments which the students sent to the ICC & CE were evaluated to give marks. No feedback was given to the students. Students even did not know what happened to their assignments. It was found that the assignments serve very little purpose and failed to convey the strength and weakness of the students.

In this regard, it is suggested that the assignments should be well paced throughout the academic year. Assignments should be of thought provoking in nature so that

the distant learner has to think for answers. Every unit of the syllabus should have proportional representation in the assignments. Whenever choice provided, choice should be among the questions related to one unit. There should be a separate evaluation cell in ICC & CE where the assignment can be checked very minutely and the weakness of the students can be send back to the students in proper time. Assignment valuers should be asked to write their remarks inconnection with the various aspects of the assignment in their feedback such as content, organisation, language, style, general remarks etc.

#### 5.8.6 RADIO - TALKS

It was found that the utility of radio-talks was very meagre. Students reported that they were not able to listen due to many factors. One among those was unsuitable time of broadcasts.

More radio time should be allotted to cover major difficult topics and in topics where discussions required. Radio programmes should be recorded in cheap audio cassettes and made available to the students. Timing of the radio programme should be in early hours than at late night at 10.30 and some times 10.50.

There is a need for change in the format of talks. This should be in the form of interesting discussion between teacher and students, small group discussions than the monotonous reading of the script. Teachers should be given proper orientation in writing scripts in different formats of the programmes and in participating in the discussions.

#### 5.8.7 STUDY CENTRES

There were only two study centres in the extreme southern side of Tamilnadu viz. Palayamkottai (Tirunelveli) and Nagercoil. It was found that the study centres act as mini library without having facilities required for the study centres of distance education. Hence only very few students were utilising this facility. More study centres should be established in different parts of the Tamilnadu. Infrastructural facilities in study centres should be improved by keeping technological aids such as audio video cassettes, tapes of radio-talks and record players. Local tutors like academic counsellors of IGNOU preferably from the training colleges should be appointed for helping the students in academic and administrative matters. Model instructional aids such as charts, slides, filmstrips, albums and previous years question papers should be kept in a proper manner.

The study centre should function as a branch of the ICC & CE by performing the following functions.

Issuing the application forms

Admitting students

Collecting tuition fees, examination fees and other payments.

Issuing lessons, record note books

Collecting the assignments

Valuing the assignments by the local tutors/academic counsellors.

Distributing the valued assignments with proper feedback.

Conducting remedial coaching classes

Issuing certificates (Pass, mark-list, transfer etc.) to the students after collecting the same from the University.

So it would be more useful and convenient to the correspondence course students, if the study centres act as a branch of ICC and CE.

#### 5.8.8 TEACHING PRACTICE PROGRAMME

It was found that there was no link between the guide teachers and heads of schools with the ICC & CE. This gap should be filled by organising orientation course for two or three days to the guide teachers. Orientation should be given inconnection with various aspects related to teaching practice programme viz., duties of the trainees, information about the number of records and methods of completing them, their role, duties and responsibilities in teaching practice programme. Biref guidelines for organising co-curricular activities, maintenance of records and remedial instructions since majority of the guide teachers did their B.Ed., long back need to be provided inorder to do justice for job. Remuneration to the heads and guide teachers should be given for guiding each candidate by the ICC & CE. Members of the faculty should pay visit to the schools for guiding and monitoring the trainees.

#### 5.8.9 DISSERTATION

It was found that the students had faced many difficulties in completing dissertation and the research colloquium less useful.

A detailed survey should be undertaken for including the names of more teachers in the approved guide teachers list.

A list showing the names and addresses of the approved guide teachers with their specialisation and area of interest should be send to the candidates opted for dissertation.

Guide teachers should be allotted to the students only after discussing with them in the first round of personal contact programme as far as possible teachers nearer to the students. Research colloquium should take place from the second round of the seminar onwards so that students will be getting the chance of discussing their research studies in the colloquium atleast five times.

Time spent by the participating teachers in the research colloquium should be considered as teaching hours and the ICC & CE should pay the remuneration for their participation.

Guide teachers should be made free without classes during the time of colloquium so that they can also participate in it.

Students should be informed about the research colloquium and the type of preparation required from their side to take part in the research colloquium in a useful manner.

#### 5.8.10 GENERAL SUGGESTIONS

The ICC & CE after admitting students for B.Ed., and M.Ed., courses should allocate them with the formal colleges of education near their residence in consultation with the principals of the colleges. Students should be allotted to each teacher educator for academic guidance and consultation. These teachers can play the role of local tutors/academic counsellors. This arrangement may be continued till establishing fullfledged study centres with trained local tutors at various places of Tamilnadu.

Postal library service may be started following the model of Panjab University.

The administrative section needs to be trained properly so that prompt replies, regular despatch of lessons, individual mailing of important information etc. are carried out properly.

The B.Ed., and M.Ed., courses are mere extrapolation of the existing formal structure with few modifications.

The present replicatory approach following the formal system as such needs to be replaced by a more flexible method of teaching by giving due weightage to the experience of teachers and the supportive information disseminated to them through various techniques.

The competency of teachers has to be maintained by means of refresher courses in order to meet the challenge of knowledge explosion. The ICC & CE in consultation with the department of education, Government of Tamilnadu should plan and introduce such type of professional enrichment refresher courses in addition with B.Ed., and M.Ed., courses.

Courses of recurrent education in nature, for the teachers employed in pre-primary, primary, secondary, higher secondary and higher education institutions should be offered so as to help them keep abreast of the new and latest development in respective subjects and more professionally equipped.

#### 5.09 SUGGESTIONS FOR FURTHER RESEARCH

1. The present study was confined to teacher education programmes, similar such studies in other areas such as courses related to Science education (B.Sc.

M.Sc. Physics, Chemistry, Zoology, Botony etc.) and other technological courses will suggest ways for improving these areas of distance education in our country.

2. The study was restricted to a particular programme. So inclusion of different courses and co-relational study may bringout more significant results.
3. The similar type of studies may be carried out in other universities.
4. The studies in future can also compare the modus operandi of the teacher education programme of various universities to find out the rational model.
5. Studies which highlight the impact of media communication and technological input on the instructional system of distance education can also be undertaken.