

CHAPTER I

THEORETICAL BACKGROUND

1.01 INTRODUCTION

Education has been recognised as an important factor in the process of development by creating good and intelligent citizens. As the ultimate purpose of development is to provide increasing opportunities to all people for a better life, it is essential to expand and improve facilities for education, health, nutrition, housing and social welfare and to safeguard the environment. One must think of education therefore, not only as a sector of development-parallel, but as a pervasive element that must be integrated horizontally and vertically into all development efforts.

Education of its masses is one of the biggest challenges facing a developing but populous country like India. In spite of its serious efforts, the country fails to achieve the constitutional directive of providing free, compulsory and universal elementary education. On the one side the literacy rates increased from 17 per cent in 1951 to 36 per cent in 1981, and on the other the number of illiterates has increased by more than four times, from six crores in 1951, to 24.8 crores in 1981. The drop out rates at the primary and middle stages of education persist at the frightening figures of 60 per cent

and 75 per cent respectively. At the secondary and higher education stages, inspite of phenomenal expansion of educational facilities, only about 22 per cent of the age group at the secondary stage and a little less than 5 per cent at the university stage are enrolled in educational institutions. "The proportion is even more adverse in some regions, particularly for women, scheduled castes and tribes, Rural areas have been touched only marginally by higher education of quality."¹

The Government of India as well as the State Governments had taken many measures for large scale expansion, that would bring higher educational facilities within the reach of majority of youth who had long been denied this opportunity. As a result, to-day there are around 170 Universities and about 6912 Colleges in India.² There has been a mushroom growth of self financing colleges and other institutes of higher learning which charge higher fees. In spite of substantial expansion of higher education, many students are deprived of admission to formal system of higher education.

Formal system of education reigned supreme with its traditional structures, limited scope, rigidly prescriptive curriculum, non-accessibility, to the large segments of population etc., population explosion, knowledge explosion, advancement of science and technology, economic and social transformation and consequent emergence of new needs, demands and increasing aspirations of the people questioned the adequacy of formal education and demanded rapid expansion of

educational facilities in India. A developing country like ours, 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 stages of education. So it turned towards Distance Education.

1.02 DISTANCE EDUCATION

Distance education is a system of education which caters to the needs of varied clientele of learners living at a distance or in spatially scattered areas. It controls a much wider constituency having aspirant learners, learners who want to up-date their knowledge learners who had lost the privilege of being a student of formal system due to their socio-economic conditions for getting education in a non-formal style. Such education is designed to serve the specific needs of the learners, who desire to do independent study or wish to undertake studies supplemental or follow-up to their formal education. There are different forms of Distance Education viz: Correspondence Education, Open University Courses, Education through Mass Media, Radio, Television etc.

Many educationists have directed their attention to distance education which forms a part of non-formal education and gave a number of definitions. According to Holmberg³ (1977) "Distance Education is any one of the various forms of study which are not under the continuous

immediate supervision of tutors present with their students, in lecture rooms and it includes teaching through print and electronic devices."

Perraton⁴ (1983) defines Distance Education as an educational process in which a significant proportion of the teaching is conducted by some one removed in space and/or time from the learner. In formal education learning takes place mainly based on the direct interaction between the teacher and taught, whereas in the Distance Education the teacher and the learner are separated by distance, and hence the learning process is mediated by lesson packages, supplementary materials, radio-talks, audio, video and other electronic devices. Distance education takes many forms. Correspondence education is one form of distance education.

1.03 DISTANCE EDUCATION IN DIFFERENT COUNTRIES

1.3.1 U.S.S.R

The concept of correspondence education originated in 19th century almost simultaneously in U.K., Germany, U.S.A. and U.S.S.R. The first attempt in the Soviet Union to offer correspondence courses on scientific lines was made after the October 1917 Revolution. Admission is made on the basis of students' performance in the common entrance examinations for day, evening and correspondence students. Duration of the course is one year more for evening and correspondence students.

Teacher - Pupil ratio is 1:10 in . . . day time classes

1:20 in evening classes

1:50 for correspondence course

Correspondence courses are available in the humanities Social Sciences, Natural Sciences, Engineering, Technology, Agriculture, Medicine, Teacher Training, Library Science, Trade, Commerce, Law etc. Correspondence course admits nearly fifty per cent of the total students of higher education. Evening classes and correspondence courses are open only to inservice candidates. Selection of course is strictly in accordance with their training and experience of the candidates in the industrial establishment. One of the important support services is consultation centres. Consultation centres are organised for enrolment below 1000 learners and branches for enrolment over 1000. These branches have good library and facilities for lectures and laboratory work.⁵

1.3.2 UNITED KINGDOM

The first Open University was started in Britain at Milton Keynes near London in 1969. In United Kingdom hardware technology is employed profitably for distance education. Courses are multi dimensional in nature. Courses are based on inter-disciplinary approach and a multi media technique. The Open University included all support system with the correspondence lessons such as radio instruction, tele-

vision, audio, video cassettes, study centres, local tutors. But most of the teaching is done over television and radio. Two thousand and five hundred full time staff and five thousand part-time teachers and counsellors are on the pay roll of the University. There are thirteen Regional centres in addition to the central head-quarters.⁶

1.3.3 UNITED STATES OF AMERICA

In United States of America the establishment of elective system of Harvard led to many innovations and gradually this paved the way for a kind of open system which permitted awarding of Baccalaureate degree on the basis of accumulation of a suitable number and variety of hours of credit at an average level of accomplishment.⁷ This resulted in proliferation of external degree programmes in America. The elective degree system made accumulation of credits more flexible with the result more part-time study facilities at colleges and universities were offered. When the number of part-time students grew enormously, fitting these growing numbers into internal degree sequences became a difficult task. This situation led to University extension movement by offering various instructional facilities like creating conventional instructional centres into off the campus, late evening and afternoon courses, correspondence courses and courses through mass media like newspapers, radio and television. To quote few examples of open learning systems in 1950,⁸ Columbia University announced a plan whereby students could establish through performance on examinations. The

students can appear privately for a degree examination conducted by the university and obtain a degree. University without walls⁹ is the title of a general project started by few experimenting colleges and universities. These institutions implemented their own programmes keeping in view of the educational demands and needs of the aspirants.

In brief, many colleges in United States of America have formed into a consortium and are offering correspondence courses which are highly flexible in content and curriculum so as to meet the specific as well as general needs of the learners. In addition to this study, private study facility in the form of part-time and external appearance are in vogue which extend university education to the needy. These opportunities in United States of America facilitate further education and continuing education.

1.3.4 CANADA

The distance education organisation is known as knowledge net work of the Western Canada. This is making use of satellite technology to beam television programme for eighteen hours a day to all parts of British Columbia. Universities of Victoria and Vancouver¹⁰ are planning to provide television programme for the province. Recently launched "Access Educational Services", is a combined effort of private enterprises and the Government of Alberta in Canada using satellite services for eighteen hours a day. Tete University and Athabasca

University also have distance education programmes. Telephone is extensively used besides radio and television distance education.

1.3.5 CHINA

Regional television Universities were set up in big cities in 1960. The Central Radio and Television University (CRTVU)¹¹ was established in February 1979. The National Radio and Television Network in higher education has formed a complete system throughout the country. It consists of the Television organisational structure at four different levels; Central Radio and Television University, Radio and Television Universities in the provinces, Municipalities and Autonomous regions 540 branch schools and grass root classes are run by factories, mines, shops etc.

1.3.6 JAPAN

Japan University of Air was established in 1983. In Japan Television and Radio are playing a dominant role. Audio and Video Cassettes are also used liberally, seventy seven per cent of the students using Video Cassettes and ninety per cent of the students using audio cassettes. Television courses are supplemented by printed materials and contact programmes. But fifty per cent of delivery system comprises television and radio broadcasts.

1.04 TEACHER EDUCATION THROUGH DISTANCE EDUCATION IN ASIAN AND PACIFIC NATIONS

This section describes the different types of teacher education programmes offered through correspondence system in some Asian and Pacific Nations.

1.4.1 AUSTRALIA

In Australia distance learning is organised at several levels in order to meet the needs of teachers. Pre-service teacher education is offered at a distance by a number of universities and Colleges of Advanced Education (CAE) within the territory education sector which also teach internal students. In-service teacher education at a distance at universities and colleges of Advanced Education's takes the form of degree course in education, post-graduate diplomas in various aspects of educational studies and post-graduate courses. Teachers working in Technical and Further Education (TAFE) sector are often trained during their first one or two years of employment as teachers, under an intern system by institutions like Newcastle CAE in New South Wales. A number of courses undertaken at a distance by Australian teachers are not offered to them exclusively but are open to all students with necessary entry qualifications. Improving their professional qualification, preparing for anticipated career opportunities in teaching, up-dating the background knowledge in order to improve their teaching

effectiveness are the purposes behind which teachers joined the courses.¹²

1.4.2 BANGLADESH

In Bangladesh, ¹³ plans are on the anvil for the Directorate of Secondary and Higher Education to offer school broadcasting Programmes to train primary school teachers apart from catering to other needs like mass education, supplementary classroom teaching in primary and secondary education and also continuing education for medical and engineering students. The plan proposes to make use of the most popular mass media, radio and television apart from correspondence material for the purpose.

1.4.3 INDONESIA

The Government of Indonesia had established mobile team units for offering crash programme for the large number of untrained teachers working in schools. Three types of inservice education programmes have been organised on a regular and continuous basis. They are

- i. Type - A : a refresher course aimed at updating the teachers on the development of knowledge and modern technology so that they can do their job well. The course is also utilized for preparing teachers while introducing new curriculum.

- ii. Type - B : a programme to increase the academic ability of the teachers in order to get required formal qualifications.
- iii. Type - C : a set of courses designed to improve the ability of a teacher or administrator to meet the requirements for a specific post.¹⁴

1.4.4 NEWZEALAND

The Newzealand correspondence school (NZCS) provides education for school children at all levels since 1922. Teachers from the regular school are recruited to provide personal tuition for reading writing and developing other skills. The Advance Studies for Teachers Unit (ASTU)¹⁵ provides in-service correspondence courses for untrained but working teachers. The ASTU was established within the NZCS in 1962 recently shifted to Palmerston North near Massey University (the distance education university). Support services are available from local teachers colleges. Massey University's Centre for University Extramural Studies (CUES). The courses like post-graduate diplomas in Social Sciences, Education, Second Language Teaching, Guidance and Counselling, Educational Administration and Diploma in Teaching and B.Ed., courses are offered to teacher candidates. Newzealand's largest distance education institution is the Technical Correspondence Institution (NZTCI) offering vocational certificates.

1.4.5 PAKISTAN

Allama Iqbal Open University started the Primary Teachers Orientation Course (PTOC)¹⁶ in 1974. A new scheme of study was developed to offer a comprehensive course covering all the subjects in the new curriculum. The AIOU prepared twenty three correspondence lesson units (the week study programme each). The correspondence text was synchronised with radio programmes. Totally twenty four talks (one introductory and twenty three based on study unit) each for fifteen minutes duration supplementing lessons. Primary teachers certificate programme consist of the following.

- Correspondence text
- Radio Programme based on text
- Part-time tutors guidance
- Meetings in the study centre
- Under the supervision of part-time tutor
 - a. One week practical workshop
 - b. Teaching practice (3 weeks)

There are three training programme for primary school teachers.

- i. PTC - I : This is a full credit course of inter-level. Applications are nominated by District Education Officers/Ministry of Education.
- ii. PTC - II : This course is meant for the in-service untrained. Primary teachers in the country who have not received any formal

training in their career. Matriculate untrained teachers having one year teaching experience and nominated by District Education Officer/ Ministry of Education are eligible.

iii. Primary Orientation Course : This course is offered as an independent retraining course for inservice primary school teachers for their re-training in view of the modernised primary curriculum and appropriate subject areas.

1.4.6 PHILIPPINES

Two areas of concern in teacher education in the Philippines are in the areas of pre-service education of Kindergarten teachers and the inservice education of trained teachers. The Self-Learning Integrated Modules for Mothers (SLIMM) written in Ilocano (Philippine dialect) has been designed for mothers and any individual who has a pre-schooler to teach. Distance study facility is also extended to the trained teachers working in schools at three levels.

The university of Mindanao launched an innovative programme called university of Mindanao or the Air Programme in short UMAIR.¹⁷ The aim of the programme is to enable teachers to earn master's degree in education. This was started in 1971.

1.4.7 SRILANKA

In Srilanka,¹⁸ the programme of training of teachers

through distance education is for both graduate and non-degree categories. The course involves: correspondence materials, assignment, project work, face to face contact and teaching practice. Training course for 'O' level graduates commenced in 1972. Students are attached to the nearest teachers' college. The course is composed of ten subjects divided into three segments each to be completed in one year. Teaching practice is conducted for two weeks during the third year of the course. Contact lessons of ten days are conducted during school vacations at the teachers college to which they are attached. Students pay a nominal fee for the full course material. The expense for the contact lessons i.e., boarding and lodging are borne by the Ministry of Education. The Supervision of their teaching practice is done by the teacher educators of the teachers college to which they are attached. Supervision will also be done by the teachers college branch of Ministry of Education.

The other correspondence course of two year duration is for B.A. graduates leading to a Diploma in Education Certificate. This course commenced in 1973. The faculty of Education of the university of Srilanka provides face to face lectures, conducts seminars and corrects the examination papers. Admission of students, organisation of seminars and providing of finances are the responsibility of the Ministry of Education. Week-end and Vacation courses are conducted at the nearest teachers college. School practice takes place in the student teachers own school for two months under the supervision of

master teacher. There is further supervision by lecturers from the university and they make final assessment of the school practice component. The students are also expected to submit a compulsory essay on a problems in Education.

1.4.8 THAILAND

There are three modes and processes of teacher education in distance learning. The Teacher Institute Correspondence Course for In-service Teachers which started in 1969 specifically designed course for untrained teachers. The programme enables untrained teachers to up-grade their credentials to the certificate in Education (Cert.in Ed) and the Secondary Grade Teacher Certificate (SGTC) levels.¹⁹ This is a four-month course which has only correspondence lessons. The institute is a teaching but not an examining body; its materials are instructional and remedial. The Teacher Training Department's Radio Correspondence Programme is also designed to up-grade the qualification of teachers. It uses correspondence lessons, radio, audio cassettes and assignments.

Radio transmission of thirty-minute lessons for up-grading both courses takes 540 hours of air-time, broadcast all the year round, twice a day. It covers six subjects: Pedagogy, Thai, English, Social studies, Science and Mathematics. The last two subjects are telecast. Sukhothai Thammathirat Open University expands school opportunities

for those with secondary school diplomas. It has the components of correspondence, radio, television. The university offers eight major subjects including education. There are seventy-one local meeting centres, one in each province and three in Bangkok. The centres are located in teachers training colleges or local secondary schools. Once a month, course members meet at their local centres for tutorial purposes. Examinations are also conducted in the meeting centres.

1.05 DEVELOPMENT OF DISTANCE EDUCATION IN INDIA

The planning commission of India after realising the inherent limitations of formal system in 1960 had pointed out, "In addition to provision in the plan for expansion of facilities for higher education, proposals for evening colleges, correspondence courses and the award of external degrees are at present under consideration."²⁰ The planning commission's observation made the Central Advisory Board of Education (CABE) create alternative channels of higher education. In its 28th meeting (1961) a resolution was passed for opening the avenue of correspondence education at University level. Subsequently, the Ministry of Education, Government of India constituted an expert committee (1961)²¹ constituting ten members from different organisations such as University Grants Commission, Ministry of Education and some selected Universities. The expert Committee highlighted several issues and suggested that a pilot project of correspondence education may be introduced at the University of Delhi. As a result, the School of

correspondence courses and continuing education was started in Delhi University in the year 1962.

1.5.1 RECOMMENDATIONS OF THE EDUCATION COMMISSION (1964 - 66)

The success that University of Delhi achieved in opening the correspondence institute seems to have encouraged the Education Commission (1964-66) to recommend in favour of Correspondence Education in the country. The Education Commission has recommended;²² "the opportunities for part-time education through programmes like evening colleges and for own time education through programmes like correspondence courses should be extended as widely as possible and should also include courses in Science and Technology (either at the degree or diploma level). They will help to reduce the capital costs of expanding higher education and cut down even the recurring costs to a substantial extent, especially as enrolments grow. They are the only means to provide higher education to those who desire to study further, but are compelled on economic grounds to take-up employment at the end of the school stage. There need be no fear that they will lead to a deterioration of standards, especially if due care is taken to maintain personal contacts with the students receiving correspondence education by organising academic programmes during vacations and holidays. In fact, it would be correct to say that, by and large the standards in such course tend to be better because of the more intensive motivation of the students. We suggest that by 1986 atleast one third

of the total enrolment in higher education could with advantage be provided through a system of correspondence courses and evening colleges. We also suggest that the U.G.C should establish a standing committee on part-time education".

1.5.2 DELEGATIONS TO THE U.S.S.R. (1967 ; 1968 & 1971)

The U.G.C. in order to get expertise for expansion of correspondence education in India sent its first delegation²³ to the U.S.S.R. during 1967 to study the scheme of correspondence education in that country. The delegation in its recommendations had highlighted expansion of correspondence education for teacher training programme. It had stated that, the system of correspondence course can be profitably adopted in our country. The U.G.C. appointed a committee in 1967 to consider the question of expansion of correspondence education to other Universities. The U.G.C. specified broad objectives of correspondence education and rendered guidelines for introduction of correspondence course at University level in the same year 1967 based on the recommendations given by the Education Commission 1964-66 and the planning commission 1966.

The committee recommended the following as guidelines for introduction of correspondence courses at the University level. Correspondence courses should be started only by Universities which have well-established teaching departments noted for their high standards.

Correspondence courses at the undergraduate level should be introduced by only one University in a State except when a university proposes to introduce correspondence courses in a new faculty at the undergraduate level or when the university already offering correspondence courses reaches the optimum size (say an enrolment of 10,000) or for other valid reasons - correspondence courses can be tried out at different levels and in different subjects in the humanities, social sciences and some of the professional areas like law, social work, library training, engineering and technology etc, and therefore, facilities should be as diversified as possible.²⁴

The second delegation²⁵ to U.S.S.R. was sent during 1968, to study the overall system of correspondence education in detail. The delegation observed that from the structural point of view, correspondence courses in India compared favourably with such courses in Russia. It is also suggested that, the correspondence courses should be run on academic rather than commercial basis. The correspondence courses should cover new courses from Science, Foreign languages and professional fields in keeping with social demand for such courses and where necessary restrictions may be put for admitting in-service people only.

The U.G.C. sent the third delegation to U.S.S.R. during 1971. The delegation did an exhaustive analysis of the system of correspondence education in U.S.S.R. Keeping in view the prospects of this system in India, the different aspects of correspondence education covered

by the delegation were (1) need for expansion of courses (2) need for diversification of courses (3) schooling through correspondence (4) education for adults and neo-literates, (5) expansion and development of correspondence institutes, (6) radio-talks and television programmes, (7) use of other audio visual aids, (8) library facilities, (9) student's homes for correspondence students, (10) teachers (11) incentives to the target group students, (12) printing units, (13) evaluation units, (14) development of correspondence institutes as nuclei for the open university. The delegation also recommended for establishment of a national institute of correspondence education to co-ordinate and improve the performance of correspondence institutions in the country.²⁶

1.5.3 DEVELOPMENT OF CORRESPONDENCE EDUCATION (1962 - 1971)

Delhi University took the initiative of starting the first correspondence course in July 1962. All the four Regional Colleges of Education viz. Ajmer, Bhopal, Bhubaneshwar and Mysore had started the B.Ed., summer cum correspondence course in 1967-68. During 1968 to 1969, four universities instituted Directorate of Correspondence courses viz. Punjabi (1968), Rajasthan (1968), Mysore (1969) and Meerut (1969). Rajasthan University for the first time in the country started correspondence courses for commerce at under-graduate level and Arts at Post graduate level and other three universities offered only Arts courses at the under graduate level.

1.5.4 DEVELOPMENT OF CORRESPONDENCE EDUCATION (1972 - 1989)

In the year 1971, six more universities viz, Madurai Kamaraj, Himachal Pradesh, Punjab, Bombay, Jamia Millia and Punjab Agriculture University started the correspondence courses. All these six universities with others introduced varieties of courses from different fields such as Arts, Commerce, Education and Agriculture mostly at the under graduate level. In the year 1972 four more universities, viz. Sri Venkateswara, Andhra, Cochin University of Science and technology and Central Institute of English and Foreign languages started correspondence courses. All the other universities which started correspondence courses are mentioned here with their year of inception in the parantheses.

Patna University (1974), Tamilnadu Agricultural University (1974), Utkal University (1975), Bhopal University (1975), University of Kashmir (1976), University of Jammu (1976), Kurusheshtia University (1976), Osmania University (1977), Kerala University (1977) Allahabad University (1978), S.N.D.T. Women's University (1978), G.B. Pant University of Agriculture & Technology (1978) Annamalai University (1979), Udaipur University (1979), Mohania Sukhadia University (1979), University of Madras (1981), Poona University (1983), Jawaharlal Nehru Technical University (1984), Kakatiya University (1984).²⁷ In addition to the Universities mentioned above, two institutions National Institute of Educational Planning and Administration - NIEPA (1978) and Association of Indian Universities-AIU

(1979) introduced special correspondence courses for University and college level administrators and teachers respectively.

1.5.5 OPEN UNIVERSITY

The concept of the Open University is not new to many countries in the world. It is being practised in many European Countries such as U.K., Federal Republic of Germany, France, Spain and Italy; in the U.S.S.R., U.S.A., New-Zealand, Canada and Australia, in many countries in Central and South America and Africa, in the Asian Countries of China, Japan, Pakistan, Israel, Thailand, Srilanka and Indonesia. The structural pattern of Open Universities vary in different countries. Areawise the smallest of Israel and the largest of U.S.S.R. have open universities. Populationwise the smallest of Costa-Rica (2.3 Million) have open universities. Similarly Israel, U.K., Germany, France, Spain, etc where 75% people are in urban areas have open universities, as against Sri Lanka, Pakistan, India, Indonesia, China etc. where 70% population are in rural areas have open universities. Developed, underdeveloped and developing countries have adopted this system of education. This shows that the open universities are spread in countries irrespective of economy, population size etc.

The instructional system at open university is different from that followed in conventional universities. The face to face

student-teacher interaction, the lesson materials, audio-video aids, radio, television, telephone, computer, telex, video, etc form the support systems of open universities. The type of media-use depends upon various factors, like the availability of technology, infrastructure trained manpower, access to and acceptability of the media facilities, validity of the media and economic viability.

1.5.6 OPEN UNIVERSITIES IN INDIA

A note worthy development of establishing Andhra Pradesh Open University (APOU) at Hyderabad took place in the field of distance education in 1982. In 1985 - 86 Indira Gandhi National Open University (IGNOU) was established at national level on the lines of Open University of U.K. Three more open universities at the State level were subsequently established. The Kota Open University at Kota in Rajasthan was established in 1987. Yashwant Rao Chavan Maharashtra Open University and Nalanda Open University were established in 1989. These three state open universities were established only recently. So a detailed account of Andhra Pradesh Open University (APOU) and Indira Gandhi National Open University (IGNOU) are given below.

1.5.6.1 ANDHRA PRADESH OPEN UNIVERSITY

The Open University of Andhra Pradesh at Hyderabad is first of its kind in India and is almost wide open to cover a

vast clientele. The waiving of minimum educational qualifications is a boon to many seekers of education. The Open University is offering wide range of courses with foundation courses on the lines of British Open University. The foundation courses aim at imparting fundamental knowledge of selected important subjects drawn from basic faculties. The Open University which was designed on the lines of the Open University of Britain started its academic functioning from the academic year July, 1983, when applications were invited for admission into various courses offered by the University. Earlier in the year 1982 a six member committee was appointed under the chairmanship of Prof. G. Ram Reddy the then Vice-chancellor of the Osmania University, Hyderabad. The committee reviewed the functioning of distance education centres in India and abroad and finally moulded the structure of the present university. The objectives of the university as envisaged in the Andhra Pradesh Open University Act of 1982 are as follows:

- (a) provide educational opportunities to those students who could not be accommodated in the institutes of higher learning due to impoverished socio-economic backgrounds and other limitations.
- (b) to realise equality of educational opportunity for higher education for a large segment of the population

including those in employment, women including housewives and adults who wish to up grade their education or acquire knowledge and studies in various fields through the print medium (correspondence material) contact programmes, study centres and mass media,

- (c) providing flexibility with regard to eligibility for enrolment, age of entry, choice of courses, methods of learning, conduct of examinations and operation of programmes,
- (d) to offer courses which are complementary to the programmes of the existing universities in the state in the field of higher learning so as to maintain the highest standards on par with the best universities in the country,
- (e) to promote integration within the state through its policies and programmes,
- (f) to offer degree courses and non-degree certificate courses for the benefit of those who wish to enrich their lives by studying subjects of cultural and aesthetic values, and
- (g) to make provision for research and for the advancement and dissemination of knowledge.

To carry on these objectives the act vested certain powers and functions on the university:

- (i) to provide for instructions and training through correspondence-cum-contact programme in such branches of learning as it may think fit,
- (ii) to make provisions for research and for the advancement and dissemination of knowledge,
- (iii) to hold examinations and to confer degrees, diplomas and other academic distinctions on persons who have pursued a course of study in the university and its study centres,
- (iv) to confer degrees and other academic distinctions on persons who have carried on the research under conditions prescribed.
- (v) to confer honorary degrees or other academic distinctions on approved persons under conditions prescribed,
- (vi) to carry on these functions the university is also vested with powers to make administrative and academic arrangements including appointments to several positions in teaching faculties as well as administrative positions.

The Open University has thus been perceived as means to establish learning society where education is viewed as that totality in which all sections of the people are structurally integrated so as to indulge in an universalised, continual, individualised and self learning activity.²⁸

1.5.6.2 INDIRA GANDHI NATIONAL OPEN UNIVERSITY

The idea of establishing an Open University in India was mooted in the early '70s. A working group under the chairmanship of Shri G. Parthasarathi studied the proposal and recommended its establishment. The Prime Minister gave expression to this proposal in the form of a Policy statement in early 1985. Soon after, a committee was constituted to prepare the draft Bill and workout various details of establishing the National Open University. The Bill was passed and the Indira Gandhi National Open University (IGNOU) was established at New Delhi in September 1985. The University has jurisdiction over the whole of India. The most innovative and significant features of the National Open University are: relaxed entry rules; study according to the student's own pace and convenience; flexibility in choosing the combination of courses from a wide range of disciplines; study from the student's own chosen place, and use of modern educational and communication technology.

IGNOU has been established to advance and disseminate learning and knowledge by a diversity of means. It aims at :

(a) providing opportunities for higher education to large segments of population and seeks to achieve the educational well-being of the community; (b) promoting the concept of distance learning in the country by co-ordinating and standardising the distance education systems throughout the country; (c) providing access to higher education to the disadvantaged groups and individuals and to unlock opportunities for upgrading knowledge and skills; (d) bringing higher education to the doorsteps of all those who look for it; (e) promoting national integration and integrated development of the human personality; and (f) providing high quality education at the university level.²⁹

The instructional system at IGNOU is different from that followed in Conventional Universities. It adopts a multi-media approach to instruction utilising components such as self-instructional print material, video and audio programmes and counselling sessions. In addition, the university will also be utilising telecasts in the near future. For courses in Science and Technology subjects, arrangements will be made to enable the students to undertake the practicals near to their place of residence.

The University has started a number of academic programmes at degree, diploma and certificate levels and many more are in various stages of preparation. Usually, academic programmes leading to Bachelors' degree are of three years duration, diploma

of one year duration and certificate of three to six months duration. Admission to some of the academic programmes is open to persons, who have not attained the required formal qualifications for getting admission into institutions of higher education, under non-formal stream. Admission to some programme is through entrance tests which are usually conducted every year in the month of September.

All courses of the university follow the credit system. It means that there is an estimated time that a student is expected to devote for completing a course. One credit in this system means thirty study hours. So, a four credit course would require 120 hours to be completed. This includes all learning activities, such as reading and comprehending course material, doing self-check exercises and assignments, listening to audio programmes and viewing of video programmes related to the course, additional and supplementary reading and benefitting from tutorials.

The component of student support services provides to the students facilities for varied instructional experiences. These are provided through Regional Centres and Study Centres established throughout the country. At present the university has 12 Regional and 112 Study centres. Study centres are located in the existing educational institutions and normally function on all holidays and Sundays and some on working days in the evening hours.³⁰

Co-ordination Role of IGNOU in Distance Education : As per the IGNOU Act, the University is charged with the responsibility of co-ordinating and determining standards in the open university system and distance education in the country. As the first step towards fulfilling its role, a Network of Open Learning is being evolved. Two important features of this Network are that if a course has already been prepared by one open university (So far four state open universities have been set up as mentioned earlier in this chapter) the others need not produce the course again. This would avoid duplication, save time and money for the university which wants to use the same courses. Another important feature of the Network is that, if a student joins one open university and wants to take courses which are not available in his university but are available in another open university he would be free to do so.

A co-ordinating council has been set up for the purpose of ensuring that there is no duplication in the preparation of course material by different open universities and also to ensure that the quality of the material is maintained. The co-ordinating council has been meeting regularly to a viable Network system. Additionally, the IGNOU can affiliate any educational institution, located both inside and outside India. It can also recognise any institution of higher learning for purposes of awarding degrees or to receiving grants.³¹

The establishment of the Indira Gandhi National Open University is an important milestone in the development of higher education in the country. The university is in the process of playing a leadership role in strengthening distance education in the country. It can be by providing innovative and high quality education to all sections of the community as well as by co-ordinating distance education activities in the country. This not only helps its own students, but also the students of the conventional universities. The university has great potential to equalise opportunities and takes higher education to the doorsteps of the people.

1.06 PRESENT SCENARIO OF DISTANCE EDUCATION

In 1988-89, thirty seven universities and four deemed universities were offering courses through correspondence system. The following Table 1.01 shows the number of students enrolled in the open universities and in the correspondence course institution of conventional universities.

TABLE - 1.01
STUDENTS ENROLLED IN OPEN UNIVERSITIES AND DIRECTORATES
ATTACHED WITH CONVENTIONAL UNIVERSITIES IN INDIA 1988 - 89.

	Open Universities / Directorates of Correspondence Courses	Enrolment	Percentage
1.	Andhra Pradesh Open University	37,145	8.17
2.	Indira Gandhi National Open University	21,986	4.84
3.	Kota Open University	18,327	4.00
4.	Yashwant Rao Chavan Open University	-	-
5.	Nalanda Open University	-	-
1-5	Total Enrolment in Open Univer- sities	77,748	17.1
6	Total Enrolment in Correspondence Course Directorates of Conven- tional Universities	3,76,495	82.9
1-6	Total Enrolment in Distance Education	4,54,243	100.0

Total enrolment in distance education in the year 1988 - 89 was 4,54,000. Out of which nearly 83 per cent of students were enrolled in correspondence education of conventional universities and the remaining 17 per cent were in open universities.

The National Education Policy 1986, among other things visualised to provide higher education to the people through distance

mode namely Open Universities and correspondence courses. The following table 1.02 shows the number of students admitted in distance education and its share in total enrolment in higher education.

TABLE - 1.02
DEVELOPMENT OF DISTANCE EDUCATION

Year	No. of Distance Education Institutions	Enrolment in Distance Education	Enrolment in Colleges & University Departments	Total	Share of Distance Education in Total Enrolment (in %)
1962-63	1	1,112	7,50,983	7,52,095	0.15
1972-73	12	46,993	21,21,114	21,68,107	2.17
1977-78	22	1,19,163	25,64,972	26,84,135	5.5
1982-83	28	1,97,555	31,33,093	33,30,648	5.9
1988-89	41	4,54,243	39,47,922	44,02,165	10.3

According to 1988 - 89 statistics the total enrolment in distance education was 4,54,243 which was 10.3 per cent of total enrolment in higher education (44,02,165). The enrolment in distance education has gradually increased from 1,112 in 1962 - 63 to 4.54 lakhs in 1988 - 89. The share in distance education which was only 0.15 per cent in 1962 - 63 improved to 2.17 per cent in 1972 - 73, 5.9 per cent in 1982 - 83 and was of the order of 10.3 per

per cent 1988 - 89. This shows that distance education is slowly and gradually increasing its share in the total enrolment in higher education.

The special distribution of distance education is given in table 1.03. It may be seen from the table that the Southern Region which accounted for 37 per cent of the enrolment in 1975 - 76, its share has been gradually moving up and it rose to the level of 70 per cent in 1982 - 83 and then it further increased to 71.5 per cent in 1987 - 88 and this however slightly reduced to 66 per cent in 1988 - 89. This decrease may be due to expansion of distance education in other parts of the country which reduced the pressure on Southern Zone. Northern Region came second in order of importance and its share of enrolment was 58 per cent in 1975-76, but it declined to around 21.4 per cent in 1982 - 83. However, it has started picking up again and its share stands as 27.2 per cent in 1988 - 89. The Central and Western Regions which started late has a share of about 5 per cent in 1988 - 89. Excepting for the state of Maharashtra the other states viz. Madhya Pradesh and Gujarat are having a very low enrolment in distance education. The Eastern Region had a total enrolment of 7,585 in 1988 - 89 i.e. 1.7 per cent of the total enrolment in distance education in our country.

TABLE - 1.03
ENROLMENT IN DISTANCE EDUCATION IN INDIA - REGIONWISE

Year	Southern Region	Northern Region	Central & Western Region	Eastern Region	Total
1975 - 76	23,824 (37.1)	37,358 (58.2)	1,432 (2.2)	1,596 (2.50)	64,210 (100.0)
1976 - 77	25,818 (32.4)	42,695 (53.6)	9,536 (12.0)	1,669 (2.0)	79,718 (100.0)
1977 - 78	59,457 (49.9)	48,368 (40.6)	8,456 (7.1)	2,882 (2.4)	1,19,163 (100.0)
1978 - 79	71,323 (53.5)	46,187 (34.6)	13,941 (10.4)	2,008 (1.5)	1,33,459 (100.0)
1979 - 80	83,307 (60.9)	42,844 (31.4)	9,072 (6.6)	1,476 (1.1)	1,36,699 (100.0)
1980 - 81	1,10,038 (66.1)	41,724 (25.1)	12,809 (7.7)	1,857 (1.1)	1,66,428 (100.0)
1981 - 82	1,35,922 (70.2)	42,250 (21.8)	12,765 (6.6)	2,754 (1.4)	1,93,691 (100.0)
1982 - 83	1,33,294 (70.0)	42,283 (21.4)	14,615 (7.4)	2,363 (1.2)	1,97,555 (100.0)
1983 - 84	---	---	---	---	---
1984 - 85	---	---	---	---	---
1985 - 86	2,65,317 (74.7)	66,146 (18.6)	21,035 (5.9)	2,592 (0.7)	3,55,690 (100.0)
1986 - 87	2,65,505 (74.2)	66,378 (18.6)	22,093 (6.2)	3,814 (1.1)	3,57,791 (100.0)
1987 - 88	2,88,044 (71.5)	82,411 (20.5)	23,947 (5.9)	8,318 (2.1)	4,02,720 (100.0)
1988 - 89	3,02,168 (66.5)	1,23,612 (27.2)	20,878 (4.6)	7,585 (1.7)	4,54,243 (100.0)

Table 1.04 shows the enrolment in distance education and its share in total enrolment in higher education. As far as individual states are concerned, enrolment in distance education to the total enrolment at the tertiary level of education is 46 per cent for Himachal Pradesh, which is followed by Tamil Nadu. where it stands at 41 per cent and that for union Territory of Delhi, it is 33.5 per cent. The Central and Western Region and the Eastern Regions are still lagging behind. The state of Maharashtra has made some headway. States namely Karnataka (6.1%), Kerala (6.2%), Hariyana (3.5%), Jammu and Kashmir (5.8%) and Uttar Pradesh (0.9%) need to make efforts to develop distance education.³²

TABLE - 1.04
SPATIAL DISTRIBUTION OF ENROLMENT IN HIGHER EDUCATION IN INDIA
(1988 - 89)

	College/ University Deptts.	Distance Education	Total	Share of Distance Education In Total
<u>SOUTHERN REGION</u>				
1. Andhra Pradesh	2,99,913	76,075	3,75,988	20.2
2. Karnataka	2,74,103	17,615	2,91,718	6.0
3. Kerala	1,53,753	10,194	1,63,947	6.2
4. Tamil Nadu	2,83,854	1,98,284	4,82,138	41.1
Sub-Total	10,11,623	3,02,168	13,13,791	23.0
<u>NORTHERN REGION</u>				
5. Delhi	1,10,921	55,839	1,66,760	33.5
6. Haryana	82,588	2,959	85,547	3.5
7. Himachal Pradesh	22,437	19,257	41,694	46.2
8. Jammu & Kashmir	31,256	1,939	33,195	5.8
9. Punjab	1,46,574	16,303	1,62,877	10.0
10. Rajasthan	1,92,990	22,546	2,15,536	10.5
11. Uttar Pradesh	5,48,791	4,769	5,53,560	0.9
Sub-Total	11,35,557	1,23,612	12,59,169	9.8
<u>CENTRAL & WESTERN REGION</u>				
12. Madhya Pradesh	2,87,240	303	2,87,543	0.1
13. Maharashtra	5,14,809	20,123	5,35,232	3.8
14. Gujarat	2,32,602	152	2,32,754	0.1
Sub-Total	10,34,651	20,878	10,55,529	2.0
<u>EASTERN REGION</u>				
15. Assam	87,235	---	87,235	---
16. Bihar	2,73,303	3,262	2,76,565	1.2
17. Manipur	11,941	---	11,941	---
18. Meghalaya/Nagaland	10,103	---	10,103	---
19. Orissa	78,771	4,323	83,094	5.2
20. West Bengal/ Tripura/Sikkim	3,04,738	---	3,04,738	---
Sub-Total	7,66,091	7,585	7,73,676	1.0
ALL INDIA TOTAL	39,47,922	4,54,243	44,02,165	10.3

Six out of forty one universities are having radio-talks and study centres with lessons and personal contact programmes. Only one (Panjabi) University has postal lending library scheme with other support services (refer table 1.05)

TABLE - 1.05
SUPPORT SERVICES IN DISTANCE EDUCATION

No. of Universities	Lesson	Lesson + PCP	Lesson + PCP + Study Centre	Lesson + PCP + Study Centre + Radio talk	Lesson + PCP + Study Centre + Radio talk + Postal Lending Library
41	41	41	12	6+2 ^x =8	1 ^{xx}

x Agriculture Universities - Radio-talk meant for farmers

xx Panjabi University

Two correspondence course institutions offer science courses for a limited number of students. Annamalai University offers post graduate courses in Science; Andhra Pradesh Open University offers undergraduate courses in science. The centre for Distance Education Jawaharlal Nehru Technical University recently opened its door for B.Tech. and M.Tech. courses. But admission is restricted to diploma holders serving

as Engineers. All the agriculture courses of five Agriculture Universities are only for farmers of the particular region of the University in regional language (refer table 1.07)

TABLE - 1.06

ENROLMENT IN DIFFERENT AREAS

Year	Arts & Human	Science x	Teacher Educa- /	Legal xx	Tech- nical xxx	Certi/ Diploma	Total
1962-63	1,112 (100%)	--	--	--	--	--	1,112 (100%)
1972-73	45,252 (96.5%)	106 (0.17%)	671 (1.23%)	--	--	964 (2.05%)	46,993 (100%)
1982-83	1,22,686 (81.78%)	3,167 (2.17%)	16,793 (11.26%)	3,101 (2.08%)	--	2,954 (1.99%)	1,48,701 (100%)
1988-89	3,47,487 (77.4%)	14,914 (3.3%)	48,102 (10.7%)	2,815 (0.6%)	460 (0.1%)	35,649 (7.9%)	4,49,427 (100%)

x Science courses include mathematics

xx Legal area includes only B.GL; B.A.L and L.LB.

xxx Technical course - Jawaharlal Nehru Technical University - B.Tech course.

TABLE - 1.07
CENTRES OF DISTANCE EDUCATION IN DIFFERENT AREAS

Number of Universities	Number of Science Courses	Universities having Teacher Education Courses	Technical	Agricultural Courses
41	2 Annamalai (M.Sc.) Andhra (B.Sc.)	17	1 ^x	5 ^{xx} for farmers

x Jawaharlal Nehru Technical University

- xx 1. G.B. Pant University of Agriculture and Technology
 2. Gujarat Agriculture University
 3. Jawaharlal Nehru Krishi Viswa Vidyalaya
 4. Punjab Agriculture University
 5. Tamil Nadu Agriculture University³³

Seventeen Universities have teacher education courses, out of which five universities have both B.Ed., and M.Ed., Three Universities have only M.Ed., and eight universities have only B.Ed., in addition to other courses. CIEFL offers post-graduate certificate and post graduate diploma in English Language Teaching. A detailed account of these teacher education programme through correspondence system is presented in the next section.

1.07 TEACHER EDUCATION PROGRAMME THROUGH CORRESPONDENCE
SYSTEM IN INDIAN UNIVERSITIES³⁴

The Teacher Education Programme has been introduced as an alternative method to formal education on the basis of the report submitted by the first delegation to the U.S.S.R. (1967). The delegation observed that, "the system of correspondence courses for teacher training can be profitably adopted in our country, but it should be restricted in its scope. It should be utilised only for the purpose of clearing the backlog of untrained teachers in regular service this system could also be used to enable our trained teachers with varying qualifications to improve their level of education and to advance to higher grades to profession."³⁵ This view might have influenced the National Council of Educational Research and Training (NCERT) New Delhi. NCERT through its constituent Regional Colleges of Education located at Ajmeer (for northern and western India), Bhopal (for Central India) Bhubaneshwar (Eastern India) and Mysore (Southern India) had offered inservice summer school cum correspondence courses for inservice untrained teachers. This was started with the aim of admitting working secondary school teachers and elementary teacher educators, who were not having the benefit of regular training in a teachers college.

The importance of teacher education courses was stressed by the U.G.C. delegation which went to the U.S.S.R. in (12th

September to 10th October) 1968 to study evening and correspondence courses. The delegation has recommended that, "Professional Education in fields like Agriculture Medicine, Engineering, Technology, Library Science, Teacher training, Social work, Law etc. offers a good scope for correspondence course, provided training is confined only to field practitioners having some years of practical experience under our present conditions, two areas in which distance education courses could be introduced with great advantage are law and education. The latter is particularly important in view of the shortage of trained teachers and the backlog of untrained teachers in our schools and colleges"³⁶. Based on these recommendations many Universities started Teacher Education Courses through Correspondence System.

The planning and management of the courses are similar in the universities of Andhra. Hence a detailed account of teacher education programme of the universities situated in Andhra has given first. Bhopal university (RCE. Bhopal) discontinued the course from 1987-88. The university of Mysore discontinued the course from 1983-84. These two universities are not offering the B.Ed. and M.Ed., courses through correspondence system. The universities viz. Gujarath Vidyapath, Shivaji, Utkal, Bernampur have started the teacher education programmes in recent years. Hence detailed information about these universities are not available. However the year of inception and the name of the course is given in table 1.08.

1.7.1 ANDHRA UNIVERSITY

Organisation of the teacher training programme is more or less same in Andhra University, Osmania University, Sri Venkateshwara University and Kakatiya University. In all these four universities as far as B.Ed., is concerned, application for admission should be submitted to the convener of common Entrance Test (Test is common for both formal and correspondence course). Admission is restricted to the students residing in Andhra Pradesh only. Selection, allotment of colleges and method of teaching school subjects are determined on the basis of merit at the common entrance test. Minimum marks for getting eligibility is prescribed by State Government from time to time. Teaching Practice Programme is a vital training component of the course. In these Universities students of correspondence courses were given demonstration lessons for a period of one week to ten days by senior lecturers/principals of B.Ed., Colleges or very senior and reputed teachers of high schools.

During this period various teaching skills and steps in the delivery of the lessons were demonstrated to the students. Each demonstration lesson was for a period of 30 minutes and it was followed by discussion for another 30 minutes. During the demonstration lesson programme, the students were also required to give at least one lesson in the presence of the lecturer and his classmates.

The second phase of the practical work is 'Teaching Practice' which is otherwise known as "Supervised Teaching Practice". Trainees take this practice in selected schools of different towns. Guide teachers were selected in consultation with the heads of the institutions of the schools. Teachers were given orientation with regard to the modalities of teaching practice with special reference to the students of correspondence course. The Institute allots two of guide teachers who underwent the orientation course for each B.Ed., student to get training in his two special subjects in a school near his place of residence. He has to teach only under the guidance of the teachers to whom he is allotted. Attendance at the teaching practice programme which is organised for 20 days is compulsory. Each student has to teach atleast 15 lessons in each of two methodology subjects he has chosen to specialise. This programme is supervised by head of the institute in which the trainee takes practice as well as by the staff of the institute for checking the regularity and sincerity of the students in carrying out the teaching practice.

The trainees have to submit to the institute all their eleven records and the teaching aids prepared within a month after the completion of the teaching practice. They should undergo a practical examination in which they have to teach one lesson in each of the two methodology subjects in the presence of two external examiners. Marks obtained in the practical examination and the records are sent to the university which consolidates the marks and publishes

the results along with the result of the theory examinations. Attendance of the students at the personal contact programme is compulsory in all four universities. But the duration of the contact programme varies from university to university. In the case of Andhra University, Inservice Graduate Teachers of Andhra Pradesh with two years experience are eligible (refer table 1.09). But they should qualify in common entrance test. The contact programmes are held at Vizianagaram, Rajamundry, Bhimavaram and Machillipatnam twice a year for a period of five weeks. They are usually held in the month of May/June, and December/January. Candidates possessing B.Ed., with 5 years teaching experience in Andhra Pradesh are eligible for M.Ed., The contact programmes for M.Ed., students are held in two consecutive summers (May/June) each of three weeks duration. Attendance is compulsory. The Director of the school can grant condonation of attendance of on the recommendations of contact programmes incharge to those candidates whose attendance at each contact programme does not fall of short of 75% of attendance. If a candidate fails to put in 75% of attendance at the contact programme, he/she is not permitted to take examinations and is required to attend the contact programme arranged for the next batch of students and has to put 75% of attendance a fresh to get eligibility to sit for the examinations.

1.7.2 KAKATIYA UNIVERSITY

As for as Kakatiya University is concerned the academic year is May to June of subsequent year. The contact programme

is held only in Warangal in two consecutive summer vacations for a period of 60 days. The examinations conducted soon after the second contact programme is over. The students have to give teaching practice lessons in Warangal.

1.7.3 OSMANIA UNIVERSITY

The Institute of correspondence courses came into being in 1977. The vacation courses in Education (B.Ed., & M.Ed.,) were started as the correspondence course contact programme during the year 1979-80 (refer table 1.08). Admission procedure is the same as in the case of the other universities in Andhra Pradesh. i.e. through common entrance test. All the candidates are required to attend the contact programmes of six weeks each. These are conducted during the summer vacations, the first one is immediately after the admission i.e. last week of April and the second in the following summer vacation. The contact programmes in case of B.Ed., programme held at the following colleges of the university. Government college of education, Masabtank, Hyderabad; Neelam Sanjeeva Reddy College of Education, Hyderabad; Government College of Education Mahbunagar. Every B.Ed., student has to choose a school to teach 20 lessons in two methods of teaching. Each candidate is required to submit 3-5 assignments in each paper for evaluation and marks obtained in the assignment are added to final result. As far as M.Ed., programme is concerned contact programme is held at the university

college of education, Hyderabad. Attendance at contact programme is compulsory. Every M.Ed., student has to choose a topic related to the subject of specialisation for carrying out research and submit a dissertation. The dissertation carries 80 marks and viva voce 20 marks. Examinations is conducted immediately after the second contact programme is over.

1.7.4 SRI VENKATESHWARA UNIVERSITY •

The Institute of correspondence course was established in 1972. The B.Ed., course was started in the year 1979 - 80. Admission proceduree is same as in the case of other universities in Andhra Pradesh. Admissions are made on the basis of common entrance test. Reservation is a unique feature in the teacher education programme of this University. 28% of the seats are reserved for teacher candidates. Admission to this category is made on the basis of seniority i.e., trained teachers are preferred to untrained teachers; those working in recognised schools are preferred to those working in unrecognised schools. Graduates 31%, Post graduate 31% seats allocated for these categories are divided subjectwise as follows. Maths 32%, Physical Science 15%, Biological Science 30%, Social studies 20%, Commerce 3%, N.C.C./Sports candidates 2%. Contact classes are conducted during vacations. The duration of the programme is 60 days for each batch of students spread over during two summer vacations of 30 days each. The University has established six study centres

for the benefit of students at Anantapur, Chittoor, Cuddapah, Kavali, Kurnool and Nellore.

1.7.5 ANNAMALAI UNIVERSITY

The centre for Distance Education (The then Directorate of Correspondence Course and Continuing Education) was established in the year 1979 - 80. This University offers both B.Ed., and M.Ed., in English and Tamil (Regional language) medium. Admission to B.Ed., Course is open to graduate in-service teachers and post graduate residing in any part of India. The Centre for Distance Education has study centres in the following places: Madras, Trichy, Salem, Nagercoil, Vellore and Madurai in Tamilnadu and in Delhi. It arranges contact seminar in Annamalai Nagar, Bombay, Coimbatore, Madras, Madurai, Mysore, Nagercoil, Salem, Trichy, Thiruppathi, Vellore and in New Delhi. Attendance in the first contact seminar is compulsory for the B.Ed., trainees. First contact programme for eight days is organised before the candidates go for teaching practice programme. Besides another contact seminar for core subjects for two days which is not compulsory. As for as M.Ed., course is concerned there are two compulsory contact programmes each of eight days duration. The B.Ed., trainees are expected to undergo teaching practice programme for a period of 30 days. Each trainee has to take 15 classes in each optional. The trainee has to submit assignments in each paper which will be considered for internal assessment mark - (3 topics per paper totally $6 \times 3 = 18$).

1.7.6 CENTRAL INSTITUTE OF ENGLISH AND FOREIGN LANGUAGES
(CIEFL)

Central Institute of English and Foreign Languages (1973) offers diploma, degree and post-graduate certificate courses in English and Foreign languages. The post-graduate diploma course in English and post-graduate certificate in teaching English are meant for English teachers to improve their professional skills. Post graduate courses in French, German and Russian languages are the other courses offered by the institute to promote those studies in India. For all these courses instruction is through correspondence material and audio-visual aids with short duration contact programme.

1.7.7 HIMACHAL PRADESH UNIVERSITY

The Directorate of correspondence course of Himachal Pradesh University was established in 1971. The B.Ed., and M.Ed., courses were restricted only to the experienced teachers. In the case of M.Ed., the teachers with a minimum of two years experience in a recognised educational institution are eligible to apply. Admission is open to the students belonging to all parts of the country. But in the second year of inception of Directorate of correspondence system i.e., 1972 - 73, the Himachal Pradesh Government took a decision to discontinue B.Ed., Course. Personal contact programmes are organised for a fortnight in each semester in the case of M.Ed. Attendance

is compulsory in the contact programmes (refer table 1.09).

1.7.8 MADURAI KAMARAJ UNIVERSITY

The Institute of Correspondence course and Continuing Education was started functioning in 1971-72 with undergraduate course with a strength of 1054 students. It started post-graduate courses in 1975 - 76. The Institute started professional B.Ed., degree course in the year 1979 for the benefit of teachers who are working in schools without teacher training and Professional enrichment. It restricted its admission to the candidate residing in Tamilnadu and Pondicherry as far as B.Ed., course is concerned. M.Ed., course was started in the year 1980 (refer table 1.08). A post-graduate course in Gandhian thought was started during 1982 - 83 with the assistance of U.G.C. Teacher Education programme is an important programme of Institute of Correspondence Course and Continuing Education of Madurai Kamaraj University. The Institute is sending learning materials for each subject of B.Ed., and M.Ed., courses. In addition to this, the institute is also arranging (sevenrounds for B.Ed., and six rounds 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 9 instructional hours per day. These contact programmes are compulsory for the learners. One summer campus programme of 14 days in the month of May is also compulsory for B.Ed., students. Provision is made for internal assessment in both

Patiala and at a few other stations depending on the concentration of students. Attendance is compulsory for the M.Ed., course. M.Ed., students are required to submit 24 response sheets. It has the radio-talk as one of the support services. Radio-talks AIR Jalandhar supplement instructions imparted through printed lessons. This also has study cum library centres in the following places for the benefit of students. Amritsar, Bhatinada, Delhi, Ludhiana, Madras and Sangrur. This is the only university which has the postal library service as one of the support services of distance education. Students can avail the facility of postal library services. Students can borrow six books at a time from the library for four times a year. No extra fee is charged for this purpose.

1.7.10 UNIVERSITY OF JAMMU

Teacher training programme of Jammu University caters primarily to those who have discontinued formal education; residents of geographically remote areas, students deprived of a seat in regular college of education/university though they had the requisite qualification. The Institute of Correspondence Education of University of Jammu introduced the B.Ed., course in 1977. The course is open to teachers working in recognised educational institutions, defence personnel serving as education corps situated within or outside the territorial jurisdiction of Jammu at Kashmir State. The Institute also enroll the candidate sponsored by State Education Department. The

selection of the candidate is made in accordance with the criteria framed by the Advisory Committee for the B.Ed., course. 81% seats are filled up on the basis of open merit and the remaining 19% of the seats are filled on the basis of following categories strictly as per the admission statues observed by the university teaching departments. Scheduled Castes Disabled members of defence forces and children, Widows/Widowers of Defence personnel killed and who are residents of the state; candidates belonging to areas adjoining the line of actual control; areas notified as Bad Pockets including Ladakh. The course extends over a period of 14 months including 4 months of two consecutive summer vacations and a period of 10 months in between. The intensive teaching during the first vacation lasts for about 6 weeks and after an interval of 10 months, the candidates are called again during the following summer vacation for intensive summer school teaching. They sit for the university examinations held after the summer vacation along with other students appearing in that session. In the first summer vacation intensive educational training is given to the trainees with a view to help them to secure knowledge and skill in two school subjects as also in the subject areas of the compulsory papers and other subjects. In the intervening period of ten months between first and second summer the trainees are required to maintain close academic liasion with their tutors and report to them about their progress and difficulties. The trainees are required to undergo a teaching practice programme for a period of atleast three

weeks during the 10 months intervening period. They have to complete 20 lessons for the practice teaching in each teaching subjects.

They are placed in some selected centres for doing practice under the supervision of teachers deputed by the Institute. The external examination in the practice teaching is completed as and when the university notifies about the schedule. The candidates are required to secure an undertaking from their employer that they would be allowed 23 days leave for the practice teaching work, which usually held from September to May. The trainees have to write three assignments in each paper (totally 21 assignments in 7 papers) which will be considered for the internal assessment. The trainees are expected to acquire proficiency in Hindi and Urdu scripts. Those having knowledge of Hindi will take an additional paper in Urdu and Viceversa. Candidates have to secure 33% marks in the test of additional paper to be eligible to appear in the B.Ed., examination.

1.7.11 UNIVERSITY OF KASHMIR

The Department of Distance Education was established in 1976. Graduate teachers with three years experience are eligible. The course is intended primarily to benefit teachers of the state who have not so far been able to join a college of education as regular students, especially those who belong to remote areas and face economic and other difficulties in regular attendance at college. Gradually

the facility is extended even to teachers working in the neighbouring states. For the present, only a limited number of seats has been ear-marked for teachers working outside the state. The course extends over a period of 14 months which includes two consecutive winter vacations and the period of ten months in between. The seminar, teaching practice period, number of lessons to be completed during the practice are same as in the case of university of Jammu. Attendance at 75% of the lectures is compulsory.

1.7.12 UNIVERSITY OF MADRAS

The Institute of correspondence education was established in the year 1982 - 83. The Institute has started B.Ed., and M.Ed., courses in 1988 - 89. It restricted its admission to the candidates residing in Tamilnadu and Pondicherry. It has also relaxed the admission requirements. Any graduate is eligible to apply for B.Ed., course and any one possessing B.Ed., degree is eligible for M.Ed., course (refer table 1.09). The responsibility of conducting the course is given to the principles of formal colleges of education and to the retired professors region wise. The Institute prescribes the minimum number of personal contact programmes. In the case of B.Ed., first ten days summer campus programme and six rounds week-end contact seminar of each two days have been organised. Attendance is compulsory in both the week end contact seminars and the summer campus programme. Where as in the case of M.Ed., attendance is

compulsory in the ten days contact programme organised in the month of May. The planning and management of personal contact programmes is entirely left to the concerned co-ordinator of the centre. The B.Ed and M.Ed student has to submit the assignments in each paper which will be considered for internal assessment mark. The university conducts the final external examinations. The number of candidates admitted in B.Ed., and M.Ed., courses from the inception of the courses is given in table 1.08.

1.7.13 UNIVERSITY OF RAJASTHAN

The Institute of Correspondence studies was established in the year 1968. Admission to B.Ed., Course is open to graduate inservice teachers residing in any part of India. An applicant has to furnish a certificate from his employer indicating his/her permission for enrolment with the Institute. Selection is made in order of merit of marks obtained in the qualifying examinations. Weightage is given to post-graduates, sportsmen/women. Seats are reserved for SC/ST women candidates and defence personnel. Admission are made in January/February. B.Ed., contact camps are organised during two summer vacations for 110 days in May and June. Complete attendance at contact camps is obligatory. Each candidate has to deliver 20 lessons in each of two subjects in schools of Jaipur City in order to complete practical assignments.

TABLE - 1.08

YEAR OF INCEPTION OF TEACHER EDUCATION PROGRAMMES IN INDIAN UNIVERSITIES

Sl. No.	Name of the University	Year of starting Teacher Education Courses	Number of Students Admitted																	
			B. Ed. 1986 - 87			B. Ed. 1987 - 88			B. Ed. 1988 - 89			M. Ed.								
			Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total						
1.	Andhra University	B. Ed. 6 M. Ed. - 1972	587	196	785	82	18	100	507	198	705	87	18	105	327	165	512	60	120	200
2.	Annamalai University	B. Ed. 6 M. Ed. - 1980	5874	6037	11711	3016	1935	5751	6560	9840	16400	1688	1341	3029	6839	6639	13478	3196	2395	5591
3.	Banmampur University	B. Ed. 1987	-	-	-	-	-	-	529	273	802	-	-	-	302	113	415	-	-	-
4.	Bhopal University	B. Ed. Discontinued since 1987 - 88.	113	96	209	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5.	CIEFL	PG Certificate & PG Diploma	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6.	Gujarath Vidyapeeth	M. Ed. (Primary Education) - 1986	-	-	-	25	1	26	-	-	-	86	21	107	-	-	-	-	66	21
7.	Himachal Pradesh University	M. Ed. 1978	-	-	-	1289	374	1663	-	-	-	NA	NA	2823	-	-	-	-	4253	1322
		B. Ed. (Offered in 1971 - 72 . Discontinued since 1973)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8.	Kakatiya University	B. Ed. 1984	106	23	129	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9.	Madurai Kamaraj University	B. Ed. 6 M. Ed. 1979 - 80	572	875	1349	823	605	1428	608	684	1292	944	685	1629	671	696	1367	555	567	1122
10.	Oswania University	B. Ed. 6 M. Ed. 1978 - 80	885	223	608	59	41	100	636	190	826	77	25	102	373	128	501	76	24	102
11.	Poona University	Diploma in Higher Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12.	Punjab University	M. Ed. 1968	-	-	-	-	-	-	-	-	-	136	145	281	-	-	-	-	167	133
13.	Rajasthan University	B. Ed. 1976	87	374	461	-	-	-	NA	NA	360	-	-	-	-	-	-	-	NA	NA
	(Kota Open University has taken this)																			
14.	Sri Venkateswara University	B. Ed. 1982	585	175	760	-	-	-	560	190	750	-	-	-	288	137	405	-	-	-
15.	Shri Vejl University	B. Ed. 1985	413	199	612	-	-	-	395	200	595	-	-	-	55	21	76	-	-	-
16.	University of Mysore	B. Ed. 1975 - 76 . Discontinued since	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17.	University of Madras	B. Ed. 1988 . M. Ed. 1988	-	-	-	-	-	-	-	-	-	-	-	-	-	2055	2447	4502	600	437
18.	University of Jammu	B. Ed. 1976	247	153	400	-	-	-	320	180	500	-	-	-	324	157	481	-	-	-
19.	University of Kashmir	B. Ed. 1976	242	148	390	-	-	-	180	228	416	-	-	-	248	115	363	-	-	-
20.	Utkal University	B. Ed. 1987	-	-	-	-	-	-	589	411	1000	-	-	-	NA	NA	NA	-	-	-

TABLE - 1.09
TEACHER EDUCATION THROUGH DISTANCE EDUCATION IN INDIAN UNIVERSITIES

Sl. No.	Name of the University	Eligibility Criteria	Duration	Support systems	Compulsory Contact Programme	Personal Programme
1.	Andhra University B.Ed.	Inservice graduate teachers with 2 years experience	14 months	Lesson Scripts PCP, Radio talk Response Sheets (Returned to the students with comments and suggestions)	5 weeks twice in a year	75% compulsory
	M.Ed.	Working teachers with 5 years experience	14 months		6 weeks twice in a year	
2.	Annamalai University B.Ed.	Graduate working teachers Post graduate Degree holders	12 months	Lesson PCP Assignments (not returned to the students.) Study Centres	8 days - Compulsory 2 days - Optional	
	M.Ed.	B.Ed.	12 months		15 days - Twice in a year - Compulsory.	
3.	Bhopal University RCE Bhopal	Graduate teachers with 3 years experience after graduation.	14 months	Lesson Scripts Assignments (returned to the students with comments and suggestions)	2-1/2 month 4 weeks 1st 4 weeks 2nd 15 days in between two (80% compulsory).	
4.	CIEFL PG Certificate in Teaching of English	Master's degree in English	1 year	Lesson Scripts PCP	Mid-term contact Programme (Non-compulsory)	
	PG Diploma in Teaching of English	Master's degree in English with PG Certificate	1 year	Assignments (returned to the students with comments & suggestions)	Final contact cum Examination Programme for 3 weeks (compulsory)	
5.	Himachel Pradesh University M.Ed.	B.Ed. with 2 years experience	1 year (2 semester)	Lesson scripts PCP Assignments, Study Centres	15 days for each semester (compulsory)	
6.	Kakatiya University B.Ed.	Inservice graduate teachers with 2 years experience	14 months	Lesson, PCP Assignments	60 days Two Programmes each for 30 days, Attendance - compulsory.	

Sl. No.	Name of the University	Eligibility Criteria	Duration	Support Systems	Compulsory Personal Contact Programme
7.	Madurai Kamaraj University, B.Ed.	Graduate teachers of Tamil Nadu & Pondicherry post-graduates	1 year	Lesson scripts PCP Assignments (not returned to the students radio-talk) Study Centres	7 rounds PCP - each for 2 days, One summer Campus Programme for 14 days - compulsory.
	M.Ed.	B.Ed.	1 year (2 semesters)		6 rounds of PCP - each for 2 days - compulsory
8.	Osmania University B.Ed.	Graduate teachers with one year experience	13 months		6 weeks PCP in 2 summers - (compulsory)
	M.Ed.	B.Ed. with 2 years teaching experience (respected to Andhra Pradesh only)	13 months	Lesson scripts PCP Assignments (not returned to the students)	
9.	Punjabi University M.Ed.	B.Ed.	12 months	Lesson, PCP study centre radio-talk, Postal library service	24 response sheets PCP Attendance compulsory number of days - information not available.
10.	Sri Venkateshwara University B.Ed.	Degree holders (restricted SV university students)	18 months	Lesson scripts PCP Response Sheets (returned to the students with comments)	8 weeks (twice in a year 4 weeks each (compulsory))
11.	University of Jammu B.Ed.	Graduate teachers with 3 years experience	14 months	Lesson scripts PCP Assignments (returned to the students with comments & suggestions)	I round - 6 weeks II round - after 10 months 6 weeks - 75% compulsory
12.	University of Kashmir B.Ed.	Graduate teachers with 3 years experience	14 months	Lesson scripts PCP Assignments (returned to the students with comments and suggestions)	I round - 6 weeks II round - after 10 months 6 weeks - (75% compulsory)
13.	University of Madras B.Ed.	Degree holders	12 months		Summer Campus Programme for 10 days. 6 rounds of PCP each for 2 days.
	M.Ed.	B.Ed.	12 months	Lesson scripts PCP Assignments	10 days PCP compulsory.
14.	University of Rajasthan	Inservice teachers with 3 years experience	14 months	Lesson, PCP, Book Bank/ Postal Library (financial) aid to poor and deserving students	2 Summer Campus Programmes of 40 days each (75% compulsory)

1.08 . NEED FOR THE STUDY

Many research studies have been conducted in the field of correspondence education. Almost all studies have taken correspondence education as a whole and studied the learners perception of the programme, effectiveness of the programme through the reaction of the learners, cost-effectiveness of the programme etc. The teacher training programme through correspondence has generated a lot of disagreement and debate about the relevance and efficiency among many educationists. But no comprehensive and objective study has been made to evaluate the effectiveness of this professional teacher training programme through the popular mode of education. So there is a need to study the conditions in which teacher education through correspondence started. How much backlog of untrained teachers have been cleared so far? What is the present status of teacher education through correspondence system? What arrangements are made for providing practical experience, such as teaching practice programme which is one of the main features of teacher education? How effective are they? What are the problems faced by the teachers, administrators, heads and teachers of the schools involved in teacher training programme through correspondence? So a systematic investigation is needed to find out its effectiveness. Otherwise what sort of modifications are required to make it more effective? Such evaluation helps in identifying the strengths and weakness of the programme, thereby providing scope for further modifications and development. The Institute of corres-

pondence course and continuing education of Madurai-Kamaraj University was the largest one based on the number of students enrolled among the universities offering teacher education programme. Hence the investigator has undertaken this study which attempts to study the academic, administrative and financial aspects of teacher education programme through correspondence system of the Madurai Kamaraj University.

1.09 TITLE OF THE STUDY

The title of the present study reads as "A study of Teacher Education Programme through Correspondence System in Madurai Kamaraj University."

1.10 OBJECTIVES OF THE STUDY

The objectives with which the investigation has been carried out read as follows:

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 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

The subsequent chapters attempt to provide the details of the present investigation. Chapter 2 attempts to review the related studies. It provides the rationale as well as back-ground on which the present study has been conducted.

Chapter 3 includes the design of the study. It gives clear idea about the nature of data collected for the study, the sources of data, the instruments used for data collection, sampling and data collection procedures and procedures of analysis of data.

Chapter 4 attempts to analyse and interpret the data keeping in view the different objectives of the study.

Chapter 5 concludes the study taking into account the presentation made in the preceding chapters.

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