

Effectiveness of Extended Contact Programme of B.Ed. (Open) Students: A Study

MANISHA VIJAYVARGIYA

Assistant Professor

Department of Education, Guru Ghasidas University, Bilaspur (C.G.) India

ABSTRACT

Education constitutes an important critical sector, which contributes to the process of national development. The success of any educational system depends upon the quality of teachers, working in the system. Although efforts are being made by several face to face teacher education institutions. Such efforts are very minimum considering the large number of teachers which are in need for effective teacher education programmes. The open and distance learning system (olds) has taken up the challenge of providing professional development "programme. These programme include a" bachelor of Education (B.Ed.), which is an undergraduate professional degree to prepare students for work as a teacher in school. B.Ed. (open) by I.G.N.O.U, provide extended contact programmes, during the holidays of students, so that the students may attend these classes without any loss in their job or their comfort. With a view to study the effectiveness of this contact programme, researcher took the two dimensions: participation and satisfaction for the study. With the use of descriptive survey method, a Probability sampling was used for the students of B.Ed. Contact Programme, students comprised 45 male student teachers and 24 female student teachers taken for this study. A Self-made tool/questionnaire had been administered to take student teachers' feedback on practical courses of B.Ed. programme. Data pertaining to student teachers feedback on practical courses had been collected through questionnaires. After interpretation the results strongly supported the effectiveness of B.Ed. contact programme at the level of participation and satisfaction.

Key Words : Extend contact programme, B.Ed.(open), I.G.N.O.U, Participation, Satisfaction

Extended Contact Programme:In this research Extended Contact Programme refers to face to face interaction between the students and subject teacher /resource persons who give due academic counselling to the students. These face to face contact sessions for the B.Ed. Professional courses are arranged at different approved study centers of the directorate.

B.Ed. (open):In this research B.Ed. refers to an undergraduate professional degree which prepares students for work as a teacher in schools through Indira Gandhi open University.

I.G.N.O.U.:In this research IGNOU refers to Indira Gandhi National Open University.

INTRODUCTION

The wealth of knowledge acquired by an individual after studying particular subject matters or experiencing life lessons that provide an understanding of something is the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs and habits. It requires instruction of some sort from an individual or composed literature. The most common forms of education result

from years of schooling that incorporates studies of a variety of subjects. Education also means helping people to learn how to do things and encouraging them to think about what they learn. Through education the knowledge of society, country and of the world is passed on from generation to generation. More specific education helps and guide individuals to transform from one class to other. Empowered individuals societies, countries by education are taking edge over individuals stand on bottom pyramid

How to cite this Article: Vijayvargiya, Manisha (2019). Effectiveness of Extended Contact Programme of B.Ed. (Open) Students: A Study. *Internat. J. Appl. Soc. Sci.*, 6 (2) : 371-380.

of growth.

Our educational systems are built to provide every person that opportunity to build a better life- by turning children into citizens, learners into teachers, laborers into skilled workers. So education has always been very highly valued and has been a major force behind the social and cultural life of every society. Education signifies men's supreme position in society. It enables the individuals to develop their capacities which empowered them to control the environment to fulfill their possibilities. Physical and mental maturity of the individual also depends upon his interactions and adjustments to the situation and circumstances.

This multi-directional gradual growth of an individual to effectively interact with the environment does not take place in isolation. In this endeavor certain individuals, groups and institutions contribute significantly. All those and other such influencing factors and conditions may be called the agencies of education.

Modes of education:

The new modes of education in the present day world have led to improve teachers and students interaction both in the classrooms and even outside, *i.e.* distance education. Distance education describes those forms of education in which teachers and learners carry out their tasks apart from one another. There are many modes of distance education. Some of them are open university, open school, mass media, television etc. Modes of distance education are- Correspondence, satellite Instruction, open university, Open school, satellite Instructional, television Experiment, Mass media, Indian National satellite (INSAT) etc.

With the entry of open access in education, this new change is catching fast not only in the university or college level but also in schools around the world. It gave students an opportunity and free access to open content, open knowledge and open technology by means of different modes of education, which have evolved of late. It is unlike traditional learning and key beneficiaries are learners, who now do not feel that burden of huge list of books, chapters, theories and practical classes which they need to cover up to finally sit for an examination.

Agencies of education:

Education in India is matter of prime concern for the Govt. of India. The University grants commission (U.G.C.) coordinates, determines and maintain the

standards of education at various levels. There are many professional bodies, which responsible for accreditations of the courses as well as providing grants to the different under graduate courses.

IGNOU:

India with its diversity fascinates one and all. Indian Education has recently gained world recognition for which IGNOU (Indira Gandhi National Open University) is proved as one of the famous and effective body for the growth for education not only in India but in outside country.

Indira Gandhi National open University (IGNOU) established by an Act of Parliament in 1985 has continuously striven to build an inclusive Knowledge society through inclusive education. It has tried to increase the Gross Enrolment Ratio (GER) by offering high quality teaching through the open and distance learning (ODL) mode.

Today it serves the educational aspirations of over 3 million students in India and other countries through 21 schools of studies and a network of 67 regional centers, around 2,667 learner support centers and 29 overseas partner institutions. The university offers about 228 certificates, diploma, degree and doctoral programmes with a strength of nearly 810 faculty members and 574 academic staff at the headquarters and regional centers and about 33,212 academic counselors from conventional institutions of higher learning, professional organizations and industry among others.

The mandate of the university is to provide access to higher education to all segments of the society and offering high quality innovative and need based programmes at different levels to all those who require them. As well as to reach out to the disadvantaged by offering programmes in all parts of the country at affordable costs and promote, co-ordinate and regulate the standards of education offered through open and distance learning in the country. To achieve such twin objectives of widening access for all sections of society and education.

The university has made a significant make in the areas of higher education, community education and continued professional development. The university has been networking with reputed public institutions and private enterprises for enhancing the educational opportunities being offered by it. As a world leader in distance education it has been conferred with awards of

excellence by the common wealth of learning (COL) Canada, several times.

The university has established the centre for extension Education, National centre for innovation in Distance Education to focus on specific learner groups and enrich the specific learner groups and enrich the distance learning system.

Bachelor of Education (B.Ed.):

A bachelor of Education (B.Ed.) is an undergraduate professional degree which prepares students for work as a teacher in schools, though in some countries additional work must be done in order for the student to be fully qualified to teach.

In India, bachelor of Education (B.Ed.) is a course offered for those interested in pursuing a career in teaching. The B.Ed. degree is mandatory for teaching at the secondary (classes 9th 10th) and higher Secondary (10+2) or classes 11 and 12.

B.Ed. through open (IGNOU):

Under its school of education (SOE) Indira Gandhi National Open University (IGNOU) offers 2 years B.Ed course as a distance mode. Bachelor of Education (B.Ed) programme of IGNOU aims at developing the understanding and the competencies acquired by teachers for effective teaching learning process at the secondary stage. The programme also provides opportunities of sharing experience gained by teachers. It enables teachers to select and organize learning experiences according to the requirement of learners.

The bachelor of Education (B.Ed) programme of Indira Gandhi National Open University (IGNOU) has been designed with the aim to develop an understanding of teaching learning process at Secondary and senior secondary level among student teachers. It focuses on enabling student teachers to reflect critically on perspectives of education and integrates holistically the theory and practices to facilitates active engagement of learners for knowledge creation.

Programme Objectives (IGNOU):

The B.Ed Program me focuses on:

- Developing an understanding of context of education in contemporary Indian society.
- Appreciating the role of context and socio-political realities about learners in facilitating learning in Inclusive settings.

- Creating sensitivity about language diversity in classroom and its role in teaching learning process.

- Developing and understanding of paradigm shift in conceptualizing disciplinary knowledge in school curriculum.

- Identifying, challenging and overcoming gender inequalities in school, classroom, curricula text books, social institutions, etc.

- Enabling student teachers to acquire necessary competencies among student teachers to select and use appropriate assessment strategies for facilitating learning.

- Engaging student-teachers to integrate and apply ICT in facilitating teaching learning process and in school management.

- Systematizing experiences and strengthening the professional competencies of student teachers and providing first hand experience of all the school activities through engaging student-teachers as interns in secondary/senior secondary schools.

Support Services through IGNOU:

In order to provide individualized support to its learners. The university has a large number of study centers throughout the country. These are coordinated by 30 regional centres. At the study centres the learners interact with the Academic counselors and their peer groups, refer to books in the library, watch/listen to video/ audio cassettes and interact academic matters. The support services are also provided through work centres, programmes centres and skill development centres.

Personal Contact Programme (PCS) in support services:

Personal contact Programme (PCS) are arranged by the directorate to principally facilitate face to face interaction between the students and subject teacher/resources persons who give due academic counseling to the students. These face to face contact sessions will be arranged centrally at Burdwan. Though PCP'S of professional courses and some general courses may be arranged at different approved study centres of the directorate. The duration of these sessions may vary from subject to subject

It is generally said by people that education through distance or open mode often create a lot of problems and confusions. To overcome with these problems of students, under support services, personal contact Programmes (PCS) are started by the organizations

conducting programmes. Matter of query is to know that whether the students participate in these programmes? or if they do, to what extent they get satisfaction? And what are the dimensions which can measure the level of satisfaction?

Need of study:

In this direction many researches has been done. In the established centers of IGNOU, PCS 's feedback is also been taken. But the centers for Personal contact programmes of IGNOU in Bilaspur city, is not yet assessed for the purpose of research and utilizing it for further increase in effectiveness. So this was the need or purpose of the study.

Statement of the Problem:

With a view to answer the queries, researcher has selected a problem which is as follows- of Extended Contact Programme of B.Ed. (open Effectiveness) students :A study.

Objectives:

The present study is limited to achieve the following objectives;

1. To study the essentiality of the extended contact programme in B.Ed. (open).
2. To study the level of participation of the students in the extended contact programme of B.Ed. (open) with respect to gender.
3. To study the level of satisfaction of the students in the extended contact programme of B.Ed. (open).

Hypothesis:

- H_0 – There will be significant difference in the level of participation of the students in the extended contact program me of B.Ed. (open) with respect to gender,
- H_0 – There will be significant difference in the level of satisfaction of the students in the extended contact program me of B.Ed. (open) with respect to gender,
- H_0 – There will be significant difference in the level of satisfaction of the female students in the extended contact program me of B.Ed. (open) with respect to their participation.
- H_0 – There will be significant difference in the level of satisfaction of the male students in the extended contact program me of B.Ed. (open) with respect to their participation.

Operational definition:

Extended Contact Programme:

In this research Extended Contact Programmes refers to face to face interaction between the students and subject teacher/resource persons who give due academic counseling to the students. These face to face contact sessions for the Bed professional courses are arranged at different approved study centers of the directorate.

B.Ed. (Open):

In this research B.Ed. refers to an undergraduate professional degree which prepares students for work as a teacher in schools through Indira Gandhi Open University.

IGNOU:

In this research IGNOU refers to Indira Gandhi National Open University.

Delimitation of the study:

- The study has been delimited to student teachers of IGNOU B.Ed. extended contact Programme enrolled under 2016.
- The study has been delimited to those student teachers of IGNOU, whose study centre was given the govt college of Education, Bilaspur.
- The study will also be delimited to the collection of student teacher' feedback on the effectiveness of extended contact programme through a MVV Satisfaction questionnaire for B.Ed. (open) students.

Review of Related literature:

Squeira and lynch (1986) conducted a study of National Open university, venezuela and found that the use of personal instructional package, frequency of visits to local centres, concurrent attendance in other courses, working conditions while enrolled, perceptions of the difficulty of written materials, academic advising assistance and satisfaction with the course are significantly related to academic outcome of distance learners.

Chaco-Duque (1985) in his study related factors as sources of influence on completion and achievement which comprised the dependent variables as completion rate, "found that quality of instruction materials and institutional support lower difficulty was associated with early attribution. Persistence was found to be enhanced by quality of instructional presentation in text books and

study guides; variety of media in the course ;and planned student centered support. Present action quality was negatively affected. By the number of semesters. A course had been offered.

Cookson (1989) has observed that dropout or persistence of students enrolled in correspondence study constitute the most frequently scrutinized phenomenon. Researcher, found that arrange of institutional interventions that can profitably be applied to optimize the satisfactory learning experiences of distance education students.

Bala, K. (1996) found in her studies that enrollment percentage of female students enrolled in distance education programmes of Jammu University is higher than that of males in almost all the categories, viz., rural, urban, general, SS, SAT, married, unmarried and employed categories. But in case of IGNOU males enrolment percentage was higher in all the categories than the females. (ii) The contact programmes are organized by both the Institutions for the benefits of students. However the institute of correspondence courses, Jammu University faces no of problems due to lack of sufficient accommodation for organizing such programmes in Jammu city as well such programmes in Jammu city as well as outside for students and resource person. However study centers of IGNOU in Jammu does not face such problem.

Cookson (1989) has observed that dropout or persistence of students enrolled in correspondence study constitute the most frequently enrolled in correspondence study constitute the most frequently scrutinized phenomenon. Researcher, found that arrange of institutional scrutinized phenomenon. Researcher, found that arrange of institutional interventions that can profitably be applied to optimize the satisfactory learning experiences of distance education students.

Rationale:

In previous studies some of the reviews studied by the researchers in which it was found that arrangement of institutional interventions that can profitably be applied to optimize the satisfactory learning experiences of distance education students.

In another research, enrolment percentage of female students enrolled in distance education programmes of Jammu University is higher than that of males in almost all the categories. Whereas in case of IGNOU male's enrolment percentage was higher in all the categories

than the females. So with respect to continuing the researches in this direction, researchers conducted the study.

METHODOLOGY

The methodology of the study comprises research method, population, sample, and tool, procedure of data collection and procedure of data analysis.

Research Method:

Descriptive survey method has been adopted for the present study.

Population:

All student teachers enrolled for the client in B.Ed. programme of IGNOU under the year 2016 in the government College Of Education, Bilaspur.

Sample:

Probability sampling method is used for sampling process. Among all the students of B.Ed. contact Program me, 69 students: 24 female student teachers and 45 male student teachers were selected for the purpose of study.

Variable:

Independent Variable- Extended contact programme:

Dependent Variable- B.Ed. (Open) students
 { Male
 Female

Tool:

Self-made tool/questionnaire named "M.V.V, satisfaction questionnaire for B.Ed. (open) students", For the purpose of the measuring effectiveness of the personal contact programme, the dimensions, taken were- 1. Availability of resources, 2. Problem related to the contact classes, 3. Teacher's performance in contact classes, 4. Contents of books, 5. On the spot help, 6. Accessibility of distance course, 7. Support in midrate problem. 8. Output. 9. Teacher's knowledge 10. Teacher's endeavors for making understand 11. Delivery of knowledge 12. Enjoyment or interest motivated for knowledge 13. Gap provided 14. Teaching learning aids. 15. Voice modulation 16. Practical works given 17. Chances given for stages 18. Interaction with peers 19. Comfort ability in sharing problems related to subject knowledge 20. Evaluation 21. Changes felt-confidence, increase in knowledge 22. Help provided, etc.

This tool had been administered for collection of student teachers' feedback on practical courses of B.Ed. programme, which consist 31 questions with three options for answering in name of "Three point scale" "The answer options were -I. Totally agreed, Partially agreed and disagreed. Among the all 31 questions, question no—4, 6, 7 and 10 were negative in form.

Scoring- Two marks were given to the totally agreed, one marks to the partially agreed and zero to the disagreed. Since question number 4, 6, 7 and 10 were negative in form so these responses got opposite marking, *i.e.* 0 to totally agreed, 1 mark to the partially agreed and 2 to disagreed.

Procedure of data collection:

Data pertaining to student teachers feedback on practical courses has been collected through questionnaires. The questionnaire were given to the student teachers, who were present in the contact classes at the study center of IGNOU. Collected data from the B.Ed students of IGNOU were analyzed with the help of statistical measures, Non-parametric test, *i.e.* Median test. This was the quantitative technique, which was used for the analysis of gathered data.

RESULTS AND DISCUSSION

Collected data from the B.Ed. students of IGNOU, were analyzed with the help of statistical measures; Mean, Standard deviation and t-value. This was the quantitative technique, which was used for the analysis of gathered data.

Table 1, shows that the female students of B.Ed. (open) were 24. When the values are subjected to testing of their significance of difference (Median score by the test, was found 4.3125. The table value of 'Median with 1 degree of freedom is 3.841 at .05 level and 6.635 at .01

level. As the calculated value of 'Median ' is found to be more than the table value, than the X^2 at both the levels. Therefore the calculated value is found to be significant. Therefore the Null hypothesis, " H_0 - If it is measured by attendance sheet of P.G.B.T center for B.Ed. (Open) students enrolled in 2016, than There will be significant difference in the level of participation of the students in the extended contact programme of B.Ed. (open) with respect to gender" is rejected and significant difference in the level of participation is found.

Table 2, shows that the female students of B.Ed. (open) were 24. When such values are subjected to testing of their significance of difference, the Median score by the test, was found 0.0014. The table value of Median (with 1 degree of freedom is 3.841 at .05 level and 6.635 at 0.01 level. As the calculated value of "Median "is found to be less than the table value of X^2 at both the levels. Therefore, the calculated value is found to be significant. Therefore the null hypothesis," If it is measured by M.V.V, B.Ed. (open) satisfaction questionnaire, ' than There will be significant difference in the level of satisfaction of the students in the Extended Contact Programme of B.Ed. (open) with respect to the gender, is excepted. It can be said that the male and female students, both are equally satisfied by the PCS programme of IGNOU.

Table 3, shows that the participation of female students of B.Ed. (open) were 24. When such values are subjected to testing of their significance of difference, the "Median score by the test was found 0.0237. The table value of "Median "with 1 degree of freedom is 3.841 at .05 level and 6.635 at .01 level. As a calculated value of Median is found to be less than the table value of X^2 at both the levels. Therefore the calculated value is found to be not significant. Therefore the Null hypothesis H_0 - "If it is measured by "M.V.V., B.Ed. (open) satisfaction questionnaire," than there will be significant difference

Table 1 : Significance of difference between the Median (scores) of the level of Participation of males and females of B.Ed. (open) students of IGNOU

Sr. No.	Groups	N	Gender	Median Value	df	Sig
1.	Group-A	24	Female	4.3125	1	P<0.5
2.	Group-B	45	Male			

Table 2 : Significance of difference between Median value scores of level of Satisfaction in males and females of B.Ed. (open) students of IGNOU

Sr. No.	Groups	N	Gender	Median value	df	Not Sig
1.	Group-A (satisfy)	24	Female	0.0014	1	P>0.5
2.	Group-B (Satisfy)	45	Male			

Table 3 : Significance of difference between Median scores of level of Participation with respect to the level of Satisfaction in females of B.Ed. (open) students of IGNOU

Sr. No.	Variables	N	Gender	Median value	df	Not Sig
1.	Participation	24	Female	0.0237	1	P>0.5
2.	Satisfaction	24	Female			

Table 4 : Significance of difference between median scores of level of Participation with respect to the level of Satisfaction in males of B.Ed. (open) students of IGNOU

Sr. No.	Groups	N	Gender	Median value	df	Sig
1.	Group-B (partic)	45	Male	0.0078	1	P>0.5
2.	Group-B(satisfy)	45	Male			

in the level of satisfaction of the female students in the extended contact Programme of B.Ed. with respect to their participation is accepted. In other words it can be said that significant difference in satisfaction of the female students in the extended contact programme of B.Ed. with respect to their participation was found.

Table 4, shows that the male students of B.Ed. (open) were 45. When such values are subjected to testing of their significance of difference, the median score by the test, was found 0.0078. The table value of, 'Median' with 1 degree of freedom is 3.841 at 0.05 level and 6.635 at .01 level. As the calculated value of Median is found to be less than the table value of X^2 at both the levels. Therefore the calculated value is found to be significant. Therefore the null hypothesis, "H₀- "If it is measured by M.V.V, B.Ed. satisfaction questionnaire, there will be significant difference in the level of satisfaction of the male students in the extended contact programme of B.Ed. (open) with respect to their participation is accepted. In other words it can be said that the significant difference in satisfaction with respect to their participation is found. It can be said that the males are found different at satisfaction with respect to their participation.

Major findings :

1. Significant difference in the level of participation of the students with respect to the gender is found. It can be said that male and female were both found different in the level of participation.
2. Male and female students were found satisfied by the PCS programme of IGNOU.
3. Significant difference in satisfaction of the female students in the extended contact programme of B.Ed. with respect to their participation was found.
4. Significant difference in satisfaction are found different with respect to participation in males.

5. The level of satisfaction shows the essentiality of personal contact Programme for B.Ed. (open) students.

Educational implications:

In distance Education, the result of this research paper reveals that the Personal Contact Programmes are essential for the students of not only B.Ed. (open) but also for the other courses of distance Education. The essentiality emphasizes on the strengthening of the dimensions of personal contact programme in the distance Education. So it is needed to strengthen these dimensions of distance Education, so that the effectiveness of the personal contact programme for the students support may increase, effectively.

REFERENCES

- Brown, S., Nathenson, M. and Kirkup, G. (1982). Learning from Evaluation at the open University.II.Helping students to learn from Audio-visual Media. *British J. Educational Technology*, **13** (3) : 217-236.
- Bachelor of Education (n.d) Retrieved on May, 2016 from https://en.wikipedia.org/wiki/bachelor_of_Education.
- Bala, K.(1996).A study to investigate to what extent distance education programmes introduced by the institute of correspondence Education. *Distance Education & open learning, Sixth Survey, Vol.1*,P.g-186.
- Cambre, M.A. (1991). The state of the Art of Instructional Television. In G.J.Anglin, (ed.),*Instructional Technology, past, present and future,(267-275)* Englewood, CO; Libraries Unlimited.
- Carr, R.and Ledwith, F. (1980).Helping disadvantaged students. *Teaching at a distance 18(winter),77-85.*
- Chaco-Duque,F.J. (1985).A multivariant model for evaluating distant higher Education. Ph.D. Pennsylvania state University.

- Charp, S.(1994). Viewpoint the on-line chronicle of distance education and communication, "7(2),in 'issues in distance learning. *Internat. J. Educational Telecommunications*, **1**(4) : 337-365.
- Chaco-Duque (1985).Course related factors as sources of influence on completion and achievement. *Distance Education & open learning*, Sixth Survey, Vol-1,P.p-186.
- Cookson, Peter, S.(1989). Research on learner and learning in distance Education: A review. *American J. Distance Dducation*, **3**(2).
- Corbett, J.W.(1985). Adult learning and Instructional Television : The effect of cognitive ability and Television viewing habits on Achievement on following mediated instructional.Ph.D., diss.,Wayne State University.
- Cross, Patricia and Valley, John R. (1971). Non-traditional study. An overview in Patricia. Cross K., et al, (Ed.O.Planning Non-traditional progress,a Francisco: Jossy Bas.
- Davis, D.J. (1984). Evaluation and comparision of Teleconference training with face to face training.In *American Journal of Distance Education*, **33**(2).
- Dibiase, D. (2000). Is distance teaching more work or less work? *American J. Distance Education*, **14** (3).
- Dutt Rudder (1984). Planning and development of distance education. *J. Higher Education*, **9**(3).
- Emma, E.A.J.U.(1984).Educational Radio and Rural development. Ph.D. Diss.University of Michigan.
- Garrison, D.R. and Shale, D. (1987). Mapping the boundaries of distance education. Problems in defining the field. *American J. Distance Education*, **1**(1) :7-13.
- Gatz,F.A. (1985). Personal, Instructional. and Environmental factors associated with completion and attrition in correspondence study and distance education. Ph.D. Diss., Indiana University.
- Goel, D.R. and Dibakar, Sarangi (1995). The IGNOU ETV: Different Telomeres. The progress oj Education. **LXIX**(8) : 148-152.
- Government of India(1951).First five year plan.New Delhi. Planning commission, 540.
- Government of India(1961).Third five year plan. New Delhi; Planning commission, 589.
- Government of India (1963). Report of the expert committee on correspondence course and Evening colleges. Ministry of Education, New Delhi.
- Government of India(1964-66).Education and National Development. Report of the educational commission. Ministry of Education, New Delhi.
- Government of India(1974).Ministry of Education,report of the working group on open University,New Delhi.
- Government of India(1985). Ministry of Education,I.G.N.O.U Act, New Delhi.
- Government of India(1986).National policy on Education. Ministry of Human resource development,New Delhi.
- Government of India(1992). Ministry of Human resource development, Programme of Action, 1992, New Delhi, India.
- Harper, G. and Kamber (1986). Approaches to study of Distance education students. *British J. Educational Technology*, **17**(3) : 212-22.
- Holmberg,B.(1967).Correspondence Educations.malmo, Swede. Her modes
- Holmberg,B.(1983).Guided Didactic conversation in distance education.
- International perspective, eds,d.stewart, D., Keegan and B. Holmberg, Landon :114-122.
- IGNOU (2009). Handbook On Dissertation work.Master of Arts (Education).IGNOU.
- IGNOU (1985).Project report.New Delhi Educational consultants India Ltd.
- IGNOU (1989).Status Report. New Delhi.
- Johassen, D.H.(1992).Application and limitation of hypertext technology for distance learning.Paper presented at the distance learning workshop. Armstrong laboratory,San Antonio,TX.
- Kanchan, Bala (1996).Distance Education Programmes at college and University levels in Jammu Region:An evaluative study. Ph.D., Edu. Himachal Pradesh University.
- Keegan. D.(1980).On defining distance education. *Distance Education*, **1**(1) :13-36.
- Keegan. D.(1986).The foundations of Distance Education. Londen : Croom Helm.
- Kennedy, P. *et al.* (1983).Tutor Tapes for Tutorial service. Teaching at a distance 23(summer):60-62.
- Kennedy, D.and R.Powell (1976). Student progress and withdrawal in the open university. *Teaching at a Distance*, **7**(November) : 61-75.
- Koch, L.D.(1981).Factors influencing the selection of non-traditional study at the open university of Maryland. D.Ed. Diss.,Pennsylvania state University.
- Koul, L.(1997).Open and Distance Education. In fifth survey of Educational Research. New Delhi : NCERT,509-540.

- Koul, L. (1999). Interactive techniques for distance education. Kevon tee Address: National seminar on Interactive techniques for distance education. Organized by HPU and IGNOU region centre, Shimla, Oct.27-28,1999.
- Kulandai, Swamy.V.C. (1992). The open University. Innovations in higher Education. Ed. Altbach and sum a chitins. Washington: World bank.
- Kulandai, Swamy.V.C.(1992a). Distance education in Indian context. *Indian J. Open Learning*, **1**(1).
- Kulandai, Swamy.V.C and Srinivasan, T.R. (1994). Facing New Challenges through distance education. *Yojana*, **38**(1&2), January, 26, 1994.
- Kumar, A.(1999). Open university distance learners' attitude towards distance education. *Perspectives Education*, **15**(3):165-173.
- Leaser, W. (1986). Some didactic aspects of audio –cassettes in distance education. **7**(1) : 143-152.
- McCarron, J.L.(1985). Condition that affect Participation in distance education at selected institutions producing and using television –Assisted instruction in the united states. Ed.D.Diss...Syracuse University.
- McCormick, R. (1985). Students' view's on study at the radio and television Universities in China: An Investigation in one Local center. *British J. Education Technology*, **16**(2) :84-101.
- Millard, J.(1985). Local Tutor-student contact in the open university. *Teaching at a Distance*, **26**(Autumn): 11-22.
- Moori, Michael (1989). Recent contribution to the theory of distance education. Open learning, Nov.1990.
- Murgatroyd, S. (1980). what actually happens in tutorials? *Teaching at a Distance*. **18**(winter) : 44-53.
- National Education Association (NEA-2000). A survey of traditional and distance learning higher Education Members. In the American Journal of Distance Education, Vol. **14**(3).
- National Open School (1991). A decade of open learning. New Delhi.
- National Open School (1992-93). Annual report.
- National Open School (2002). On demand examination scheme. Report of the conference, May 10-11, 2002.
- Nelson, P.A.(1985). The effects of field independent – dependent cognitive style on achievement in a telecourse. Ed. D. Diss., Brigham young university.
- Ostman, R.E. and Wagner, G.A. (1987). New Zealand Management students perceptions of communication technologies in correspondence education. *Distance Education*, **8**(1) : 47-63.
- Personal contact programme (2016). Retrieved from http://www.buruniv.ac.in/dde/personal_contact_programme.
- Pandey, Saroj (1996). Distance Learner's Profile : A case study of IGNOU. *Education in Asia*, **16**(3&4) :131-134.
- Patil, S.S.(1997). Management of different forms for distance education at higher education stage in Karnataka and its futures towards 2005 A.D. Ph.D., Edu. Devi Ahilya Vishwavidyalaya, Indore.
- Perraton, H.(1988). A theory for distance education. In, D.Sewart, D.Keegan and B.Kolberg (ED.). Distance education: International perspectives (34-35). New York : Routledge.
- Persons, H. and Catch Pole, M. (1987). The addition of Audio teleconferencing to Interacting Telecourses: An experimental analysis of dropout rates. *Distance Education*, **8**(2) : 251-258.
- Phythian, T. and Clements, M. (1980). Post foundation to tutorial planning. *Teaching at a Distance*, **18**(winter) : 38-43.
- Phythian, T. Clements (1982). Drop-out from third level Math courses. *Teaching at a Distance*. **21** (summer): 35-45.
- Reddy, Ram, G. (1987). What, why and how? In, B.N.KOUL, et al. (Eds.). Studies in distance education. New Delhi: AID and IGNOU.
- Reddy, Venugopal V. and Manjulika, S. (2002). The world of open and distance learning. New Delhi: Viva Bodhi Pvt.Ltd.
- Rekkedal, T.(1983). Enhancing student progress in Norway. *Teaching at a Distance*. **23**(summer) :19-24.
- Robertson, C.C. (1981). A comparison of Attitudes toward an achievement in Biology and descriptive characteristics between community college students enrolled in Alternative instructional modes. Ph.D., Diss., North Texas state University.
- Robinson (1981). Telephone tutoring in the open university : A review. *Teaching at a Distance*, **20**(winter) : 57-65.
- Rockwell, S.K., Schauer, J., Fritz, S.M. and Marx, D.B. (1999). Incentives and opstacles influencing higher education faculty and administrators to teach via distance. Online J. Distance Learning Administration, **2**(4), winter.
- Rosing, H.(1985). A determination of the effectiveness of an audio- tutorial method of learning in teaching Mathematics to Academically disadvantaged college students. Ph.D., Diss., Loyola university of Chicago.
- Rumble, Greville (1989). On defining distance education. *American J. Distance Education*, **3**(2) : 8-21.
- Sakamoto, T. (1986). Take –Off the Japanese university of the

- Air.In,*American J. Distance Education*, **3**(2).
- Scales, K. (1983).A typology of distance education in British Columbia. *Lifelong Learning*, **7** (3) : 14,26-8.
- Scales, K.(1984). A study of the relationship between telephone contact and Persistence. *Distance Education*, **5**(2)268-276.
- Salim, M.(1987).Distance education in Asia and pacific 1987. Proceeding of the regional seminar on distance Education, (Nov3-Dec-26, Bangkok,Thailand) vol.1,Manila,Asian development Bank Mnila.
- Shah, Anupama and Mandal, Sushmita (1993). Use of Modern and conventional media for distance education: An experiment. *J. Indian Education*, **19**(1) : 34-41.
- Shale, D.(1988).Towards a reconseptualization of distance education. *American J. Distance Education*, **2**(3) : 25-35.
- Sherry, L.(1996).Issue in distance education. International journal of Educational Telecommunication, **1**(4) : 337-365.
- Singh, B., Mallik, S. and Chaudhary,N.(1994). Correspondence /Distance Education in India : Experts from a research report. *India J. Open Learning*, **3**(2).
- Siquira and Lynch (1986).Study of national open university, Venezuela. Distance education and open learning, Sixth survey, vol-1,P.g-186.
- Smith, Eric E.(1987).Interactive video : AJ examination of use and effectiveness. *J. Instructional Development*, **20**(2) : 2-10.
- Sung, N.(1986). Perception of programme and learning environment as determinants of Persistence and Post Stud Attitude in adult distance learning. D.Ed., Diss., Pennsylvania State University.
- Sutter Field,W.F.(1981).An analysis of the perceptions of Telecourse student. Faculty and administators at Tulsa Junior College.Ed.D.Diss.,Oklahoma state university.
- Sweet, R.(1986).Student dropout in distance education:An application of Tinto’s model. *Distance Education*, **7**(2) : 201-2013.
- Tate, F.R.S. (1983).The effect of communal college student’s cognitive style on achievement in a telecourse. Ph.D. Diss., Georgia State University College Education.
- Tight, M. (1988). Defining distance education ICDE bulletin, **18** : 56-60.
- UGC (2000).Correspondence and distance education courses enrollment statistics, 1995 -96.New Delhi.
- UGC and DFC(1993).Guidelines for correspondence education programmes, IGNOU. New Delhi.
- What are the most essential Agencies of Education?(n.d).[http://preservearticles.co/201105056309/agencies –of – education.html](http://preservearticles.co/201105056309/agencies-of-education.html).
- Wiesner, P.K.(1986).Communication distance learning : An explorato field study of Adults enrolled telecourses offered by Newjersey community college. Ed.D. Diss., Rutgers university.
- Winnen, B.(1981).Distance education Swedish universities : An evaluation the experimental programme and follow – up study. Uppsala:Acta universities’ UPSALIENSIS/ Stockholm :Almqvist and viksell International.
- Winders (1985).Teleconferencing :student interaction by telephone –The PACNET Experience. Programme learning and educational technology. Vol.22(4),3-7-333.
- Woodley, A. and Parlett, M. (1983).Student dropout. teaching at a distance, **24**(Autumn) : 2-23.
- Woodley, A. and McIntosh, N. (1977).People who decide not to apply to the Open University. Teaching at a distance, **9** (july) :18-26.
- Wyllie Wydra, E.J.(1981).The influence of redundancy Analogies, and field dependency upon Learning of scientific materials from audio –tapes.Ph.D.Diss., Louisiana state university and agricultural and mechanical college.
