HANDBOOK
ON
PROJECT WORK

STAFF TRAINING AND RESEARCH
INSTITUTE OF DISTANCE EDUCATION
Indira Gandhi National Open University
Maidan Garhi, New Delhi, India
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MPDD, IGNOU

## Secretarial Assistance

| April, 2011 |
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Dear Learner,

Hello!

Welcome to the course MDEP-420: Project Work.

This course is a compulsory component of the Master of Arts in Distance Education M.A. (DE). It is a course in which you have a major role to play. To complete this course, it is important to have a good understanding of the contents of MDE-415 (course on Research Methodology) in particular and other courses in general.

In this handbook we have tried to present a few guidelines to carry out your project work. The handbook has been divided into four parts namely:

- **Part A**: Getting Started with the Project Work: The Guidelines
- **Part B**: Streams and thematic areas
- **Part C**: Resources in Distance Education
- **Part D**: Research Tools

In **Part-A**, we have discussed how you should approach the project to complete it on time. **Part-B** discusses the three streams, namely, Research, Training and Material Development; and the various thematic areas and few suggestive topics for you to work on. **Part-C** gives a list of resources in Distance Education including online directories, mailing list and bibliographies, journals, etc. This section guides you to literature sources in Distance Education, and **Part-D** contains few examples of research tools used in Distance Education. The examples presented will facilitate you to develop your own tools. You may modify one of the examples to suit your own situation and topic to complete your Project Work.

Based on the understanding of the guidelines presented in this handbook, we are sure, you will be able to complete this course successfully. We further suggest that whenever you have questions consult this handbook first and if your question still remains unanswered, let us know about it. We will be happy to help whenever you need it.

We wish you all the best and success in your effort to complete the project work!

**Course Coordinator**
PART-A

GETTING STARTED WITH THE PROJECT WORK
(The Guidelines)
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PART-A

GETTING STARTED WITH THE PROJECT WORK

1. INTRODUCTION

A project at this stage should be a pleasant challenge to you, after going through all your course work for Master of Arts in Distance Education (MADE). Further, you have had a fairly firm grounding in research methodology, development of distance learning materials and training in distance education. The purpose of the project work is to sensitize you to the realities and practices of distance education system, their unique problems, the demands from them and the possibilities inherent in them. It is also an opportunity for you to critically look into any specific issue/problem that you might have faced or are currently facing as a learner in Open and Distance Learning system.

2. OBJECTIVES

The major objectives of the project work are to:

- Develop research skills, training skills and learning material development;
- Identify solutions for local problems through ‘scientific method’ of investigation; and
- Create new knowledge in the area of Distance Education.

The Project Work can be carried out in any of the three streams. They are 1) Research 2) Training 3) Material Development. The specific objectives for each streams is given below:

**Research**

- Identify and formulate research questions;
- Conduct scientific investigation in a systematic way;
- Collect and analyse data;
- Use appropriate tools, techniques, methods and statistics; and
- Write good research reports.

**Training**

- Identify training needs of distance education functionaries;
- Prepare training designs;
- Conduct training sessions;
- Evaluate training sessions and programmes; and
- Report the outcomes and impact of training programmes.

**Material Development**

- Identify appropriate learning materials for distance learning context;
- Prepare a blueprint/instructional design;
- Develop audio/video/multimedia/educational website(s); and
- Evaluate the product developed.
3. **STEPS IN WRITING PROJECT PROPOSAL**

3.1 **Identification of the Stream**

First of all, you have to identify the stream in which you want to carry out your project. The identification of the stream will help you to proceed in writing your project proposal and finally the Project Report.

3.2 **Steps for Research Stream**

3.2.1 **Identification of Topic**

Based on your understanding of the subject, experience in the field and interest, you should decide a topic (from the theme areas suggested in Part B or any other relevant to Distance Learning) to work upon for the completion of the project work. Discuss the topic with your supervisor/counsellor if possible. It is always better to take up such topic which generates your own interest, as it would help you in learning more and also develop your knowledge.

3.2.2 **Development of Project Proposal**

Having chosen the topic of study, you should prepare and submit to STRIDE a project proposal about 500 words for approval. The proposal should consist of:

- Introduction to the topic chosen
- A statement of objective(s) (e.g. what you intend to achieve through the project)
- Hypothesis (if any) on which you build your study
- Research methodology to be used to conduct the study as well as the means you propose to use for the collection of the research evidences.
- If the project involves any field work, it is important that you include the population and the sample size proposed in your proposal
- Implication of your proposed project for distance education

  - Your hypothesis may be proved correct or changed later, based on the analysis of the data you collect. Your hypothesis can also be in the form of research question.
  
  - Limit your research objective(s) to four or less than four. A large number of objectives will be difficult to achieve, given the present scope of the project and the time available to you.
  
  - Research methodology should include how you propose to conduct the study? And also the kinds of tools and the techniques you will use to collect data.
  
  - You need not worry much about the implications of your project at the initial stage. You need to state, however, in general terms the purpose of your project. Implications and conclusions will be stated more specifically and concretely towards the end of your project work.
We have given a template to help you prepare your Project Proposal below:

**TEMPLATE FOR PROJECT PROPOSAL**

**MDEP: 420 Project Work**

<table>
<thead>
<tr>
<th>Proposal Details</th>
<th>Specific Comments From The Supervisor</th>
</tr>
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<tbody>
<tr>
<td><strong>1. Title of the Project Work:</strong></td>
<td>(Write title of the study precisely that reflects the contents of the proposal; not too much descriptive; and contains important variables)</td>
</tr>
<tr>
<td><strong>2. Introduction/Background:</strong></td>
<td>(Briefly describe the statement of the problem, its background, related literature to establish the significance of the study. This part is to convince the reader of the proposal that a study on the topic proposed is highly important and there are certain questions/problems yet to be resolved through research)</td>
</tr>
<tr>
<td><strong>3. Objectives of the Study:</strong></td>
<td>(List the objectives of the study clearly in achievable terms. Your proposal should not include many objectives that are difficult to achieve)</td>
</tr>
<tr>
<td><strong>4. Hypotheses (if any):</strong></td>
<td>(If you have any hypothesis, list these appropriately. Remember not all research studies require hypothesis formulation)</td>
</tr>
<tr>
<td><strong>5. Methodology:</strong></td>
<td>(Describe here what research methods you intend to use vis-à-vis the objectives of the study, and give a rationale for their choice. List out the research instruments to be used and how these would be administered)</td>
</tr>
<tr>
<td><strong>6. Population and Sample:</strong></td>
<td>(Describe here the population to be studied and how you will draw the research sample.)</td>
</tr>
<tr>
<td><strong>7. Implications of the Study:</strong></td>
<td>(Describe here the implications of the study. You should explain the advantages of the study, and state what would happen if a study of this nature is not conducted.)</td>
</tr>
<tr>
<td><strong>8. Tentative Chapterization:</strong></td>
<td>(List the chapters of the Project Report with a brief outline of their possible contents.)</td>
</tr>
<tr>
<td><strong>9. References and Bibliography:</strong></td>
<td>(List the citations that you have included in the project proposal, and the related documents that you intend to refer during the research to show that you have already done a preliminary literature review for the project work.)</td>
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3.3 Steps for Training Stream

3.3.1 Identification of the Training Area

Based on your understanding of the institution, experience in the field and interest, you should decide on a training area (for example Counsellor Training, Self-Learning Material Development, Management of Distance Education, Programme Evaluation, Training of Study Centre Functionaries etc.) to work upon for the completion of the project work. Discuss the training area with your supervisor/counsellor if possible. It is always better to take up such training which will be useful for the institution in which you are working as it will also generate more interest.

3.3.2 Preparing a Project Proposal

After you have decided on the training area, prepare a proposal related to the training which should include points like, why have you chosen the particular area for training? Why do you need the training? How will it be useful for the institution? What benefit will the participants gain from the training session?

The proposal should consist of:

a) Introduction to the training area
b) A statement of objective(s)- (e.g. what you intend to achieve through the training)
c) Assessment of training needs (preliminary plan)
d) Training design which will include the sessions, duration and name of resource persons (preliminary plan)
e) Strategy for evaluation of training
f) Implication of your proposed training to your institution.

3.4 Steps for Material Development Stream

3.4.1 Identify the Learning Material to be Developed

Based on your understanding, experience in the field and interest, you should decide a medium (audio/video/multi-media/website etc) to develop a learning material for the completion of the project work. Discuss the medium and the process involved with your supervisor/counsellor if possible. It is suggested to take up such medium which you are fully aware of, as it will help in developing a good learning material.

3.4.2 Development of Project Proposal

When you have decided on the medium (audio, video, multi-media etc) for developing the learning material, you should prepare a Project Proposal which will cite the reasons for the selection of the particular medium (audio, video, multi-media etc). The proposal should consist of:

a) Introduction to the proposed medium (audio, video, multi-media etc)
b) A statement of objective(s) (e.g. what you intend to achieve through the project)
c) Technologies to be used
d) Blueprint of the instructional design
e) Implication of particular medium in the learning process of students in distance education.
3.5 Submission of the Project Proposal

You should submit your project proposal to The Course Coordinator, MDEP-420, STRIDE. You will have to incorporate the suggestions/comments (if any) in your proposal as given by your STRIDE supervisor when you receive the same. Once it is approved by your STRIDE supervisor you may start working on the project.

For International Students
You may submit your Project Proposal and Project Report to:

Director
International Division
Block 14, Room No. 15, IGNOU
Maidan Garhi, New Delhi-110068, India

Along with the Project Proposal, do not forget to attach the Proforma for approval of the project proposal (Appendix 3)

4. PROJECT REPORT: PREPARATION AND SUBMISSION

4.1 Components of Project Report (Research Stream)

If you choose the research stream for project work the report should include the following as chapters:

- An introduction to the background of the research, its rationale and the relevance of the topic to distance education;
- The objectives of the study and the likely outcome of the study;
- A review of the earlier researches on the particular topic and their findings etc.
- Proposed method of study which should contain
  a) Design
  b) Sample size
  c) Tools/techniques
  d) Processing and analyses of data
- Analyses of the data collected and also its findings
- A lucid presentation of the study in brief and the insights that have been gained through the study, and how it may help in understanding the concept and promoting the practice of distance education on the whole.
- Bibliography/references/appendices: books, journal, magazine etc referred while writing the report should be included in an alphabetical order as well as all relevant supporting materials like graphs, pictures, questionnaire etc. While writing the references make sure you use only one style of reference in the Project Report.
The Research Project Report should contain the following appendices:

- **Cover Page:** it should contain title of the study, your enrolment no, name, supervisor’s name etc. (See *Appendix 1*)

- **Certificate of Originality:** The certificate should be authenticated by the assigned supervisor. (See *Appendix 2*)

- **Contents:** There should be an index with chapter-wise contents, title and their respective page number.

- **Abbreviations:** There should be a list of abbreviations used in the Project Report.

- **Questionnaires used for collecting data.**

- **Copy of the approved project proposal should be attached. Without the approved project proposal attached in your report, the report will not be considered for evaluation.**

### 4.2 Components of a Project Report (Training Stream)

If you choose the stream ‘Training’ for Project work, the Project Report should contain the following as chapters:

- **Report of the Training Needs Assessment (TNA) for the specific training;**

- **Training programme design (including training schedule, media, methods, strategies, resource persons, venue, logistics etc);**

- **Report of at least five training sessions;**

- **Report of training evaluation.**

The Project Report should also contain the following appendices:

- **Cover Page:** should contain title of the study, your enrolment no, name, supervisor’s name etc. (See *Appendix 1*)

- **Certificate of Originality:** The certificate should be authenticated by the assigned supervisor or the Regional Centre Director. (See *Appendix 2*)

- **Contents:** There should be an index with chapter-wise contents, title and their respective page number.

- **Abbreviations:** There should be a list of abbreviations used in the Project Report.

- **Training resources used.**

- **Copy of the approved project proposal should be attached. Without the approved project proposal attached in your report, the report will not be considered for evaluation.**

### 4.3 Components of a Project Report (Material Development Stream)

If you choose the stream ‘Material Development’ then the materials produced will constitute the main part of your Project Report. If you choose to produce audio/video materials, you may submit the recorded cassette/CD along with the script.
The Project Report for the Material Development stream should contain the following as chapters:

- Rationale for the choice of the medium (audio/video/multi-media/website, teleconference etc). If it is transforming textual materials, you should present a detailed critique of the existing material and why you want to transform them;
- Skill possessed to use the technology/medium proposed;
- Formation of instructional design;
- Steps followed while producing the material;
- Report of the usability of the technology/medium used;
- Report on the effectiveness of the technology/medium used.

The Project Report should also contain the following appendices:

- Cover Page: should contain title of the study, your enrolment no, name, supervisor’s name etc. (See Appendix 1)
- Certificate of Originality: The certificate should be authenticated by the assigned supervisor. (See Appendix 2)
- Contents: There should be an index with chapter-wise contents, title and their respective page number.
- Abbreviations: There should be a list of abbreviations used in the Project Report.
- Resources/technology used.
- Copy of the approved project proposal should be attached. Without the approved project proposal attached in your report, the report will not be considered for evaluation.

4.4 Length and Shape of the Project Report

The Project Report should be between 15000-18000 words (around 60-70 pages) typed in double space on single side of an A4 size paper. The pages should be numbered. Annexures and bibliography will not be counted to the length of the report.

4.5 Submission of the Project Report

You may prepare 3 copies of your Project Report. You can keep one and submit the remaining two copies to Student Evaluation Division (SED). The project should have proper binding so that there are no loose pages. Although you can submit your Project Proposal and Project Report at any time of the year, we suggest you to follow a time scale to facilitate your work within the limited time available to you.

REMEMBER

- International Students have to send their report to the Director, International Division, IGNOU
- Your result will be announced only after the evaluation of your Project Report.
5. FREQUENTLY ASKED QUESTIONS

Q. How would the Project Work be useful to me?
Ans. The Project work will facilitate you to:

- Develop your knowledge related to distance education
- Put into practice the knowledge you have gained from the theory courses
- Widen skills related to research
- Enable you to integrate technology into the distance learning materials.

Q. Can two students work together on a project?
Ans. The answer is ‘NO’! Two students CANNOT work together on a single project, but they can work independently on the same topic with different sample.

Q. Who will be the supervisor for the Project Work?
Ans. The Project Work is a guided activity and the faculty of STRIDE-IGNOU will be guiding the students for the project work starting from the proposal stage till the report writing stage.

Students are suggested to send their Project Proposal to:

The Course Coordinator MDEP-420,
STRIDE, Room No. 17, Block 14,
IGNOU, Maidan Garhi,
New Delhi-110068 INDIA

Q. How will the Project work be evaluated?
Ans. The project work should be carried out with all sincerity and seriousness.

The criterion for evaluation of the research work is as follows:

a) Task definition and approach-25% weightage
b) Literature Review, findings and conclusion-50% weightage
c) Communication of ideas and presentation style-25% weightage

The criterion for evaluation of the Project work (Training) is as follows:

a) Training Need Assessment and Training programme design-25% weightage
b) Report of training sessions and evaluation-50% weightage
c) Report of training feedback and presentation style-25% weightage

d) Identification of the medium and approach to the medium-25% weightage
e) Formation of instructional design and evaluation of the design-50% weightage
f) presentation style and effectiveness of the medium-25% weightage
Based on the criteria of evaluation of the project work, your project will be given a specific grade, which may be interpreted as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>Very Good</td>
</tr>
<tr>
<td>C</td>
<td>Good</td>
</tr>
<tr>
<td>D</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>E</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

**Note:** If a student acquires grade D or E, one has to rewrite and submit the project report again for evaluation.

Q. In case of any problem, whom should I contact?

Ans. You should try and take full benefit of the academic counseling sessions. However, if you still have queries you should feel free to contact the Coordinator of MDEP-420. You may send in your queries to the email ID- made@ignou.ac.in or call 011-29572627. The postal address to which you may send in your query is:

**Course Coordinator, MDEP-420**
Room No. 18, Block 14
Staff Training and Research Institute of Distance Education (STRIDE)
Indira Gandhi National Open University (IGNOU)
Maidan Garhi, New Delhi-110068
INDIA
PART-B

STREAMS AND THEMATIC AREAS

This section includes the three streams for project work along with a few suggested thematic areas for the project work. However, these areas are only suggestive in nature. You may take any theme/topic related to Distance Education which is not listed here.
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THEME 1: DISTANCE EDUCATION SYSTEM: STATUS AND PROSPECTS

Topic: Distance Education in India: A Study of its Origin and Development

Independent India has been making efforts ever since 1947 to expand the provision of educational opportunities to her citizens. Several Committees and Commissions were set up for this purpose. Their recommendations along with the deliberations at the higher levels of policy planning for the country have led to the introduction of several innovative practices: in education. One such recent innovation is “distance education”.

You may articulate your understanding of how distance education has emerged as an imperative in India and the possibilities it holds for meeting future challenges. You may base your project on two distinct sources:


Source 2: Reaction of various sections of people to distance education especially focusing on their expectations. The people whose responses matter are students, teachers, employed people aspiring to pursue higher education, educated unemployed, intellectuals and other opinion leaders.

You may focus on the following parameters:

i) Population growth

ii) Illiteracy

iii) Social relevance of education especially with regard to employment, creation of a democratic ethos and initiating special changes, and

iv) Resources - material and manpower.

Taking up this theme for your project work entails undertaking a serious library work: scanning through the documentary sources mentioned above and other relevant materials. It will also entail selecting a sample of respondents from the various categories of people listed above or/and others and probing into their views and opinions through interview, a questionnaire survey, etc.

You can make use of the following suggestions while working on this theme.

Independent India inherited a colonial hangover in all aspects of its national life. Education is no exception to this. Mass illiteracy, lack of rational and democratic approach to educational issues and indifferent practices of education, because of the indifference of the rulers towards it, were some
of the worst features of the educational scene in the colonial India. When India attained its political freedom, the State promised to mould education to suit the democratic and secular pattern of society. Naturally the State had to face a tremendous task in changing the educational system. How far have we succeeded in attaining our goal? If our existing system of education cannot cater to our needs, what is the alternative? These are some of the questions that trouble the minds of people who think about education in this country.

Distance education has been suggested as one of the viable alternatives. Now, we would like you to write a report on this theme. What led the educationists and policy makers to recommend distance education as a solution to our problems in higher education? What they and the people in general expect from this system of education? What are the possibilities to make this system successful in fulfilling the aspirations of people who would like to go for their higher education? The purpose of this theme is to know your reactions as well as those of the enlightened public to the system of distance education. To work on this project you will have to make use of two sources i.e., the literature available on education in India and reactions of various sections of people to distance education. How to make use of these two sources? To make use of the first source, you should, of course, depend on a library which has major documents on education. You may spend a lot of time, if you go through every page of various reports of committees and commissions. To avoid that, you should first identify the areas or issues on which you need information. For instance, look at the subject index of each document; locate the pages which discuss the issues such as population, illiteracy, budgetary provisions, workforce, infrastructure etc., and note down all the important details. Also read the sections which talk about Correspondence Education, Non-formal Education, Adult Education, etc., and list the suggestions and recommendations made by experts in this regard. If possible, you may also refer to some important books/journals on education in India. Some of the observations and comments made by eminent educationists will be useful to draw conclusions at the end of your Report.

Let us now turn to the second source. Here you may get the views of people whose opinions on education in general and distance education in particular matter. You may choose about 100 persons from different socio-economic strata. Suppose you choose 10 students, you can choose 5 male and 5 female students; some with rural background and some from urban areas, some from middle or upper classes and some from poorer classes etc., wherever these categories are available, and necessary. Such combinations may help you gather a variety of information.

To get the opinions of these people, you may use questionnaires and/or conduct interviews. Draw attention to the problems faced in the field of education today; the progress made in this field since 1947; the areas of our failure; the resources available for educational purposes; the practice or implementation of various schemes and recommendations; the present state of higher education in our colleges and universities, etc. And, what do they suggest as an alternative? What do they think about distance education as an alternative? Why do they think so? etc., are important questions to ask. Before you start collecting your data, you must have some idea of the future and the prospects of Distance Education in India. Make a clear statement, expressing your view on this. This statement will be your hypothesis. Now, shuffle through your data, compare and contrast the differing views and opinions of people you interviewed. Compare their views with the recommendations made by the Educational Commissions and Reports on distance education, including correspondence education and the Open University system. It is possible at this stage you notice that you have to modify your hypothesis or change some of your opinions. That should not worry you. From your data and information you must have discovered many things which might not have occurred to you earlier. Or, though your data and information go against your hypothesis, you may still have reasons to believe that your stand is correct. If it is so, you should build a case for your belief. While doing this, you will have to deal with the essential points of the data which differ from your views. Otherwise,
you may tend to ignore the data completely, although you may mention what the documents or people say about distance education. After analysing the data and arguing out your case, look at your hypothesis again, see what your data suggest and what you have to say about the data. From these three stages, you can draw your conclusions: What was your initial reaction/idea/opinion? What have you found out from your analysis? What do you conclude from your research project?

Once you start working, you will find that this project is not only interesting but also rewarding.

If you are a student living outside India, then the above Topic may be difficult for you in terms of getting data, both from secondary as well as primary sources. Hence, you may choose to study the Distance Education System in your own country.

The methodology explained, the factors identified and the steps to be followed for the study, as discussed above, are more or less completely relevant to the study you may undertake in your country. Only the documentary sources will be different and contextual to your country's educational environment.

### THEME 2: ANALYSING INSTRUCTIONAL DESIGN

This involves analysing the instructional design used by the distance education institution. The study would involve the analysis of various ways and methods in which the study materials have been designed and are being provided to the students, also the effectiveness of the instructional design in terms of the learning for the student should also be taken into account. This may also involve systematic observation of certain processes going on in the system.

**Topic 1: Instructional Design — Features of a Course or Programme**

If you decide to work on this topic, you will have to read MDE-412 thoroughly. You may study the instructional design of a particular distance education institution of your choice. The Uniqueness of the institution's instructional design and the components within the instructional design may also be discussed.

**Topic 2: Comparative study of X and Y Distance Institution in Terms of Instructional Design**

In this topic, you will have to compare two distance learning institution study material. You may compare the two in terms of the ways the learning material has been laid out, the language and the content discussed about a particular topic.

**Topic 3: Teaching Learning Process in Instructional Design**

Here, you have to analyse how the content has been presented. Does it make for an easy read? Is the teacher inbuilt in the content? Is it easily understandable? Make sure that you are able to study if the particular instructional design facilitates easy way of teaching through the content provided and at the same time an easy way of learning for the learners.

### THEME 3: STUDENT SUPPORT SERVICES AND OTHER SUB-SYSTEMS IN DISTANCE EDUCATION

This involves documenting the details of the various processes or components of a distance education system evaluating their effectiveness in terms of the reactions of the functionaries and the beneficiaries of the system. The study would involve survey of the opinions and reactions among samples of teachers and students associated with distance education system through interviews or with the help
of questionnaires. This may also involve systematic observation of certain processes going on in the system, which can be done with the help of observation schedules. Besides, it could involve analysis of instructional materials produced in the distance education system with that of a content analysis scheme.

**Topic 1: Study of Student Support Services in Distance Education System**

This involves documenting the infrastructural facilities, observing counselling sessions and other instructional processes as well as surveying the reactions of students and supervisor/counsellors about the effectiveness of the student support services.

Those who intend to work on this topic should have easy access to study centres and regional centres of the distance teaching institutions.

The second point to be noted is that you must choose only one aspect of the support services—for example, counselling, nature and utility of the facilities available at a study centre, etc. You may have to use an observation schedule to record when, how and for what purpose counselling sessions are conducted.

To support the data you may need various questionnaires for supervisors and students. Or you may like to work on the basis of observation schedules only.

**Topic 2: Study of Instructional Materials used in Distance Education Systems**

This pertains to content analysis of a sample of instructional material, using a suitable rational framework based on your understanding of how distance instructional material should look like. You will also survey the reaction of students as well as teachers involved in the distance education system about the effectiveness of the material.

To study this topic, you need a sample of instructional materials—say a block or two of a particular course, occasional access to the distance learner who undergoes that course, and also the academic counsellors who help these learners. If possible, you may also contact the course writers. At the operational level, you need to have studied course ES-312 thoroughly. Such a study will help you in preparing a framework which suggests a few patterns: features of effective self-instructional materials. You may then analyse and assess the content and the effectiveness of the selected block or blocks against this framework. To support your findings you may use a questionnaire to assess the opinions of the learners, the counsellors and the writers of these blocks.

**Topic 3: Study of the Evaluation System in Operation in Distance Education System**

This is about content analysis of the self-check exercises, assignments; question papers used in examinations and other evaluation tools in use in the distance education system. It also implies survey of the reactions of students and teachers (involved in distance education) about the effectiveness of these evaluation practices.

To study this topic, you need to have access to the various tools of assessment used in a particular course. You must specify the course you may work on. Besides the tools, i.e., exercises, assignments, the objectives, the examination papers, and comments on a few assignment-responses, you must have occasional access to the learners and assessors working on the course which you have selected for your work on this project. These steps will help you in preparing a framework which may suggest what the function of each evaluation tool is, and what might be the means of assessing the success or failure of these tools. Besides, you need to get the views of the concerned learners, assessors and course writers about the functions and the effectiveness of these tools. This can be done with the help of questionnaires.
**Topic 4: A Case Study of the Regional Centre or Study Centre**

Here, you can choose to study the Regional Centre of your state or the Study Centre. You may study the functioning of either of the centre or study its material despatch process or any another relevant issue.

**Topic 5: Critical Analysis of Assignment Responses**

Assignments are an integral part of an Open Distance Education system. It is the assignment through which the teachers interact with the students. The kind of assignment responses that a teacher gives helps a student to understand their weakness as well as strength in relation to the topic. You may study the types of assignment responses which a student receives from the teacher and make a critical analysis of the responses.

**Topic 6: Effectiveness of Counselling Sessions**

Counselling sessions helps a distance learner to put forward his/her doubts to the teacher. The counselling sessions also provides a platform for the distance learner to meet his/her peer groups who have enrolled for the same course. You may study the counselling session that takes place in the study centre and determine how effective are the sessions and if not why is it so? You may even evaluate the planning and teaching pattern of the academic counsellor and how effective are the academic counsellors’ sessions for the students etc.

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### You may find the following suggestions useful while working on these topics

A distance education system consists of a number of sub-systems, such as the sub-system of course planning, course development and production of video-audio, student services, evaluation and some others. Each of these sub-systems comprises of various processes and each process gives rise to various products. In certain cases, these products are tangible, concrete and, therefore, clearly visible; whereas in certain other cases they are not so tangible, and therefore, not so clearly visible.

For example, the sub-system of course production comprises the processes of copy editing, composing, preparation of the galley, proofreading, preparation of the dummy, etc. And all these processes result in the printed booklets - the concrete, tangible course materials. On the other hand, the sub-system of student support services does not show any concrete, clearly visible end product. And yet, all of us know how significant the role of student support services is. The various components of student support services such as counselling, supervising, explanation of a difficult concept through a video, bringing an outstanding professor to all the distance learners through an audio, group discussions at a study centre, etc. contribute to the academic satisfaction of distance learners, to the quality and depth of their learning, their motivation as well as for the maintenance of educational standards and the well being of pedagogic interaction. These are benefits of immense value, but as they are not concrete, not clearly visible, very often we lose sight of them.

The same is the case with the sub-system of evaluation; work on self-check exercises, assignments, case studies, projects, and of the term-end examinations. Seemingly, these components appear to be mere processes or activities, and their contribution to the overall process of academic success and achievement of the learners remains more or less invisible.

A student of distance education, however, cannot and should not remain ignorant about the working of these sub-systems, the processes involved and the sum and substance of their end-products-be they visible or invisible, concrete or intangible.
THEME 4: PLANNING AND MANAGEMENT

Topic 1: Quality Assurance Process at X Distance Institution

In this topic, we will focus only on distance education and its quality assurance. If you decide to work on this topic, you will have to work towards informing and encouraging continuous improvement in the management of the quality of distance education. You may, in your study like to discuss the various methods and strategies adopted by distance education the world over to maintain quality. In distance education, the practice of QA ensures quality results for the implementation of course materials. QA is about building a commitment to meet the needs of users and continuously improve. The QA system tries to define, in consultation with the user what services are to be provided further to the users, the immediate ones being the distant learners.

Topic 2: Management of Distance Education Institutions/Study Centre/Regional Centre

In this topic, you will have to decide what exactly you want to study. For example, if you choose to study a particular regional centre then you will have to start from when the regional centre was set up and how? Under what circumstances if any, etc. Then you may proceed towards studying the kinds of work performed in the particular regional centre that you are studying. Also, the office staff within the regional centre and their job profile and how the regional centre is being managed.

Topic 3: Budget Analysis

This budget analysis is usually accompanied with a research work wherein you have to give an estimated budget and give justification for the same. If you intend to do this topic, then you will have to study the budget of various research proposals, how relevant are they to the research proposed and even draw out the suggested way of writing a good budget. You can even write down the advantage or disadvantage of many budgets that you may study while undertaking the study.

Topic 4: Programme Evaluation-Course Work Evaluation

Under planning and Management theme if you choose to study this topic, you will have to evaluate a particular programme-if a programme is too cumbersome then you may break it down to the study of a course. In this you are required to discuss about the programme/course and chalk out the lacunae in the programme/course and if anything new needs to be added. You may also discuss the need for the particular programme/course in the current scenario and the techniques and approach that may be involved in the programme/course.

Topic 5: Impact Analysis of Distance Education Programme

Distance Education as a discipline is gaining momentum in this fast paced world where people want to increase their knowledge and at the same time earn a degree for professional growth while being in employment. However, it is not really known how far distance education programmes have helped the individual to prosper academically or otherwise professionally. You may conduct a research on the impact of distance education programmes on the individuals who have enrolled for the professional and academic development. You may probe into the impact of successfully completing the programme and if successful completion of the programme has helped them in any way. Such studies may also like to consider impact of Distance Education programmes on the women population, the socially backward people, the rural people, and the physically challenged and other marginalized communities.
THEME 5: TECHNOLOGY IN DISTANCE EDUCATION

The use of technology in Distance Education as an area of study has number of issues to be studied and investigated. It is so, because, distance education is primarily a technology mediated education. In Theme-9 we have suggested preparation of audio programmes for distance education. Under Theme-5, we want you to study how students, supervisors and even institutions are using various technologies. The term technology here includes, audio, video, television, radio, teleconference, computer, multimedia, Internet, etc. You may take any of these media/technology for study. Some general topics under this theme are listed below:

i) Attitude of distance learners towards teleconference
ii) Attitude of supervisors towards use of audio-video in distance education.
iii) Use of audio-visual media by distance learners.
iv) Learning from video based programmes.
v) Sustainability of Technology.
vi) Utilisation of broadcast and non-broadcast media.

While undertaking a study related to any of the topics above or any topic from technology area, you must assume that technology is available to learners or your subject. In other words, you must assess the feasibility of the topic. You may need to re-word or fine-tune some of the topics outlined here too.

THEME 6: COST FACTORS IN DISTANCE EDUCATION

The difference between distance education system and regular university system is structural. This structural difference has an economic dimension too. Any long-term decision regarding investment in distance education will necessarily have to be assessed in terms of its economic viability. Study of the costing of distance education system becomes useful in developing insight into the economic viability of distance education. Three topics in this area have been suggested below: The understanding and insights you have developed studying through Course M DE-417 will help you substantially here-

Topic 1: Critical Study of the Financing of Distance Education Institution

Here, the focus is on the institutional cost of distance education. The aspects to be studied are:

i) The sources of income
ii) Total budget and expenditure headings
iii) Subsidy from the government or public organizations
iv) Disparity between income and expenditure, and
v) Disparity between the institutional cost of a distance education system and a regular university system.

You may select one distance education institution and study the relevant documents concerning its financing for a selected number of years. This work may also involve interviewing a few functionaries who could provide the relevant information.
If you choose Topic I your work will progress through the following stages:

**Stage-I:** Identify the various aspects which you must study:

- Source and extent of income and funds, including subsidies from various sources;
- Expenditure headings and actual expenditure under each heading;
- Earnings or deficits.

**Stage-2:** Having identified these financial aspects of the institution under study, you have to collect data regarding the earnings and expenditure. For this you will need to use official files, and in certain cases some of this information may have to be collected through interviews. You will have to interview finance officers, accountants or planners. Obviously, we do not see any use for questionnaires in this study.

The data have to be collected in two sets. One set pertaining to the Distance or Correspondence Education operations and the other set pertaining to the regular classroom based education at a university or an institution.

At this stage it should be clear that these topics can be taken up and worked on conveniently by those participants who are working at a University or an Institute which runs not only its regular classes, but also has a Directorate or Department of Distance Education or Correspondence Course. We make this suggestion because you need to have easy access to official files and the kind of people you need to talk in order to collect the data.

**Stage-3:** After preparing these two sets, they have to be compared in order to see which of the two modes, the distance mode or the conventional classroom mode of education is more cost efficient. A study of this kind will ultimately help you to assess the long-term viability of the distance mode.

**Topic 2: Study of Private Costs of Distance Education Learners**

The aspects to be studied are the tuition cost, stationary cost, travel cost and any other relevant cost(s) incurred by students studying in a distance education system. A cursory comparison of the private costs in a distance education system and a regular university system may also be attempted.

You may go about this by conducting a survey among samples of students drawn from various classes of the society or backgrounds, through interviews or questionnaires.

If you choose Topic 2, you will have to work through the following three stages:

**Stage-1:** The interviews and the questionnaires you may have planned should aim at getting information about the various costs a learner has to bear in order to complete a course, for example, tuition fee, admission fee, examination fee, cost of books and stationary and travel cost, boarding house costs, if any, etc.

You need to select samples of distance learners and students at a conventional university/college. In selecting these, care should be taken that the samples are matched properly. For example, both the samples must be B.A. second year students, or B.Sc. third year students. Such selection will reduce possibilities of variables in calculating the relative costs. You will notice that the heads of expenditure under which a distance learner spends his/her money differ from those under which a conventional college or university student spends his or her money.

To get information regarding such expenditure, you will have to use at least two tools; interview schedules and questionnaires - one set for regular conventional students and the other for distance learners.
**Stage-2:** You will administer the questionnaires, and conduct interviews wherever necessary and collect data. It is obvious that a study of private costs can be taken up conveniently by those participants who live at a place where they can contact a reasonable number of both the conventional and distance learners.

*Unless there are both distance and conventional learners within your reach, you should not venture to work on this project.*

**Stage-3:** After the data is collected, the relative cost item-wise and also in gross terms have to be calculated. And in the conclusion a comparative statement with regard to costs in the two systems is to be presented besides whatever implications you may draw from such a comparison of costs.

**Topic 3: Cost-effectiveness of a Distance Education Programme**

The measurement of effectiveness involves more subjective judgments of ‘outcome’ and ‘output’. In ODL a major focus of effectiveness studies has been on the question of whether one medium is superior to another.

Cost-effectiveness assessments typically involve an analysis of the institution as a whole, or of a particular teaching/learning outcome. Studies of cost effectiveness are concerned with the relationship between the achievement of objectives and the cost involved in achieving them. An organisation is effective, if it achieves its objectives with optimum use of resources. Effectiveness depends on the quality and quantity of the output.

The following suggestions may help you to work on this theme:

*Before you decide to work on any of the topics you need to make sure that you have some basic knowledge of Economics and Cost Accounting. You need to know about a few ways and means of studying costs in Educational Systems.*

*This knowledge may be obtained from your colleagues or books available in libraries. More than this, library work is needed for the topics.*

**THEME 7: LANGUAGE ISSUES IN DISTANCE EDUCATION**

Language issues in distance education as an area of study, is a discrete component of the course on Staff Development in Distance Education. Our primary focus here (as also the rationale for the placement of this component within the course) has been on the issues relating to the use of language as a transactional medium-in more specific terms, the use of a second/foreign language as a medium of instruction.

Given this framework, you might like to work on any of the three topics given below:

1. Learner profiles (in terms of language competence) in your own country
2. Socio-political factors and policies regarding the use of English in your own country
3. The problem areas (that your institution might face) in using a second/foreign language for learning transactions.
THEME 8: LEARNER CONCERNS IN DISTANCE EDUCATION

Educational needs of potential distance learners and the reaction of distance learners to various aspects of distance education are some of the crucial issues for research in distance education. The data may be collected through such instruments as interview schedules, questionnaires, attitude scales, etc. The respondents may be suitably sampled out.

You may choose anyone of the following five topics:

i) Study of the educational needs of potential clientele of distance education

ii) Study of the problems faced by students studying through distance education

iii) Study of the reactions of distance learners to the various elements of a distance education system

iv) Study of personal and educational characteristics of the clientele of a distance education system

v) Study of the attitudes of distance learners or potential distance learners towards distance education.

The following suggestions may help you to work on these topics:

Conventional face-to-face education is teaching or teacher centred, while distance education is learning or learner centred. It is so, because if education is to function as a means of social upliftment and democratisation, it cannot but be learner centred. And again, if we accept education to be a lifelong activity, an activity that constantly engages learners in updating their information and skills, it has to be learner centred.

How can a system of education be learner centred unless it is aware of learner’s concerns; unless it knows what the learner needs and what his/her problems are; unless it knows what his/her attitudes and his/her characteristics are?

Obviously, if the system of distance education is to flourish in a country, if it is to be socially relevant, and pedagogically effective, it needs to be well informed about the learner’s concerns.

The project on this theme allows you an opportunity to look into these concerns. These are the concerns which have remained ignored over years and centuries and you can study them anywhere and everywhere, wherever you come across human beings working in fields or in factories, employed or unemployed, rich or poor, men or women.

What is being suggested is that topics on this theme can be taken up by any student irrespective of where he/she lives. If you live in a remote area, you can look around and identify what the educational needs of the people are, be they farmers or wage labourers; if you happen to live in an industrial area, you may study the educational needs of factory workers, be they engineers or shift workers; if you happen to be in an educational centre you may study the attitudes of people, their attitudes towards distance education, towards conventional education, towards education in general, be they teachers or learners, educational planners or administrators.

The point is that, under this theme you can study any sample population that is available to you—any potential distance learner.
THEME 9: INTERDISCIPLINARY STUDIES

Here, you may take up project work on any issue/subject of your choice. Make sure that the topic you choose is relevant to distance education and would contribute to the information and knowledge related to distance education.

Examples of some topics you may choose to work on:

- Distance Education and Health Care
- Hospitality service and Distance Education
- Social Work and Distance Education
- Law and Distance Education
- Gender and Development and Distance Education
- Foreign Languages and Distance Education
- Computer Application and Distance Education.

The approach here would be to see how distance education can not only be good for other fields of study, but how other disciplines also influence the disciplinary knowledge in distance education.

Training

*The following suggested theme may be studied under the Training streams:*

THEME 10: DEVELOPING HUMAN RESOURCES IN DISTANCE EDUCATION

Various categories of personnel, namely, course writers, media producers, computer professionals, supervisors/counsellors, coordinators of study centres, policy makers and administrators at different levels are involved in distance education system. Each one of them requires training to enable them function effectively in respective areas. Hence training is provided to help those who are engaged or wish to engage themselves in developmental aspects of distance education; and to provide orientation skills of Training and Development and to contribute to their career development. Students who will take up the training stream are expected to provide the following:

a) One study report bringing out training needs analysis of a distance education Organisation/Department.

b) Report of five Training sessions, conducted by the candidate (or any other person). The report should include session’s objective(s), methodology, contents, training aids/reading material etc.

c) Evaluation Study of one Training Programme, conducted by self or any other person/agency, using appropriate methodology, and

d) Two training resources- prepared by the student, which may be used in a Training Session. The training resources could be case studies, presentations, handouts, games, any other training related materials.
Choosing this stream involves documenting the training sessions and submitting a report of the same. We suggest you to study MDE-419 carefully to work on this theme. However, we have given some guidelines to help you further.

**Training Needs Analysis**

Training needs are essentially of three types: individual, occupational and organizational.

Individual training needs are related to the job performed by the individual. However, the ‘wants’ of training by the individual has to be differentiated from the organisational training ‘needs’. Individual training needs emerge due to change of job, increased responsibilities and need for career development.

Occupational training needs are related to the specific job category. A distance learning teacher will need to be trained to write self-learning materials following the set guidelines. Academic counsellor in distance education system will be trained in writing tutor comments etc. Occupational training needs emerge due to deficiency in performance standards.

Organisational Training needs should be related to the entire organisational needs. Organisational training emerges due to the changes that have been brought about by technological advancement and the demands of new discipline and educational materials. Organisational training needs also emerge due to the changes in the workforce due to transfers, new appointments or even promotion etc.

**How to Conduct Training Needs Analysis**

To decide what should be included in a training programme, it is important that a training needs analysis (TNA) is done. The benefit of TNA is that it helps to:

- Identify actual performance problems;
- Provide information about the target groups;
- Identify important topic;
- Understand staff’s attitude towards training;
- Increase staff participation in the training process

The TNA process is divided into three steps (Wentling, 1993)

- Needs identification
- Needs analysis
- Gap analysis

**Training Needs Identification**

The first step is to identify whether there is a need for training or not. If the actual level of performance is less than the desired level of performance in an organisation, then training is needed. However, the identification of a performance problem is not sufficient to justify the training needs. Performance problem may arise if the staff members are not aware of what to do or how to do, they are not motivated and or prevented by the organisation or the environment to work efficiently. If the training need emerges due to the lack of ‘know-how’ then we can categorically state that a ‘training need’ exists.
**Need Analysis**

The detailed examination of the training needs by breaking them into parts to develop training content is known as ‘analysis of training needs’. Job analysis and task analysis is included in this process. The results of the needs analysis are useful in formulating training objectives.

Job analysis-involves breaking down a job into its major component parts allowing us to identify what is expected from different job positions in the organisation.

Task analysis-is the same as job analysis, except that for each task specific and detailed sub-elements/ steps are included.

**Gap Analysis**

After identifying the need for training and analysing the job and tasks performed by individual in the organisation it is important to know how well the individual is performing his/her task. This assessment is called gap analysis and is useful to prioritize the specific training areas.

Now that you know how to conduct the TNA let us now understand how to design a training programme.

**How to Design a Training Programme**

Training design is essentially a ‘blueprint’ of what you will be doing in a training programme. It includes the contents to be covered and the learning activities planned. A good training design includes the following information:

- **Aim**
- **Objectives**
- **Target group**
- **Competencies (knowledge, skills and attitude)**
- **Workshop contents organized in a logical sequence**
- **Workshop strategies and methods.**

The training design highlights the methods to be followed in the delivery of the training. To select appropriate method, a trainer should understand how adults learn. Peter R. Sheal (1989) lists 10 principles of adult learning that should be carefully studied while designing a training programme.

Adults learn better:

1. In an informal, non-threatening environment (create such atmosphere);
2. When there is a need to learn or they want to learn (motivate them; identify need; develop need based programmes);
3. When their individual learning needs and styles are catered to (use variety of methods, techniques and tools);
4. When their previous knowledge and experience are valued and used (use group techniques, case study, etc.);
5. When there is an opportunity for them to have some control over the learning content and activities (use flexible training approaches CBT, etc.);

6. Through active mental and physical participation in the learning activities (use activities to do, rather than lectures alone);

7. When sufficient time is provided for the assimilation of new information, practice of new skills or development of new attitudes (don’t overload content in short period of time; give sufficient time for interaction and discussion);

8. When they have opportunities to successfully practice or apply what they have learnt (provide hands-on training and application levels of activities);

9. When there is a focus on relevant and realistic problems and the practical application of learning (emphasize the ‘what’ and ‘why’ of training and explain how it is related to the job performed by the trainees);

10. When there is guidance and some measure of performance so that learners have a sense of progress towards their goals (use assessment techniques to provide feedback).

(An example of a Training Design is given in Appendix 4)

How to Conduct Training Evaluation

The purpose of evaluation is primarily two fold:

- To improve the training programme by providing the necessary feedback to the training system;
- To assess the value of training to the participants and to that of the organisation.

Evaluation of training programme can provide us valuable information on the following:

- Performance of the trainers;
- Performance of the trainees;
- Areas requiring improvement on delivery of training;
- Changes that can be attributed to training;
- How much value can be placed on the said changes; and
- Benefits of the training in cost-terms.

The evaluation process consist of four levels as presented by Kirkpatrick (1994) — reaction level, learning level, performance level, and result level.

Reaction level: represented by the reaction or satisfaction of the participants. The results of the evaluation depict the trainee’s perception of the training programmes. The reaction level evaluation should ask appropriate questions in order to be useful. Apart from close-ended questions, open-ended questions should also be asked to supplement and validate the data supplied in the close-ended questions.

Learning level: training programme is done to improve the knowledge, skills, and attitude of the trainees. In this level, we should assess the learning of the trainees/participants from the training programme. Here pre-test and post-test of learning or only post-test of learning can be carried out. This may include (Naidu, 2006):
• Actual performance on an authentic site or simulated condition;
• Oral responses which comprise verbal and or visual presentations to questions; and
• Written responses which comprise typed or hand-written responses to questions.

Performance level: it is evaluation on-the-job to assess the worth of a training programme. Mostly, this is done through follow-up activities after sometime and involves someone like a ‘supervisor’ to report on the performance of the trainee prior to and after attending the training programme. This level of evaluation is the real ‘transfer of training’ to the job condition. For e.g. a workshop on development of self-learning material can use work samples of the participants before and after the training to establish whether it had any effect. A job improvement plan can be prepared by the trainee at the end of the training as a ‘work plan’ that can be followed-up after, say 3-months to see whether the trainee has converted the training learnings into action.

Results level: highest level of evaluation in Kirkpatrick’s model that measure the impact of the training programme in relation to the bottom line and efficiency improvement in the organisation. Since it is time consuming, difficult and expensive process, it is rarely done. At this level, the measures of evaluation focus on outputs, quality, costs, and time and customer satisfaction. However, it is difficult to establish correlation between training and any of these, as there may be other intervening variables. We can use this level of evaluation in areas where tangible results can be visible. For e.g. after training the number of mistakes by data entry operators has reduced to, say 10% from 30% before training, then the 20% savings in terms of reduction in errors can be attributed to training in terms of cost and time efficiencies.

(Trainer Evaluation Form, Appendix 5)
(Workshop Evaluation Form, Appendix 6)

Material Development

The following suggested theme may be studied under the Material Development Stream:

THEME 11: PLANNING, DESIGN AND DEVELOPMENT OF SELF-INSTRUCTIONAL MATERIALS

Topic 1: Development of Audio-instructional Programme to be Used in Distance Education System

If you are planning on preparing an audio format to be used as instruction in the Distance Education, you have to fix the level of the learners and the topic of your programme. Prepare an outline of the content to be covered and write down the audio script keeping in mind the features which a good audio-instructional programme should have. Your programme should run for approximately 20 minutes. You have to record it in an audio cassette/CD.

Besides the level of instruction and the subject to be presented, for audio instructional materials we need to keep in mind certain other considerations such as, what is the status of the audio programme. Is it an independent programme that stands by itself? Or, is it a supplement or a complement of a certain unit or lesson already available in print? Of course, you are free to start with a different assumption.
Besides, you need to decide on the format - whether you want to present your subject matter in the form of panel discussion, or in a dramatised form, or as an interview, or just a lecture. This decision will depend partly on the subject matter you may have chosen and partly on how the audio is to be used - at a study centre, in a closed private room, or for a broadcast. If it is meant for a broadcast, its technical quality has to be of a very high standard. The choice of the form (such as the interview, the panel discussion, etc.) will decide how you prepare your script, what number of participants you need, how many female voices, how many male voices, and what other effects you have to arrange for, etc. Once the programme is taped, you may try it on a few learners and incorporate whatever relevant modifications are suggested during that trial.

*Topic 2: Development of Video-instructional Programme to be Used in Distance Education System*

If you are planning on preparing video format to be used as instruction in the Distance Education, here also you have to fix the level of the learners and the topic of your programme. You will have to decide the choice of the format e.g. a voice over programme, role play or a documentary, etc. Based on your choice, the programme script has to be developed.

The first step in preparing a video programme is to evaluate the idea and prepare a programme brief. Programme brief is the first written statement which forms the basis of a video script. Another important step is to carry out extensive research about the topic that you are going to cover. You have to know your target audience well. After research, you will have to select the most relevant materials, resources etc which match your programme objectives. You will have to consider the programme design strategy as it is the most decisive and creative stage of programme development. Here, an important thing to remember is how to begin the programme, because opening sequence of a programme will allow the audience to judge whether they will like the programme or not and the ending should also be effective. Finally, you will have to prepare a story-board which is a detailed shot-by-shot description of the programme on a sheet of paper divided into two vertical columns which are used for drawing and writing supporting words etc respectively. After collecting and preparing the necessary script, you may begin shooting for your video programme. The video programmes should be about 10-15 minutes duration.

*Topic 3: Development of Multi-media Instructional Programme to be Used in Distance Education System*

In today’s time with the knowledge and availability of software’s like Flash, Director, 3D Studio Max, etc we can develop multimedia lessons which will help students particularly those who are in the distance education system. So, if you are planning to prepare a multi-media instructional programme to be used as instruction in the Distance Education, you have to fix the level of the learners and the topic of your programme. Prepare an outline of the content to be covered and be sure that it is relevant to distance learners. Then, write down the script keeping in mind the multiple elements, such as sound, video, text, graphics and navigation. These elements can be included on both CD-ROMs and Web sites. However you must be able to create or convert your various elements into a digital form. The resources you need to produce the multimedia elements for your CD-ROM or Web site will differ depending on the complexity of your project. The multi-media programme that you are planning should be complete in all respects.

When preparing a multi-media programme you should remember the following:

- The information available via the multimedia should be crisp and not overloaded. This means that it should be informative;
Make sure that the navigation process in the entire multimedia component is easy and not complex;

The multimedia component of your learning materials should be interactive, providing adequate scope for the learner to give feedback and also receive the same;

If the multimedia component is video based, the quality of the video should be high. Similarly the audio component should be clearly audible and not restricted by unwanted low end frequency noise;

The font size in the multimedia text should be visible;

The color, texture, pattern and animation enrich a multimedia presentation hence, the graphics should be equally balanced;

Animation adds the dimension of time to graphics and hence, the animation for the multimedia should be appropriately chosen.

These are few points to be kept in mind but you may also face other features that will be relevant to your multimedia components. So, it is important to look at all the aspects and consider the ways through which your multimedia programme can be put together effectively in a particular teaching-learning environment for purposeful self-learning.

For more information on educational multimedia you may check the link provided:


**Topic 4: Web Portals Creation in Distance Education System**

Web portals have been in recent times used as a medium for distance educators as it provides the learner with diverse information in an integrated method. So, if you are planning to prepare a web portal to be used as instruction in the Distance Education, you will have to keep in mind certain guidelines which will make your web portal accessible to a large number of people.

Your web portal should be user friendly and not too complicated. One of the important things which your web portal should have is events and resources related to the subject, in this case-Distance Education. The information contained on the portal should be relevant, accurate and current in order to meet the needs of the intended users/students. You will at first have to define your user’s level for e.g. Educators/teachers, parents, students, etc, all of them will have different educational needs which have to be considered while creating the web portal. You may include personal profiles, photo galleries, news alert and even chat to make your portals lively. For educational purpose you may include various educational courses information offered both online or at physical institutions, your educational web portal should also include numerous learning resources repositories.

When you design your web portals ensure that there is consistency throughout the site. In most of the web portals, graphics are positioned on the top and left hand side of the screen so you may also want to place your graphics accordingly. The readability of the text will be determined by the clarity and size of the font used and the contrast between the background and the text and so use the fonts as well as the colour/design which will give you optimum clarity. Navigability of the portals has to be simple and ease of use. It is important that the portal contain an effective sitemap, however, at the same time ensure that the site does not clutter too much information onto a single screen.

Regardless of the different types of search mechanism, it is pertinent that your web portals should also contain a free text search mechanism wherein all documents containing a specific search word
or phrase input would be retrieved. Also make certain that your web portal provides an online support. This online support will provide guidance to help users to use various functions and navigate through the portal effectively and efficiently e.g. built-in help functions, instruction sheets, tutorials and the contact details of individuals/organizations that would be able to provide the necessary information/tips. It is advisable that you also include a copyright restriction to your web portal as the time and effort put by you to create the web portal will not go waste and may not be duplicated by others. Also, providing your contact details and information will ensure the credibility of the web portal created by you. Finally, try and give a feedback column for your web portal as it will give the users an opportunity to throw their views about the portal which will in turn help you in identifying and improving content especially as the volume of content increases.

For more information and ideas you may log on to the following website:

http://www.edna.edu.au/edna/go

www.col.org
PART-C

RESOURCES IN DISTANCE EDUCATION

This section includes few resources in Distance Education, which can be used to conduct research. This is not a complete list, however.
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PART-C
RESOURCES IN DISTANCE EDUCATION

(This section has been drawn largely from the World Wide Web)

1. Online Resources

- Distance Education Resources: This site is designed to be a starting point for those interested in locating higher education distance learning resources. [http://www.web-miner.com/deindex.htm](http://www.web-miner.com/deindex.htm)

- Glenn C. Hoyle’s Distance Education site ([http://www.hoyle.com/distance.html](http://www.hoyle.com/distance.html))

- International Forum of Educational Technology and Society-Interesting research and implementation links including Journals, books & magazines, Educational technology resources, Educational multimedia resources, Educational research resources, Online learning resources, Subject-wise resources, Culture and country specific issues, Research articles and thesis, Practical educational systems, Educational associations and discussion lists. ([http://ifets.ieee.org/links/interest_links.html](http://ifets.ieee.org/links/interest_links.html))

- *The Commonwealth of Learning* is an international organization created by Commonwealth Heads of Government to encourage the development and sharing of open learning/distance education resources and technologies. COL is helping developing nations improve access to quality education and training. ([http://www.col.org](http://www.col.org))

- American Distance Education Consortium (ADEC) is a non-profit distance education consortium composed of approximately 65 state universities and land-grant colleges. The consortium was conceived and developed to promote the creation and provision of high quality, economical distance education programs and services to diverse audiences, by the land grant community of colleges and universities, through the most appropriate information technologies available. ([www.adec.edu/online-resources.html](http://www.adec.edu/online-resources.html))

- Choosing an online distance learning program can be overwhelming. The Distance Learning Colleges Guide includes answers to the questions about distance learning programs and the various institutions offering the same. ([www.distance-learning-college-guide.com/distance-learning-resource.html](http://www.distance-learning-college-guide.com/distance-learning-resource.html))

- Distance-Educator.com has been involved in the revolution to democratize learning and training from the beginning and this is the place to start your search for any and everything related to distance education and e-learning. Quality resource, news item, research, or issue related to distance education and e-learning are available. ([www.distance-educator.com](http://www.distance-educator.com))

- This site is designed to be a starting point for those interested in locating higher education distance learning resources ([http://www.web-miner.com/deindex.htm](http://www.web-miner.com/deindex.htm)).
2. Mailing Lists

AACIS-L
American Association for Collegiate Independent Study – listproc@ecnet.net
This list is sponsored by The American Association for Collegiate Independent Study with a focus on correspondence, independent study and distance learning.

ACTIVE-L
A list for use for Distance education on Active learning – listserv@ADMIN.HUMBERC.ON.CO

ADLTED-L
Canadian Adult Education Network – majordomo@oise.utoronto.ca

DEOS-L
International Discussion Forum for Distance learning – listserv@LISTS.PSU.EDU
American Centre for Study of Distance Education sponsors this large, diverse list.

RESODLAA
Research SIG of the Open and Distance Learning Association of Australia – majordomo@usq.edu.au
This is a discussion list of the Open and Distance Learning Association of Australia’s SIG on Research. Its purpose is to foster electronic discussion, symposia and conferences on topical issues in distance education and open learning research.

3. e-journals

DISTED
Online Chronicle of Distance Education and Communication – listproc@pulsar.acast.nova.edu
The Online Chronicle of Distance Education and Communication covers resources, articles, research findings. Case studies and announcements regarding distance education very broadly.

EDUPAGE
A News Update from EDUCOM – listproc@educom.unc.edu
A newsletter put out by EDUCOM summarizing information technology news.

EURODL
The European journal of open, distance and e-learning This refereed online journal on distance and e-learning publishes the accounts of research, development and teaching in its most inclusive definition, exploring the potential of electronic publishing. http://www.eurodl.org/
IRRODL

The International Review of Research in Open and Distance Learning (www.irrodl.org) is a refereed, open access e-journal that disseminates original research, theory, and best practice in open and distance learning worldwide. www.irrodl.org/miscfiles/journalpg.html

TOJDE

The Turkish Online Journal of Distance Education (TOJDE) is a peer-reviewed quarterly e-journal. This scholarly e-journal publishes refereed articles focusing on the issues and challenges of providing theory, research and information services to global learners in any kind of distance education or open learning applications. http://tojde.anadolu.edu.tr/index.htm

DOAJ

The Directory of Open Access Journals (DOAJ) service covers free, full text, quality controlled scientific and scholarly journals. www.doaj.org

4. Bibliographies


Connick. G. P. (1996). Sources of Information About distance Education: Topics in Distance Education #2. Portland, ME: Distance Education Publications.


5. Journals

AMERICAN JOURNAL OF DISTANCE EDUCATION (ISSN: 0892-3647)

Three issues per year. Subscription enquiries to AJDE, Rackley Building, University Park, Pennsylvania State University, PA 16802, USA. First published 1987. ‘Created to disseminate information and act as a forum for criticism and debate about research and practice of distance education in the Americas’. Editor: Michael Grahame Moore, American Centre for the Study of Distance Education College of Education, The Pennsylvania State University, 403 South Alien Street, Suite 206, University Park, PA 16801-5202, USA

ASIAN JOURNAL OF DISTANCE EDUCATION (ISSN: 1347-9008)

The main aim of the Asian Journal of Distance Education is to disseminate scholarly works and information useful to researchers and practitioners in the growing field of distance education in Asia. The Journal also aims to provide a forum for discussions within and directly relating to Asia, and so elicits Asian local theoretical and practical solutions to address local concerns.
BRITISH JOURNAL OF EDUCATIONAL TECHNOLOGY (ISSN: 0007-1013)

Quarterly journal (January, April, July and October). First published in 1969. ‘BJET’ is a primary source for academic and professionals in the expanding fields of educational training and information technology and covers articles in whole range of subjects including design and production of learning materials, delivery systems for open and distance learning, evaluation and monitoring, curriculum development and course design etc. It is published by Blackwell Publishers on behalf of British educational Communication and Technology Agency. Editor: Nick Rushby. Subscription: Blackwell Publishers on behalf of British Educational Communication and Technology Agency. P.O. Box – 805, 108 Cowley Road, Oxford OX41FH, U.K.

CONNECTIONS

News publication of the Commonwealth of Learning. Published by the Commonwealth of Learning, 1285 West Broadway Suite 600, Vancouver, BC V6H 3X8, Canada.

DISTANCE EDUCATION (ISSN: 0158-7919)

Two issues per year, in May and October. First published 1980, a refereed journal published for the Open and Distance Learning Association of Australia (formerly the Australian and South Pacific External Studies Association (ASPESA); Aim is to ‘disseminate information about theory, research and practice in distance education including correspondence study, external studies, individualized learning, open learning, educational technology, educational radio and television and other educational media’ and is International in coverage. Distance Education Centre, University of Southern Queensland, PO Darling Heights, Toowoomba, Queensland 4350, AUSTRALIA

INDIAN JOURNAL OF OPEN LEARNING (ISSN: 0971-2690)

Three issues per year (January, May and September). Set up to: i) disseminate information about theory, practice and research in the field of open and distance education, including correspondence and multi-media education, educational technology and communication, independent and experiential learning and other innovative forms of education, and ii) provide a forum or debate about these areas of concern, particularly for India, allowing reasonable space to contributions from outside the country. Published by Indira Gandhi National Open University, Maidan Garhi, New Delhi 110068, INDIA. Also available online at http://journal.ignouonline.ac.in/iojp/index.php/IJOL

ISTRUZIONE A DISTANZA (IAD)

First published in 1989. Quarterly. The language of the journal is Italian, but coverage is international. Istruzione a Distanza, Piazza San Carlo III, 42, I-80137 Napoli, ITALY

MALAYSIAN JOURNAL OF DISTANCE EDUCATION (ISSN: 1511 6433)

MJDE was launched in December 1999 with the inaugural issue of Volume 1, Number 1 with an initial contribution from the academic staff members of the School of Distance Education, Universiti Sains Malaysia. The Journal is published bi-annually (June and December) and has grown in strength with contributions from 18 countries (to date). MJDE is published by the Penerbit Universiti Sains Malaysia, the publishing house of the Universiti Sains Malaysia.

OPEN LEARNING (ISSN: 0268-0513)

Published three times per year (February, June and November). First published in 1986 as successor to TEACHING AT A DISTANCE, The journal comprises two sections, the first including longer
articles with references, the second including issues for debate, grass root observations, research notes, conference reports and reviews. ‘The primary audience of the journal is those involved in post-school education and trainers in the public and private sectors in the UK; a substantial secondary audience is in distance education throughout the world.’ Currently the journal is being published by Car fax Publishing, Taylor and Francis Ltd. P.O. Box 25, Abingdon, Oxfordshire, OX 143 UE, UK

OPEN PRAXIS (ISSN: 0264-0210)

Two issues per year, in April/May and September/October. First published 1993 as successor to ICDE Bulletin. welcomes ‘articles, news items, letters, cartoons and copies of publications for review from institutional and individual members of ICDE’. The Permanent Secretariat, ICDE, Gjerdrum vei 12, N-0486 Oslo 4, NORWAY

STAFF AND EDUCATIONAL DEVELOPMENT INTERNATIONAL (ISSN: 0971-9008)

Three issues in a year in May, Sept, and Dec. First published in 1997. Aims at providing a forum for debate, discussion and exchange of ideas, practices and research on staff development, educational development and innovations and change in education and training. It is a referred international journal brought out by NETSED, India. Areas covered include open and Distance Education, flexible, cooperative, experiential, multimedia education and training. Editor: Prof. Santosh Panda. Published by Aravali Books International Pvt. Ltd., W-30, Okhla Industrial Area, Phase-II, New Delhi-110 020, India.

THE JOURNAL OF DISTANCE EDUCATION / REVUE DE L’ÉDUCATION À DISTANCE (ISSN: 0830-0445)

The Journal of Distance Education is an international publication of the Canadian Network for Innovation in Education (CNIE). Its aims are to promote and encourage Canadian scholarly work in distance education and provide a forum for the dissemination of international scholarship. JDE is published at least three times a year.

6. Open and Distance Learning Professional Associations

(Commonwealth and non-Commonwealth Distance Education organizations as taken from http://www.col.org/deorgs.htm)

**African Council for Distance Education**
Executive Director, ACDE Secretariat
P.O. Box 8023
00100 Nairobi, Kenya
Tel: +254-20-247669
E-mail: director@acde-africa.org
Web: www.acde-africa.org
Chairperson:
Professor Barney Pityana
Principal & Vice-Chancellor
University of South Africa

**Association of European Correspondence Schools (AECS)**
Chairman, AECS c/o Studiengemeinschaft
Darmstadt OstendstraBe 3
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Tel: 49 6157 806-0
Fax: 49 6157 806-58
Email: Bemdh_Schachtsiek@t-online.de
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Jl. Cabe Raya, Ciputat,
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E-mail: tian@mail.ut.ac.id

Association Africaine Francophone de Formation a Distance (ASSAFAD)
President, ASSAFAD
08 B.P. 562
Abidjan 08 B.P. 562
Abidjan 08
Cote d’ Ivoire
Tel: 225 21 28 24
Fax: 225 21 22 25

Australasian Council on Open, Distance and E-learning (ACODE)
(Formerly NCODE - Flexible Learning Australia)
Director
CAdE (Centre for Academic Development and eLearning)
Massey University
PB 11-222
Palmerston North, NEW ZEALAND
Email: g.t.suddaby@massey.ac.nz
General: exec@acode.edu.au
Web: www.acode.edu.au

British Institute for Learning & Development
[Formerly the British Learning Association (BLA)]

(Formerly the British Association for Open Learning Limited, BAOL)
1 Henbury Road
Westbury on Trym
Bristol BS9 3HQ
UNITED KINGDOM
Tel + 44 (0) 117 959 6517
Fax +44 (0)117 959 6518
E-mail: info@thebild.org
Web: www.thebild.org

Canadian Network for Innovation in Education (CNIE) (Formerly the Canadian Association for Distance Education (CADE) and the Association for Media and Technology in Education in Canada (AMTEC))
Executive Secretary, CNIE
260 Dalhousie Street, Suite 204
Ottawa ON K1N 7E4
CANADA
Web: www.cnie-rcie.ca

Caribbean Association for Distance and Open Learning (CARADOL)
c/o The University of the West Indies Distance Education Centre (UWIDEC)
The University of the West Indies
Mona, Kingston 7
JAMAICA
Formed in 2003
Tel: +876 927 2831
Fax: +876 977 3494
E-mail: caradol@unimona.edu.jm
Web: http://caradol.dec.uwi.edu

Colombian Association for Distance Higher Education (ACESAD)
President, ACESAD
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Barrio Santa Helena
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COLOMBIA
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Fax: 57 82 656086

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Fax: +33 56 04 42 01
Email: zihindula_MUTABESHA@francophonie.org
Commonwealth Open Schooling Association (COMOSA)
National Institute of Open Schooling
A-24/25, Institutional Area, Sector - 62,
NOIDA-Distt. Gautam Budh Nagar, Uttar Pradesh - 201 309
Phone: 0120-2403173
Fax: 0120-2403174
E-mail: cm@nios.ac.in

Distance Education Association of New Zealand (DEANZ) - the New Zealand association for professionals working in flexible, open and networked education
Director, Distance Learning
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Tel: +64 3 479 5809
Email: president@deanz.org.nz
Web: www.deanz.org.nz

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Email: Bhalalusesa@ed.udsm.ac.tz

European Association for Distance Learning (EADL)
(Formerly: Association of European Correspondence Schools (AECS))
Executive Director, EADL

European Association of Distance Teaching Universities (EADTU)
Secretary General, EADTU
EADTU Secretariat
P.O. Box 2960
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THE NETHERLANDS
Tel: +31 45 576 2214
Fax: +31 45 574 1473
Email: secretariat@eadtu.nl
Web: www.eadtu.nl

European Distance and E-Learning Network (EDEN) Formerly: European Distance Education Network (EDEN)
Secretary General, EDEN
c/o Budapest University of Technology and Economics,
H-1111 Budapest
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Fax: +36 1 463 1858
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Web: www.eden-online.org

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Ghanaian Distance Education Association (GHADEA)
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P.O. Box 25
Winneba, GHANA
Tel: +233 432 22361
Fax: +233 432 22268
Email: ucew@ug.gn.apc.org
Indian Distance Education Association (IDEA)  
Secretary-General, IDEA  
c/o School of Distance Learning and Continuing Education  
Kakatiya University  
Warangal, 506 009, INDIA  
Tel: +91 8712 79215  
Fax: +91-8712-79216 / 78935  
Email: kakatiya@ap.nic.in

Inter-American Distance Education Consortium (CREAD)  
Executive Director, CREAD  
c/o Nova Southeastern University  
Fischler School of Education and Human Services  
1750 NE 167th Street  
North Miami Beach, FL 33162-3017. USA  
Tel: +1 954 262 7829  
Fax: +1 954 262 3826  
E-mail: villarro@nsu.nova.edu  
Web: www.cread.org

International Council for Open and Distance Education (ICDE)  
Secretary General, ICDE  
Lilleakerveien 23, 0283 Oslo, NORWAY  
Tel: +47 22 06 26 30  
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E-mail: Holmberg@icde.org  
Web: www.icde.org

Jamaican Association for Distance and Open Learning (JADOL)  
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Malaysian Association of Distance Education (MADE)  
Universiti Teknologi MARA  
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Fax: +603-5518-1247  
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Web: http://made.oum.edu.my

National Association of Distance Education and Open Learning in South Africa (NADEOSA)  
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Fax: +61 2 6773 3284
Email: odlaa@une.edu.au
Web: www.odlaa.org

Pacific Islands Regional Association for Distance Education (PIRADE)
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(Director, USP Centre)
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Fax: +685 23424
Email: vaa_r@samoa.usp.ac.fj

Papua New Guinea Association for Distance Education (PNGADE)
President
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PART-D

RESEARCH TOOLS

(This section includes few examples of questionnaires/scales used in Distance Education Research)
Contents

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2. Training of Trainers on SLM Development ........................................................................ 64

3. An Exploratory Study into the Use of Activities by Self-instructional Materials by Distance Learners .................................................................................................................. 69
LEARNER’S PERSPECTIVES ON STUDENT SUPPORT SERVICES IN IGNOU*
This study is intended to know the perceptions of IGNOU students on its student support services. The information provided by you will be used only for research purpose and will be useful for the university to get the feedback and improve the support services. You are one of the few sampled students to provide us this information. Complete and send this to us as soon as possible.
(*Questionnaire developed by Dr. C.G. Naidu. Printed with permission)

A. GENERAL
A.1 Name
A.2 Present Address:
A.3 Sex:
   a. Male
   b. Female
A.4 Age (years):
   a. 20-25
   b. 26-30
   c. 31-40
   d. 41-50
   e. Above
A.5. Marital status:
   a. Married
   b. Unmarried
A.6. Social Status:
   a. SC
   b. ST
   c. BC
   d. General
A.7. Your residence area:
   a. Rural area
   b. Urban area
A.8. Your birth place:
   a. Rural area
   b. Urban area
A.9. Highest educational qualifications:
   a. Diploma
   b. Degree
   c. Post Graduate Diploma
   d. Post Graduate
   e. M.phil./Ph.D
   f. Any other (specify)
A.10. Total number of members in the family living with you

A.11. Number of earning members in the family living with you:

A.12. Average monthly income (of all earning members in the Family living with you):
   a. Less Rs.2000
   b. Rs. 2001-4000
   c. Rs. 4001-6000
   d. Rs. 6001-10000
   e. Above Rs. 10000

A.13. Do you own:
   a. Radio
   b. Tape-recorder
   c. Two-in-one
   d. TV/VCR/VCP

A.14. Employed in:
   a. Private Sector
   b. Public Sector
   c. State/Central Govt.
   d. Bank
   e. Sell-employed
   f. Another (specify)

A.15. Programme enrolled in:

A.16. Indicate the courses you have enrolled in, no. of assignments submitted, courses registered for Term-End Examination and courses successfully completed in the last 3 semesters.

<table>
<thead>
<tr>
<th>Semester ending Examination</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>June</td>
<td>December</td>
</tr>
<tr>
<td>1. Courses enrolled</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. No. of assignments submitted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Courses registered for examination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Courses Passed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A.17. In your case, how long you will take to complete your course?
   a. Two and half year
   b. Three years
   c. Four years
   d. More than Five years
## B. GENERAL IMPRESSIONS

B.1 Are you happy with the following support services provided by IGNOU (put a tick mark on any one of the options)

<table>
<thead>
<tr>
<th>Service</th>
<th>Very Happy</th>
<th>Reasonably Happy</th>
<th>Not very Happy</th>
<th>Not at all Happy</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Information on admission and payment of course fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Dispatch of printed (course) material</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Dispatch of Assignments</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>d. Access of Library at Study Centre</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>e. Access to audio cassette player/audio cassettes at study Centre</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Access to TV/VCR/Video programmes at study Centre</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Time gap between course material dispatch and counseling schedule</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Information about counseling schedules (timings)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Counselors and their methods of counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Attitude of Coordinators and other staff of study centre</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. Maintaining the timings of the Study Centres by the Study Centre Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>l. Location of Study Centres</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>m. Response on queries from:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Study Centre Coordinator</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. Regional Centre</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii. Head Quarters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## C. STUDY CENTRES

C.1. Name of the Study Centre:

C.2. Distance to Study Centre from the place of your residence (Kms): □

   a. Less than 5
   b. 6-10
   c. 11-25
   d. 26-50
   e. 51-100
   f. 101-200
   g. Above 200
C.3. Mode of transport to Study Centre:
   a. Cycle
   b. Scooter
   c. Car
   d. Bus
   e. Train
   f. Any other (specify)

C.4. Journey time to the Study Centre:
   a. Less than 15 minutes
   b. 16-30 minutes
   c. 31-60 minutes
   d. 1.01 hrs-2 hrs
   e. 2.01 hrs-3 hrs
   f. 3.01 hrs-5 hrs
   g. More than 5 hrs

C.5. Whether overnight stay is necessary at the Study Centre:
   a. Yes
   b. No

C.6. Are you aware of the timings of the Study Centre?
   a. Yes
   b. No

C.7. If yes, mention the timings of the Study Centre in a week:

C.8. How frequently do you visit the Study Centre:
   a. Never
   b. Twice in a semester
   c. 3-5 in a semester
   d. 6-10 in a semester
   e. More than 10 times

C.9. What attracts you to visit the Study Centre so frequently?

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Number of visits in a semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Counseling</td>
<td></td>
</tr>
<tr>
<td>b. Library</td>
<td></td>
</tr>
<tr>
<td>c. Collecting Course material</td>
<td></td>
</tr>
<tr>
<td>d. Listening Audio tapes</td>
<td></td>
</tr>
<tr>
<td>e. Watching Video tapes</td>
<td></td>
</tr>
<tr>
<td>f. Submitting Assignments</td>
<td></td>
</tr>
<tr>
<td>g. Collecting Assignments</td>
<td></td>
</tr>
<tr>
<td>h. Any Other (specify)</td>
<td></td>
</tr>
</tbody>
</table>
C.10. Reasons for not visiting the Study Centre regularly (you may write one or more reasons when more than one box is given):
   a. Lack of time availability
   b. Long distance to travel
   c. It costs more to me to travel to/stay at Study Centre
   d. Not necessary to visit Study Centre as I am confident of studying at home
   e. Any other (specify) ________________________________

D. PRINTED COURSE MATERIAL
   D.1. Are you receiving the course material for the courses you have enrolled regularly according to the time schedules given in the Programme guide?
      a. Yes
      b. No

   D.2 If no, what was the time gap between the expected dates of receipt? And the actual date of receipt of course material?
      a. Less than 15 days
      b. 16-30 days
      c. 31-60 days
      d. More than 60 days

   D.3. If you are not receiving the course material in time, how the delay has affected your learning?
      a. The time was too less to read lessons before attending counseling
      b. Received material after counseling sessions
      c. No information from Study Centre about the revised counseling timings because of the delay
      d. Any other (specify)

   D.4. After first reading of the printed material did you find the material?
      a. Really self instructional
      b. Adequate for learning
      c. Obsolescence requiring revision
      d. Not at all useful

   D.5. Do you think that you need to consult other books in addition to the course material for learning?
      a. Yes
      b. No
E. AUDIO/VIDEO/TV

E.1. Do you think: audio/video programs are compulsory for your learning?
   a. Yes  
   b. No  

E.2. Did you ever try to buy audio/video tapes related to your courses?
   a. Yes, bought some tapes  
   b. Yes, but could not buy any programs because of non-availability in the market  
   c. No, never tried  
   d. Any other (specify)  

E.3. How frequently do you listen to the Audio tapes at the Study Centre related to the courses you have enrolled in each semester?
   a. Never  
   b. Once  
   c. Twice  
   d. 3-5 times  
   e. 6-10 times  
   f. More than 10 times  

E.4. Reasons for not listening the Audio tapes at Study Centre:
   a. Audio player/tapes not available when I visited Study Centre  
   b. Printed material is sufficient for my study  
   c. Study Centre Coordinator not helpful  
   d. Could not go to Study Centre because of personal problems  
   e. Study Centre is far away for me to go  
   f. Any other (specify)  

E.5. How frequently do you watch the Video programmes at the Study Centre related to the courses you have enrolled?
   a. Never  
   b. One time  
   c. Two times  
   d. 3-5 times  
   e. 6-10 times  
   f. More than 10 times  

E.6. Reasons for not watching the Video programmes at Study Centre:
   a. VCR/Video tapes not available when I visited Study Centre  
   b. Printed Material is sufficient for my study  
   c. Study Centre Coordinator not helpful  
   d. Could not go to Study Centre because of personal problems  
   f. Any other (specify)
E.7. As you are aware, IGNOU is telecasting its programmes through Doordarshan National Network on Monday, Wednesday, and Friday between 6.30 AM and 7 AM. Are you watching these programmes?
a. Always
b. Sometimes
c. Never

E.8. Reasons for not watching the Video programmes through Doordarshan regularly:
a. Lack of time availability
b. Prior information on telecast of Video programmes related to my courses not available
c. Not interested as I feel Printed material is sufficient for my learning
d. I do not have access to TV
e. Telecast timings do not suit to me
f. Any other (specify)

E.9. If you are watching the telecasted Video Programmes, do you find them useful for your learning?
a. Very useful
b. Somewhat useful
c. Not at all useful

E.10. Do you receive any advance information about the telecasts of the programmes?
a. Yes
b. No

E.11. If yes, from whom do you receive?

F. COUNSELING

F.1. Do you get information about counseling schedules in time?
a. Yes
b. No

F.2. Are you attending the counseling sessions?
a. All scheduled sessions
b. Only a few of them
c. None of the

F.3. If you are attending counseling sessions, what are your views on-
1. Attendance
   a. Good
   b. Average
   c. Below average
2. Preparedness of students
   a. Good
   b. Average
   c. Below average
3. Preparedness of counselors
   a. Good
   b. Average
   c. Below average
4. Counselors
   a. Just give lecture like a class room
   b. Interact with students thoroughly and provide counseling

F.4. Reasons for not attending the counseling sessions regularly:
   a. Lack of time availability
   b. No prior information on counseling timings
   c. Not received printed material before counseling sessions
   d. Found counseling not much useful for my study
   e. My place of residence is far away from the Study Centre
   f. The counseling sessions are poorly organized
   g. Poor counseling
   h. Any other (specify)

F.5. Whether the counselors of your Study Centre are available for counseling on scheduled timings?
   a. Mostly
   b. Sometimes
   c. Very rarely

F.6. Are you satisfied with the counselors responses in answering your Questions during counseling sessions:
   a. Very much satisfied
   b. Reasonably satisfied
   c. Not at all satisfied
   d. Not applicable since I have not attended any counseling session.

F.7. Were the counseling sessions useful to your study?
   a. Most useful
   b. Some what useful
   c. Not at all satisfied
   d. Not applicable since I have not attended any counseling session
F.8. Do you feel that counselors were friendly and supporting?
   a. Yes
   b. No
   c. Not applicable since I have not attended any counselling sessions

F.9 In your view what is the purpose of attending counseling?
   a. To get clarifications on concepts and topics which I could not understand from printed material
   b. To get an opportunity to interact with other students
   c. To motivate myself in the studies
   d. To increase my knowledge
   e. Any other (specify)

F.10 How effectively are you able to achieve these objectives?
   a. Less than 40%
   b. 40-59%
   c. 60-90%
   d. More than 90%

F.11 Do you get opportunity to discuss and/or interact with other Students during counseling days at the Study Centre?
   a. Yes
   b. No

F.12 If No, reasons:
   a. There was no time to interact with other students
   b. Fellow students are not interested in discussing the studies
   c. I am not interested to discuss with fellow students about my studies
   d. Any other (specify)

F.13 If yes, discussions with other students were:
   a. Very helpful
   b. Somewhat helpful
   c. Not at all helpful

F.14 What are your suggestions for improving attendance of Counseling sessions?
   a. Concessional Bus/Train passes
   b. Intensive counseling
   c. Convenient days: Sundays/public holidays
   d. Convenient days: working days; in the morning or evening
   e. Any Other (specify)

F.15 Do you prepare before attending a counseling session?
   a. Yes
   b. No
   c. Not applicable since I am not attending counseling sessions
F.16. If not, what are the problems interrupting preparation for counseling?
   a. Family commitments
   b. Job/Business commitments
   c. Lack of space for study at home
   d. Disturbance from outside members at home
   e. Any other (specify)

G. ASSIGNMENTS

G.1. Do you receive assignments:
   a. Along with course material
   b. After receiving course material

G.2. When do you feel like writing the assignments?
   a. Just on the last date?
   b. After reading printed material thoroughly

G.3. Do you read your units carefully before writing assignments?
   a. Yes
   b. No

G.4. Do you consult books other than course material to write assignments?
   a. Always
   b. Sometimes
   c. Never

G.5. Do you observe time limit laid down for the submission of assignments?
   a. Regularly
   b. Occasionally
   c. Not at all

G.6. In a course do you normally submit:
   a. All assignments
   b. Only the required number of assignments

G.7. Do you look forward for supervisor comments on your assignments?
   a. Yes
   b. No

G.8. Are you receiving back the corrected assignments in time?
   a. Always
   b. Sometimes
   c. Never

G.9. Are you receiving back the assignments from the Counselors with comments?
   a. Always
   b. Sometimes
   c. Never
G.10. If Yes, do you think that the comments are useful for your learning?  
   a. Very useful  
   b. Somewhat useful  
   c. Not at all useful  
G.11. If No, what are the reasons?  
   a. No correlation between the marks awarded and comments  
   b. The comments are vague and general  
   c. The comments do not help me in improving my study  
   d. Any other (specify)

H. STUDY CENTRE LIBRARY  
H.1. Do you visit the Study Centre Library?  
   a. Very often  
   b. Some times  
   c. Rarely  
   d. Not applicable since I never visited Library  
H.2. Do you find the Study Centre Library useful to your learning?  
   a. Most Useful  
   b. Somewhat useful  
   c. Not at all useful  
   d. Not applicable since I never visited Library  
H.3. If the study centre Library is not useful, specify the reasons:  
   a. Could not find related books for my study  
   b. Most of the times the Library remains closed  
   c. We cannot borrow books to study at home  
   d. The Library timings are not suitable for me  
   e. There is no space in the Library to sit and study  
   f. Books cannot be located in appropriate places  
   g. Any other (specify)  
H.4. Was the person in-charge of Library helpful to you?  
   a. Yes  
   b. No  
H.5. If, no why?  
   a. The Librarian keeps the Library closed during the scheduled timings  
   b. Librarian do not help me in tracing the books requested  
   c. Librarian do not keep the catalogues properly  
   d. Any other (specify)  
H.6. What are your suggestions for improvement of Library facilities at the Study Centre?  
   a. We should be permitted to borrow books by depositing caution money  
   b. More than one copy of each relevant book should be stored
I. EVALUATION

I.1. How much are you satisfied with the marks/grades awarded in your assignments?
   a. Fully
   b. To a large extent
   c. To some extent
   d. Not at all

I.2. How much do the marks/grades awarded match with the comments given on assignments?
   a. Fully
   b. To a large extent
   c. To some extent
   d. Not at all

I.3. Do you receive intimation cards of examination well before the examination?
   a. Yes
   b. No

I.4. Specify the number of days before the examination you receive the intimation card?
   a. More than 30 days
   b. 21-30 days
   c. 11-20 days
   d. Less than 5 days

I.5. Do you get the grade cards of the previous examination well before last date for submission of requests for the next examination?
   a. Yes
   b. No

I.6. Given the option, do you prefer:
   a. Monthly admission
   b. Quarterly admission
   c. Half yearly admission
   d. Yearly examination

I.7. Given the option, do you prefer?
   a. Monthly examination
   b. Quarterly examination
   c. Half yearly examination
   d. Yearly examination

I.8. Your views on modular structure of management programmes:
   a. I want only MBA degree
   b. I want modular structure (ie DIM, ADM, SDM and final MBA)

I.9. What are your suggestions for improving examination system in IGNOU?
   a. 
   b. 
OTHERS

J.1. Do you think printed material, audio programs and video programs together complete your learning requirements?
   a. Yes
   b. No

J.2. What is the proportion of the above course components in fulfillment of your learning requirements?
   a. Printed materials %
   b. Audio/Video programs %

J.3. Do you get University’s Newsletter regularly?
   a. Always
   b. Sometimes
   c. Never

J.4. Do you receive the clarifications and information sought by you from:
   1. Study Centre:
      a. All
      b. A few
      c. None
      d. Not applicable since I have never asked
   2. Regional Centre:
      a. All
      b. A few
      c. None
      d. Not applicable since I have never asked
   3. Head Quarters:
      a. All
      b. A few
      c. None
      d. Not applicable since I have never asked

J.5. In general, to what extent are you satisfied with the Student Support services provided to you by IGNOU?
   a. Not at all satisfied
   b. Less then 40%
   c. 40-59%
   d. More than 90%

J.6. Justify your above observation:
.........................................................................................................................................................
.........................................................................................................................................................
.........................................................................................................................................................
.........................................................................................................................................................

Thank you for completing this questionnaire. Please return this in the enclosed self-addressed and stamped envelope to the following address:

The Course Coordinator
Project Work-MDEP-420
Room No. 17, Block 14
Staff Training and Research Institute of Distance Education
Indira Gandhi National Open University
Maidan Garhi, New Delhi-110068
QUESTIONNAIRE ON THE PROGRAMME FOR TRAINING OF TRAINERS ON SLM DEVELOPMENT

The objective is to assess the need and relevance of the programme for training of trainers of SLM Development explained before. Please respond to it by keeping in mind the following definitions.

- **Self-Instructional materials** are sequence of objective based interactive instructional steps designed to produce specified capabilities of learners to achieve identified goals. The subject matter is presented in graduated steps followed by questions. The students are required to read each step, answers. There is inbuilt mechanism of feedback and remedial instruction for self learning.

- **Correspondence study materials** on the other hand just present the subject matter in the textbook format only.

- **Academic staff** consists of lecturers/readers/professors/directors/deans/tutors/course writers who are subject matter experts and are engaged in design, development and implementation of distance education programmes including academic counseling and supervising.

- **The Questionnaire** consists of close and open ended questions. It is in two parts. Part-I deals with quality and utility of the proposed programme, whereas part-II deals with present use, production and training aspects of SLMs at your own institute. Please complete both the parts and oblige us.

Please E-mail/Fax/Post the filled in questionnaire to:

Programme Coordinator
Staff Training and Research Institute of Distance Education
IGNOU, Maidan Garhi, New Delhi-110068 (India)
Fax: (91)-(11)-29533073, email: made@ignou.ac.in

QUESTIONNAIRE

Name of the institute/university: ...........................................................................................................

Communication address:
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................

Tel. ........................................................................................................ Fax ........................................

E-mail ..................................................................................................................
PART I

Questions on the quality and utility of the proposed programme and training requirements of your institute.

Please critically examine the accompanying brochure for programme on training of trainers on self-instructional material development and give your views in appropriate scale. Tick mark (?) against the appropriate statements. Also give comments and suggestions if any at appropriate place. Use separate sheet, if space is insufficient.

1. a) Design of the programme in three stages is:
   - ☐ Highly appropriate
   - ☐ Appropriate
   - ☐ Inappropriate
   - ☐ Highly inappropriate

   b) Give comments/suggestions about the design in your own words

   ........................................................................................................................................................
   ........................................................................................................................................................
   ........................................................................................................................................................
   ........................................................................................................................................................

2. a) Contents identified are:
   - ☐ Highly appropriate
   - ☐ Appropriate
   - ☐ Inappropriate
   - ☐ Highly inappropriate

   b) Give your comments/suggestions on the contents

   ........................................................................................................................................................
   ........................................................................................................................................................
   ........................................................................................................................................................
   ........................................................................................................................................................
3. a) Methodologies proposed are:

- [ ] Highly appropriate
- [ ] Appropriate
- [ ] Inappropriate
- [ ] Highly inappropriate

b) Give your comments/suggestions on the methodologies

....................................................................................................................................
....................................................................................................................................
....................................................................................................................................
....................................................................................................................................

4. a) As regards usefulness of the programme, it is:

- [ ] Highly useful
- [ ] Useful
- [ ] Somewhat useful
- [ ] Not at all useful

b) Give your comments/suggestions on the methodologies

....................................................................................................................................
....................................................................................................................................
....................................................................................................................................
....................................................................................................................................

5. Please state the estimated number of persons in your institute:

a) who need training in the development of SLMs:

b) who need training of trainers in the development of SLMs

6. Number of persons you will be able to depute if training/programme as explained before is organized by IGNOU (approx only)

7. Any other comments/suggestions:

....................................................................................................................................
....................................................................................................................................
....................................................................................................................................
....................................................................................................................................
....................................................................................................................................
....................................................................................................................................
PART II

Questions on the present use, production and training of SLMs development in your institute
Tick mark (✓) against appropriate statement.

1.   Use of SLMs in your Institute.

   □ All materials are in self instructional format

   □ Many materials are in self-instructional format and few are as correspondence material

   □ A few materials are in self instructional format and many are as correspondence material

   □ All materials are in the form of correspondence material

2.   Production of SLMs in your Institute

   □ All SLMs are produced by full time academic staff

   □ Many are produced by full time and some are produced by part time academic staff

   □ Some SLMs are produced by full time staff and many others are produced by part time academic staff

   □ All SLMs are produced by part time academic staff

3.   Training in the development of SLMs for the academic staff is:

   □ Highly adequate

   □ Adequate

   □ Inadequate

   □ Highly inadequate

4.   Training for trainers in the development of SLMs is:

   □ Highly adequate

   □ Adequate

   □ Inadequate

   □ Highly inadequate

5.   Academic staff strength (in number):

   Full time □□□□□ Part time □□□□
6. Number of academic staff engaged in development of SLMs (approximate if exact figures are not available):
   Full time [ ] Part time [ ]

7. Number of trained staff engaged in development of SLMs (approximate if exact figures are not available):
   Full time [ ] Part time [ ]

Date________________

Signature of the respondent

Head of the Institute

Place________________

Chief Training Office
AN EXPLORATORY STUDY INTO THE USE OF ACTIVITIES IN SELF-INSTRUCTIONAL MATERIALS BY DISTANCE LEARNERS

Co-Investigators
Sanjaya Mishra, Lecturer (STRIDE)
Ashok K. Gaba, Research Officer (STRIDE)

QUESTIONNAIRE
(Developed in 2008)

(Note: In this study, the word ‘Activities’ include, SAQs, Check Your Progress Exercises, Terminal questions and the interaction in text. Please tick the box(es) as applicable.)

PERSONAL DATA

1. Name:___________________________________________________________

2. Enrolment No.: ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

3. Gender: ☐ Male ☐ Female

4. Your age: ☐ Below 20 yrs ☐ 21-30 yrs ☐ 31-40 yrs ☐ 41-50 yrs ☐ 51 and above

5. Your medium of study: ☐ Hindi ☐ English ☐

6. Your educational background: ☐ 10+2 ☐ Non 10+2

7. Your programme of studies: ☐ BA ☐ B Sc ☐ B Com ☐ BTS ☐ BCA

8. Your Marks in FST-1 (Please write n relevant box)

<table>
<thead>
<tr>
<th></th>
<th>60 and above</th>
<th>50-59</th>
<th>35-49</th>
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</table>

9. Normally when you start reading a block/unit, how do you start?

☐ Read the block introduction/study guide, if any
☐ Read the objectives of the unit
☐ Read the structure of the unit
☐ Start reading the unit form the beginning
☐ Browse through the block/unit
☐ Any other (Please specify) _____________________________________
10. Please describe in your own words how you work on or read a unit?
(e.g. make notes while reading, use the blank space in the material, keep a notebook and write down main points, etc. Please note that your response could be anything. We are interested to know your habits during reading.)

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11. As a student, what is your approach to learning in general?

☐ I am more concerned about knowledge and insight

☐ I want to just pass the examinations

☐ I always prepare myself to get good grade/marks

USE OF ACTIVITIES

Now let us inform how you have actually read/made use of Block 1 of FST – 1 (Foundation course in Science and Technology). It will be better, if you could keep your copy of FST -1 while answering the questions.

1. In each page there is side margin to facilitate your learning by recording important points. Now please count from your own block, in how many pages you actually made use of this side margin?

NIL ☐ <10 ☐ 11-20 ☐ 21-30 ☐ 31-40 ☐ 41-50 ☐ 51-60 ☐ 61-70 ☐ 71-80 ☐ 81-90

2. There are 22 Self-Assessment Questions (SAQs) in Block 1 of FST-1. Please indicate how you actually worked on these SAQs. Please tick mark [〇] the relevant box and also give reasons for your action.
<table>
<thead>
<tr>
<th>SAQs</th>
<th>I did it as instructed</th>
<th>I skipped it</th>
<th>I did it in mental level without using the space provided for</th>
<th>I skipped it and checked way answer directly</th>
<th>Any other</th>
<th>Reason</th>
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</table>
3. All the four units in Block 1 of FST-1 have Terminal Questions (TQs). Please indicate how you actually worked on these terminal questions. Please tick mark [Ö] the relevant box and also give reasons for your action.

<table>
<thead>
<tr>
<th>Terminal Questions</th>
<th>I did it as instructed</th>
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<th>I skipped it and checked way answer directly</th>
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</table>
4. What is your reaction, when your answer to a SAQ/Terminal Question is the same as that of the model answer given?

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5. What is your reaction when your answer to a SAQ/Terminal Question is different from that of the model answer given?

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6. Do you read again the relevant section(s) and try to understand the concept, when you go wrong in a SAQ/TQ?    Yes    No    Sometimes

7. Please indicate your perception about SAQs and Terminal Questions. Encircle    ○    your response to the following statements as per the code given below.

SA :  Strongly Agree
A :  Agree
U :  Undecided
D :  Disagree
SD :  Strongly Disagree

a. They help me to understand the text better       SA       A       U       D       SD
b. They help me to do the TMA                      SA       A       U       D       SD
c. They help me to prepare for TEE                  SA       A       U       D       SD
d. They take a lot of my time, but I like it        SA       A       U       D       SD
e. They save my time, as I skip them                SA       A       U       D       SD
f. They help me sustain my interest in studies     SA       A       U       D       SD
g. They give me a break while studying             SA       A       U       D       SD
h. They help me build my confidence                SA       A       U       D       SD
i. They are useful for learning, but not always necessary to do  SA       A       U       D       SD
8. There are various kinds of SAQs, please indicate your preferences by ranking (from 1 to 6)

- Descriptive (Short Answer) □
- Fill in the blanks □
- matching type □
- Multiple-choice □
- True-false □
- diagrammatic depiction □

9. What would be your reaction, if the SAQs and Terminal Questions were omitted from the study materials?
(e.g. disturb your study habit, affect your learning process, make no difference etc. Please note that your reaction could be anything. We are interested in your specific viewpoint.)

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10. Do you think omission of blank space after SAQs and Terminal Questions will jeopardize the quality of materials? □ Yes □ No □ can’t say

11. Do you think the space in the side margin is a waste? □ Yes □ No □ can’t say

12. Any other comments on activities?

ACHIEVEMENTS OF OBJECTIVES

1. Have you achieved the objectives of the Block 1 of FST-1, as given on Page 5?

□ Yes □ No □ Can’t say

2. Please rate your knowledge and understanding of Block 1 of FST-1 by responding to the following sentences as per the code below. (Please encircle O the number)

3= Very well
2= I can do satisfactorily
1= Just I can
0= I can’t
I Can:

a. explain why we should be aware of the history of science
   3 2 1 0

b. explain what is meant by the history of science
   3 2 1 0

c. describe some aspects of science in the present day society
   3 2 1 0

d. identify and describe the practice, techniques and other features of life in the primitive society that helped the emergence of rational science
   3 2 1 0

e. explain how the transition from the primitive society to an agriculture based civilization led to the birth of science
   3 2 1 0

f. describe how the growth of cities, trade between cities and the corresponding socio-economic need gave rise to the various areas of scientific activity
   3 2 1 0

g. outline the social changes that led to stagnation in science in the bronze age
   3 2 1 0

h. describe in an objective manner, the major developments in science and technology in India and Greece in the Iron Age
   3 2 1 0

i. compare the developments in various scientific ideas and techniques in India with those in Greece
   3 2 1 0

j. explain the features of the Indian state and the social organisation that helped the growth of science and technology in the Maurya and Gupta periods
   3 2 1 0

k. describe the developments in Science and Technology in India from the fourth century BC to the seventh century AD
   3 2 1 0

l. outline the factors that led to the decline of science in India by the seventh century AD
   3 2 1 0

FINALLY

1. In case we decide to talk to you further on any of these points mentioned in this questionnaire, will you be kind enough to spare sometime? ☐ Yes ☐ No

   If yes, please give your current address and telephone No. (If any):

   ............................................................................................................................................
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2. Would you like to receive a copy of the abstracts of the results of this study?
   ☐ Yes ☐ No

You have our appreciation for filling this questionnaire.
Thanks for your co-operation
# Contents

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<tr>
<th>Appendix</th>
<th>Description</th>
<th>Page No.</th>
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</thead>
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<td>Appendix-1</td>
<td>Specimen of Cover Page</td>
<td>79</td>
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<tr>
<td>Appendix-2</td>
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<td>Appendix-3</td>
<td>Proforma for Approval of M.A (DE) Project Proposal</td>
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<td>Training Design</td>
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<tr>
<td>Appendix-5</td>
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<td>Appendix-6</td>
<td>Workshop Evaluation Form</td>
<td>89</td>
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<tr>
<td>Appendix-7</td>
<td>Student Satisfaction Survey</td>
<td>92</td>
</tr>
</tbody>
</table>
SPECIMEN OF COVER PAGE

Title of the Project Report

A Project Report submitted to

INDIRA GANDHI NATIONAL OPEN UNIVERSITY

in partial fulfillment of the requirement for the award of

MASTER OF ARTS (DISTANCE EDUCATION)

by

(NAME OF THE STUDENT)

(ENROLMENT NUMBER)

Under the supervision of … (Supervisor’s Name)………………

STAFF TRAINING AND RESEARCH IN DISTANCE EDUCATION, IGNOU
INDIRA GANDHI NATIONAL OPEN UNIVERSITY
MAIDAN GARHI, NEW DELHI-110068
CERTIFICATE OF ORIGINALITY

This is to certify that the Project Report submitted by me (name of the student) to the Staff Training and Research Institute of Distance Education, Indira Gandhi National Open University, in partial fulfillment of the requirement for the award of Master of Arts in Distance Education is an original work and it has not been submitted earlier to any other institution in any other form.

Signature of the student

Name of the student
Enrolment number
Address

Signature of the Supervisor

Date:
Place:
**PROFORMA FOR APPROVAL OF M.A. (DE) PROJECT PROPOSAL**

Note:  
i) Please ensure that all entries of the proforma are correctly filled – in.  
ii) The filled – in proforma along with the project proposal should be submitted to the Course Coordinator-MDEP:420, STRIDE, Maidan Garhi, New Delhi-110068 for approval.

(To be filled in by the student)  
Enrolment No.: ……………………………………
Study Centre: …………………………………
Regional Centre: ……………………………
E-mail: …………………………………………
Telephone No.: ………………………………

1. Name and Address of the student ………………………………………………………………………
2. Title of the Project Proposal ……………………………………………………………………………

………

Signature of the Student  
Date: …………………..

---

**For Office Use Only**

Project Proposal No.  
(for office use only)

Approved  
Not approved  

(If not approved, please give suggestions for reformulating the proposal in the enclosed sheet)

………………………………………..

Signature, Designation, Stamp of the Project Proposal Evaluator  
Date: …………………………………

Date and Stamp:
TRAINING DESIGN

Aim: To enable the participants to develop Self-Learning Materials (SLM) for use in open learning situations.

Objectives
After attending the workshop, the participants shall be able to:

- Explain the concept and philosophy of Distance Education (DE);
- Discuss the curriculum design and development in process in DE;
- Describe the principles of learning and adult learning;
- Discuss different types and formats of Self-Learning Materials (SLMs);
- Develop access devices;
- Develop and use test items in SLMs;
- Write/develop SLMs; and
- Revise/edit SLMs.

Target Group
- Teachers/academics in Correspondence Course Institutes (CCIs)
- Teachers/academics in Open Universities
- Training managers in business and industry interested in developing open learning packages
- Authors/writers interested to improve the utility of their text-books
- Any one interested in developing SLM, but has a strong academic background in a discipline.

Competencies
The competencies to be developed and sharpened in the 5 days workshop will include

Knowledge of
- Distance Education
- Curriculum Design and Development
- Adult Learning Principles
- Evaluation Techniques
- Format and Types of SLMs
- Approaches and Process of Developing SLMs

Skills of
- Developing learning steps
- Developing access device, structure, objectives, introduction etc.
- Developing test items
- Editing

**Attitudes to**

- Appropriate and accept the use of SLMs in all kinds of teaching-learning situations across disciplines.

**Workshop Phase**

**Phase I: Pre-workshop**

In the phase (in distance mode) the trainees shall be supplied with a handbook and work at their home/place. The handbook would be in self-learning format and learners will go through it before attending the actual workshop in phase II.

**Phase II: Workshop**

This will be the face-to-face workshop where specific skills shall be sharpened. The duration shall be of 5-days only. For details see contents and strategies.

**Phase III: Post-workshop**

This phase will be in distance mode, and trainees would be working a home/workplace as finalized in the Phase II. They will submit regular report to the coach during the period. Phase III will be considered successfully completed, if the trainee provides evidence on transfer of learning of phase II inputs. They will submit a short-project report and a evaluative note of about 1000 words on the workshop itself, the benefits received and how to use the new learning in future.

**Contents and Strategies**

<table>
<thead>
<tr>
<th>Session No.</th>
<th>Duration</th>
<th>Contents</th>
<th>Strategies/Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td></td>
<td></td>
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<tr>
<td>1-1</td>
<td>90 min</td>
<td>Inauguration</td>
<td>Inauguration includes introductory icebreaking session immediately after the inaugural address-icebreaking session through introduction of participant’s in pair. Formation of Groups.</td>
</tr>
</tbody>
</table>
| 1-2         | 90 min   | ▪ Conceptual approach to DE  
▪ Evolution of DE  
▪ What, why and how of DE? | ▪ Introductory lecture: Slide presentation  
▪ Video: Overview of DE  
▪ Discussion in plenary sessions |
| 1-3         | 90 min   | ▪ Curriculum design and development in DE  
▪ Review of existing practices in CCIIs and OUs  
▪ Review of existing practices in CCIS and OUs  
▪ Curriculum planning and development | ▪ Introductory lecture: Slide presentation  
▪ Specification of goals and objectives  
▪ Group Work through Reciprocal Teaching  
▪ Reflective Thinking and Journal Writing |
<table>
<thead>
<tr>
<th>Session No.</th>
<th>Duration</th>
<th>Contents</th>
<th>Strategies/Methods</th>
</tr>
</thead>
</table>
| 1-4         | 90 min   | Principles of adult learning | Lecture Presentation (Slide show)  
Progressing doubling exercise  
Discussion in plenary sessions |
| Day 2       |          |          |                    |
| 2-1         | 90 min   | Self-Learning Materials-  
Types and various formats  
Tell and Test  
Tutorial in print  
Reflective action guide  
Various formats in use | Lecture –cum-Demonstration  
SLM reading exercise  
Discussion in plenary sessions |
| 2-2         | 90 min   | Characteristics of SLMs | Text book Vs SLM: difference identification individual exercise and Journal Writing  
Slide presentation |
| 2-3         | 90 min   | Access Devices  
Structure  
Objectives  
Types  
What to use  
Introduction, glossary,  
Summary, signposting, (etc.) | Slide presentation  
Demonstration of examples  
Paired problem solving  
Discussion in plenary session |
| 2-4         | 90 min   | Evaluation and Assessment  
Concepts  
In-text questions  
SAQs  
Types of tests | Slide presentation  
Demonstration of examples  
Discussion in plenary session |
| Day 3       |          |          |                    |
| 3-1         | 90 min   | Process of developing SLMs  
Planning: develop learners’ profile; decide on the aims and objectives; outline the content; choose media  
Preparing: Sequence the content: develop activities; think graphics; decide access devices and format  
Writing: start 1st draft (style, language); revise and edit, developmental testing; and finalize | Slide presentation  
Group/Individual SLM development exercise  
Tips on help and guidance, use of computer, library etc. |
| 3-2         | 90 min   | Developing SLM-I  
Learners profile  
Aims and objectives | Slide presentation  
Demonstration of examples  
Mentoring  
Individual/Group work |
<table>
<thead>
<tr>
<th>Session No.</th>
<th>Duration</th>
<th>Contents</th>
<th>Strategies/Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 4</td>
<td></td>
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<tr>
<td>4-1</td>
<td>90 min</td>
<td>• Developing SLM-IV</td>
<td>• Slide presentation</td>
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<td></td>
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<td>• Writing Draft material</td>
<td>• Mentoring</td>
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<td>• Individual/Group work</td>
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<tr>
<td>4-2</td>
<td>90 min</td>
<td>• Developing SLM-IV contd. ……………</td>
<td>• Individual/Group work</td>
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<td>• Mentoring</td>
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<tr>
<td>4-3</td>
<td>90 min</td>
<td>• Developing SLM-IV contd. ……………</td>
<td>• Individual/Group work</td>
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<td>• Mentoring</td>
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<tr>
<td>4-4</td>
<td>90 min</td>
<td>• Developing SLM-V</td>
<td>• Slide presentation</td>
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<td></td>
<td></td>
<td>• Editing: Format and Language</td>
<td>• Editing exercise and pair</td>
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<td>• Mentoring</td>
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</table>

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<tr>
<th>Session No.</th>
<th>Duration</th>
<th>Contents</th>
<th>Strategies/Methods</th>
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<tbody>
<tr>
<td>Day 5</td>
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<tr>
<td>5-1</td>
<td>90 min</td>
<td>• Developing SLM-IV</td>
<td>• Slide presentation</td>
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<tr>
<td></td>
<td></td>
<td>• Developmental testing and finalization (Use of DTP Computer)</td>
<td>• Peer Review exercise</td>
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<td></td>
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<td></td>
<td>• Developing Design</td>
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<td></td>
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<td></td>
<td>• Individual/Group work</td>
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<td></td>
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<td></td>
<td>• Mentoring</td>
</tr>
<tr>
<td>5-2</td>
<td>90 min</td>
<td>• Presentation and exchange of developed SLM-I</td>
<td>• Critical Commenting on units based on a checklist</td>
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<td></td>
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<td>• Individual work plan for phase III</td>
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<tr>
<td>5-3</td>
<td>90 min</td>
<td>• Presentation and exchange of developed SLM-II</td>
<td>• Critical Commenting on units based on a checklist</td>
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<td></td>
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<td></td>
<td>• Individual work plan for phase III</td>
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<tr>
<td>5-4</td>
<td>90 min</td>
<td>• Valedictory</td>
<td>• Plenary session to conclude the workshop</td>
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<td></td>
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<td>• Workshop evaluation</td>
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</table>
Specific Strategies

1. **Lecture presentation:** This will be used to impart information and knowledge to the participants through the use of OHTs and/or computer. Every lecture presentation shall be supplemented by the supply of training materials and reference made to it during the lecture.

2. **Individual/Group Work:** Participants actually work on the tasks assigned to them.

3. **Discussion in plenary session:** Issues arising out of lecture, video, individual or group work to be discussed in a large group where all the participants actively participate.

4. **Exercises:** These are activities in which participants work individually or in-groups. The exercises are as follows:

   a) **Adult Learning Exercise:** This will be a progressive doubling exercise, which will go as follows:
   
   - The whole group is divided into two of equal size.
   - Members of the group-I are asked to think of something, which they feel they know/do well. Once you find out what it is, write down how you became good at it. (5 min.)
   - Members of Group-II are asked to think of something, which they feel they don’t do well (e.g. and unsuccessful learning experience) and write down the causes of this unsuccessful learning experience. (5 min.)
   - Then members of both groups join in Pairs in their same group to discuss and share common items. (10 min.)
   - Pairs join in fours to discuss for further 10 minutes and then finalize a brief report.
   - Discussion in plenary session (15 minutes)

   b) **SLM Reading Exercise:** Participants are given different formats and types of SLMs to read for 15 minutes and then they are asked to write down what they think about it, especially its type and characteristics. After this participants are given a checklist to see whether the same SLM has all the qualities described in the checklist (10 minutes). Compare your earlier writing with the checklist analysis (5 minutes).

   c) **Textbook Vs SLM Exercise:** Participants are given a chapter from a textbook and a unit of SLM and asked to identify the difference between the two. Write down the points and share it with your neighbour (45 minutes). This will be followed by lecture presentation, which will relate this exercise to the theoretical background.

   d) **Editing Exercise:** The units prepared by individuals/group to be edited by their neighbour, individual/group and the editor(s) shall provide comments/suggestion for further improvement.

   e) **Peer Review Exercise:** Units developed by participants shall be subjected to peer review to elicit their comments. Preferably subject experts amongst the participants will do it or teachers in the University (IGNOU) would be requested to do the needful and provide written comments as far as possible.

5. **Other Strategies:**

   - **Reciprocal Teaching:** Each person in the group will summarize the discussion/presentation made by the facilitator. Others will put questions on various issues arising out of the summary,
which the person summarizing would clarify and also predict the usefulness of the learning of new concepts to future work.

- **Paired Problem Solving:** In this process, the trainees shall be grouped in pairs to discuss the issue of access devices in self-learning materials and raise questions for discussion in the plenary session. They may also try to solve their own questions based on their knowledge experience. This could be shared in the plenary session.

- **Reflective Thinking:** This is an individual work. Based on the issue, the trainee will reflect on his/her experience and practices in his/her own organization.

- **Journal Writing:** Each trainee based on their reflective thinking shall write a short-not on his/her journal.
Trainer Evaluation Form

Please evaluate the session of (Name of the Trainer: _________________________) by providing your valuable inputs for his/her personal improvement, growth and development. We shall be obliged for your frank opinion. Please tick (√) the relevant box. If you wish, please put your name and email on the blank space in this form.

<table>
<thead>
<tr>
<th>TRAINEE: Please evaluate your trainer’s presentation using the following scale: 5- excellent, 4 – good, 3-average, 2-fair, 1-poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
</tr>
<tr>
<td>Knowledge of the course/subject</td>
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<tr>
<td>Clarity of explanations</td>
</tr>
<tr>
<td>Responsiveness to questions</td>
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<tr>
<td>Voice projection/articulation</td>
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<tr>
<td>Eye contact (if possible)</td>
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<tr>
<td>Politeness and professional approach</td>
</tr>
<tr>
<td>Preparation and organization</td>
</tr>
<tr>
<td>Presentation pace/delivery rate</td>
</tr>
<tr>
<td>Use and answer questions effectively</td>
</tr>
<tr>
<td>Facilitates discussion</td>
</tr>
<tr>
<td>Establishes rapport</td>
</tr>
<tr>
<td>Time management</td>
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</tbody>
</table>

METHODS and MATERIALS – Please evaluate the training methods and materials used during the training session, using the following scale: 5 – excellent, 4 – good, 3- average, 2-fair, 1 poor.

<table>
<thead>
<tr>
<th>Excellent – Poor</th>
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</thead>
<tbody>
<tr>
<td>5</td>
</tr>
<tr>
<td>Organization of topics</td>
</tr>
<tr>
<td>Explanation of fields</td>
</tr>
<tr>
<td>Demonstrations, examples</td>
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<tr>
<td>Interactive methods</td>
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<tr>
<td>Use of training aids</td>
</tr>
<tr>
<td>Use of handouts and reading materials</td>
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</tbody>
</table>

OVERALL – Please assign an overall rating of the following areas, using the following scale: 5- excellent, 4 – good, 3 – average, 2- fair, 1 – poor.

<table>
<thead>
<tr>
<th>Excellent – Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
</tr>
<tr>
<td>Overall rating of this training</td>
</tr>
<tr>
<td>Overall rating of the facilitator</td>
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<tr>
<td>Overall quality of materials</td>
</tr>
<tr>
<td>Any other Comments:</td>
</tr>
</tbody>
</table>

THANK YOU
Workshop Evaluation Form

INDIRA GANDHI NATIONAL OPEN UNIVERSITY

STAFF TRAINING AND RESEARCH INSTITUTE OF DISTANCE EDUCATION
National Workshop on Development of Self-Learning Materials for Distance and Online Learning

Workshop Evaluation Form

Please complete this questionnaire and return it to us as feedback to this training programme attended by you.

1. What is your overall reaction to this workshop?
   - Excellent ☐
   - Very good ☐
   - Satisfactory ☐
   - Not satisfactory ☐

2. Do you feel the workshop met your expectations? Yes ☐ No ☐
   If NO, please explain
   ...............................................................................................................................................
   ...............................................................................................................................................

3. How do you rate the workshop duration? Just right ☐ Too short ☐ Too large ☐

4. Will you recommend this kind of workshop to others interested in the theme? Yes ☐ No ☐

5. To what extent you think the workshop was helpful in developing the following competencies? (Please tick)
   - To a large
   - Somewhat
   - Poor
   - Not at all

<table>
<thead>
<tr>
<th>Competency extent</th>
<th>To a large</th>
<th>Somewhat</th>
<th>Poor all</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. To frame objectives of a lesson/unit</td>
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<tr>
<td>ii. To develop the structure of lesson</td>
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<tr>
<td>iii. To develop criterion test items and frame self-assessment questions</td>
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<tr>
<td>iv. To develop step/section</td>
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<tr>
<td>v. To develop guidelines for students and tutors</td>
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<tr>
<td>vi. To edit units/lesson</td>
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<tr>
<td>vii. To undertake developmental testing of units</td>
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<tr>
<td>viii. To explain issues related to multimedia and online course design</td>
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<tr>
<td>ix. To develop personal network with colleagues working in ODL in India.</td>
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</tbody>
</table>

Appendices 89
6. What did you like best about the workshop?
...............................................................................................................................................
...............................................................................................................................................
...............................................................................................................................................
7. What did you like least about this workshop?
...............................................................................................................................................
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8. How well was the workshop content logically sequenced?
Very well ☐  well sequenced ☐  Poorly sequenced ☐
9. How valuable is the workshop content to the task on hand?
Very valuable ☐  Some value ☐  No value ☐
10. What more content/topic(s) could have been included in this workshop?
.................................................................................................................................................
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.................................................................................................................................................
11. Which session(s) can be safely dropped from this workshop without loss of utility / effectiveness?
12. How do you rate the balance of theoretical and practical materials in the workshop?
Too theoretical ☐  Too practical ☐  Good balance ☐
13. Although you might have rated each trainer at the end of his/her presentation, please provide the following overall evaluation on the effectiveness of the trainers as a whole:

<table>
<thead>
<tr>
<th></th>
<th>Very effective</th>
<th>Effective</th>
<th>Somewhat effective</th>
<th>Not effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Knowledge of subject</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ii. Organization and presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>iii. Style and delivery</td>
<td></td>
<td></td>
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<tr>
<td>iv. Responsive to participants</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>v. Creating appropriate learning climate</td>
<td></td>
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</tbody>
</table>
14. What do you think about the number of trainers involved in this workshop?
   Just right [ ] Too few [ ] Too many [ ]

15. Identify three sessions (in order of priority) that you liked most.
   ...............................................................................................................................................
   ...............................................................................................................................................
   ...............................................................................................................................................
   ...............................................................................................................................................

16. How do you rate the balance of lecture, group work and individual exercises?
   Too much lecture [ ] Too much discussion [ ] Too many exercises [ ] Good balance [ ]

17. Did you have enough skill practice time? Yes [ ] No [ ]

18. Do you think the training materials received during the workshop sufficient?
   Yes [ ] No [ ]

19. How do you rate the organizational arrangements of the workshop?
   Excellent [ ] Very good [ ] Satisfactory [ ] Not satisfactory [ ]

20. Your general comments/ suggestions:
    Signature (Optional)

THANKS FOR YOUR COOPERATION
Indira Gandhi National Open University
Student Satisfaction Survey

Dear Student,

As the largest distance education institution in the world, we have always endeavoured to imbibe values and skills for the development of knowledge and competencies. And it is our belief that you as the former or present student are the best person to judge how far we have succeeded in our efforts. To gain your invaluable impression, we present here a short questionnaire. Your invaluable inputs shall guide us towards a direction where we shall improve our services and evolve more student-friendly study programmes.

Vice Chancellor, IGNOU

Enrolment No.: ..................................................... Name:

.................... M ...... F ......................

Gender: Age Group:

Programme of Study:

Year of Enrollment: ..................... Year of Completion:

Regional Centre: ..................... State: ................ Study Center:

Please indicate your satisfaction level by putting a tick mark on your choice.

<table>
<thead>
<tr>
<th>Serial No.</th>
<th>Questions</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Average</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Concepts are clearly explained in the printed learning material.</td>
<td></td>
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<tr>
<td>2</td>
<td>The learning materials were received in time.</td>
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<tr>
<td>3</td>
<td>Supplementary study materials (like video/audio) available.</td>
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<td>4</td>
<td>Academic counselors explain the concepts clearly.</td>
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<tr>
<td>5.</td>
<td>The counseling sessions were interactive.</td>
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<tr>
<td>6.</td>
<td>Changes in the counseling schedule were communicated to you on time</td>
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<tr>
<td>7.</td>
<td>Examination procedures were clearly given to you.</td>
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<tr>
<td>8.</td>
<td>Personnel in the study centers are helpful.</td>
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<tr>
<td>9.</td>
<td>Academic counseling sessions are well organized.</td>
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<tr>
<td>10.</td>
<td>Guidance from the Programme Coordinators and Teachers from the School</td>
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<tr>
<td>11.</td>
<td>Assignments are returned in time.</td>
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<tr>
<td>12.</td>
<td>Feedbacks on the assignments helped in clarifying the concepts.</td>
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<tr>
<td>13.</td>
<td>Project proposals are clearly marked and discussed.</td>
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<tr>
<td>14.</td>
<td>Studying in this program provided the knowledge of the subject.</td>
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<td>15.</td>
<td>Results and grade card of the examination were provided on time</td>
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<tr>
<td>16.</td>
<td>Overall, I am satisfied with the programme</td>
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</tbody>
</table>

*After filling out this questionnaire and mail it to:*

STRIDE, Block-14, IGNOU, Maidan Garhi, New Delhi-110 068*