

**OPEN AND DISTANCE EDUCATION IN  
MIZORAM:  
An Analytical Study of the  
Learners' Profile, Infrastructure and  
Challenges**

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I, Mrs. Sanny Tochwawng, hereby declare that the subject matter of the thesis entitled '**Open and Distance Education in Mizoram: An Analytical Study of Learners' Profile, Infrastructure and Challenges**' is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or, to the best of my knowledge to anybody else; and that the thesis has not been submitted by me for any research degree in any other University/Institute.

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## **CHAPTER 1**

### **INTRODUCTION**

Education plays a crucial role in the development process of a nation. The experience of advanced countries revealed that investment in human resources, especially education, had been one of the major sources of economic growth and development and rapid transformation of societies. Human resource is now universally recognised as the most fundamental of all economic resources. Prof. Frederick Harbinson (1973) rightly observed the critical role played by human resource in the development process of a nation in the following words:

“Human resources, not capital, nor income, nor material resources, constitute the ultimate basis for wealth of nations. Capital and natural resources are passive factors of production; human beings are the active agents who accumulate capital, exploit natural resources, build social, economic and political organisation; and carry forward national development. Clearly, a country which is unable to develop the skills and knowledge of its people and to utilise them effectively in the national economy will be unable to develop anything else” (p.3)

Human capital is basically formed by education and training. According to Schultz (1981), investment in people and knowledge is the key to development of a nation and securing human welfare and the acquired abilities of people-their education, experiences, skills and health constitute the most important economic resource in the world. He further observed that it is human capital and investment in population quality which hold the key to future economic productivity and prosperity.

Education-development linkages had been well documented in the literature (Shultz 1960, 1961; Becker, 1962, 1975; Dennison, 1962, Prakash, 1996). Denison

(1962) observed that education contributes to growth of output and income at least in two distinct ways: first, it raises the quality and correspondingly the productivity of the labour force; secondly, education accelerates the rate at which society's stock of knowledge itself advances.

According to Prakash (1996), education performs the following functions in the economy: (i) Education act as a catalyst of socio-economic change by generating appropriate attitudes and growth environment. It furnishes information and knowledge base, rational though, attitude and value to change the irrelevant and obsolete and to pave the way for the establishment of new order. (ii) Education leads to greater degree of equalisation in the distribution of income and wealth through equalisation of opportunities. Investment in education tends to facilitate the vertical and upward movement of people belonging to lower income occupation and social groups. (iii) Education supplies qualified manpower to meet the human capital requirements of the economy. (iv) Education generates intermediate and final demand for the output of other sectors which it uses as flow and stock input directly and indirectly in its production process. (v) Education generates employments directly and indirectly, (vi) Education leads to improvements in individual hygiene and public sanitation, family planning, nutrition, health and shelter.

After Independence, educational development has been one of the top most priorities of the government both at the Centre and State level. The Directive Principles of the Constitution provides for free and compulsory education for all children upto the age of fourteen years. This provision has been incorporated as one

of the fundamental rights of the citizens by amending the Constitution in 2002. The Government of India is now committed to the Education for All (EFA) goals, which encompass early childhood care and education, primary education, girls' education, as also adult education. Government of India implements a number of programmes for the achievement of the EFA goals, including, inter alia, Sarva Shiksha Abhiyan (SSA), Mid Day Meal Scheme (MDM) and National Literacy Mission (NLM). Since April 2010, the Right of Children to Free and Compulsory Education (RTE) Act, 2009 has been enforced which provided for free and compulsory education to all children between the age of six and fourteen years.

Due to consistent efforts made under planned economic development, India has, today, one of the largest educational systems in the world. The growth of educational institutions in the country during the period 1950-51 to 2005-06 has been presented in Table 1.1. 1

**Table 1.1.1**  
**Growth of educational institutions in India**

Level of Education	1950-51	2005-06
Primary	209671	772568
Upper Primary	13596	288493
Secondary/Higher Secondary	7416	159667
Colleges for general education	370	11698
Colleges for Professional Education	208	5284
Universities/Deemed/Institution of National Importance	27	368
<b>GRAND TOTAL</b>	<b>2,31,288</b>	<b>1,238,078</b>

Source: Ministry of Human Resource Development, Government of India (2008).

As observed in the table, the number of primary schools has increased from 209671 in 1950-51 to 772568 in 2005-06, indicating an increase of 3.7 times over the period. While upper primary schools and secondary/higher secondary schools increased by a little more than 21 times during 1950-51 to 2005-06, colleges for general education rose by almost 31 times from 370 in 1950-51 to 11698 in 2005-06. Colleges for professional studies grew by 25.4 times during 1950-51 to 2005-06 from 208 in 1950-51 to 5284 in 2005-06. The number of university level institutions also increased from just 27 in 1950-51 to 368 in 2005-06- registering more than a thirteenth-fold increase over the period. Access to education, earlier restricted to a few sections of the society, is now opened to a vast majority of the population.

Despite these achievements, the level of literacy rate is still very low in India in comparison to the more advanced countries. A large section of the society particularly women, scheduled caste/tribes and those living in remote areas and most inaccessible parts of the country, are still deprived of the opportunities of modern education. It is so pathetic to note that the cherished goal of the Indian Constitution that envisaged opportunities of education to all sections of the society could not be achieved even after six decades of Independence. Moreover, the formal education system followed in India is highly rigid in terms of duration of studies, timing, admission etc., and serves only a few minorities of the students who can afford it. Moreover, due to rapid population growth and the development processes initiated under planned development, the demand for education increased tremendously over the years while expansion of educational facilities and their diversifications could not be initiated at adequate rate due to financial constraints

both at the Centre and the State levels. Meanwhile, educational cost to the society is also rapidly rising due to inflationary pressure in the economy. Due to these pressures, open and distance education has been given a high priority in providing low cost education and democratisation of education which is very crucial for a developing country like India which is heavily constrained by adequate public resources to finance education.

### **1.1.0 Concept of Open and Distance Education**

Open education and distance education are used inter-changeably but the two terms are not synonymous (Rumble,1989,1990,1997,Lewis,1986). Distance education indicates the means by which education is achieved whereas open education is concerned with the objectives and character of educational process (Manjulika & Reddy,1996). Distance education is characterised by the physical separation of teachers from the students and the use of printed instructional materials and electronic media like radio, television, etc with limited face-to-face contact sessions. On the other hand, open education is concerned with the learning system wherein the constraints on study are minimised either in terms of access, or of time and place, pace, methods of study or any combination of these ( Perraton 2000:13).

#### **Concept of Distance Education**

Distance education is known by different names such as 'Correspondence Education', 'Home Study', 'Independent Study', 'External Study', 'Off-campus Study,



“Open Learning’, Open Education’ (Reddy, 1988) and so on that Fred Jevons(1983) calls it a “bewildering nomenclature”. Different scholars in different countries had given different nomenclature to distance education. Moore (1973) named it “telematic teaching”; Holmberg (1974) ‘distance education’, Delling (1976) ‘distance study’; Sims (1977) “correspondence education” and so on. Distance education has also been given different names in different countries. In France, it is known as ‘tele-enseignement’ while in Germany, it is described as ‘Frenstudium’ or ‘Fernunterricht’. It is called ‘Independent Study’ in North America,’ Home Study’ in Europe and few places in Canada and the USA, ‘Off-Campus’ in Australia and ‘Extra-mural system’ in New Zealand (Reddy, 1988, and Manjulika & Reddy, 1996/1999). In India, two terms ‘Correspondence Education’ and ‘Distance Education’ are being used interchangeably. Though, distance educations in different countries have their own peculiar characteristics, most of them reflect that the system is quite distinct from conventional education.

Distance education is basically characterised by the separation of the student from the teacher and the use of technical media like print, audio, video, computer-based etc in the teaching-learning processes. Rumble (1977) defined distance education as ‘a process of teaching-learning in which the learner is physically separated from the teacher’. Perraton (1982:4) defined distance education as ‘an educational process in which a significant proportion of the teaching is conducted by someone removed in space and/or time from the learner’. Peters (1973), emphasising the industrialisation of the teaching process under distance education, offered the following definition:

“Distance teaching/education-Fernunterricht- is a method of imparting knowledge, skills and attitudes which are rationalised by the application of division of labour and organisational principles as well as by the extensive use of technical media, especially for the purpose of reproducing high quality teaching material which makes it possible to instruct great numbers of students at the same time wherever they live. It is an industrialised form of teaching and learning”.

Desmond Keegan (1980, 1986), who proposed a comprehensive definition of distance education, offered the following characteristics of distance education:

- (i) The quasi-permanent separation of teacher and learner throughout the length of the learning process;
- (ii) The influence of an educational organisation both in planning and preparation of learning materials and in the provision of student support services;
- (iii) The use of technical media; print, audio, video or computer, to unite teachers and learners and carry the content of the course;
- (iv) The provision of two way communication so that the student may benefit from or even initiate a dialogue; this distinguishes it from other uses of technology in education;
- (v) The quasi-permanent absence of a learning group throughout the length of the learning process so that people are usually taught as individuals and not in groups, with the possibility of occasional meetings for both didactic and socialisation purposes.

### **Concept of Open Education**

Open education covers a wide range of innovations and reforms in the educational processes such as changes that aim to improve participation of learners, instructional design, methods of transmitting information and support to learners.

Mckenzie, et al (1975) described open learning as follows:

“Such systems are designed to offer opportunities for part-time study, for learning at a distance and for innovations in the curriculum. They are intended to allow access to wider section of adult population, to enable skills and qualifications for the future. Open learning systems aim to redress social and educational inequality and to offer opportunities not provided by conventional colleges or universities”.

The Manpower Services Commission, U.K (1984) too shared the view that open learning does not only provide educational opportunity to people according to their time, place and pace but also gives access to people, constraint by geography, personal or work or rigid course structure which bar their entry to the training they require. It defined thus,

“Open learning arrangements enable people to learn at the time, place and pace which satisfy their circumstances and requirements. The emphasis is on opening up opportunities by overcoming barriers that results from geographical isolation, personal or work commitments or conventional course structures which have often prevented people from gaining access to the training they need”.

The flexibility of the course to meet individual needs and removing the barrier from regular class has been stressed by Lewis and Spencer (1986). According to them, open learning should be need based learning centre:

“Open learning is a term used to describe courses flexibly designed to meet the individual requirements. It is often applied to provision which tries to remove barriers that prevent attendances at more traditional courses, but it also suggests a learner-centred philosophy. ‘Open Learning’ courses may be offered in a learning centre of some kind or most of the activity may be carried out away from such a centre (e.g. at home). In nearly every case specially prepared or adapted materials are necessary”.

Rumble (1989) has identified five different criteria of openness such as access-related criteria, criteria related to place and pace of study, criteria related to means, criteria related to structure of the programme in respect of content and assessment and criteria related to support services:

- (i) Access related criteria are to enable to enroll without any bar on age, attendance, status, background, educational qualification, achievement and financial status;

- (ii) Criteria related to place and pace of study are the individual decision to study in a place and pace of his/her own choice;
- (iii) Criteria related to means imply the learner can freely follow the course of study according to personal choice;
- (iv) Criteria related to the structure of the programme regarding content and assessment are the freedom to choose a particular course or section of a course. The learner is allowed to define his/her own objective, determine the content which he/she should study, negotiate the available service to complete the syllabus and construct and agree the method of assessment to be used;
- (v) Criteria related to the existence of support services which are assisting the student in the choice of subject and progress during study from the available sources such as professionals, peers, contact classes, telephone or any media;

Open learning system can be either formal or non-formal whereas distance education can never be formal. In fact, many of the distance learning institutes are very rigid and inflexible. Though distance and open education are not synonymous, open and distance education are progressively fusing into one since the distance mode allows the educational system to be open and the educational openness of the system suits the promotion of distance education.

### **1.2.0 Media Used in Open and Distance Education**

For delivery of education, open and distance learning institutes used various media; some very common and some not so common depending upon the country's economy, availability, the suitability with the learner and the value associated with. These media may be given as follows:

- a) Print Media is the most common and popular means of instructional process. The print materials are carefully and specially prepared for the unseen students from various backgrounds to enable them to learn independently. Print material is easy to carry, convenience and cheap; but it lacks personal touch.

- b) Radio is an effective tool in distance education as it suits the distance learner because of its easy access. Recently, the use and listening of radio is diminishing and declining in some countries.
- c) Audio Cassettes have been used to provide orientation of the course, clarify complex doubt, give feed-back to students' activities and assignment and present the view of external experts.
- d) Television is an effective medium; the advantage is its accessibility; it not only reaches the home but can be very entertaining and attractive as well.
- e) Video Cassettes are like a broadcast television- a combination of moving picture with sound that can be viewed independently. They are more effective than radio and television.
- f) Video Disc helps to increase the capacity of the television set. It offers flexibility to the learner than any other media such as slow motion, forward and reverse, rapid scan etc.,.
- g) Satellite education can be used in three distinct forms: (a) Telecasts of general education programmes; (b) telecast of pre-recorded television component of a learning system; and (c) the live telecast of educational learning systems with two way interaction by regular telephone.
- h) Telephones are used as a medium for education in advanced countries. It is one to one communication and the arrival of mobile/cell phone provides interactive communication across distances. It is somewhat like face to face communication; study showed that effective learning takes place with telephone instruction.
- i) Computer is becoming increasingly popular medium to help the process of teaching learning.
- j) Videotex comprises a telephone, a television set for monitoring, a computer-fed database, a keyboard controller and a modem unit. The listener/viewer operates the key controller and the aural information is available through modem over telephone and its visual counterpart is flashed on the T.V. screen. The telephone and modem allows for a two-way communication/interaction system where the listeners/viewers can ask questions seek clarifications or get supplementary information.
- k) Teleconferencing/Audio Conferencing gives two-way interaction among individuals but also between the teacher and learner. It helps to develop a rapport with the teacher by the learner through watching the teacher on screen. It also allows visual presentation of objects and artefacts which are very essential for developing visual imagery and individual perception.
- l) Internet/web-based learning is free from the limitation of space and time while reaching students around the world with ease. Instructional materials are provided on-line hence overcome regional limitations on a global scale. It is leading to increment in educational accessibility and solve the various educational tasks of teaching learning process.
- m) Face-to face counselling/ Personal contact programme is considered to be the most essential for its personal touch in open and distance education. It is assisting the learners some orientation and guidance in the methodology of

learning. It is providing condensed classroom teaching and in understanding the important and difficult lessons or both.

### **1.3.0 Significance of Open and Distance Education**

Open and distance education plays a significant role in providing educational opportunities to the people. It offers more flexible, cost-effective and relevant programmes to the learners than the conventional system. In fact, it has brought a silent revolution in the system of education across the world. Enrolment in open and distance education increase faster than the conventional system of higher education; its academic and social recognition has been gradually rising. The significance of open and distance education may be briefly enumerated as follows:-

- (1) Open and distance education provides accessibility, flexibility to learning and training opportunities to a large number of learners who could not afford to attend the formal education. It provides educational opportunity to women, the scheduled caste, scheduled tribes, educationally backward society and backward areas. It is empowering the most disadvantaged – the unemployed, the disabled, and ethnic minorities. It also democratised educational opportunities at a relatively lower cost.
- (2) Open and distance education provides increased opportunities for updating, retraining and personal enrichment. Teacher training is where open and distance education is making a huge contribution in developing qualified teachers and other educational professionals by upgrading their knowledge and skills.

- (3) It offers high quality and cost-effective professional development for adult workers to further enhance their skills and knowledge without leaving their job. Open and distance education is highly cost-effective compared to conventional system of education. The cost-effectiveness lies with the use of media enabling the system to reach very large number of students by few teachers, non-requirement of classroom, and the very different cost structure of distance education arising from the substitution of capital in the form of teaching materials for labour in the form of teaching.

The significance of open and distance learning has been rightly noted by UNESCO (2002) as follows: - (i) balancing inequalities between age groups; (ii) extending geographical access to education; (iii) delivering educational campaigns and other education for large audiences; (iv) providing speedy and efficient training for key target groups; (v) expanding the capacity for education in new and multidisciplinary subject areas; (vi) offering the combination of education with work and family life; (vii) developing multiple competencies through recurrent and continuing education; (viii) enhancing the international dimension of educational experience and (ix) improving the quality of existing educational services.

#### **1.4.0 Open and Distance Education – A Global Perspective**

Europe is the home of distance education where it has existed more than 150 years as a method of teaching. Historically, distance education has evolved into two stages-correspondence study and single mode open universities. Taylor, (1998) observed that, in terms of instructional method, distance education in advance

countries evolved into four main phases : (i) The correspondence model which is dominated by print material by post; (ii) The multi-media model characterised by print, audiotape, videotape, computer-based learning, interactive video; (iii) The tele-learning model which is based on audio teleconferencing, videoconferencing; (iv) The flexible learning model, based on interactive multimedia, internet based access and computer-mediated communication.

Correspondence education has been commonly used by private enterprises to provide teaching service to home based learners through a cheap and efficient postal service (Rumble 1989). Sir Isaac Pitman, inventor of shorthand, pioneered the art of teaching short-hand by correspondence in 1840. Pittman's model led to the establishment of specialised departments in correspondence course in Europe and in USA by the end of the nineteenth century (Dinsdale,1953). Today, distance education has become an integral part of education in almost all the countries across the continent. Australia which provides distance and open learning, back in 1911, is the first country to provide primary, secondary and tertiary education by correspondence courses. As of 2000, 14 per cent of the university students in Australia were enrolled in distance and open learning programme. Russia has successfully eradicated illiteracy in the country through distance education introduced in the post-1917 revolution (Ilyin, 1983). Many developing countries introduced correspondence education in the post-World War II period.

With the establishment of the British Open University in 1969, many countries established full-fledged degree programmes with sophisticated courses through



various means of media and in an innovative evaluative system. Subsequently, tremendous growth of open and distance education has been witnessed in the seventies across different parts of the world.

### **1.5.0 Evolution and Structure of Open and Distance Education in India**

The evolution and structure of open and distance education in India is discussed as follows: (i) Government policy initiatives; (ii) structure of open and distance education in India; (iii) Student support services provided through Regional offices and Study Centres; (iv) Growth of open and distance education at the tertiary level and school level.

#### **1.5.1 Government Policy Initiatives on Open and Distance Education in India**

Indian development planners acknowledged right from the initial stage of planning that formal education could not meet effectively the demand for education which grew at the explosive rate due to rapid population growth and the development dynamics generated under planned economy. The First Five Year Plan stated the need for creating educational facilities outside the formal system by providing 'facilities of private study through correspondence courses and radio talks organized as far as possible by the various universities and allowing students to take the various examination privately' (GOI, 1951;540). The Third Plan stated explicitly that 'in addition to the provision in the Plan for expansion of facilities for higher education, proposals for evening colleges, correspondence courses and the award of external degrees are presently under consideration' (GOI,1961:589). The Central

Advisory Board of Education (CABE), in 1961, appointed an Expert Committee under the chairmanship of Dr. D.S.Kothari, chairman of University Grant Commission (UGC). This Committee made significant recommendations to the correspondence course and observed:

“a step designed to expand and equalize educational opportunity, as it aimed at providing additional opportunities for several thousand students who wished to continue their education and the person who had been denied these facilities and were in full-time employment or were for other reasons prevented from availing themselves of facilities at college” (GOI, 1963; 3-4).

The Committee suggested that at the initial stage, only the University of Delhi should introduce correspondence courses as a pilot project, limiting to Bachelor degree in arts, commerce and social sciences. Accordingly, the University of Delhi started School of Correspondence Courses and Continuing in 1962. The first ever course in correspondence education in India was thus introduced in University of Delhi.

The Education Commission (1964-66) observed that correspondence education at the University of Delhi had proved to be a promising experiment and was producing satisfactory results and recommended that ‘correspondence courses should be extended as widely as possible and should include courses in science and technology either at degree or diploma level’. It further declared that ‘there need be no fear that they will lead to a deterioration of standards’ (GOI, 1966;309).

The Commission targeted to enrol at least one-third of the total enrolment in higher education by 1986 through correspondence course and evening colleges. It recommended that the UGC should establish a Standing Committee on part-time

education alone. (GOI,1966). The progress made by University of Delhi in its correspondence education and the recommendations of the Education Commission 1964-66 created a favourable climate for the development of correspondence education during the Fourth Five-Year Plan and in the succeeding plans in the seventies and eighties (Kulandai Swamy,2002).

The next important policy document on distance education in the country was the National Policy on Education, 1968 which states that:

“Part-time education and correspondence courses should be developed on a large scale at the university stage. Such facilities should be developed for secondary students, for teachers and for agricultural, industrial and other workers. Education through part-time and correspondence course should be given the same status as full-time education. Such facilities will smoothen transition from school to work, promote the cause of education and provide opportunities to the large number of people who have the desire to educate themselves further but cannot do so on a full- time basis” (GOI, 1968).

The National Policy on Education, 1968 visualised an expanded role for correspondence education in India. While the earlier documents looked correspondence education only as a means of supplementing the opportunities for higher education and helping the students who could not afford full time study. The policy clearly identified the target groups and emphasised parity between the correspondence education and conventional classroom based education.

The United Kingdom Open University started in 1969, enthused education policy makers in India in the 1970s. The Government of India appointed a working group under the chairmanship of Prof. G. Parthasarathy, the Vice Chancellor of Jawaharlal Nehru University in 1974 to examine the feasibility of starting National

Open University in India. The Working Group advocated the establishment of an open university in the following words:

‘In a situation of this type where the expansion of enrolments in higher education has to continue at a terrific pace and where available resources in terms of men and money are limited, the obvious solution, if proper standards are to be maintained and the demand for higher education from different sections of the people is to be met, is to adopt the open university system with its provision of higher education on part-time basis. The group therefore, recommends that the Government of India should establish as early as possible, a national open university by an Act of Parliament. The university should have a jurisdiction over the entire country so that when it is fully developed, any student, even in the remotest corner of the country can have access to its instruction and degrees’ (GOI, 1974).

Since no immediate action was done to implement the recommendations, a new Working Group under Dr. (Mrs) Madhuri Shah, was appointed in 1982 to enquire into the working of central universities. This committee reiterated that the Parthasarathy Committee recommendation on establishing a national open university and recommended establishing a national open university without any delay. A draft bill was prepared by the Union Government on the basis of the recommendation the Working Group. However, due to certain reasons, there was no progress in this direction. Meanwhile, the Andhra Pradesh state government set up its own Andhra Pradesh Open University in 1982. Later, the name was changed to Dr. B.R. Ambedkar Open University. The first Open University in the country was thus established by the Government of Andhra Pradesh. On September 20, 1985, the Government of India, by an Act of Parliament, established the National Open University, by the name of Indira Gandhi National Open University (IGNOU) with its headquarters in New Delhi.

The National Education Policy, 1986 regarded distance education as an effective instrument for democratisation of education. The Policy document, under Open and Distance Education noted as follows:

“The open learning system has been initiated in order to augment opportunities for higher education, as an instrument of democratising education and to make it a lifelong process. The flexibility and innovativeness of open learning system are particularly suited to the diverse requirements of the citizens of our country, including those who had joined the vocational stream.

The Indira Gandhi National Open University, established in 1985 in fulfilment of these objectives, will be strengthened. It would also provide support to establishment of open universities in the States.” (GOI, 1986)

### **1.5.2 Structure of Open and Distance Education in India**

The evolution of open and distance education in the country, has, thus witnessed two important stages: the correspondence education and the open education. Today, the country's open and distance learning system consists of one national open university, 13 State Open Universities (SOUs), 137 Correspondence Course Institutes under conventional universities/institutes and National Institute of Open Schooling (NIOS). Open and distance education institutions are broadly classified into Single Mode and Dual Mode Institutions. Single Mode Institutions are those where providing distance education is the sole mission or objective in which teachers and administrative staff is exclusively dedicated to work for. The course development, instruction, evaluation and other educational processes are prepared according to the need of the distance learner. Dual Mode Institutions are offering both conventional education and distance learning simultaneously. The distance

teaching methods, course design, instruction and evaluation and the teachers are all under the parent institutions.

### **Open University System in India**

Open education system in the country has been visualised to play a crucial role in democratising educational opportunities across the country and to various groups. The objectives of open university as laid down in the National Policy on Education, 1986 were: (i) to reverse the tide of admission in formal institutions; (ii) to offer education to people in their own homes and at their own jobs; (iii) to enable the students to earn while they learn; (iv) to provide counselling and guidance to people; and (v) to take education to the remotest villages, through radio, television and correspondence course. Presently, India's open university system consists of one National Open University and 13 State Open Universities.

### ***Indira Gandhi National Open University (IGNOU)***

Indira Gandhi National Open University (IGNOU), was established by an Act of Parliament in 1985 to achieve the dual responsibilities of enhancing access and equity to higher education through distance mode and promoting, coordinating and determining standards in open learning and distance education systems. As per the provisions of the IGNOU Act, the University is to:

- a) offer degree, diploma and certificate programmes related to the needs of employment as necessary for building the economy of the country;

- b) provide opportunities for higher education to a large cross-section of people, in particular the disadvantaged segments of society;
- c) promote acquisition and up-gradation of knowledge and offer opportunities for training retraining in the contexts of innovation and research;
- d) encourage an innovative system of university level education, flexible and open with regard to methods and pace of learning, combination of courses, eligibility for enrolment, age of entry, conduct of examination and delivery of the programmes to encourage excellence; and
- e) coordinate, promote, assess and accredit institutions and programmes offered by open and distance learning system as also to prevent through such measures as are considered appropriate, institutions from offering sub-standard courses and programmes.

IGNOU practices a flexible and open system of education in regard to methods and place of learning, combination of courses and eligibility for enrolment, age for entry and methods of evaluation etc. The University has adopted an integrated strategy for imparting instruction. This consists of providing print materials, audio-video, tapes, broadcast on radio and educational TV Channels, teleconferencing, video conferencing as also the face to face counselling, at its study centres located throughout the country. The University adopts the method of continuous assessment and term-end examination for evaluation of the performance of its students enrolled in various subjects. Table 1.2.1 summarises the position of IGNOU as on 2010

**Table 1.2.1**

**IGNOU at a Glance, 2010**

Particulars	Number
Year of Establishment	1985
Student registered in 2009 (January and July, 2009)	6,36,489
Students on Rolls	24,68,208
Schools of Study	21
Programme on Offer	338
Number of Regional Centres	61
Number of Learner Support Centre	3,000
Number of Overseas Centres (in 36 other countries)	60
Number of Academic Counsellor	36,000
Number of Students awarded Degrees/Diploma/Certificate till 2009	9,74, 828

Source: IGNOU Profile 2010.

The University began with two academic programmes in 1987, i.e., Diploma in Management and Diploma in Distance Education, with strength of 4528 students. As on 2009, the university has nearly 2.5 million students in India, offering 338 programmes of studies under twenty-one Schools of Study. The University has a network of 61 regional centres, 3000 Learner Support Centres and around 60 overseas centres. The University has 413 faculty members and academic staff at the Headquarters and Regional Centres and about 36,000 counsellors from conventional institutions.

Educational development of North-East Region (NER) is another focus area and 10% of the Annual Plan Budget has been earmarked to the development of this region. The University has established 8 Regional Centres in the North-East Region. One of the significant focuses of IGNOU is to pay special attention to disadvantaged



sections of the society and regions. The university has developed a number of programmes for women and special study centres were established in the backward areas and districts with low female literacy rate.

### ***Distance Education Council (DEC)***

IGNOU is mandated with the objective of promotion of open and distance learning systems and coordination of standard in such systems in the country. Distance Education Council (DEC) has been established under IGNOU which functions as the top authority in the management of open and distance education in the country. The Council extends technical and financial support to Open and Distance Education Institutes (ODIs) for development of technological infrastructure, institutional reform, professional development and training, student support services, computerization and networking for improvement of quality of education.

### ***Convergence Scheme of Conventional Education and Open and Distance Learning***

The convergence scheme has been formulated to achieve the projected targets related to access and equity in higher education during the 11th Plan. A convergence between the conventional university system and the open and distance learning (ODL) system through enhanced and optimal utilization of the physical facilities, intellectual and knowledge resources in institutions is an integral part of this Scheme. The following institutions are eligible to become partner institution: (i) All Universities which come under the purview of 2f or Section 3 of the UGC Act.

(ii) Institutions with Potential for Excellence and Autonomous Institutions. (iii) Affiliated Institutions with a proven academic track record. (iv) Professional Institutions which are recognised by their respective Statutory Councils.

The partnership is based on four modules: enhanced access programme, value-added programme, dual degrees and joint degrees. Under enhanced access programmes, institutions may offer undergraduate/postgraduate programmes of IGNOU. The scheme provides for a combination of use of printed Self Learning Material (SLM), face-to-face academic counselling enabled by technology. In case of value-added programmes, undergraduate/postgraduate students of the respective institution and adjoining institutions may enrol for Certificate/Diploma programmes of IGNOU as a value-added programme. Under dual degrees programme, regular students enrolled in institutions through the conventional system may simultaneously enrol for a degree of the same level in IGNOU. Under joint degrees programme, some new programmes leading to a joint degree between two Universities may be mutually identified by IGNOU and any interested conventional university. The programmes will be jointly formulated and IGNOU will supplement the face-to-face instruction of the conventional university with ODL component. Technology and multimedia support will be provided by IGNOU. This is applicable only for Universities.

The Partner Institutions may opt for anyone of the models listed below: Model-1 under which the Partner Institution will collect the fee prescribed by IGNOU and remit IGNOU's share as per the following fee-sharing model. And Model - II by

which the Partner Institution will propose a rational fee structure to cover the costs of transacting the curriculum and providing the necessary academic support. It will decide in consultation with IGNOU, the fee it desires to prescribe for the various programmes. In this case, the fee prescribed by IGNOU for each programme will be remitted in toto to IGNOU.

### ***State Open University in India***

A brief profile of open universities in the country is shown in Table 1.2.2. The first state Open University in the country was established in 1982 in the state of Andhra Pradesh. Today, there are as many as 13 state open universities in India.

**Table 1.2.2****Profile of State Open Universities in India, 2008**

Sl.No	Open University	Year of establishment	Enrolment (000)	Programme offered	Course offered
1	Dr.B.R..Ambedkar Open University- Andhra Pradesh	1982	190.2	25	25
2	Vardhaman Mahavir Open University-Rajasthan	1987	5.9	33	255
3	Nalanda Open University-Bihar	1987	8.4	8	148
4	Yashwant Rao Chavan Open University- Maharashtra	1989	800	78	355
5	Madhya Pradesh Bhoj Open University-Madhya Pradesh	1991	192	8	73
6	Dr.Baba Sahib Ambedkar Open University- Gujarat	1994	68.8	17	140
7	Karnataka State Open University, Karnataka	1996	33.1	8	29
8	Netaji Subash Open University, West Bengal	1997	225.2	8	29
9	U.P.Rajarshi Tandon Open University, Uttar Pradesh	1998	22.1	38	562
10	Tamil Nadu Open University, Tamil Nadu	2002	9.3	23	231
11	Pandit Sunderlal Sharma Open University, Chattisgarh	2005	-	-	-
12	Uttaranchal Open University, Uttaranchal	2006	-	-	-
13	K.K.Handique State Open University, Assam	2006	-	-	-

Source : Garg etc; DEC, IGNOU

**Dual Mode Universities**

As stated, dual mode universities are the conventional universities which are offering both distance and formal education simultaneously. Table 1.2.3 presents the number of correspondence course institutes in India under dual mode university system.

**Table 1.2.3**

**Number of Correspondence Course Institutes (CCIs) under Dual Mode Universities in India, 2010**

Sl.No	State	Number
1	Andhra Pradesh	16
2	Arunachal Pradesh	1
3	Assam	2
4	Bihar	4
5	Chattisgarh	2
6	Delhi	4
7	Gujarat	1
8	Haryana	5
9	Himachal Pradesh	1
10	Jammu & Kashmir	2
11	Karnataka	9
12	Kerala	4
13	Madhya Pradesh	8
14	Maharashtra	11
15	Meghalaya	1
16	Orissa	5
17	Puduchery	1
18	Punjab	6
19	Rajasthan	4
20	Sikkim	2
21	Tamil Nadu	17
22	Tripura	1
23	Uttar Pradesh	8
24	Uttarkhand	3
25	West Bengal	6
26	Institutes	13
	TOTAL	137

Source: DEC, 2010, IGNOU, New Delhi.

As shown in the Table, there are 137 correspondence course institutes (CCI) under dual mode university system in India. Tamil Nadu has the highest number of correspondence course institutes in the country followed by Andhra Pradesh and Maharashtra. The number of dual-mode universities in the North eastern states is quite less as compared with other states. While Meghalaya and Arunachal Pradesh

have 1 correspondence course institutes each and Sikkim 2 correspondence course institutes, states like Manipur, Nagaland and Mizoram have none at all.

### **Open School System in India**

The National Open School (NOS) was set up in 1989 by the Government of India to provide open and distance education at the school level. In 1990, NOS was given autonomy to examine and certify learners registered with it till pre-university courses. In 2002, it was re-christened as the National Institute of Open Schooling (NIOS). The aims of open school were to provide education to all with special concern for girls and women, rural youth, working men and women, SC and ST, differently-abled persons and other disadvantaged persons who because of one or other reasons could not continue their education with the formal system.

In 1964, the Conference of Boards of Secondary Education (COBSE) recommended for correspondence course at the secondary stage to improve the academic standards of private school. The Board of Secondary Education in Madhya Pradesh was the first to start correspondence courses in 1965, followed by Patracher Vidyalaya, Delhi in 1968 and later by Rajasthan, Orissa, and Uttar Pradesh. These correspondence courses were opened solely for private candidates of class-X and class-XII who were studying under the formal school system.

In 1979, the Central Board of Secondary Education (CBSE) started a project on 'Open Schooling' at the secondary stage level for 14 years and above to those out of school learners. The senior open secondary courses for class-XII were also

launched in 1988. The success of the pilot project led to the creation of National Open School (NOS) by the Government of India in 1989 which later become National Institute of Open Schooling (NIOS) in 2002. NIOS function through a network of eleven Regional Centres and Accredited Institutions/Study Centres spreading across the country.

NIOS has three main departments: academic, administration and examination. Each department is headed by the Head of Department (HOD), that is, Director (Academic), Secretary, and Controller of Examinations. The head of the institution is the Chairman. NIOS has two projects headed by Project Fellows viz. Open Basic Education and the Student Support Services. The NIOS organizational structure requires collaboration between different departments for efficient functioning. It heavily depends upon inter and intra departmental collaboration such as in the production of audio-video cassettes the concerned subject tutor provides the necessary subject expertise to the technical staff of the media unit. Inter-departmental collaboration happened when academic support is provided to the examination department in the setting of sample question papers, standardization of marking schemes, supervision of evaluation.

The general education courses are offered at three levels. These are: (i) Open Basic Education programme (OBE) are offered at three levels of A, B, & C which are equivalent to class III, V, and VIII; (ii) Secondary Courses equivalent to class X standards; (iii) Senior Secondary course equivalent to class XII standards. Furthermore, to make the NIOS course meaningful, a number of Vocational Courses

are offered in combination with academic subjects at the secondary and senior secondary level. These vocational courses have to be taken in Accredited Vocational Institutions (AVI).

Learners can select any course they would like to pursue depending on the availability of the course or subjects as well. A very distinctive feature of NIOS is its flexibilities in the following: (a) there is no upper age limit for admission, however 14 years is the minimum age limit for secondary course and 15 years for senior secondary course. (b) A flexible scheme of examination is offered through On-line Project under various streams in any of the study centre of one's choice and (c) a flexible examination scheme to appear in the public examination twice in a year. Over a period of five years nine chances are given to appear for public examinations. (d) Credit accumulation was allowed till all the required five subjects are successfully completed within a period of five years.(e) transfer of credit facility to a maximum of two subjects passed from the Boards provided, (f) the admission is valid for five years and part admission in more than one or more subjects is allowed.

Those admitted under NIOS were provided Self instructional Material (SIM) for different subjects, a 30 days Personal Contact Programme (PCP) for counselling and for interaction with their tutor/ counsellor, audio programme broadcast on FM-Gyan Vani video programme telecast or Doordarshan and on educational channel Gyan Darshan shown every day. To check the progress of study Tutor Marked Assignment (TMA) at least one in each subject need to be submitted.



### **1.5.3 Student Support Services under Open Education System**

Student support services provide an interface between the institution and the students. Support services provided by open and distance education comprise of contact sessions, evaluation of assignments, library facilities, audio-video facilities, practical, term-end examinations, declaration of results and award of degrees. Student support services under Open Learning Institutes (ODL) in India have been delivered through the headquarters, regional centres and study centres. In all the open universities, the regional services division plays the most significant role in the delivery of distance education programmes.

#### ***Role and Functions of Regional Centres***

Regional Centres coordinate and supervise the work of the Study Centres coming under its jurisdiction and act as a link between the study-centres and their headquarters. The regional centres are essentially the sub-offices of the university and their resource centres in respective region. The Regional Centre is headed by the Regional Director who is an overall in charge of the activities of the university within the region. The responsibilities of the Regional Director are to direct and monitor academic operations and to coordinate the working of the study centres. The principal functions of the regional centres can be broadly classified under three heads, *viz.* academic activities, administrative activities and promotional activities.

Academic activities encompass functions relating to admission, evaluation, student records, selection, appointment and orientation of academic counsellors,

organisation academic seminars and workshops, monitoring of counselling and assignments and conduct of intensive contact programmes and maintenance of library services.

Administrative services of the Regional Centre include appointment of staff at the study centres, maintenance of service records, purchase and maintenance of furniture and equipment, financial management of the regional centres, library records and preparation of budgetary estimates.

Promotional activities include a wide range of activities which are designed to promote open and distance education in the area of operation. This may include adequate publicity of the open education system within the region, establishing regular contacts with various institutions and voluntary organisations within the region etc. The Regional Director is to act as a liaison with the state government and voluntary organisations etc.

### ***Role and Functions of Study Centres***

Under open and distance learning institutions, student support services are locally delivered to the learners through a network of Learner Support Centres located across within the jurisdiction of Regional Centre. One kind of learner support centre is known as a study centre. Study Centre provides a channel for interaction with academic counsellors and students and also provides the students access to modern technology through the use of audio-visual aids, internet facilities etc. as well as library facilities. Learner Support Centres are categorised into various names depending upon the nature of responsibilities and programme implemented. For

instance, under IGNOU, Study Centres are classified into Programme, Special and Regular Study Centres, depending upon the nature and type of courses offered. The main functions of study centres are: (i) conducting tutorials for students; (ii) assessing assignments; (iii) provision of information to potential learners and general public; (iv) providing feedback to the university; (v) serves as examination centre.

#### **1.5.4 Growth of open and distance education at the higher educational level**

According to UGC (1990), open and distance education has undergone four stages of development: (i) The opening decade (1962-72), characterised by introduction of correspondence education at the undergraduate level in non-science and non-professional course; (ii) The expansion phase (1972-82), featured by rapid expansion of offering both undergraduate and post-graduate courses within the confine of conventional system; (iii) The open era beginning in 1982 marking the establishment of open universities in the states and at the centre. (iv) Diversification in programme offering which include new need-based, relevant and unconventional programme leading to Certificate, Diploma and Degree and offering programmes in Science and Engineering, Health Science, Agriculture, Management and the like.

Gupta & Garg (2008) also identified the growth of open and distance education in India into four phases: (i) the correspondence era (1962-1982); (ii) transition to open era (1982-85); (iii) Consolidation to open era (1986-2000) and (iv) Expansion of Open and distance learning system (2001-07). The number of open universities and the correspondence course institutes established in each period are shown in Table 1.3.1

**Table 1.3.1**

**Growth of Open and Distance Learning institutions in India**

Year	Stages of development	Open university	Correspondence Course Institutes (CCIs)
1962-1981	Correspondence era	-	34
1982-1985	Transition to open era	2	04
1986-2000	Consolidation of open era	7	32
2001-2009	Expansion of the ODL system	5	67
Total	TOTAL	14	137

Source : Gupta & Garg (2008), DEC, 2010, IGNOU, New Delhi

A glance at the Table shows that tremendous growth of open and distance education had been experienced in India for the last four and half decades. The distance education through the correspondence course institutes were established in the early sixties. The correspondence course was increasing very fast; by 2007, India had 137 correspondence course institutes. The Open University came into existence only in the eighties during which 2 open universities started functioning. This was followed by the establishment of 7 more open universities in between 1986 to 2000 and 5 more had grown to 14 open universities in 2010.

Table 1.3.2 summarises the growth of enrolment in the conventional higher education vis-à-vis open and distance education. Enrolment in the distance education increased from 0.15 per cent in 1962 to 32 per cent by 2007. While the

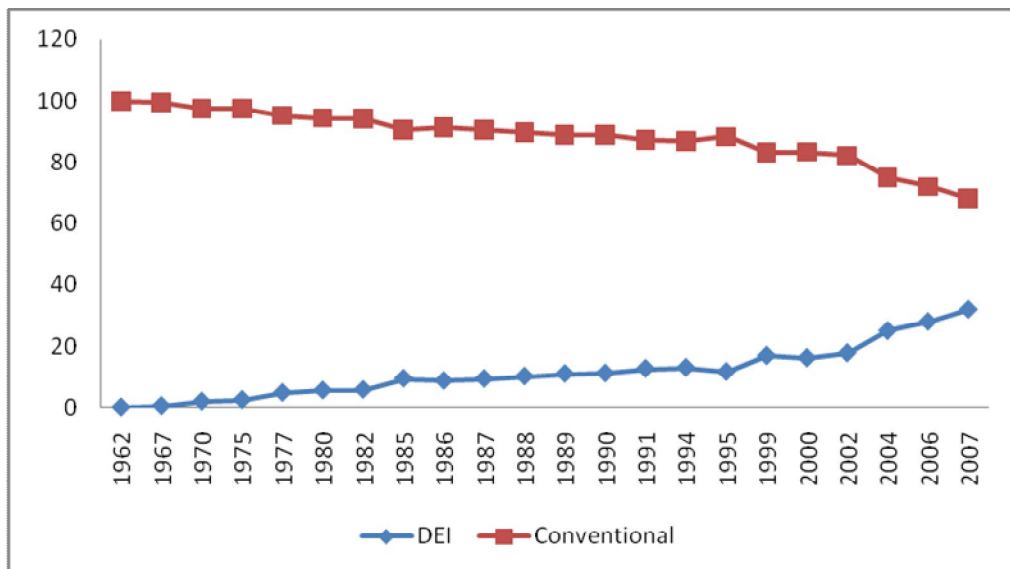
share of enrolment in the conventional higher educational institutions is consistently falling, the share of enrolment in open and distance education increased steadily.

**Table 1.3.2**

**Enrolment in Higher Education vis-à-vis open and distance education in India**

Year	Universities /Colleges		Open & Distance Learners		Total Enrolment
	Number	Percent	Number	Percent	
1962	75,2095	99.85	1113	0.15	753,208
1975	2,426,109	97.42	64,210	2.58	2,490,319
1980	2,752,437	94.30	166,428	5.70	2,918,865
1990	4,425,247	88.72	562,814	11.28	4,988,061
2003	9,953,506	78.0	2,800,000	22.0	12,753,506
2007	11,939,249	68.0	3,820,128	32.00	15,759,374

Sources : Garg, Suresh & etc (2005);Manjulika & Reddy (1996);Pawar (2009)



Graph 1: Growth trend of the share of conventional & Distance Education Institutes (DEIs) in India, 1962-2007

### **1.5.5 Status of open and distance education at the school level:**

State-wise enrolment in open school is highlighted in table 1.4.0. It is found that:

(i) At the secondary stage, enrolment could be divided under three courses- secondary, senior secondary and vocational courses. The enrolment at the secondary course was found to be the highest (168991), and the senior secondary followed with 129080 enrolments. Enrolment in vocational course was the lowest as the course was offered in some states only. It was found that enrolment in the course was negligible in most of the NE states.

(ii) At the secondary stage Delhi contributed the highest enrolment (37980), followed by Haryana (27572) and Maharashtra (19651).

(iii) Sex wise enrolment of girls was found to be much higher than the boys in states like Arunachal Pradesh, Mizoram and Sikkim- all from the NE states and Jharkhand.

(iv) The enrolment at the senior secondary is again highest in Delhi (35323), followed by Uttar Pradesh (14398) and Himachal Pradesh (10276).

(v) In vocational course Delhi ranked the highest in enrolment (5168), followed by Kerala (2416) and Uttar Pradesh (2569).

**Table 1.4.1: State-wise Enrolment (All Category of Students) in Open Schools in India (2006-2007)**

States/UTs	All Categories of Students											
	Secondary			Senior Secondary			Vocational			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	515	159	674	2238	580	2818	265	237	502	3018	976	3994
Arunachal Pradesh	879	1140	2019	375	495	870	0	0	0	1254	1635	2889
Assam	831	553	1384	1010	358	1368	87	6	93	1928	917	2845
Bihar	2210	1153	3363	2965	939	3904	501	227	728	5676	2319	7995
Chhattisgarh	511	270	781	345	214	559	188	58	246	1044	542	1586
Goa	1561	622	2183	304	165	469	37	15	52	1902	802	2704
Gujarat	366	232	598	313	121	434	34	24	58	713	377	1090
Haryana	22030	5543	27573	19031	5443	24474	360	729	1089	41421	11715	53136
Himachal Pradesh	2962	1494	4456	6276	3994	10270	339	474	813	9577	5962	15539
Jammu & Kashmir	305	118	423	474	218	692	362	436	798	1141	772	1913
Jharkhand	848	878	1726	781	306	1087	276	106	382	1905	1290	3195
Karnataka	151	85	236	426	193	619	436	428	864	1013	706	1719
Kerala	994	361	1355	1795	831	2626	1357	1059	2416	4146	2251	6397
Madhya Pradesh	2761	1297	4058	1102	519	1621	1770	579	2349	5633	2395	8028
Maharashtra	16491	3160	19651	2486	1139	3625	302	199	501	19279	4498	23777
Manipur	3029	2445	5474	2235	1742	3977	0	0	0	5264	4187	9451
Meghalaya	535	820	1355	13	13	26	0	0	0	548	833	1381
Mizoram	959	1295	2254	345	214	559	0	0	0	1304	1509	2813
Nagaland	1269	1193	2462	565	483	1048	0	0	0	1834	1676	3510
Orissa	1709	711	2420	641	235	876	275	94	369	2625	1040	3665
Punjab	5149	2039	7188	1359	390	1749	471	261	732	6979	2690	9669
Rajasthan	3184	1923	5107	1705	799	2504	291	131	422	5180	2853	8033
Sikkim	577	776	1353	324	446	770	0	0	0	901	1222	2123
Tamil Nadu	216	91	307	238	79	317	445	210	655	899	380	1279
Tripura	271	130	401	194	71	265	0	0	0	465	201	666
Uttar Pradesh	10667	3723	14390	10982	3416	14398	1810	759	2569	23459	7898	31357
Uttarakhand	4457	1917	6374	3435	1493	4928	151	64	215	8043	3474	11517
West Bengal	4978	4411	9389	3018	2617	5635	587	111	698	8583	7139	15722
Andaman & Nicobar Islands	613	451	1064	391	371	762	0	0	0	1004	822	1826
Chandigarh	554	376	930	296	138	434	123	201	324	973	715	1688
Dadar & Nagar Haveli	0	0	0	0	0	0	0	0	0	0	0	0
Daman & Diu	42	20	62	47	22	69	0	0	0	89	42	131
Delhi	25826	12154	37980	25021	10302	35323	2845	2323	5168	53692	24779	78471
Lakshadweep	0	0	0	0	0	0	0	0	0	0	0	0
Puducherry	1	0	1	1	3	4			0	2	3	5
<b>India</b>	<b>117451</b>	<b>51540</b>	<b>168991</b>	<b>90731</b>	<b>38349</b>	<b>129080</b>	<b>13312</b>	<b>8731</b>	<b>22043</b>	<b>221494</b>	<b>98620</b>	<b>320114</b>

Source : Ministry of Human Resource Development, Govt. of India. 2008

### 1.6.0 Growth and Development of Formal Education in Mizoram

Mizoram is located in the eastern-most corner of India. It is sandwiched between Myanmar in the east and south and Bangladesh in the west while Assam and Manipur lie in the north. The Mizos are Mongoloid by stock and enjoy a highly egalitarian society where there is no discrimination on the basis of sex, gender and caste. They are Christian by faith. Modern education was introduced by the Christian missionaries who came from England during the later part of nineteenth century. In 1894, Mizo alphabets were composed based on Roman Script. The first Lower Primary Schools were established in 1903 and Middle Schools in 1909. The first High School was started in 1944 with community donations while the first college was set up in 1958. The British rulers did very little for the progress and development of education in Mizoram. It was only after Independence that consistent efforts were made to develop education in the state. Table 1.5.0 presents the growth of formal education during the period between 1950-51 and 2007-08.

**Table 1.5.1**

#### **Growth of formal education in Mizoram**

Year	School level			College level		
	Enrolment	Teachers	Schools	Enrolment	Teachers	Institutions
1950-51	22958	700	403	-	-	-
1960-61	49617	1199	701	-	-	1
1971-72	89142	2562	700	946	37	3
1980-81	115826	4941	1090	4584	147	10
1993-94	166967	9421	1948	6057	494	29
2002-03	225223	15025	2871	6016	718	28
2007-08	248546	19724	3432	5465	642	22

Source: Statistical Handbook Mizoram (various issues) & Economic Survey Mizoram 2008-09



From the Table, it can be seen that enrolment, teachers and institutions recorded substantial growth during the period between 1950-51 and 2007-08. Enrolment at the school level had increased a little more than ten times from 22,958 in 1950-51 to 2,48,546 in 2007-08 while the number of teachers rose from a mere 700 in 1950-51 to 19,724 in 2007-08- showing an increase of twenty-eight times. The number of schools had increased by eight-fold from 403 in 1950-51 to 3432 in 2007-08. As on 2007-08, the number of colleges was 22. The number of enrolment which was 946 in 1970-71 increased to 5465 in 2007-08, registering nearly a six-fold increase over the period. There were 37 teachers in 1970-71, but the number improved substantially to 642 in 2007-08, showing approximately an increase of seventeen-fold.

**Table 1.5.2**

**Literacy rates- Mizoram and All-India (1951-2001) (Per cent)**

Year	Mizoram			India		
	Male	Female	Total	Male	Female	Total
1951	46.15	16.70	31.14	27.16	8.16	18.33
1961	62.25	34.70	51.24	40.40	15.34	28.31
1971	70.15	46.71	62.71	45.95	21.97	34.45
1981	79.37	68.61	74.26	56.37	29.75	43.56
1991*	85.61	78.60	82.27	64.10	39.30	52.20
2001	90.71	86.75	88.80	75.20	53.60	64.80

\*All India literacy rate for 1991 excludes Jammu & Kashmir

Note : The literacy rate for 1951, 1961 & 1971 relate to population aged 5 years and above whereas those for the 1991 & 2001 relate to population aged 7 years and above

Sources: (i) Census of India 1991, Series-17, Mizoram (Provisional); (ii) Census 2001, Final Population Mizoram; (iii) Gov't of India, Ministry of Finance Economic Survey 1992-93, New Delhi.

Table 1.5.1 presents the growth rate of literacy in Mizoram since 1951. The table clearly shows that literacy rates in the state increase considerably during the post-independent period. Literacy rate has increased from 31.14 per cent in 1951 to as high as 88.8 per cent in 2001. Mizoram has now achieved the second highest literate states in India. Female literacy too has improved considerably from 16.7 per cent in 1951 to more than 86 per cent in 2001. The high literacy rate among the female is an indication that women in Mizo society were not discriminated in giving access to education facilities and that female were given the same opportunity as their male counterpart in education.

**Table 1.5.3**

**Status of technical and professional education in Mizoram 2006-07**

Sl.No	Name of Institutes	Institutions	Enrolment	Teachers
1	Women Polytechnic, Aizawl	1	218	8
2	Polytechnic, Lunglei	1	262	20
3	College of Veterinary Sciences & Animal Husbandry, Aizawl	1	175	41
4	DOEACC Centre, Aizawl	1	283	29
5	Industrial Training Institute	1	405	36
6	Regional Institute of Paramedical and Nursing Sciences (RIPANS)	1	151	69
7	Nursing Schools	4	188	28
9	District Institute of Educational Training (DIET)	2	247	43
10	College of Teacher's Education (CTE)	1	112	13

Source: Statistical Abstract of Mizoram, 2007

The status of technical and professional education in Mizoram is summarised in Table 1.7.2 It can be observed from the table that Mizoram is still lagging behind

other states in technical and professional education. The state has no institutions of its own for higher technical, management, medical education etc.

Mizoram University, established by an Act of Parliament in 2000, started functioning in 2001, is offering post-graduate courses in Arts, Sciences, Commerce, Engineering, Management etc. The University has presently 29 academic departments which are organised into nine School of Studies. These schools are as follows: (i) School of Education and Humanities consisting of English, Education, Mizo and Philosophy; (ii) School of Earth Sciences & Natural Resources Management comprising Forestry, Environmental Science, Geology, Geography, EE & RD and HAMP; (iii) School of Social Sciences including Political Science, History & Ethnography, Public Administration, Psychology, and Social Work; (iv) School of Economics, Management & Information Science comprising Economics, Commerce, Library & Information Sciences and Management; (v) School of Physical Sciences consisting of Physics, Chemistry, Mathematics & Computer Sciences, Mathematics (vi) School of Life Sciences including Botany, Biotechnology, Zoology; (vii) School of Engineering & Technology consisting of Electronics & Communication Engineering, Information Technology; (viii) School of Fine Arts, Architecture and Fashion Technology includes Planning & Architecture; (ix) School of Medical & Paramedical Sciences, consisting of Nursing Department.

### **1.7.0 Rationale of the Study**

Open and distance education is now firmly established in India as effective alternatives to the formal system of education in providing education and of

enlarging access to educational opportunities. However, open and distance education system has been plagued with shortage of trained personnel and absence of relevant data which may be used for planning distance education programmes at the school and higher level. Presently, almost the entire exercise in planning and execution of distance education programme in the country is based on “intuitive judgments and assumption”. Research studies are needed to understand various components of distance education programme in the country as well as to get a true picture of the potential of distance education to ensure high quality education to needy learners at reasonable cost.

In Mizoram, open and distance education has made impressive progress since the later part of 1980s. Presently, there are two open and distance learning institutes operating in the State. It has become imperative to study the growth and development of open and distance system in Mizoram, the trends of enrolment, types of open and distance learning institution, the programmes and courses they offer. The investigator felt the need to analyse the academic infrastructure and inputs provided by open and distance learning institutes and their related services. As such, it is necessary to examine what facilities they provide? Are the academic programmes offered relevant, need-based, skill or professional developing? What are the situations regarding manpower inputs? Are they employing qualified tutors for counsellors? What provisions do they have for students support services in the study centres/ accredited institutions?

The coordinator's role is to coordinate and manage for the smooth functioning of the study centres many problems may occur in the implementation of the programme. It is crucial to highlight these problems in a systematic way and in the right perspective based on the objectives for which open and distance education centres are established.

Open and distance learning has been conceived to make education accessible to a large number of the disadvantaged group like the drop-outs, the adults, the house wives, the full-time employees and so on. If so, it is important to investigate the socio-economic profile of the learners, their age, marital status, parents' qualifications and occupations and their monthly income.

The basic objectives of open and distance learning institutes are democratising education by taking it to the doorsteps of the learners, providing access to high quality education to all those who seek it irrespective of age, region or formal qualification. The relevance of these objectives to the learners who live in distant and isolated areas and the most inaccessible parts of the country like Mizoram could be understood only by identifying the constraint faced by them.

To improve the quality of education it is important to know the problems and difficulties the learners are facing. Are they facing difficulties during and after admission? The print material is the main mode of instruction that has to reach every doorstep of the learners. Do they receive the reading material in time? Do they understand the content and the language? Do the learners utilise them? Assignment is another mode of learning which provides feedback and a means of

interaction between distance learners and the tutors. It is necessary to know the problems faced by distance learners relating to assignments and others.

It is important to ascertain whether the programme of studies offered by open and distance learning institutes fulfils the learners' needs, the support services provided are adequate, the multi-media are utilised effectively and the evaluation systems work meaningfully to the learners. It is only through intensive and in-depth study that we are able to understand the performance and working of these institutions.

Personal Contact Programmes (PCPs) are arranged in order to provide the distance learners opportunities to clear their doubts and to give support to those learners having difficulties relating to their studies. Are PCPs provided regularly to the learners and do learners utilise them? It is important to know the learner's perspective on PCPs.

It is of necessary to explore the impacts of various programmes and courses offered to the learners in terms of improvement of skills, acquisition of professional qualifications, professional development, self-enrichment and diversification and up gradation of knowledge. The study is expected to give an analysis on the relative advantages and disadvantages of distance and open education in the context of Mizoram which may help the decision and policy- makers in taking the right steps in the future development of open and distance education in the country especially in relation to a backward and remote region like the North East India.

The present study, the first of its kind in the state, is a modest attempt to provide an insight into the working of open and distance educational institutions in one of the most backward regions of India. Effort has been made by the investigator to make a comprehensive study, covering all aspects of open and distance education provided through open and distance learning institutes in the state.

#### **1.8.0 Statement of the Problem**

The problem of the present study is stated as “Open and Distance Education in Mizoram: An Analytical Study of the Learners’ Profile, Infrastructure and Challenges”.

#### **1.9.0 Objectives of the Study**

The present study has been designed with the following objectives:

- (i) To study the growth of institutions and enrolment in open and distance education in Mizoram;
- (ii) To prepare and analyse the profile of learners in open and distance educational institutions in Mizoram;
- (iii) To analyse the level of utilisation of academic facilities by the learners;
- (iv) To analyse the individual cost incurred by the learners in open and distance education;
- (v) To prepare and analyse the profile of learners who have successfully completed the course;

- (vi) To analyse physical infrastructure facilities, academic programme, manpower inputs and provision of student support services at the Regional Centres and Study Centres;
- (vii) To analyse the problems faced by the course coordinators in the implementations of the programme;
- (viii) To find out and analyse the problems faced by the learners with regard to admission, instructional materials, assignments, personal contact programme, evaluation and communication;
- (ix) To find out and analyse the problems faced by the course coordinators in the implementation of programme of open and distance education.
- (x) To analyse the institutional cost of open and distance education in Mizoram

#### **1.10.0 Operational definitions of the terms used in the study**

(i) *Open Education*: The system of education in which admission is open to all regardless of age limit and no rigid educational qualification is insisted on the learners. The system, being autonomous to manage itself, is very flexible in offering opportunities for part-time study, for learning at a distance and for innovation in curriculum. Open education specialises in distance education.

(ii) *Distance Education*: The system of education in which teachers and learners are separated except for a short period of contact programme throughout the length of the learning process as against conventional face-to-face education. This is a multi-media based method of imparting knowledge and skills to distance learners.



(iii) *Challenges*: Difficulties and problems faced in the process of getting or providing of open and distance education.

(v) *Successful Learners*: Learners who have completed and passed their respective courses of studies.

(vi) *Cost of Education*: The total expenditure incurred on salaries of teachers and non teaching staff, buildings, equipment, books, furniture, stationery, transport etc. by the government for provision of education and individual for acquiring education.

(vii) *Institutional Cost of Education*: The cost incurred by the government or educational institution or both in operating and maintaining the institution to provide facilities of education. It has two components – recurring and non-recurring cost. Recurring cost refers to expenditure relating to salaries and maintenance while non-recurring refers to capital expenditure like buildings, books, equipments etc.

(viii) *Individual Cost of Education*: It is that part of investment in education which is made either by the student or his/her parents or both. It includes both tuition and non-tuition costs.

(ix) *Student Support Services*: The services provided by open and distance learning institutes through their study centres such as student registration, despatch of print materials to students, organisation of counselling/contact programme, evaluation of assignments, library facilities, audio-video facilities, practical, term-end examination, declaration of results and award of degrees.

(x) *Self-Learning Materials (SLMs)*: Printed study material, which is written in self-instructional style, for both theory and practical components of the programme supplied to the learners in batches of blocks for every course.

(xi) *Personal Contact Programme (PCP)*: Face to face interactive sessions between the learners and the faculty who are experts from outside in which there are group discussions, seminar presentations, group projects etc.

(xii) *Study Centres*: Study centres are those centres established by distance teaching institutes to provide basic service and information on behalf of the institute. They are a local agent of the institute offering distance education programme. It is also called Accredited Institution under open schooling system.

#### **1.11.0 Organisation of the Report**

Chapter 1 is an introduction of the study, outlining concepts relating to open and distance education, need and significance of open and distance education; and also gives a brief examination of the historical development of open and distance education in India and Mizoram perspective. It also outlines the rationale and objectives of the study, statement of the problem, operational definition of the terms used.

Chapter 2 gives the review of related studies on open and distance education. It also gives a broad overview of the quantum of researches done in India.

Chapter 3 deals with the methodology and procedure adopted for the present study. The method of study, population and sample, construction of tools, collection, tabulation and statistical treatment of data has been given.

Chapter 4 gives an analysis and interpretation of data. It is divided into four sections. Section 1 relates to growth of open and distance education. Section 2 analyses the profile of open and distance learners and related issues. Section 3 is concerned with the analysis of infrastructure and related inputs. Section 4 examines problems of open and distance education.

Chapter 5 concludes the report by presenting the major findings and discussions, recommendations and suggestions for further research.

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## **CHAPTER II**

### **REVIEW OF RELATED STUDIES**

Open and distance education system has emerged as an alternative as well as complementary channel of education and training in India. It is being adopted throughout the world as a cost-effective and flexible answer to widening access to education for all. In India, the growth of open and distance education, both quantitatively and qualitatively, has been dramatic and phenomenal since the 1980s when single mode open universities were established in the country. Today, open and distance education has already established its credibility and recognition. Over the last three decades, researches on open and distance education in India increased consistently. Since the late seventies, some research studies have been undertaken but that too was very few and inconsistent. In fact, studies on distance education have been weak and very few in number as compared with other areas of educational research. Research in distance education gained momentum when NCERT in a collection of research studies in education opened a separate chapter of 'Open and Distance Education' in the Fifth Survey of Educational Research (1988-92). Earlier, studies on distance education were clubbed under general or broad categories such as Educational Technology, Teacher Education, Non-formal Education or Higher Education. With the rapid expansion of distance education in the country, researches in open and distance education proliferated. The main issues of research studies were enrolment trends, learner's characteristics, policy

planning and management, problems faced by distance learners, role of multi-media, economics of open and distance education etc.

An attempt has been made in this chapter to present a brief overview of the main trends and major issues of research in open and distance education in India. To make a systematic presentation, this chapter has been organised under the following heads:

- (1) A macro perspective on quantum of researches on open and distance education in India;
- (2) Reviewed research studies relevant for the present study;
- (3) Relevance of the present study in relation to the studies reviewed.

#### **2.1.0 A MACRO PERSPECTIVE ON QUANTUM OF RESEARCH STUDIES ON OPEN AND DISTANCE EDUCATION IN INDIA**

A broad overview of the quantum of researches on open and distance education in India is given in table 2.1.1. These research studies include Ph.D researches and other researches undertaken by individual researchers and institutions. The sources of the information were the Fifth and Sixth Surveys of Educational Research published by NCERT, New Delhi and Indian Journal of Open Learning published by IGNOU, New Delhi.



**Table 2.1.1**

**Quantum of Researches on Open and Distance Education in India**

Sl. No	Source	Period covered	Total No. of Studies conducted	Area-wise distribution of researches relevant for the present study
1	Fifth Survey of Educational Research (Trends Report) Volume 1 1988-1992	1971-1992	47	(i) Enrolment trends-6; (ii) Growth and development-10, (iii) Characteristics of learners-7, (iv) Instructional Strategies-5, (v) Economics of distance education-Total=35
2	Sixth Survey of Educational Research	1993-2000	12	(i) Relevance-3, (ii) Characteristics and profiles of learners-2, (iii) Use of media-2.  Total=7
3	Indian Journal of Open Learning	2000-2004 & 2007-2010 (vol-19)	102	(i) Growth and development-2, (ii) profiles of learners-7, (iii) Instructional strategies- 19, (iv) Problems of Learners-3  Total=31
4	Others	1988-2009	20	(i) Growth and Development - 3 (ii) Support Services-3 (iii) Characteristics and profiles of learners-2 (iv) Problems of open and distance Education-2  Total=10

Table 2.1.1 presents the quantum of researches conducted in open and distance education in India. It also makes an attempt to quantify the number of study conducted in the areas relevant for the present study. The Fifth Survey was the first

ever to report researches and studies on open and distance education under one umbrella. The Survey traces the trend of researches from 1971-92. These studies examined: (i) Enrolment trends and Courses; (ii) Growth, Development and Social Relevance of the Distance Education System; (iii) Needs and Characteristics of Distance Learners; (iv) Development and Production of Course Materials; (v) Instructional Strategies and Methodology; (vi) Economics of Distance Education; and (vii) Evaluative Studies. Out of the 47 studies, 35 studies were relevant for the present study. The Sixth Survey reported 12 research studies in which 7 studies were related with the areas chosen for the present study. The number of research papers published increased tremendously with the publication of Indian Journal of Open Learning by IGNOU since 1992. Though the number of researches on open and distance education in India witnessed rapid increase over the last thirty years, it is relatively little researched compared to other areas of educational problems

### **2.2.0 RESEARCH STUDIES REVIEWED**

For a systematic and logical presentation, the research studies reviewed have been divided into four parts in accordance with the objectives of the present study. These are: (i) Growth and development of distance education (ii) Characteristics and profiles of the distant learners and related issues like utilisation of academic facilities by the learners and follow up study of successful learners; (iii) Infrastructure and related inputs like the working of study centres, student support services, programme of studies and financial inputs and (iv) Problems of open and distance

education -problems faced by the learners as well as the co-ordinators. The area wise distribution of the studies reviewed has been presented in table 2.2.2.

**Table 2.2.1**

**Area-wise and Decade-wise Distribution of Research studies Reviewed**

Sl. No	Dimensions	Period	Number of Studies
1	Growth and Development	1970s	1
		1980s	-
		1990s	2
		2000s	2
2	Characteristics and Profiles of Learners	1970s	-
		1980s	1
		1990s	9
		2000s	14
3	Infrastructure and related inputs	1970s	2
		1980s	12
		1990s	24
		2000s	6
4	Problems of Open and Distance Education	1970s	-
		1980s	-
		1990s	-
		2000s	6
	TOTAL		79

**2.2.1 Studies Relating to Growth and Development**

Biswal (1979) studied the growth of correspondence education in India and found that enrolment rate was higher in arts, commerce and management in comparison to other disciplines; admission procedures were found to be liberal in nature. The objectives of correspondence instruction imparted through different universities remained more or less similar all over the country. The academic staff

pattern also remained more or less similar in all universities, whereas differences were marked with regard to administrative pattern.

Srivastava (1995) examined the expansion of higher education in Karnataka state by comparing the effectiveness of distance education and traditional education. He found that distance education course was relevant to the individual needs of the learners and was growing faster than the conventional education. The growth of enrolment in open and distance education was twice higher as compared to conventional education during 1985 to 1992. There has been a significant increment of enrolment through the distance mode among the disadvantaged group such as the rural people, women, scheduled castes and scheduled tribes. The motivating factor amongst the distance learners were improving qualifications and social status, and getting better jobs.

Pandey (1996) assessed the extent to which IGNOU has succeeded in bringing the underprivileged sections of society under the network of education. Enrolment data for seven courses during 1990-95 was collected. Means and percentages were calculated to know gender wise, location wise and category wise trend and differences in students' enrolment for these courses. The findings indicated that IGNOU is becoming increasingly popular as is evident from its rapid growth of enrolment during 1986-1995. Though distance mode provided another chance to many young and old aspiring learners to realise their educational dreams, it still suffered the same drawback in providing educational opportunity to the

deprived groups, thereby contributing very little to bridge the gap between have and have-nots in the field of educational opportunities.

Panda et al (1999) examined the growth and development of Indira Gandhi National Open University (IGNOU). The study found that: (i) both the registered and active students increased to 172.55 and 516.58 thousand respectively from 75.70 and 182.40 thousand during 1992-93 to 1998-99 whereas the percentage of active students fell from about 42% to more than 33% . (ii) Between 1995 and 1999, enrolment in certificates, bachelors and post graduate programmes have increased; both Bachelors and Masters have almost doubled. (iii) There have been a steady increased in arts, commerce, science, computer science, creative writing/journalism, engineering and technology programmes. (iv) Enrolment in post graduate diploma programme, in tourism studies, health, nutrition, childcare and nursing education and management programmes decreased during the period. Nearly 60% of the enrollments were from two of the professional areas in management and in computers.

Subramanian (1999) traced the development in distance teaching under Birla Institute of Technology and Science (BITS). Launched in 1988, the distance programmes in Science and Technology was to meet the needs of manpower training and development in industries and to meet the requirement of employed professionals. The course offered under the distance learning programme has been increased by three fold since its inception. It emphasizes more on collaborative

programmes sponsored by industries for their manpower development of their employees.

Swamy (2002) observed that enrollment in distance education has been steadily increasing and the rate of growth is much steeper than that of formal education. In the period 1982-83 to 1988-89, the rate of growth was 3.9 per cent in the formal system and the 16.2 per cent in the distance education system. As on 1988-89, nearly 83 per cent of total enrolment in open and distance education were in correspondence courses of the conventional universities and 17 per cent were in open universities. However, in the 1990s, the enrollment in open universities has been growing more higher than in correspondence courses. In 1999-2000 the distance education enrollments were 17 per cent of the total higher education enrollments.

Sivasroop, (2002) traced the enrolment trends of the learners in IGNOU during 1991-2000. During 1991-2000, IGNOU Regional Centres increased from 16 to 26, Study Centre from 170 to 504, and programmes from 14 to 50. Enrolment in Bachelor Degree Programme (BDP) dominated between 1991 and 1994 while Management Programme (MP) during 1995 to 1997 and Computer Programmes topped in later year of the decade. Region-wise, the Eastern region topped overall enrolment for six years while and the Western Region was the second highest for five years in the decade. Southern region topped in Management and Engineering Programmes. Eastern region topped enrolment in Graduation and Diploma

Programmes for eight years (1991-1998) while Western region topped for nine years in Certificate Programmes.

Gujral and Ranjan (2004) traced the strength and limitation of distance education in meeting those deprived of higher education in areas outside the conventional system. They found that utilising the same delivery mechanism of distance education successful in high enrolment area is not suitable in areas with low enrolment potential. They suggested new models which are financially viable and have the ability of accessing higher education to areas not provided. The first model is Distance Education Access Node (DEAN) suitable for areas with low enrolment chance for higher education. The second is Full Time Study Centre (FTSE), suited to replace the conventional colleges where such colleges are not viable because of low enrolment or because of lack of infrastructure and manpower.

Shah (2008) observed that in order to move along with the fast changing technological advancement arising out of globalisation and liberalisation, India needs to speed up the alternative higher education- the open and distance learning system. The ODL with its low cost could provide access to inaccessible areas to many of the large aspiring learners. The study also observed that there was a phenomenal growth in the distance education students' enrolment. Within a span of twenty years during 1987-2007, there was an impressive 107 times growth in enrolment with the annual growth rate of 28.01 per cent. However, accessibility for the disadvantaged categories like women, SC and ST, rural and other deprived section was

discouraging as they shared only 25% in the enrolment. The main weaknesses observed in ODL system was the low rate of pass out students.

## **2.2.2 Studies Relating to Characteristics and Profiles of Learners and Related Issues**

### **(a) Studies relating to Characteristics and Profiles of Learners**

Prasad (1988) analysed the profile of learners at Andhra Pradesh Open University (APOU). He found that more than three-fourth of the students admitted in APOU was from the formal streams. Arts were the most popular faculty followed by Commerce and Science. Three-fourths of the learners preferred to study through the Telegu medium, which was the regional language of the state. The advantage of educational opportunities provided by A.P. Open University was taken mostly by urban population. The study further observed that a high proportion of students were males and more than half of the students (54%) were married. The percentage of students drawn from weaker sections, especially Scheduled Castes and Schedules Tribes was relatively low - 30 per cent were from backward castes and around 10 per cent were from the Scheduled castes and Scheduled tribes. The remaining 60 per cent belonged to well to do sections of society. Though a substantial number of women joined the A.P Open University, their number was not proportionate to their population. A large number of them were housewives. Age-wise details revealed that most of the students were either young or middle aged. The mean age worked out to be 28 years. A large number of students were unemployed. The proportion of



working population is not significant. The percentage of agricultural or industrial workers was awfully negligible.

Vandse and Poll (1990) surveyed the backgrounds of women correspondence students. The main findings of the study were: (i) Correspondence education was popular more in the urban areas and among the working women. (ii) The medium size family and the low salary group were taking more advantage of distance education. (iii) Most of the students pay their fees from their earnings or in a few cases from the family income or from the aid given by the social-religious institutions.

Kanchan (1996) evaluated the distance education programmes at the college and university levels in Jammu University and IGNOU Regional Centre. The findings revealed that the percentage of female enrolment in distance education programmes of Jammu and Kashmir is higher than males in all the categories of rural, urban, general, married, unmarried and employed whereas in IGNOU the male enrolment percentage was higher than female in all categories.

Kumar (1998) investigated the distance learner's academic self-concept, study habits and attitude towards distance education in relation to academic performance at first degree level. It was found that majority of learner enrolled in 1991 were male and 25 years and above age group. They had an average academic self-concept, exhibited good study habits, held positive and favourable attitudes towards distance education. The academic performance of the distance learners

were significantly related to academic self-concept, study habits and their attitude towards distance education.

Bala (1999) who studied distance education in electronics telecommunications found majority of the students were male and only 13.85 per cent were female. Most (67 %) of the respondent were employed while 33 per cent were unemployed and more than fifty per cent were from the English medium and 47.60 per cent were from the vernacular medium

Biswas and Priyadarshini (1999) showed that there has been a phenomenal increase in enrolment under open schooling system in the country. There were 1672 learners in 1980-81, but by the year 1995-96, enrollment touched to 71253 learners, showing an increase of more than forty two times. The age profile showed that open school is catering to a higher percentage learners in the age group of 17-19 years. Gender-wise, 67 percent learners were male and 33 percent were females

Panda et al (1999) showed that during 1995 to 1999, male enrolment under IGNOU decreased from 77.75 per cent in 1995 to 73.53 per cent in 1999 while female enrolment increased from 22.25 per cent to 26.47 percent. Urban learners dominated student enrollment and IGNOU had been able to attract a large number of employed students to its various academic programmes.

Reddy and Manjulika (1999) examined women enrolment in distance education. They found that 33.6 per cent women were enrolled in distance education as against 66.4 per cent for men; 52.6 per cent of women are enrolled at the UG

level degree courses, 20.6 per cent at PG level degree courses, 20.1 per cent in Professional degrees, 3.8 per cent in Certificates and 2.9 per cent in Diploma courses. The most popular courses among women were B.A (38.1%), B.Com (10.3%), M.A (15.3%) and B.Ed (17.3%) which altogether accounted for 81 per cent of the total women enrolment in distance education. Majority of women opted for conventional subject combination such as Arts and education course rather than more professional courses. The most popular professional course among women was Bachelor of Education.

Kumar (1999) studied on distance learners' attitude towards distance education. The major findings were: (i) Distance learners showed a positive and favourable 'above average' attitude towards distance education irrespective of their background characteristics. (ii) Married students possessed significantly higher positive attitude towards distance education as against unmarried ones. No significant difference in attitude towards education was noticed among distance learners on sex, age, locale, social class, academic stream, educational level, employment status and experience in distance learning and discontinuity in studies. (iii) A significant difference in attitude existed among the subgroups of learners based on sex, marital status, locale and discontinuity in studies with regard to the part 'General Attitude'. (iv) Significance differences in attitude also existed with regard to the parts of 'Attitude towards Admission Procedures' and 'Self-Instructional Materials' for the learners of different marital status. (v) Significant differences in attitude existed in respect of 'Counselling Sessions' for the subgroup based on academic stream.

Sharma (1999) made a comparative study of the distance education programmes of IGNOU and the International Centre for Distance Education and Open Learning (ICDEOL), Himachal Pradesh University. The study found that male student enrolment of ICDEOL was higher than female enrolment in almost all the categories of rural, urban, SC, ST, married/ unmarried, employed and all students in the age group of 20 to 30 years. The percentage of male student enrolled in different courses with IGNOU Regional Centre was more than that of females in almost all categories of SC, ST, rural, urban etc. ICDEOL and IGNOU have given due consideration to the recommendations of UGC and both the institution catered to the needs of local community and students. The students belonging to the reserved categories SC, ST, OBC, and physically challenged admitted in IGNOU were entitled for reimbursement in fees whereas such categories do not get in ICDEOL. Further, distance learners in both the institutions did not receive the instructional materials on time.

Rubdy and Sen (1999) examined distance education in English language programme under Central Institute of English and Foreign Language (CIEFL). It was found that the participants in both the courses were in-service teachers in English at secondary school, college and university level. Majority have post graduate degrees in English with teaching job and only few were outside teaching profession like house wives and army personnel. Over the years, the number of male participants were found to be very high than female. Male dominated the PGDTE course at the secondary and at the tertiary levels. Only 25 per cent of the participants in PGCTE

course were willing to take the examination compared to 50 per cent in the PGDTE course and the number of failure is also much smaller on the PGDTE.

Subramanian (1999) examined the development of distance teaching under Birla Institute of Technology and Sciences observed that while 90 per cent of the students were male; only 10 per cent were female. Only 5 per cent were from the rural areas and the rest comes from the urban areas. Most of the students are in the age group of 20–40 years and come from different occupational distribution, 44 per cent were from industry 28 per cent from laboratories and few (15 per cent) from educational institute and the rest belongs to other occupations.

Varghese and Pulimood (1999) conducted a survey of distance education programme in hospital and health systems management in Christian Medical College (CMC), Vellore in collaboration with Tulane University, USA and Birla Institute of Technology and Science (BITS), Pillani. The study showed that the students selected for the various courses were from different health care sectors. Priority seemed to be given to government employees as 51 per cent of the admission was given to government/public undertaking sector. The number of female participants rose from 8.5 per cent to 27.3 per cent during the study period. Majority of the participants (90 %) were from the age group of 31-51years. The overall drop-out from the course had been 10.1 per cent. Increasing better candidates in the entry qualification indicated greater demand of the programme.

Swamy (2002) showed that female enrolment in distance education programme was 41.3 per cent in India during 1989-2000. He also observed that

more than 75 percent in Andra Pradesh Open University (APOU) and about 60 per cent came from non-formal stream. The age profile further indicated that the age group 46 and above composed of a sizeable proportion of total enrolment. There were a large proportion of unemployed students indicating that Open University system supplemented the formal system in meeting the demand for conventional programmes in higher education. There was poor response from the employed section of women.

Srivastava and Ramegowda (2006) made a study on the profile of distance learners during 2003-04. Stage-wise enrolment showed that the share of enrolment was the highest at the under-graduate level (54.2%), followed by postgraduate level (29.2%), diploma (16 %) and research (0.6%). Faculty-wise enrolment showed that bulk of the learners was enrolled in general programme like BA and BCOM. The general demographics of distance learners showed that the percentage of female enrolment was higher in distance education than conventional system - 48.75 per cent were women as compared to 40.22 per cent in the conventional system; 16.3 per cent of the learners were residing in rural areas, 8.8 per cent belonged to Scheduled Castes, 3.9 per cent Scheduled Tribes, 18.19 per cent Other Backward Class (OBC) and 0.25 per cent physically handicapped. Female enrolment reflected that at the postgraduate level, women were mostly enrolled in Master of Arts, Master of Commerce and Masters in Library Sciences; at the undergraduate level, the most popular programmes were B.A, B.Ed, BLIS and B.Sc (N) etc. Majority of women opted for traditional subjects such as Arts, Humanities, Education, Nursing, Food and Nutrition, Childhood Care, Maternal and Child health.

**(b) Studies Relating to Utilisation of Academic Facilities**

Khan (1992) evaluated the importance of instructional materials and the assignment. He found that the instructional material replaced the teacher, and that it should be written in conversational tone in simple and lucid style. Assignment being a major communication link between students and teachers were regarded very important by the students as the tutor commented assignment encouraged, motivated, guided or prepared them in their studies.

Kanchan (1996) noted that admissions to different courses were done by utilising counselling and mass media such as radio, T.V and newspapers by both the institutions. Both institutions organised contact programmes for the learners. The correspondence courses of Jammu University faced problems in accommodating students and resource persons while IGNOU faced no such problems. IGNOU provided teachers orientation through seminars, workshops and refresher courses and was also trained them in utilising the latest technology which may be used for self-instructional materials and other software. IGNOU provided assistance to the distant learners through TV and teleconferencing. The preparation of instructional materials followed by both the institution varies while IGNOU used the modular approach with a number of examples, illustrations, learning exercises, activities, self tests and references, developed by experts and edited carefully. On the other hand, Jammu University seems to follow the method of preparing a textbook. vii) The submission of assignments was compulsory in both institution and 25% of the mark they scores in the assignments was given weightage in the final examination.

Matheswaran (2001) examined the level of utilisation of support services by distance learners. The study showed that the learners in the city had a positive attitude towards IGNOU programmes than learners from other study centres. The majority of the learners did not receive the self-instructional material in time and only 26 per cent of the learners received materials in time. The learners did not make use of the study centres library facilities to the optimum level as only 14 per cent were using the library and the rest often or rarely used the facilities. Counselling services were not utilised properly since only 23 per cent were attending to clarify their doubts and the rest often or rarely attend the counselling session. Again, majority of the learners did not view T.V. IGNOU programs regularly as the analysis revealed that only 14 per cent of the learners viewed the programme.

Mishra and Gaba (2001) studied the use of activities in self-instructional materials by distance learners. Most of the learners used the activities as instructed by the course writers and have positive perceptions about the benefits of self-assessment question and terminal question given in the self-instructional materials. The respondents preferred short answer type questions. Majority of the respondents use blank space provided after the Self-Assessment Questions (SAQ) and in every page as margin space.

Mishra et al (2001) conducted a study on the learner's view on print materials of IGNOU. It was found that : (i) 36 per cent did not receive the print materials in time and they had to suffer on this account; (ii) 41 per cent found the SLM fully self-instructional; (iii) most of them felt the need of a teacher during their studies;



(iv) 45.4 per cent found the language always simple; (v) 82 per cent of the learners found the expression clear; (vi) 63.6 per cent opined that the content was always logical and gradual; (vii) 72.7 per cent found the print material were attractive and 54.5 per cent expressed the presentation of the content was good; (viii) 31.8 per cent found the content of the print material 'fully relevant' to the societal needs; (ix) all the learners found the content useful in their life settings; (x) 61.1 per cent of the learners suggested that simple language should be used, 38.9 per cent demands more elaborate description of the content, 16.7 per cent wanted the print material to be sent to the learners on time and 16.7 per cent suggested an elaborated glossary for difficult words to be provided.

Sukumar (2001) assessed the utilisation of IGNOU's Interactive Radio Counselling programme by the learners. The profile of the participants revealed that 79 per cent of the participants were male, 60 per cent married, 66 per cent undergraduate and 34 per cent postgraduate. The findings were: (i) 42 per cent of the respondents were aware of the topic presentation in advance; (ii) majority (78 %) identified radio announcement as their source of information; (iii) 34 per cent of the learners were listening to the radio counselling regularly; (iv) 78 per cent rated the presentation as good, 81 per cent were fully satisfied on answering the queries; however, 22 per cent of the respondent had difficulty with the language presentation.

Chaudhary and Bansal (2002) assessed the Interactive Radio Counselling for supporting distance education. The study revealed that 78 per cent of the respondents were male in 21-30 age group who were engaged in business and few

in private and government service. It was found that the level of participation was low except in management due to inconvenient timing and non availability of radio. Some preferred the use of regional language and English for interaction. Majority found the interaction effective and relevant while some found the frequent questioning disturbing. They were satisfied with the expert presentation.

Biswal et al (2002) conducted a study on the use of teleconferencing for training of teachers of national open school. Their findings indicated that majority of teachers were able to express freely their view and clear their doubts due to the interactive talk-back system. They found teleconferencing innovative, effective, interesting and flexible than the traditional methods of training. They expressed positive opinion to the tutor marked assignment and to the National Open School study materials.

Agarwal and Ganesan (2003) found that Interactive Radio Counselling (IRC) has reached a wide area and attracted a large number of learners as well as non-learners. They found the participation in IRC much higher amongst the general public than those enrolled learners and they found the IRC sessions useful and attractive.

Study done by IGNOU, Regional Centre, Hyderabad (2005) revealed that a large number of people participated in Interactive Radio Counselling programme of IGNOU. Between April 2004 and March 2005, the call from general public was 36 percent; 64 per cent called came from female while 78 per cent were male and 61 per cent were long distance call (STD).

Dwivedi (2005) examined the utilisation of self-learning material and its role in quality improvement in distance education. The study found that fifty per cent of the students observed that the study materials were good enough for their course; the content defined the topic and was according to their mental level. All the students felt that the study material was enhancing their knowledge and was based on the subject matter. Majority found the study material helpful in creative thinking, well integrated and the content according to the given topic but they found the study material not job related. They were also satisfied with the language, concept and vocabulary and the technical terms; however, some of the students felt that the language were not clear and understandable. They indicated satisfaction with the presentation of the content, organization, and illustration of diagram. They also found the study material motivating to the learners.

**(c) Studies Relating to Follow-up Study of Successful Learners**

Upreti (1988) examined whether the B.Ed degree programme offered by distance learning institute had any impact on the upward occupational mobility of elementary level teachers. The findings showed that the majority of the teachers have average performance. Vertical mobility was affected by factors like work-place, rural-urban background, location of schools, family structure, age, sex, religion and caste of the teacher and those most affected are cultivator. The majority of teacher trained found acquiring B.Ed helped to move up the ladder and urban teachers working in urban school enjoy more vertical mobility.

Woodely (1995) examined the status of United Kingdom Open University graduates from 3046 sample. The findings showed that out of 71 per cent response, 24 per cent indicated salary increment, 17 per cent joined new occupation, 36 per cent got promotion and changed to more specialized job in the same occupation.

The Open University of Hong Kong (1999) found that more than 90 per cent were satisfied with the continuous staff professional development through distance mode in a study based on sample of 488 employers. More than 70 per cent rated their education through OUHK 'helpful' and 'extremely helpful' for getting job skills, motivation and confidence at work, in further education to acquire further related skill. 80 per cent of the graduates informed that they benefited personal development through OUHK in career advancement and in job change.

Gaba (1999, 2007) evaluated the utilisation of IGNOU degrees by the graduate in the job market from a sample of 1755 B.A / B.com. Based on 24 per cent rate response, it was found that 57 per cent of the respondents were in the job before joining IGNOU programme, 30 per cent joined for further education, and 16 percent got promotion, 21 per cent got self confidence and 19 per cent were in the same position as before joining IGNOU programme. Out of the 13 per cent who were unemployed before joining the IGNOU programme, 22 per cent got employment and 50 per cent joined further studies.

Gaba (2007) studied the utility of degrees for the career path of online learners in terms of getting employment, promotion, continuing education and others. The findings of the study were based on 37 graduates. Of the total

population, 87 percent were male, 99 per cent have 10+2 qualification and unmarried. Majority of the respondents were female (89 per cent); 62 per cent were from Delhi and the rest from urban areas. Most (86 per cent) were in the age group 21-25 years and the rest were in between 26-30 years. 90 per cent of the respondents owned computer, 40.50 per cent had an average internet skill before entering the programme, while 35 per cent were beginners and 13.5 per cent were experienced and good in online environment. All the respondent parents were having qualification of tenth standard and above and majority of the respondents' parents were in service sector and belong to middle income group. He further observed that all of the respondents were fresh from formal institution with +2 qualifications and were unemployed before registering with the programme. Out of 37 respondents, nineteen respondents got regular job and four respondents got part time job after completing the course programme through online mode. It was also found from the respondents that the programme did not help them to get job but had helped the respondent in enhancing their skill. They also acquired communication skills in writing, verbal as well as in non-verbal. Most of the respondents did not agree that they got their present job after obtaining their degree through virtual mode.

### **2.2.3 Studies relating to infrastructure and related inputs**

#### **(a) Studies Relating to Study Centres and Other Support Services**

Mani (1982, 1987), examined the learning support systems of Madurai Kamaraj University distance education programme. He found that many instructors

lacked the skills to communicate and motivate the learners. Students found the study materials sufficient and did not feel the need for reference or text books. Mani (1987) evaluated various learning support systems of the distance education programme of Madurai Kamraj University. The sample of the study was drawn from three out of five personal contact programmes organised in different places in Tamil Nadu. The students, among other aspects of the support system reported that the study centres were very few and ill-equipped. They expected that the study centres should have a full-fledged library, radio, audio-tapes, TV, video-cassettes and full time instructor for academic and administrative counselling.

Jayagopal (1988) conducted experimental study to find out the impact of multimedia, i.e. TV, radio and animator, on rural adult learners at some of the selected learning centres in the villages of Tamil Nadu. The investigations threw lights on the potentialities of selected media, such as TV and radio, for increasing the efficiency of educational programmes. The most important ones were: (i) Media, which is often neutral, can be converted into participatory media, through proper source-receiver linkages. (ii) Through proper training, it is possible to increase the capabilities of the trainers/teachers to facilitate the maximum use of the media. (iii) By structuring the curricula as media-oriented the learners can be motivated. (iv) Media can be used effectively to raise the level of awareness and knowledge of the parents, thereby making it easier to mobilise the parents, who in turn will help their children participate in the elementary education programme (in the school or outside the school). The study concluded that media is a principal supporting system of education that can cover a large area, reach the masses and can be a motivating

tool; and hence organising distance learning programmes for weaker sections through open university/school system is possible, natural and urgent.

Singh (1988) observed that a network of study centres is of vital importance to a distance educational institute for providing useful support to the students in their learning. Each study centre must have a counsellor who is competent enough to give general counselling, advice and guidance to students on the methodology of learning through the distance system and general aspects of the various courses. Some study centres have good library, audio and video equipment and other facilities.

Rathore (1991) indicated that the study centres of correspondence institutes in India were not fulfilling the purpose of supporting the distance learners the way they are ideally expected to. The study suggested that library of the study centres should be equipped with standard text and reference books. Moreover, book-bank facilities should be created for the benefit of the distance learners and the presence of a tutor should also be ensured at the study centres daily at fixed hours.

Shah and Mandal (1993) experiments the use of modern and conventional media for distance education and found that using instructional strategies like video film and booklet to be effective in teaching home science and in English language competence.

Goel and Sarangi (1995) explored the effectiveness of IGNOU Educational TV programmes in direct talk, talk back and interactive mode. By using a purposive

sample of 7 IGNOU ETVs as the context, the study found that there was a significant gain in six of the IGNOU ETV programmes through direct and talkback modes; and the interactive mode made a momentous gain in all the seven programmes.

**(b) Studies Relating to Programme of Studies**

Dhillon (1978) evaluated the correspondence courses programme for the farmers at Punjab Agricultural University. He found that 46.67 per cent of farmers at the correspondence courses rated the content of the lessons relevant to their respective needs. Majority of the farmers have understood the lessons and made use of the information contained in the lessons.

Saini (1979, 1981) studied the correspondence course for small and marginal farmers in Punjab. He reported that distance teaching was efficient in the fulfilment of the information needs of the learners in respect of the latest agricultural technology. Majority of the learners reasonably grasped the contents of the lessons. The lesson proved useful to the learners not only in informing but also in ensuring the application in the field situation information relating to improved practices of selected crops. Majority of the learners read the lessons thoroughly for (i) acquiring full information and shared those with others, (ii) to transfer information and (iii) clarify their own doubts.

In another study, Saini (1981) made another evaluative study of the correspondence course run by the Punjab Agricultural University for farm women. He indicated that the respondents read the lesson in their leisure time alone.



However, they shared the information with others in order to transfer and to clarify their doubts. The respondents found the content of the lessons easily understandable and have fully used the information given.

Kaur (1982) analysed the comprehension and use of information from correspondence course for farm ladies of Punjab. He observed that majority of the learners grasped the content of the lesson. They found the information in home science and other allied fields not only useful but applicable in the home situation. They supported the sequencing of sending the lessons and the division into different topics and sub- topics.

Renu (1990) studied the success in distance learning system in relation to some key learned and institutional variables. The variables included some characteristics of learners, their self-image, attitude towards distance education and reasons for joining the courses. It was found that both learner variables and institutional variables contributed to the success of distance learning at the B.Ed level. It was found that success depends on the course materials, two-way interaction between tutor and learner, personal contact programme, the assignment system and the evaluation system.

Khan (1991) studied the effectiveness of teachers' distance education programme offered by Kashmir University. The findings revealed that: (i) there was an overall growth of enrolment; (ii) a substantial increase in the male and female learners, (iii) the pass percentage almost the same with formal system; (iv) the per

capita cost is lower in the distance education; (v) the competency of teacher trained through the formal system is better.

Pugazhenthii (1991) examined the academic, administrative and financial aspects of the teacher education programme through correspondence system under Madhurai Kamraj University. He found that majority of the teacher candidates who were from the urban areas had a very low rate of drop out and the cost of the training less expensive than the formal course. However, the learners found the functioning of the study centre inadequate and inefficient, the methodology unsatisfactory and lack practical teaching.

Pandit (1994) traced the level of perception of women learners about education in general and distance education in particular with reference to Dr. B.R. Ambedkar Open University. The main objectives of the study was to find out the relevancy of the existing academic courses to the needs, motivation and aspiration of women learners from both rural and urban areas and to identify the courses and skills essential for women and their opinion about the different courses offered. The findings indicated that they had a positive perception and a motivation for pursuing higher studies. They found courses in computer, teacher training (B.Ed.), textile designing/tailoring, nursing, secretarial assistance, child care and development, interior decoration, food and nutrition, women studies, sericulture and beautician relevant.

Patil (1997) studied the management of distance education through correspondence courses offered by Mysore University (ICCCEM) with IGNOU of

Karnataka state. His findings were (i) ICCCEM students support services consisted mainly printed instructional material with a short term contact programmes while IGNOU offered its services through printed materials, media like TV, radio and teleconferencing with occasional counselling session. (ii) IGNOU evaluation system is continuous whereas ICCCEM is a term end examination. (iii) ICCCEM used the lecture method for teaching and Personal Contact Programme, in case of IGNOU, as it emphasised self evaluation, the lectures were supplemented with discussion. (iv) The average expenditure used by the students of ICCCEM was much higher than IGNOU as more expenditure had on travelling, lodging and boarding had to be incurred due to absence of study centre in the vicinity.

Bala (1999) made an evaluative study of distance education in electronics telecommunications. The Institute of Electronics and Telecommunications Engineers (IETE), the apex body in the field of electronics and telecommunications in India made a unique achievement by opening a Correspondence Course Unit which in 1980 developed into Centre for Distance Education. The students enrolled for the Diploma of the IETE were 14,567 in 1991; 77.40 per cent were enrolled in Associate Member of Institute of Electronic & Telecommunications Engineers (AMIETE) while 22.60 per cent in DIPETE programme (diploma course). Contact programmes were organised to clarify doubts with help from local expert. It has 22 local centres and 6 sub-centres. It utilised the radio and T.V. and teleconferencing in remote and distant areas.

Rubdy and Sen (1999) critically assessed Central Institute of English and Foreign Language (CIEFL) distance education in English language. The Institute offered a one year courses both in PGCTE (Post Graduate Course in Teaching English) and PGDTE (Post Graduate Diploma in the Teaching of English). The major limitations of the PGCTE / PGDTE courses were that: (a) it is too theoretical and not pedagogy-oriented practical courses. (b) Regular updating of the course materials is needed as some of the courses were found to be extremely outdated. (c) There was inadequate use of educational technology and a media support material.

Varghese and Pulimood (1999), in a survey of distance education programme in hospital and health systems management found the following problems – (a) the whole concepts of management and distance education are novel and challenging problem to the faculty who are used to the traditional methods of learning. (b) Courses like statistics, health economics, epidemiology, and operation management create problems to the medical group. (c) Producing learning resource materials, modules and hand-out is another obstacle, (d) Lack of literature in Indian Hospital management in the country. However, to overcome the big hurdle, an integration of various disciplines, various sectors, various social dynamics and other innovation are very important.

Naidu (2000) studied the organisation and management of distance education programmes of Dr. Ambedkar Open University. The findings revealed that the university required: (i) a strategy to meet the various need of the students, develop a good relations with students, solving the problems of drop-outs and a new

infrastructure facilities for the future; (ii) to provide more study centres and accessibility in inaccessible areas; (iii) a provision for better policy for better student support services and delivery system.

Sharma (2002) analysed the learners' perception of the Teacher Education Programme of IGNOU. The main findings of the study were: (i) Females have higher enrolment in programme than males and the programme is equally accessible to candidates living in rural and urban areas. (ii) Student teachers have positive reaction on the admission procedure while study materials also got positive ratings from the majority of the students but delay in receipt of study material needs to be taken care of. (iii) Majority of the students wanted additions in the content based methodology course while insufficient interaction with the counsellors and peers and negligible provision of audio-video is reported by the teacher students. To a large extent, students are satisfied with Practice Teaching Component. (iv) Majority of the student teachers expressed dissatisfaction regarding discussion of assignment questions and feedback on assignments by the resource persons.

Pradhan and Chaudhary (2004) observed that distance education intervention on teachers' training under District Primary Education Programme (DPEP) can be extensively used to train a large number of teachers and para-teachers and also suggested distance learning intervention on priority may be considered for a larger or a relatively backward states.

Rao (2008) examined the access of media infrastructure at homes of the distance learners and awareness of media support services and infrastructure at the

study centres. The findings revealed that only few learners availed of the media support services provided to them. Majority of distance learners at the grass root level are not even aware of the wide variety of media and allied services provided through the distance mode.

Garg and Sangai (2009) assessed the B.Ed programme of IGNOU. They found the programme well designed and the printed study materials developed in English was of very high quality. They also found that learners showed little aptitude for problem solving, asking questions and skill of logical explanation.

### **(c) Studies of Cost of Open and Distance Education**

Mulay et al (1986) analysed the cost of 18 correspondence institutes offered by Indian Universities in the dual mode system with reference to 1981-1982. The recurrent per capita cost was Rs.469.77 but varied from Rs 63.84 to Rs1268.72 per learners. In analysing the income and expenditure pattern, the student fees accounted for 84.91 percent excluding those universities receiving UGC fund. The universities on an average spend 22 per cent of their revenue on teaching staff, 15 per cent on student services, 21.9 percent on printing and postages and 21.3 percent on other items. Out of the 18 universities under study, 11 had surplus budget, 6 had deficit and 6 of the surplus universities financed their parent universities.

Agrawal (1987) made a comparative study of the unit cost of distance and traditional education between a Central Government Institution, which imparted

education through regular classroom lectures, and a private managed body which imparted through correspondence. The study revealed the unit cost at private is higher by 39 per cent than government mainly due to lower level of utilisation of teaching and administrative staff by private institution.

Ansari (1988,1992) studied the determinants of costs in distance education and various aspects on the economics of distance education with reference to correspondence courses. In another study, he attempted to analyse the cost of Delhi University and its correspondence courses for the year 1980-81 to 1986-87. In 1980-81 the per student cost was Rs 643 and Rs 507 in 1986-87. Comparing the 15 dual mode universities' cost of conventional and correspondence course, the study worked out Rs 500 per student to correspondence education and Rs 2194 to conventional education. Similarly, the average cost of correspondence course in Delhi University was cost effective by 17.5 per cent than the cost of its conventional education to 25 per cent.

Datt (1991) analysed the cost of nine correspondence institutes in the dual mode systems. The cost per student varied between institutes. The study classified the correspondence institutes into those generating a surplus and those ending into deficit. The surplus institutes were employing only few staff and an insignificant investment in the quality of study material and student support service. The deficit institutes were due to low fee per student, low enrolment and high non- teaching staff.

Singh et al (1992) gave an account of the financial and economic situation of correspondence education in India. Out of the 25 correspondence institutes they found that 18 had a surplus budget and the seven had running a deficit. The per student unit cost varied from Rs 125 to Rs 8933 and the average unit course was Rs 1512 per student.

Rao (1992) made a comparative analysis of costs of BRAOU with selected conventional university colleges in the neighbourhood. The study found that the expenditure on student in a conventional university is eight to ten times higher than the cost per student in BRAOU

Pillai (1993) examined the cost effectiveness of IGNOU and also analysed its unit costs, structure and behaviour of costs. The study concluded that distance education programme is not always cost effective and low cost. It depends on the programme relevancy, development strategies, student numbers, learning packages, student assessment practices, number of specialized courses, delivery system, adoption of high/low cost technologies etc.

Naidu (1994) compared the unit costs of three universities namely IGNOU, BRAOU and YCMOU and 79 conventional first degree colleges in six states. The study found that the unit costs of open universities are lower by 60 per cent to 86 per cent than conventional system. The study also revealed that the drop-out rates in distance programmed are very high, however the cost per student in open university were still less than the conventional system.



Gaba (1999) carried out a study on the cost analysis of National Open School (NOS) at the national level. The findings of the study were: (i) In 1989 -90 the expenditure in NOS was only Rs 23 million at the current price, it increased to Rs 97.69 millions in 1996-97. (ii) NOS major source of income was tuition and examination fees and a small contribution from the government. (iii) The main expenditure was printing of study material and other publication which increased from 42.6 per cent in 1989-90 to 45.9 per cent in 1996-97. (iv) The other major expenditure item was examination; however, it has declined from 23.5 per cent in 1989-90 to 16.1 per cent in 1996-97.(v) The salary of both academic and non-academic expenditure has declined from 16.4 per cent in 1989-90 to 11.5 per cent during 1996-97 due to appointment of ad hoc and deputation basis.(vi) As the enrolment, get higher the unit cost of NOS for 1989-90 which was Rs.471 increased to Rs. 1050 in 1996-97. (vii) The unit cost of learning materials for the Senior Secondary Course introduced from 1989-90 were also analysed. It was found that the average cost of 10 despatches of each subject were Rs.1399.10 (viii) The cost of learning material at the Senior Secondary Course was Rs.6111 thousand (75%) including designing and composing and paper costs. (ix) The salary for the academic staff Rs. 985 thousand. The study revealed that the government fund is inadequate and the burden falls upon the students in the form of fees and tuition.

Pillai and Naidu (1999) analysed the cost of open-university education in India- the cost structure, economies of scale and development of cost models for IGNOU. They identified three distinct categories of activities—development and production of learning packages (print, audio and video), student support services

(counselling, assignment, examination, etc) and institutional overheads (general administration, common supplies and services, etc). They also classified the behaviour of different types of costs into variables, semi- variables and fixed costs in relation to the student numbers. In 1989 the cost of 8 credits was worked as Rs 32 lakh on the development and production of printed materials, Rs 224 lakh on production of video programmes of 25 minutes each and Rs 27 lakhs to produce five audio programme of 15 minutes each. The total cost per student estimated was Rs1750 in 1989-90. They concluded that IGNOU can be more cost effective for a student population of over 70,000 – 80,000.

Sharma (1999) compared the cost of distance education programmes of IGNOU and the International Centre for Distance Education and Open Learning (ICDEOL), Himachal Pradesh University. Under ICDEOL, the total expenditure on the salaries of the staff for the 1996-97 and 1997-98 were 63.32% and 62.4%; the share of expenditure on academic staff was 28.45% and 26.1% and in non-academic staff, it was 38.83% and 36.3% respectively. Under IGNOU, expenditure on the salaries of the staff was 27.55% and 23.8% for the 1996-97 and 1997-98 respectively. The expenditure on academic staff was 9.75% and 8.6% and in non-academic, it was 17.8% and 22.2% respectively for 1995-96 and 1997-98. The recurring cost per students in ICDEOL for 1996-97 and 1997-98 were Rs. 477.50 and Rs. 528.98 but the non-recurring cost per student was Rs. 228.47 and Rs. 308.83 respectively. Further, the total per student cost was Rs. 705.98 and Rs. 837.79 respectively for the two sessions.

#### **2.2.4 Studies relating to problems of open and distance education**

Panda et al (1999) observed that the common problems encountered under open and distance education were: (i) delay in dispatch of study materials, (ii) delayed in providing information about counseling sessions, (iii) non-compliance of the principles and pedagogy of assignment preparation, (iv) evaluation and writing tutor comments, (v) lack of access to support services due to limited numbers of study centres and (vi) inadequate monitoring and regulating mechanisms.

Gupta (2000) studied the composition, problems and motivating factors of correspondence course students at the Institute of Correspondence Courses and Continuing Education, University of Allahabad, Allahabad. The problems revealed by the learners were as follows: (i) 64 per cent of the students found the duration of the contact programme not satisfactory; (ii) 44.4 per cent complaint examination result; (iii) 43.8 per cent faced problem relating to cooperation with the staff; (iv) 42.4 per cent faced boarding and lodging problem; (v) 36.8 per cent has difficulty in availing information; (vi) 35.1 per cent need guidance and counselling; (vii) 32.7 per cent indicated problem in getting study materials and 27 per cent had faced problem in the arrangement of examination. The motivating factors to join the correspondence course were: 45 per cent was to obtain degree as they could not get admission in regular course, 18.4 per cent due to late admission in regular course, 17 per cent indicates good quality of study materials, 16.1 per cent non availability of desired subject in regular course, 15 per cent on the availability of spare time for competitions, and 10.8 per cent due to low cost of correspondence course.

Jaiswal (2002) surveyed on the problems of distant learners relating to admission, fee, self learning material, contact classes, home assignment and validity of the course. The findings showed that (i) 60 per cent of the learners developed fear in passing the entrance exam and more than 20 per cent have the confidence to pass entrance test. (ii) Fifty per cent respondents stated that fees were affordable but 84 per cent of the learners were not satisfied with the quality of education. (iii) Majority (84%) are not satisfied with the quality of education and felt contact class just a formality and found the timing of contact classes inconvenient. However, they found the study centre satisfying the academic need of students. (iv) 74 per cent of the learners developed phobia regarding the validity of degrees given by the Open University and 92 percent of the learners felt they get less recognition by the society. (v) 60 per cent felt satisfaction by writing home assignments.

Kumar (2002) investigated the problems faced by the students of IGNOU in Ahmedabad. The objective was to study the problems of student relating to admissions, instructional materials, assignments, counselling sessions, on evaluation and communication. It was found that while more than fifty per cent of the students received the study materials in time, a large number (43.83%) of the students did not receive material in time. Majority of the students understand the study materials. Only 4 per cent of the students rated the study materials as poor quality. Regarding counselling and contact programs more than fifty percent felt that counselling and contact programs were available as per needs while 47.79 per cent do not feel so. About 60 per cent of the students were taking advantage of counselling. More than fifty per cent of the students found counselling effective while

only 6 per cent does not found counselling effective at all. Again, 54 per cent of the students found the assignment not clear and most (88 per cent) of them felt they needed guidance for doing their assignment and 52.43 per cent felt the guidance received was inadequate. Majority of the student perceived their assignments useful and helpful in learning. Fifty per cent of the students found evaluation appropriate. It is surprising that while more than half of the students (53.33%) submitted their assignments in time, 46.67 per cent could not submit it in time. Both the staff and the students faced problems delay in declaration of results and incomplete declaration of results.

Sharma (2002) evaluated the learners' perspective of the support services and academic problems faced under distance education. The study found that 90 per cent of the students faced problems during their studies. The areas where majority faced the problems during studies were in getting information on the system, receiving information on induction meeting, receiving set of assignments along with study materials, preparation of assignment responses, receiving schedule and counselling session. Although they did not face problems during examination and at pre-admission stage, they faced problems at the time of term-end examination in getting examination forms, in filling up of examination form and in receiving examination Hall Ticket in time.

Sharma (2003) investigated the needs and problems of IGNOU students in Jammu region. The study revealed the followings: (i) The habits of utilising library depend on the age and profession of the students. (ii) Students residing in hilly and

far flung areas had no access to the library facilities and were at disadvantage than to those residing in the city.(iii) Majority of the student residing in the city opined that the regional and study centre libraries were not enough to meet their requirements. Besides, they were not issued for home reading.

Reddy, (2005) examined and analysed grievances of distance learners in the directorate of distance education of Sri Venkateswara University. The findings were: (1) There was a delay in sending the admission form to the students who submit their admission applications through post. (2) Many students (30%) were having problem in getting the study materials in time. (3) 29% students were of the opinion that the recent current changes and recent university question papers have not been incorporated in most of the study materials at UG and PG degree level. (4) 5% of students were of the view that the contact programme classes were not up to their expectations. (5) 48% students have told that they are yet to receive reply even after 30 days from the date of lodging the complaint letter with the DDE. The study suggested that the course in charge of the various courses should be involved in the spot admission for the students. Necessary and timely steps must be taken to distribute study material to the students on the submission of fee receipt by the concerned in charge. Steps should be taken by the authorities of the DDE to distribute examination application form and also course completion certificates at the venue of the contact programme classes. To enhance the quality and efficiency of contact programme classes, a separate booklet consisting of university model questions in each subject be prepared for each degree course. (11) The existing student grievance should be strengthened.

### **2.3.0 RELEVANCE OF THE PRESENT STUDY IN RELATION TO THE STUDIES REVIEWED**

A review of research studies relevant for the present study showed interesting findings on the performance of open and distance education in the country. These studies revealed that open and distance education played a significant role in providing flexible and cost-effective learning opportunities. Open and distance education has provided increased educational opportunity to women, ethnic minorities, the unemployed and the educationally backward society and areas. The main lacuna of these studies, however, was that only few studies examined the problems relating to the isolated and inaccessible places like Mizoram. The State of Mizoram which is located in the north eastern region of India and lying in the most inaccessible parts of the country experienced tremendous growth and substantial diversification of learning opportunities in open and distance education system over the last two decades. It is imperative to have a systematic study on the status of open and distance education in the state which is known for its high literacy rate in India. The investigator, therefore, decided to have an analytical study of open and distance education in Mizoram with reference to the profile of learners, infrastructure and challenges.

A review of the available studies under the category of profile of open and distance learners showed that these studies investigated social backgrounds of the learners, like age, sex, marital status and formal educational status. In fact, student profile under open and distance education reflected the response of various social

groups which the open universities are supposed to serve. Student profile helped the educational planners to formulate suitable curriculum, course material development and appropriate organization structure for student support services. However, a review of studies under this category is very small and limited. The investigator, therefore, felt the need to conduct more studies in this area by incorporating more variables especially on economic and educational backgrounds of the learners like occupation of the students, parental occupation and educational status and family income.

The review of studies, further, revealed that only few studies were available under infrastructure which clearly indicated that this area has not been fully explored and examined by scholars. The availability of infrastructure and related inputs like manpower and financial played a crucial role in delivering support services to the learners. Although some researchers attempted to study the working of study centres under open and distance learning institutes and related services, the analysis of these studies showed that various critical aspects like physical facilities, manpower and financial inputs had not caught the attention of researchers. The present study assumes significance as it examined all the relevant issues under infrastructure and related inputs.

As open and distance education system is expanding and diversifying to meet the growing needs of the people, several problems were confronted in delivering flexible and cost-effective learning to the learners. This posed real and formidable challenge to the open and distance education planners. A review of studies under



this category revealed that only limited studies were available. The investigator, therefore, felt the need to examine various aspects of the problems affecting open and distance education system in the state of Mizoram.

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## CHAPTER III

### METHODOLOGY AND PROCEDURE

The methodology and procedure adopted by the investigator in the present study has been outlined here as follows:

- 1 Method of Study
- 2 Population and Sample
- 3 Construction of Tools
- 4 Collection of Data
- 5 Statistical technique

#### **3.1.0 Method of Study**

The present study has adopted descriptive research method to make an analytical study of open and distance education in Mizoram. Attempt was made to describe the conditions of open and distance education in Mizoram. The study examined the growth of open and distance learning centres, pattern of enrolment in different courses, profile of learners, utilisation of academic facilities by the learners, physical infrastructure, academic programme, manpower inputs and the problems faced by the learners and coordinators under open and distance education in Mizoram. It is also a survey and fact-finding enquiry because whatever practices and information obtained on the working of open and distance education in Mizoram were systematically recorded. The study is also analytic because facts or information obtained have been analysed to make critical evaluation and the observations have

been scrutinized with the objectives of making suggestions for general improvement of the overall condition of open and distance education in Mizoram.

The study also belonged to qualitative as well as quantitative research. It is a qualitative research in the sense that the study made an attempt to find how the learners and coordinators feel or think about the facilities and programmes provided in open and distance education programme in Mizoram. Finally, the study adopted quantitative method to analyse the institutional and individual cost of open and distance education in Mizoram. Simple descriptive statistics such as percentages, means and standard deviation have been used to analyse quantitative data.

### **3.2.0 Population and Sample**

The present study is concerned with an analytical study of open and distance education with reference to learners' profile, infrastructure and challenges. In order to have a systematic analysis on these issues, the study has drawn samples from the following populations:

- (i) Population of open and distance educational institutions in Mizoram;
- (ii) Population of Study Centres under IGNOU Aizawl Regional Centre and Accredited Institutions under NIOS Guwahati Regional Centre;
- (iii) Population of Co-ordinators under IGNOU Aizawl Regional Centre and Coordinators under NIOS Guwahati Regional Centre;
- (iv) Population of learners under IGNOU Aizawl Regional Centre and NIOS Guwahati Regional Centre;

- (v) Population of successful learners

### **3.2.1 Population and sample of open and distance educational institutions in Mizoram**

All the institutions offering open and distance education in Mizoram formed the first population for the present study. Prior to 2009, three universities and one open school, namely, Indira Gandhi National Open University (IGNOU), New Delhi, International Centre for Distance Education and Open Learning (ICDEOL), Himachal Pradesh University (HPU), Directorate of Distance Education, Madurai Kamaraj University (MKU) and National Institute of Open Schoolings (NIOS), New Delhi functioned and provided open and distance education to learners in the state. However, at the time of collection of data, i.e., early part of 2009, HPU had stopped functioning and MKU also stopped admitting new students but was going to conduct examination for the few already enrolled learners only to clear the backlog. As such, only IGNOU and NIOS continued to function properly and formed the population for the present study. No sampling was done as there were only one Open University and one open school offering open and distance education in the state. Thus, both IGNOU and NIOS were studied for the present investigation. However, for studying the growth of open and distance education institutions and enrolment, Study Centres under International Centre for Distance Education and Open Learning (ICDEOL), Himachal Pradesh University (HPU), Directorate of Distance Education, Madurai Kamaraj University (MKU) were also examined.

### **3.2.2 Population and Sample of Study Centres/Accredited Institutions**

All Study Centres under IGNOU Aizawl Regional Centre and Accredited Institutions under NIOS Guwahati Regional Centre constituted the second population for the study. At the time of data collection in early 2009, there were 31 Study Centres under IGNOU Aizawl Regional Centre, and 11 Accredited Institutions under NIOS Guwahati Regional Centre. Before selecting the sample Study Centres under IGNOU Aizawl Regional Centre and Accredited Institutions under NIOS Guwahati Regional Centre, the investigator examined and verified thoroughly all the Study Centres/Accredited Institutions in regard to the facilities and related services provided by them. It was observed that:

- (i) Eight Study Centres under IGNOU Aizawl Regional Centre, newly opened in 2008 had not functioned properly and that there was no enrolment at the time of data collection;
- (ii) Eleven Study Centres under IGNOU Aizawl Regional Centre, though functional, had a very few enrolment.
- (iii) Two Study Centres under IGNOU Aizawl Regional Centre could not conduct properly personal contact programme due to non-attendance by the learners;
- (iv) No data and relevant information could be obtained from seven Accredited Institutions under NIOS Guwahati Regional Centre.

After a thorough scrutiny of the details and facts of all the Study Centres/Accredited Institutions under the two open and distance learning institutes in

the state, twenty one Study Centres under IGNOU Aizawl Regional Centre and seven Accredited Institutions under NIOS Guwahati Regional Centre were not considered fit for investigation. Nine (9) Study Centres under IGNOU Aizawl Regional Centre and four (4) Study Centres under NIOS Guwahati Regional Centre were, therefore, selected purposively for an in depth investigation and analysis.

### **3.2.3 Population and sample of co-ordinators**

All the co-ordinators in the sample Study Centres under IGNOU Aizawl Regional Centre and sample Accredited Institutions under NIOS Guwahati Regional Centre formed another population. There were 31 co-ordinators in the Study Centres under IGNOU and 11 co-ordinators in the Accredited Institutions under NIOS. Co-ordinators in the sample study centres of both IGNOU and NIOS, i.e., nine (9) and four (4) respectively were selected as samples to represent the whole population.

### **3.2.4 Population and sample of learners**

The population of learners in the sample Study Centres under IGNOU Aizawl Regional Centre and sample Accredited Institutions under NIOS Guwahati Regional Centre constituted another population for the present study. There were 3670 learners in the sample Study Centres under IGNOU Aizawl Regional Centre and 826 learners in the sample Accredited Institutions under NIOS Guwahati Regional Centre.

From these sample Study Centres, 469 learners were randomly selected - 317 learners were drawn from the nine sample Study Centres of IGNOU and

another 152 learners from the four sample Accredited Institutions (AIs) under NIOS- as the samples to represent the learners.

### **3.2.5 Population and sample of successful learners**

The number of learners who successfully completed from open and distance educational institutions in Mizoram formed another population. Since some of these institutions did not keep any records on the number of successful learners, population of successful learners could not be ascertained. In order to prepare and analyse profile of learners who had successfully completed the courses, the investigator randomly selected a sample of 87 successful learners from the sample of open and distance learning institutions in the state to represent the population of successful learners.

The details of the population and the sample size of the present investigation are presented in Table 3.1.1, Table 3.1.2, Table 3.1.3 and Table 3.1.4

**Table 3.1.1****Population and Sample Size**

Sl.No	Particulars	Population	Sample	Percentage of sample population to total population
1	Study Centres under IGNOU Aizawl Regional Centres	31	9	29.0
2	Study Centres under NIOS Guwahati Regional Centres	11	4	36.4
	Total	42	13	30.95
3	Co-ordinators	42	13	30.95
4	Learners from 13 Study Centres/Accredited Institutions	4496	469	10.4
	(i) Learners from sample Study Centres under IGNOU	3670	317	8.6
	(ii) Learners from sample Accredited Institutions under NIOS	826	152	18.4
5	Successful Learners	-	87	-

**Table 3.1.2****Educational level-wise distribution of sample learners**

Sl.No	Levels of education	Total sample size	Percentage to total sample size
1	School	152	32.4
2	Undergraduate	239	51.0
3	Post-graduate	78	16.6
	Total	469	100.0

**Table 3.1.3****District-wise distribution of samples of Study Centres, Co-ordinators and Learners under IGNOU Aizawl Regional Centre**

District	Population			Sample		
	Study Centres	Coordinators	Learners	Study Centres	Coordinators	Learners
Aizawl	13	13	2306	2	2	149
Lunglei	3	3	106	1	1	23
Kolasib	2	2	356	1	1	25
Champhai	4	4	220	1	1	24
Serchhip	2	2	103	1	1	17
Mamit	2	2	170	1	1	22
Lawngtlai	3	3	153	1	1	22
Saiha	2	2	256	1	1	35
TOTAL	31	31	3670	9	9	317

**Table 3.1.4****District-wise distribution of samples of Study Centres, Co-ordinators and Learners under NIOS Guwahati Regional Centre**

District	Population			Sample		
	Accredited Institutions	Coordinators	Learners	Accredited Institutions	Coordinators	Learners
Aizawl	5	5	492	2	2	63
Lunglei	2	2	-	-	-	-
Kolasib	1	1	236	1	1	60
Champhai	1	1	-	-	-	-
Serchhip	-	-	-	-	-	-
Mamit	-	-	-	-	-	-
Lawngtlai	1	1	100	1	1	29
Saiha	1	1	-	-	-	-
TOTAL	11	11	828	4	4	152



### **3.3.0 Construction of Tools**

In order to collect data to fulfil the objectives of the study, the following tools were constructed:

- (i) Questionnaire for learners to study learners' profiles, level of utilisation of study materials and facilities provided by the study centres, the cost incurred by them to acquire knowledge under open and distance education programme; and the problems faced by them
- (ii) Interview schedule for Coordinators to find out the working of Study Centres and the problems faced by them;
- (iii) Questionnaire for successful learners

### **3.3.1 Construction of Questionnaire for Learners**

As there was no ready-made tool for the present study, it was decided to develop a tool to analyse the problems under study. To construct the questionnaire, related research literature, both theoretical as well as empirical ones were scrutinised thoroughly. The investigator had discussion with the supervisor as well as with the co-ordinators on various issues relating to the present study. Based on the information and feedback received from them, the questionnaire was thus constructed covering the following four aspects:

Part I Background information of the learners i.e., profile of the learners-gender, occupational and educational backgrounds of the parents of the learners, family income, and age.

Part II Utilisation of instructional materials and other facilities like library, internet, interactive radio counselling etc.

Part III Problems faced by the learners in connection with: (i) Admission; (ii) Instructional Materials; (iii) Assignments; (iv) Personal Contact Programme / Counselling; (v) Evaluation / Examinations.

Part IV Pattern of expenditure by open and distance learners in Mizoram.

After identifying all the relevant areas, items and questions, the draft questionnaire was first administered to the selected sample respondents to find out whether the items included in the draft questionnaire were good enough for the population for whom it was intended. These samples consisted of 20 NIOS learners and 20 IGNOU learners. After analysing their responses, it was found that some items in the questionnaire schedule for learners were not fully comprehended and that some had difficulty in grasping the English language. The questionnaire for learners was then modified and translated into the native language (Mizo). The final version of the schedule contained 90 independent items and questions. A copy of the same has been attached in Appendix 1.

### **3.3.2 Construction of Interview Schedule for Co-ordinators**

To construct interview schedule for the co-ordinators, questionnaire and interview schedules used by previous researchers were carefully examined. The available related research literatures were also studied. The draft items and questions were subjected to criticism by the supervisor as well as the Regional Director, Aizawl Regional Centre. After the draft was completed, try out was carried

out on two coordinators. Based on the suggestions and feedbacks from them, modifications were made and any shortcomings were rectified; the final draft consisted of 30 questions covering the following areas:

1. Profile of Study Centre
2. Enrolment and Programme Offered
3. Library Facilities
4. Available Facilities in the Study Centre
5. Manpower Inputs
6. Expenditure on maintenance of the Study Centre and other related with delivery of the programme
7. Problems faced in managing the Study Centre and delivering the programme

A copy of the schedule is attached in Appendix-2.

### **3.3.3 Questionnaire for successful learners**

To prepare the questionnaire for successful learners, related literatures were consulted and informal meeting with few of the selected successful learners were held to get information about what items and questions were to be included in the schedule. Based on the information from these two sources and suggestions made by the supervisor, 17 items were included in the schedule covering the following aspects: (i) Background information of the successful learners; (ii) Academic background before joining the course; (iii) Benefits derived after completion of the

course; (iv) Occupational background (v) Motivating factors for pursuing open and distance learning programmes; and (vii) Problems faced during study. The schedule is given in Appendix 3.

#### **3.3.4 Collection of data:**

A brief description of the procedure followed for data collection is given as follows:

##### **Collection of Primary data**

Primary data were generated through administering three separate questionnaires constructed by the investigator. First, questionnaire for learners were administered to sample learners personally during personal contact period. The investigator, after taking permission from the Coordinator of the Study Centre, administered the questionnaire to the sample learners, clearly explaining the details of the data required. Secondly, the investigator personally administered interview schedule to coordinators of study centres/accredited institutions to study the existing condition of study centres in Mizoram and the problems faced by them. She also observed the condition of classrooms, toilets, office furniture and equipment. The details of the problem faced in the provision of open and distance education facilities to the learners as well as problem faced at the Regional Centre and headquarters level were recorded systematically.

Thirdly, questionnaire for successful learners was also served to sample of successful learners by the investigator. The names of the successful learners were

obtained from the sample Study Centres and Accredited Institutions. Successful learners, selected randomly, were approached in their respective homes to serve the questionnaire. Before administering the questionnaire, the investigator introduced herself and explained to them the purpose and importance of the study. They were also ensured that information supplied by them shall be kept strictly confidential and be used only for research purpose. After obtaining the necessary rapport and confidence, the questionnaire schedule was administered on them.

### **Collection of Secondary data**

For tracing the growth of Study Centres/Accredited Institutions and enrolment in open and distance education and others, secondary data, collected from various sources such publications, reports and documents published by Government of India, individual institutions and the state government were used.

### **3.3.5 Validity and reliability of the tools used**

To ensure the validity of the tools, that is, to see whether tools measured what they had proposed to investigate, the following principles were kept in mind while selecting items and framing the questions: (i) Items and questions included in the three tools covered significant aspects and objectives of the study. (ii) Terms and concepts used in the questionnaires were clearly explained to the respondents; (iii) Suggestions from the supervisor, co-ordinators in the Study Centres/Accredited Institutions including the Regional Director, IGNOU Aizawl Regional Centre were sought to remove the ambiguities in the questions.

Standard reliability tests such as split- half, alternate or parallel form and rational equivalence are not applicable as the responses to different items are not scores in the usual sense of the term. In order to ensure that the questionnaires and interview schedule prepared by the investigator were reliable, 'test-retest' method was applied by administering the schedules twice on a small sample with a gap of two weeks and found them to be reliable.

#### **3.4.0 Statistical Treatment of Data**

The data thus collected using the three tools were properly edited, tabulated and classified. They were then arranged in the form of statistical tables for further analysis which were suitably analysed qualitatively and quantitatively using simple statistics like frequencies distribution, percentages, mean, and standard deviation.

## **CHAPTER IV**

### **ANALYSIS AND INTERPRETATION OF DATA**

Open and distance education has experienced an explosive growth in recent years across the world including in India. It is universally recognised today as an alternative to formal education. India is witnessing a dramatic expansion in open and distance education during the last four decades. In fact, open and distance education has grown more rapidly than any other form of education over the past thirty years. It has now become well integrated in the educational structure of the country. Open and distance education has provided access of education to many students who may never had the opportunity to receive education such as those in geographically remote areas, housewife, full-time employees, school drop-outs etc. The Government of India is committed to expanding open education in backward regions, remote and inaccessible tribal areas of the eastern states and north eastern states of India. Mizoram has also witnessed a phenomenal growth of open and distance education since the later part of the 1980s. Open and distance education has been contributing significantly in democratising education especially in higher level and professional courses.

The present investigation is concerned with an analytical study of open and distance education in Mizoram with reference to the profile of learners, infrastructure and challenges. This chapter presents an analysis and interpretation of data relating to open and distance education in Mizoram keeping in view the objectives of the study. The presentation has been made under the following sections:

- Section I : Growth of open and distance education in Mizoram.
- Section II : Profile of open and distance learners and related issues
- Section III : Infrastructure and related inputs
- Section IV : Problems of open and distance education in Mizoram

## **SECTION 1**

### **GROWTH OF OPEN AND DISTANCE EDUCATION IN MIZORAM**

The growth of open and distant education in Mizoram has been examined in this section with reference to the following aspects:

- 1 Growth of Study Centre/Accredited Institutions under open and distance education in Mizoram;
- 2 Growth of enrolment under different open and distance learning institutes and under different programme / course of studies;
- 3 Growth of enrolment in the Study Centres and Accredited Institutions

#### **4.1.0 GROWTH OF STUDY CENTRES/ACCREDITED INSTITUTIONS UNDER OPEN AND DISTANCE EDUCATION IN MIZORAM**

The beginning of open and distance education in Mizoram could be traced back to the later part of the 1980s when the first IGNOU Study Centre was opened at Aizawl College in 1988 under IGNOU Regional Centre, Shillong. This was followed by



the opening of two Accredited Institutions (NIOs) under national open schooling in 1989. Again, in 1998, two universities, i.e., Himachal Pradesh University and Madurai Kamaraj University (Tamil Nadu) opened their Study Centres at Aizawl, the State capital of Mizoram. The number of open and distance learning centres has increased considerably since then.

The growth pattern of open and distance education centre in Mizoram has been presented in Table 4.1.1.

**Table 4.1.1**

**Decade-wise Growth of Open and Distance Education Centres in Mizoram**

Year	IGNOU, Regional Centre		Madurai Kamaraj University Study Centre	Himachal Pradesh University Study Centre	NIOS Accredited Institutions (AI)	Total
	Study Centres	Partner Institutions under Convergence scheme & Community College				
1980-1990	1	-	-	-	2	3
1991-2000	6	-	1	1	4	12
2001-2010	31	12	-	-	7	50*
Total	38	12	-	-	13	63

Note : Madurai Kamaraj University and Himachal Pradesh University Study Centres have become non-functional since 2008.

Sources: IGNOU Regional Centre, Aizawl, Madurai Kamaraj University Study Centre, Aizawl, Himachal Pradesh University Study Centre Aizawl, & [www.nios.ac.in](http://www.nios.ac.in)

As given in the Table, during 1980-1990, there were only 3 open and distance learning centres in Mizoram, whereas, the number increased to 63 during 2001-2010, recording an increase of 20 times over the period. Between the decades 1981-1990 and 1991-2000, the number of open and distance learning centres increased by fourfold from 3 in 1981-1990 decades to 12 centres in 1991-2000 decades. The number of open and distance learning centres further increased to 53 in 2001-2010 from 12 in 1991-200, implying more than a fourfold increase. As on 2010, there were 63 open and distance learning centres – 38 Study Centres and 12 Partner Institutions/Community Colleges under IGNOU Regional Centre, Aizawl and 13 Accredited Institutions under NIOS Regional Centre, Guwahati.

Under IGNOU, the number of Study Centres rose significantly from 1 to 31 during 1981-1990 to 2001-2010 decades. There was only one study centre in 1981-1991, whereas the number increased to six in 1991-2000 decades, registering a six - fold increase. With the establishment of IGNOU Regional Centre at Aizawl in December 2000, the increase in the number of Study Centre further got impetus during 2001-2010. The number of study centres at IGNOU jumped to 31 in 2001 - 2010 decade to 6 in 1991-2000 decade, showing a five- fold increase between the two decades. The significant feature of this decade was the establishment of 10 Partner Institutions and 2 community colleges.

The Partner Institutions offer both under-graduate courses and may enrol their own students for certificate or diploma programme. IGNOU launched the scheme of community colleges on 4<sup>th</sup> July 2009. The scheme is targeted towards providing an

alternatives system of education to those who for some reason or other have missed the opportunity of mainstream education. The programmes offered under this scheme are primarily in the area of vocational studies and the community need based programmes.

As on 2010, there are 38 study centres, 10 Partner institutions and 2 community colleges under IGNOU, Aizawl Regional Centre. IGNOU Aizawl Regional Centre has become largest institute offering open and distance education in Mizoram.

### **District-wise distribution of IGNOU Study Centres and NIOS Accredited Institutions in the state**

In Mizoram, there are eight administrative districts. The number of IGNOU Study Centres and NIOS Accredited Institutions in each district is shown in the following table:

**Table 4.1.2**

#### **District-wise distribution of open and distance education institutes in Mizoram**

Name of Districts	IGNOU Study Centres & Partner Institutions		NIOS Accredited Institutions		Total	
	No	PC	No	PC	No	PC
Aizawl	28	56	5	38.4	33	52.4
Lunglei	4	8	3	23.1	7	11.1
Kolasib	2	4	1	7.7	3	4.8
Mamit	3	6	-	-	3	4.8
Champhai	4	8	1	7.7	5	7.9
Serchhip	3	6	1	7.7	4	6.3
Lawngtlai	4	8	1	7.7	5	7.9
Saiha	2	4	1	7.7	3	4.8
<b>TOTAL</b>	<b>50</b>	<b>100</b>	<b>13</b>	<b>100</b>	<b>63</b>	<b>100</b>

Source: IGNOU Aizawl Regional Centre (2009) and NIOS (2009)

Table 4.1.2 shows that there are 63 Study Centres/Accredited Institutions in Mizoram. District-wise data shows that there are 28 Study Centres including Partner Institutions and Community Colleges under IGNOU Regional Centre and 5 Accredited Institutions under NIOS in Aizawl district. Lunglei district, the second biggest in terms of population, has 4 Study Centres under IGNOU Regional Centre and 3 Accredited Institutions under NIOS Regional Centre. The number of open and distance learning centre in other districts are- 5 Study Centres/Accredited both in Champhai and Lawngtlai districts, 3 Study Centres/Accredited Institutions in both Kolasib and Saiha district and 3 Study Centres under IGNOU Regional Centre in Mamit district. Mamit district is the only district in Mizoram that has no Accredited Institution under NIOS.

The analysis of the growth trend of open and distance learning centres in Mizoram clearly reveals that the facilities for open and distance education increased significantly during the last three decades both at the tertiary and school level. The opportunities for open and distance education is available in all the districts of Mizoram. The growth pattern between IGNOU and NIOS, however, showed that the facilities under IGNOUS have increased relatively much faster than under NIOS.

The number of Study Centres and programmes activated, number of Partner Institutions and Community Colleges under IGNOU Regional Centre and Accredited Institutions under NIOS are given in Appendices 4.1.1, 4.1.2 and 4.1.3.

#### 4.1.2 GROWTH OF ENROLMENT IN OPEN AND DISTANCE EDUCATION INSTITUTES IN MIZORAM

The growth trend of enrolment in different open and distance educational institutes in Mizoram is shown in Table 4.1.3.

**Table 4.1.3**

##### **Growth of Enrolment in Open and Distance Education institutes in Mizoram**

Year	IGNOU	MKU	HPU	NIOS	TOTAL
1988-1989	7	-	-	-	7
1989-1990	84	-	-	300	384
1990-1991	38	-	-	300	338
1991-1992	29	-	-	350	379
1992-1993	42	-	-	298	340
1993-1994	39	-	-	500	539
1994-1995	40	-	-	540	580
1995-1996	33	-	-	1000	1033
1997-1998	30	-	-	1150	1180
1998-1999	49	54	223	1289	1615
1999-2000	60	41	316	2500	2917
2000-2001	90	212	246	2800	3348
2001-2002	403	92	233	2800	3528
2002-2003	663	118	293	3000	4074
2003-2004	1366	138	190	3500	5094
2004-2005	1861	110	203	3500	5674
2005-2006	2770	110	220	3174	6274
2006-2007	3452	185	180	4214	8031
2007-2008	4344	90	112	2889	7435
2008-2009	5236	-	-	4451	9687
2009-2010	5921	-	-	5560	11481
2010-2011	4919	-	-	5500	10419

Source: IGNOU Regional Centre, Aizawl; Madurai Kamaraj University Study Centre, Aizawl; Himachal Pradesh University Study Centre Aizawl; and NIOS Annual Report 2008-09

A perusal of Table 4.1.3 shows enrolment in open and distance education increased consistently and significantly over a period between 1988-89 and 2010-11. In 1988-89 there were only 7 learners enrolled in open and distance education,

whereas, in 2010-11, the number rose to 10419 learners, showing approximately 1488 times increase over the period.

As revealed by the table, both enrolment in IGNOU and NIOS showed a consistent and significant growth. Under IGNOU enrolment grew approximately by 703 times during 1988-89 to 2010-11. There were 7 learners under IGNOU but by 2010-11 the number increased to 4919. Meanwhile, there were only 300 learners in NIOS in 1989-90, the number escalated to 5500 in 2010-11 implying a little more than eighteen - fold increase.

Enrolment growth in Madhurai Kamraj University (MKU) during its existence in Mizoram between 1998-99 and 2007-08 shows an erratic pattern. As on 1998-99, there were 54 learners, the number increased to 185 in 2007 showing a little more than three-fold increase. However, by 2007 enrolment drop to 90 learners only. On the other hand, enrolment under Himachal Pradesh University witnessed inconsistent growth trends during 1998-99 to 2007-08. The number of learners enrolled increased from 223 in 1989-99 to 360 in 1998 showing 42 per cent increase; while enrolment gradually decreased and by 2002-2008, there were only 112 learners.

The analysis on pattern of enrolment trend clearly shows that there was a phenomenal increase in the enrolment in open and distance education during 1988-89 to 2010-2010. IGNOU and NIOS are the two institutes which showed consistent growth in enrolment during the period. This is a clear indication the fact that open and distance education which began as a second channel of educational opportunity has grown to attract a large number of learners who want to break away from the 'rigidities

of the formal system of education who consciously opted for a more flexible and pedagogically sound system of education’

**(i) Growth of programme-wise enrolment under IGNOU Regional Centre, Aizawl, Mizoram**

As on 2009, IGNOU Regional Centre, with a network of 38 Study Centres, is providing academic programme ranging from certificates to master degree level across the State. The growth of enrolment in different programmes level under in Regional Centre, Aizawl during 2001-2008 has been shown in Table 4.1.4.

**Table: 4.1.4  
Growth of enrolment under IGNOU Regional Centre, Aizawl**

Programme level		2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Master Degree	N	56	-	153	65	320	354	468	243	1095	1004
	PC	13.8		12.0	5.0	21.3	12.8	18.1	10.6	22.9	20.4
Post graduate diploma	N	7	-	19	13	9	18	-	21	18	35
	PC	1.7		1.5	1.0	.6	0.6		.9	0.4	0.7
Bachelor Degree	N	292	-	1053	1158	888	1977	2101	1506	3512	3379
	PC	72.3		82.4	88.3	59.1	71.5	81.2	66	71.7	69
Diploma	N	2	-	-	5	10	1	-	16	89	157
	PC	0.5			0.4	0.7	0.0		0.7	1.9	3.2
Certificate	N	47	-	52	70	275	415	19	478	60	323
	PC	11.6	-	4.1	5.3	18.3	15	0.7	21	1.2	6.6
TOTAL	N	404	663	1277	1311	1502	2765	2588	2280	4774	4898

*Note: Figures in brackets indicate percentage to total*

Source: IGNOU Regional Centre, Aizawl, 2010

The table reveals that as on 2001, there were 404 learners under IGNOU Regional Centre, whereas, in 2010, the number increased to 4898 learners, showing approximately an eight-fold increase. The number of learners in Master degree course which was 56 learners in 2001 rose to 1004 in 2010. Enrolment in Master degree

course in 2010 had risen almost 18 times its level in 2001. In relative terms, the share of Master Degree Programme increased from 13.8 per cent in 2001 to 20 per cent in 2010. Enrolment in postgraduate diploma course was relatively few compared to other courses. Only 7 learners were enrolled in 2001, accounting 1.7 per of total enrolment; by 2010, enrolment increased to 35 learners but its share fell down to 0.7 per cent.

The number of learners in Bachelor Degree Programme increased significantly during 2001-2010; however, its share declined gradually. In 2001, total enrolment was 292 learners in 2001 but by the year 2010, the number increased to 3379, registering more than eight fold increased. The share of this programme in the total enrolment was 72.3 per cent in 2001; its share increased to 88.3 per cent in 2004 and then fell down to 69 in 2010. The number of learners in diploma programme increased substantially. There were only two learners in diploma programme in 2001; whereas, the number rose to 157 learners in 2010. This shows that the number of learners in diploma programme has risen approximately 78.5 times over the period. In certificate course, total enrolment in absolute terms increased from 47 learners in 2001 to 323 learners in 2010, showing approximately nearly seven-fold increase whereas its relative share decreased from 11.6 per cent in 2001 to 6.6 per cent in 2010.



**Table 4.1.5****Growth of Subject-wise Enrolment in Master Degree Programmes under IGNOU  
Aizawl Regional Centre**

Name of Master Degree Programme	Code	2001	2003	2004	2005	2006	2007	2008	2009	2010	TOTAL	
											N	PC
M.A (Education)	MAE	-	-	-	-	-	-	9	53	33	95	2.5
M.A (History)	MAH	-	-	65	-	-	-	57	163	167	452	11.9
M.A (Rural Development)	MARD	-	-	-	16	22	67	-	77	64	246	6.5
M.A. (Economics)	MEC	-	-	-	-	19	21	44	44	24	152	4
M.A. (Public Administration)	MPA	-	-	-	32	27	39	14	94	98	304	8
M.A (Sociology)	MSO	-	-	-	93	99	140	10	201	179	722	19
M.A. (English)	MEG	56	131	-	81	82	71	37	154	153	765	20.2
M.A. (Pol. Science)	MPS	-	-	-	98	83	102	55	185	188	711	18.7
Master of Commerce	M.COM	-	-	-	-	14	18	8	47	53	140	3.7
M.A (Hindi)	MHD	-	22	-	-	8	10	9	26	29	104	2.7
M.A. (Library Science)	MLIS	-	-	-	-	-	-	-	2	-	2	.05
Master of Education	MEd	-	-	-	-	-	-	-	25	25	50	1.3
Master of Social Work	MSW	-	-	-	-	-	-	-	24	25	49	1.3
Total		56	153	65	320	354	468	243	1095	1038	3792	

*Note: Figures in parentheses are percentages to total*

Source: IGNOU Regional Centre, Aizawl.

Table 4.1.5 shows enrolments at Master Degree programme during 2001 to 2010. The table reveals that majority of the learners were enrolled in three subjects- Master of Arts in English (MEC), Master of Arts in Political Science (MPS) and Master of Arts in Sociology (MSO). During 2001-2010, the number of learners enrolled in the Master of English programme was 765, accounting 20.2 per cent of total enrolment, followed by Master of Sociology (19 %) and Master of Political Science (18.7 %). The share of these three subjects was almost 60 per cent of the total enrolment.

Enrolments in Master of Arts in History (MAH), Master of Arts in Public Administration (MPA), Master of Arts in Rural Development (MARD) and Master of Arts in Economics (MEC) were 7.3%, 6.7%, 6.3% and 5% respectively. Enrolments in M.A (Education), M.Com and M.A (Hindi) were negligible whereas there was no enrolment in M.A. (Library Science) during 2001-2008

**Table 4.1.6****Growth of Enrolment in Bachelor Degree Programmes under IGNOU Regional Centre, Aizawl**

Bachelor Degree Programme and Code	2001	2003	2004	2005	2006	2007	2008	2009	2010	Total	
										N	PC
Bachelor of Preparatory Programme (BPP)	181	594	739	863	1117	906	295	992	575	6262	39.5
Bachelor of Arts (BA)	92	348	398	-	679	1052	1014	2066	2353	8002	50.4
Bachelor of Commerce (B.COM)	5	27	-	-	40	79	59	112	100	422	2.6
Bachelor of Science (B.SC)	1	14	-	-	2	4	2	23	12	58	.4
Bachelor of Computer Application (BCA)	13	54	-	-	17	14	38	42	40	218	1.4
Bachelor of Tourism Studies (BTS)	-	14	-	-	7	8	9	8	16	62	.4
Bachelor of Social Work (BSW)	-	-	-	-	16	32	25	44	36	153	1
Bachelor of Education (B.Ed)	-	-	18	16	88	-	64	200	200	586	3.7
B.A. in Library & Information Sciences (BLIS)		2	3	-	5	6		2	6	24	.1
B.Sc (Nursing) (BSC(N))	-	-	-	9	6	-	-	23	41	79	.5
TOTAL	292	1053	1158	888	1977	2101	1506	3512	3379	15866	

Note: Figures in parentheses are percentages to total

Source: IGNOU Regional Centre, Aizawl, 2009

Pattern of enrolment during 2001-2010 in Bachelor Degree Programme is shown in Table 4.1.6. During 2001-2008, enrolment in Bachelor Degree Programme was dominated by Bachelor of Arts (B.A) which accounted 50.4 per cent of total

enrolment followed by enrolment in Bachelor Preparatory Programme with 39.5 per cent. Enrolments in other degree programme were relatively insignificant compared to Bachelor of Arts. Enrolment in Bachelor of Commerce accounted 2.6 per cent, Bachelor of Education 3.7 per cent and Bachelor of Computer Application (BCA) 3.2 per cent. Enrolments in Bachelor of Tourism, Bachelor of Social Work, Bachelor of Science, Bachelor in Library & Information Sciences and Bachelor in Science (Nursing) were negligible.

**Table 4.1.7**

**Growth of Enrolment in Post Graduate Diploma Programme under IGNOU Regional Centre, Aizawl.**

Name of the Programme and Code	2001	2003	2004	2005	2006	2007	2008	2009	2010	Total	
										N	PC
Post Graduate Diploma in Higher Education (PGDHE)	5		1	2	11		11	3	3	36	25.7
Post Graduate Diploma in Distance Education (PGDDE)					3		5	-	7	15	10.7
Post Graduate Diploma in Audio Programme Production (PGDAPP)								-	-		
Post Graduate Diploma in Radio Prasarna (PGDRP)								-	-		
Post Graduate Diploma in Rural Development (PGDRD)		10	5	4	3		1	6	5	34	24.3
Post Graduate Diploma in Journalism & Mass Communication (PGJMC)	2	9	7	3			2	7	3	33	23.6
Post Graduate Diploma in Disaster Management (PGDDM)					1		2	-	17	20	14.3
Post Graduate Diploma in Environment and Sustainable Development (PGDESD)								-	-		
Post Graduate Diploma in Translation (PGDT)								2	-	2	1.4
									-		
<b>TOTAL</b>	<b>7</b>	<b>19</b>	<b>13</b>	<b>9</b>	<b>18</b>		<b>21</b>	<b>18</b>	<b>35</b>	<b>140</b>	

Source: IGNOU Regional Centre, Aizawl 2009

The pattern of enrolment at the Post Graduate Diploma programme is given in table 4.1.7. IGNOU Aizawl Regional Centre launched a variety of programmes based on the needs of learners for improvement of skills, acquisition of professional skills and self-enrichment. However, enrolments in these programmes are very small as compared with traditional courses in Master of Arts and Bachelor of Arts. Enrolment in Post Graduate Diploma in Higher Education was the highest with 36 learners followed by Post Graduate Diploma in Higher in Rural Development (34 learners) and Post Graduate Diploma in Journalism & Mass Communication (33 learners). Enrolments at Post Graduate Diploma in Distance Education (PGDDE) and Post Graduate Diploma in Disaster Management (PGDDM) were relatively insignificant. There was no enrolment in Post Graduate Diploma in Audio Programme Production (PGDAPP), Post Graduate Diploma in Radio Prasarna (PGDRP) and Post Graduate Diploma in Environment and Sustainable Development (PGDESD)

**Table 4.1.8****Growth of Enrolment in Diploma Programme under IGNOU Aizawl Regional Centre**

Diploma Programmes	Code	2001	2004	2005	2006	2007	2008	2009	2010	Total	
										N	PC
Diploma in HIV and Family Education	DAFE	-	3	9	-	-	6	1	3	22	7.8
Diploma in Creative Writing in English	DCE	1	1	-	-	-	-	-	--	2	.7
Diploma in Nursing Administration	DNA	-	-	-	-	-	-	-	-	-	-
Diploma in Tourism Studies	DTS			1	1			1	-	3	1.1
Diploma in Early Childhood Care & Education	DECE	1	1	-	-	-	2	1	1	6	2.1
Diploma in Women's Empowerment & Development	DWED	-	-	-	-	-	1	-	1	2	.7
Diploma in Meat Technology	DMT	-	-	-	-	-	2	-	1	3	1.1
Diploma in Dairy Technology	DDT	-	-	-	-	-	4	-	-	4	1.4
Diploma in Youth Development Work	DCYP	-	-	-	-	-	1	-	-	1	.3
Diploma in Primary Education	DPE	-	-	-	-	-	-	85	151	236	84.3
Diploma in Nutrition & Health	DNHE	-	-	-	-	-	--	1	-	1	.3
<b>TOTAL</b>		<b>2</b>	<b>5</b>	<b>10</b>	<b>1</b>		<b>16</b>	<b>89</b>	<b>157</b>	<b>280</b>	

Source: IGNOU Regional Centre, Aizawl

In table 4.1.8, it was found that during 2001-2010 the total enrolment diploma programme was 280 learners. Enrolment in diploma programme was dominated by Diploma in Primary Education (DPE), having 236 learners. During 2001-2010, enrolment in this programme accounted 84.3 percent of the total enrolment. Enrolments in other programmes were comparatively small and insignificant. There was no enrolment in Diploma in Nursing Administration.

**Table 4.1.9**

**Growth of Enrolment in Certificate Programmes under IGNOU Aizawl Regional Centre**

Name of Programme	2001	2003	2004	2005	2006	2007	2008	2009	2010	Total	
										N	PC
CES	2	1		2	1		6	-	-	12	0.7
CFN	1		1					1	-	3	0.2
CHR		1	4	4	1	2	1	4	2	19	1.1
CIC	38	42	42	21	10	4	-	2	-	159	9.1
CLD								-	-	-	-
CNCC				2	1	1	1	2	1	8	0.5
CCP	3		2	2		1	1	4	-	13	0.7
CRD	1		1	2		3		2	4	13	0.7
CTE	1	1	1	1	1	3	1	1	-	10	0.6
CTPM			1	2				1	-	4	0.2
CIG	1	1	2	1		2		-	-	7	0.4
CTS		1	3			1	2			7	0.4
CWDL			1							1	0.05
CWED		1	1		1					3	0.2
CPLT								1	-	1	0.05
CAFÉ		4	2		2	1	9	2	4	24	1.4
ACE								-	-	-	-
CPFM			1			1		-	180	182	10.5
CPE				232	397		451	37	96	1213	69.7
CDM			8	6	1		6	2	3	26	1.5
CFE								-	1	1	0.5
PGCCL								1	-	1	0.5
FCED								-	32	32	1.8
TOTAL	47	52	70	275	415	19	478	60	323	1739	

Note: CDM=Certificate in Disaster Management; CES=Certificate in Environmental Studies; CFN=Certificate in Food & Nutrition; CHR=Certificate in Human Rights; CIC= Certificate in Computing; CLD=Certificate in Labour in Development; CNCC= Certificate in Nutrition & Child Care; CPP= Certificate in Consumer Protection; CRD= Certificate in Rural Development; CTE= Certificate in Teaching English; CTPM= Certificate in Teaching of Primary School Mathematics; CIG=Certificate in Guidance; CTS= Certificate in Tourism Studies; CWDL = Certificate in Empowering Women Through Self-Help Groups; CWED= Certificate in Women's Empowerment & Development; CPLT= Certificate in Laboratory Techniques; CAFÉ= Certificate in HIV & Family Education; ACE=Appreciation Course on Environment; CPFM= Certificate in Participatory Forest Management; CPE= Certificate of Primary Education; CDM= Certificate in Disaster Management; CFE=Certificate in Functional Education; PGCCL= Post Graduate Certificate in Cyber Law

Source: IGNOU Regional Centre, Aizawl



Enrolments in Certificate programmes, as given in table 4.1.9. shows that most of the learners were enrolment in Certificate in Primary Education (CPE). In this programme, total enrolment during 2010 was 1213, accounting as much as 69.7 per cent of the total enrolment. Enrolment in other certificate programmes has been found to be insignificant. There was no enrolment CLD and ACE.

**(ii) Growth of Enrolment in Himachal Pradesh University Study Centre**

Himachal Pradesh University, under its International Centre for Distance Education and Open Learning (ICDEOL), opened its Study Centre at Aizawl on 23 June 1998. It offered courses in M.A., M.Sc (Maths), and M.Com. Hindi was offered at the under-graduate level. The growth pattern of subject-wise enrolment at the Master degree level during 1998 to 2007 is presented in Table 4.1.10.

**Table 4.1.10**

**Growth of subject-wise enrolment at post-graduate level at ICDEOL, Himachal Pradesh University Study Centre, Aizawl 1998-2007**

Subjects	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	Total	
											N	PC
History	67	104	117	97	124	78	72	91	76	43	869	39.2
Pol. Science	55	85	56	59	71	25	30	29	24	9	443	20
English	32	45	38	22	35	17	29	25	14	9	266	12
Economics	27	40	12	12	19	15	14	12	7	6	164	7.4
Public Administraion	8	16	11	25	36	20	24	20	26	10	196	8.8
M.Sc (Maths)	7	5	3	1	1	1	-	2	5	-	25	1.1
Hindi	5	12	6	14	4	4	2	4	5	6	62	2.8
M.Com	-	-	3	3	3	2	2	1	2	2	18	.8
M.Ed	22	9	-	-	UGC	Stop	-	-	-	-	31	1.4
Sociology	-	-	-	-	-	28	30	36	21	27	142	6.4
Total	223	316	246	233	293	190	203	220	180	112	2216	

Source: HPU Study Centre, Aizawl (2008).

During ten years of its existence (1998-2007), total enrolment in the University Study Centre was 2216 learners. M.A (History) was the most popular subject amongst the students, followed by M.A (Political Science) and M.A.(English). The total enrolment in M.A. (History) was 869 during 1998-2007, accounting 39.2 per cent of the total enrolment. Enrolments in other Master Degree subjects were: Political Science- 443 (20%), English- 266 (12%), Public Administration -196, Economics- 164, Sociology-142. Enrolments in Mathematics (1.2%), Commerce (0.8 %) and Hindi (2.8%) were not significant.

**(iii) Growth of Enrolment in Madhurai Kamaraj University (MKU) Study Centre**

Madhurai Kamaraj University (MKU), Madurai, under its Directorate of Distance Education (DDE), started its Aizawl Study Centre in 1998, offering under-graduate, postgraduate and M.Phil programme. Students give examination only after the end of the session that is, between May and June. Assignment is not demanded and the contact classes were arranged by the programme officers of the centre. However it is compulsory to appear for the Entrance Test and admission is given only to those who have passed the entrance test. Programme of study and the courses (subjects) offered by Madurai Kamaraj University Study Centre in Mizoram has been given in Table 4.1.11.

**Table 4.1.11**

**Programme and Courses of Study offered by Directorate of Distance Education,  
Madurai Kamaraj University**

Sl.No	Programmes and Courses offered
<b>A</b>	<b>BACHELOR DEGREE PROGRAMMES</b>
1	Bachelor of Arts (B.A): Political Science, History, English, Social Sciences, Economics, Mathematics
2	Bachelor of Commerce
3	Bachelor of Business Administration
4	Bachelor of Computer Applications
5	Bachelor and Certificate in Library and Information Sciences
6	B.Sc in Tourism & Hospitality Management
7	BGL (Law)
<b>B</b>	<b>MASTER DEGREE PROGRAMMES</b>
8	M.A in History, Political Science, Sociology, English, Economics, Philosophy and Religion, Gandhian Thought, Criminology & Police Administration, Labour Management (MLM); Journalism & Mass Communication (JMC); Library and Information Sciences
9	Master of Commerce
10	M.Sc in Mathematics, Chemistry, Electronic & Communication
11	Master in Computer Application (MCA)
<b>C</b>	<b>M.Phil PROGRAMMES</b>
	History, Political Science, Sociology, English, Public Administration, Commerce, Economics, Computer Science, Management, Mathematics, Chemistry, Physics, Library and Information Sciences, Journalism and Mass Communication

Source: Madurai Kamaraj University Study Centre, Aizawl, (2008)

The growth pattern of enrolment under Madurai Kamaraj University during 1998-2008 has been presented in Table 4.1.12.

**Table 4.1.12**

**Growth of Enrolment at Madurai Kamaraj University Study Centre 1998-2007**

Year	Undergraduate	Postgraduate	Total
1998-99	26	28	54
1999-00	10	31	41
2000-01	28	184	212
2001-02	26	66	92
2002-03	31	87	118
2003-04	23	115	138
2004-05	40	70	110
2005-06	47	63	110
2006-07	43	142	185
2007-08	41	49	90
TOTAL	315	835	1150

Source: Madurai Kamaraj Study Centre, Aizawl, (2008)

It could be observed that enrolment in the postgraduate courses were much higher than the undergraduate courses. Between 1998-99 and 2007-08, the total enrolment was 315 (27.4%) in the undergraduate degree programme as against 835 (72.6%) in the postgraduate degree courses.

**(iv) Growth of enrolment under open schools in Mizoram**

In Mizoram, the first two Accredited Institutions (AIs) under national open schooling were opened in 1989 with 300 students. As on 2010, there were 13 Accredited Institutions and the total enrolment under the system was 4451 learners. National Institute of Open Schooling (NIOS) offered school level education to those drop-outs and to those who cannot continue their education in the formal stream. In

1993, the Government of Mizoram recognized the National Open Schools' Secondary Course and Senior Secondary Course Examination.

Four of the Accredited Institutions offered secondary level course whereas nine of them offered both Secondary and Senior Secondary level. The medium of instruction is English in three (3) AIs; whereas, in as many as ten (10) AIs the medium is English and Hindi (See Appendix 4.1.2).

The growth of number of Accredited Institutions and enrolment under NIOS Guwahati Regional Centre is represented in table 4.1.13.

**Table 4.1.13**

**Growth of accredited institutions and enrolment in open schools under NIOS, Mizoram**

Sl.No	Particulars	1989	2010
1	Number of Accredited Institutions	2	13
2	Total Enrolment	300	10419

Source: Annual Report 2008, NIOS

The status of open schools in Mizoram has been presented in Appendix 4.1.1. As on 1989, there were two Accredited Institutions; whereas by 2010 there were 13 accredited institutions under NIOS Guwahati Regional Centre. The total enrolment grew significantly during 1989-2010. There were only 300 learners in 1989; however, the number increased significantly to 10,419 in 2010, recording an increase of 37.8 times.

#### 4.1.3 GROWTH OF ENROLMENT IN THE SAMPLE STUDY CENTRES/ACCREDITED INSTITUTIONS

The present study examined intensively 9 Study Centres under IGNOU Aizawl Regional Centre and 4 Accredited Institutions in Mizoram under NIOS Guwahati Regional Centre. The growth trend of enrolment in the sample study centres during 2001-2008 has been given in table 4.1.14.

**Table 4.1.14**

##### **Enrolment trend in the Study Centres under IGNOU Aizawl Regional Centre**

Name of Study Centres	2001	2002	2003	2004	2005	2006	2007	2008
Aizawl College	93	162	339	328	659	800	920	1071
Kolasib College	28	35	36	129	210	190	266	356
Mamit College	35	57	41	52	45	85	183	170
Hrangbana College	60	217	462	424	667	709	1014	1235
Champhai College	-	-	76	88	212	146	220	220
Hnahthial College	-	-	-	-	78	84	76	106
Serchhip College	-	-	51	79	114	68	91	103
Lawngtlai College	-	-	-	-	17	110	153	153
Saiha College	-	-	-	-	-	250	320	256
Total	216	471	1005	1100	2002	2442	3243	3670

During 2001-2008, enrolment in the sample Study Centres grew by 17 times from 216 in 2001 to 3670 in 2008. Centre-wise, Hrangbana College Study Centre witnessed the highest growth rate of enrolment followed by Kolasib College Study Centre and Aizawl College Study Centre. The number of learners enrolled in Hrangbana College Study Centre increased from 60 in 2001 to 1235 in 2008- showing more than a twenty-fold increase while Kolasib College Study Centre showed an

increase of 12.7 times from 28 learners in 2001 to 356 learners in 2008. Enrolment at Aizawl College Study Centre increased by 11.5 times from 93 learners in 2001 to 1071 learners in 2008. Other Study Centres witnessed a moderate growth rate during this period.

**Table 4.1.15**

**Growth of enrolment in the Accredited Institutions in Mizoram under NIOS Guwahati Regional Centre**

Year/Name of Accredited Institutions	Madonna Education Centre, Kolasib	TLR City College, Aizawl	Government South Hlimen High School, Aizawl	Southern Baptist High School, Lawngtlai	TOTAL
2001-2002	262	-	52	-	314
2002-2003	154	-	75	-	229
2003-2004	220	-	92	51	363
2004-2005	183	500	105	176	964
2005-2006	158	500	110	150	918
2006-2007	151	500	123	150	924
2007-2008	236	500	143	150	1029
2008-2009	237	300	192	99	826

Table 4.1.15 presents the growth of enrolment in the sample Accredited Institutions under NIOS Guwahati Regional Centre during 2001-2008. It could be observed from the table that the total enrolment in the sample accredited institutions increased consistently though there were gaps in some years especially in the early 2000s. Enrolment at Madonna Education Centre, (Kolasib) varied between 262 learners in 2001-2002 and 151 learners in 2006-2007 during 2001-2008. Two accredited institutions i.e., Government South Hlimen High School, Aizawl and Southern Baptist High School, Lawngtlai showed increasing trends over the period

whereas TLR City College, Aizawl which had 500 learners during 2004-2007 fell down to 300 learners in 2008.

#### 4.1.3 STATUS OF OPEN AND DISTANCE EDUCATION IN MIZORAM

The present status of open and distance education Mizoram is presented in table 4.1.16.

**Table 4.1.16**

#### **Existing status of open and distance education in Mizoram**

Sl.No	Particulars	IGNOU Aizawl Regional Centre	NIOS Guwahati Regional Centre	TOTAL
1	Number of Regional Centre	1	Nil	1
2	Number of Study Centre	38	13	51
3	Number of Programme offered	61	2	63
	Postgraduate	11	-	11
	Undergraduate	10	-	10
	Postgraduate diploma	8	-	8
	Undergraduate diploma	10		10
	Certificate	22	-	22
	Secondary course	-	4	4
	Senior Secondary Course	-	9	9
4	Enrolment 2008	5236	4451	9687
5	Number of Partner institutions	10	Nil	10
6	Number of Community Colleges	2	Nil	2

Source: IGNOU Regional Centre, Aizawl and Annual Report, NIOS. 2010

It could be observed that open and distance education in Mizoram is dominated by IGNOU Aizawl Regional Centre at the higher education level in terms of enrolment, programme offered and number of Study Centres. Out of 51 Study Centres, 38 Study Centres (74.5%) belong to IGNOU Regional Centre. IGNOU, Regional Centre



presently offers as many as 61 programme of studies while enrolment accounted by IGNOU in 2008 was 5236 learners (51.2 %).

## **SECTION 2**

### **PROFILE OF OPEN AND DISTANCE LEARNERS AND RELATED ISSUES**

This section has made an attempt to examine the following issues:

- 1 Profile of open and distance learners;
- 2 Utilisation of academic facilities by the learners;
- 3 Expenditure incurred by open and distance learners
- 4 Follow up study of successful learners

#### **4.2.1 PROFILE OF OPEN AND DISTANCE LEARNERS**

The profile of open and distance learners are examined in terms of gender, marital status, social status, age, occupation and educational status of the parents including the income levels of the family. An analysis of student profile serves two objectives. First, since open and distance education is learners-centred, it is crucial to know the nature and composition of the learners in order to formulate suitable curriculum -- course material development and appropriate organization structure for student support services. Second, student profiles give the planners and decision-makers the response of various social groups which the open universities are supposed to serve.

**Table 4.2.1**

**Distribution of Open and Distance Learners by Sex**

Gender	IGNOU				NIOS		TOTAL	
	Postgraduate		Undergraduate		School			
	Number	PC	Number	PC	Number	PC	Number	PC
Male	42	53.8	120	50.2	51	33.5	213	45.4
Female	36	46.1	119	49.8	101	66.4	256	54.6
Total	78	100	239	100	152	100	469	100

The distribution of learners by gender, as given in Table 4.2.1, reveals that a high proportion of students were females. Overall, female enrolment accounted 54.6 per cent while that of males accounted 45.4 per cent. The share of female enrolment was 66.4 per cent at the school level; 50 per cent at the under graduate and 46.1 per cent at the post-graduate level. The share of male enrolment which was 33.5 per cent at the high school level increased to 50.2 per cent at the undergraduate level and nearly to 54 per cent at the post graduate level. It can be observed from the analysis that as the level of education increases, female enrolment gradually declines while male enrolment shows a rising tendency.

**Table 4.2.2****Distribution of Open and Distance Learners by Marital Status**

Marital Status	IGNOU				NIOS		TOTAL	
	Postgraduate		Undergraduate		School			
	Number	%	Number	%	Number	%	Number	%
Married	28	35.9	82	34.3	15	9.9	125	26.7
Unmarried	50	64.1	157	65.7	137	90.1	344	73.3
Total	78	100	239	100	152	100	469	100

The marital status of open and distance learner is indicated in table 4.2.2. Majority (73.3%) of the learners were unmarried; only 26.7 per cent were married. The percentage of unmarried learners was highest at the high school level (90.1%) followed by undergraduate (65.7%) and the post-graduate level (64.1%).

**Table 4.2.3****Distribution of Open and Distance Learners by Caste Background**

Caste categories	IGNOU				NIOS		TOTAL	
	Postgraduate		Under graduate		School			
	N	PC	N	PC	N	PC	N	PC
Scheduled Tribe	78	100	237	99.2	147	96.7	462	98.5
Scheduled Caste	-	-			2	1.3	2	0.4
Others	-	-	2	0.8	3	2	5	1.1
Total	78	100	239	100	152	100	469	100.

The distribution of open and distance learners by caste background is given in table 4.2.3. 98.5 per cent of open and distance learners belonged to scheduled tribe while only 1.1 per cent and 0.4 per cent belonged to other categories. The

pattern of caste background is a clear manifestation of the caste profile of the state which is a scheduled tribe dominated state.

The distribution of open and distance learners by age has been presented in Table 4.2.4.

**Table 4.2.4**  
**Distribution of Open and Distance Learners by Age**

Age groups	IGNOU				NIOS		TOTAL	
	Postgraduate		Under graduate		School			
	Number	PC	Number	PC	Number	PC	Number	PC
16-20	1	1.3	14	5.8	103	67.8	118	25.1
21-25	25	32.1	108	45.2	38	25.0	171	36.5
26-30	31	39.7	57	23.8	9	5.9	97	20.7
31-35	15	19.2	34	14.2	1	0.6	50	10.7
36-40	4	5.1	20	8.4	0	-	24	5.1
41 Above	2	2.6	6	2.5	1	0.6	9	1.9
Total	78	100	239	100	152	100	469	100

Age-wise distribution of the learners, as presented in Table 4.2.4, reveals that 36.5 per cent of the student belonged to age group of 21-25 years followed by the age group of 16-20 years (25.1 %), 20 per cent of the learner belonged to 26 to 30 years and 17.7 per cent were in the age group 31 years above. The number of learners above 41 years is negligible constituting less than 2 per cent of the total enrolment.

The age-wise distribution of open and distance learners at different levels of education shows that the age group 16 to 20 years at the school stage formed the

majority (67.8%), followed by the age group 21-25 years (25 %) while 6 percent belonged to the age group of 26 to 30 years. The number of learners above 31 years was a little more than 1 percent.

At the undergraduate level, the age group 21-25 comprising 45.2 per cent of the learners dominated the enrolment followed by the age group between 26 and 30 years (23.8%) and above 31 years (25.1%).

At the post-graduate level, the dominant age group was 26 to 30 years (39.7%) while the age group 21-25 formed the second largest group (32.1%) followed by the age group 31-35 years (19.2 %).

The age profile indicated that as the level of education increased the dominant age group increased as well. As such, at the school stage, the dominant age group was 16 to 20 years, 21 to 25 years at the under graduate and 26 to 30 years at the post graduate level. It has been observed that the number of learners aged 36 years and above represented a small percentage of the learners. The analysis indicated that the open and distance learners were more or less having the same age group as in conventional institutes.

**Table 4.2.5****Distribution of Open and Distance Learners by Father's occupation**

Father's occupation	IGNOU				NIOS		Total	
	Postgraduate		Under graduate		School			
	Number	PC	Number	PC	Number	PC	Number	PC
Unemployed	1	1.3	1	0.4	1	0.6	3	0.6
Manual workers	12	15.4	32	13.4	23	15.1	67	14.3
Cultivation	20	25.6	61	25.5	34	22.4	115	24.5
Business	10	12.8	34	14.2	15	9.9	59	12.6
Gov't employees	19	24.3	69	28.9	47	30.9	135	28.8
Teachers	9	11.5	22	9.2	8	5.3	39	8.3
Others	7	9.0	20	8.4	24	15.8	51	10.9
Grand Total	78	100	239	100	152	100	469	100

The distribution of learners by the occupation of father is given in Table 4.2.5. As a whole, 28.8 per cent of the learners' fathers were government employees followed by cultivators (24.5%) and daily labourers (14.3%) while business formed 12.6 per cent, teachers 8.3 per cent and others 11 per cent. At the school level, government employees constituted 31 per cent followed by cultivators (22.4%). At the UG level, government employee was, again the dominant occupational group, accounting as high as 29 percent, followed by cultivators (25.5%). At the PG level, cultivator group dominated with 25.6 percent, followed by government employees with 24.3 per cent.

**Table 4.2.6****Distribution of Open and Distance Learners by Mother's occupation**

Mother's occupation	IGNOU				NIOS		Total	
	Postgraduate		Under graduate		School			
	Number	PC	Number	PC	Number	PC	Number	PC
Unemployed	42	53.8	74	31.0	87	57.2	203	43.3
Manual workers	2	2.6	32	13.4	7	4.6	41	8.7
Cultivation	12	15.4	49	20.5	20	13.1	81	17.3
Business	8	10.3	34	14.2	20	13.1	62	13.2
Gov't employees	2	2.6	27	11.3	11	7.2	40	8.5
Teachers	10	12.8	15	6.3	1	0.6	26	5.5
Others	2	2.6	8	3.3	6	3.9	16	3.4
Total	78	100	239	100	152	100	469	100

Table 4.2.6 indicates the distribution of open and distance learners by mother's occupation. Majority (43.3%) were unemployed while more than 17 per cent were engaged in cultivation and 13.2 per cent in business. Nearly 9 per cent were engaged in manual job, 8.5 per cent in government services and 5.5 per cent in teaching job. Despite high percentage of unemployed amongst the mothers yet as many as 36.2 per cent were absorbed in different occupations not only contributing to family income but some were even the bread winner of the family.



**Table 4.2.7****Distribution of Open and Distance Learners by Father's education**

Father's education	IGNOU				NIOS		TOTAL	
	Postgraduate		Undergraduate		School			
	N	PC	N	PC	N	PC	N	PC
Ph.D	-	-	1	0.4	1	0.6	2	0.4
M.A/M.Sc/M.Com	4	5.1	7	2.9	4	2.6	15	3.2
B.A/B.Sc/B.Com	13	16.7	42	17.6	16	10.5	71	15.1
P.U. Course/Sr. Secondary Course	9	11.5	23	9.6	19	12.5	51	10.9
High School	19	24.3	51	21.3	50	32.9	120	25.6
Middle School	13	16.7	57	23.8	39	25.6	109	23.2
Primary School	18	23.1	44	18.4	17	11.2	79	16.8
Illiterate	2	2.6	14	5.8	6	3.9	22	4.7
Grand Total	78	100	239	100	152	100	469	100

Table 4.2.7 presents the distribution of learners by the level of the education of the father. It was observed that:

- (i) Only 4.7 per cent of the learners' fathers were illiterate; illiterate fathers at the school, undergraduate and postgraduate level were 3.9 per cent, 5.8 per cent and 2.6 per cent respectively;
- (ii) Almost 30 per cent of the learners' fathers were post-secondary degree holders; the number for school, undergraduate and postgraduate learners were 26.2 per cent, 30.5 per cent and 39.6 per cent respectively;
- (iii) Majority of the father of the learners (65.6%) were matriculates and below. Matriculates and below constituted 69.7 per cent at the school level, 63.5 per cent at the undergraduate level and 64.1 per cent at the postgraduate level.

The profile of the educational level of the learners' father revealed that majority of the learners' fathers were matriculate and below and less than one-third were post-secondary degree holder. This may imply that the fathers of the open and distance learners are not high officials in the government although majority of the fathers is in government service as shown in Table 4.2.5

**Table 4.2.8**

**Distribution of Open and Distance Learners by Mother's education**

Mother's education	IGNOU				NIOS		TOTAL	
	Postgraduate		Under graduate		School			
	Number	PC	Number	PC	Number	PC	Number	PC
Ph.D	-		-		1	0.6	1	0.2
M.A/M.Sc/M.Com	1	1.3	-		1	0.6	2	0.4
B.A/B.Sc/B.Com	1	1.3	20	8.4	4	2.6	25	5.3
P.U. Course/Sr. Secondary Course	4	5.1	18	7.5	10	6.6	32	6.8
High School	20	25.6	61	25.5	60	39.5	141	30.1
Middle School	20	25.6	61	25.5	28	18.4	109	23.2
Primary School	25	32.0	62	25.9	35	23.0	122	26
Illiterate	7	9.0	17	7.1	13	8.5	37	7.9
Total	78	100	239	100	152	100	469	100

Table 4.2.8 shows the distribution of learners by the level of mother's education. The numbers of mothers having high school degree and below were 79.3 percent while the number of mothers holding post-secondary degree was 12.7 per cent only. Nearly 8 per cent of the learners' mothers were illiterate. At the school

level, the number of mothers having high school degree and below constituted 81 per cent, while post-secondary degree holders were 10.4 per cent and illiterate 8.5 per cent respectively. At the undergraduate level, 76.9 per cent of the learners' mothers were matriculate and below degree holders, 16 per cent were post-secondary degree holders and illiterates 7.1 per cent. At the postgraduate level, the number of learners' mothers who completed matriculate and below constituted 83.2 per cent while 7.7 percent were post-secondary holders and the number of illiterate mothers were 9 per cent.

**Table 4.2.9**

**Distribution of open and distance learners by family income**

Income groups (Rs) per month	IGNOU				NIOS		TOTAL	
	Postgraduate		Under graduate		School		Number	PC
	Number	PC	Number	PC	Number	PC		
Below Rs 5000 (Low income group)	12	15.4	49	20.5	39	25.7	100	21.3
Rs 5001-10000 low (Low Middle income)	24	30.8	82	34.3	61	40.1	167	35.6
Rs 10001-15000 (Middle income)	20	25.6	70	29.3	37	24.3	127	27.1
Rs 15001& Above (High income)	22	28.2	38	15.9	15	9.9	75	16.0
Total	78	100	239	100	152	100	469	100

The income level of the learners' family is revealed in Table 4.2.9. In all, 35.6 per cent of learners belonged to the low middle income group followed by learners belonging to the middle income group, which accounted as much as 27.1 per cent. The number of learners belonging to low income group was 21.3 per cent. Only 16

per cent of the learners represented the high middle income group. Educational level-wise analysis revealed the followings:

(i) At the school level, 40.1 per cent belonged to the low middle income group. The second largest group (25.7 %) were found in the low income group- ranging less than Rs 5000 per month. Learners' belonging to middle income group was 24.3 per cent and only 9.9 percent of learners were in the high middle income group.

(ii) At the undergraduate level, 34.3 per cent were found in the low middle income group. Learners in the middle income group formed the second largest number with 29.3 per cent. While 20.5 per cent belonged to the low income group and nearly 16 per cent were in the high income group.

(iii) At the post graduate level too again the low middle income class formed 30.8 per cent. Learners in the middle income class, representing 28.2 per cent, constituted the second largest group. The third largest learners (25.6%) were found in the high middle income group. Only 15.4 per cent belong to the low income group.

**Table 4.2.10****Occupational status of open and distance learners**

Occupational status	IGNOU				NIOS		TOTAL	
	Postgraduate		Undergraduate		School		N	PC
	N	PC	N	PC	N	PC		
Teacher	30	38.5	53	22.2	8	5.3	91	19.4
Business	6	7.7	24	10.0	6	3.9	36	7.7
Government services	9	11.5	21	8.8	3	2	33	7.0
Skilled workers	3	3.8	4	1.7	-	-	7	1.5
Cultivators	-	-	3	1.2	2	1.3	5	1.1
Daily labourer	1	1.3	4	1.7	4	1.7	9	1.9
Self-employed	1	1.3	10	4.2	7	4.6	18	3.8
Social Workers	3	3.8	7	2.9	-	-	10	2.1
Unemployed	25	32	113	47.3	122	80.3	260	55.4
TOTAL	78	100	239	100	152	100	469	100

Table 4.2.10 indicates the occupational profile of the learners. As a whole, 44.6 per cent of the learners were employed - 19.4 per cent in teaching profession, 7.7 per cent in business, 7 per cent in government services, and 3.8 per cent in self-employed. Other occupational backgrounds were skilled workers (1.5%), cultivators (1.1%), daily labourer (1.9%) and social workers (2.1%).

Most (80.3%) of the learners at the school level were unemployed. Out of those employed, 5.3 per cent were doing teaching job, 3.9 per cent in business, 2 per cent in government service while self-employed were 4.6 per cent, cultivator 1.3 per cent and daily labourer 1.7 per cent respectively.

Almost 53 per cent were employed at the undergraduate level. Among those employed, 22.2 per cent of the learners were engaged in teaching, 10 per cent in

business, 8.8 per cent in government services while 4.2 per cent were self-employed, 7.5 per cent were skilled worker, 1.2 per cent were cultivators, 1.7 per cent were daily labourer and 2.9 per cent social workers.

Majority (68 %) of post graduate learners were employed. Of those employed, 38.5 per cent were engaged in teaching, 7.7 per cent in business, 11.5 per cent in government service while skilled worker and social worker constituted 3.8 per cent and 2.6 per cent respectively.

**Table 4.2.11**

**Sources of Information on admission by the learners**

Sources of information	IGNOU				NIOS		TOTAL	
	Postgraduate		Undergraduate		School			
	Number	PC	Number	PC	Number	PC	Number	PC
Regional Office	18	23.1	39	16.3	2	1.3	59	12.6
Study Centre	54	69.2	170	71.4	107	70.4	331	70.6
Advertisement	3	3.8	17	7.1	20	13.2	40	8.5
Friends	2	2.5	9	3.8	21	13.8	32	6.8
Internet	1	1.3	4	1.7	2	1.3	7	1.5
Total	78	100	239	100	152	100	469	100

Study Centres are to give clear cut guidance and update information about the school or university to the students and the public. Table 4.2.11 illustrated the sources of information by the learners. It has been shown that the learner's main source of information was the Study Centres as indicated by 70 per cent of the learners. More than 39 per cent of IGNOU learners reported of getting their

information from the IGNOU Regional Office, Aizawl. Other sources of information for the learners were advertisement (8.5%), friends (6.8%) and internet (1.5%).

### **Motivating factors for joining open and distance education by the learners**

Open and distance education system gives the learners educational opportunities by overcoming barriers that result from geographical isolation, personal or work commitments or conventional course structures which have often prevented people from gaining access to the education they need. The main motives by the learners behind joining open and distance education were summarised in table 4.2.12.

The table reveals that more than 46 per cent of the learners joined open and distance education to have better educational qualification while another 30.1 per cent of the learners enrolled due to their full time job opt for open and distance education. About 11 per cent indicated that they want to enhance their knowledge and 9 per cent enrolled due to high expenses in formal institutions. Only 3.2 per cent stated that they joined open and distance education to increase their promotional aspects whereas those enrolled due to their inability to get admission in formal institutions is negligible (0.4%)

**Table 4.2.12****Reasons for joining open and distance education by the learners**

Reasons	IGNOU				NIOS		TOTAL	
	Postgraduate		Undergraduate		School		Number	PC
	Number	PC	Number	PC	Number	PC		
For promotional prospects	1	1.3	8	3.3	6	3.9	15	3.2
To increase knowledge	13	16.7	26	10.9	13	8.6	52	11.1
To improve my qualifications	25	32.1	101	42.3	91	59.9	217	46.3
Employed, no time for full time education	35	44.9	84	35.1	22	14.5	141	30.1
Not able to get admission in school/college	1	1.3	-	-	1	0.7	2	0.4
Heavy expenses in regular schools/colleges	3	3.8	20	8.4	19	12.5	42	9.0
Total	78	100	239	100	152	100	469	100

At school stage, majority of the students (59.9 %) were enrolled in distance learning to improve their qualification; the same reason has been indicated by 42.3 and 32.1 per cent of under-graduate and post-graduate students respectively. As many as 45 per cent of post-graduate students enrolled in distance learning institutions reasoned their full time employment and 35 per cent of under graduates too, indicated of the same reason.



#### **4.2.2 UTILISATION OF ACADEMIC FACILITIES BY THE LEARNERS**

Academic facilities in the form of support services have been given to open and distance learners which are designed to help the learners learn. Open and distance learners are given administrative and academic supports in order to encourage flexible and self-learning. In conventional education, classroom teaching, library and laboratory facilities are the essential ingredients of learning support services. Under open and distance education, student support services are provided by a large number of study centres coordinated by Regional Centres and Sub-Regional Centres. Academic support services include printed study material, counselling sessions and audio-visual media like audio, video, TV, teleconferencing, videoconferencing etc. Jha, Ghosh and Mehta (2006) identified the following broad objectives of learners support services under open and distance education:

- (i) help learners gainfully utilise the learning package by augmenting it with academic support;
- (ii) develop effective two-way communication for breaking isolation, pacing learning and develop identity;
- (iii) Help learners make their choices and decisions in respect of their progress in a programme;
- (iv) arrange access to resources and opportunities for technology mediated and /or face- to- face interaction depending on the spread of learners;
- (v) provide feedback to course material developers.

This sub-section is an attempt to analyse the utilisation of various academic facilities by the learners under open and distance learning system.

### **Utilisation of Self Learning Materials (SLMs) by the Learners**

Self- Learning Materials consist of the printed study material, which is written in self- instructional style, for both theory and practical components of the programme supplied to the learners in batches of blocks for every course. Learning materials are the main component used for instructional purposes under open and distance education system. Theoretically, the print material should be so designed that the learners should not feel the absence of the teacher during their study. The language should be straight forward, simple, clear and unambiguous so as to enable the learners to learn through the materials effectively. The print material should be attractive in appearance to arouse the interest and attention of the learners.

**Table 4.2.13****Utilisation of Self-Learning Materials (SLM) as perceived by the Learners**

Particulars	IGNOU				NIOS		TOTAL	
	Post graduate N=78		Undergraduate N=239		School N=152		N	PC
	N	PC	N	PC	N	PC		
Learning Materials are suitable for enhancing knowledge	77	98.7	230	96.2	151	99.3	457	97.4
Learning Materials are helpful for creative thinking	74	94.9	223	93.3	151	99.3	448	95.5
Learning Materials give practical knowledge	71	91.0	217	90.8	143	94.1	431	91.9
Self-Learning Materials provide feedback	71	91.0	218	91.2	141	92.8	430	91.7
Self-Learning Materials are helpful in self-study	64	82.0	206	86.2	128	84.2	398	84.9
Self-Learning materials give self-satisfaction	54	69.2	180	75.3	118	77.6	352	75.0

Table 4.2.13 shows how the learners find their reading materials.

- (i) Majority (97.4%) of the learners reported that SLMs were enhancing their knowledge. Almost cent per cent of school learners, 96.2 per cent of undergraduate learners and 98.7 per cent post graduate learners indicated that SLMs were enhancing their knowledge.
- (ii) A large percentage of learners (95.5%) found the SLMs were helpful in developing creative thinking. Almost all school learners (99.3 %) as well as undergraduate learners (93.3%) and postgraduate learners (94.9%) indicated that SLMs were effective in developing creative thinking.

(iii) Almost (91.9%) indicated that SLMs had given them practical knowledge. Most of the school learners (94.1%), undergraduate (91.2%) and post graduate learners (91%) admitted that SLMs provided them relevant knowledge.

(iv) About 92 per cent of the learners indicated that the SLMs provided feedback in their study. It is evident from the response of school learners (92.8%), undergraduate learners (91.2%) and postgraduate learners (91%) that SLMs motivated them to study.

(v) Nearly 85 per cent of the learners found the SLMs self-instructional. Out of the total respondents, 84 per cent from the school, 86.2 per cent from undergraduate and 82 per cent from the postgraduate level described reading materials were helpful to self study.

(vi) Majority (75%) of the learners expressed that the SLMs had given them self-satisfaction. Self-satisfaction level was the highest amongst school learners (77.6%), followed by under graduate learners (75.3%) and postgraduate learners (69.2%)

### **Utilisation of Library, Radio Interactive Programme and Internet by the Learners**

To support the open and distance learners, Study Centres provided books for reference in the library, audio/video cassettes, internet etc. Educational television programme (Gyan Darshan Educational Channel) and Radio Interactive Programme were also provided to enhance their knowledge and for interactive counselling at the Regional level and university level.

Table 4.2.14 presents the level of utilisation of Library, Radio Interactive Programme and Educational TV Programme and the Internet at the Study Centres by the undergraduate and postgraduate learners..

**Table 4.2.14**

**Utilisation of Library, Radio Interactive Programme and Internet by the Learners**

Level of utilisation	IGNOU				TOTAL N=317)	
	Postgraduate (N=78)		Undergraduate (N=239)			
	N	PC	N	PC	N	PC
<b>LIBRARY</b>						
Regularly	4	5.1	5	2.1	9	2.8
Often	9	11.5	34	14.2	43	13.6
Rarely	15	19.2	49	20.5	64	20.2
Not at all	50	64.1	151	63.2	201	63.4
<b>RADIO INTERACTIVE PROGRAMME</b>						
Regularly	2	2.5	29	12.1	31	9.8
Often	17	21.8	59	24.7	76	24
Rarely	14	17.9	50	20.9	64	20.2
Not at all	45	57.7	101	42.2	146	46.1
<b>INTERNET</b>						
Regularly	2	2.6	4	1.7	6	1.9
Often	4	5.1	2	0.8	6	1.9
Rarely	4	5.1	17	7.1	21	6.6
Not at all	68	87.2	216	90.4	284	89.6
<b>EDUCATIONAL TV</b>						
Regularly	3	3.8	7	2.9	10	3.1
Often	14	17.9	31	13	45	14.2
Rarely	11	14.1	52	21.8	63	19.9
Not at all	50	64.1	149	62.3	199	62.8

Relating to the utilisation of library, it is evident from Table 4.2.14 that as a whole, majority of learners (63.4%) never visited the library at the Study Centres- post graduate (64.1%) and undergraduate learners (63.2%). Learners who regularly visited the library were only 2.8 per cent- post graduate (5.1%) and under graduate (2.1%). Only 13.6 per cent of the learners often visited the library while 20 per cent rarely visited the library.

Radio Interactive Programme (RIP) was regularly listened by about 10 per cent of the learners -12.1 per cent of under graduate and 2.5 per cent of postgraduate learners. As many as 46.1 per cent learners, both undergraduate and postgraduate taken together, never listened to the radio interactive programme. More than 57 per cent of post graduate learners and 42.2 per cent under graduate learners belonged to this category.

As internet facilities were not available in some of the study centres, learners who utilised the internet 'regularly' and 'often' were just 2 per cent each respectively. Most (89.6%) of the learners have never used the internet at all. Most of the undergraduate (90.4%) and postgraduate (87.2%) learners were in this category. About 6 per cent rarely used the internet out of which 7 per cent were undergraduate learners and the other 5 per cent were postgraduate learners.

Again the percentage of those viewing the Educational TV Programme for distance learners has been very poor (3.1%). Nearly 63 per cent of the learners reported that they never watched the programme in which an equal proportion was

from post graduate and under graduate learners (64.1% & 62.3% respectively). More than 14 per cent of the learners indicated they often view the programme. Out of the total respondents 18 per cent were from post graduate while 13 per cent were from under graduate level. 19.9 per cent of the learners rarely watched the television programme. The under graduate constitute 21.8 per cent whereas 14.1 per cent belongs to the post graduate learners.

The table clearly demonstrates that majority of learners did not utilise library, radio interactive programme, internet and educational TV programme

### **Utilisation of Personal Contact Programme and Assignments**

The level of utilisation of Personal Contact Programme by the learners has been presented in Table 4.2.15.

**Table 4.2.15**

#### **Level of utilisation of Personal Contact Programme**

Level	IGNOU				NIOS		TOTAL N=469	
	Postgraduate N=78		Undergraduate N=239		School N=152			
	N	PC	N	PC	N	PC	N	PC
Not at all	5	6.4	20	8.4	20	13.2	45	9.6
To some extent	40	51.3	102	42.7	55	36.2	197	42
To a large extent	20	25.6	69	28.9	51	33.5	139	29.6
Completely	13	16.7	48	20.1	26	17.1	87	18.5

It is found that that almost 10 per cent of the respondents did not utilised PCP. As many as 42 per cent felt that they utilised to some extent; nearly 30 per cent indicated that they utilise to a very large extent while more than 18 per cent stated that PCP was completely utilised. The analysis showed that about 90 per cent of learners utilised Personal Contact Programme in the teaching-learning process.

The level of utilisation of Personal Contact Programme (PCP) by the learners has been presented in Table 4.2.16

**Table 4.2.16**

**Utilisation of Personal Contact Programme (PCP)**

Utilisation of PCP	IGNOU				NIOS		Total	
	Postgraduate N=75		Undergraduate N=219		School N=132		N=426	
	N	PC	N	PC	N	PC	N	PC
PCP used for clarifying doubts	40	53.3	150	68.5	67	50.7	257	60.3
PCP used for lecture/seminars/tutorials etc	27	36	55	25.1	55	41.7	137	32.1
PCP used for viewing video	3	4	2	0.9	-	-	5	1.2
PCP used for self evaluation	5	6.7	12	5.5	10	7.6	27	6.3

Majority (60.3 %) used Personal Contact Programme (PCP) for clarifying their doubts. More than 53.3 per cent of the postgraduate level, 68.5 per cent of undergraduate learners and 50.7 per cent of school learners used PCP to clear their doubts. About 32.1 per cent attended PCP for tutorials. Only 1.2 per cent used PCP



for viewing video while 6.3 per cent of learners used it for self-evaluation. The same pattern of utilisation has been observed at the postgraduate, undergraduate and school level. Majority at the postgraduate (53.3%), undergraduate (68.5%) and school (50.7%) used PCP for clarifying doubt. While 36 per cent of postgraduate learners used PCP for tutorials etc, 24 per cent at the undergraduate and almost 42 per cent used PCP for tutorials.

Assignments are given to the learners in order to assess the level of their understanding about the course they pursue as well as to keep track of their progress. The level of utilisation of assignments by the learners has been given in Table 4.2.17.

**Table 4.2.17**

**Utilisation of Assignments**

Level	IGNOU				NIOS		TOTAL N=469	
	Postgraduate N=78		Undergraduate N=239		School N=152			
	N	PC	N	PC	N	PC	N	PC
Not at all	1	1.3	6	2.5	10	6.6	17	3.6
To some extent	24	30.8	70	29.3	45	29.6	139	29.6
To a large extent	26	33.3	72	30.1	40	26.3	138	29.4
Completely	27	34.6	91	38.1	57	37.5	175	37.3

The Table reveals that 3.6 per cent of respondent learners did not find the assignment helpful at all. More than 6 per cent of school learners and 3.8 per cent of both the undergraduate and postgraduate learners indicated assignments were

useless. However, 96.1 per cent of the respondents found the assignment useful- 93.4 per cent from school, 97.5 per cent from undergraduate and 98.7 per cent from postgraduate.

#### **4.2.3 EXPENDITURE INCURRED BY OPEN AND DISTANCE LEARNERS**

Expenditure incurred by open and distance learners referred to the cost or expenditure spent by the learners on fees, stationery items, transport costs for attending contact classes and the cost of food during contact period. Fees given to the open and distance learning institutes include programme fees and examination fees. Expenditure on stationery items relates to expenses on pen, papers etc., including printing of assignments. Transport cost includes conveyance charges incurred by the learners for attending the contact classes; food cost refers to expenditure on tea and snacks for attending contact classes. These components could be divided into two-academic costs and non-academic costs. Any expenditure on fees and stationery items could be termed as academic costs since they were directly related with academic purposes whereas transport and food items were regarded as non-academic costs. These components are presented in table 4.2.18.

**Table 4.2.18**

**Components of private cost of open and distance education (Rs)**

Components of Private Cost	Mean (Rs.)	S.D (Rs.)	Minimum (Rs)	Maximum (Rs.)	Coefficient of Variation (%)
Admission Fee	1447	873	550	3100	61
Examination Fee	299	110	150	450	37
Stationery	308	321	10	2500	104
Transport	564	583	10	3000	97
Food	343	372	20	3000	108

The Table shows that admission fee paid amounted Rs 1447 per student with a standard deviation of Rs 873, the variation ranging between Rs.550 and Rs.3100 per student. The coefficient of variation was 61 per cent. Examination fees paid amounted to Rs 299 per student. The standard deviation was Rs 110 per student with a coefficient variation of 37 per cent. The average cost of stationery was Rs.308 per student with a standard deviation of Rs.321 among different students. This component varied between a minimum of Rs.10 and a maximum of Rs.2500. The average cost of transport was Rs.564 per annum and the standard deviation being Rs.583 with a minimum of Rs.10 and a maximum of Rs.3000. The average cost on food per student was Rs. 343 while the standard deviation was Rs.372; the cost being varied between a minimum of Rs. 20 and a maximum of Rs 3000.

The share of different components of private cost at different level of education is presented in Table 4.2.19.

**Table 4.2.19**

**Annual Average Private Cost on Fee, Stationery, Food and Transport at Different Levels of Education**

Components	IGNOU				NIOS		TOTAL	
	Postgraduate		Undergraduate		School		Rs	PC
	Rs	PC	Rs	PC	Rs	PC		
Admission Fee	580	28.1	1459	48.6	3100	67	1447	48.7
Examination Fee	450	21.8	242	8	228	4.9	299	10.1
Stationery	289	14	316	10.5	320	6.9	308	10.4
Transport	419	20.3	621	20.7	665	14.4	354	11.9
Food	322	15.6	366	12.2	313	6.8	564	19
<b>TOTAL</b>	<b>2060</b>	<b>100</b>	<b>3004</b>	<b>100</b>	<b>4625</b>	<b>100</b>	<b>2972</b>	<b>100</b>

The average cost for all the courses taken together was Rs.2,972 per student. The annual average private costs at the postgraduate, undergraduate and school level were Rs.2060, Rs.3004 and Rs.4625 per student respectively. Item-wise annual average costs were Rs.1447 for admission fees, Rs.299 for examination fee, Rs 308 for stationery, Rs.354 for transportation and Rs 364 for food. In relative terms, learners spent 48.7 per cent on admission fee, 10.1 per cent on examination, 10.4 per cent on stationery, 11.9 per cent on transportation, 19 per cent on food items.

Learners at the postgraduate level, on an average, spent Rs. 580 on admission fees, Rs 450 on examination fee and Rs.289 on stationery items. The share of these items came to 28.1 per cent, 21.8 per cent and 14. per cent of the total private cost of education respectively. The average cost on transport item was

Rs.419 at postgraduate level while the average cost on food amounted to Rs.322 per student. In relative terms, transport cost accounted for 20.3 per cent and food item 15.6 per cent of the total private cost.

Undergraduate learners, on an average, spend Rs.1459, Rs 242 and Rs.316 respectively on admission fee, examination fees and stationery items. These three items accounted for 48.6 per cent, 8 per cent and 10.5 per cent respectively. The average cost on transport was Rs.621 constituting as high as 20.7 per cent of the total private cost. Cost per student on food was Rs.366 accounting for 12.2 per cent of the total private costs.

For learners at the school level, average cost on admission fee, examination fee and stationery items were estimated at Rs.3100, Rs 228 and Rs.320 respectively. These items accounted for 67 per cent, 4.9 per cent and 6.9 per cent of the total private cost. The average cost on transport and food items were Rs.665 and Rs.313 respectively. The share of these two items was 14.4 per cent and 6.8 per cent respectively.

#### **4.2.4 FOLLOW UP STUDY OF SUCCESSFUL LEARNERS**

Successful learners were those who had completed the programme/courses they had pursued without defining the period /time/ duration they had undertaken for the completion of the course. It is very crucial that learners at open and distance institution could consistently continue and complete the programme. Unlike formal education learning in open and distance is very much self-learning that learners

often feel isolated and need motivation. As such support services are to assist and retain the learners programmes were provided at the study centres. An attempt has been made for a follow up study of successful learners to study their profile, motivating factors for joining ODL, benefits derived, the reasons behind their successes and the difficulties they had faced under the ODL system with their suggestions.

### **Profile of successful learners**

The profile of successful learners was examined in terms of age, marital status, programme pursued, educational qualification before joining the course, occupational backgrounds of the learners, and motivating factors. The age profile of successful learners is summarised in Table 4.2.20.

**Table 4.2.20**

#### **Age profile of successful learners**

AGE	MALE		FEMALE		TOTAL	
	N	PC	N	PC	N	PC
16-20	-		1	2.3	1	1.1
21-25	3	6.8	8	18.6	11	12.6
26-30	7	15.9	14	32.5	21	24.1
31-35	12	27.3	9	20.9	21	24.1
36-40	10	22.7	6	3.9	16	18.4
41-45	6	13.6	1	2.3	7	8.0
46-50	4	9.1	3	7.0	7	8.0
Above 50	2	4.5	1	2.3	3	3.4
TOTAL	44	100.0	43	100.0	78	100.0

It was found that 24.1 per cent of successful learners belonged to the age-group of 26-30 years followed by another 24.1 per cent from the age group of 31-35 years, 18.4 per cent of successful learners belonged to 36-40 years while 12.6 per cent were from the age-group 21-25 years. 16 percent of successful learners belonged to 41-50 years however learners above 50 years was negligible (3.4%). Female outnumbered males (32.5%) in the age group 26 to 30 years while male dominated in most of the age group.

**Table 4.2.21**

**Marital status of successful learners**

Marital status	Male		Female		Total	
	N	PC	N	PC	N	PC
Married	32	72.7	15	34.9	47	54.0
Unmarried	12	27.3	26	60.4	38	43.7
Widow	-	-	2	4.6	2	2.3
Total	44	100.0	43	100.0	87	100.0

Analysis of table 4.2.21 shows that majority (54%) of successful learners was married and 2.3 per cent were widows. More than 72 per cent of the successful male learners were married whereas 35 per cent of female were married; 2 per cent of the were widows.

**Table 4.2.22****Educational qualification before joining the open and distance education**

Courses	MALE	FEMALE	TOTAL	PC
M.Phil	-	1	1	1.1
MA/MSc	15	12	27	31.0
BA/BCom/Bed	18	6	24	27.6
Class XII/Pre-University Course	8	22	30	34.5
High School	2	2	4	4.6
Middle School	1	-	1	1.1
Total	44	43	87	100.0

It is observed from table 4.2.22 that more than 34 per cent of successful learners were either having passed senior secondary or pre-university. 31 per cent has completed their Post Graduate course. Another 27.6 per cent has degree level such as B.A, B.Sc and B.Ed while 6.8 per cent have completed their M Phil. HSLC (High School Leaving Certificate) and MSLC (Middle School Leaving Certificate).

**Table 4.2.23****Programme pursued & completed**

Courses	MALE	FEMALE	TOTAL	PC
M.Phil	4	1	5	5.7
MA/MSc/MCA	13	9	22	25.3
PG JMC (Mass Communication)	2	-	2	2.3
BA/BSc/BTS/BSW	10	19	29	33.3
B.Ed	14	8	22	25.3
BPP	-	3	3	3.4
Class XII	1	1	2	2.3
Class X	-	2	2	2.3
TOTAL	44	43	87	100.0



It is evident from table 4.2.23 that the most common programme pursued and completed by successful learners was Bachelor degree course; more than 33 per cent completed their courses in B.A, B.Sc, B.T.S and B.S.W. It is also found that 25.3 per cent of successful learners has completed professional course (B.Ed) and another 25.3 per cent completed post graduate courses in M.A, M.Sc and MCA. Further, 5.7 per cent of the learners has successfully completed M.Phil programme. The occupational background of successful learners has been given in Table 4.2.24.

**Table 4.2.24**

**Occupational background of successful learners**

Married	MALE		FEMALE		TOTAL	
	N	PC	N	PC	N	PC
Teachers	29	65.9	22	51.2	51	58.6
Government services	5	11.4	3	7.0	8	9.2
Journalist	2	4.5	-	-	2	2.3
Manual	1	2.3	-	-	1	1.1
Unemployed	3	6.8	14	32.5	17	19.5
NGOs	-	-	3	7.0	3	3.4
Self-employed	-	-	1	2.3	1	1.1
Others	4	9.1	-	-	2	2.3
TOTAL	44	100.0	43	100.0	87	100.0

. It is found vide Table 4.2.24 that majority (58.6%) of the successful learners were teachers. Nearly 20 per cent of the respondents were unemployed and 32.5 per cent of the unemployed were females. Government servants accounted 9.2 per

cent while journalist and social workers (NGO) constituted 2.3 per cent and 3.4 per cent respectively.

**Table 4.2.25**

**Motivating factors for joining open and distance education system**

Motivating Factors	MALE	FEMALE	TOTAL	PC
Qualification+promotion+full time employment	17	10	27	31
Qualification only	12	15	27	31
Full time employment	9	9	18	20.7
Enhancement of knowledge	5	5	10	11.5
Age (too old to join formal stream)	1	3	4	4.6
High expenditure of formal education	-	1	1	1.1
Total	44	43	87	100.0

Table 4.2.25 shows the factors for joining open and distance learning by those who successfully completed the course has been shown. The common factor indicated by 31 per cent of the respondents was for qualification only and another 31 per cent revealed that besides qualification it was for their promotion and their full time job which led them to opt for distance learning. While 20.7 per cent has described to their full time employment, 11.5 per cent for enhancement of knowledge and 4.6 per cent reasoned their age. Only 1 per cent have indicated high expenditure in formal education as the reason for joining open and distance education.

**Table 4.2.26****Benefits derived after completion of the course**

Benefits derived	MALE	FEMALE	TOTAL	PC
Higher qualification	14	17	31	35.6
Placement in job	2	2	4	4.6
Pay increment	12	5	17	19.5
Confirmation/promotion in the job	7	5	12	13.8
Further studies	3	7	10	11.5
Self-Confidence	6	7	13	14.9
Total	44	43	87	100.0

A glance at table 3.2.26 reveals that 19.5 per cent of the respondents received pay increment, 13.8 per cent got confirmation/ promotion in the job and 4.6 per cent received job placement after the completion of their course in open and distance education. More than 35 per cent of the respondents described having higher qualification, 11.5 per cent were able to pursue further studies and 15 per cent got self-confidence after completion of their course in open and distance learning.

**Table 4.2.27****Reasons for success in open and distance education**

Reasons	MALE	FEMALE	TOTAL	PC
Good study habits	6	10	16	18.4
ODL suits me	17	9	26	29.9
Regularity in submitting assignments	4	7	11	12.6
Utilisation of facilities	5	4	9	10.3
Learning Material is helpful	3	5	8	9.2
Utilisation of facilities & regularity in assignments	5	5	10	11.5
All of the above reasons	4	3	7	8.0
TOTAL	44	43	87	100

It is found vide table 4.2.27 that nearly 30 per cent of successful learners stated their success was due to suitability of open and distance education system to the nature of their work while more than 18 per cent accredited to their good study habits. Regularity in submitting assignments was attributed by 12.6 per cent of the respondent for their successes, 10.3 per cent due to proper utilisation of available facilities. 11.5 per cent of successful learners considered both regularity in submitting assignments and utilization of facilities accounted for their success. Quality reading material is claimed by 9.2 per cent while as many as 8 per cent credited that all the factors accounted for their success under open and distance learning system. Table 4.2.28 presents the difficulties that successful learners encountered during their studies.

**Table 4. 2.28**

**Problems faced by successful learners during study**

Sl.No	Problems	Number of responses (%)
1	Time consuming admission procedure	14
2	High admission fee	8
3	Late receipt of Self-Learning Materials	13
4	Incomplete receipt of Self-Learning Materials	3.4
5	Late in assignment writings due to late receipt of SLM	9
6	Difficulty in comprehending Self-Learning Materials' language	6
7	Lost of submitted assignments due to absence of proper acknowledgement at the Study Centres	21
8	Delayed in declaring the results and late receipt of mark-sheets	37
9	Irregular counselling sessions	22
10	Uncooperative staff	6

It is found vide Table that:

- (i) As many as 37 per cent of the successful learners complained delayed in the declaration of results and late receipt of mark sheets caused problem to them;
- (ii) 22 per cent reported that counselling sessions were not conducted as per schedule due to non-availability of the counsellors;
- (iii) 21 per cent claimed that submitted assignments were lost due to absence of proper acknowledgement at the Study Centres;
- (iv) As many as 14 per cent of successful learners described that admission procedure as time consuming while another 13 per cent complained of late receipt of Self-Learning materials (SLM);
- (v) Other problems stated were: (a) Late receipt of SLM delayed in assignment writing and in the submission (9%); (b) High admission fee (8%); (c) Uncooperative staff at the Study Centre and no proper guidance when approached for assistance (6%); (d) Language used in SLM was difficult to comprehend (6%) and (e) Incomplete receipt of SLM (3.4%).

## **SECTION 3**

### **INFRASTRUCTURE AND RELATED INPUTS**

The facilities for open and distance education in Mizoram have been provided by Indira Gandhi National Open University (IGNOU) and National Institute of Open Schooling (NIOS). IGNOU has one Regional Centre, 38 Study Centres and 10 partner institutions and 2 community colleges. NIOS has 13 Accredited Institutions in Mizoram while its Regional Centre is located in Guwahati (Assam). These two open and distance learning institutes offered various facilities and programme to the open and distance learners. This section analyses the status of infrastructural facilities available under IGNOU Regional Centres, Aizawl and NIOS Regional Centre. Guwahati. Related inputs are examined in terms of programme of studies, human resource inputs such as academic counsellors and supporting staff and provision of student support services. The third sub-section assesses the pattern of institutional expenditure based on the sample Study Centres/Accredited Institutions.

#### **4.3.1 INFRASTRUCTURAL FACILITIES UNDER IGNOU AIZAWL REGIONAL CENTRE**

IGNOU provides extensive support to its students through a network of Regional Centres and Study Centres. Regional Centres oversee the operations of IGNOU in various regions of the country. The main functions of these Regional Centres are to coordinate and supervise the work of the Study Centres under their respective jurisdictions and also to act as a link between the Study Centres and the

Headquarters. IGNOU Regional Centre, Aizawl, was established in 2000 after bifurcating IGNOU Regional Centre, Shillong. The IGNOU Regional Centre, Aizawl, is located in the heart of Aizawl city with easy access for the learners. Provisions relating to land and building for IGNOU Regional Centre are given in Table 4.3.1.

**Table 4.3.1**

**Provisions of Land and Building in IGNOU Regional Centre, Aizawl**

Sl.No	Particulars	Remarks
1	Run in own land	No
2	Run in own building	No
3	Run in rented house	Yes
4	Type of Building	RCC building with 4 floors
5	Number of Room available	
	Regional Director Room	1
	Asst. Regional Director Room	1
	Office cum Conference Room	1
	Library Room	1
6	Warehouse Facilities	1

Source: IGNOU Regional Centre, Aizawl, 2009

As revealed in the Table, IGNOU Regional Centre is run and operated in rented building. It has neither its own land nor building. There is a separate room for Regional Director, Assistant Regional Director, office-cum-conference rooms and library. Warehousing facility is also provided in rented building. It is learnt that land has been purchased already for IGNOU Regional Centre in the vicinity of Aizawl city.

The facilities available in IGNOU Regional Centre are presented in Table 4.3.2.

**Table 4.3.2**

**Facilities Available in IGNOU Regional Centre, Aizawl.**

Sl.No	Particulars	Remarks
1	Provision of furniture	Adequate
2	(i) Provision of computer facilities	Adequate
3	(ii) Number of computers available	12
4	Provision of Internet facility	Adequate
5	Provision of Television	Yes
6	Provision of Audio/Video	Yes
7	Provision of Telephone	Yes
8	Provision of Photostat machine	Yes
9	Provision of toilet facilities	Adequate
10	No of Toilets	4
11	Provision of water facilities	Adequate

Source: IGNOU Aizawl Regional Centre, 2009

IGNOU Regional Office, Aizawl, is fully equipped with such facilities like furniture, computer facilities, internet, television and Photostat machines. There is adequate provision for toilet and drinking water facilities. IGNOU Regional Centre, Aizawl, has a small library. The contents of the library are given in Table 4.3.3.



**Table 4.3.3**

**Provision of Library in IGNOU Regional Centre, Aizawl.**

Sl.No	Particulars	Remarks
1	Separate Library Room	Available
2	Size of Library Room	62.3 Sq.ft
3	Number of Library Staff	1
4	Number of reading tables and chairs	
	Tables	2 Big sizes
	Chairs	10 Nos.
5	Number of Textbooks available	911
6	Number of Reference Materials	20
7	Journals/Newspapers/Magazines	10
8	Others	180
9	Non-Reading Materials	896

Source : IGNOU Regional Centre, Aizawl, 2009

As revealed by Table 4.3.3, library facility is provided in a separate room, measuring 62.3 sq. ft. The library accommodated 911 textbooks and 20 reference materials as on 2008. Besides national newspapers and magazines, the Regional Centre subscribed reputed journals including Indian Journal of Open Learning. Non-reading materials available in the library consisted of audio/video cassettes, CDs, etc that could be used for teaching-learning purposes. The library is managed by one staff. The library has two big size tables and ten chairs.

IGNOU Regional Centre, Aizawl, offers a wide range of academic programmes from certificate courses to master degree. The academic programmes offered under IGNOU Regional Centre includes Master degree programme, Postgraduate diploma programme, Bachelor degree programme, diploma and

certificate courses. Table 4.3.4 presents the number of academic programmes offered under IGNOU Aizawl Regional Centre as on 2008.

**Table 4.3.4**

**Level-wise Distribution of Academic Programme offered**

Sl.No	Programme level	IGNOU	NIOS
		Total Number	Total Number
1	Master degree	11	0
2	Postgraduate diploma	9	0
3	Bachelor degree	8	0
4	Diploma	9	0
5	Certificate course	22	0
6	Secondary & Sr. Secondary Courses	0	Five optional subjects, one or two languages + two additional subjects

Source : IGNOU Regional Office 2009, & Annual Report, NIOS, 2008-2009

It is found from Table 4.3.4, that 59 academic programmes consisting of 11 Master degrees, 9 Postgraduate diploma courses, 8 Bachelor degree, 9 diploma programmes and 22 certificate courses have been activated in Mizoram under IGNOU Aizawl Regional Centre. The academic programmes offered in the Accredited Institutions under NIOS were Secondary and Senior Secondary Courses, consisting of five optional subjects, one or two languages and two additional subjects. The medium of instruction is English and Hindi.

### 4.3.2 INFRASTRUCTURAL FACILITIES UNDER NATIONAL INSTITUTE OF OPEN SCHOOLING (NIOS)

Academic facilities provided in the Accredited Institutions under NIOS have been presented in Table 4.3.5.

**Table 4.3.5**

#### **Provision of Academic Facilities in the Accredited Institutions under NIOS**

Sl.No	Particulars	YES		NO	
		N	PC	N	PC
1	Classroom	6	46.1	7	53.8
2	Secondary Course				
3	Sr. Secondary Course				
4	Composite Science Laboratory	3	23.1	10	76.9
5	Physics Laboratory	2	15.4	11	84.6
6	Chemistry Laboratory	2	15.4	11	84.6
7	Biology Laboratory	2	15.4	11	84.6
8	Mathematics Laboratory	0	0	13	100.0
9	Computer Science Laboratory	1	8.0	12	92.3
10	Home Science Laboratory	2	15.4	11	84.6
11	Library Facilities	6	46.1	7	53.8

Source: [www.nios.ac.in](http://www.nios.ac.in) (2009)

A perusal of Table 4.3.5 shows that there were seven Accredited Institutions under NIOS which do not have their own classrooms. Composite science laboratory was available in three Accredited Institutions, physics laboratory in two Accredited Institutions, chemistry laboratory in two Accredited Institutions, biology laboratory in two Accredited Institutions, computer science laboratory in one Accredited Institutions, home science laboratory in two Accredited Institutions and library

facilities in six Accredited Institutions. It has been found that in most cases, Accredited Institutions were attached in privately-run institutions. It might be very difficult to provide adequate laboratory and library facilities to the open school learners.

#### **4.3.3 FACILITIES AVAILABLE IN THE SAMPLE STUDY CENTRES AND ACCREDITED INSTITUTIONS**

IGNOU Study Centres are normally established in Institutes of higher education. In the context of Mizoram, IGNOU Study Centres are accommodated in colleges, higher secondary schools, teachers' training institutes and other related agencies under state and central government. These Study Centres are part time establishments and normally open in the evenings and on weekends and work generally outside the working hours of the host institutes. On the other hand, Accredited Institutions under NIOS are hosted by Secondary Schools and Higher Secondary Schools under government and private management. The important support services provided by the Study Centres/Accredited Institutions to the learners may be enumerated as follows:

- (i) Provide academic help through face to face counselling as per norms by academic counsellor approved by appropriate authority;
- (ii) Provide audio visual facilities for students;
- (iii) Conduct entrance tests and term end examination as per norms;

- (iv) Make arrangements for evaluation of assignments for continuous evaluation of students by approved evaluators;
- (v) To provide teleconferencing facilities for specified programmes;
- (vi) To provide library and information services to students.

The host institutes provide accommodations for Study Centre and Accredited Institutions, rent free. The host institution is supposed to provide 3 or 4 rooms for exclusive use of Study Centre/Accredited Institutions without charging any rent. These rooms are to be used for the offices of Coordinator, general office, audio/video rooms and library space. In addition, use of classrooms, laboratories etc. is allowed by the host institute for counselling, examinations etc., as per requirement. The number of classrooms depends on how many programmes are proposed to be introduced by the sponsoring organisation. The host institutions make hall/rooms available for holding counselling sessions and examinations. The physical facilities available in the sample Study Centres/Accredited Institutions have been given in Table 4.3.6

**Table 4.3.6**

**Provision of Land and Building for sample Study Centres /Accredited Institutions**

Sl. No	Provision	IGNOU Study Centres				NIOS Accredited Institutions			
		Yes		No		Yes		No	
		No	PC	No	PC	No	PC	No	PC
1	Run in own land	0	0	9	100	0	0	4	100
2	Run in own building	0	0	9	100	0	0	4	100
3	Run in host institution	9	100	0	0	4	100	0	0
4	Type of building								
	Pucca	5	55.5	4	44.4	2	50	2	50
	Semi pucca	4	44.4	5	55.5	2	50	2	50
	Assam type	0	0	0	0	0	0	0	0
	Katcha	0	0	0	0	0	0	0	0
5	Rooms available								
	Office	9	100	0	0	2	50	2	50
	Separate Coordinator Room	6	66.7	3	33.3	2	50	2	50
	Class Room for PCP	9	100	0	0	4	100	0	0
	Classroom for conducting examination	9	100	0	0	4	100	0	0
	Library room	2	22	7	78	2	50	2	50

It is found vide Table 4.3.6 that all the Study Centres and Accredited Institutions did not have separate rooms for library. On the other hand, all the Study Centres and Accredited Institutions have been provided with separate room for conducting contact classes and office rooms for the coordinators and the supporting staff. Five of the Study Centres under IGNOU Regional Centre were run in pucca buildings and the other four in semi-pucca buildings. Similarly, two of the Accredited Institutions under NIOS were hosted in pucca building and the other two in semi pucca building. Separate office room has been provided to all the sample Study Centres and Accredited Institutions. However, a separate room for the Coordinators

could be arranged only in six Study Centres and two Accredited Institutions. All the sample Study Centres and Accredited Institutions could arrange contact classes and examinations in separate rooms. Only two Study Centres under IGNOU and two Accredited Institutions under NIOS could provide separate room for library.

Furniture and equipment are supplied to the IGNOU Study Centres by the IGNOU Regional Centre. The Study Centres is provided additional furniture/equipment based on their requirement as assessed by the Regional Director depending on number of students enrolled, number of programmes activated, and availability of space at the Study Centre and budget provisions.

**Table 4.3.7**

**Facilities available in the sample Study Centres/Accredited Institutions**

Sl. No	Provisions	IGNOU Study Centres				NIOS Accredited Institutions			
		Yes		No		Yes		No	
		N	PC	N	PC	N	PC	N	PC
1	Chairs and Tables	9	100	0	0	4	100	0	0
2	Toilet Facilities	9	100	0	0	4	100	0	0
3	Drinking Water Facilities	9	100	0	0	4	100	0	0

As given in Table 4.3.7, it is found that furniture like chairs and tables were provided to all the IGNOU Study Centres and NIOS Accredited Institutions by the sponsoring institutions. Toilet and drinking water facilities were also available in these Study Centres and Accredited Institutions.

#### **4.3.4 RELATED INPUTS AVAILABLE IN THE SAMPLE STUDY CENTRES AND ACCREDITED INSTITUTIONS**

Related inputs available in the sample Study Centres and Accredited Institutions are discussed in terms of academic programmes or courses offered, manpower inputs and provision of student support services. IGNOU offers a wide range of programmes both short-term and long-term leading to Certificates, Diplomas, Undergraduate Degrees, Postgraduate Degrees and doctoral Degrees which are conventional as well as innovative. These programmes are launched with a view to fulfil the learner's need for certification, improvement of skills, acquisition of professional qualifications, continuing education and professional qualifications, self-enrichment, diversification and updation of knowledge.

##### **A. Academic Programmes/Courses offered in sample Study Centres under IGNOU Regional Centre.**

A brief profile of the sample Study Centres, the number of academic programmes activated and total enrolment in each of the sample study centres are given in Table 4.3.8.



**Table 4.3.8**

**Academic programmes offered and enrolment in sample Study Centres under IGNOU Regional Centre, Aizawl.**

Name of the Study Centre	Code No	Year of Establishment	No of programme offered	Total enrolment
Aizawl College	1901	1988	23	1071
Kolasib College	1903	1999	13	356
Mamit College	1905	2000	4	170
Hrangbana College	1907	2000	11	1235
Champhai College	1910	2002	8	217
Hnahthial College	1912	2002	3	106
Serchhip College	1914	2003	6	113
Lawngtlai College	1919	2005	3	153
Saiha College	1918	2005	10	250

It is observed from the Table that the number of programmes offered and total enrolment varied widely between the Study Centres. Aizawl College Study Centre, the oldest Study Centres, offered as many as 23 programme of studies. There were two Study Centres offering just three programmes- Hnahthial College Study Centre and Lawngtlai College Study Centre. Hrangbana College Study Centre, with 11 programme of studies, registered the highest enrolment with 1235 learners. The lowest enrolment was recorded by Hnahthial College Study Centre which had 106 learners in 2008.

**Table 4.3.9****Subject-wise Enrolment in Postgraduate & Postgraduate Diploma in the sample Study Centres under IGNOU Regional Centre, Aizawl**

Course of studies	Code	Enrolment 2008	
		N	PC
Master of English	MEG	93	13.8
Master of History	MAH	126	18.7
Master of Hindi	MHD	34	5
Master of Sociology	MSO	160	23.7
Master of Public Administration	MPA	54	8
Master of Political Science	MPS	38	5.6
Master of Economics	MEC	33	4.9
Master of Rural Development	MARD	83	12.3
Master of Commerce	MCOM	41	6.1
Post Graduate in Diploma in Journalism and Mass Communication,	PGJMC	10	14.8
Post Graduate Diploma in Environmental and Sustainable Development	PGDESD	1	0.1
Post Graduate Diploma in Radio Prasaran	PRDRP	1	0.1
Post Graduate Diploma in Higher Education.	PGDHE	1	0.1
TOTAL		675	100.0

Table 4.3.9 shows subject-wise enrolment in the postgraduate degree level in the sample Study Centres under IGNOU Regional Centre, Aizawl. The total enrolment in the postgraduate level programme was 675 learners in 2008. It was observed that Master in Sociology recorded the highest enrolment, accounting almost 24 per cent of total enrolment; this was followed by enrolment in Master in History (18.7%), Master in English (13.8%) and Master in Rural Development

(12.3%), Master in Public Administration (8%), Master in Commerce (6.1%) and Master in Political Science (5.6%). At the postgraduate diploma level, enrolment in the Post Graduate Diploma in Journalism and Mass Communication (PGJMC) accounted the highest with 14.8 per cent. Enrolments in other postgraduate diploma programme were negligible.

**Table 4.3.10**

**Subject-wise Enrolment in Bachelor Degree & Diploma in the sample Study Centres under IGNOU Regional Centre, Aizawl**

Course of Studies	Code No	Enrolment 2008	
		N	PC
Bachelor of Preparatory Programme	BPP	802	32.7
Bachelor of Arts	BA	1664	65.2
Bachelor of Tourism Studies	BTS	25	1.0
Bachelor of Social Works	BSW	52	2.0
Bachelor of Commerce	B Com	131	5.1
Bachelor of Sciences	BSC	4	0.1
Diploma in HIV and Family Education	DAFE	4	0.1
Diploma in Creative Writing in English	DCE	1	0.03
<b>TOTAL</b>		<b>2552</b>	<b>100</b>

Table 4.3.10 presents enrolment in Bachelor degree & diploma programme in the sample Study Centres. Total enrolment in Bachelor and Diploma programme was 2552 learners. It is observed that enrolment in Bachelor Arts (B.A) programme accounted for 65 per cent of total enrolment. In absolute term, total enrolment in Bachelor Arts (B.A) programme was 1664 learners. Bachelor Preparatory Programme (BPP) followed with 32.7 per cent of the total enrolment. Enrolments in other Bachelor Degree and Diploma programme were insignificant- Bachelor of

Commerce (5.1%), Bachelor of Social Works (2%) and Bachelor of Tourism Studies (1%). Enrolment pattern at the undergraduate level is a clear manifestation of a desire by learners to get general degree. Only few students had a tendency to join specialised courses.

**Table 4.3.11**

**Programme-wise Enrolment in Certificates offered in sample Study Centres under IGNOU Regional Centre, Aizawl**

Sl.No	Certificate Programmes offered	Code Name	Enrolment 2008	
			No	PC
1	Certificate in Disaster Management	CDM	10	3.6
2	Certificate in Environmental Studies	CES	2	0.7
3	Certificate in Human Rights	CHR	5	1.8
4	Certificate in Guidance	CIG	1	0.4
5	Certificate in Rural Development	CRD	3	1.1
6	Certificate in Teaching English	CTE	2	0.8
7	Certificate in Primary Education	CPE	253	88.0
	TOTAL		276	100

It can be observed from Table 4.3.11 that Certificate in Primary Education (CPE) registered the highest share of enrolment. The total enrolment accounted by CPE was 253 learners, with a share of 88 per cent of total enrolment. The data showed that enrolment at CPE is induced by the availability of teaching job

especially at the primary level under SSA project. Enrolments in other certificate programme were relatively small and insignificant.

**Table 4.3.12**

**Courses offered in Accredited Institutions under NIOS**

Sl.No	Name of the Accredited Institution/Study Centre	Code No	Course offered	Enrolment 2008	
				N	PC
1	Madonna Education Centre, Kolasib	300001	Secondary/Senior Secondary	237	28.6
2	TLR City College, Aizawl	300003	Secondary/Senior Secondary	300	36.2
3	Government South Hlimen High School, Aizawl	300009	Secondary	192	23.2
4	Southern Baptist High School, Lawngtlai	300010	Secondary/Senior Secondary	99	12.0
	TOTAL	-	-	828	100.0

It is found vide table 4.3.12 that there were three sample Accredited Institutions offering Secondary and Senior Secondary courses while one is offering only secondary course. Total enrolment in the four sample Accredited Institutions came to 828 learners in which TLR City College accounted 36.2 per cent of total enrolment followed by Madonna Education Centre, Kolasib with 28.6 percent. The shares of Government South Hlimen School, Aizawl and Southern Baptist High School, Lawngtlai were 23.2 per cent 12 per cent respectively.

## **B Manpower inputs available in open and distance education in Mizoram**

Manpower inputs under open and distance education comprise of the administrative staff in the Regional Centre and the Co-ordinators, academic counsellors and other supporting staff in the Study Centres/Accredited Institutions. At the IGNOU Regional Centre level, the administrative head is the Regional Director who is assisted by Asst. Regional Director, consultants and other supporting staff. The Regional Director and a few other supporting staff are permanent employees of IGNOU. At the Study Centres/Accredited Institution level, the Coordinators, academic counsellors and other supporting staff are appointed on part time basis from the host institutions.

**Table 4.3.13**

### **Manpower inputs of IGNOU Regional Centre, Aizawl, 2008**

Sl.No	Particulars	Unit	Total
1	Regional Director	No	1
2	Asst. Regional Director	No	1
3	Consultants	No	2
4	Supporting Staff	No	11

Source: IGNOU Regional Centre, Aizawl, 2009.

Table 4.3.13 shows manpower inputs available in the IGNOU Regional Centre, Aizawl. The Regional Centre is headed by the Regional Director who is an overall charge of activities of the university within the region. The principal responsibilities of the Regional Director are to direct and monitor academic operations and to coordinate the working of the study centres. The Regional Director

is assisted by both academic and non-academic staff. The staffing pattern includes one Asst. Regional Director, two consultants, and eleven supporting staff.

Every Study Centre is manned by part time staff drawn normally from the existing staff of the host institution. It is headed by a part time Co-ordinator who is appointed on the recommendation of the head of the host institution. The supporting staffs at the Study Centre are appointed on the basis of the recommendation of the Co-ordinators. The supporting staffs consisted of Assistant Co-ordinators, part time Class III Assistant and part time class IV attendants. However, the number of Assistant Co-ordinator, part time class III and part time IV staff can be increased in view of the total enrolment and the number of programmes offered at the Study Centres, and also taking into consideration the nature and volume of work handled by the Study Centre.

**Table 4.3.14**

**Manpower inputs in the sample Study Centres under IGNOU Aizawl Regional Centre**

Name of Study Centre	Manpower Inputs			No. of Program-me offered	Manpower Inputs Per programme	Total enrollment	Learner-manpower ratio
	Coord-inator s	Coun-selors	Support-ing staff				
Aizawl College	1	50	10	23	2.6	1071	17.85
Kolasib College	1	25	8	13	2.5	356	11.12
Mamit College	1	17	3	4	5	170	8.5
Hrangbana College	1	23	9	11	2.9	1235	38.6
Champhai College	1	5	5	8	1.25	220	21.7
Hnahthial College	1	6	4	3	3.3	106	10.6
Serchhip College	1	12	6	6	3	103	6.3
Lawngtlai College	1	8	3	3	3.7	153	13.9
Saiha College	1	12	7	10	1.9	256	13.1
<b>TOTAL</b>	<b>9</b>	<b>158</b>	<b>55</b>	<b>81</b>	<b>1.9</b>	<b>3670</b>	<b>17.23</b>



Table 4.3.14 presents manpower inputs in the sample Study Centres under IGNOU Aizawl Regional Centre. Manpower inputs in the Study Centre consist of Coordinators, Assistant Coordinators, academic counsellors and supporting staff. Academic counsellors are those who are assisting distance learners in their studies. They are not regular employees but recruited from amongst the host institutions, i.e., the colleges where study centres were attached.

It is further observed that the sum total different programme offered in the sample Study Centres was 81 with a total enrolment of 3670 learners. There were 158 academic counsellors in the sample Study Centres and 55 supporting staff. Since the number of programme offered varied between the Study Centres, the number of academic counsellors as well as supporting staff in the Study Centres also differed. Aizawl College Study Centre offered as many as 23 programme of studies while Lawngtlai College Study Centre and Hnahthial College Study offered only three programmes of studies.

The number of manpower input per programme and the learners-manpower ratio are important indicators of the availability of manpower inputs in the Study Centre. It was found that there were 1.9 manpower inputs per programme and 17.23 learners per manpower input in the sample Study Centres. However, the two ratios show variation between the sample Study Centres. While there were 1.25 manpower inputs per programme in Champhai College Study Centre, the number for Mamit College Study Centre was as high as 5 manpower inputs per programme. Of the sample study

centres, learner-manpower ratio varied between 38.6 learners in Hrangbana College Study Centres and 6.3 learners in Serchhip College Study Centre.

## **B Provision of Student Support Services**

The provision of student support services in the sample Study Centres and Accredited Institutions has been presented in the Table 4.3.15.

**Table 4.3.15**

### **Provision of Student Support Services in the sample Study Centres and Accredited Institutions**

Sl. No	Provisions	IGNOU Study Centres				NIOS Accredited Institutions			
		Yes		No		Yes		No	
		No	PC	No	PC	No	PC	No	PC
1	Computer	8	88.9	1	11	2		2	
2	Internet	4	44.4	5	55	1		3	
3	Television	9	100	0	0	1		3	
4	Video	2	22.2	7	77.8	Na		Na	
5	Telephone	8	88.9	1	11.1	2		2	
6	Photostat Machine	2	22	7	77.8	Na		Na	
7	Library	9	100	0	0	2		2	

It is observed from the Table that television and library facilities were provided to all the sample study centres. Computer facilities were available in eight of the Study Centres whereas internet facilities have been given to only four Study Centres. Photostat machines were found only in two of the Study Centres.

It is further found that Accredited Institutions under NIOS were poorly equipped. Computer facilities, telephone and library facilities were found only in two of the Study

Centres. Internet and television facilities were available only in one Study Centre. No Photostat machines and Video/Audio supports were available in all the Accredited Institutions. Even library facilities available in the Accredited Institutions were ill-equipped.

**Table 4.3.16**

**Manpower inputs in the sample Accredited Institutions under NIOS**

Name of Accredited Institutions	Manpower Inputs			No. of Programme offered	Total enrollment	Learner-manpower ratio
	Co-ordinator	Counsellor	TOTAL			
Madonna Education Centre, Kolasib	1	10	11	Secondary/Senior Secondary	237	21.5
TLR City College, Aizawl	1	6	7	Secondary/Senior Secondary	300	42.8
Government South Hlimen High School, Aizawl	1	6	7	Secondary	192	27.4
Southern Baptist High School, Lawngtlai	1	13	14	Secondary/Senior Secondary	99	7.1
<b>TOTAL</b>	<b>4</b>	<b>35</b>	<b>39</b>		<b>828</b>	<b>21.2</b>

The academic counsellors available in the sample Accredited Institutions under NIOS is highlighted in Table 4.3.16. Of the four sample Study Centres, only one of the study centres i.e., South Hlimen High School offered Secondary Courses; the other three Study Centres offered both Secondary and Senior Secondary Courses. Among the sample Accredited Institutions, TLR City College registered the highest enrolment with 300 learners followed by Madonna Education Centre with 237 learners. The lowest enrolment was found in Southern Baptist High School, Lawngtlai which had only 99 learners.

The availability of academic counsellor is very crucial to deliver support services to the learners. One important parameter indicating the availability of manpower input in the Accredited Institution is the learner-manpower ratio, as given by the number of learners per manpower input. It was found that there was wide variation in the number of counsellors available in the Accredited Institution. The learner-manpower ratio was 21.2 learners in the sample Accredited Institutions; however, the ratio varied between as high as 42.8 learners in the TLR City College, Aizawl and as low as 7.1 learners in Southern Baptist High School, Lawngtlai.

#### **4.3.5 PATTERN OF INSTITUTIONAL EXPENDITURE AT THE SAMPLE STUDY CENTRES**

Educational institutions, like other producing units, transform inputs into outputs, incurring costs in the process. The inputs of the educational plant which enter into the educational production function consist of both human and physical. Human inputs

include the services of teachers and other non-teaching staff, input of students' time and services as raw materials whereas physical inputs indicates the services of such material goods as books, stationery, uniforms, buildings, laboratory items and other equipments. The expenditure incurred on human and physical inputs which entered into the educational production function is called educational cost.

Educational costs under open and distance education could be categorised into two major components. These are: (i) institutional cost (ii) private or student cost, Institutional cost represents the cost incurred by the university in operating and maintaining the Study Centres to provide facilities of open and distance education. Private cost of education is that part of investment in education which is made either by the student or his/ her parents or both. Institutional cost is usually classified into recurring and non-recurring costs or current and capital costs. Sometimes, it may also be classified into variable and fixed cost of education. The fixed costs or capital costs or non-recurring costs mean the purchase of durable assets which are expected to yield benefits over a longer period while recurring or current or variable costs include expenditure on consumable goods and services which bring immediate or short term benefits and have to be regularly renewed.

In this study, recurring costs are categorised into four components. These are: (i) Remuneration for Study Centre staff; (ii) Academic expenses incurred for conducting contact programme, induction meeting etc; (iii) Administrative expenses like postages, stationery, maintenance of computers, computer stationery etc; and (iv) Examination expenses like remuneration of invigilators, evaluation of assignment etc. Non-recurrent

costs or capital costs include purchase of furniture, equipment and books. The present study made an attempt to analyse only recurring costs while capital costs could not be examined due to absence of adequate information.

**Table 4.3.17**

**Pattern of Expenditure at the Study Centres under IGNOU Aizawl Regional Centre, 2008**

Particulars	Aizawl College	Kolasib College	Hrangbana College	Champhai College	Saiha College	Serchhip College	Lawngtlai College	Mamit College	Hnahthial College	Total
A Remuneration for Study Centre Staff	211200 (44.0)	165500 (42.24)	211200 (47)	127200 (56.8)	125000 (58.3)	152000 (71.0)	89600 (59.1)	79600 (43.6)	120000 (67.6)	1281300 (51.5)
B Academic Expenses	122695 (25.5)	105486 (26.9)	78241 (17.4)	27450 (13.3)	18000 (8.4)	20000 (9.3)	18000 (11.9)	44618 (24.5)	18000 (10.1)	452490 (18.2)
C Examination Expenses	142149 (29.6)	96450 (24.6)	112436 (25)	63000 (28.2)	50000 (23.3)	31000 (14.5)	40000 (26.4)	51000 (28)	30000 (17.0)	616035 (24.8)
D Administrative Expenses	3884 (0.8)	24341 (6.2)	48647 (10.8)	6061 (2.7)	21393 (10.0)	11000 (5.1)	4000 (2.6)	7115 (3.9)	9500 (5.3)	135941 (5.5)
(i) Stationery	1304 (0.27)	2729 (0.7)	8647 (1.9)	2661 (1.2)	15393 (7.2)	7000 (3.3)	1000 (0.66)	5115 (2.8)	7000 (3.9)	50849 (20.7)
(ii) Miscellaneous	2580 (0.54)	21612 (5.5)	40000 (8.9)	3400 (1.5)	6000 (2.8)	4000 (1.9)	3000 (2.0)	2000 (1.1)	2500 (1.4)	85092 (3.4)
<b>TOTAL</b>	<b>479928</b>	<b>391777</b>	<b>450524</b>	<b>223711</b>	<b>214393</b>	<b>214000</b>	<b>151600</b>	<b>182333</b>	<b>177500</b>	<b>2485766</b>

Table 4.3.17 shows the pattern of expenditure in the sample study centres. The expenditure on remuneration of study centre staff accounted the highest amount (51.5%), followed by examination expenses (24.8%). Academic expenses accounted 18.2 per cent while administrative expenses 5.5 per cent of the total expenditure. The share of expenditure on remuneration on study centre staff varied between 71 per cent in Serchhip College Study Centre and 42.24 per cent in Kolasib College Study Centre. Relating to academic, Kolasib College study centre spend the highest amount, accounting nearly 27 per cent of the total expenditure followed by Aizawl College Study Centre which spent 25.5 per cent and Mamit College study centre with 24.5 per cent. The share of expenditure on examination was the highest in Aizawl College which spent 29.6 per cent while Serchhip College study centre accounting the lowest expenditure with 14.5 per cent. The share of administrative expenses varied between nearly 11 per cent in Hrangbana College Study Centre and less than 1 per cent in Aizawl College Study Centre.



**Table 4.3.18**

**Unit Institutional Cost Per Student in Study Centres under IGNOU Regional Centre, Aizawl**

Particulars	Aizawl College	Kolasib College	Hrangbana College	Champhai College	Saiha College	Serchhip College	Lawngtlai College	Mamit College	Hnahtial College	Total
A Remuneration for Study Centre Staff	197	465	171	586	1345	500	585	468	1132	480
B Academic Expenses	115	296	63	126	177	72	118	262	170	169
C Examination Expenses	132	271	91	290	274	200	261	300	283	231
D Administrative Expenses	36	69	39	28	97	90	26	42	90	41
(i) Stationery	1.2	8	7	12	62	62	6	30	66	19
(ii) Miscellaneous	2.4	61	32	16	35	24	20	12	24	32
<b>TOTAL</b>	<b>448</b>	<b>1101</b>	<b>364</b>	<b>1030</b>	<b>1893</b>	<b>858</b>	<b>990</b>	<b>1072</b>	<b>1674</b>	<b>931</b>

It is found vide Table 4.3.18 that the total unit institutional cost was Rs.931 per student in 2008. The unit cost per student varied between different study centres. The unit cost was Rs 1893 per student in Saiha College study centre while it was Rs 448 per student in Aizawl College study centre. The unit cost of remuneration of coordinators and other staff at the study centre was Rs.480 per student. The unit cost of examination was Rs.231 per student while academic expense was Rs 169 per student. Administrative cost was estimated at Rs 41 per student. Item-wise unit institutional cost depicted the following:

- (i) Unit cost per student on remuneration for coordinators and staff was the highest in Saiha College Study Centre and lowest in Hrangbana College Study Centre. The unit cost of this item was Rs.1345 per student in Saiha College Study Centre and Rs 171 per student in Hrangbana College Study Centre.
- (ii) Unit cost per student on academic was the highest in Kolasib College Study Centre and lowest in Hrangbana college Study Centre. It varied between Rs.296 in Kolasib College Study Centre and Rs.63 in Hrangbana College Study Centre.
- (iii) Unit cost per student on examination was the highest in Mamit College Study Centre and lowest in Hrangbana college study centre. The unit cost on examination was Rs.300 per student in Mamit College and Rs 91 per student in Hrangbana College Study Centre.
- (iv) The unit cost on administrative items varied between Rs 97 per student in Saiha College Study Centre and Rs 26 per student in Lawngtlai College Study Centre.

**Table 4.3.19****Pattern of expenditure in the sample Accredited Institutions in Mizoram under NIOS Guwahati Regional Centre, 2008**

Particulars	Madonna Education Centre, Kolasib	TLR City College, Aizawl	Government South Hlimen High School, Aizawl	Southern Baptist High School, Lawngtlai	Total
Remuneration for AI staff	5400 (4.5)	15750 (16.7)	17500 (16.6)	5400 (9.4)	44050 (11.7)
Academic Expenses	48962 (41.3)	47000 (49.8)	54000 (51.3)	24525 (42.7)	174487 (46.4)
Examination Expenses	62334 (52.6)	30000 (31.8)	32000 (30.4)	25300 (44.0)	149634 (39.8)
Administrative expenses	1885 (1.5)	1700 (1.8)	1700 (1.6)	2200 (3.8)	7483 (2.0)
(i) Stationery	718 (0.6)	700 (.07)	800 (0.8)	1000 (1.7)	3218 (0.8)
(ii) Miscellaneous	1165 (0.9)	1000 (1.1)	900 (0.9)	1200 (2.0)	4265 (1.1)
<b>TOTAL</b>	<b>118579</b>	<b>94450</b>	<b>105200</b>	<b>57425</b>	<b>375654</b>

Table 4.3.19 shows the pattern of expenditure in the sample Accredited Institutions under NIOS. The share of expenditure for counsellors' remuneration is the highest, accounting 46.4 per cent of the total financial inputs incurred at the Accredited Institution level; this was followed by examination expenses (39.8%). Examination expenses accounted for 39.8 per cent while remuneration for Accredited Institutions' staff amounted to 11.7 per cent of the total expenditure.

The expenditure on different components of institutional cost varied between the Accredited Institutions. The expenditure on remuneration for Accredited Institutions'

staff varied between 4.5 per cent in Madonna Education Centre, Kolasib and 16.7 per cent of TLR City College, Aizawl. Relating to the share of academic expenses, Government South Hlimen High School Accredited Institution spent 51.3 per cent of its total institutional expenditure followed by TLR College Accredited Institution with 49.8 per cent. The share of expenditure on examination was the highest at Madonna Education Centre Accredited Institution accounting 52.6 per cent and lowest in TLR City College Accredited Institution with 31.8 per cent. The share of administrative expenditure varied between 3.8 per cent in Southern Baptist High School and 1.5 per cent in Madonna Education Centre.

**Table 4.3.20**

**Unit institutional cost in the sample Accredited Institutions in Mizoram under NIOS Guwahati Regional Centre, 2008**

Particulars	Madonna Education Centre, Kolasib	TLR City College, Aizawl	Government South Hlimen High School, Aizawl	Southern Baptist High School, Lawngtlai	Total
Remuneration for Study Centre Staff	45	53	91	55	62
Academic Expenses	405	157	281	248	245
Examination Expenses	515	100	156	256	210
Administrative Expenses	16	5	9	22	11
(i) Stationery	6	2	4	10	5
(ii) Miscellaneous	10	3	5	12	6
<b>TOTAL</b>	<b>981</b>	<b>315</b>	<b>537</b>	<b>581</b>	<b>528</b>

Table 4.3.20 presents that the total unit institutional cost in Accredited Institution was Rs 528 per student under NIOS in Mizoram. The unit cost of remuneration for study centre staff was Rs 62 per student while academic cost was Rs 245 per student. The unit cost per student varied between different Accredited Institutions. The unit cost varied between Rs 981 per student in Madonna Education Centre AI and Rs 315 in TLR City College AI. Item-wise unit institutional cost indicated the following:

- (i) Unit cost per student on co-ordinators and staff was the highest in South Hlimen High school Accredited Institution which was Rs 91 per student and the lowest was Rs 45 per student in Madonna Education Centre Accredited Institution.

(ii) Unit cost per student on academic varied between Rs 405 per student in Madonna Education Centre Accredited Institution and Rs 157 per student in TLR City College Accredited Institution.

(iii) Unit cost per student on examination items varied between Rs 515 per student in Madonna Education Centre Accredited Institution and Rs 100 per student in TLR City College Accredited Institution

(iv) The unit cost on administrative item was the highest in Southern Baptist High School Accredited Institution and lowest in TLR City College Accredited Institution. The unit cost was Rs 22 per student in Southern Baptist High School Accredited Institution and Rs 5 per student in TLR City College Accredited Institution.

## **SECTION 4**

### **PROBLEMS OF OPEN AND DISTANCE EDUCATION**

The aim of open and distance education is to democratise higher education by taking it to the doorsteps of learners. The major challenge of open and distance education is to improve educational access especially higher education by offering flexible learning opportunities to learners with diverse academic background and location who because of one or other reasons, could not continue their education in the formal system. In order to know whether open and distance education has been able to improve educational access to all sections of society, it is imperative to examine the problems encountered by the learners in the teaching-learning process under open and distance education. Co-ordinators, who are responsible for the academic, administrative and financial management of the Study Centre, also faced several constraints for effective delivery of academic programmes. Since Co-ordinators have close interaction with the learners, they are the best persons to identify learners' problems as well. In this section, attempt has been made to examine various problems and constraints faced by the learners and the coordinators in the teaching-learning activities under open and distance education system.

#### **4.4.1 PROBLEM FACED BY LEARNERS**

Open and distance learners face several problems in the teaching-learning context. These problems, in many instances, are much more unique in comparison

with the conventional system since learners could not interact immediately with the teachers and educational authority in getting solved the problems either by the teachers or educational administrator instantly as in formal situation. The present study made an attempt to identify the problems faced by the learners relating to admission, learning materials, assignments, contact programme and evaluation.

**Table 4.4.1**  
**Problems relating to Pre-admission & Admission**

Problems	IGNOU				NIOS		TOTAL N=469	
	Postgraduate N=78		Undergraduate N=239		School N=152			
	N	PC	N	PC	N	PC	N	PC
Getting information about the course	10	12.8	64	26.8	37	24.3	111	23.7
Information on eligibility	7	9.0	27	11.3	27	17.8	61	13.0
Selecting Study Centre	10	12.8	20	8.4	20	13.1	50	10.7
Remitting Fees	6	7.7	29	12.1	17	27.4*	52	11.1
Understanding credit system	37	47.4	149	62.1	105	68.8	291	62.0
Filling up admission forms	7	9.0	27	11.3	14	9.2	48	10.2
Getting help from RC/SC/AI	7	9.0	17	7.1	88	57.9	112	23.9
Receiving admission letter in time	20	25.6	52	21.8	12	7.9	84	17.9
Information on induction meeting	37	47.4	100	42	-	-	137	43.2**

*Note : \* Relates to Class XII only; \*\*Relates to postgraduate and undergraduate learners only.*



Table 4.4.1 indicates the problems faced by the learners at the time of admission and pre-admission stage. It is found that:

- (i) In all, 23.7 per cent of the learners reported facing problem in getting information of the course they want to pursue at the time of admission. It was observed that the number of learners facing the problem has been found to be the highest at the undergraduate level with 26.8 per cent; at the school level it was 24.3 per cent but the number has fallen to 12.8 per cent at the postgraduate level.
- (ii) Only 13 per cent of the total respondents were getting problems in regard to information on eligibility. The number of learners having this problem gradually decreased from 17.8 per cent at the school level to 11.3 at the undergraduate level and 9 per cent at the post graduate level.
- (iii) 10.7 per cent indicated that they were having problems in selecting the Study Centre with regard to the programme they want to pursue. It was observed that 13.1 per cent of learners at the school level faced this problem and 8.4 per cent at the undergraduate level and 12.8 per cent at the postgraduate level.
- (iv) 11.1 per cent of the total learners faced difficulty in remitting fees. As high as 27.4 per cent learners at the school level had difficulty in remitting fees whereas 12.1 per cent of under-graduate learners and only 7.7 per cent of post graduate learners faced this particular problem.
- (v) Majority of the learners, i.e. 62% stated that they did not understand the credit system. The numbers of student who did not understand credit system at

- different level of education were: school learners (68.8%), undergraduate learners (62.3%), and postgraduate learner (47.4%). It was observed that the number of learners who did not understand credit system decreased as the level of education increases.
- (vi) A little more than one-tenth i.e. 10.2% of the learners faced problem in filling up admission form. At the school level, 9.2 per cent of the learners reported having the problem in filling up the admission form while it was 11.3 percent at the undergraduate level and 9 per cent at the postgraduate level.
  - (vii) Nearly 24 per cent of the learners did not get assistance from the Study Centre at the time of admission. Surprisingly, the figure is very high at the school level (57.9 %) while it was as low as 7.1 per cent at the undergraduate and 9 per cent at the postgraduate level.
  - (viii) More than 17 per cent of the learners had problem in receiving their admission letter in time. The problem become more acute as the level of education increased. While only about 8 per cent of school learners faced difficulty in timely receipt of admission letter, 21.8 per cent of undergraduate learners and 25.6 per cent of post graduate learners experienced such difficulty.
  - (ix) Induction meeting was conducted by Study Centres under IGNOU. It was reported that 43.2 per cent of the undergraduate and postgraduate learners did not receive information on induction meeting in time. As high as 47.4 per cent of post graduate learners and 42 per cent of undergraduate learners had expressed the problem.

**Table 4.4.2**  
**Problems relating to Self**  
**Learning Materials (SLM)**

Problems	IGNOU				NIOS		TOTAL N=469	
	Postgraduate N=78		Undergraduate N=239		School N=152			
	N	PC	N	PC	N	PC	N	PC
Late receipt of reading materials	44	56.4	104	43.5	64	42.1	212	45.2
Assignment writing delayed due to late receipt of reading material	27	34.6	102	42.7	17	11.2	146	31.1
Loss time for study due to late receipt of reading materials	8	15.5	33	13.8	30	19.7	71	15
Wrong receipt of reading materials	9	10.2	14	5.8	9	5.9	32	6.8
Non-receipt of reading materials	13	16.7	47	19.7	28	18.4	88	18.9
Incomplete receipt of reading materials	13	16.7	46	19.2	33	21.7	92	19.6
Contents of study materials not understood	15	19.2	50	20.9	26	17.0	91	19.4
Language of Study Materials not understood	39	50.0	101	42.2	50	32.9	190	40.5
Contents and Language of study materials not understood	12	15.4	56	23.4	52	34.2	120	25.6
Difficulty in completing the activities provided in SLM	33	42.3	91	38.1	63	41.4	186	40
Activities provided in SLM useless and unnecessary	3	3.8	4	1.7	5	3.3	12	2.5
Activities provided in SLM useful for understanding contents	75	96.1	235	98.3	147	96.7	457	97.4

It is found vide Table 4.4.2 that:

- (i) Late receipt of reading material was the main problem faced by all learners at different stages. As a whole, 45.2 per cent of the learners reported facing this problem. Late receipt of reading materials was expressed by more than 56 per cent of post graduate learners, 43.5 per cent undergraduate learners and by 42.1 per cent of school learners.
- (ii) More than 31 per cent of the learners had experienced delayed in writing assignment due to late receipt of reading materials. The problem has increased as the levels of education gets higher. At the post graduate level, 56.4 per cent had felt such difficulty; at the undergraduate level, it was 43.5 per cent and at the school level, 42.1 per cent faced the problem.
- (iii) 15 per cent of the learners expressed that they had lost time for study due to late receipt of reading materials. The difficulty has been experienced by 19.7 per cent of school learners, 13.8 per cent at undergraduate level and 10.2 per cent at the post graduate level.
- (iv) Nearly 7 per cent of the learners received wrong reading materials. The problem was reported by 6 per cent of the learners both at the school and undergraduate level respectively while at the postgraduate level, it was as high as 11.5 per cent.
- (v) Almost 19 per cent of the learners did not receive the reading materials. 18.4 per cent of school learners indicated the problem of not receive reading materials while it was 19.7 per cent and 16.7 per cent at the undergraduate and postgraduate level respectively.

- (vi) In all, 19.6 per cent of the learners received incomplete set of the learning materials. While the number of learners receiving incomplete set was 21.7 per cent at the school level, the number decreased to 19.2 per cent at the undergraduate level and further to 16.7 per cent at the post graduate level.
- (vii) More than 19 per cent of the learners did not understand the content of learning materials. The number of learners having this problem was 17 per cent at the school level, 21 per cent at the undergraduate level and 19.2 per cent at the postgraduate level respectively.
- (viii) Another difficulty indicated by 40.5 per cent of the learners as a whole was on understanding the language of the reading materials. As many as 50 per cent of postgraduate learners, 42.2 per cent of under graduate learner and 33 per cent of school students did not comprehend the language of the reading materials.
- (ix) 25.6 per cent of the learners did not understand both the content and language of the reading materials. The numbers of learners having this problem were 34 per cent at the school level, 23.4 per cent at the undergraduate level and 15.4 per cent at the postgraduate level.
- (x) 40 per cent of the learners could not complete the activities provided in the reading materials. The learners who could not complete the activities provided in the reading materials were 42.3 per cent post graduate learners, 38 per cent undergraduate and 41.4 per cent school learners.
- (xi) 97 per cent of the learners felt that the activities provided in learning materials were helpful in understanding the contents of the learning materials. The

number of respondents who stated that SLM is useful for understanding the contents was 96.7 per cent at the school level, 98.3 per cent under graduate level and 96.1 per cent at the post graduate level.

**Table 4.4.3**

**Level of understanding of Self-Learning Materials by the learners**

Level	IGNOU				NIOS		TOTAL	
	Postgraduate N=78		Undergraduate N=239		School N=152		N=469	
	N	PC	N	PC	N	PC	N	PC
Not at all	5	6.4	5	2.1	5	3.3	15	3.2
To some extent	37	47.4	138	57.7	80	52.6	255	54.4
To a large extent	24	30.8	64	26.8	42	27.6	130	27.7
Completely	12	15.4	32	13.4	25	16.4	69	14.7

Table 4.4.3 represents the level of understanding self-learning materials by the learners. It can be observed from table that 3.2 per cent of the respondents as a whole could not understand the reading materials at all. The number of respondents who could not understand the reading materials was the highest among the postgraduate learners (6.4%) while it was 2.1 per cent and 3.3 per cent at the undergraduate and school level respectively.

Only 14.7 per cent of the learners could completely understand the reading materials. The numbers of respondents who fully grasp the reading materials at

each level of education were 16.4 per cent at the school level, 13.4 per cent at the undergraduate level and 15.4 per cent at the postgraduate level.

As much as 54.4 per cent of the learners could understand the study materials to some extent. At the school level, 52.6 per cent of the learners could understand the study materials to some extent while the figures for undergraduate and post graduate levels were 57.7 per cent and 47.4 per cent respectively.

The number of learners who could understand to a large extent constituted 27.6 per cent while it was 27.6 per cent at the school level, 26.8 per cent at the undergraduate level and 30.8 per cent at the postgraduate level

**Table 4.4.4**

**Problems faced by learners in attending Personal Contact Programme**

Problems	IGNOU				NIOS		TOTAL N=469	
	Postgraduate N=78		Undergraduate N=239		School N=152			
	N	PC	N	PC	N	PC	N	PC
Study Centre is too far	6	7.7	20	8.4	9	5.9	35	7.5
Non-availability of leave	11	14.1	27	11.3	8	5.3	46	9.8
Sessions not helpful	1	1.3	10	4.2	4	2.6	15	3.2
Family problems	6	7.7	18	7.5	14	9.2	38	4.1
Financial difficulty	3	3.8	9	3.8	2	1.3	14	3.0
PCP not organized as per schedule	3	3.8	8	3.3	-	-	11	2.3

Personal Contact Programme (PCP) or face-to-face contact session is one of the support services provided to open and distance learners. It is vital for retention of students, preventing students' isolation and for motivating them. The basic purpose of PCP is to ensure a good deal of interaction and discussion between learners and the counsellors. During PCP, learners are given opportunity to refer books in the library, watch/listen to video/audio cassettes and interact with the co-ordinators on administrative and academic matters.

The problems faced by learners in attending Personal Contact Programme have been given in table 4.4.4. Only few learners had problem in attending regularly personal contact programme. It is observed that 7.5 per cent of learners stated that their study centre far away while 9.8 per cent learners could not attend regularly due to non availability of leave. 3.2 per cent of learners found PCPs not helpful, 4.1 per cent indicated family problems and 3 per cent learners could not attend PCP as per schedule due to financial difficulty.



**Table 4.4.5****Learners' problems during Personal Contact Programme (PCP)**

Problems	IGNOU				NIOS		TOTAL	
	Postgraduate N=78		Undergraduate N=239		School N=152		N=469	
	N	PC	N	PC	N	PC	N	PC
Learners never attending PCP	6	7.7	17	7.1	17	11.2	40	8.5
Learners having problems in PCP sessions/ class	13	16.7	49	20.5	22	14.5	84	17.9
Problems faced								
(i) Explanations not cleared at PCP	5	38.5	21	42.8	13	59.1	39	46.4
(ii) Explanations not interesting	1	7.7	7	14.3	2	9.1	10	11.9
(iii) No feedback received during PCP	5	38.5	9	18.4	2	9.1	16	19.0
(iv) PCP not related with learner's problem	2	15.4	12	24.5	5	22.7	19	22.6

An observation of table 4.4.5 shows that 8.5 per cent of the learners never attended Personal Contact Programme. Further, it was found that almost 18 per cent of the learners experienced problems during Personal Contact Programme (PCP). The main problems faced by the learners, in order of magnitude, were: (i) explanations not cleared; (ii) PCP not related with learners' problems; (iii) No feedback and (iv) explanations not interesting.

**Table 4.4.6**

**Problems relating to Examinations**

Problems	IGNOU				NIOS		TOTAL	
	Postgraduate N=78		Undergraduate N=239		School N=152		N=469	
	N	PC	N	PC	N	PC	N	PC
Getting examination forms	5	6.4	19	7.9	19	12.2	43	9.2
Filling up examination forms	5	6.4	36	15.1	23	15.2	64	13.6
Not receiving Hall ticket in time	37	47.4	99	41.4	24	15.8	160	34.1
Not receiving the result of the course in time	35	44.9	112	46.9	11	7.2	158	33.7
Not receiving grade card from the University on time	43	55.1	142	59.4	12	7.9	197	42
Problem in getting re-registration in further course due to late receipt of grade card	17	21.8	60	25.1	18	11.8	95	20.2
Examination hall not satisfactory	13	16.7	58	24.3	42	27.6	113	24.1
Problem faced due to delay in declaration of results	25	32.1	127	53.1	35	23	187	40

Evaluation is an integral part of any educational system. In the open learning system, learners are assessed through compulsory assignments and term-end examination (TEE) under IGNOU and public examination under NIOS. Learners

often faced various difficulties in getting and filling examination forms, timely receipt of Hall ticket/ admit card, course results/ grade card and so on.

From table 4.4.6, it is found that: (i) 9.2 per cent of learners got problem in getting examination form while 13.6 per cent faced problems in filling up of examination form.(ii) More than 34 per cent of learners did not receive Hall ticket in time. This problem has been faced by more than 47 per cent postgraduate learners, 41.4 per cent undergraduate learners and 15.8 per cent school learners. (iii) Almost 34 per cent of learners did not receive results in time while 50 per cent of undergraduate learners, 47 per cent of postgraduate learners and only 7.2 per cent of school learners faced this problem. 42 per cent of learners did not receive grade card from the university / Board in time while 59.4 per cent undergraduate learners, 55 per cent postgraduate learners and 8 per cent school learners had this problem (iv) More than 20 per cent of learners faced problem in getting re-registration due to late receipt of grade card. The problem was faced by 22 per cent of post graduate learners, 25 per cent undergraduate learners and almost 12 per cent of school learners .(v) More than 24 of the learners were not satisfied with their examination hall in the study centres. (vi) 40 per cent complained that their results were not declared in time and faced problem.

**Table 4.4.7**

**Learners' problems relating to Assignments**

Problems	IGNOU				NIOS		TOTAL N=469	
	Postgraduate N=78		Undergraduate N=239		School N=152			
	N	PC	N	PC	N	PC	N	PC
Late receipt of assignment	37	47.4	95	39.7	44	28.9	176	37.5
Assignment not clear	9	11.5	60	25.1	33	21.7	102	21.7
Difficulty in doing assignment	35	44.9	56	23.3	64	42.1	155	33
Not getting adequate guidance	53	68.0	105	43.9	98	64.5	256	54.6
Not submit assignment on time due to late receipt of Self Learning Materials (SLM)	17	21.8	38	15.9	17	11.2	72	15.3
Not submit assignment on time due to lack of detail information	1	1.3	6	2.5	3	2	10	2.1
Not submit assignment on time due to inadequate time for writing	19	24.3	30	12.5	10	6.6	59	12.6
Evaluated assignment not received on time	36	46.1	93	38.9	81	53.3	210	44.8
Not received tutor comments on assignment	50	64.1	131	54.8	71	46.7	252	53.5
Assignment regularly checked and returned on time	36	46.2	143	59.8	71	46.7	250	53.3
Assignment not properly checked and returned late	4	5.1	7	2.9	3	2	14	3
Assignments checked but returned late	15	19.2	28	11.7	10	6.6	53	11.3
Assignments never returned	17	21.8	28	11.7	68	44.7	113	24.1

Assignment is an important aspect of teaching-learning process in distance learning system. It is to sustain the learner interest and to inculcate in them regular study habits. Assignment functions as a teaching method and an evaluative device. Student should study the course materials to complete the assignment. The

assignments if properly evaluated provide feedback to the learners and serves as continuous interaction between the teachers and the learners, thus motivating towards learning enhancement. The responses of the learners should be properly evaluated and promptly returned back with correctness, remarks, grades and suggestions for improvement (UGC,1982). A cursory glance at table 4.4.7 revealed the following problems faced by learners in regard to assignments:

(i) Late receipt of assignment was reported by more than 37 per cent of the learners. This problem was experienced by a high proportion of postgraduate learners (47.4%) followed by undergraduate learners (39.7%) and school learners (29 %).

(ii) More than 21 per cent of learners were not clear with their assignments. At the school level, nearly 28 per cent felt that the assignment lacked clarity. Among the postgraduate learners, 36.6 per cent stated that assignments were not clear while it was 25.1 per cent among the undergraduate learners.

(iii) 33 per cent of the learners faced difficulty in doing assignment. The difficulty was described by 42.1 per cent of school learners, 23.3 per cent undergraduate learners and 45 per cent postgraduate learners.

(iv) 54.6 per cent of the learners reported that they did not get adequate guidance for their assignments. A high proportion of the postgraduate learners (68%) and school levels (64.5%) and relatively a smaller number at the undergraduate level (44%) felt this problem.

(v) 15.3 per cent of the learners were not able to submit their assignments due to late receipt of SLM. More than 21 per cent postgraduate learners, 16 per cent undergraduate learners and 11 per cent school learners faced the problem.

(vi) About 2 per cent were unable to submit assignment due to lack of detail information. The problem was faced by 1.3 per cent post graduate learners, 2.5 per cent undergraduate learners and 2 per cent of school learners.

(vii) 12.6 per cent of the learners were unable to submit their assignments due to inadequate time for writing. The problem was indicated by 24.3 per cent of post graduate learners, 12.5 per cent undergraduate learners and 7 per cent school learners.

(viii) Nearly 45 per cent of the learners did not receive the evaluated assignment in time. The problem was shared by majority (53.3%) of school learners, 46.1 per cent of postgraduate learners and 39 per cent of undergraduate learners.

(ix) More than 53 per cent of the learners described that no comment was written on their assignment. Majority of post graduate and undergraduate learners (64.1% & 54.8%) and about 25 per cent of school learners indicated the problem.

(x) More than 53 per cent of the learners stated that assignments were regularly checked and returned in time. 46.2 per cent post graduate learners, 59.8 per cent under graduate learners and 46.6 per cent school learners reported the problem.

(xi) Only 3 per cent learners revealed that their assignments were not properly checked and returned late. The number of learners at different stages who felt the problem were 5.1 per cent at the postgraduate level, 2.9 per cent at the undergraduate level and 2 per cent at the school level

(xii) More than 11 per cent of learners stated that their assignments were checked but returned late. The problem was mentioned by 19.2 per cent post graduate learners, 11.7 per cent undergraduate learners and 7 per cent of school learners.

(xiii) About 24 of the learners reported that their assignments were never returned. The problem was indicated by 44.7 per cent of school learners, 21.8 per cent of post graduate learners and 11.7 per cent of under graduate learners.

#### 4.4.2 PROBLEMS FACED BY CO-ORDINATORS

Co-ordinators were facing various problems in the delivery of services to support individualised learning to the distance learners. The problem areas mentioned by them could be categorised as follow: (i) Self Learning Materials, (ii) Counselling (iii) Assignments (iv) Term-End Examinations.

**Table 4.4.8**

##### **Problems faced by co-ordinators under IGNOU Aizawl Regional Centre**

Sl.No	Problem areas	Specific problems
1	Self-Learning Materials	Incomplete set received by learners
		Wrong packets received by learners
		Late receipts by learners
2	Evaluation	Non-receipt of Hall Ticket in time by the learners;
		Delay and incomplete declaration of examination
3	Personal Contact Programme	Limited fund for conducting PCP
4	Assignments	Late arrival of assignment questions
		Late submission of assignment by the learners

Table 4.4.8 reveals the main problems faced by co-ordinators of the sample study centres under IGNOU Aizawl Regional Centre:

(i) All the co-ordinators expressed their concerns about receipt of incomplete sets, receipt of wrong packets of learning materials and late receipt by the learners. SLMs are the main components for teaching –learning process under open learning system. Receipts of incomplete/wrong sets of learning materials or late receipts adversely affect the learner’s motivation to study and delays in writing assignments and their submission in time.

(ii) Non- receipt or late receipt of Hall Ticket for Term-End Examination (TEE) was another problem faced by the learners which created problem for the co-ordinator. Hall Ticket is supposed to arrive a week before the examination started; however, it not only arrived late but often do not reach at all even during or after the examination. Undue delay in declaration of results and incomplete ones received by the learners is also another concern mentioned by the co-ordinators.

Learners are permitted to appear in term-end examination subject to the condition that registration for the courses is valid, minimum time to pursue these courses is elapsed and they have also submitted the required number of assignments. Even if hall ticket does not reach the learners, co-ordinators are compelled to allow them to appear in the term-end examination. However, learners most often faced problem in getting their examination results declared unless hall ticket is properly issued to them.

(iii) Personal contact programme were provided to learners for guidance and feedback to assist them in the process of learning through interaction with the



counsellor at the study centre. Co-ordinators indicated they faced problem due to limited fund allocated for organising contact programme.

(iv) Relating to assignment, the major difficulties faced by the co-ordinators consist of: (i) late arrival of assignment questions for the learners resulting to late submission of assignments by the learners, and (ii) exclusion/ omission of assignment marks in grade card from the Head Quarters.

#### 4.3.2 Problems faced by co-ordinators under NIOS

**Table 4.4.9**

**Problems faced by sample co-ordinators under NIOS**

Sl.No	Problem areas	Specific problems
1	Self-Learning Materials	Incomplete set received by learners
		Wrong packets received by learners
		Late receipts by learners
		Non-receipt of learning materials
2	Evaluation	Non-receipt of Admit Card in time by the learners;
3	Personal Contact Programme	Limited fund for conducting PCP
4	Communications	Lack communication facilities like internet, telephones etc
5	Co-ordination and co-operation	Lack of communication between Accredited Institutions and Regional Centre

The main problems faced by co-ordinators in the sample accredited institutions in Mizoram under NIOS Guwahati Regional Centre, given in Table 4.4.9, may be presented as follows:

### **On Self- Learning Materials**

The Self-Learning Materials (SLMs) for different subjects along with other support materials was provided to the learners by the HQ through Accredited Institutions (AI). Learners are required to collect these study materials from their respective AI. Incomplete set, less number of textbooks in some subjects, wrong and late receipts of study materials are giving problems to the co-ordinators.

### **On filling up forms**

The problems encountered by the co-ordinators in these regards are: (i) Many of the registered students were often excluded in the final list to fill up the examination forms though they paid their fees and had cleared their examination fees as well; (ii) Many of the learners' admit card from the Regional Centre did not reach the Accredited Institutions before the commencement of public examination causing inconveniences to the learners.

### **On Personal Contact Programme**

Co-ordinators face problems in organising personal contact programme due to financial constraints. Since the remuneration received for PCP from the Regional Office was too meagre that they often cannot afford to pay the counsellors for their

services. At the same time, many of the learners from far flung remote areas were prevented from attending contact programme due to financial constraints as well.

### **On Communication Problem:**

The biggest obstacle faced by sample Accredited Institutions in Mizoram is poor communication infrastructure. Communication facilities such as the telephone, computer, internet and television were not provided to Accredited Institutions making communication between the Regional Office and Accredited Institutions very difficult.

Since all the AIs' in Mizoram were ill-equipped, they faced difficulty in getting information especially during declaration of results. No provision to access the internet and other facilities at the AI create difficulties in receiving and in giving out the results in time.

### **Co-ordination and co-operation**

A serious problem is lack of coordination and understanding between the Regional Office, Guwahati and the NIOS Accredited Institutions of Mizoram. NIOS Regional Centre, Guwahati, is not showing cooperation and coordination with Accredited Institutions in Mizoram. The problems faced by the co-ordinators in Mizoram are often unheard and not taken into consideration. Even representations sent to Regional Office from Mizoram were not properly entertained. Furthermore, the Regional Office never sent any representative to Mizoram to inspect the Accredited Institutions/Study Centres or to hear their grievances nor even to assess the internal and external situation faced by the co-ordinators.

## CHAPTER V

### MAJOR FINDINGS AND DISCUSSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

The major findings of the present study have been presented under the following headings:

- 1 Major findings relating to growth of institutions and enrolment in open and distance education in Mizoram;
- 2 Major findings relating to profiles of the learners and related issues;
- 3 Major findings relating to infrastructure and related inputs;
- 4 Major findings relating to problems of open and distance education.

#### 5.1.0 MAJOR FINDINGS RELATING TO GROWTH OF INSTITUTIONS AND ENROLMENT IN OPEN AND DISTANCE EDUCATION IN MIZORAM

##### I Growth of study centres/accredited institutions under open and distance education in Mizoram

1 The first open and distance education centre in Mizoram, i.e., Aizawl College Study Centre under IGNOU Shillong Regional Centre was established in 1987 while the first two Accredited Institutions under open school system were opened in 1989. As on 2009, there were 65 open and distance learning centres. Under IGNOU Aizawl Regional Centre, there were 38 Study Centres, 10 partner institutes and 2 community colleges while there were one Study Centre each under

Directorate of Distance Education under Madurai Kamaraj University and International Centre for Distance and Open Learning (ICDEOL), Himachal Pradesh University. There were 13 Accredited Institutions under National Institute of Open Schooling (NIOS) .

2 District-wise distribution of open and distance learning centres showed that half of the total study centres/accredited institutions in the state, i.e., 33 study centres were located in Aizawl, 7 in Lunglei, 5 in Champhai and another 5 in Lawngtlai, 4 in Serchhip, 3 in Kolasib, 3 in Mamit and another 3 in Saiha.

## **II Growth of enrolment in open and distance education institutes in Mizoram**

1 There was a phenomenal increase in the enrolment in open and distance education during 1988-89 to 2010-2010. Enrolment in open and distance education increased consistently and significantly over the period. In 1988-89 there were only 7 learners enrolled in open and distance education, whereas, in 2010-11, the number rose to 10419 learners, showing approximately 1488 times increase over the period.

2 Both enrolment in IGNOU and NIOS showed a consistent and significant growth. Under IGNOU enrolment grew approximately by 703 times during 1988-89 to 2010-11. There were 7 learners under IGNOU but by 2010-11 the number increased to 4919. Meanwhile, there were only 300 learners in NIOS in

1989-90, the number escalated to 5500 in 2010-11 implying a little more than eighteen - fold increase.

3 Growth of programme-wise enrolment under IGNOU Regional Centre, Aizawl showed that between 2001 and 2010, enrolment in Master degree course had risen almost 18 times while enrolment in Bachelor degree programme grew significantly in absolute terms, but its share declined gradually. Enrolment in diploma and certificate programme showed insignificant in absolute as well as relative terms.

4 Enrolment growth in Madurai Kamraj University (MKU) during 1998-99 to 2007-08 shows an erratic pattern. As on 1998-99, there were 54 learners, the number increased to 185 in 2007 showing a little more than three-fold increase. However, by 2007 enrolment drop to 90 learners only. On the other hand, enrolment under Himachal Pradesh University witnessed inconsistent growth trends during 1998-99 to 2007-08. The number of learners enrolled increased from 223 in 1989-99 to 360 in 1998 showing 42 per cent increase; while enrolment gradually decreased and by 2002-2008, there were only 112 learners.

5 Enrolment in the Accredited Institutions (AIs) under NIOS increased from 350 learners in 1989 to 4451 learners in 2008-09, indicating almost eight-fold increase over the period. Four of the AIs offered secondary level course whereas nine offered both secondary and senior secondary course. Three of the AIs used only English as a medium of instruction while 10 of them offered both English and Hindi as medium of instruction.

### **III Growth of Enrolment in the Sample Study Centres/ Accredited Institutions**

1 The enrolment in the nine sample study centres under IGNOU grew almost 17 times from 216 learners in 2001 to 3670 learners in 2008. Centre-wise, Government Hrangbana College has the highest growth rate. Other study centres shows a moderate growth rate during the study period. Under NIOS the sample Accredited Institutions increased though there were some gaps in some years. It grew from 314 learners in 2001 to 826 learners in 2008.

### **5.2.0 MAJOR FINDINGS RELATING TO PROFILE OF OPEN AND DISTANCE LEARNERS AND RELATED ISSUES**

#### **I Profile of learners**

1 Majority of the learners (54.6%) were females. As the level of education increases, female enrolment gradually decreased while male enrolment showed a rising tendency. Most of the learners (73.3%) were unmarried. The percentage of married learners increased with the level of education..

2 The dominant age group of the learners was 21-25 years followed by the age group of 16-20 years. The number of learners above 40 years was negligible. The dominant age group rose as the level of education increases.

3 Nearly 29 per cent of the learners' fathers were government employees. More than 24 per cent were cultivators. Daily labourers constituted 14.3

per cent. Business group formed 24.5 per cent while teachers accounted for 8.3 per cent. More than 43 per cent of the learners' mothers were unemployed. About 17 per cent were cultivators and 13 per cent were engaged in business while government employees were 9 per cent.

4 Majority (65.6%) of the learners' fathers was matriculates and below. Almost 30 per cent were post secondary degree holders. Majority (79.2%) of the learners' mothers hold below high school degree. Few of the mothers (12.7%) have post secondary degree; 8 per cent were illiterates.

5 More than 35 per cent of the learners came from the low middle income group. About 27 per cent belonged to middle income group and only 16 per cent of the learners represented the high middle income group.

6 More than 44 per cent of the learners were employed. The number of learners employed increased with the increase in the level of education. Most (80.3%) of the learners at the school level were unemployed. Almost 53 per cent were employed at the undergraduate level and 68 per cent in postgraduate learners.

7 Majority (70 per cent) received information on admission from the study centres. More than 12 per cent received information through regional office and 17 per cent through advertisement, friends and internet.

8 More than 46 per cent of the learners joined distance learning to improve their qualification. About 30 per cent of learners opted for ODL due to their



full time employment while another 23.7 per cent due to other reasons like high expenses in formal education, for promotion, enhancing knowledge and inability to get admission on formal stream.

## **II Utilisation of academic facilities by the learners**

### **A. Self-Learning Materials**

1 A large majority of learners found Self-Learning Materials helpful in enhancing their knowledge (97.4%), developing creative thinking (95.5%), gives practical knowledge (92%), feedback (92%), self-study (85%), and self-satisfaction (75%). Majority of the learners found the study centres resourceful to meet their requirements. About 23 per cent of the learners found the audio/ video provided as useful for learning.

### **B. Utilisation of Library, Radio Interactive Programme and Internet by the Learners**

1 Majority of learners (63.4%) under IGNOU never visited the library at the Study Centres. Learners who regularly visited the library were 2.8 per cent. Only 13.6 per cent of the learners 'often' visited the library while 20 per cent 'rarely' visited the library. Radio Interactive Programme (RIP) was regularly listened by about 10 per cent of the learners under IGNOU. As many as 46.1 per cent learners never listened to the radio interactive programme. Most (89.6%) of the learners have never

used the internet at all. Learner viewing the Educational TV Programme has been very poor (3.1%). Nearly 63 per cent of the learners never watched the programme.

### **C Utilisation of Personal Contact Programme and Assignments**

1 About 90 per cent of learners found Personal Contact Programme helpful to them in the teaching-learning process; 60.3 per cent used Personal Contact Programme (PCP) for clarifying their doubts. About 32.1 per cent attended PCP for tutorials. Only 1.2 per cent used PCP for viewing video while 6.3 per cent of learners used it for self-evaluation. About 96 per cent of the learners found the assignment useful.

### **D Expenditure incurred by open and distance education learners**

1 The important components of private cost were fees for admission and examination, stationery items, transport and food. The admission fee was estimated at Rs 1447 per student and examination fees amounted to Rs 299 per student. The cost of stationery was Rs.308 per student per annum. Transport cost accounted was Rs.564 per student per annum. The average cost on food per student was Rs. 343.

2 The average cost estimated for all courses taken together was Rs.2972 per student. The annual average private costs at the school, undergraduate and postgraduate level were Rs.2060, Rs.3004 and Rs.4625 per student respectively. In relative terms, learners spent 67 per cent on admission fee, 4.9 per

cent on examination, 6.9 per cent on stationery, 14.4 per cent on transportation, 6.8 per cent on food items.

### **III Follow up study of successful learners**

1 Majority (80.3%) of successful learners belonged to the age group 21-40 years; learners above 50 years were negligible. Majority (54%) of successful learners was married. More than 34 per cent of successful learners were senior secondary or pre-university degree holder before joining open education while 31 per cent completed their Post Graduate course. Another 27.6 per cent had bachelor degree.

2 The most common programme pursued by successful learners was Bachelor degree course; more than 33 per cent completed these courses. Successful learners who completed professional course (B. Ed) was 25.3 per cent while another 25.3 per cent completed master degree course.

3 The occupational background of successful learners showed that majority (58.6%) were teachers. Nearly 20 per cent were unemployed. Government servants accounted 9.2 per cent while journalist and social workers (NGO) constituted 2.3 per cent and 3.4 per cent respectively.

4 Various factors motivated them to join open and distance education- 62 per cent joined for qualification while 20.7 per cent joined due to their full time employment, and 11.5 per cent for enhancement of knowledge.

5 The benefits derived include pay increment (19.5%), confirmation/promotion in the job (13.8%) and job placement (4.6%). More than 35 per cent obtained higher educational qualification, 11.5 per cent were able to pursue further studies.

### **5.3.0 MAJOR FINDINGS RELATING TO INFRASTRUCTURE AND RELATED INPUTS**

#### **I Infrastructure under IGNOU Aizawl Regional Centre**

1 IGNOU Aizawl Regional Centre had 13 Regular Study Centres, 7 Special Study Centres and 17 Programme Study Centres. Among the Regular Study Centres, Aizawl College Study Centre had been offering as many as 33 programmes/subjects. Ngopa Higher Secondary School, a Special Study Centres, has offered maximum programme with 16 subjects. Among the Programme Study Centres, DIET (Serchhip) and DIET (Lawngtlai), activated as many as 10 programmes of studies.

2 Ten Partner Institutions under the Convergence Scheme and two community colleges have been set up in Mizoram. The Partner Institutions offered both under-graduate courses and may enrol their own students for certificate or diploma programme. Community college was targeted towards providing an alternatives system of education to those who for some reason or other have missed the opportunity of mainstream education. The programmes offered under this

scheme are primarily in the area of vocational studies and the community need based programmes.

3 The Regional Centre has a small library which contained 911 textbooks and 20 reference materials. Besides national newspapers and magazines, the Regional Centre subscribed reputed journals including Indian Journal Open Learning. Non-reading materials available in the library consist of audio/video cassettes, CDs, etc that could be used for teaching-learning purposes.

## **II Academic programmes offered under IGNOU Aizawl Regional Centre**

1 The academic programmes offered under IGNOU Regional Centre are Master degree programme, Postgraduate diploma programme, Bachelor degree programme, diploma and certificate courses. Eleven subjects/courses were offered under Master Degree programmes, 10 subjects/courses under bachelor degree programmes, 9 subjects/courses under postgraduate diploma programme, 7 diploma courses and 23 certificate courses under IGNOU Aizawl Regional Centre

2 During 2001 to 2008, majority of the learners (69%) were enrolled in three subjects- Master of Arts in English (MEC), Master of Arts in Political Science (MPS) and Master of Arts in Sociology (MSO). Master of English programme accounted 27.6 per cent of total enrolment, Master of Sociology 20.6 per cent and Master of Political Science 20.4 per cent. During 2001-2008, enrolment in Bachelor Degree Programme was dominated by Bachelor of Arts (B.A) accounting 83.7 per cent of total enrolment. Enrolments in other degree programme were relatively

insignificant compared to Bachelor of Arts. Enrolments in diploma programmes were very small as compared with traditional subjects in Master of Arts and Bachelor of Arts. Enrolment in certificate programme is dominated by Bachelor Preparatory Programme (BPP) which was offered to those learners who do not pass the essential qualification of 10+2 to enter higher degree course under IGNOU. During 2001-2008, the total enrolment in BPP accounted almost 74 percent of total enrolment in the certificate programme while enrolments at the CPE and CIC were 20.8% and 3% respectively.

### **III Facilities available in the sample study centres/accredited institutions**

1 The sample study centres under IGNOU Aizawl Regional Centre were equipped with Television and Library facilities. Eight of the Study Centres were provided with computer facilities while internet facilities were provided to only four Study Centres. Only two Study Centres were provided with photostat machines

2 Accredited Institutions under NIOS were poorly equipped. Only two (2) of the Study Centres have computer, telephone and library facilities while internet and television were available in only one Study Centre. Photostat machines and Video/Audio supports were not available in all the Study Centres. Even the existing library facilities in the Study Centres were ill-equipped.

3 All the Study Centres and Accredited Institutions did not have separate rooms for library but have been provided with separate room for conducting contact

classes and office room for the coordinators and their staff. Toilet, drinking water, chairs and tables were available in these Study Centres and Accredited Institutions.

#### **IV Academic programmes offered in the sample study centres**

1 The number of programme offered, enrolment and the number of academic counsellors varied widely between the Study Centres. Aizawl College Study Centre was offering 23 programmes of studies with 1071 learners. Hnahthial College Study Centre offered just three programmes of studies with 103 learners. Hrangbana College Study Centre had the highest enrolment in 2008- 1235 learners with 11 programmes of studies.

2 Subject-wise enrolment in the postgraduate degree level revealed that Master in Sociology (MSO) accounted 23.7 per cent followed by enrolment at Master in History (18.7%)..

3 Enrolment in Bachelor degree & diploma programme in sample Study Centres indicated that the highest enrolment was accounted by B.A. representing 88.5 per cent of total enrolment. Enrolment at the B.Com, BSW and BTS were 131 (7%), 52 (2.8%) and 25 (1.3%) learners respectively. However, enrolment at diploma level was not significant.

4 Bachelor Preparatory Programme (BPP) had 74.4 per cent, .the highest share of enrolment followed by Certificate in Primary Education (CPE). Enrolment at CPE had a share of 23.5 per cent.

5 Three of the sample Accredited Institutions were offering Secondary and Senior Secondary courses while one of them offered only secondary course.

## **V Manpower inputs available in open and distance education in Mizoram**

1 IGNOU Aizawl Regional Centre is headed by the Regional Director who is an overall charge of activities of the university within the region. The Regional Director directs and monitors academic operations and coordinates the working of the study centres. The staffing pattern includes one Asst. Regional Director, two consultants, and eleven supporting staff.

2 Manpower inputs in the Study Centre consisted of academic counsellors and some supporting staff. The total number of academic counsellors in the sample study centres was 158 and the supporting staffs 55. The total manpower input per programme was 1.9 and the total student manpower ratio was 17.23.

3 The number of programme offered varied widely between the Study Centres. Government Aizawl College study centre offered 23 programmes while Govt. Lawngtlai College offered only three programmes of studies.

4 Government Mamit College Study Centre has the highest manpower input per programme amongst the sample Study Centres-5 manpower inputs per programme. Govt. Saiha College had the smallest man-power input per programme with only 1.9 manpower inputs per programme. Govt. Hrangbana College had the



highest student manpower ratio (38.6) while Govt Serchhip College had the lowest student manpower ratio of 6.3.

5 Under NIOS, three Accredited Institutions offered Secondary and Senior Secondary Courses while there is only one Study Centre which offered Secondary Courses. while the other three offered both. The number of learners per counsellors varied between 7 and 50 learners per counsellor.

## **VI Pattern of institutional expenditure at the sample study centres**

1 The expenditure on remuneration of study centre staff accounted the highest amount (51.5%), followed by examination expenses (24.8%). Academic expenses accounted 18.2 per cent while administrative expenses 5.5 per cent of the total expenditure. The total unit institutional cost was estimated Rs.931 per student. The unit cost per student varied between different study centres. The unit cost varied between Rs 1,893 per student in Saiha College study centre and Rs 448 per student in Aizawl College study centre.

2 Estimates of item-wise unit cost showed that the unit cost of remuneration of coordinators and other staff was Rs.480 per student. The unit cost of examination was Rs.231 per student while academic expense was Rs 169 per student. Administrative expense was estimated at Rs 41 per student. Unit cost per student on remuneration for coordinators and staff was the highest in Saiha College Study Centre (Rs.1345) and lowest in Hrangbana College Study Centre (Rs 171).

3 Unit cost per student on academic varied between Rs.296 in Kolasib College Study Centre and Rs.63 in Hrangbana College Study Centre. Unit cost per student on examination was the highest in Mamit College Study Centre (Rs.300) and lowest in Hrangbana college study centre (Rs 91). The unit cost on administrative items varied between Rs 97 per student in Saiha College Study Centre and Rs 26 per student in Lawngtlai College Study Centre.

4. The pattern of expenditure in the sample Accredited Institutions under NIOS showed that the share of expenditure for counsellors' remuneration is the highest (46.4%) followed by examination expenses (39.8%). The estimate of total unit institutional cost in Accredited Institution was Rs 528 per student under NIOS in Mizoram. The unit cost per student varied between different Accredited Institutions. The unit cost varied between Rs 981 per student in Madonna Education Centre AI and Rs 315 in TLR City College AI.

5 Unit cost per student on co-ordinators and staff varied between South Hlimen High School Accredited Institution (Rs 91) and Madonna Education Centre Accredited Institution (Rs 45). Unit cost per student on academic varied between Rs 405 per student in Madonna Education Centre Accredited Institution and Rs 157 per student in TLR City College Accredited Institution. Unit cost per student on examination items varied between Rs 515 per student in Madonna Education Centre Accredited Institution and Rs 100 per student in TLR City College Accredited Institution. The unit cost on administrative item was the highest in Southern Baptist High School Accredited Institution and lowest in TLR City College Accredited

Institution. The unit cost was Rs 22 per student in Southern Baptist High School Accredited Institution and Rs 5 per student in TLR CITY College Accredited Institution.

#### **5.4.0 MAJOR FINDINGS RELATING TO PROBLEMS OF OPEN AND DISTANCE EDUCATION**

##### **I Problems of learners under open and distance education**

##### **A Problems relating to pre-admission and admission**

It was found that 23.7 per cent of learners faced problems in getting information of the course they wanted to pursue at the time of admission. Only few of the learners were facing problems on eligibility (13%), choosing study centre (11%), remitting fees (11%) and in filling up admission form (10.2%). Majority of the learners (62%) did not understand the credit system and more than 43 per cent of university learners did not received in time information on induction meeting. Nearly 24 per cent of the learners did not get assistance from the Study Centre at the time of admission. Surprisingly, the figure is very high at the school level (57.9 %) while it was as low as 7.1 per cent at the undergraduate and 9 per cent at the postgraduate level.

##### **B Problems relating to Self-Learning Materials**

1 Late receipt of reading material was the main problem faced by all learners at different stages. As a whole, 45.2 per cent of the learners reported facing

this problem. More than 31 per cent of the learners experienced delayed in writing assignment due to late receipt of reading materials and 15 per cent of the learners lost time for study due to late receipt of reading materials.

2 Few students (7%) received wrong reading materials while almost 19 per cent did not receive reading materials and 20 per cent learners received incomplete set of the learning materials. It was found that more than 19 per cent of the learners did not understand the contents of the learning materials while almost 41 per cent did not understand the language of the reading materials. As many as 25.6 per cent of the learners did not understand the content and language of the reading materials.

3 While as many as 40 per cent of the learners could not complete the activities provided in the reading materials, most of them found the activities provided in learning materials were helpful in understanding the contents of the learning materials.

4 Only very few (3.2%) of the learners could not understand the reading materials at all while 14.7 per cent of the learners could completely understand the reading materials. As much as 54.4 per cent of the learners could understand the study materials to 'some extent'. The number of learners who could understand to a 'large extent' constituted 27.6 per cent.

5 Only few learners had problem in attending regularly personal contact programme. It was found that almost 18 per cent of the learners experienced

problems during Personal Contact Programme (PCP). The main problems faced by the learners, in order of magnitude, were: (i) explanations not cleared; (ii) PCP not related with learners' problems; (iii) No feedback and (iv) explanations not interesting.

### **C. Problems relating to Examination**

1 More than 34 per cent of the learners did not received Hall ticket/admit card in time. Majority of both undergraduate and post graduate learners did not receive their results and grade card in time from the University as a result of which they faced difficulty in re-registration. It was also found that 40 per cent of the learners faced problems due to delayed in result declaration.

### **D Problems relating to Assignments**

1 Several students (37%) did not receive their assignments immediately. While more than 21 per cent of learners were not clear with their assignments, 33 per cent of the learners faced difficulty in doing assignment. As many as 54.6 per cent of the learners reported that they did not get adequate guidance for their assignments.

2 Few (15.3%) learners were unable to submit their assignments due to late receipt of SLM. More than 21 per cent postgraduate learners, 16 per cent undergraduate learners and 11 per cent school learners faced the problem.

1 Few students got problems in submitting the assignments. About 2 per cent were unable to submit assignment due to lack of detail information while 12.6 per cent of the learners were unable to submit their assignments due to inadequate time for writing.

2 Nearly 45 per cent of the learners did not receive the evaluated assignment in time. And more than 53 per cent of the learners described that no comment was written on their assignment.

3 Only 3 per cent learners revealed that their assignments were not properly checked and returned late. More than 11 per cent of learners stated that their assignments were checked but returned late. About 24 of the learners reported that their assignments were never returned.

## **II Problems faced by Co-ordinators**

### **A. Co-ordinators under IGNOU Aizawl Regional Centre**

1 All the co-ordinators were concerned about receipt of incomplete sets, wrong packets of learning materials and late receipt by the learners as it adversely affect the learner's motivation to study, delayed in writing assignments and their submission in time.

2 Non- receipt or late receipt of Hall Ticket for Term-End Examination (TEE) by the learners created problem for the co-ordinator. It was supposed to arrive a week before the examination started but arrived late and often do not reach at all even during or after the examination. Undue delay in declaration of results and

incomplete ones received by the learners was another concern of the co-ordinators.

3 Co-ordinators faced problem due to limited fund allocated for organising contact programme.

4 Relating to assignment, the major difficulties faced consist of: (i) late arrival of assignment questions for the learners resulting to late submission of assignments by the learners, and (ii) exclusion/ omission of assignment marks in grade card from the Headquarters.

## **B Co-ordinators under NIOS**

1 The Self-Learning Materials (SLMs) for different subjects reached Accredited Institutions (AI) in incomplete set, less number of textbooks in some subjects, wrong and late receipts of study materials gives problems to the co-ordinators.

2 Many of the registered students were often excluded in the final list to fill up the examination forms though they paid their fees and had cleared their examination fees as well. Also, many of the learners' admit card from the Regional Centre did not reach the Accredited Institutions before the commencement of public examination causing inconveniences to the learners.

3 Co-ordinators faced problems in organising personal contact programme due to financial constraints. The remuneration received for PCP from the

Regional Office was too meagre to pay the counsellors for their services. Many of the learners from far flung remote areas were prevented from attending contact programme due financial constraints.

4 The biggest obstacle faced by Accredited Institutions (AIs) in Mizoram was poor communication infrastructure. Communication facilities such as the telephone, computer, internet and television were not provided to Accredited Institutions making communication between the Regional Office and Accredited Institutions very difficult.

5 All the Accredited Institutions in Mizoram were ill-equipped, they faced difficulty in getting information especially during declaration of results. No provision to access the internet and other facilities at the AI create difficulties in receiving and in giving out the results in time.

6 There was lack of coordination and understanding between the Regional Office, Guwahati and the NIOS Accredited Institutions of Mizoram was. NIOS Regional Centre, Guwahati, showed no cooperation and coordination with AIs' in Mizoram. The Regional Office never sent any representative to Mizoram to inspect the Accredited Institutions/Study centres or to hear their grievances nor even to assess the internal and external situation faced by the coordinators.



#### **4.5.0 DISCUSSION OF THE FINDINGS**

##### **I Findings relating to growth of institutions and enrolment in open and distance education in Mizoram**

The present study revealed that open and distance learning witnessed tremendous growth in Mizoram during the two decades. Enrolment, number of programmes and number of study centres were increasing rapidly. Of the four ODL institutes operating in the state, IGNOU has the most consistent growth. The present study found that open and distance learning institutes in Mizoram offered a wide range of programme of studies from certificate courses to master degree covering both traditional and professional courses. However, enrolment has been dominated by in traditional courses while only very few learners were interest in need-based and skilled based courses. The growth in enrolment was motivated by enrolment in these traditional subjects. These observations had been corroborated with the findings of Prasad (1987), (Khan 1991), Pandit, (1994), Srivastava, (1995), Pandey, (1996), Garg & Panda, (2002), and Koul, (2006) who also found that bulk of open and distance learners were enrolled in general programme like B.A & B. Com. They also observed that majority of women learners opted for traditional subjects such as Arts, Humanities, Education etc.

It is interesting to note that enrolments in general courses were much higher than innovative, need based courses like certificate and diploma courses. The reason may be that the learners just wanted to become a graduate which is regarded as a stepping stone in entering the world of white collar job. The low

enrolment in need based programmes may also be due to the fact that learners were facing difficulties in understanding the language of the print materials as they were not written in the regional language. The findings have been found to be in consistent as with findings of earlier studies conducted by Prasad (1987), Pandit (1994), Srivastava (1995) and Pandey (1996). The findings may be an indication that open and distance education was merely a diversion of the regular students from the conventional system.

At the school stage, NIOS has the potential of growing and developing as the enrolment pattern has modestly increased. It was able to set up 13 Accredited Institutions within three decades where majority was offering both secondary and senior secondary courses. However, the Accredited Institutions lack proper infrastructure, equipment and facilities for delivery of academic and administrative services which are important for efficient functioning of distance learning.

## **II Findings on profiles of learners and related issues**

The present study highlighted that female enrolment was found to be relatively higher at the school stage but gradually decreased as the level of education increased. The reason may be they were married and had families to look after or jobs. The finding of the present study has the support of Kanchan (1996) and Sharma (2000) who have also found that female enrolments were higher than that of males. Vandse and Poll (1990) also observed that correspondence education was popular more in the urban areas and among the working women. At the same time,

this finding is contrary to that of Prasad (1988), Khan (1991), Kumar (1998), Sharma (1999) and Rubdy and Sen (1999) and Reddy and Manjulikka (1999) who reported that male dominated enrolment in open and distance learning institutes. Srivastava and Ramegowda (2006), who compared women enrolment in distance education and conventional system of education, found that enrolment in distance education was higher than conventional system.

The study further revealed that enrolment in the open and distance education was dominated by 21 - 25 age groups and between the age group of 16 to 20 years. It is evident that those who pursued open and distance learning were of the same age group as in the formal institution. The finding of the present study reveals majority of the IGNOU learners were in the age group of 21-30 years. The findings had the support of Kumar (1998), Prasad (1988), and Gaba (2007). The distance mode has provided another chance to many young and aspiring learners to realise their educational dreams. However, in Subramaniam (1999) and in Varghese and Pulimood (1999) study the dominant age group was between 20-40 years and 31-51 years.

The study indicated that majority of learners joined open system to improve their educational qualification and due to their full time engagement in their jobs. Enhancing their knowledge, high expenses in formal institutions and a desire to increase their promotional aspects were the additional reasons. Similar findings have been reported by Khan (1992), Pandit (1994), Anand (1979), Pillai & Mohan (1984), and Sahoo (1985).

The present study found employed learners to be much higher than unemployed at the post graduate and under graduate levels which contradicted with the findings of Prasad (1988) and Bala (1999) but conformed at the school level where most of the learners were unemployed.

### **III Findings relating to utilisation of academic facilities**

The present study revealed that most of the learners perceived the reading materials (SLM) to be enhancing knowledge, useful, practical and motivating. These observations were supported by the study of Dhillon (1978), Kaur (1979,1981) and Kaur (1982) Mishra et al (2001), Dwivedi (2005). On the other hand, the findings revealed that most of the learners did not utilised the library, radio interactive programme, internet and educational television. Rubdy and Sen (1999), Mateswaran (2001) and Sharma (2003) reported that majority of the learners in IGNOU and in Jammu and Kashmir did not utilized properly library facilities and education television. Mani (1981) found the radio timing inconvenient. On the other hand Jayagopal (1998), Shah and Mandal (1993), Goel and Sarangi (1995),Bala (1999), Chaudhary and Bansal (2000), Sukumar (2001), Agrawal and Ganesan (2003) found education television, radio interactive programme, video film and booklet motivating, significant, effective and relevant.

Most of the learners found Personal Contact Programme and assignment were helpful to them in the teaching-learning process. The present study revealed that both the learners at the school and higher levels mostly used personal contact

for clarifying doubts and for lecture and discussion corroborating with the findings of Patil (1997) and Bala (1999). But Sharma (2002) study reported that there was insufficient interaction during the contact programme.

It was found that successful learners received benefits in terms of pay increment, confirmation/promotion in the job and job placement, higher educational qualification, while some were able to pursue further studies. The findings of the present study has the support of Woodley (1995), Gaba (1999, 2007) and Open University of Hongkong (1999) who had also found higher qualification, pay increment, promotion, self-confidence and so on as the benefits. Upreti (1988) also found teachers trained through correspondence education experienced vertical mobility.

#### **IV Findings on infrastructure and related inputs**

The study found that Study Centres under IGNOU Regional Centre and Accredited Institutions under NIOS were poorly equipped in terms of library and other facilities like Xerox machines, internet etc. Learners from isolated and distance villages could not obtain their results immediately due to non-availability of internet facilities at the study centres. Absence of library facilities also handicapped the learners in writing their assignments. These findings were corroborated by Mani (1982, 1987), Rathore (1991), Puzhagentti (1991), Naidu (2000) Rao (2008) who found that study centres were very few and ill-equipped, did not fulfill the purpose of supporting the distance learners and their functioning inadequate.

## **VI Findings regarding problems of open and distance education in Mizoram**

The study revealed that majority of learners did not understand credit system. Late receipt of reading materials was another major problem faced by the learners. Other major problem relating to assignments was that learners did not receive evaluated assignments on time. Late receipt and incomplete receipt of SLM also affected student time for writing of assignment and submission of assignment and their further studies. More than half of the learners were getting personal problems in attending personal contact programme. Under open and distance education, self-learning materials, assignments and personal contact programmes are the main teaching-learning process. Delayed receipts of learning materials or any incomplete set or wrong receipts could be very frustrating for the learners. These problems were also highlighted by other studies like Gupta (2000), Kumar (2002), Jaiswal (2002), Sharma (2002), Sharma (2003), and Reddy (2005).

## **VII Findings on cost of open and distance education**

The present study revealed that expenditure on fees, stationery items, transport and food constituted an important component of individual cost while remuneration for study centre staff, examination expenses, academic expenses and administrative expenses were the major items of institutional cost. The expenditure on remuneration of study centre staff accounted the highest amount followed by examination expenses, academic expenses and administrative expenses. The unit

cost per student varied between different study centres. The pattern of expenditure in the sample Accredited Institutions under NIOS showed that the share of expenditure for counsellors' remuneration is the highest followed by examination expenses.

The investigator could not find any study relating to private cost of open and distance education; however, there were few studies in relation to cost of open and distance education at the institutional level. Mulay et al (1986), Datt (1991), Singh et al (1992) found that a wide variation in cost per student existed at the institutional level which is in agreement with the present study. Further, Pillai and Nadu (1999), Sharma (1999) and Gaba (1999) also identified that the major components of institutional costs were remuneration of academic and non-academic staff, examination and student support services.

## **5.6.0 RECOMMENDATIONS FOR IMPROVEMENT OF THE STATUS OF OPEN AND DISTANCE EDUCATION IN MIZORAM**

### **I Recommendations relating to growth of institutions and enrolment in open and distance educational institutions**

1 Enrolment in open and distance learning institutes were dominated by traditional subjects like B.A and M.A. Effort must be made to attract learners to pursue professional courses whose job prospects are very encouraging. Certificates and diploma programmes under IGNOU should be translated in the local dialect. Besides, need-based programme suited to the local requirement should be also prepared.

2 Accredited institutions under NIOS should be opened in every districts of Mizoram. All the NIOS Accredited Institutions must be permitted to offer both the secondary and senior secondary courses. At the same time, the Accredited Institutions should be inspected or visited every now and then by the Regional Director-his jurisdiction. The medium of instruction for self learning materials under NIOS Accredited Institutions should be written in the mother tongue (Mizo) as this could help the learners to comprehend the reading materials easily. Vocational Accredited Institutions should also be opened for the state of Mizoram for opening more opportunities to the learners.



## **II Recommendations relating to profile of distance learners and related issues**

1 Female learners both at the school and especially at the higher level should be given special drive to enable them to join and complete the course through open and distance learning. Both at the school level and higher level adult learners above 40 years should also be encouraged to come forward; an incentive drives and programmes for such age group should be arranged.

2 Need based and skilled based programmes should be translated in the regional language for effective utilisation of the programme.

3 Data of learners who completed the course should be maintained properly. The success of the programme can be identified from the number of completion and drop-out rates.

## **III Recommendations relating to infrastructure and related inputs**

1 The study centres/ Accredited Institutions should be equipped with the basic minimum requirements for the smooth functioning of the academic and administrative set up. The Study Centres/Accredited Institutions under IGNOU and NIOS should be provided with better facilities like the computer, internet, television and library facilities The Study Centres/Accredited Institutions must possessed audio/video for supporting learners. Learners should be informed of their availability

and its utility in the process of learning. At the same time the audio/video should be prepared to provide better/clearer perception and understanding in their learning.

2 All the study centre/ Accredited Institutions should have library which should be accessible to the learners. The library should be equipped to even meet the minimum requirement of the learners.

3 Radio Interactive Programme and educational television programme should be arranged and prepared in such a way that it encouraged the learners to listen and watch the programme. The presentation should be interesting, clear, specific and relevant to the learners.

4 Internet facilities should be installed both in Accredited Institutions/ study centres as it provides good supporting services to the learners. Its easy accessibility would assist in acquiring information and other reading materials for writing the assignments.

5 Personal contact programme between the distance learners and the counsellors should be arranged to provide interaction, guidance, assistance and in clearing doubts for the learners. It should be organized regularly for about 30 days

6 Counsellors/ tutors under NIOS should be paid for their services during contact classes and for evaluating the assignment. The remuneration paid should not be too low but should be handsome enough to be benefitted.

#### **IV Recommendations for overcoming the challenges/problems of open and distance learning**

1 Credit system should be explained clearly to the learners; adequate information should be provided to them during induction meeting, counselling session and during informal briefings by the coordinators.

2 Induction letters were not received by many learners. Date of induction should be fixed immediately and the learners should be informed through mass media.

3 Timely dispatch of SLM to students must be ensured. Head office of institution should develop an effective planning and monitoring mechanism to ensure that stock of surplus learning materials be available with Study Centres for distribution to needy learners. The distribution system of learning materials must be decentralized.

3 Students often complained that their submitted assignments were lost by the Study Centres. Coordinators should properly take care of these as they critical issues for the learners.

4 Assignments should be properly checked with comments as they are the means of interaction/communication between the teacher and the distant learners. Moreover, properly commented assignment provides feedback and

motivation to learners. Evaluated assignments should always be returned well before the second sets of assignments are due for submission.

5 Examinations should be partially decentralized to avoid delay in result declaration; Regional Centre should be assigned the responsibility of evaluation and a list of local evaluators should be available with Regional Centre for follow up of early evaluation of answer books. Adequate care be exercised in filling up data regarding examination and the Hall ticket/admit card should be promptly delivered to the concerned study centres.

6 The university must ensure that results of terms end examinations are declared before the proclamation of the date for the next term end examination. Grade Card complete in all respects may be dispatched to the learners immediately.

7 NIOS has the potential of growing and developing. Government should take initiative in establishing Regional Centre under NIOS in Mizoram.

8 Quantitative expansion of the open and distance education is welcome and it must be encouraged for the benefits of the people who live in far flung villages and remote areas. Both IGNOU and NIOS authority, however, should take initiative to ensure that quantitative expansion should not be encouraged at the cost of qualitative improvement of the open and distance education system.

### **5.7.0 SUGGESTIONS FOR FURTHER RESEARCH**

- 1 Evaluative study of academic programmes of open and distance learning education in Mizoram.
- 2 Case study of Study Centres under IGNOU and NIOS;
- 3 An analysis of socio-economic profile of distance learners under IGNOU and NIOS.
- 4 Identification of need based programmes under open and distance education
- 5 Evaluative study of professional courses under open and distance education programmes;
- 6 Special problems faced by learners coming from far-flung and isolated Locations.
- 7 Comparative cost analysis of open and distance learning institutes and conventional educational institutions;
- 8 Programme-wise cost analysis;
- 9 Institutional and private cost analysis under open and distance education vis-avis conventional system;

- 10 District-wise analysis of the status of open and distance education in Mizoram.

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**APPENDIX 1**  
**QUESTIONNAIRE FOR LEARNERS**  
**1. PROFILE OF THE LEARNERS**

1. Name : \_\_\_\_\_
2. Sex : Male/Female
3. Age : \_\_\_\_\_
4. Caste : SC/ST/General
5. Permanent Address: \_\_\_\_\_
6. Father's Occupation: \_\_\_\_\_
7. Mother's Occupation \_\_\_\_\_
8. Father's Education: \_\_\_\_\_
9. Mother's education: \_\_\_\_\_
10. Family/Parent's Monthly income:
  - (a) More than Rs 15000.00 ( )
  - (b) From Rs 10,001 to Rs 10,000.00 ( )
  - (c) From Rs 4001 to Rs 10,000 ( )
  - (d) From Rs 2001 to Rs 4000 ( )
  - (e) Below Rs 2000 ( )
11. Present occupation of the student (Tick)
  - (i) Manual worker ( )
  - (ii) Skilled workers ( )
  - (iii) Agriculturist ( )
  - (iv) Businessmen ( )
  - (v) Government Servants ( )
  - (vi) Teachers ( )
  - (vii) Unemployed ( )
12. Total monthly earnings by the learners: Rs \_\_\_\_\_
13. Marital Status: Married/Unmarried
14. Educational status of the student
  - (a) School/college/university last attended \_\_\_\_\_
  - (b) Last Class attended: \_\_\_\_\_
  - (c) Present course pursued: \_\_\_\_\_
  - (e) Name of Study Centre where studying \_\_\_\_\_
15. Reasons for joining open system of education (Tick appropriate one)
  - (i) For promotional prospects ( )
  - (ii) To increase knowledge ( )
  - (iii) To improve my qualifications ( )
  - (iv) I have nothing else to do ( )

**II. UTILISATION OF ACADEMIC FACILITIES**

1. Is the learning material enhancing knowledge? Yes/ No
2. Is the learning material help creative thinking? Yes/ No
3. Is the learning material job-oriented? Yes/ No
4. Is the learning material gives you practical knowledge? Yes/No



5. Is the learning material improves your thinking power? Yes/ No
6. Is the learning material provides feedback? Yes/ No
7. Is the learning material helps to self-study? Yes/ No
8. Is the learning material gives you self-satisfaction? Yes/ No
9. Do you think the study centre were resourceful enough to meet your course requirements ? Yes/ No
10. Do you watch the Educational T.V. programme for distance learner?
- (i) Regularly ( )
- (ii) Often ( )
- (iii) Rarely ( )
- (iv) Not at all ( )
11. How often do you visit the study centre library ?
- (i) regularly ( )
- (ii) often ( )
- (iii) rarely ( )
- (iv) Not at all ( )
12. How often do you listen to the radio interactive programme?
- (i) Not at all ( )
- (ii) Rarely ( )
- (iii) Often ( )
- (iv) Very often ( )
13. If you listen to radio interactive programme, where do you listen?
- (i) Work place ( )
- (ii) At home ( )
14. Is your study centre connected to the internet? Yes/ No
- If yes, how often do you utilize the internet?
- (i) Very often ( )
- (ii) Often ( )
- (iii) Rarely ( )
- (iv) Not at all ( )
15. Do your study centre provide Educational Television programme for distance learner? Yes/ No
- If yes, how often do you watch the educational Television programme?
- (i) Regularly ( )
- (ii) Often ( )
- (iii) Rarely ( )
- (iv) Not at all ( )

### III EXPENDITURE RELATING TO YOUR STUDY

1. Expenditure on exercise books, pens, postages and other related items per month/year  
Rs.....
2. Total expenditure on bus /taxi fare etc for attending Personal Contact Programme, during examination/counseling sessions/ taking admission, submission of assignments, library, per month/year  
Rs .....

3. Total expenditure on tea/snacks etc during attending CP/examinations/classes/counseling sessions Rs .....
4. Total fees paid to the Study Centre per Programme Rs .....
5. Any extra expenditure on cosmetics, toiletries etc for attending Personal Contact Programme, during examination/counseling sessions/ taking admission, submission of assignments, library,) per month/year :Rs .....

#### IV. PROBLEMS FACED BY STUDENTS

##### A. Problems related to pre-admission/admission

1. How do you get the information about the course you pursue
  - (i) Regional Office ( )
  - (ii) Study centre ( )
  - (iii) Advertisement ( )
  - (iv) Friend ( )
  - (v) Internet ( )
2. Did you face any difficulty in selecting the choice of course? Yes/No
3. Did you face any difficulty in information on eligibility condition? Yes/No
4. Did you face any difficulty in selection of study centre? Yes/No
5. Did you face any difficulty in getting information in remitting fees? Yes/No
6. Did you face any difficulty in understanding credit system? Yes/No
7. Did you get any problem in filling up the Admission Forms? Yes/No
8. Did you get any help from Regional Centre/Study Centre with regard to admission procedure Yes/No
9. Did you receive admission letter in time Yes/No
10. Did you receive information on attending induction meeting on time Yes/No

##### B. Problems related to Reading Materials:

1. Did you receive the reading material in time? Yes/No
2. Due to the delay, did you face difficulties with your studies ? Yes/ No  
If Yes, state your difficulties:
  - (i) Lost time for studies ( )
  - (ii) Could not complete assignment in time. ( )
  - (iii) Affected further studies. ( )
3. To what extent do you understand the content of the study material?
  - (i) Not at all ( )
  - (ii) To some extent ( )
  - (iii) To a large extent ( )
  - (iv) Completely ( )

4. Which aspect of the study material you can not understand?  
Please state your difficulty
- (i) Content ( )
- (ii) Language ( )
- (iii) Content and language ( )
5. Did you complete the activities provided in the reading material? Yes/ No
- In your opinion these activities are –
- (i) Useless and not necessary ( )
- (ii) Vey good for understanding the content ( )
- (iii) useful and help me understanding ( )

### **C. Problems relating to assignments**

1. Did you receive assignment along with study material on time? Yes/No
2. Did you need some guidance for doing assignment work? Yes/No
3. If Yes ; could you get adequate guidance ? Yes/No
4. Could you submit your assignments in time? Yes/No
- If not, state the reasons:
- (i) Late receipt of study materials ( )
- (ii) No detail information on submission time ( )
- (iii) Inadequate time for writing assignment ( )
- (iv) Others ( )
5. Could you receive your evaluated assignment on time ? Yes/No
6. Did you receive tutor comments on your assignment? Yes/No
7. Is your assignment properly checked/ evaluated on time?
- i) Regularly checked and returns in time ( )
- ii) Not properly checked and return late ( )
- iii) Checked but return late ( )
- iv) Never returned ( )
8. Do you think assignment helps in learning the content?
- i) Not at all ( )
- ii) To some extent ( )
- iii) To a large extent ( )
- iv) Completely ( )
- v) ( )

### **D. Problems relating to Personal Contact Programme (PCP)**

1. Do you attend the counseling session/Personal Contact Programme at the study centre? Yes/ No
- If No, reasons for not attending counseling sessions:
- (i) Study centre was too far ( )
- (ii) Non availability of leave ( )
- (iii) Sessions not helpful ( )

- |    |  |         |
|----|--|---------|
|    | (iv) Family duties   | ( )     |
|    | (iv) Financial difficulties  | ( )     |
|    | (v) Any other reasons  | ( )     |
| 2. | Were the counseling sessions/PCPs organized as per schedule by the Study Centre? | Yes/ No |
| 3. | Problems encountered during counseling sessions/PCP                              |         |
|    | (i) Explanations not cleared   | ( )     |
|    | (ii) Explanation not interesting   | ( )     |
|    | (iii) No feedback  | ( )     |
|    | (iv) Not related with learners' problem  | ( )     |
| 4. | To what extend you could take advantage of counseling?                           |         |
|    | (i) Not at all   | ( )     |
|    | (ii) To some extent  | ( )     |
|    | (iii) To a large extent  | ( )     |
|    | (iv) Completely  | ( )     |

**E. Problems faced relating to Evaluation/Examinations**

- |     |   |         |
|-----|---|---------|
| 1.  | Do you face problems in getting examination forms?                  | Yes/ No |
| 2.  | Do you face problems in filling up of examination form?             | Yes/ No |
| 3.  | Do you receive examination Hall Ticket in time?                     | Yes/ No |
| 4.  | Do you receive result of the courses in time?                       | Yes/ No |
| 5.  | Do you receive the latest grade card from the University in time?   | Yes/No  |
| 6.  | Do you face problem in getting re-registered in further course?     | Yes/No  |
| 7.  | Do you find the examination hall in your study centre satisfactory? | Yes/No  |
|     | If No, is it because:   |         |
|     | (i) No discipline from invigilator                                  | Yes/No  |
|     | (ii) Too much consultation and coping among examine                 | Yes/No  |
|     | (iii) Distracting noises from outside                               | Yes/No  |
| 8.  | Do you find the evaluation system appropriate?                      |         |
|     | ?(i) Not at all appropriate   | ( )     |
|     | (ii) Appropriate to some extent                                     | ( )     |
|     | (iii) Appropriate to a large extent                                 | ( )     |
|     | (iv) Completely appropriate   | ( )     |
| 9.  | Is your result declared on time?                                    | Yes/ No |
| 10. | Do you face any problems due to delay in declaration of result?     | Yes/ No |

**APPENDIX-2**  
**QUESTIONNAIRE (For successful learner)**

1. Name:
2. Sex: Male/ Female
3. Marital Status: Married/ Unmarried/ Divorce/ Widow:
4. Age:
5. Permanent Address:
6. Present Address:
7. School/college/university last attended with year before joining Open School/Open University: \_\_\_\_\_
8. (i) Name of Accredited Institution/ Study Centre with code: \_\_\_\_\_  
(ii) Year of registration: \_\_\_\_\_  
(iii) Year of completion: \_\_\_\_\_
9. Post/job held (if any) before joining the course/ programme :  
\_\_\_\_\_
10. Post/ job held (if any) after completion of the course/programme:  
\_\_\_\_\_
11. Benefits/ Advantages/ Rewards/ Incentives in job/profession / received / awarded after or due to completion of the course/ programme:  
(i) \_\_\_\_\_  
(ii) \_\_\_\_\_  
(iii) \_\_\_\_\_  
(iv) \_\_\_\_\_

12. What is the reason you choose to enroll in National Open School/ Open University?

- (a) To improve my qualification ( )
- (b) For promotional prospects ( )
- (c) For the love of learning ( )
- (d) To increase my knowledge ( )
- (e) I have nothing else to do ( )

13. Why do you want to enroll in Open School/ Open University?

- (a) Employed and have no time for full time education ( )
- (b) Not able to get admission in a regular school/university. ( )
- (c) To improve my qualification . ( )
- (d) Too old to go to school/ college ( )
- (e) Heavy expenses in regular school/ college ( )
- (f) Poor performance in last qualifying examination. ( )
- (g) For promotional prospect` ` ( )
- (h) Other reason -----

14. Sate the problems you faced during your studies in NOS/OU/ on the followings?

- (i) Admission
- (ii) Learning materials
- (iii) Counseling class
- (iv) Assignment
- (v) Evaluation
- (vi) Declaration of result
- (vii) Any Other

**APPENDIX-3**  
**INTERVIEW SCHEDULE FOR CO-ORDINATORS**

1. Name of the Study Centre & Code No:
2. Name of the Coordinator:
3. Year of Establishment:
4. Location of Accredited Institution/Study Centers/Programme Centers etc
  - (i) Adjacent to the main road ( )
  - (ii) Not adjacent but near the main road ( )
  - (iii) Down hill below the main road ( )
  - (iv) Uphill the main road ( )
5. (a) The Regional Centre/ Study Centre/ Accredited Institution have:
  - (i) its owned separate building ( )
  - (ii) is accommodated within institutional building ( )
  - (iii) is run in a rented a building ( )
 (b) If accommodated within educational institutional building, do you faced any problem in the institution? Yes/No  
 If 'yes', state the problem/ problems a)-----  
 b)-----
6. Type of building is :
  - (i) RCC building ( )
  - (ii) Assam Type building ( )
  - (iii) Kutcha building ( )
7. (i) The space area of the SC/AI: \_\_\_\_\_  
 (ii) Number of classrooms: \_\_\_\_\_
8. Study Center/Accredited Institution is used for
  - (i) Office-cum-classroom ( )
  - (ii) Office only ( )
  - (iii) All purposes ( )
9. Does your RC/SC/AI have the following provisions
  - (i) Classrooms ( )
  - (ii) Library ( )
  - (iii) Internet facilities ( )
  - (iv) Coordinator's room ( )
  - (v) TV room ( )
  - (vi) Teleconferencing room ( )
10. Kind of toilet facility does the SC/AI provide for
  - (i) Septic tank-Indian type toilet ( )
  - (ii) Pit Latrine ( )
  - (iii) No facility ( )
11. Does your Centre have library room facilities Yes/No  
 If yes, does your library have the provisions for the following?
  - (i) Reading rooms ( )
  - (ii) Benches ( )

- (iii) Chairs ( )
  - (iv) Table ( )
  - (v) Reading Materials ( )
  - (vi) Reference books ( )
  - (vii) Journals ( )
  - (viii) Weekly magazines ( )
  - (ix) Newspapers ( )
  - (x) Computer ( )
  - (xi) Internet ( )
  - (xii) Photostat-Copier ( )
  - (xiii) Audiotapes ( )
12. Do you have any course for the disadvantaged groups and the physically challenged?  
Yes/No
13. Did your SC/AI provide the following training to teachers/counselors?
- (i) Orientation/ Refresher course ( )
  - (ii) Workshop in the latest use of technology ( )
  - (iii) Any other \_\_\_\_\_
14. (i) How often is counseling/contact session provided in a academic year or session  
Total: .....
- (ii) How long is the duration of the counseling/contact session  
Days ..... Hrs Per day .....
- (iii) How is counseling/contact session used
- (a) Lecture ( )
  - (b) Interaction ( )
- (iv) Do you have separate room for counseling/contact session? Yes/No
- (v) Is attendance compulsory for counseling/contact session? Yes/No
15. Please give me enrolment since inception (year-wise)

Year	Number of student enrolled
2000	
2001	
2002	
2003	
2004	
2005	
2006	
2007	
2008	



16. Enrolment in different programme of studies 2008

Sl. No	Name of Programme	Number of student enrolled
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		

17. Books available in your study centre library

Sl.No	Type of Books	Number of Books
1	Text books	
2	Literary materials	
3	Reference materials	
4	Periodicals	
5	Pamphlets	
6	Journals/ news papers/ magazines	
7	Audio-visual or Non-reading materials	

18. Facilities available in your study centre?

Sl.No	Type of facilities	Total Number	Value (in Rs)
1	Chairs and tables for reading/ writing		
2	Cup-board/ steel almirah		
3	Book shelf/ rack		
4	Radio		
5	Computer		
6	Internet facilities		
7	Tape recorder		
8	Video/ audio video		
9	Television		
10	Bulletin boards		
11	Telephone		
12	Xerox		

19. Do you have separate room for the following facilities?

Sl.No	Particulars/Items	Area (in meters)
1	Library	
2	Toilet	
3	Xerox	
4	Internet	
5	Counseling/ contact class	
6	Laboratory	
7	Warehouse	
8	Class- room/ examination room	
9		
10		

20. Manpower input- Supporting Staff

Sl.No	Name of the Staff	Educational Qualification	Post held	Work experience

21. Manpower Input- Academic staff/Counselor (Use separate sheet

Sl.No	Name of the Academic Staff	Educational Qualification	Designation	Work experience & (if any) Training under gone	Work schedule

22. Manpower Input- Technical staff

Sl.No	Name of the Academic Staff	Educational Qualification	Designation	Work experience & (if any) Training undergone	Work schedule

23. Brief Bio-data of Academic Counselors (Separate sheet if possible)

24. Fund Receipt from various sources (Year wise)

Year	From Regional Office/Hqrs	Student Fees	Exams & other fees	Miscellaneous
2000				
2001				
2002				
2003				
2004				
2005				
2006				
2007				
2008				

25. Item wise expenditure:

Item	2000	2001	2002	2003	2004	2005	2006	2007	2008
Salary & allowances of staff									
Stationary									
Rent of building (if any)									
Postage									
Student support services for counselors and others									
Printing of Learning Materials/Prospectus & Others									
Examination									
Computer									
Learning Materials									
Miscellaneous									
Library books									
Furniture & Equipment									
Transportation									

26. Any specific problems faced in the Study Centre/ or as a Coordinator?

- i) Learning- materials: incomplete, wrong and late receipt, solutions, quality, etc.
- ii) Filling up form and non receipt of Hall ticket/ admit card
- iii) Counseling session/ contact class (PCP)
- iv) Assignments: exclusion of grade, submission etc. suggestions
- v) Declaration of results: delay and incomplete declaration, lack of access to internet creates problem etc.
- vi) Communications/ Information:

(Note: For answer these queries, use separate paper)

**Appendix 4.1.1**  
**Study Centres and Number of Programme of Studies under IGNOU Aizawl Regional Centre**

**A. REGULAR STUDY CENTRES**

Sl.No	Code No	Name of Study Centres	Number of Programme/Subjects activated
1	1901	Govt Aizawl College	33
2	1902	Lunglei Govt College	12
3	1903	Govt Kolasib College	18
4	1907	Govt Hrangbana College	11
5	1910	Govt Champhai College	12
6	1911	Gov't Aizawl West College	11
7	1912	Govt Hnahthial College	5
8	1914	Gov't Serchhip College	10
9	1918	Gov't Saiha College	12
10	1922	Gov't Saitual College	9
11	1923	Pachhunga University College	19
12	1925	Gov't Khawzawl College	7
13	1927	Gov't J. Buana College	19

**B. SPECIAL STUDY CENTRES**

Sl.No	Code No	Name of Study Centre	Number of Programme activated
14	1904	Central YMA Office	5
15	1905	Govt Mamit College	7
16	1906	Central Jail	7
17	1919	Govt Lawngtlai College	6
18	1920	Govt Kamalanagar College	7
19	1926	Ngopa Higher Secondary School	16
20	1940	Darlawn Higher Secondary School	8

### C. PROGRAMME STUDY CENTRES

Sl.No	Code No.	Name of Study Centre	Number of Programme activated
21	1900	Tele-Learning Centre, Regional Centre	2
22	1913	College of Teacher's Education	4
23	1916	DIET, Aizawl	3
24	1917	RIPANS, Aizawl	2
25	1921	Department of Animal Husbandry and Veterinary , Government of Mizoram	4
26	1928	DIET, Kolasib	5
27	1929	DIET, Saiha	5
28	1930	DIET, Serchhip	10
29	1931	DIET, Lawngtlai	10
30	1932	DIET, Mamit	3
31	1933	DIET, Champhai	9
32	1934	Mizoram Law College, Aizawl	5
33	1935	SCERT, Aizawl	1
34	1936	KVK, Lawngtlai	2
35	1937	KVK, North Vanlaiphai	2
36	1938	KVK, Lengpui	2
37	1939	KVK Hnahthial	2

*Note: DIET- District Institute of Educational Training; RIPANS- Regional Institutes of Paramedical & Nursing Sciences; SCERT- State Council of Educational Research and Training; KVK- Kendriya Vidailaya Kendra*

Source: IGNOU, Regional Centre, 2010

### Appendix 4.1.2

#### Partner Institutions of IGNOU under Convergence Scheme and Community Colleges

Sl.No	Partner Institutions	PI Code
1	Government Aizawl College	GAN 7912
2	Government Aizawl West College	GAW 7901
3	Government Johnson College	GJC 7901
4	Government T. Romana College	GTR 7901
5	Government Champhai College	GCC 791
6	Government Serchhip College	GSC 7981
7	Government Khawzawl College	GKC 7910
8	Government Kolasib College	GKC 7981
9	Government Mamit College	GMC 7941
10	Government Saiha College	GSC 7901
	<b>Community Colleges</b>	
11	Ferrando Integrated Women Development Centre, Durtlang	Nil
12	Government Aizawl West College, Aizawl	Nil

### Appendix 4.1.3

#### Status of Open School in Mizoram 2009

Accreditation No	Name of AI (Study Centres)	Courses offered Secondary/ Sr. Secondary	Medium English/ Hindi	Year of establishment
300001	Madonna Education Centre, Kolasib	Both	Both	1989
300002	Govt Bungkawn High School, Aizawl	Both	Both	1989
300003	TLR City College, Aizawl	Both	Both	1995
300005	ECM Higher Secondary School, Saiha	Secondary	Both	1998
300006	Mary Jones School, Aizawl	Both	English	2000
300007	Sacred Heart (Donbosco), Aizawl	Both	English	2000
300010	Southern Baptist High School, Lawngtlai	Both	Both	2000
300012	Zokhawpui Higher Secondary School, Champhai	Both	English	2002
300009	Govt. South Hlimen High School, Aizawl	Both	Both	2004
300011	Sacred Heart School, Lunglei	Secondary	Both	2007
300013	Darphawka Memorial School, Lunglei	Secondary	Both	2009
300014	Gov't. Leitlangpui Higher Secondary School, Lunglei	Both	Both	2009
300015	Govt JM High School, Serchhip	Secondary	Both	2009

Source: [www.nios.ac.in](http://www.nios.ac.in)

### BRIEF BIODATA OF THE CANDIDATE

- 1 **Name of the candidate** : Ms. SANNY TOCHHAWNG  
2 **Home Address** : T-50, Republic Road, Venghlui,  
Aizawl-796001  
3. **Educational Qualifications** :

Sl. No	Level of Education	Year of Passing	Division	Board/University
1	High School Leaving Certificate Examination	1977	II Division	Meghalaya Board of Secondary Education
2	Pre-University (Arts)	1979	II Division	NEHU, Shillong
3	B.A (Honours in Education)	1981	II Division	NEHU, Shillong
4	M.A (Education)	1983	II Division	NEHU, Shillong

- 4 **Present Status of Employment** : Lecturer in Education (Selection Grade), Government Hrangbana College. Aizawl; Mizoram

- 5 **Publications (if any)** :  
Published seminar paper on “ Democratisation of Higher Education through open and distance education in Mizoram” in Peace and Development in Mizoram: Role of the State and Civil Society” (Proceedings of the NEC sponsored National Seminar organised by the Department of Political Science, Mizoram University, Aizawl 2-3 November, 2007). Published by Department of Political Science Mizoram University ( A Central University) Aizawl.

- 6 **Seminar Presentations** :  
1. Served as one of the Resource Persons and deliver a lecture on “IGNOU: An Overview” at the Induction Meeting of IGNOU Regional Centre, Aizawl on September 18, 2010 at Aizawl.  
2. Presented a paper on “ Status of Science and Technical Education in Mizoram” at the Annual Conference of North East India Education Society (NEIES) at Aizawl, Mizoram, 2006.

(SANNY TOCHHAWNG)