

**POST GRADUATE DIPLOMA IN  
DISTANCE EDUCATION**

**Term-End Examination**

**01708**

**December, 2012**

**ES-313 : LEARNER SUPPORT SERVICES**

*Time : 3 hours*

*Maximum Weightage : 75%*

*Note : (i) Attempt all the three questions*

*(ii) All three questions carry equal weightage*

1. Answer *any one* of the following questions in about **1200** words :

(a) Describe the importance of human element in distance education. Explain how this is built into distance learning institutions.

**OR**

(b) Explain the role of 'Academic counsellors' in open and distance education. Describe the types of counselling they provide to distance learners

2. Answer *any four* of the following in about **300** words each.

(a) Explain 'Scewart's' continuity of concern in open and distance education.

(b) State the importance of Multiple media in support services.

(c) Write a short note on the challenges in designing collaborative learning via computer conferencing.

(d) Describe the importance of positive comments in assignment response. Explain with suitable examples.

(e) "Study centre is a service centre" Explain this statement with suitable examples.

(f) Discuss the different generations of distance education

3. The following is an excerpt from an actual assignment response (see the appendix - I) write your *marginal comments* on the space provided. Award a grade to the assignment response on a five print scale, using letter grade, A, B, C, D and E with national correlates as Excellent, Very Good, Good, Satisfactory and Unsatisfactory respectively. After finishing the task attach appendix - 1 to your answer script.

**Note : PLEASE TEAR OFF THIS APPENDIX (ASSIGNMENT RESPONSE)  
AND ATTACH IT WITH YOUR ANSWER SCRIPT AFTER YOUR  
ASSESSMENT**

**Enrolment No:**  **Grade :**

## **APPENDIX I**

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### **ES-313 : Support Services**

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Space for comments

#### **Assignment Response**

Answer the following in **900** words

- 1. What are the role and function of a teacher in open and Distance Education and how he works in a team ?**

In face - to - face teaching learning system, it is the teacher teaches whereas in open and distance education it is the institution teaches. In the face - to - face situation individual teachers excellence is recognized in and around the four walls of the class room whereas in open and distance education, the team excellence is recognized. As an individual teachers' role is not acknowledged, it is the team that makes the open and distance education. It is a paradigm shift when we compare open and distance education with the face to face education. Paradigm denotes change. Change is the only constant factor in all walks of life which includes education in general and open and distance education in particular.

When one compares the role and responsibilities of a teacher in the open and distance education, the situation is totally different from the face to face education. They work in a team; their excellence is recognized in a team as an individual teacher. They are performing multifaceted activities in the open and distance education. They design, develop, evolve appropriate programme / course delivery strategies, evolve evaluate strategies to assess the learners performance and system performance. The teacher not only design develop various courses and programmes, they also man and revise the programme time to time. Above all the teacher working for Open

University needs to have desirable traits to work in team.

The system of distance education demands both distance education systemic specialization and discipline expertise from the teacher. Systemic expertise evolves proper distance learning techniques to impart education at distance. To reach the knowledge to isolated self - learner and discipline expertise to streamline the knowledge's in its curriculum self - directed learning designs. In this process, the system expect from a teacher multifaceted skills and commitments such as....

- The aimed knowledge design must be directly useful to social and cultural demands of the society. Here a teacher must be a cultural agent of the society. S/he may otherwise called 'cultural teacher'
- The product must be suitable to increase and produce knowledge which should be suitable to market demands. Here teacher must be catalyst to produce market demands. S/ he may otherwise called 'Corporate teacher' and
- To develop product or to deliver the product, s/he should have techno-managerial skills in the globalizing era. Awareness, skills, competency and command over operations of technology is must to work in open and distance education. It is present need and future demands of open and distance education. Skills over techno - managerial skills. The teacher s/he may otherwise called 'techno - managerial's teacher'.

The individual teacher must be **pro - active** to make proper designs of the programme suitable to society and to the market, the teacher, S/he must be **process - active** to translate the design in to development and evolve an appropriate delivery channels suitable depending on the Programmes and finally S/he must be **post - active** to evolve and undertake learner's and systems evaluation strategies and finally, S/he must be always vigilant and **re - active** and **responsible** to public praise and criticism for the out put S/he produced for open and distance education. The final product of open and distance education is always under public scrutiny.

Hence, teacher working in the open and distance education are involved in complex activities. They must be possessed with varieties of skills, such as, socially sensitive and relevant to their body of knowledge, having market orientations to improve the products of the market and having techno - managerial skills to manage the knowledge.

In this process, with the heavy work load and expected targets, they are becoming more generalist, also appear that they are alienated from their peer group, gradually loosing on their subject specialization, they are more prone to generalist rather than specialist; Since the system of work differ, when one compares with the face - to - face system of education, finally while working under a team their excellence is not exposed, this individual teacher recognition is only possible in face - to - face education system. The individual teacher is un - acknowledged legislators of the knowledge in open and distance education. Ultimately the mind set of the teachers and policy makers make the meaningful design, develop, evolve, an appropriate delivery and its evolution strategies. This is one way of looking teachers in open and distance education.

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# ASSESSMENT SHEET

(To be filled in Duplicate)\*

Enrolment No. \_\_\_\_\_ Programme \_\_\_\_\_ Assessment \_\_\_\_\_  
 Student's Name \_\_\_\_\_ Course \_\_\_\_\_ Grade   
 Assignment No. \_\_\_\_\_  
 Study Centre Code No. \_\_\_\_\_

**Evaluator's Comments**

If the space is not sufficient, please use back paper

Please tick ✓ in the relevent box below

CONTENT		STRUCTURE AND PRESENTATION	
Accurate Information <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Inaccurate Information <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Well Planned <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Inadequately Planned <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Adequate Coverage <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Inadequate Coverage <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Concise <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Too long or Too short <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Good Conceptual Analysis <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Poor Conceptual Analysis <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Clearly Expressed <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Not Clearly Expressed <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>