

**POST GRADUATE DIPLOMA IN DISTANCE  
EDUCATION (PGDDE)**

**Term-End Examination**

**December, 2015**

00442

**ES-313 : LEARNER SUPPORT SERVICES**

*Time : 3 hours*

*Maximum Weightage : 75%*

**Note :**

- (i) Answer **all** the three questions.
- (ii) All three questions carry equal weightage.

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1. Answer any **one** of the following in about 1200 words :
    - (a) What is a Regional Centre ? Explain the functions of an IGNOU Regional Centre.
    - (b) Describe the types of tutor-comments and explain their importance in ODL system.
  2. Answer any **four** of the following in about 300 words each :
    - (a) Define 'Reading'. Discuss the various stages of 'Reading'.

- (b) Write a brief note on 'quality assurance' in open and distance learning.
- (c) Explain the term 'supplemental communication'.
- (d) How does communication take place ? Discuss.
- (e) 'Students sometimes do not learn what has been taught.' Give reasons as to why students don't learn.
- (f) Discuss the significance of 'flexible delivery' in open and distance learning.

3. The following is an excerpt from an actual assignment response (see Appendix I). Write your marginal comments and global comments in the space provided. Award a grade to the assignment response on a five-point scale, using letter grade A, B, C, D and E with notional correlates as excellent, very good, good, satisfactory and unsatisfactory respectively. After finishing the task, attach Appendix I to your answer script.

**(NOTE : PLEASE TEAR OFF THIS APPENDIX (ASSIGNMENT-RESPONSE) AND ATTACH TO YOUR ANSWER SHEET)**

Your Roll No. :

Grade :

**APPENDIX I**

**ES-313 : LEARNER SUPPORT SERVICES**

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Space for Comments

Assignment Response

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Answer the following question in about 800 words :

**Appendix I**

*Explore the possibilities of updating **any three theories** of Distance Education which you have studied.*

**Answer :** First, let us discuss the three theories of distance education which I have studied, *firstly, Behaviourism*. Behaviourists concluded that learning is a process by which stimulus and response bonds are established when a successful response immediately and frequently follows a stimulus. They assumed that people are similar to machines, and considered irrelevant any reference to the role of the mind. According to behavioural theories, learning is viewed as the ability to perform new behaviours which are established as goals. The early behaviourist, Edward L. Thorndike has put forward three main laws of learning : The law of effect, the law of readiness and the law of exercise. The law of effect stresses the importance of the effect of a stimulus-response (S-R). Satisfying results reinforce the response while inadequate results weaken it. Reward and punishment are, therefore, important ingredients of learning. The law of readiness indicates the learner's willingness to make (S-R) connection while the law of exercise is related to the strengthening of the connection through practice. Behaviourists have conceived of teaching as a manipulation of the environment in order to produce desired behavioural changes in learners and thus make education more effective. They suggest the adoption of the following three principles towards making a teaching-learning transaction yield desirable results.

- Knowledge of results and use of positive reinforcement,
- Minimum delay in reinforcement, and
- Elaboration of complex behaviour by dividing learning into a series of small steps.

*Secondly, is the Skinner theory of operant conditioning.* Skinner propogated a theory related to stimulus-response relationship and reinforcement. In this view, learning is a change in behaviour. As the learner learns, his/her responses in terms of changed behaviour increase. Learning is therefore, formally defined by him as change in the likelihood or probability of a response. In operant conditioning, learning activities are divided into many small steps/tasks and reinforced one by one. The operant — the response/behaviour or act is strengthened so as to increase the probability of its recurrence in the future. Three external conditions — reinforcement, contiguity and practice — must be provided to promote or to effect operant conditioning. Reinforcement is the most important aspect of Skinner's theory of learning relates to the role of reinforcement. An organism/learner is presented with a particular stimulus — a reinforcer — after it makes a response. In a given situation, the organism/learner will tend to repeat responses for which it is reinforced. Skinner made a distinction between positive and negative reinforcements. Positive reinforcement is a stimulus which increases the probability of desired responses. Usually, it is a positive reward. In negative reinforcement, the desired behaviour is more likely to occur if such stimulus/reinforcement is removed. For example, we can close windows and doors to avoid hearing loud noises or we can avoid wrong answers by giving right answers. Here noise and wrong answers are negative reinforcers. Thus a negative reinforcer is a negative reward — the avoidance of which gives us relief from an unpleasant state of affairs.

*Third is the cognitive approach.* Cognitive Approach is concerned with the individual's inner psychological functioning, and it strongly contends the behaviourist's emphasis on overt behaviour. Cognitive theorists have made investigations to show that people learn by perceiving, comprehending and conceptualizing problems. The comprehension of concepts and rules is transferable to the solution of new problems or from one situation to another. The cognitivists in arguing that people grasp things as a whole, are, therefore opposing the behaviourist approach to teaching which employs drills to memorise the information. Cognitivists believe that learning is a question both of insight formation and of successful problem-solving, and not a mechanical sequence of stimuli and response. And so, teaching, according to them, should encourage understanding based on problem-solving and insight formation.

## ASSESSMENT SHEET

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 relevant box below	
<b>CONTENT</b>	<b>STRUCTURE AND PRESENTATION</b>
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"/>
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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"/>