POST GRADUATE DIPLOMA IN DISTANCE EDUCATION

00566

Term-End Examination

June, 2013

ES-313 : LEARNER SUPPORT SERVICES

Time : 3 hours   *Maximum Weightage : 75%*

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

   *(ii) All the **three** questions carry **equal** weightage.*

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

   (a)   What do you understand by support services ? List out the types of support services in an open distance learning system and also identify the factors affecting the provision of support services.

OR

   (b)   Define 'counselling'. Why is counselling important in distance education ? Differentiate between academic and non - academic counselling ?

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

   (a)   Write a short note on SQ3R technique.

   (b)   Write a short note on misleading (MG) comments.

   (c)   Describe counselling by internet.

   (d)   Explain the characteristics of a good study centres.

   (e)   List the roles of the support services staff in open and distance learning system.

   (f)   Give reasons as to why students do not learn in open and distance learning system.

3. The following is an excerpt from an actual assignment response (See Appendix - I) Write your margin comments and global comments on the space provided. Award a grade to the assignments response on a five point scale, using letter grades, 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.

Enrolment No :

Grade :

APPENDIX I

ES-313 : Support Services

Space for Comments	Assignment Response

Question :

Discuss the research areas, which deserve special attention for research in distance education.

Answer :

The following areas deserve special attention for research in distance education.

(i)   On the basis of appropriate planning and need assessment of target learners, specific types of courses need to be developed. This will require joint research efforts on the part of planners and academics working at national as well as regional levels. Studies conducted so far have limitations in this respect. It is suggested that both macro and micro level studies be conducted in this area.

(ii)   The management and organisation of instruction require systematic treatment on the part of the institutions. Research efforts should be continued for evolving appropriate strategies noted that so far development of educational technology has been witnessed mainly in formal settings. Studies conducted in this area cover themes like development and effectiveness of systems approach, programmed learning material, programmed teaching, multi-method and multimedia approaches and audio-visual materials including electronic media materials.

Studies on educational technology have a history of around three decades, almost comparable with the history of Distance Education in India, but so far serious efforts have not been taken to conduct development studies in the instructional process of Distance Education. A small number of studies conducted in this field do not suffice. Efforts need to be made to conduct such studies especially on the utilisation technology in Distance Education.

(iii) There are a few studies which have concentrated on the study of particular integrated components, like "English language teaching", and "teacher education" through Distance Education either at all India level or at institutional levels. Studies of this category need to be conducted on a large scale to stream like the functioning of specific courses through distance education.

(iv) Reasonable efforts have been made to understand the economic aspects of the system. While economic inputs act as decisive factors in the functioning of the system, their contribution cannot be studied in isolation from other factors. For streamlining the financial structure of the system, economics of distance education must be studies more deliberately and painstakingly.

(v) Out of the over 50 studies conducted so far in the era of Distance Education only 3 of them have focused on Distance Education at the school level, while the rest have concentrated on different areas of Distance Education at the higher level. Further at the higher levels of education, except 2 to 3 studies, almost all the studies have focused on traditional forms of correspondence courses. While in general, studies on the above specific areas are called for special efforts need to be made for conducting studies on issues pertaining to Distance Education at the school level, the Open School System and the Open University System in the country.

(vi) Hardly any of the studies has touched seriously the structure and style of the management of Distance Education. With the emergence of the different forms of Distance Education, studies of this category need encouragement. Currently, National Institute of Educational Planning and Administration (NEIPA) has sponsored a number of studies which are "Planning and Policy" oriented.

(vii) "The educational value of audio-video programmes on "Distance Education" could be a research problem. It is significant because the idea of multi-media approach to distance teaching has to be tested empirically in a given situation. The impact of audio and videos on distance learners will decide whether to continue or not with multimedia approach. It is also feasible since it could be taken up by researches in Distance Education/ Educational media, and the financial and other requirements could be met in certain cases.

(viii) "Assignments in Distance Education" could also be taken as another research problem. Assignments play a very crucial and vital role in student learning. It is a process of formative evaluation and gives feedback to learners on how they are progressing in their studies. Ideally, it acts both as a remedial measures and as a motivation. For the assignments to play their espoused role, the turn around time and assignments (tutor marked or computer marked) is vital. At sometimes, it is so late that the evaluated assignments reach the learners after term-end examinations. Actually, the evaluated TMA should reach the learner before submission of the next TMA, to take advantage of the feedback and improve the next. But the number of assignments in a course, and their sequence and deadline too are not rationally placed to allow this to happen. Growing student numbers too add to the problem of assignment handling. The overall result is no result for many students even after submission of assignments in time as per schedule. The situation needs to be improved and it is a priority area.