

**MASTER OF ARTS IN DISTANCE
EDUCATION (MADE)**

Term-End Examination

**MDE-413 : LEARNER SUPPORT SYSTEMS
AND SERVICES**

Time : 3 Hours]

Maximum Weightage : 75%

Note: Attempt all the three questions.

All three questions carry equal weightage.

1. Answer any one of the following questions in about 1200 words.
 - a. Discuss the relationship between Learner support system and the other components of ODL system. Compare the views of John Baath and Holmberg on learner support services in ODL.
 - b. Analyse three models of DE institutions with the help of various parameters, particularly focusing on learner support services.
2. Answer any four of the following questions in about 300 words each.
 - a. List the components of cognitive skills and elaborate on any three of them.



- b. Write on study skills- 'building good habits'.
 - c. Describe the qualities of a counselor.
 - d. Compare Tutoring and counselling in distance education.
 - e. Discuss briefly the different types of assessment in distance education.
 - f. Write about supplemental communication in distance education.
3. Answer any one of the following in about 1200 words-

- a. Critically analyse the issues involved in the management of support services in a distance education institution.

Or

- b. The following is an excerpt from an actual assignment surpers (see Appendix 1). Write four marginal comments in the margin provided and global comments on the assessment sheet enclosed. Award a grade on the assignment response on five point scale, using letter grade- A, B, C, D and E. The national correlates of there letter grades

respectively are excellent, Very good, Good, Satisfactory and unsatisfactory. After evaluation attach the evaluated script and the 'Assessment sheet'. With your examination answer sheet. Award a grade in the box provided and also write the global comments on the assessment sheet.

Appendix - 1

MDE-414 MANAGEMENT OF DISTANCE EDUCATION.

Q.1 Discuss in brief various areas of management of an educational institution. According to you, which area is important and why? (800 words)

Answer: Management is about directing the energies and resources of organizations to purposeful, coordinated and goal-oriented activities. There are various areas of management of an educational institution, such as

- Institutional Management
- Academic Management
- The Administrative support system and
- Institution Building

Institutional Management

Management of educational institute is important

for the transmission of knowledge in the society. There are numerous education organizations, Private as well as Public, functioning in this sector. Management of an education institutes is passing through a critical phase. There is a crisis of identity, character and quality and they are growing quantitatively, but not qualitatively, and is contributing too little to the 'labour-rich but skill-poor economy.

Some of the features of an educational institution that distinguish them from other models of organization, trade, industry are:

- Teaching and learning are the primary functions and activities in educational institutions.
- Teaching is a multifunctional function and it is joined for the development of a powerful relationship between the teacher and the learners which emphasize the personality development to form a good character man.
- Learning is an activity associated with several uncertainties. The quality education must be improving the individual skills with positive attitude.
- Curriculum changes involve constant modification in what is taught and how it is taught, which must be taken by an institute from time to time.

Education takes place with the ideal of empowering individuals. An education institution is a community comprised not only of teachers and administration,

but also students, their parents, and the members of the larger community outside.

Academic Management

The core factions of an educational institution are teaching and learning. It is necessary to prescribe the programmes and courses for study, design and develop the curricula for them, establish the instructional system as well as its methods and practice and set out the learning outcomes that can be assessed and certified.

Programmes and Curricula

The academic programme offered by any educational institution must be consistent with the mission and goals of an institute as well as nation. At the school level, there would generally be a common national curriculum that most schools would adopt. The school management can supplement this core curriculum with comments that they consider necessary for the holistic development of children and social relevance.

At the University level, there is much greater flexibility and substantial autonomy in the design and development of the curricula. Each university determines its programmes and their contents. The recent development in knowledge and the diverse ways of its application are providing major challenges to curriculum developers across the

academia.

Simultaneously, instructional processes like classroom lecturers, laboratory work, group work and projects, self-study etc. need to be carefully optimized to get the better learning outcomes.

For the management of any institution, it is obligatory that students are fully informed about the programmes, courses and the processes associated with teaching and learning as well as assessment. They should know in particular:

- The content, structure, flexibility and combination of contents, etc. for every programme;
- The instructional processes in as much detail as possible and
- The assessment system.

Student service

Student service must comprise of the range of services that institutions normally provide as well as comprehensive information about the institution itself. This will include information about programmes and courses, teachers and their qualifications, enrolled procedures, methods and practice of teaching and learning and student assessment system. The Educational institutions should provide the facility to its student in their learning processes, such as

- Schedule of class room lectures

- Library and laboratory work, tutorials, examination schedule etc.
- Residential facility
- Scholarship facility
- Career counseling and guidance for job placement.

Linkage and Interface

An educational institution has to function within the parameters of national policies laid down by the government. Its management and financing pattern is generally determined by the laws and policies in force. It is a very delicate balancing act for most institutions to function within the parameters laid down by the government and the regulatory bodies on the one hand and still maintain their academic freedom and autonomy, on the other. The most significant linkage that education has to maintain is with the community and other organized system in society. Constitution of Boards of Studies and advisory committees with representative in drawn from major development sectors and employer organization is one way to maintain the linkage.

The administrative support system

The administration is not the core function of a university, and partly because without this support, university as an organization will find it difficult to fulfill its mandate. In an educational institution, it is the administration which is associated with the exercise of power and authority by government

under laws, rules and regulations and exercise control over the administration of personal and finance.

Infrastructure Management

The physical infrastructure of an institution is a major component that contributes to its performance. The important elements that constitute this infrastructure are land and building, laboratories and libraries, equipment and furniture, health centres, sports and recreation facilities, campus utilities and so on. The creation of this infrastructure requires heavy investment and takes considerably long periods to put them together.

Financial Management

Education is not for business purpose There are many private educational institutions providing education but they are open to earn money and treat education like a business industry. Education must remain in the domain of the government and should be of no profit motive. The major components in the expenditure are generally fixed, and the pattern of their growth is predictable, the annual budgeting exercise is generally confined to preparing the estimates on the basis of past spending with provision for the usual increment growth.

Institution Building

Institution building as a process essentially implies management of the development of an institution. It is a long-term effort to enhance an organization problem-solving and renewal capacities through an improvement in its culture.

All the areas of management of education institution are important part of the development of education systems for the nation. The future of nation depends on the character of the human. Besides others management areas, Academic and Administrative support system is responsible for the development and support of teaching and learning, research and scholarship, and administrative applications used across campus. It also focuses on emerging technologies that will shape the future of teaching and learning at educational institutions.

Ques 2. Answer the following questions in about 250-300 words each:

(i) Write a brief note on higher education in the developing countries.

A well developed and equitable system of higher education that promotes quality learning as a consequence of both teaching and research is central for success in the emerging knowledge economy. It is widely acknowledged that education contributes significantly to economic development. The developed world understood much earlier the fact that individuals with higher education have an edge over their counterparts. They are the ones

who always believed that any amount of investment in higher education was justifiable. It is, therefore, imperative for developing countries too, to give due importance to both the quantitative and qualitative expansion of higher education. Quantity and quality of highly skilled human resources determine their competence in the global market. Emergence of knowledge as driving force results in both challenges and opportunities. It is now well recognized that the growth of the global economy has increased opportunities for those countries with good levels of education and vice versa.

In most of the developing countries, higher education had undergone radical transformation. The higher education institutions were expected to take part in the development and modernization of their nations including their training their personnel for national administration. Many of these nations emphasized building or expanding the higher education system as an immediate top priority in their post-independence nation-building agenda. In nearly all the developing countries post-independence, expansion of higher education has been perceptibly quite dramatic. In INDIA, higher education institution, universities, have rapidly expanded after independence period. The student enrollment grew from above 100,000 in 1947 to over 6.5 million in the 1990s and to 10.5 million in 2004, with the gross enrollment ration touching 11.4% (UNSECO Institute of statistics, 2008). China

has engaged in a dramatic expansion programme and enrolled similar numbers that reached 17.53 million in 2004 with a GER of 20.3% (UIS, 2008). Education development is also rapidly expanding in Africa, with the postsecondary student population growing dramatically from 21,000 in 1960 to 80,000 in 1985, and about 3 million in 2002 with GER touching nearly 4%. Recent economic difficulties in much of Sub-Saharan African implied the drop in per-student expenditure contributing to a marked deterioration in academic standards.

There are numerous factors for the expansion of higher education in the developing countries. One significant consequence of the transition of higher education to mass education is the development strong education-employment linkage. With nature of the rapidly changing and the skills required at work getting increasingly sophisticated, the nature of the skills to be developed has also undergone change.

(ii) List four philosophical foundations of education and elaborate any two of them.

Education is perceived as a process through which knowledge is transmitted from one generation to another. This process of knowledge transfer came to be identified with the function of teaching. However, knowledge is not static, it is continuously evolving. and at a rapid pace. In 1993, the UNESCO appointed an International Commission on

Education for the 21 st Century to reflect on education and learning. The Commission has recommended four philosophical foundations of education as pillars. These are:

1. *Learning to Know*
2. *Learning to Do*
3. *Learning to Live Together*
4. *Learning to be*
5. *Teaching and the Teachers Role*

Learning to know

Learning to know implies “how to learn by developing one’s concentration, memory skills and ability to think”. Learning what to know the inner self of body, mind and soul and develop the great human personality with potential knowledge. The study skills help to apply the knowledge we learn in life. Every man should have vision in life, because without vision, life will becomes aimless. The individuals are born with skills like concentration, memory, thinking and perceptions. Learning helps to know, how we can help Others by the knowledge, how can peace and happiness can come on the earth? The teacher is responsible to transfer the knowledge to the people. Knowledge, values and skills are basic tool of life and wisdom. It is the basis of the pleasure of knowing, understanding and discovering. Learning to know, pre-suppose learning to learn, calling upon the power of

concentration, memory and thought, learning to concentrate can be in many forms, and use different situations including training, travel, play and project work. Memory and recall are essential attributes of the human faculty.

Learning to be

Education should contribute to the all-round development of each individual intellectual and moral development. According to UNESCO, 'Learning to be' should be the aim of total development of man to achieve fullness of perfection already present in a child. According to Swami Vivekananda the following should be the main learning from education:

- The Aim of Reaching Perfection
- Physical and Mental Development Aim
- Moral and Spiritual Development
- Character Development Aim
- The Aim of Development Faith in One's Own self
- The Aim of Searching Unity in Diversity
- Religious Development Aim

Individual development continues throughout life. Learning process which starts with knowing oneself later communicates knowledge with others.

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