

POST GRADUATE DIPLOMA IN  
DISTANCE EDUCATION

Term-End Examination

June, 2014

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 marks.

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

(a) Explain the learner support services in distance education. Discuss how these services facilitate learning at distance.

OR

(b) What is academic counselling ? How is academic counselling important in distance education ? Discuss the qualities and skills required to become an effective academic counsellor.

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

(a) Explain the SQ3R techniques. Discuss its role in reading.

(b) List at least five categories of media used in counselling. Explain their uses in counselling.

- (c) Describe personal and supplemental communication with the help of examples.
- (d) Explain the significance of tutor comments with emphasis on teaching type comments.
- (e) What is the purpose of a tutorial in distance learning ? How is it different from a conventional class room ?
- (f) What are the functions of a regional centre in an open university?

3. Answer any of the following :

- (a) What are tutor comments ? Differentiate between teaching type and non-teaching type comments. Describe their impact on students' learning with the help of suitable examples.

**OR**

- (b) The following is an excerpt from an actual assignment response (see Appendix-I) write your marginal comments and global comments on the space provided.

Award a grade to assignment response on a given print scale using letter grade A,B,C,D and E with national correlater 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 WITH THE ASSESSMENT  
SHEET)

Enrolment No. :

Grade :

## APPENDIX I

### ES-313 : Support Services

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Space for Comments

Assignment Response

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**Question :**

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

**Answer :**

The following are deserve special attention for research in distance education :

- (a) 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 the area.

- (b) The management and organization 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 setting. Studies conducted in this area cover themes like development and effectiveness of systems approach, programmed learning material, programmed teaching, multi-method and molded approaches and audio - visual material 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 utilization technology in Distance Education.
- (c) There are a few studies which have concentrated on the study of particular integrated components, line "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.

- (d) 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 stramling the financial structure of the system, economics of distance education must be studies more deliberately and painstakingly.
- (e) 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 3 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.
- (f) Hardly any of the studies have 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.
  - (g) "The educational value of audio-video programmes on Distance Education could be a research problem. It is significant because the idea of multimedia 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 researchers in Distance Education/ educational media, and the financial and other requirements could be met in certain case.
  - (h) "Assignment 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 medial reassurance 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 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 next. But the number of assignments in a course, and their sequence and delaine 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 not result for many students even after submission of assignment in time as per schedule. The situation needs to be improved and it is a priority area.

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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**

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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"/>