



# **IGNOU ODL Assessment Study**

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**- Final Report -**

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## Executive Summary

IGNOU Open and Distance Learning (ODL) Assessment study 2008 IGNOU Study is an end user study to review the effectiveness and sustainability of interactive multimedia learning support system based on teleconferencing utilizing Edusat, Television, Radio, Web platforms and Internet facilities. The study was conducted at seven sampled regional centers where 2180 students enrolled in different programmes of IGNOU were interviewed at 13 SIT centers using a standard questionnaire. The key findings of the study based on students 'Feed In' and opinion of other stakeholders are summarized as follows:

### Part I – Teleconferencing

- 45 percent of the students are aware about teleconferencing sessions held at their center.
- The main source through which students get information about the teleconferencing and the schedule of their programme is from the Notice Board (26 percent) of the SIT centers.
- More than six out of ten students (64 percent) attend teleconferencing sessions of IGNOU at SIT centres.
- The main reason why students do not attending teleconferencing sessions is due to lack of prior information about timings (38 percent) of their programme telecast.
- 43 percent students feel that students would be motivated to attend teleconferencing sessions at SIT centers if they were properly informed about the timings of programme.
- More than five out of ten found the present timings teleconferencing sessions of 5 PM to 8 PM suitable to them.
- More than eight out of ten students ask for tips to do better in examination during teleconferencing sessions.
- 91 percent students are comfortable with the language in which programmes are telecast in teleconferencing sessions.
- Five out of ten students of IGNOU rated the quality of content in teleconferencing programmes as good. Another 44 percent found the programme content average in terms of quality.
- 42 percent students find the teleconferencing session to be 'Interactive' allowing them to interact with the resource persons.

- More than nine out of ten students find the topic of their programme telecast quite useful in learning process.
- 63 percent students said that the various infrastructure facilities available at their center is inadequate and needs improvement.

## **Part II – Website**

- 91 percent students are aware about IGNOU website.
- The usage of website by end users is also equally high as 85 percent students log on to IGNOU website and use it for information access.
- More than six out of ten students access IGNOU website from cyber café.
- The most important purpose of using IGNOU website by students is for checking results (84 percent).
- The most important problem in using the IGNOU website is that it is slow (58 percent).

## **Part III – IGNOU hour in Gyan Vani**

- 40 percent students listen to IGNOU hour programmes broadcast on Gyan Vani.
- 14 percent students listen to IGNOU hour programmes on regular basis. 41 percent students hear sometimes and rest do not listen to programmes broadcast on Gyan Vani.
- Lack of time seems to be the most important reason why students do not listen to IGNOU hour programme broadcast on Gyan Vani (46 percent).
- The quality of programmes broadcast is highly rated by the listeners as 64 percent students felt it is good and 33 percent rated it as average.
- 32 percent students find the format of programme in IGNOU hour at Gyan Vani as classroom lecture type lacking in interactivity.
- More than six out of ten students who listen to IGNOU hour in Gyan Vani find the pace of presentation in programmes to be normal and appropriate.
- 49 percent students approved IGNOU's effort in broadcasting programmes on Gyan Vani daily.

- More than four out of ten students want the repeat broadcast of IGNOU hour in Gyan Vani on the next day of broadcast.
- More than four out of ten students said the ideal duration of one programme daily broadcast on IGNOU hour programmes should be of 30 minutes or more.
- More than nine out of ten students said that they are comfortable with the language in which the IGNOU hour programmes are broadcast in Gyan Vani.
- More than eight out of ten students said that the topic of their programme broadcast in IGNOU hour is useful in learning process.
- 79 percent students said that that programmes in demand aired in Gyan Vani was helpful in their studies.

#### **Part IV – IGNOU Slot in Doordarshan**

- 47 percent students watch IGNOU slot programmes telecast on Doordarshan channel I.
- 93 percent students who watch IGNOU programmes in Doordarshan main channel are comfortable with the language of telecast.
- 60 percent students who watch IGNOU slot in Doordarshan rated the content quality of programmes telecast as good.
- More than seven out of ten students said the programmes telecast on IGNOU slot in Doordarshan is useful in learning process.
- 60 percent students who watch programme telecast on Doordarshan felt it helped them in understanding their programme topics better.
- The awareness of students about IGNOU programmes on Doordarshan DTH is quite high as more than seven out of ten students were aware about it.
- 14 percent students of IGNOU have Doordarshan DTH in their homes.
- 33 percent students said that they would buy Doordarshan DTH set top box in near future.
- 58 percent of students said they would like to watch IGNOU programmes at SIT centers rather than watch it on Doordarshan DTH services at home.

## Chapter 1

### Introduction to the Study

#### Introduction to Digital Learning

Open and Distance Learning (ODL) systems have travelled a long way since its inception and its journey has witnessed the evolution and adoption of different 'generations' of technology all over the world. The technologies that are currently used in ODL are print, audio/video broadcasting, audio/video teleconferencing, computer aided instruction, e-learning/online-learning and computer broadcasting/webcasting. These technologies have co existed together without replacing each other and is used in different combinations in distance educations systems across the world. The objective of adopting new technologies of ODL by Indira Gandhi National Open University (IGNOU) was to improve the quality of its distance education programmes and foster better interactivity between the teachers and learners. The need for advanced communication technologies is inherent in ODL as it bridges the space and time between its deliverers and the receivers. The adoption of a new technology is not a daunting task but adapting it to various educational, pedagogical and social realities is a major challenge. The adoption of new technologies pose new challenges on the part of deliverers and the receivers so that it is not driven by the band-wagon.

Inspite of apprehensions expressed from many quarters, distance education system has seen evolution and adoption of new ODL technologies. The attempts have been to try and tame the technology as per the wider vision of the organization which operates open and distance learning system. It not only requires pre-testing of a technology before its actual implementation but also periodic evaluation and assessment of technology driven open education system. No technology can be said to be pure technological in the strict sense of the term, as its utilization is visualised, developed, practiced and used by human beings. It, therefore, requires inter-disciplinary approach to have a informed assessment of existing ODL technologies and pedagogy with focus on user centric feed in and opinion of those who receive it.

IGNOU has been teaching its students through ODL by using variety of channels of communication like interactive teleconferencing via satellite, regular programmes on Television (DD I), Radio programming and through Doordarshan DTH. One of the key modes of distance learning is interactive teleconferencing sessions held at IGNOU centres with Satellite Interactive Terminals (SIT). Teleconferencing session's offers students virtual classroom teaching through lecture-answer sessions on the spot on various topics as scheduled by the Electronic Media Production Centre, Delhi which facilitates effective learner and capacity building. At present teleconferencing sessions are conducted at Regional centres and SIT centres which act as facilitators for students registered in viewing the sessions telecast. The teleconferencing sessions are conducted primarily in 3 ways:

- One-way video telecast from Delhi on various topics where students view the programme and ask questions from Toll Free telephones provided at the SIT centres.
- Two-way radio counselling between resource persons and students of IGNOU through Gyan Vani Radio stations.
- Teleconferencing sessions through Doordarshan DTH to facilitate students to attend the sessions at their homes.

The Teleconferencing of lecture-answer sessions for students of IGNOU are at present being held at network of about 59 Regional centers, 5 Sub-Regional centers, and more than 150 SIT centers spread across the country.

### **Objectives of the Study**

IGNOU ODL Assessment Study is primarily a user centric study to assess the efficacy and sustainability of IGNOU's interactive multimedia learning support system through teleconferencing and web-based platforms utilizing Edusat and the Internet facilities. One of the key initiative of IGNOU's interactive multimedia learning support exercise is regular teleconferencing sessions on various programmes at SIT centres. However it is felt in many quarters that the existing teleconferencing system is not being optimally utilized and the need of the hour is to make it more worthy and efficient. The study aimed at exploring and assessing the complete system of ODL with focus on teleconferencing sessions from its ends users and also from its various stakeholders. For a holistic assessment and Feed in of the entire ODL system, IGNOU slot in Doordarshan and IGNOU hour broadcast at Gyan Vani Radio stations for students learning was also reviewed and evaluated.

The main focus of the ODL assessment study was not only to do a periodic review of the system but also to generate 'Feed In' from its end users with the view to make teleconferencing and ODL systems more effective and students friendly. The objectives of the study were as follows:

- Awareness and reach of teleconferencing sessions among students of IGNOU.
- Efficacy of the existing information dissemination system to targets groups
- Suitability of timings of the sessions from end users perspective
- Accessibility to Teleconferencing sessions and reasons for low attendance
- Level of motivation/interest among students to attend the sessions
- Method of teaching, content and presentation of sessions.
- Infrastructure facilities availability at SIT centres and its usage.
- Operational aspects of organizing teleconferencing.
- Assessment and Feed in of IGNOU slot in Doordarshan and IGNOU hour in Gyan Vani.
- And overall efficacy and utility of IGNOU website.

## **Methodology**

The methodology of the study combined both quantitative and qualitative techniques of research with main focus on the quantitative component. The quantitative part of the study included a **sample survey** of 2180 face-to-face interviews of students based on a standard questionnaire at SIT centers or at student's residence. The survey covered students enrolled in Professional programmes (MBA, MCA, etc), Bachelor Degree programmes (Science & Non Science) and PG Diploma/Certificate programmes. The sample region and study centers for the survey were purposively selected in consultation with IGNOU.

The qualitative aspect of the study included interviews of Regional & Assistant Regional Director of IGNOU in 7 sampled regions staff at 13 SIT. Qualitative interviews of staff at Gyan Vani radio stations in the sample region were also conducted to find out their opinion about the various aspects IGNOU hours broadcast in Radio. And finally a one-day "**Focus Group Discussion**" of resource persons from different streams of IGNOU was also carried out to find out their opinion about the ODL system.

## **Survey Instruments**

**Questionnaire:** For students enrolled in various programmes, IGNOU staff & Gyan Vani staff, separate sets of questionnaires were prepared and used during the study. The questionnaire for students had a separate section on Gyan Vani for taking feed in from students on IGNOU hour programmes broadcast in Gyan Vani. The three questionnaires used for the study were semi structured with both open-ended and closed ended questions. The questionnaires were initially developed and designed in English.

Pre testing of the questionnaires were done at SIT center in Delhi to check the efficacy and relevance of the question used, its sequence and its comprehensibility. After incorporating changes based on feedback from field trials, the questionnaires were sent to IGNOU for review and suggestions. The inputs and suggestions provided were then included in the questionnaires and the instruments were finalized. The finalized questionnaires were translated in the local languages of the regions where the study was conducted.

**Codebook:** A Codebook was specially designed to include numerical codes for background variables like education, occupation, and programme enrolled in etc and pre codes for some open-ended questions. The codebook had general guidelines for conducting fieldwork.

## **Sample**

The sample for the study was selected using **stratified sampling technique**. At *first stage* seven Regional centres were purposively selected geographically spread across different regions of the

country. Out of 7 regional centres selected, two were in north, one in east, one in west, one in south, one in central and one in northeast. The regional centres selected for this study were as follows:

1. Shimla
2. Delhi
3. Patna
4. Bangalore
5. Ahemadabad
6. Jabalpur
7. Guwahati

At the *second stage* a total of 13 SIT centres were selected from regions selected from the first stage of sampling. Two SITs were selected from rural/semi urban and urban categories for six regions and one from Guwahati region.

*Finally* the respondents (students) were selected using the Systematic Random Sampling from the lists of students enrolled at each study centre from different streams and types of programmes. Since student's attendance at the SIT centres was low and contacting them at their residences was a practical problem, Snow Ball Sampling was used to conduct 2180 students across the country. The sample profile finally achieved (**Teleconferencing & Gyan Vani 2180 sample**) as seen in Table 1.1 shows that it is fairly representative and spread.

**Table 1.1: Sample profile**

	Interviews (In %)
Male	66
Female	34
Urban	85
Rural	15
Fully Employed	38
Semi Employed	29
Student	33

### **Team**

Sanjay Kumar, Fellow at CSDS directed this Study. The fieldwork of the study was coordinated by Rakesh Ranjan (Bihar), Kinjal Sampat (Delhi), Mahasweta Jani (Gujarat), B.S.Padmavathi (Karnataka), Ram Shankar (Madhya Pradesh) & Dr. Sandhya Goswami (Assam). The team that designed, coordinated and analyzed the study at CSDS comprised Pankaj Pushkar, Praveen Rai, Vikas Gautam, Himanshu Bhattacharya, K.A.Q.A Hilal and Kanchan Malhotra.

Figure 1.1 Sample Region wise

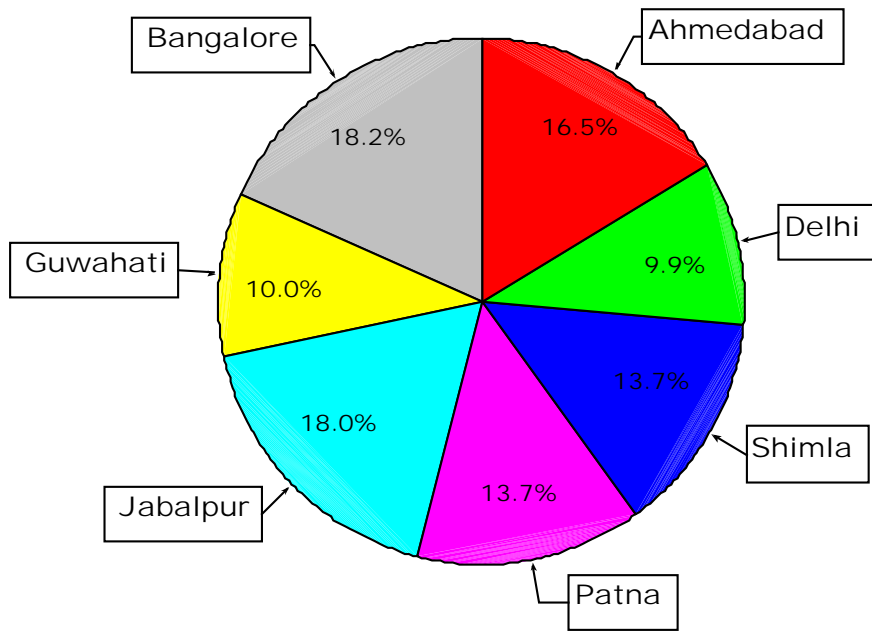


Figure 1.2 Sample Stream Wise

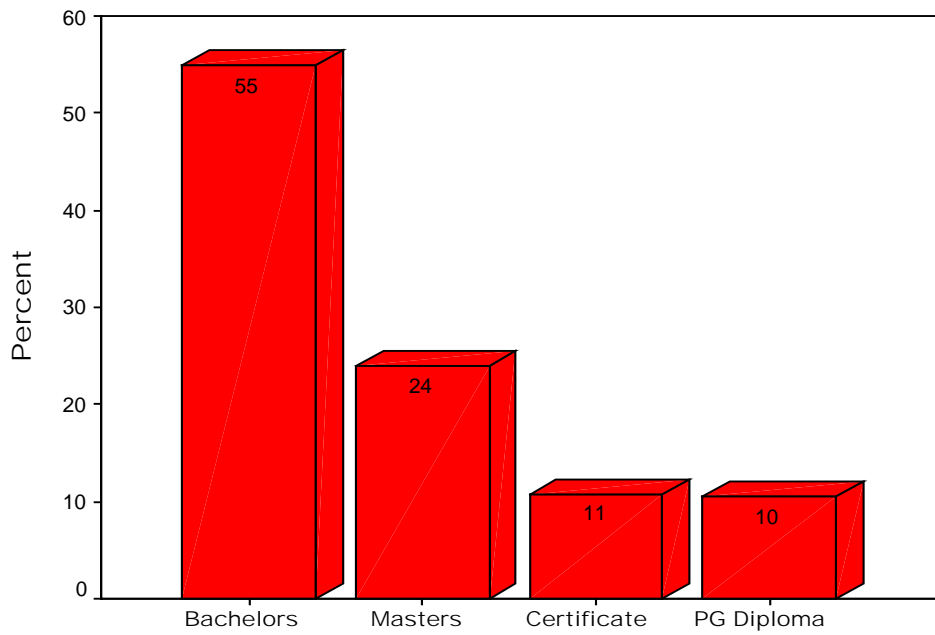


Figure 1.3 Sample Course wise

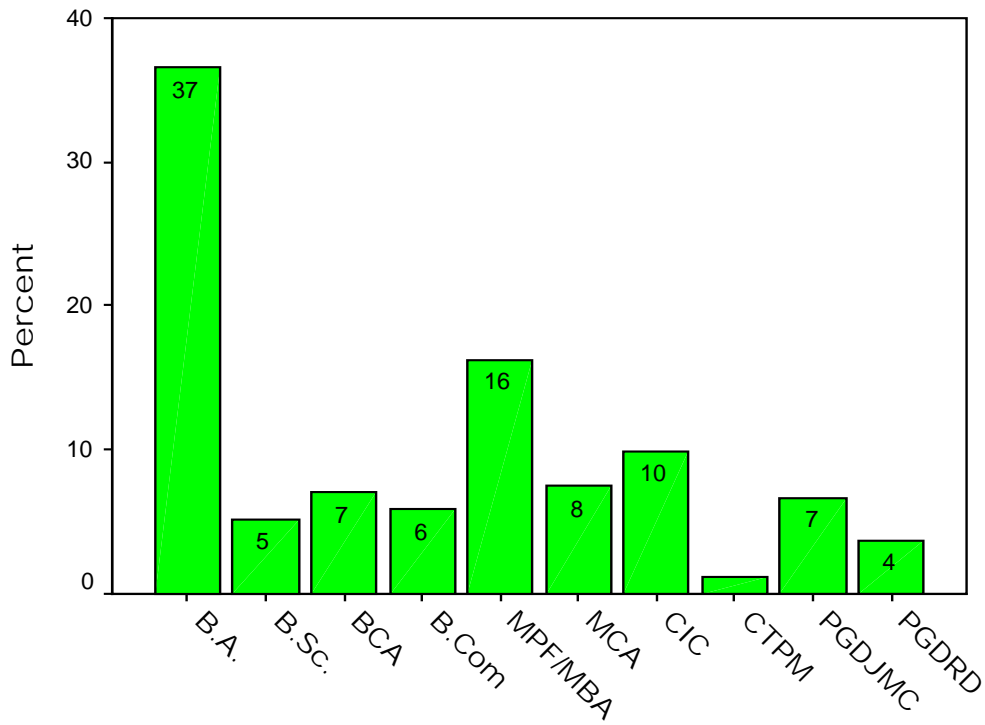
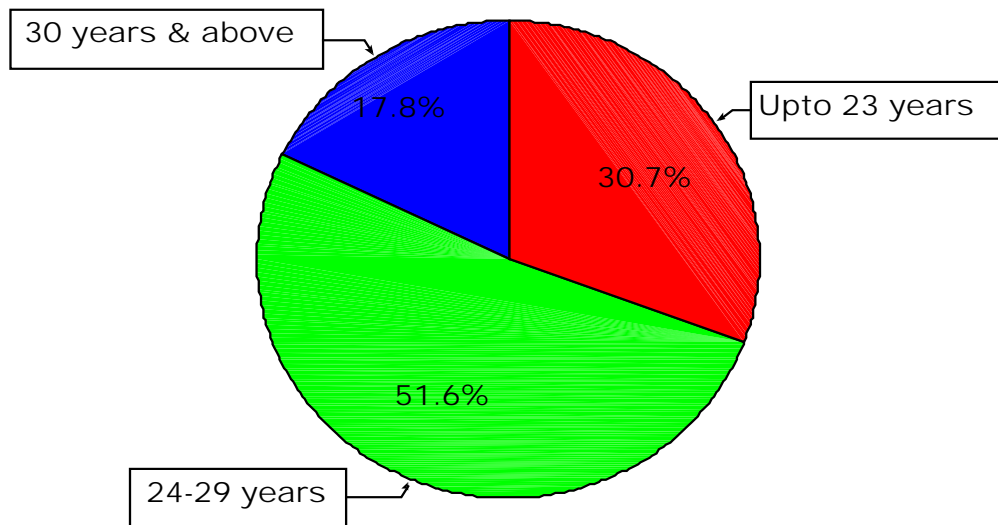


Figure 1.4 Sample Age Groups



# **Part I -Teleconferencing**

## Chapter 2

### Awareness & Information Access

Open Distance Learning has witnessed three phases of development and change starting with ‘correspondence teaching’ before shifting to ‘multi-media teaching’ and finally to ‘information, communication and teaching’ With the proliferation of communication technologies in the beginning of this century, ODL witnessed a convergence of information, communication and teaching. This led to a strategic shift in distance education system as digital learning facilitated better interactivity among the deliverers of learning and its receivers. IGNOU’s objective in running the teleconferencing system based on telecommunication is to provide quality education and better interactions between the resource persons and students.

In order to assess and evaluate an educational technological initiative like teleconferencing run by IGNOU, it is worthwhile to find out its level of awareness and accessibility among the students. During the survey, the students were asked “*Do you know that IGNOU runs teleconferencing programmes at your center?*” The answer to awareness question was quite revealing, as only 45 percent of the students said that they know that teleconferencing sessions are held at their center. Thus more than five out of ten students did not know that IGNOU runs teleconferencing programmes at the centres where they are registered.

Students at Jabalpur region in central India (95 percent), Bangalore region in South India (79 percent) and Delhi region (43 percent) reported high awareness about the teleconferencing systems being run at their SIT centers. Students of Jabalpur region have very high awareness, as more than nine out of ten students said that they know that teleconferencing sessions are telecast at their centres. The levels of awareness among students about teleconferencing programmes are very low in Shimla (7 percent), Guwahati (9 percent), Patna (12 percent) and Ahmedabad (28 percent) regions. What could be the reasons for low awareness levels of teleconferencing among students in Shimla, Guwahati, Patna and Ahmedabad regions?

**Table 2.1: Awareness of Teleconferencing region wise**

Region	Awareness (In %)
All	45
Jabalpur	95
Bangalore	79
Delhi	43
Ahmedabad	28
Patna	12
Guwahati	9
Shimla	7

*Rest not aware*

*Total Sample - 2180*

The reasons for low awareness of students about teleconferencing sessions could be attributed to some extent on the source of information dissemination about their programme timings. Thus regions where students get information about the timings from study center's Notice Board like Bangalore (56 percent), Jabalpur (41 percent) and Delhi (31 percent), they have higher awareness levels about teleconferencing system at their centres. In comparison Shimla & Guwahati region where only four percent students access information about timings from centre's Notice Board, their awareness levels about teleconferencing facility was the lowest. Thus the monthly calendar of programme timings at Center's Notice Board is not only an important medium of informing the date and timings to students about the telecast of the programmes, but also play a crucial role in creating awareness about existing teleconferencing sessions among students.

A look at Table 2.2 reveals that there are differences in awareness levels among students enrolled in different streams of IGNOU. Students of Masters degree seemed to be the most aware as 57 percent reported that they know about teleconferencing sessions being run at their centers. More than five out ten students enrolled in Masters degree, Certificate programme and PG Diploma programme are aware about this facility at their centers. At the other end students enrolled in Bachelors degree reported the lowest awareness about Teleconferencing sessions at their centres. 62 percent of bachelors programme said they have not heard of such a teleconferencing facility at their centre. Since the majority of students from Bachelors degree are unaware about Teleconferencing facility at their centre, their over sampling in Shimla (60 percent), Guwahati (87 percent) and Patna (89 percent) regions explains to some extent the high levels of unawareness about teleconferencing facilities existing at SIT centres in these regions as reported earlier. This raises a connected question – whether this high level of unawareness among students enrolled in Bachelors degree is uniform among different programmes like B.A., B.Sc. etc or are their marked differences?

**Table 2.2: Awareness stream wise**

<b>Pursuing...</b>	<b>Awareness (In %)</b>
<b>All</b>	<b>45</b>
Bachelor Degree	38
Master Degree	57
Certificate Programme	51
PG Diploma Programme	51

*Rest not aware*

The differences in awareness about Teleconferencing between students enrolled in different programmes of four streams reveals that it is quite sharp among Bachelors degree and PG Diploma programmes as compared with Masters degree and Certificate programmes. Thus among students of Bachelors degree, more than six out of ten students in B.Sc, BCA and B.Com know about Teleconferencing sessions at their centre. The highest level of awareness about teleconferencing sessions is among students of B.Sc (76 percent) and the lowest among students enrolled in B.A (23

percent). Similarly the differences among students in PG Diploma stream is also quite extreme as far as awareness of teleconferencing facility is concerned. 62 percent students enrolled in PGDRD programme said that they know about teleconferencing sessions at their centres, whereas only 42 percent students from PGDJMC were aware about it.

The awareness levels of students enrolled in different programmes of Masters degree and Certificate programmes about teleconferencing are quite narrow though significant. Thus students of MCA programme (60 percent) are more aware about teleconferencing sessions being held at their centers than students pursuing MPF/MBA (55 percent). Similarly among students in Certificate programmes, students of CTPM (54 percent) are more aware about the existing teleconferencing than their colleagues in CIC programme (50 percent).

**Table 2.3: Awareness programme wise**

<b>Pursuing...</b>	<b>Awareness (In %)</b>
<b>All</b>	<b>45</b>
B.A	23
B.Sc	76
BCA	60
B.Com	68
MPF/MBA	55
MCA	60
CIC	50
CTPM	54
PGDJMC	42
PGDRD	69

*Rest not aware*

Is the awareness level about teleconferencing sessions at sampled centres uniform among students with different socio-economic background like occupation, different age groups and place of residence or are there visible and significant differences?

If we look at Table 2.4, we find that the differences in awareness levels of students based on occupation are quite sharp and significant. Employment status of students enrolled in IGNOU programmes seems to be a crucial factor in determining the levels of awareness about Teleconferencing facilities. 67 percent students fully employed (Employment on full time basis) were unaware that Teleconferencing sessions are run at the centres where they were registered. In comparison the awareness levels of students not employed either full or part time was much better. 44 percent students reported that they know about it. The highest awareness level was among students in part time employment (Employment on part time basis), as six out of ten said that they know that teleconferencing facility exists at their centre.

**Table 2.4: Awareness occupation wise**

<b>Occupation...</b>	<b>Awareness (In %)</b>
<b>All</b>	<b>45</b>
Students	44
Part time employed	60
Fully employed	33

*Rest not aware*

Is there any rural urban divide among students of IGNOU as far as awareness of teleconferencing sessions is concerned? If we look at Table 2.5, we find that there is a sharp rural urban divide among students based on their place of residence. The level of awareness among students residing in urban areas (48 percent) is relatively much higher than those living in rural areas (31 percent). Thus students living in towns and cities had 17 percentage points higher in awareness levels about Teleconferencing facilities at their centre as compared with their colleagues living in village and mofussil areas.

What could be the reasons for this rural urban divide in levels of awareness about teleconferencing facilities existing at their centres? Is it due to physical distances of SIT centre from their place of residence or is it due to lack of information? The reasons for this wide gap in levels of awareness was ascertained from those students who are aware about teleconferencing facility at their centres and get information about the timings of their programme telecast from the various source through which IGNOU disseminates information. The possible reasons could be the following:

- A higher number of students living in urban areas (28 percent) as compared with those living in rural areas (20 percent) get information about the timings of their programme topics from Center's Notice Board leading to higher awareness about teleconferencing system among students residing in towns and cities.
- Further a larger number of students living in urban areas (23 percent) as compared with those living in rural areas (10 percent) receive IGNOU Newsletter resulting in higher levels of awareness about teleconferencing system among students in urban areas.
- Similarly IGNOU's Gyan Darshan Booklet reaches more students living in towns and cities more as compared with students living in villages. Thus higher number of students living in urban areas (17 percent) as compared with those living in rural areas (8 percent) receive Gyan Darshan Booklet which could be a vital reason for better awareness about teleconferencing system among students residing in towns and cities.

On the contrary, students living in rural areas hear and watch IGNOU programmes on Gyan Vani and Doordarshan more as compared with students living in urban areas. They get information about teleconferencing and timings from these two sources. Thus students in living in rural areas

listen and watch more IGNOU programmes on Gyan Vani (10 percent) and Doordarshan (16 percent) whereas the urban audience of Gyan Vani (5 percent) and viewers of Doordarshan (6 percent) is comparatively lower.

**Table 2.5: Awareness locality wise**

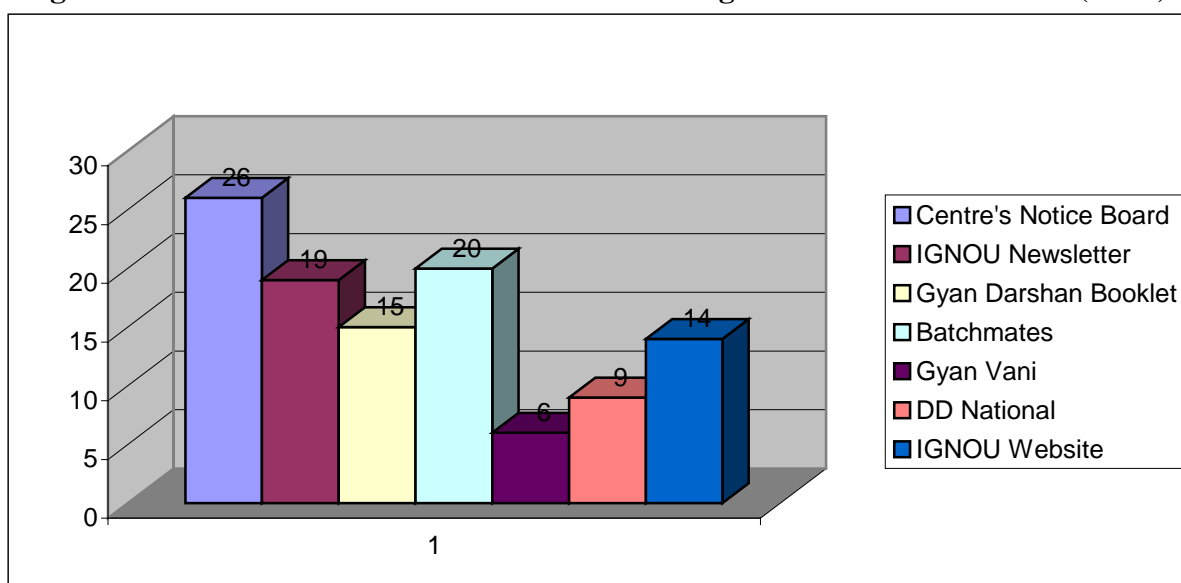
Locality...	Awareness (In %)
All	45
Urban	48
Rural	31

*Rest not aware*

Students were asked during the survey what is the sources through which they get information about the timings of programme telecast at SIT centers. The main source through which students get information about the teleconferencing and the schedule of their programme to be telecast is from the Notice Board (26 percent) of the SIT centers where they are enrolled.

The next important sources of information after centers Notice Board are ‘word to mouth’ information about telecast timings is from Batch mates (20 percent) and IGNOU Newsletter (19 percent). Gyan Darshan Booklet (15 percent) and IGNOU Website (14 percent) are other source through which student’s access information. Only nine percent students use Doordarshan National channel and six percent Gyan Vani broadcast as a source of information for teleconferencing telecast timings. *(See Annexure I for Programme wise source of information of telecast timings)*

**Figure 2.1 Source of Information of Telecast Timings (In %)**



*Opinion of those who are aware about teleconferencing*

## Chapter 3

### Accessibility & Participation

The assessment and evaluation of profile students who attend teleconferencing sessions and their levels of attendance raises a competing question that needs to be analyzed in the beginning of this chapter itself. One line of argument is that the opinion of students who are unaware of about IGNOU teleconferencing sessions at their center should not taken into account while analyzing the levels of attendance as their question of attendance or non-attendance is not relevant. The second line of argument is that the opinion of the students who are unaware of teleconferencing sessions at their centers should be included in analyzing the question of attendance. The reason that students may not be aware about teleconferencing facilities in the technical sense of the term but may be actually attending the telecast sessions. Both the lines of arguments seems to be fraught with serious analytical implications and needs to be analyzed before arriving at the final line of analysis that should be followed in this chapter.

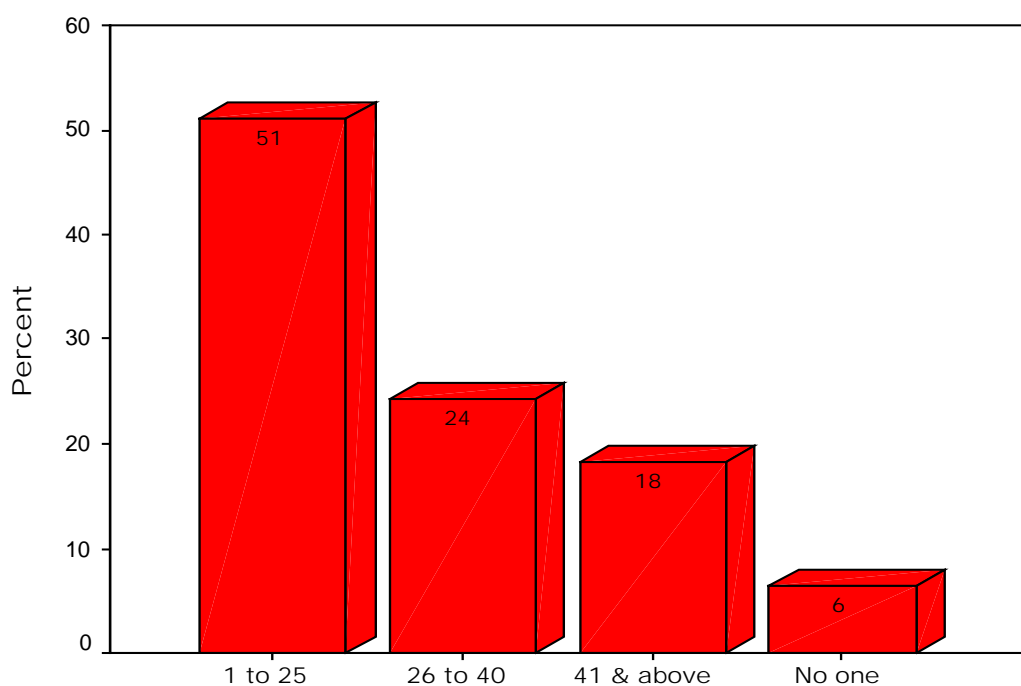
The arguments of dropping students unaware about teleconferencing as absent students while analyzing attendance and other aspects of teleconferencing would statistically yield more precise and accurate figures. But the biggest drawback of this argument is that it would exclude a major section of sampled students from analysis and present a skewed and narrow feed in about Teleconferencing systems and other facets connected with it. The negative aspect of this approach also lies in equating the issue of awareness with that of attendance on the same plane. On the other hand the inclusion of students who are unaware about teleconferencing facility with those who are aware may present higher levels of attendance but would also provide crucial Feed in on teleconferencing issues like suitable timings, infrastructural facilities available and steps to motivate students to attend teleconferencing sessions at SIT centers.

Thus it would be prudent to present the figures and analysis in this chapter and other chapters on Teleconferencing based on combined opinion of both aware and unaware student together and follow the second line of argument as discussed above. This would help in getting a more representative Feed in and opinion of students based on a larger and diverse sample. However as a cautionary note the opinion of students who are aware about the existing teleconferencing facility at their centre would also be judiciously used in analyzing various aspects of teleconferencing to check the extent to which the combined sample generalization are over or underrepresented. This will provide a more balanced and critical assessment of the pedagogy and technology involved in Teleconferencing system.

Before mapping the profile of students who attend teleconferencing sessions and how often they attend the sessions and students who do not attend and reasons for their non-attendance, the question on general attendance of students in Teleconferencing sessions needs to be addressed first. Students were asked how many students generally attend teleconferencing sessions at their

centers. A majority of students (51 percent) said the number of students who attend the sessions of their programme ranged from one to twenty five. However the opinion of resource persons and reports from the field reveals that the average number of students who generally attend the sessions are not more than ten to fifteen in most of the programmes. Further disaggregation of student's responses at the level of different streams shows that more students enrolled in Certificate programme (60 percent) and PG Diploma programmes (84 percent) said that the general attendance of students in their programme telecast ranged between one to twenty five. In comparison, lesser number of students enrolled in bachelors and masters programmes said the general attendance figures in their programme was in the slot of one to twenty five.

Figure 3.1 General Attendance in sessions



Apart from general attendance of students in teleconferencing sessions, students were asked whether they attend the teleconferencing sessions at their center or not. In analyzing attendance levels of students enrolled in different programmes of IGNOU in teleconferencing sessions, opinion of students who were aware about teleconferencing sessions was taken into account. 64 percent students who were aware about teleconferencing facilities at their center said that they attend teleconferencing sessions at their centre.

Is the number of students who attend teleconferencing session's uniform for different streams, programmes, location, demographic and socio-economic variables or are their significant differences in attendance levels based on these variables? A look at Table 3.1 shows that there are differences in attendance levels of students enrolled in various streams. The highest attendance in teleconferencing sessions is reported from students pursuing Masters degree. More than seven out of ten students enrolled in Masters degree said that they attend teleconferencing sessions of their

programme. On the other hand the lowest attendance figures is among students enrolled in Certificate programme, as only 56 percent students said that they attend teleconferencing sessions of their programme. The reason for low attendance in Certificate programme sessions as reported by students is due to lack of time. 44 percent students of Certificate programmes do not attend teleconferencing sessions, as they do not have time to attend these sessions.

**Table 3.1 Attendance in sessions stream wise (In %)**

<b>Pursuing...</b>	<b>Attend</b>	<b>Do not Attend</b>
<b>All</b>	<b>64</b>	<b>36</b>
Bachelor Degree	61	39
Master Degree	71	29
Certificate Programme	56	44
PG Diploma Programme	64	36

*Opinion of those who are aware of teleconferencing*

*Total Sample - 2180*

The differences in attendance levels of students becomes quite sharp when we see the disaggregate figures of students enrolled in different programmes. Among students in Bachelors stream, the highest attendance in Teleconferencing sessions is in BCA programme (82 percent) and the lowest attendance among students pursuing B.A. programme (45 percent). In between the two ends of high attendance and low attendance reported, are students from B.Com and B.Sc who reported 74 and 66 percent attendance respectively. 55 percent students from B.A programme who do not attend sessions said that they do not have time to attend teleconferencing sessions.

Among students enrolled in Masters Degree stream, students of MPF/MBA (74 percent) attend the teleconferencing sessions in higher numbers as compared with students enrolled in MCA programme (68 percent). Here also the reason for low attendance in MCA programme arises from the fact that 46 percent said that they do not have time to attend the sessions. Similarly there are differences in number of students who attend teleconferencing sessions between CIC and CTPM programmes of Certificate programme. Among students of CIC programmes, 59 percent students reported that they attend the sessions of their programme topics whereas only 39 percent students of CTPM programmes admitted that they attend teleconferencing sessions. The reason for lower attendance in CTPM programme is due to personal problems of students.

The differences in number of students who attend teleconferencing sessions are also clearly visible in PG Diploma programmes. Among the students of PGDRD programmes, 72 percent students said that they attend the sessions of their programme as compared with 62 percent students of PGDJMC programmes who reported that they attend teleconferencing sessions. The reason for lower attendance in PGDJMC programme is also attributed to personal problems of students. 40 percent students of PGDJMC programme said that they do not attend teleconferencing sessions because of reasons personal to them.

**Table 3.2 Attendance programme wise (In %)**

<b>Pursuing...</b>	<b>Attend</b>	<b>Do not Attend</b>
<b>All</b>	<b>64</b>	<b>36</b>
B.A	45	55
B.Sc	66	34
BCA	82	18
B.Com	74	26
MPF/MBA	74	26
MCA	68	32
CIC	59	41
CTPM	39	61
PGDJMC	61	39
PGDRD	72	28

*Opinion of those who are aware of teleconferencing*

The number of students who attend teleconferencing sessions are also determined by the occupational background and location of students enrolled in IGNOU programmes. Students who are in part time employment (74 percent) and fully employed (60 percent) reported attending the sessions in higher numbers as compared with students who not employed (54 percent). Similarly more students living in urban areas (64 percent) attend teleconferencing sessions as compared with students living in rural areas (55 percent). The low attendance among students living in rural locations is attributed to lack of time among them.

**Table 3.5 Attendance occupation & locality wise (In %)**

	<b>Attend</b>	<b>Do not Attend</b>
<b>All</b>	<b>64</b>	<b>36</b>
Students	54	46
Part time employed	73	27
Fully employed	60	40
Living in urban areas	64	36
Living in rural areas	55	45

*Opinion of those who are aware of teleconferencing*

Gender and age differentials also play an important role in determining the number of students who attend teleconferencing sessions of their programme. On the issue of attending teleconferencing sessions, there is significant gender divide. More male students (67 percent) reported that they attend the teleconferencing sessions as compared with female students (57 percent). What could be the plausible reason for lower attendance among female students? Among female students who do not attend teleconferencing sessions, half of them said they do not get time to attend the sessions. A glance at table 3-6 shows that among the three age categories in which students are categorized, the lowest attendance is among students falling in the age group of 23

years and below (60 percent). The low attendance among students who are in the age category of 23 years and below as compared to the other two age groups is due to the following two reasons:

- More than four out of five students in this age group who do not attend teleconferencing said that they do not have time to attend the sessions.
- 38 percent in this age group reported that they do not attend teleconferencing sessions as they have no prior information about the timings of their programme telecast.

**Table 3.6 Attendance among gender & different age groups (In %)**

Groups...	Attend	Do not Attend
<b>All</b>	<b>64</b>	<b>36</b>
Male	67	33
Female	57	43
Up to 23 years	60	40
24 – 29 years	63	37
30 years & above	66	34

*Opinion of those who are aware of teleconferencing*

What is the profile of students who do not attend teleconferencing sessions of their programme? What are the background variables that play a critical role in determining the profile of students who stay away or are absent from teleconferencing sessions? The profiles of students absent from teleconferencing sessions are as follows:

- **Region** plays an important role in determining the profile of students who do not attend the sessions. A high number of students from Ahmedabad (90 percent) and Shimla region (70 percent) do not attend teleconferencing sessions. The reason for low attendance of students in Ahmedabad region is due to lack of time among them. In Shimla region students do not attend sessions due to lack of information about the timings of telecast.
- **Occupation** also plays a role in students being absent from the teleconferencing sessions. 46 percent students of IGNOU whose vocation is purely studies said that they do not attend the sessions.
- **Location** also decides the attendance levels of students in teleconferencing sessions. 45 percent students living in rural areas reported that they do not attend sessions at their centers.
- **Gender & Age** also decides the profile of students who are absent from Teleconferencing sessions. Among Female students, 43 percent said that they do not attend the sessions and among students in the age group of 23 years and below, 40 percent said that they are absent from teleconferencing sessions.

**Table 3.7: Profile of those of who do not attend sessions**

Those who are...	(In %)
In Ahmedabad region	90
In Shimla region	70
Students	46
Live in rural areas	45
Female Students	43
Up to 23 years of age	40

*Rest do not attend*

The attendance levels of students in teleconferencing session of their programme is a crucial aspect of IGNOU's ODL, students were asked to spell out reasons for low attendance in teleconferencing sessions in two different ways. Firstly the students were asked to give their Feed in on why they do not attend the sessions through an open ended question based on recall and their responses were recorded verbatim. The response on this question was as follows:

- The main reason why students do not attending teleconferencing sessions is due to lack of prior information about timings (38 percent) of their programme telecast.
- 33 percent students said that they do not attend teleconferencing sessions, as they do not have time to attend.
- Another 13 percent cited personal problems as the reason for their absenteeism from the teleconferencing of their programmes.
- Eight percent students said the reason why they do not attend the sessions is that teleconferencing facilities are not available at their centers. Availability here meant that the teleconferencing system is not switched on at the time of their programme telecast.
- Another eight percent students said that they do not attend teleconferencing sessions because the programmes telecast are not interesting. Two percent students cited lack of facilities at the center where they are enrolled as the reason for their absenteeism.

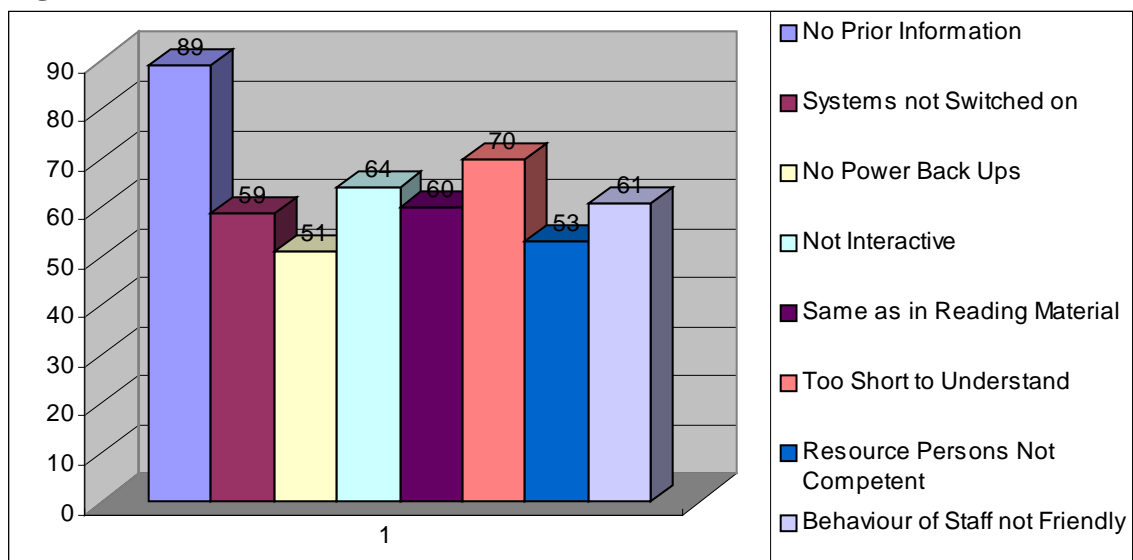
**Table 3.8: Reasons for not attending**

	(In %)
No information about timings	38
Do not have time	33
Personal problems	13
Teleconferencing not available	8
Programmes not interesting	6
Lack of facilities at centre	2

Secondly pre formulated reasons for low attendance of students in Teleconferencing sessions were read out from the questionnaire to the students by the Field Investigators in agree/disagree format and their responses were recorded. The responses of the students in this format were as follows:

- 89 percent of students agreed that the main reason for low attendance in teleconferencing sessions was due to lack of prior information about the timings of programme telecast to students.
- Another 70 percent students said that the duration of programme telecast was too short for students to understand and comprehend properly.
- 64 percent students said that the students find the teleconferencing sessions to be more one way rather than interactive so they do not attend.
- More than six out of ten students said that due to the unfriendly behaviour of IGNOU staff students do not attend teleconferencing sessions.
- 61 percent students reported the reason for low attendance in sessions is due to the content of programmes telecast being same as given in reading material.
- Another 59 percent students agreed that during the time of telecast the teleconferencing system is not switched on. 53 percent do not find the resource persons who present the programmes are not competent.
- 51 percent students agreed that the reason of low attendance of students at sessions is due to disruption in programme telecast arising due to power cuts with no back up.

**Figure 3.2 Reasons for Low Attendance at sessions (In %)**



The findings of the study reveal that more than six out of ten students interviewed during the survey reported that they attend Teleconferencing sessions of their programme. Among the student who said that they attend Teleconferencing sessions, they were further probed how frequently do they attend the sessions of their programme. 29 percent students said that they attend teleconferencing sessions of their programme regularly whereas 57 percent reported that they attend sometimes. 14 percent of the students said that they attend sessions only on topics of their programme that is important and needs to be attended. The variations in the regularity of attendance are clearly visible among students who are enrolled in different streams of IGNOU. Higher number of students pursuing PG Diploma programmes (40 percent) and Certificate Programme (38 percent) attend the sessions regularly as compared with students enrolled in other streams. Students of Masters degree seem to be the least regular when it comes to attending teleconferencing sessions, as only 17 percent said that they regularly attend the sessions. On important topics also, only nine percent students of Masters degree attend the teleconferencing sessions.

**Table 3.9 Frequency of Attendance in sessions stream wise (In %)**

<b>Pursuing...</b>	<b>Regularly</b>	<b>Sometimes</b>	<b>Important Topics</b>
<b>All</b>	<b>29</b>	<b>57</b>	<b>14</b>
Bachelor Degree	32	49	18
Master Degree	17	74	9
Certificate Programme	38	51	11
PG Diploma Programme	40	48	12

There are significant gender differences among male and female students on the frequency of attending Teleconferencing sessions of their programme. 30 percent male students attend teleconferencing sessions of their programme regularly whereas 25 percent of female students reported that they attend regularly. However more female students (18 percent) attend sessions on important topics of their programme as compared with male students (14 percent).

**Table 3.10 Frequency of Attendance gender wise (In %)**

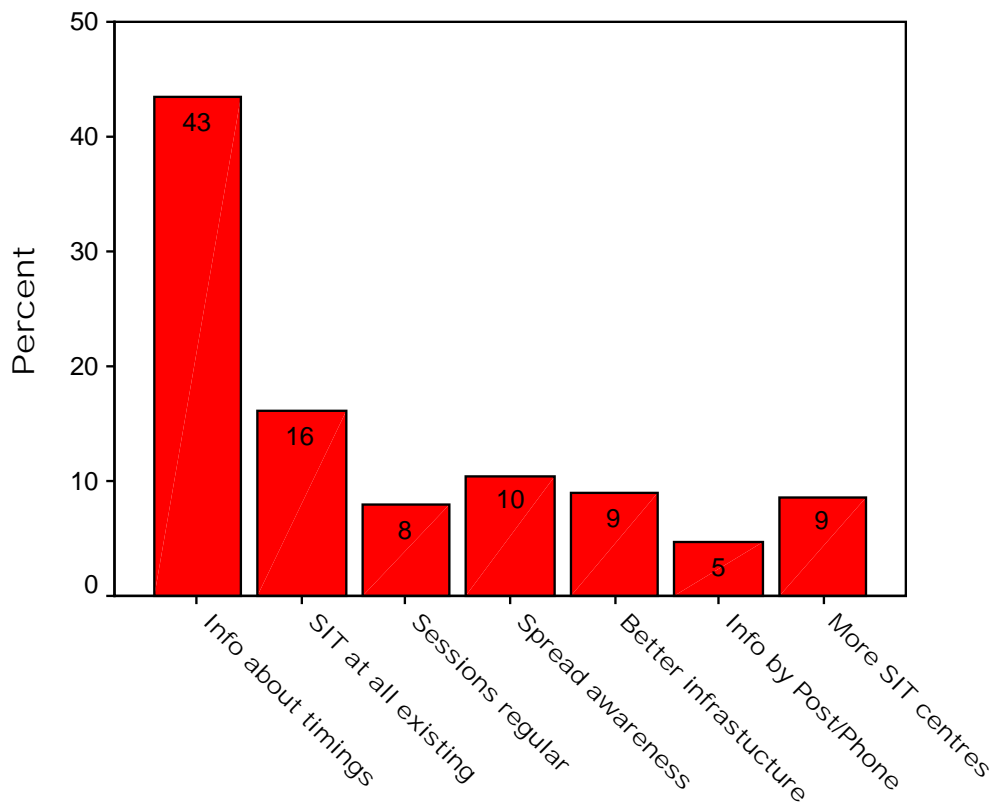
	<b>Regularly</b>	<b>Sometimes</b>	<b>Important Topics</b>
<b>All</b>	<b>29</b>	<b>57</b>	<b>14</b>
Male	30	57	13
Female	25	57	18

The low attendance of students in Teleconferencing sessions and their irregular attendance has been a major concern of IGNOU and study focused on addressing this issue. The study not only aimed at ascertaining the profile of students who do not attend teleconferencing sessions, the reasons for their absenteeism, their frequency of attendance but also to get a Feed in from students about the steps required to be taken by IGNOU to motivate the students to attend the sessions.

The Feed In of students about the steps that should be taken by IGNOU to motivate the students to attend the Teleconferencing sessions is as follows:

- 43 percent students said that there would be higher attendance at SIT centers if the students were properly informed about the timings of programme.
- Another 16 percent students said that the Teleconferencing facility should be extended to entire existing study centers of IGNOU.
- 10 percent students said that IGNOU should create awareness among students and motivate them to attend teleconferencing sessions.
- Nine percent students said more SIT centers should be opened so that students can have better access to this facility. Another nine percent students said that improved infrastructural facilities at SIT centers would motivate students to attend the sessions.
- Eight percent students said that the teleconferencing sessions should be held regularly and the system should be switched on during programme telecast. The remaining 5 percent students said that informing students about timings of the programme through Post/Phone would increase attendance at SIT centers.

Figure 3.3 Motivational Steps to Increase Attendance



## Chapter 4

### Ratings of Pedagogical Aspects

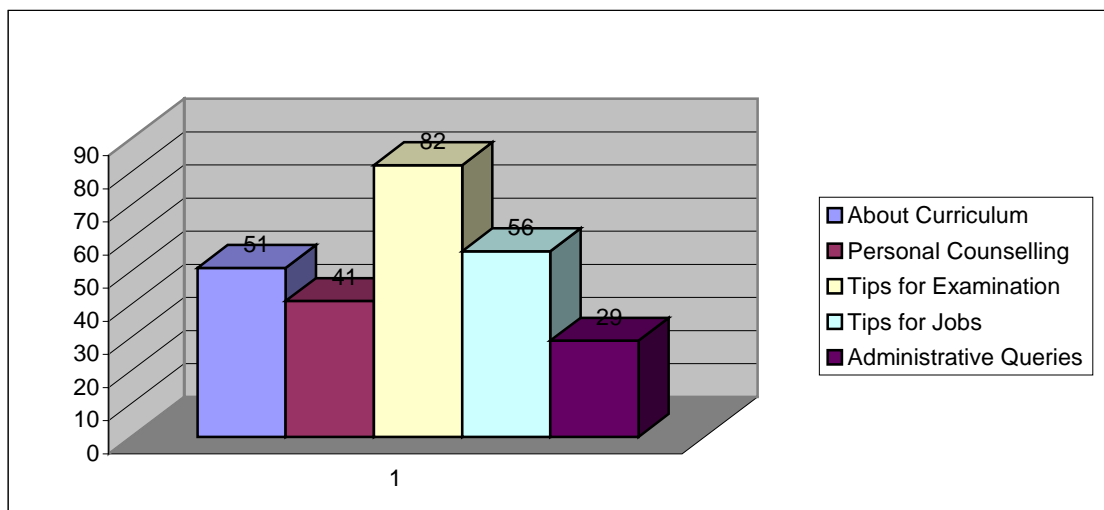
The increasing use of cutting edge modern educational technologies like digital and live distance education system increases the significance of proper balance between pedagogy and technology. Many experts are alarmed that while various technological innovations in online programme delivery has the potential for effective deep learning, they also have serious limitations and negative implications. While championing the use of interactive multi media based support system for open education, one of the commentators said, “it also sounds a reasonable note of caution by advocating that the use of technology should be driven by sound pedagogical principles. Putting pedagogy before technology will insure quality education no matter what is the content or mode of delivery.”

This chapter analyzes features of distance education system that focuses on pedagogical issues so that it addresses the concerns of appropriate balance between pedagogy and technology. The pedagogical aspects covered will include degree and nature of interactivity among resource persons and students, assessment of quality of the programme content telecast, its usefulness in learning process, the appropriateness of language of telecast, modes of presentations and connected questions with pedagogy.

What do students generally ask in teleconferencing sessions apart from questions/clarifications on topic that is taught? A list of pre formulated options were read out from the questionnaire to the students by the Field Investigators in agree/disagree format and students were asked to record their responses. The responses of the students were as follows:

- More than eight out of ten students said that they ask for tips to do better in examination.

**Figure 4.1 Students Queries during the Sessions (In %)**



- 56 percent students said that they ask for tips to increase their employment opportunities.
- 51 percent said that they ask questions related with curriculum of their programme.
- More than four out of ten students reported that their queries were about personal counseling.
- Only 29 percent students said that they queried about administrative things like not receiving there admit card, marks sheet etc.

The teleconferencing sessions of IGNOU are presently telecast in English and Hindi language. The issue of telecasting programmes through edusat in different regional languages has been on the agenda since quite long as it is felt that it would be helpful in learning as students would understand and comprehend easily. Students were asked how comfortable they are with the language of teleconferencing? More than nine out of ten students said that they are comfortable with the language in which the programmes are telecast in all the sampled seven regions of the study. This high comfort level of students with the language of telecast answers to some extent the concern and immediate need for programme telecast in various regional languages. There are no significant variation among students on the language of edusat program telecast based on region, demographic and other socio-economic variables of students. Only stream wise there are some marked variations as can be seen in Table 4.1

**Table 4.1 Comfortable with the language of session stream wise**

<b>Pursuing...</b>	<b>Comfortable (In %)</b>
<b>All</b>	<b>93</b>
Bachelor Degree	92
Master Degree	94
Certificate Programme	97
PG Diploma Programme	93

*Rest is Not Comfortable*

*Total Sample - 2180*

Students were asked during the study in which language they would prefer the teleconferencing sessions. 46 percent students preferred the edusat programmes to be telecast in Hindi language. The reason for high preference of telecast in Hindi arises from the fact that that four region out of the sampled seven regions are located in Hindi speaking states. The second preference language of teleconferencing was English, as 42 percent students said that they would prefer the language of telecast to be in English. Only 12 percent of the respondents preferred other Indian languages like Gujarati and Kannada.

There are regional variations in preferences of local language that is very clearly seen in Gujarat and Bangalore region and absent in Guwahati region of Northeast. While the most preferred language of Teleconferencing sessions in Gujarat region is state (Gujarati) language (51 percent), 83 percent students in Bangalore region preferred English language of programmes telecast. Only

17 percent students in Bangalore region preferred Kannada language in which teleconferencing sessions should be telecast. In Northeastern India where Guwahati region was sampled for study, 91 percent students of IGNOU residing in this region preferred English as the language in which Teleconferencing sessions should be telecast. There was no preference for telecast in local language in this region. Since many tribes and ethnic groups inhabit in Assam, there is no single dominant language that is commonly spoken by people in the state. This could be the reason for lack of preference of any local language in which teleconferencing sessions should be telecast among students in Guwahati region.

**Table 4. 2: Preferred Language of Telecast region wise (In %)**

<b>Region</b>	<b>English</b>	<b>Hindi</b>	<b>Gujarati</b>	<b>Kannada</b>
<b>All</b>	<b>42</b>	<b>46</b>	<b>8</b>	<b>4</b>
Jabalpur	27	73	-	-
Bangalore	83	-	-	17
Delhi	48	52	-	-
Shimla	38	62	-	-
Patna	19	81	-	-
Ahmedabad	27	22	51	-
Guwahati	91	9	-	-

One of the important aspects of pedagogy is the quality and content of programme content, which is meticulously designed by the resource persons of IGNOU. Students were asked during the study to assess the overall quality of programme content and rate them. Five out of ten students of IGNOU rated the quality of content in teleconferencing programmes as good. Another 44 percent said that the programme content telecast is average in terms of quality. Thus 50 percent of students rated the quality of content telecast in teleconferencing as good. This finding should be quite heartening for resource persons of IGNOU and should drive them further to raise the benchmark of programme quality in future.

Are the ratings of programme content in terms of quality same across the broad spectrum of students or are there differences in opinion across various streams? Disaggregated data stream wise shows that there are marked variations. As seen in table 4.3, students of Masters degree programme did the highest ratings of programme content in teleconferencing, as six out of ten students enrolled in this programme rated it as good. Nearly five out six students of Bachelors degree programme rated the quality of programme content as good. The lowest rating of quality of programme content was by done students enrolled in PG Diploma programme as only 38 percent students said it was good. The majority of students in PG Diploma programmes (57 percent students) found the telecast content to be of average standards. Among students of different streams enrolled in IGNOU, the highest number of students who rated the quality of programme content as bad was from Certificate programme (7 percent).

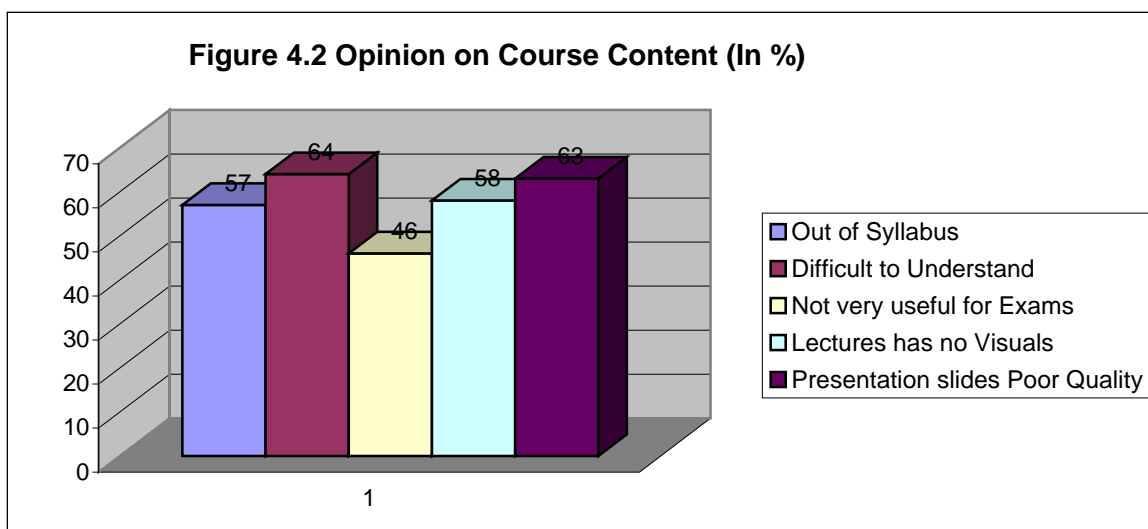
**Table 4.3 Quality of Programme Content stream wise (In %)**

Pursuing...	Good	Average	Bad
All	50	44	6
Bachelor Degree	49	45	6
Master Degree	60	35	5
Certificate Programme	41	52	7
PG Diploma Programme	38	57	5

Though the ratings of the quality of programme content in broad terms was good, how do students rate the various components of programme content telecast in teleconferencing sessions? A list of pre formulated components of programme content were read out to the students by the Field Investigators in agree/disagree format and students were asked to record their responses. The ratings of the students on the various components were as follows:

- 64 percent of students said that the contents of programme telecast in Teleconferencing sessions are difficult to understand and grasp.
- More than six out of ten students agreed that the presentation of slides in teleconferencing is of poor quality.
- Similarly 58 percent students said that the lectures of their programme telecast in Teleconferencing is bereft of visuals.
- More than five out of ten students agreed that the topics of their programme telecast through edusat are generally out of syllabus.
- Around 46 percent students said that the programme content taught in teleconferencing sessions are not very useful from examinations point of view.

**Figure 4.2 Opinion on Course Content (In %)**



How interactive are the teleconferencing sessions telecast – are they one way class room lectures or is it interactive allowing students to ask questions and interact with the resource persons? Interactivity and liveliness is believed to be the key elements of a successful teleconferencing session. It therefore becomes imperative to probe whether teleconferencing sessions through edusat allow the students to actively participate in the learning process or not. Students were asked how often do they get an opportunity to ask questions during the teleconferencing sessions, 42 percent students reported that they get ample opportunity and frequently ask questions from the resource persons. On the other hand, only 16 percent students said that they do not get opportunity and they never ask questions related with programme topics.

**Table 4.4 Opportunity to ask questions programme wise**

<b>Pursuing...</b>	<b>Frequently (In %)</b>
<b>All</b>	<b>42</b>
B.A	22
B.Sc	45
BCA	34
B.Com	36
MPF/MBA	63
MCA	52
CIC	38
CTPM	25
PGDJMC	43
PGDRD	51

*Rest said sometimes or never*

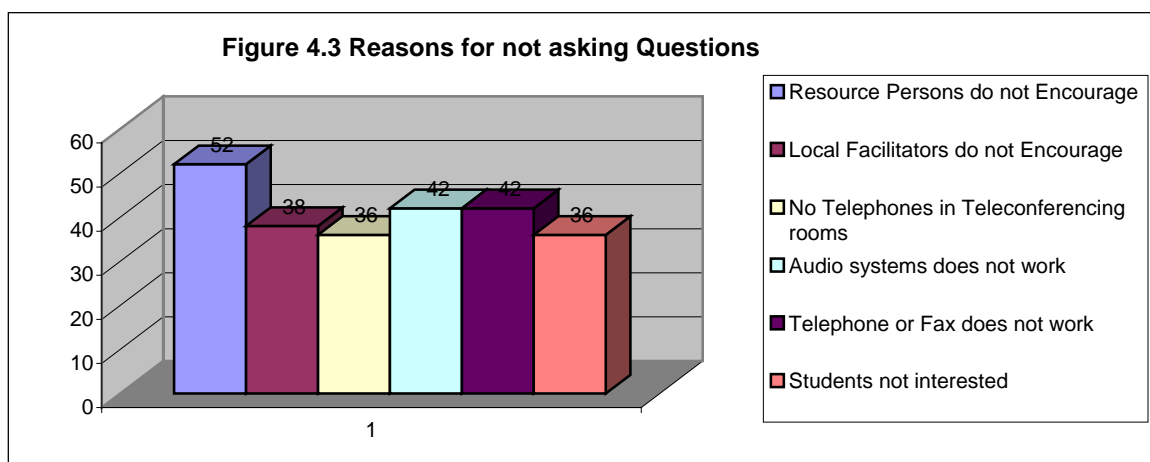
The differences in levels of interactivity of students with resource persons during the sessions are quite sharp among students enrolled in different programmes. Among students in Bachelors stream, the highest number of students who ask questions during Teleconferencing sessions of their programme are from B.Sc programme. Among students enrolled in B.Sc., 45 percent ask questions from their resource persons during the teleconferencing sessions. The lowest level of interactivity is reported from B.A. programme, as only 22 percent students enrolled in this programme put queries to their resource persons. In between the two opposite levels of interactivity among the deliverers and receivers are students from B.Com and BCA programmes. 36 percent students from B.Com and 34 percent students from BCA ask questions during the Teleconferencing sessions.

Among students enrolled in Masters Degree stream, more students of MPF/MBA (63 percent) ask questions during the Teleconferencing sessions of their programme as compared with students enrolled in MCA programme (52 percent). Similarly there are sharp differences in interactivity levels of students with teachers at teleconferencing sessions between CIC and CTPM programmes. 39 percent students of CIC programmes clarify their doubts related to topics of their programme

whereas only 25 percent students of CTPM programmes admitted that they ask questions during the teleconferencing sessions. The differences in number of students who ask questions during the sessions are also clearly visible among students of PG Diploma programmes. Among the students of PGDJMC programme, 52 percent students query their resources persons during teleconferencing as compared with 43 percent students of PGDRD programmes who ask questions. Thus students of PGDJMC are more eager and interactive and ask more questions to clear doubts as compared with their colleagues enrolled in PGDRD programme.

Thus more than five out ten students registered with IGNOU do not interact with the resource persons during teleconferencing sessions. What are the reasons for lower degree of interactivity among the students and resource persons during Teleconferencing sessions? Do resource persons discourage students from asking questions during the sessions or are there other reasons that dissuade students from clarifying their doubts? The reasons reported by students for not asking questions during the sessions were as follows:

- Around 52 percent students said that the main reason why students do not asking questions during teleconferencing sessions is due to lack of encouragement by resource persons.
- Another 42 percent students cited two reasons for lack of interactivity during the teleconferencing sessions. First - Telephone or Fax are not functional/in working order and secondly the Audio system does not work during the sessions.
- 38 percent students said that local facilitators do not encourage students to ask questions to clarify their doubts during the telecast.
- 36 percent cited another two reasons why students do not ask questions to clear doubts during the sessions. Firstly students are generally not interested and hence do not ask questions secondly there are no telephones in the Teleconferencing room as a result they do not ask questions.



The teleconferencing sessions are found to be useful for students of distance education due to a wide reasons that ranges from pedagogical benefits to administrative assistance. Cognitive scientists generally refer to two broad types of knowledge: One declarative or knowledge *about* and two procedural or knowledge *of* something. Knowledge *about* something is generally passive and bookish while Knowledge *of* something requires ability to do or to participate in the activity. In order to be useful any educational enterprise need to provide not only knowledge *about* something but knowledge *of* something also. Despite odds teleconferencing sessions are found to be useful to some extent because they deliver diverse needs of the students enrolled in distance education programme.

The usefulness of IGNOUs teleconferencing sessions in learning process of students was assessed and evaluated during the study. Students were asked how useful do they think that these sessions are in their learning process. More than nine out of ten students said that the topic of their programme telecast is quite useful in learning process. The usefulness and efficacy of teaching through teleconferencing sessions received overwhelming approval from the students. However there are variations on the degree of usefulness of programme telecast in the learning process among students enrolled in different streams of IGNOU. Students of Masters degree programme reported the highest degree of usefulness of teleconferencing sessions, as 94 percent students enrolled in Masters level find it useful for learning. As compared with the high number of students in other streams who find the sessions to be useful, lesser number of students in PG Diploma programme (83 percent) find it useful.

**Table 4.5 Sessions useful in learning stream wise**

<b>Pursuing...</b>	<b>Useful (In %)</b>
<b>All</b>	<b>91</b>
Bachelor Degree	91
Master Degree	94
Certificate Programme	89
PG Diploma Programme	83

*Rest do not find useful*

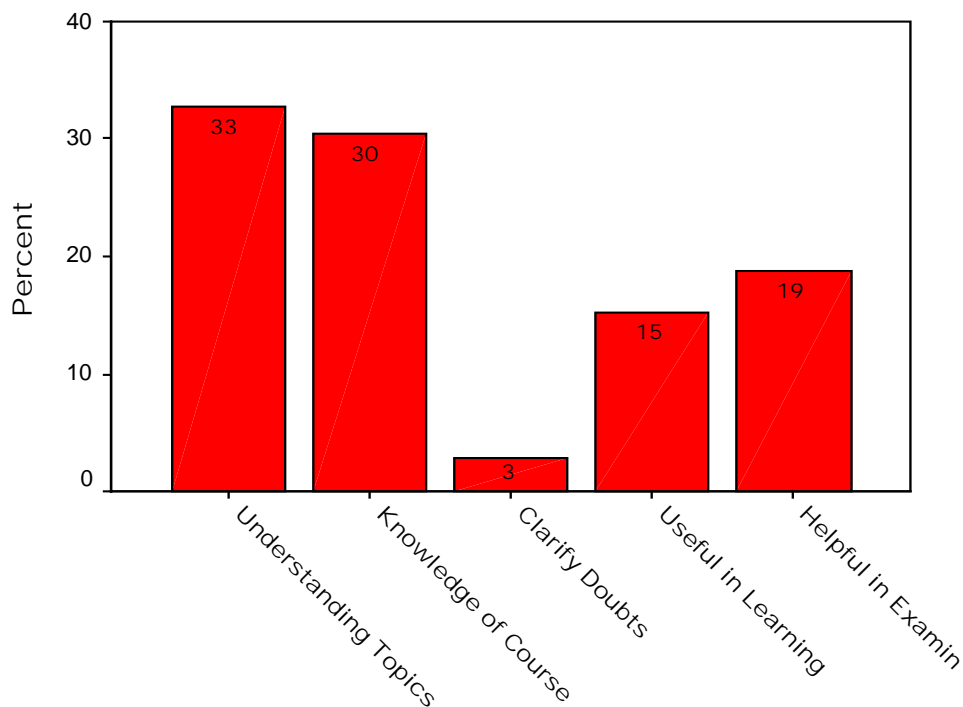
What do student find useful in the teleconferencing sessions and how does it help them in the learning process? The students were asked to give their Feed in on what they find useful in the Teleconferencing sessions through an open-ended question based on recall and their responses were recorded verbatim. The response on this question was as follows:

- 33 percent student said that teleconferencing sessions is useful in understanding the topics of their programme.
- Another 30 percent students of IGNOU said that the sessions were useful as it helped them in augmenting the knowledge of their programme.

- 19 percent students said that teleconferencing of their programme through edusat were useful as it helped them in doing better in examination.
- 15 percent students felt that the usefulness of the sessions lies in the fact that it is a useful learning aid for students in absence of real classroom teaching.
- Three percent students said that teleconferencing sessions provided them a platform for clarifying doubts about topics of their programme.

Thus the usefulness of Teleconferencing sessions lies in the fact that it helps students in absence of actual classroom teaching in understanding topics of their programme, increasing the knowledge of students, helpful in examination and clear programme related doubts that arises in their minds from time to time.

Figure 4.4 Usefulness of Session



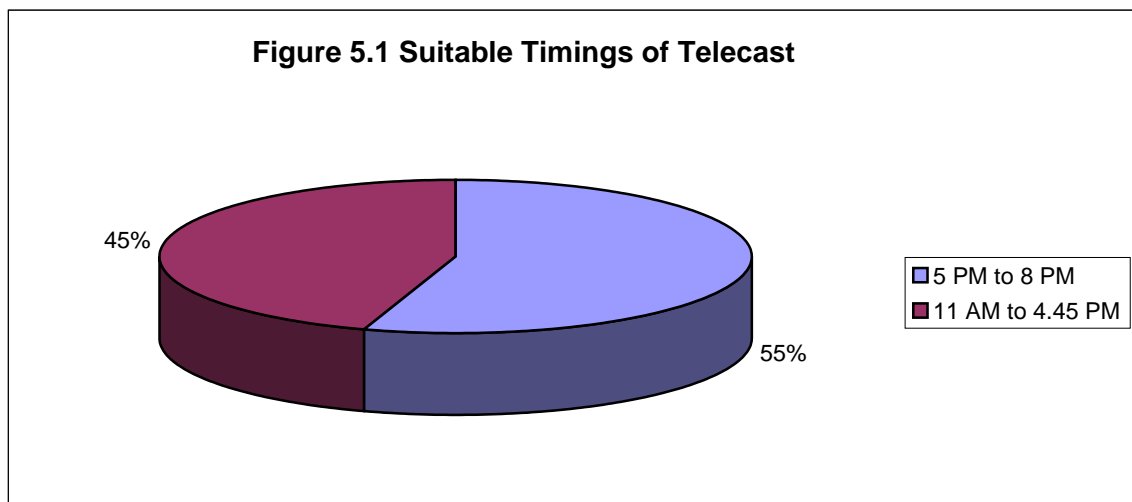
## Chapter 5

### Timings & Infrastructural Facilities

The optimal utilization of teleconferencing mode of teaching depends on the timings of the programmes telecast and infrastructure facilities available for students at the study centres. Students participation in the teleconferencing sessions depend upon the timings of the telecast and study centers conducive to watch them which not only ensures there interest in the method of teaching but also participation in the learning process. The extent of space and infrastructure facilities available at IGNOU centers for students to participate in the teleconferencing plays a key role in determining their levels of participation and utilization of this mode of learning. This chapter focuses primarily on review and assessment on suitability of timings, infrastructure facilities available at the centres and other operational and organizational aspects of teleconferencing through edusat.

The timings of teleconferencing sessions for students of IGNOU was earlier from 11 AM in the morning to 4.45 PM in evening. Recently the timings have been changed to 5 PM to 8 PM in the evening with the view that students who are in part time or full employment can also attend the sessions. Since the timings of telecast is considered crucial in determining the levels of participation of students in Teleconferencing sessions, they were asked to assess the suitability of timings in two different ways. Firstly students were asked a close ended question whether the present timings of the Teleconferencing sessions from **5 PM to 8 PM** is more suitable than the earlier timings of **11 AM to 4.45 PM**. Secondly the students were asked to give their Feed in on what should be the suitable timings according to them through an open-ended question.

In response to the close-ended question, 55 percent students said that the present timings followed by IGNOU are more suitable to them. The majority of students seem to be satisfied with 5 PM to 8 PM timings of teleconferencing telecast daily through edusat.



The response to open-ended question on suitability of timings yielded different time slots for telecast of teleconferencing sessions. More than six out of ten students said that the timings of the telecast through edusat that best suits them are from 5 PM to 8 PM in the evening. The preference for telecast in the morning session was quite low as only 17 percent students opted for morning slot of 8 AM to 12 PM for telecast of their programme topics. 16 percent students said that the best time for telecast of edusat sessions would be on holidays.

On the suitable timings of programme telecast, there are variations among students enrolled in different streams of IGNOU. The highest number of students who opted for evening (5 PM to 8 PM) telecast timings is from Masters degree programme. 73 percent students of Masters degree reported that evening time slot of telecast suits them the best. Similarly 65 percent students of PG Diploma programme also find the 5 PM to 8 PM as the ideal timings for telecast of the programme. The highest number of students (21 percent) who said that the teleconferencing sessions should be held on holidays was from bachelor's degree programme.

**Table 5.1 Suitable Timings of Teleconferencing stream wise (In %)**

Pursuing...	8 AM - 12 PM	12 PM – 5 PM	5 PM - 8 PM	Holidays
All	17	4	63	16
Bachelor Degree	18	4	57	21
Master Degree	18	3	73	6
Certificate Programme	14	5	62	19
PG Diploma Programme	15	3	65	17

Is the suitable timings of teleconferencing sessions uniform among students with different socio-economic background like occupation and different age groups or are there marked differences in the preference of edusat timings? If we look at Table 5.2, we find that there is difference in choice of timings of edusat programme based on student's occupation. Employment status is a significant factor in determining the preference of timings of teleconferencing sessions among students enrolled in IGNOU programmes. More than six out of ten students who either in full or part time employment find the evening timings of 5 PM to 8 PM more suitable for them. Students who are employed find the evening timings suitable to them as they can attend the sessions after completing the day's work. In comparison only 52 percent of students who are not in any type of employment prefer the evening time slot for telecast of edusat programmes. One fourth of students who are seeking employment also preferred teleconferencing sessions should be telecast on weekends and holidays.

Though more than six out of ten students who are in part time employment find the evening slot of telecast (5 PM to 8 PM) suitable for them to attend Teleconferencing sessions, still 19 percent preferred morning time slot of 8 AM to 12 PM to attend the sessions. Similarly 19 percent students who are seeking employment also preferred the morning time slot of 8 AM to 12 PM as best suited for them to attend the edusat sessions.

**Table 5.2 Suitable Timings occupation wise (In %)**

<b>Occupation...</b>	<b>8 AM - 12 PM</b>	<b>12 PM - 5 PM</b>	<b>5 PM - 8 PM</b>	<b>Holidays</b>
<b>All</b>	<b>17</b>	<b>4</b>	<b>63</b>	<b>16</b>
Students	19	5	52	25
Part time employed	19	4	66	11
Fully employed	15	3	69	13

A glance at Table 5.3 reveals that there are differences on preference of timings of programme telecast among students in different age groups. Age differentials seem to be significant aspect in choice of time slots of teleconferencing sessions among students enrolled in IGNOU. 68 percent students in the age groups of 30 years and above find the evening timings of 5 PM to 8 PM more suitable to them. In comparison only 55 percent of students who are below 23 years of age prefer the evening time slot for telecast of edusat programme. 22 percent students in the age group of 23 years and below preferred that the telecast of programmes on holidays.

**Table 5.3 Suitable Timings among different age groups (In %)**

<b>Age group...</b>	<b>8 AM - 12 PM</b>	<b>12 PM - 5 PM</b>	<b>5 PM - 8 PM</b>	<b>Holidays</b>
<b>All</b>	<b>17</b>	<b>4</b>	<b>63</b>	<b>16</b>
Up to 23 years	18	5	55	22
24 – 29 years	19	3	64	14
30 years & above	11	5	68	16

The lack of proper infrastructural facilities at different study centers is known to IGNOU, but what is not known precisely are the levels of inadequacy and unavailability at the SIT centers. The study did not review and take stock of infrastructure facilities available in entire IGNOU regions and SIT centers. However the sample survey can help us in making broad generalization on the levels of inadequacy and unavailability of infrastructure facilities at its various centres. Since proper infrastructure at SIT centers is detrimental in students participation in teleconferencing session, students were asked to assess and evaluate the availability of facilities at their center at two levels. Firstly students were broadly asked to assess the overall availability of infrastructure at their centres in terms of adequacy - whether they are adequate, inadequate and needs improvement or completely inadequate. Secondly the students were asked about the availability of specific infrastructural facilities like sitting arrangement, toll free telephones etc at their centres.

On the question of adequacy of infrastructure facilities available at SIT centres, the opinion of students is quite polarized. 19 percent students said that the facility available at their centres is adequate an almost equal number of students (18 percent) reported that it is completely inadequate. However the largest section of students agreed that the various infrastructure facilities available at their center is inadequate and needs improvement. Thus more than six out of ten students said that the infrastructure facilities at their center is inadequate and needs augmentation and improvement.

On the question of adequacy of infrastructural facilities at SIT centres, it becomes relevant to disaggregate and analyze the adequacy levels at regional levels to find out whether it is adequate or inadequate at all the sampled regions or it is inadequate at some select regions only. The highest number of students who said infrastructure facilities available at SIT centers is adequate are from Jabalpur region in central India (32 percent) and Bangalore region in South India (26 percent). On adequacy of infrastructural facilities, the lowest number of students who felt that infrastructure facilities are adequate are from Shimla (5 percent) and Delhi region (6 percent). The highest number of students who reported that the facilities at their centres are completely inadequate is from Patna region in East (35 percent) and Delhi region (29 percent)

The regions where high number of students felt that the infrastructural facilities are inadequate and needs immediate improvement are Shimla (89 percent) and Ahmedabad (76 percent) regional centres of IGNOU. Thus it could be fairly generalized that the overall infrastructure facilities available at different SIT centres seems to be inadequate and needs to be improved.. The participation of students in teleconferencing system is vital for the success of edusat programmes of IGNOU. Students participation in teleconferencing session would increases only if better infrastructure facilities are provided and a conducive learning environment is created in all SIT centres.

**Table 5.3: Adequacy of Infrastructural Facilities region wise (In %)**

<b>Region</b>	<b>Adequate</b>	<b>Inadequate needs Improvement</b>	<b>Completely Inadequate</b>
<b>All</b>	<b>19</b>	<b>63</b>	<b>18</b>
Shimla	5	89	6
Delhi	6	65	29
Patna	12	53	35
Ahmedabad	12	76	12
Guwahati	12	70	18
Bangalore	26	45	29
Jabalpur	32	65	3

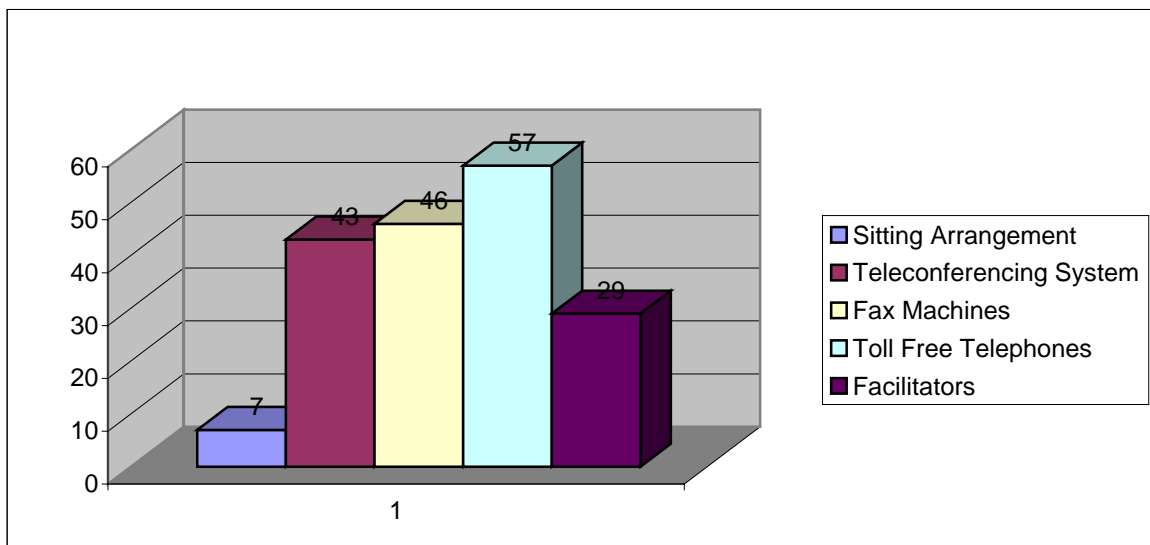
What are the infrastructural facilities that students find lacking at their centers that needs to be addressed on immediate basis? The students were given the option of availability of facilities like sitting arrangement, toll free telephones etc and asked whether these facilities are available or unavailable at their SIT centres? The response on this question was as follows:

- 57 percent student said that Toll free telephones are not available at the centers where they are registered during the teleconferencing sessions.
- One of the important aids for interaction between resource persons and students during the teleconferencing sessions are fax machines through which students fax their querie to the

resource persons for clarification. 46 percent students that fax machines are not available/working at their centers.

- Similarly 43 percent reported that the teleconferencing system is unavailable at their centers. Unavailability here means that the teleconferencing system is not switched on during the time when topics of different programmes are telecast.
- 29 percent students said that Local facilitators are not available at the centers where they attend teleconferencing sessions.
- And lastly seven percent students said that proper sitting arrangements are not available at their centers.

**Figure 5.3 Infrastructural Facilities not available (In %)**



The students were asked what are the infrastructural facilities that should be made available at their centres to make teleconferencing sessions more useful and fruitful for students. The Feed in of students on facilities that should be added at their centres are as follows:

- 19 percent students said that the facility of safe drinking water and washrooms should be provided at the centres.
- 13 percent students said that the behaviour of IGNOU staff at centres should be more helpful and friendly.
- Another 11 percent students reported that there should be a separate room for teleconferencing sessions at the centres.

- 10 percent students felt that there should be an exclusive information counter at their centres for providing information connected with teleconferencing sessions.
- Nine percent students reported that Toll free telephones should be provided in teleconferencing rooms of their centre.
- Around eight percent students reported that there should be accessible computer facilities for students at the SIT center for students to access and use.
- Seven percent students cited two facilities that should be there at their centres. Firstly Sessions telecast should be done on a regular basis and teleconferencing system should remain switched on and secondly there should be fax machines in the teleconferencing room.
- Six percent students said that there should be proper sitting arrangement for students at the centres for attending teleconferencing sessions.
- Five percent student said that library facilities for students should be provided at the SIT centres.
- And lastly four percent students said that there should be more counseling sessions at the centres where they are registered. (*See Annexure I for Region wise infrastructural facilities required*)

**Table 5.4: Infrastructural Facilities that needs to be added**

<b>Facilities</b>	<b>In %</b>
Drinking Water & Wash Room	19
Staff should be Friendly	13
Separate Room for Teleconferencing	11
Information Counter	10
Toll free Telephones	9
Computer Facility	8
Fax Machines	7
Sessions should be held Regularly	7
Sitting Arrangement	6
Facility of Library	5
More Counselling Sessions	4

*Total Sample - 2180*

**Part II – Website**

## Chapter 6

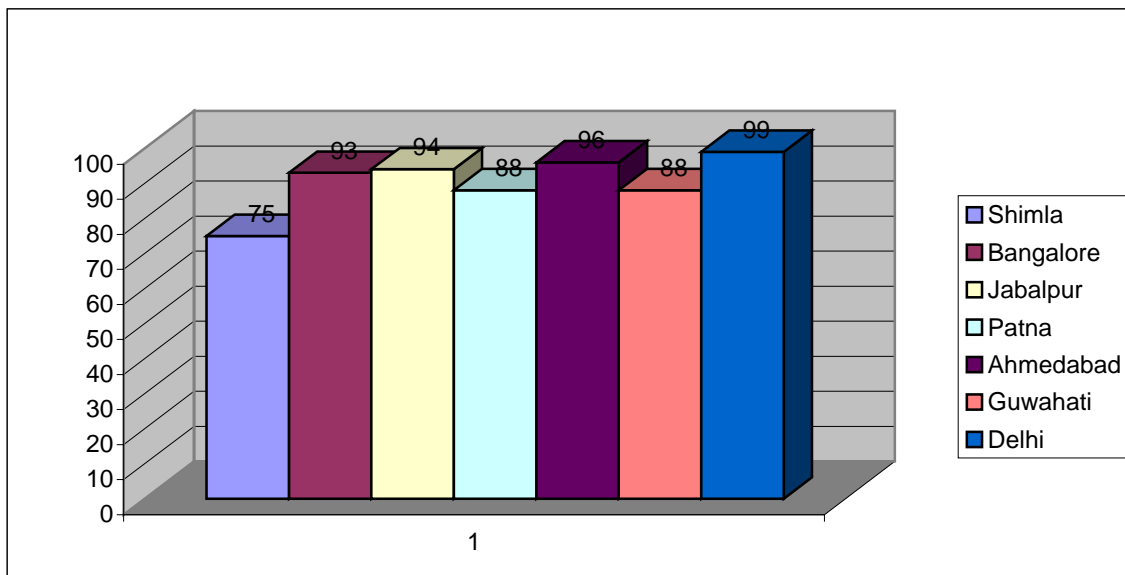
### Awareness & Utilization

IGNOU website is cyber window providing information about the different programmes offered by the university to its immediate and prospective users. Apart from information about the various distance education programmes, the website also provides information about other academic activities of the university. The website is not a portal in strict technical sense, as it does not provide complete online services and solutions to students enrolled in different IGNOU programmes. However the website offers some online services like readmission and grievance redressal to its end users. Thus it becomes significant and relevant in this context to find out the level of awareness and utilization of website by the students. During the survey, the students were asked “Do you know that IGNOU has a website?” The response was overwhelming as 91 percent students said that they know about IGNOU website. Thus the awareness and recall about the website is very high among the students of IGNOU.

The awareness about website among students is so high but is the high levels of awareness spread evenly across all the sampled regions of the study or are there some regions where they are very high. Figure 6.1 reveals there are regional variations in the awareness levels about the website. The highest awareness of IGNOU website is among students of Delhi region (99 percent) followed by Ahmedabad (96 percent), Jabalpur region (94 percent) and Bangalore region (93 percent). More than nine out of ten students registered in these region have heard about the website. In comparison to these regions, the levels of awareness are slightly lower in three regions of Guwahati (88 percent), Patna (88 percent) and Shimla (75 percent). On the high awareness scale of website, Shimla region remained at the bottom of the table.

**Figure 6.1 Awareness about Website region wise**

**(In %)**



*Rest is Not Aware*

There are differences in awareness about website among students enrolled in different programmes of IGNOU also. Thus among students of Bachelors degree, the highest awareness is among students of BCA programme (95 percent), three percentage more than students pursuing B.Sc and B.Com programmes. The lowest level of awareness about the website among students in enrolled in Bachelors degree programme are students pursuing B.A programme (83 percent).

On the other hand the awareness levels of students enrolled in different programmes of Masters degree and Certificate programmes about teleconferencing appears to be quite narrow though significant. Thus students of MPF/MBA programme (98 percent) had higher awareness levels than students in MCA programme (97 percent). Among Certificate programmes, students of CTPM (96 percent) are more aware about the existing IGNOU website than their colleagues enrolled in CIC programme (92 percent). But the differences among students in PG Dipoma stream is quite significant as far as awareness of website is concerned. The awareness levels of students in PGDRD programme (96 percent) is five percentage more than students enrolled in PGDJMC programme (91 percent).

**Table 6.1: Awareness programme wise**

<b>Pursuing...</b>	<b>Awareness (In %)</b>
<b>All</b>	<b>91</b>
B.A	83
B.Sc	92
BCA	95
B.Com	92
MPF/MBA	98
MCA	97
CIC	92
CTPM	96
PGDJMC	91
PGDRD	96

*Rest are Not Aware*

*Total Sample - 2180*

Is the awareness level about website uniform among students with different socio-economic background like occupation, different age groups and place of residence or are there marked differences? The findings of the study reveal that there are no significant differences in the levels of awareness among students based on their vocation and age groups differentials. But there is a marked rural urban divide among students of IGNOU on the question of awareness of website. If we look at Table 6.1, we find that that there is a sharp rural urban divide among students based on their place of residence. The level of awareness about the website among students residing in urban areas is 93 percent as compared with those living in rural areas where 77 percent reported that they knew about it. Thus students living in towns and cities had 16 percentage points more awareness about the website as compared with their colleagues living in village and moffusil areas.

**Table 6.2: Awareness locality wise**

Locality...	Awareness (In %)
All	91
Urban	93
Rural	77

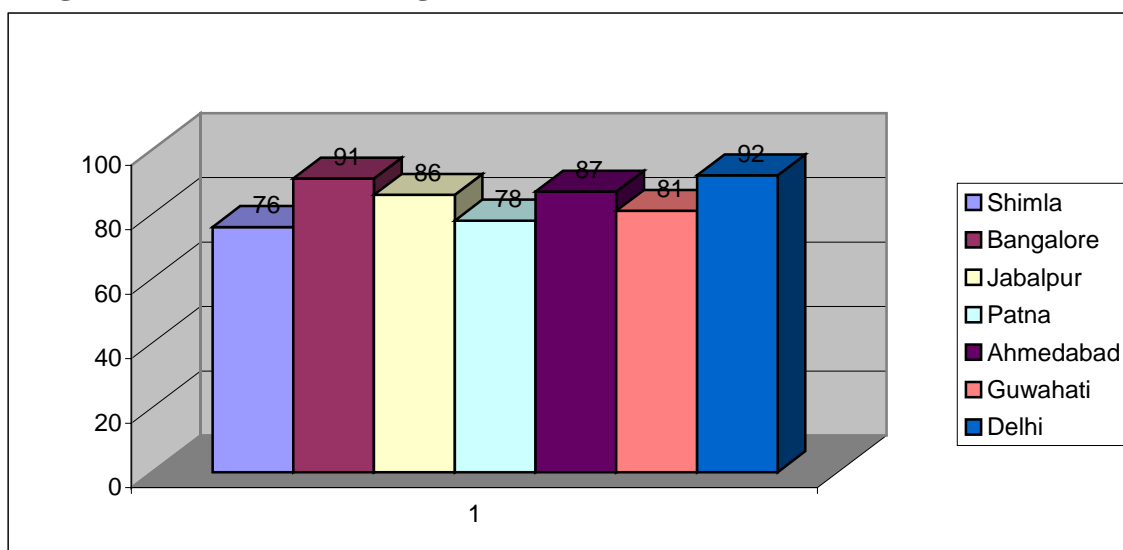
*Rest are Not Aware*

The high levels of awareness about IGNOU website raises a connected question whether higher awareness means higher access and use of website by students for information and other services and is there any co relation between awareness of website and its usage. The students were asked during the survey whether they use IGNOU website. The response on usage of website by end users is also equally high as 85 percent students said that they log on to IGNOU website and use it for information access.

Further disaggregation of data on website usage among students reveal that there are regional variations in the use of IGNOU website across the sampled regions of the study. Three regions of Delhi, Ahmedabad and Bangalore where students reported higher awareness of IGNOU website also reported higher use of website. The highest users of website are students from Delhi region (92 percent) followed by Bangalore (91 percent) and Ahmedabad (87 percent) regions. In comparison, students from two regions reported lower levels of usage of IGNOU website. The regions where use of website by students is lesser are Shimla (76 percent) and Patna (78 percent). Thus there seems to be a direct co relation with awareness of IGNOU website and its access by the end users. Thus regions where students reported higher awareness of website also have higher levels of usage.

**Figure 6.2 Use of Website region wise**

**(In %)**



*Rest is do not Use*

The usage patterns of website shows perceptible differences among students enrolled in different streams of IGNOU. Among the students enrolled in different streams, students of Masters degree use the website most as 92 percent reported about logging into IGNOU website for information access. On the other end students who are enrolled in Bachelors degree reported lesser usage with 83 percent students using the website. There are intra stream differences also in the usage of website among students enrolled in different programmes of IGNOU. Among students pursuing Bachelors degree, the highest usage reported is by students from B.Sc.programme (90 percent) and the lowest use by students enrolled in B.A programme (79 percent). In between the two extremes of usage and non usage of website are students of BCA and B.Com programmes.

On the other hand the website usage reported by students enrolled in the sampled programmes of Masters degree, Certificate programmes and PG Diploma programmes does not show wide variations and differences. Students of MPF/MBA (93 percent) had two-percentage point higher usage than their colleagues enrolled in MCA programme (91 percent). Among the Certificate programmes, students of CTPM programme (87 percent) use website slightly more than students enrolled in CIC programme (86 percent). The differences among students enrolled in PG Diploma stream reveals a significant difference in access of IGNOU website. The use of website among students of PGDJMC programme (81 percent) is higher by four percentage points than students of PGDRD programme (77 percent).

**Table 6.3: Use programme wise**

<b>Pursuing...</b>	<b>In %</b>
<b>All</b>	<b>85</b>
B.A	79
B.Sc	90
BCA	89
B.Com	89
MPF/MBA	93
MCA	91
CIC	86
CTPM	87
PGDJMC	81
PGDRD	77

*Rest do Not Use*

As seen earlier there was spatial difference in awareness of website depending on the location of the sampled students. Students living in urban areas had a higher awareness of IGNOU website than those living in rural areas. Similarly there is a sharp rural urban divide visible among students on usage of IGNOU website. If we look at Table 6.4, we find that that there is a wide rural urban divide among students based on their location. The level of usage of website among students residing in urban areas (87 percent) is much higher compared with those living in rural areas (71

percent). Thus students living in urban areas reported 16 percentage points more usage of website than their colleagues living in villages.

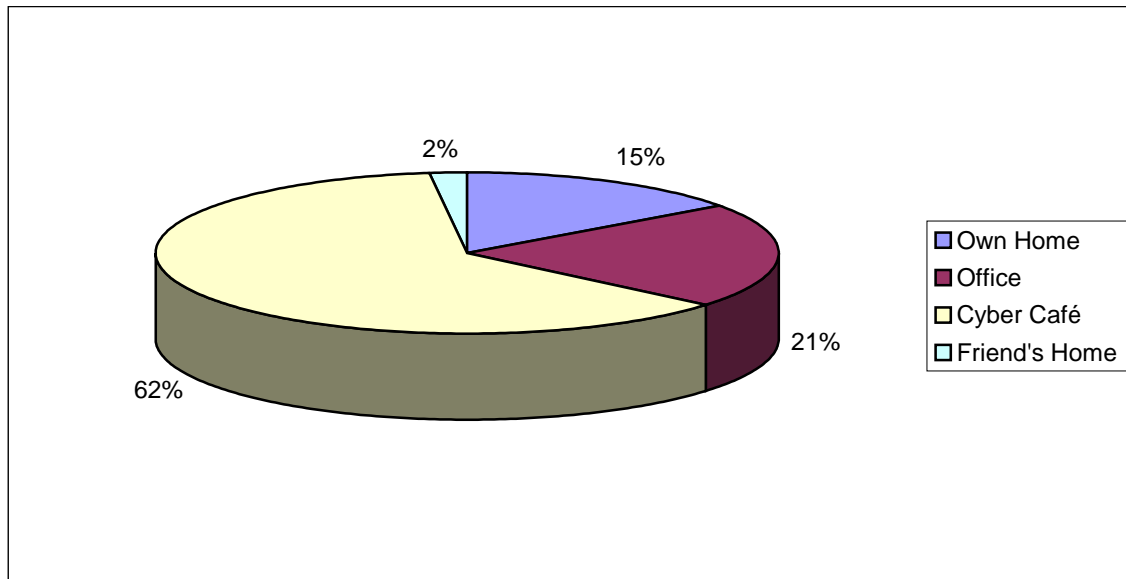
**Table 6.4: Use locality wise**

Locality...	In %
All	85
Urban	87
Rural	71

*Rest do Not Use*

Apart from the question on awareness and use of website students were also asked about the place from where they accessed IGNOU website. More than six out of ten students said that they accessed the website from cyber café. Another 21 percent students reported that they used the website from their place of work. 15 percent students reported that they accessed the IGNOU website from their homes. The number of students who access website from home is corroborated as 16 percent students had reported having an Internet connect at their home. Only two percent students said that they used the IGNOU website from their friend’s home.

**Figure 6.3 Access Website from Cyber cafe**



## Chapter 7

### Utility & Problems in Access

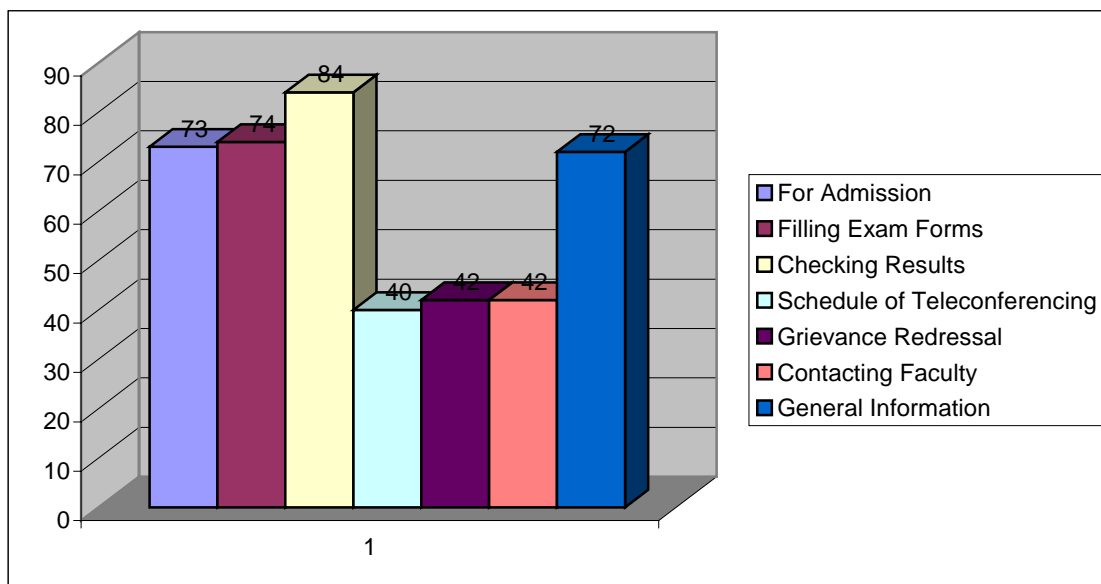
IGNOU runs its website as a channel for dissemination of information and providing online services for students enrolled in various programmes across the country. The awareness and usage of website as seen in the earlier chapter had been very high among students pursuing various programmes of IGNOU. The objective of the service provider is to provide cheap and easy access to students related with the programme they are pursuing with the university. It becomes imperative in this context to review its levels of utility from the perspective of the end users and the purpose for which students generally visit and use the website. The chapter would also analyze and assess the problems faced by students in accessing the website and the bottlenecks in logging into IGNOU website.

On the question of utility of website, the students were asked for which purpose they mainly visit the website. The purpose of using the website were read out from the questionnaire and the responses of the students were recorded accordingly. The following purpose for which the website is commonly used were probed from the students: for admission/readmission, filling examination forms, checking their examination results, teleconferencing schedule, grievance redressal, contacting faculty and for general information. The responses of the students on the purpose of using the website were as follows:

- The most important purpose for which students use the IGNOU website is for checking results. Around 84 percent of students said that they visit the website for checking their semester examination results.
- Another 74 percent students enrolled in different programmes of IGNOU said that they log into the website for filling examination forms.
- 73 percent students said that they use the website for the purpose of checking about admission/readmission.
- More than seven out of ten students registered with IGNOU reported that they visit the website for seeking general information.
- 42 percent students cited the following two purpose for using the website. Firstly they log into the website to record their grievances for redressal and secondly contacting the faculty members for their queries.
- Only 40 percent students said that they visited the website to check the schedule of teleconferencing of their programme.

**Figure 7.1 Purpose of using Website**

**(In %)**



*Rest do Not Use*

*Total Sample - 2180*

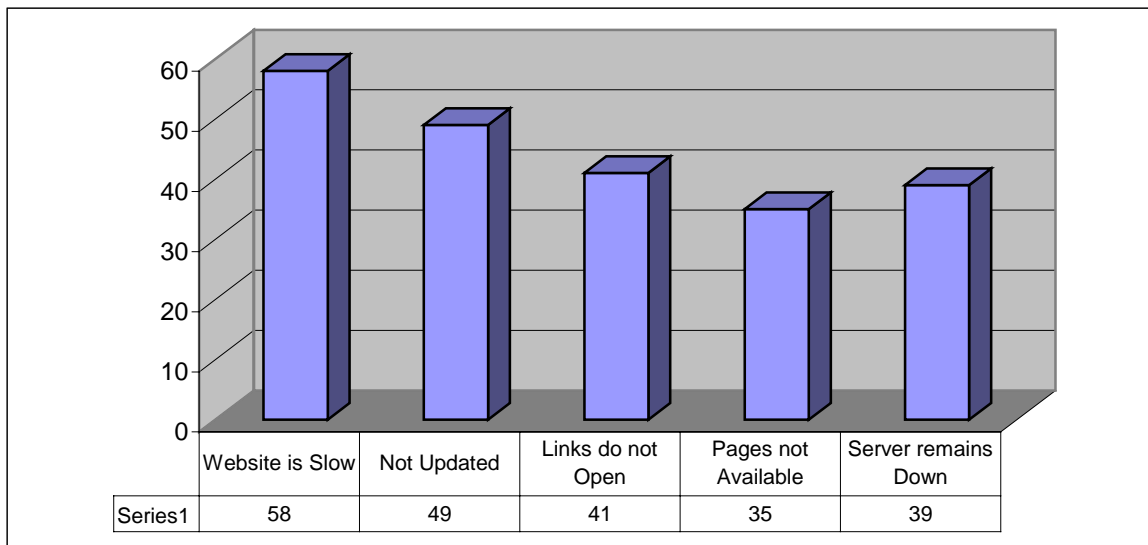
Since the problems in accessing the website is considered crucial in determining the levels of access of students in IGNOU website, students were asked questions about it in two different ways. Firstly students were asked a close ended question listing the common problems faced in logging into IGNOU website based on problems ascertained during the pre testing of the questionnaires and their responses were recorded. Secondly the students were asked to give their Feed in on what they consider is the main problem out of the problems they encountered in visiting and using the website in an open-ended question and their responses were recorded verbatim.

In response to the close-ended question on the problems faced by students when they visit the IGNOU website, the answers were as follows:

- The most important problem reported by students in using the IGNOU website is that it is slow. 58 percent of students said that on visiting the website they find it is too slow in opening the home page and other links.
- Another 49 percent students enrolled in different programmes of IGNOU said that when they log into the website they find that it is not updated regularly.
- 41 percent students reported that on many occasions the link pages in the website do not open at all.
- 39 percent students registered with IGNOU reported that many a times when they log into the website they find that main server remains down.

- 35 percent students said that many pages are not available on the website though their links are displayed on the home page.

**Figure 7.2 Problems in using Website (In %)**

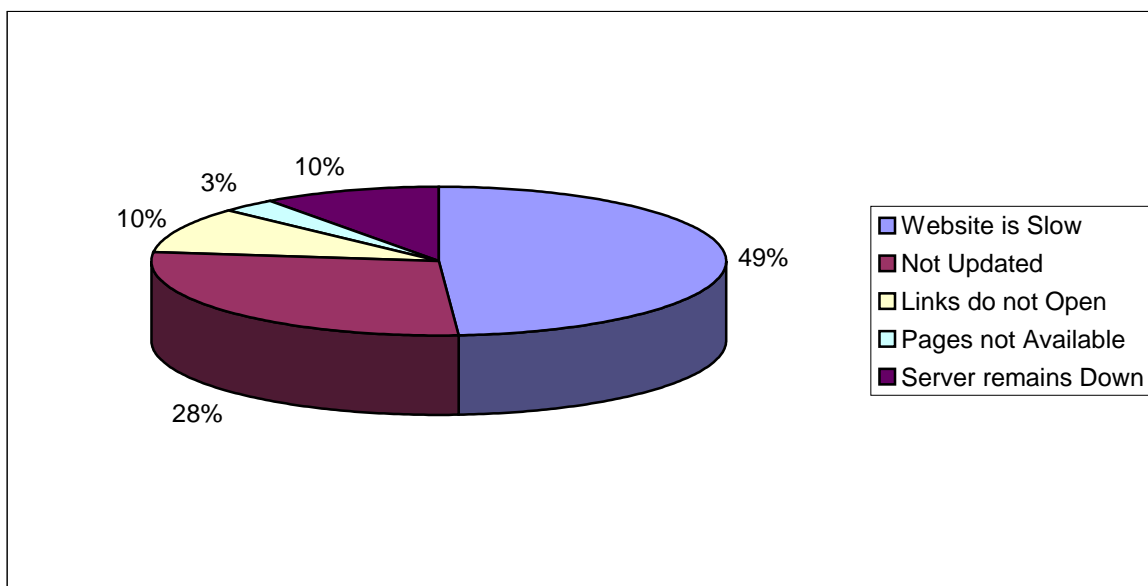


*Rest No opinion*

The students were then asked that out of the various problems they face in using the website which problem they think is the main problem. On the question of main problem encountered by students in using the website in an open-ended format, the Feed in of students collated and analyzed were as follows:

- The main problem listed by students while using the IGNOU website is that it is slow and takes more than normal time in opening. Around half of the students interviewed during the survey said that the downloading of pages in website is too slow.
- 28 percent students attributed the main problem with the website is that its server remains down quite frequently.
- 10 percent students reported during the survey that the website is not updated regularly and carries outdated information.
- Another 10 percent students said that main problem they face is that the link pages in the website do not open at all.
- 3 percent students said that a regular feature of IGNOU website is that a few links given in the website does not have any information and is blank. Thus pages are missing on the website though links are shown in the home page.

**Figure 7.3 Main Problems with Website**



Thus the overall picture that emerges after reviewing the various aspects of IGNOU website based on students feed is that the awareness and usage is quite high among the end users. It is used by a large number of students for the purpose of seeking admission/readmission, in filling examination forms, checking their examination results, accessing teleconferencing schedule, for their grievance redressal, in contacting faculty with their queries and for general information. However there are some technical glitches in accessing and using the website as reported by students which arises from a host of reasons. However the primary reason that is causing problems to students in using the website can be attributed to technical problems and calls for regular updation and monitoring.

## **Part III – IGNOU Hour in Gyan Vani**

## Chapter 8

### Audience of IGNOU Programmes

Radio transmits knowledge and information locked up in written text and which is easily accessible to a larger mass as compared with other channels of communication. Radio is a medium that communicates with emotion and expression and provides compressed information to its audience. The written matter is dead but spoken word has its sound energy that communicates more effectively. It also provides wider coverage, is cheaper and can be easily carried by the users. Educational Radio acts as a good supplement to the print material as it could be listened while attending other activities and is time saving. The benefits of Radio lie in the fact that it has greater learning effects than textbooks or teacher education and in teaching programmes in which classroom teachers are untrained or lacking certain knowledge sets. Radio also brings new or previously unavailable resources into the classroom, thereby greatly enhancing student learning.

Gyan Vani is an educational FM Radio Channel, operating through FM stations from various places in the country. It is a joint venture of Ministry of Human Resource Development and Ministry of information & Broadcasting, Prasar Bharti and IGNOU with IGNOU being the nodal agency. The unique feature of Gyan Vani is its 'interactive mode' for enhancing and supplementing the learning process of the end users through a low cost popular mass medium. Gyan Vani stations operate as 'media cooperative' with the day-to-day programmes being contributed by various educational institutions and other agencies. IGNOU hour programmes are telecast daily on Gyan Vani and their timings of broadcast varies in different Gyan Vani stations spread across the country.

During the study IGNOU hour broadcast in Gyan Vani was reviewed to assess its audienceship, utility, usefulness as a tool of teaching, quality of content and presentation, duration of programmes and speed of presentation based on students opinion in sampled region which had Gyan Vani stations. The reach and audienceship of IGNOU hour on Gyan Vani is low, as 40 percent students said that they listen to IGNOU programmes broadcast on Gyan Vani. Six out ten students reported that they do not listen to Gyan Vani programmes. The effort of IGNOU in using Radio, as a medium to transmit knowledge to students enrolled in different programmes is a matter of concern as the majority of students did not hear its programmes broadcast on Gyan Vani. Educational programmes broadcast in Gyan Vani is an effective and cheap tool of communication, but IGNOU programmes do not seem to connect or interest majority of the students.

Are there any variations in listener ship of IGNOU hour programme among students on the basis of region, programmes and their place of location? The range of audienceship of IGNOU hour programmes in Gyan Vani sharply varies in regions of the study. A look at table 8.1 reveals the highest audienceship of IGNOU hour programmes is in Jabalpur region. More than seven out of

ten students in this region listen to IGNOU hour programmes broadcast on Gyan Vani. Jabalpur region is followed by Bangalore region where majority of students (56 percent) hear IGNOU hour programmes on Gyan Vani. In Patna region, 42 percent students hear IGNOU programmes broadcast in Gyan Vani. The lowest audienceship of IGNOU programmes broadcast in Gyan Vani is at Shimla and Guwahati regions. 13 percent students registered in these regions reported listening to IGNOU hour broadcast. The number of students who hear programmes on IGNOU hour is very low in the regions of Delhi and Ahmedabad as less than four out of ten students hear programmes in Gyan Vani.

**Table 8.1: Region wise Audience**

<b>Region</b>	<b>(In %)</b>
<b>All</b>	<b>40</b>
Jabalpur	70
Bangalore	56
Patna	42
Delhi	38
Ahmedabad	26
Shimla	13
Guwahati	13

*Rest does not listen*

*Total Sample - 2180*

What could be the reasons for low levels of listenership of IGNOU hour programmes on Gyan Vani at Ahmedabad, Guwahati and Shimla regions as compared with other regions? The main reasons why students do not listen to IGNOU hour programmes at Ahmedabad, Guwahati and Shimla regions are as follows:

- In Ahmedabad region low listenership of IGNOU hour are primarily due to 3 reasons. Firstly students do not have the time (36 percent) to listen to the programmes. Secondly 28 percent students said that they do not have prior information of the timings of broadcast and thirdly 23 percent reported that they are not interested in hearing the programmes.
- In Guwahati region the reasons for lower listenership of IGNOU hour broadcast is due to students not able to find time (52 percent) to hear them and secondly they are not interested in hearing the programmes (34 percent) on Gyan Vani.
- In Shimla region, the main reason for low audienceship is that students do not have radio in their homes (41 percent). 36 percent students reported that they do not have time to spare for hearing IGNOU programmes and 19 percent students do not have information about the timings of their programme slated for broadcast on Gyan Vani.

**Table 8.2: Low Audience in Ahmedabad, Shimla & Guwahati Region (In %)**

Region	Do not have Time	No prior information	Do not have Radio	Not Interested
Ahmedabad	36	28	9	23
Guwahati	52	5	4	34
Shimla	36	19	41	3

*Note: Responses are from those of do not listen IGNOU programmes*

Regional difference in listenership of IGNOU programmes in Radio is sharp among students enrolled in sampled regions of the study. Are there differences in listenership among students enrolled in different streams of IGNOU and whether the stream wise differences are wide or narrow? A glance at Table 8.3 reveals that the difference in listening to IGNOU programmes in Gyan Vani among students enrolled in Bachelors and Masters degree programmes is quite narrow but significant. Students enrolled in Master's degree programme of IGNOU are four percentage points ahead in listening to programmes on Radio in comparison with students enrolled in bachelor degree programmes. The listenership of students enrolled in PG Diploma and Certificate programmes is low in hearing IGNOU programmes on Gyan Vani. 34 percent students enrolled in PG Diploma and 27 percent in Certificate programmes hear IGNOU hour on Gyan Vani.

The reasons for lesser number of students of PG Diploma and Certificate programmes hearing IGNOU programmes on Gyan Vani as compared with students from Bachelors and Masters degree programme could be due to the following:

- The main reason for low tuning on to IGNOU hour in Gyan Vani by students of PG Diploma programmes is due to paucity of time (46 percent). Secondly 21 percent students enrolled in this programme reported they do not have radio in their homes.
- Low listenership of IGNOU hour broadcast by students of Certificate programme is mainly due to two reasons. Firstly students of certificate programme do not get time (36 percent) to hear them and secondly that they are not interested in hearing the programmes (25 percent) on Gyan Vani.

**Table 8.3: Stream wise Listeners**

Pursuing...	(In %)
All	40
Bachelor Degree	41
Master Degree	44
Certificate Programme	27
PG Diploma Programme	34

*Rest do not listen*

The audienceship of IGNOU programmes among students enrolled at the level of Bachelors, Masters, Certificate and PG Diploma programmes show sharp differences. Further disaggregation among the various streams reveals that the differences in tuning into Radio programme becomes sharper among the students enrolled in different programmes of the four streams.

Among the Bachelor degree programmes, the listener ship among students of commerce (58 percent) and science (54 percent) programmes is reported fairly high. In comparison only 34 percent students from Bachelor of Arts programme listen to IGNOU Hour broadcast on Gyan Vani. Similarly the difference among students of Masters degree is also quite significant when it comes to listening to IGNOU hour programmes on Radio. 41 percent students of MPF/MBA hear IGNOU hour programmes on Gyan Vani whereas the listener ship among students under MCA programmes is seven points higher at 49 percent. Among students pursuing Certificate programmes, listenership of IGNOU programmes is more among CTPM programme (39 percent) as compared with students of CIC (26 percent) programme. The audienceship IGNOU hour programme on Gyan Vani among students of two PG Diploma programmes is quite narrow though significant.

Similarly there is a significant rural-urban divide among students on the listenership of IGNOU hour programme on Gyan Vani. Students living in urban areas (79 percent) hear more IGNOU programmes on Radio than students of IGNOU residing in rural areas (74 percent). Students living in towns and cities are five percentage points ahead in listening to IGNOU hour on Gyan Vani than students living in villages.

**Table 8.4: Locality wise Listeners**

	<b>In %</b>
<b>All</b>	<b>75</b>
Urban	79
Rural	74

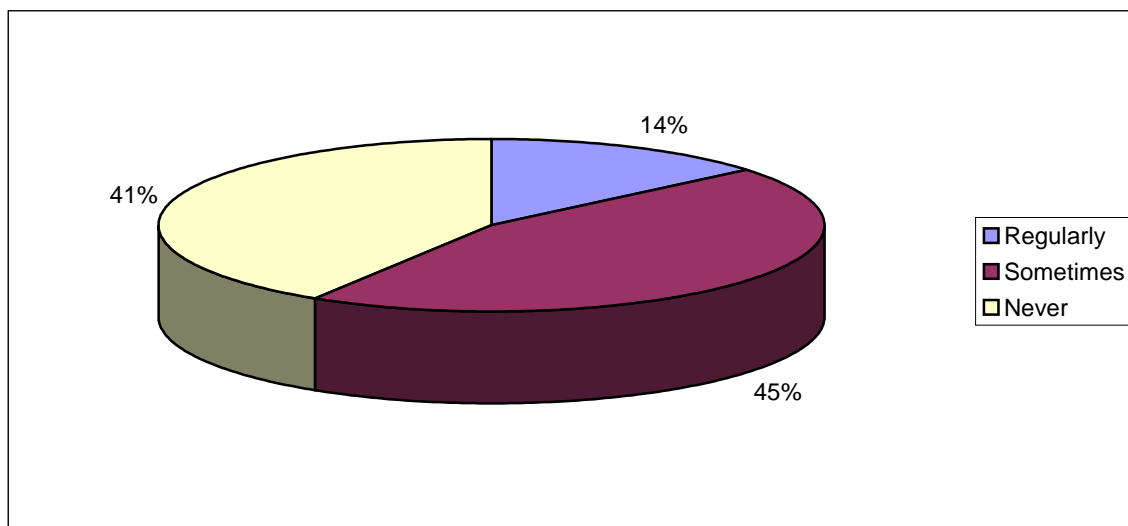
*Rest does not listen*

Students were further asked how regularly do they listen to IGNOU hour programmes on Gyan Vani. Only 14 percent students said that they listen to IGNOU hour programmes on regular basis. 41 percent students said that they hear IGNOU hour of their programme topics sometimes and 45 percent students said that they never listen to programmes broadcast on Radio. Are there variations in frequency of listening to IGNOU programmes among students enrolled in different programmes at the level of Bachelors, Masters, Certificate and PG Diploma programmes?

Among the Bachelor degree programmes, students of commerce (34 percent) and science (27 percent) programmes hear programmes on Gyan Vani more regularly. In comparison only eight percent students from Bachelor of Arts reported that they listen to IGNOU programmes on regular

basis on Gyan Vani. The difference in regularity of hearing IGNOU hour programmes on Radio among students of Masters degree is very sharp. Only five percent students of MPF/MBA said that they regularly hear IGNOU hour programmes, while 22 percent students enrolled in MCA programme reported that they listen to Radio programmes regularly. The differences among the two certificate programmes are also quite sharp and significant. Among students pursuing PG Diploma programmes the frequency in listening to IGNOU hour programme on Gyan Vani is very sharp. More students enrolled in PGDRD programmes are regular listeners of IGNOU programmes on Gyan Vani, as 43 percent students said that they hear regularly. In comparison only 14 percent students of PGDJMC programme reported that they listen to IGNOU hour programmes on Radio on regular basis. The audienceship is lowest among students of Certificate programmes, as less than nine percent students said that they hear regularly.

**Figure 8.1 Frequency of Listening IGNOU hour**



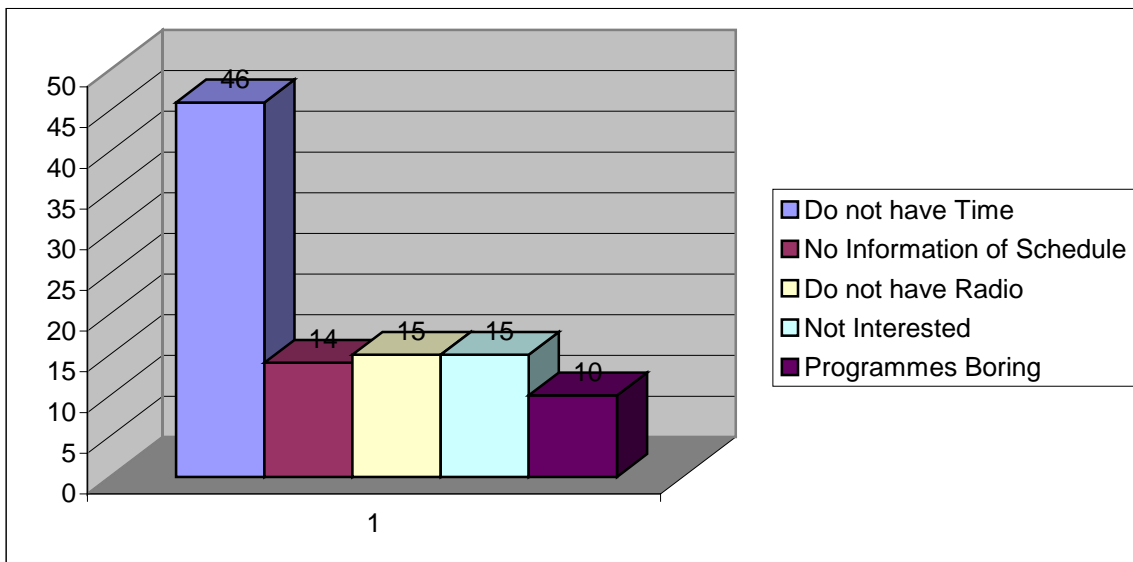
The effort of IGNOUs in using Radio as a medium to supplement the reading material send to students enrolled in different programmes does not seem to be somewhat successful as six out of ten students reported that they do not listen to IGNOU hour programmes broadcast on Gyan Vani. Students who said that they do not listen to IGNOU hour programmes in Gyan Vani were further probed as to why they do not hear the programmes on Radio. The answers options were not pre formulated but recorded in open-ended format in verbatim. The main reasons why students do not tune in to Gyan Vani for hearing IGNOU programmes were as follows:

- Lack of time seems to be the most important reason why students do not listen to IGNOU hour programme broadcast on Gyan Vani. Around five out of ten students interviewed during the survey (46 percent) said that they do not listen to IGNOU programmes, as they do not get time to listen.
- 5 percent students said that they do not hear the programmes because they do not have Radio in their homes.

- 15 percent of respondents said that they do not hear the programmes on radio as they are not interested in hearing them.
- 14 percent students said that they do not hear programmes, as they do not have prior information of the timings and topics of broadcast.
- And around 10 percent students said that the IGNOU programmes broadcast in Gyan Vani as they are boring. (*See Annexure I for Programme wise reasons for not listening IGNOU hour on Gyan Vani*)

**Figure 8.2 Reasons for not Listening**

**(In %)**



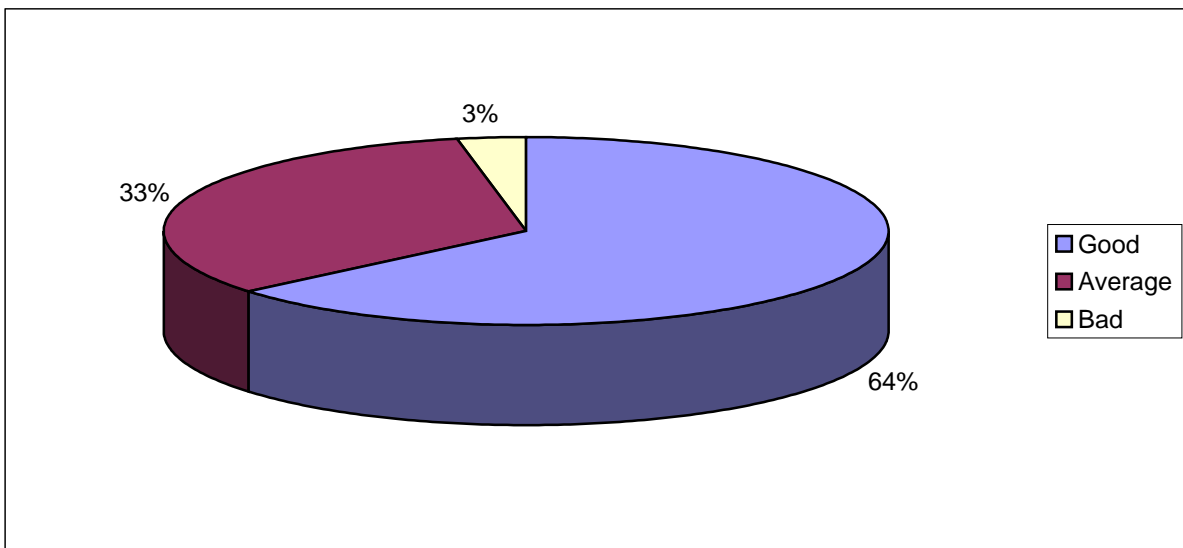
## Chapter 9

### Assessment of Pedagogy

A study conducted to obtain feedback of Gyan Vani's projected listening audience in 2003 concluded that Radio has made a comeback and it clearly influences the lives of people of all ages in many ways. Radio enhances learning and provides information on various issues critical for making daily decisions. Since it does not have the visual distractions of television, which requires one's eyes and ears to be engaged simultaneously, low-cost educational programming can form an informational/educational background that can complement household, manual, and academic work. In short, radio can complement more traditional forms of educational delivery. The study also focused on the pedagogical components of the various programmes broadcast on Gyan Vani but they were not focused on any specific programmes run by IGNOU or any other educational organizations.

In this context it becomes necessary to review and analyze the pedagogical aspects of IGNOU hour broadcast on Gyan Vani from the audience perspective. The pedagogical facets that will be covered and discussed in this chapter will include the overall assessment of quality of programmes broadcast, the ratings of contents of programmes, the format of programmes and the speed of presentation in the IGNOU hour programmes. During the survey the students were asked to rate the quality of IGNOU hour broadcast on Gyan Vani based on both technical and pedagogical strengths. More than six out of ten students reported that the quality of IGNOU programmes broadcast is good. Thus the quality of programmes broadcast gets a high rating from its listeners as 64 percent said it is good and another 33 percent rated it average. Only three percent students assessed the quality of programmes broadcast as poor.

**Figure 9.1 Ratings of Quality of Broadcast**



*Total Sample - 2180*

Are there differences in ratings of overall quality of programmes broadcast among students enrolled in different streams of IGNOU and whether the differences inter stream are sharp or narrow? A glance at Table 9.1 reveals that the quality assessment of IGNOU hour broadcast in Gyan Vani among students enrolled in Bachelors and Masters degree programmes is quite sharp and glaring. The ratings of the IGNOU hour programmes by students enrolled in PG Diploma programme are very high as 84 percent users said that the quality is good. On rating the quality of IGNOU hour programme on Gyan Vani, 68 percent students pursuing Masters degree also rated is good. The fair ratings of broadcast quality of IGNOU hour programmes were received in lowest numbers from students in Bachelors degree and Certificate programmes. 59 percent of Bachelors degree and 58 percent students of Certificate programmes are satisfied with the quality of programmes broadcast in Gyan Vani and rated it as good.

**Table 9.1 Quality of Broadcast stream wise (In %)**

<b>Pursuing...</b>	<b>Good</b>	<b>Average</b>	<b>Bad</b>
<b>All</b>	<b>64</b>	<b>33</b>	<b>3</b>
Bachelor Degree	59	39	2
Master Degree	68	25	7
Certificate Programme	58	36	6
PG Diploma Programme	84	14	2

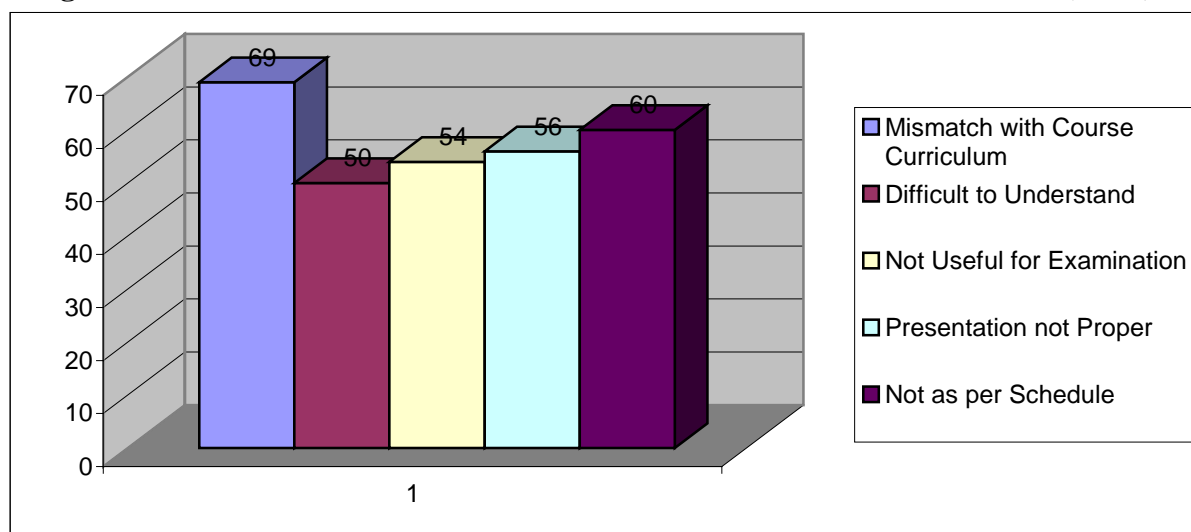
Pedagogy and technology are considered inseparable elements in the process of education. The proficient use and success of any technology in the learning process depends on how the teachers are using it, how they are integrating it with their teaching method and how they relate it with their students. Though the overall pedagogical quality of IGNOU programmes on Gyan Vani was rated good, the various pedagogical components need to be evaluated and assessed separately to get a holistic picture. How do students rate the quality of various aspects related to content of programmes like comprehensibility, presentation and its usefulness? A list of pre-formulated components related to content of the IGNOU programmes broadcast on Gyan Vani were administered to students for assessment. Students were asked to rate them separately on qualitative parameters. The ratings of the students on the various components of IGNOU hour programmes in Gyan Vani were as follows:

- 69 percent of IGNOU students said that the contents of programme broadcast in Gyan Vani was out of syllabus and did not match programme curriculum.
- More than six out of ten students said the contents of IGNOU programmes broadcast are difficult to understand and grasp.
- 56 percent students reported that the presentation of programmes during IGNOU hour broadcast is not proper.

- More than five out of ten students said that the topics of programme content broadcast in Gyan Vani are not very useful from examination point of view.
- And around half of the students reported that the programmes broadcast on Radio are not as per the schedule published and circulated by IGNOU. (See Annexure I for Programme wise assessment of content of IGNOU hour on Gyan Vani)

**Figure 9.2 Assessment of Content of IGNOU hour**

**(In %)**



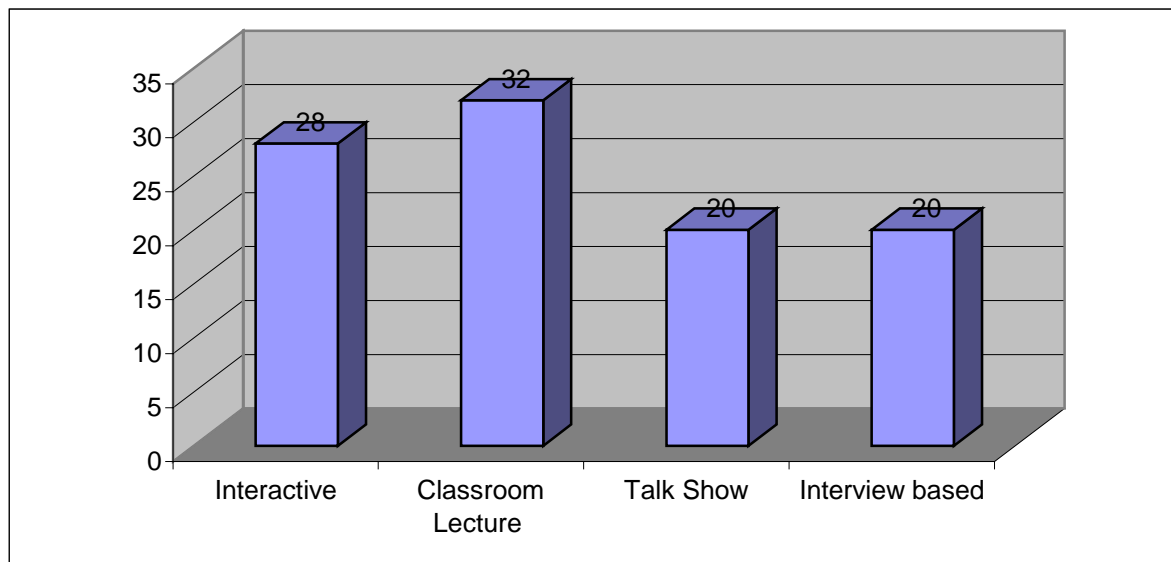
‘Gyan Vani’s Projected Listening Audience Study’ 2003 reported that the majority of students indicated that ‘interactivity’ should be a necessary feature of all educational programmes broadcast in Gyan Vani. What is the opinion of the students about the delivery format of programmes being currently used in IGNOU hour broadcast in Gyan Vani? Is the delivery format of programmes interactive allowing students to interact and ask questions from the resource persons or are they classroom type lectures leaving no scope for students to interact with the presenters? Or are they more like popular information talk shows broadcast on radio or are they like interview based programmes that are aired in different channels?

The students were asked to assess and record their opinion about the existing delivery format used in IGNOU programmes broadcast in Gyan Vani. The assessment of the students on the format of IGNOU hour programmes in Radio are quite varied and divergent and were as follows:

- 32 percent of students said that the format of IGNOU programme in Gyan Vani was classroom lecture type. It is one way lacking in interactivity among resource persons and students during the time of broadcast.
- However around three out of ten students had a divergent view on the delivery format of IGNOU hour in Gyan Vani. 28 percent students said the IGNOU programmes broadcast are interactive and it allows them to ask questions from the resource persons.

- A significant number of students felt that the programme format was more like information talk shows. 20 percent students said that the format of presentation of programmes during IGNOU hour broadcast is like talk shows popularly used in Radio.
- Another two out of ten students reported that the delivery format of programmes currently used during IGNOU hour are interview based on topics of their programme content. This points to use of different formats for IGNOU hour programmes broadcast in Gyan Vani.

**Figure 9.3 Delievery Format of Programmes (In %)**



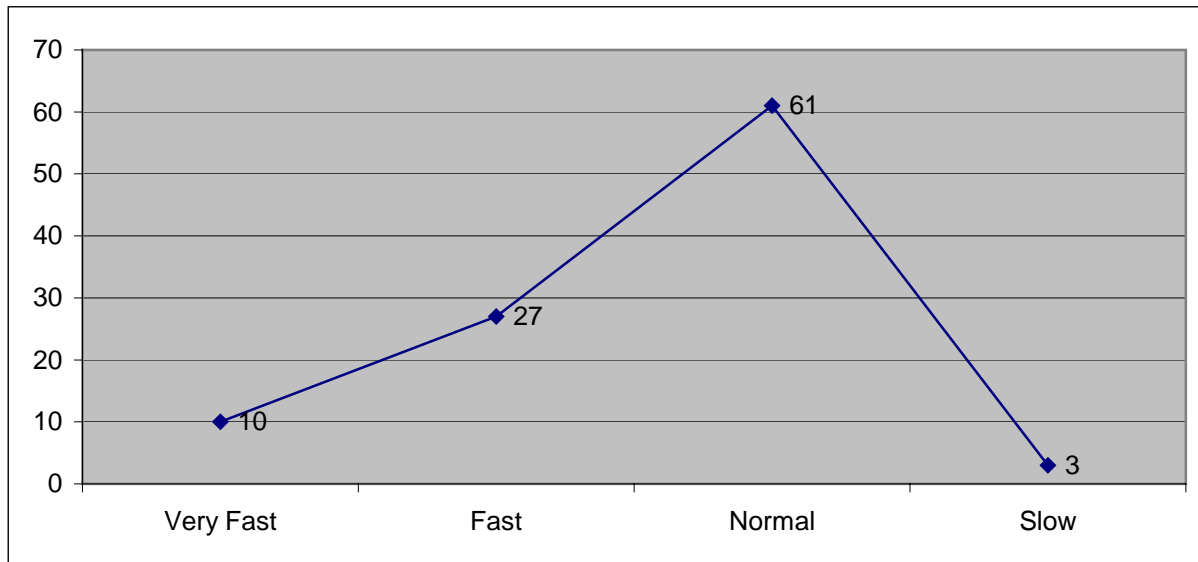
One of the important aspects of educational programmes broadcast in Radio is the pace of presentation in by anchors as it is crucial for the listeners to hear them at moderate speed and retain information. Moderate programming in educational programmes not only allow the listeners to hear them at normal pace but also to grasp and understand the contents of the programme it intends to deliver easily. What is the opinion of the listeners of IGNOU hour programmes on the pace of presentation of programme in Gyan Vani? Do the students find the speed of presentation during IGNOU hour programmes to be fast, normal or slow paced?

The assessment of the students on the speed of presentation of IGNOU hour programmes were as follows:

- More than six out of ten students who listen to IGNOU hour in Gyan Vani find the pace of presentation in programmes to be appropriate and normal.
- A significant number of students (17 percent) felt that the speed of presentation in IGNOU programmes are very fast.

- 27 percent students described the pace of presentation of IGNOU programmes to be fast from their perspective of listening.
- However only three percent students said that the speed of programme presentation in IGNOU hour is slow.

**Figure 9.4 Speed of Presentation in Programmes (In %)**



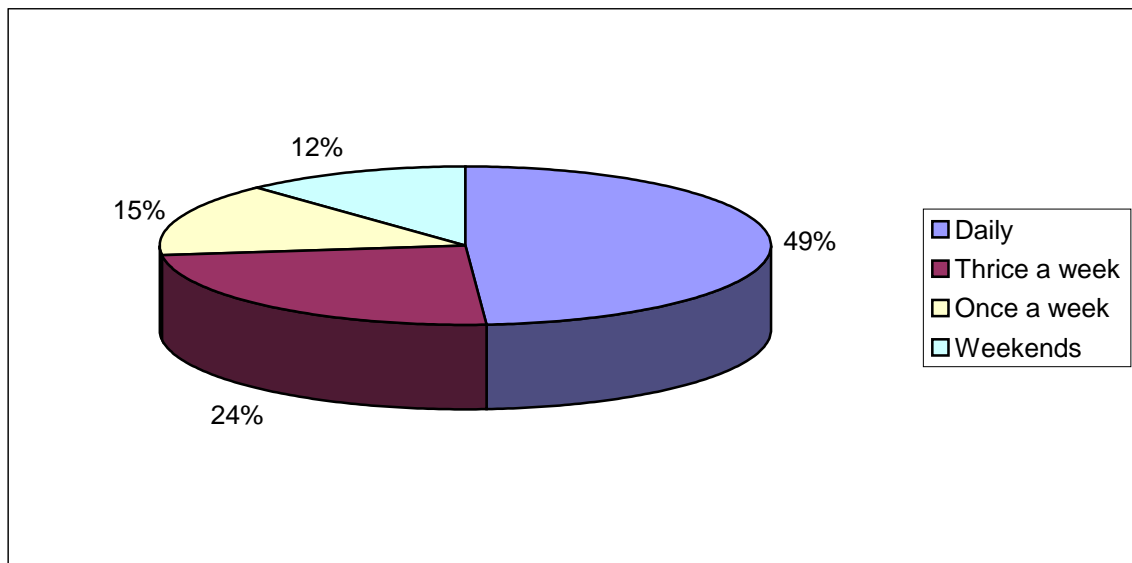
## Chapter 10

### Duration, Frequency & Repeat Broadcast

The success of Radio in imparting distance education to students depends not only on optimal and judicious utilization of the medium but also on its management and organizational aspects. Its utilization depends upon a host of organizational factors like suitability of broadcast timings, frequency of the programmes, repeat of broadcast programmes and the duration of the programmes that could retain the focus of the audience. The timings of IGNOU hour programmes telecast daily on Gyan Vani varies in various Gyan Vani station in the country. The timings of programme broadcast have been fixed at different hours at the various Gyan Vani stations as every station has the autonomy of fixing time slots of different programmes according to their convenience. This chapter will focus primarily on assessment of the need of daily broadcast of IGNOU hour, the gap between programmes broadcast and repeat broadcast and the ideal duration of programmes in Gyan Vani primarily based on student's Feed in though the opinion of other key stakeholders would also be taken in account.

IGNOU hour programmes are telecast daily on Gyan Vani both in the morning and evening slots. During the survey the students were asked how often do they think should IGNOU hour programmes be broadcast in Gyan Vani. Around half of the respondents seemed to be in favour of daily broadcast of IGNOU hour programmes in Gyan Vani. Thus 49 percent students approved IGNOUs effort in broadcasting programmes on Radio 365 days a year. However 24 percent students said that the programmes should be broadcast only three days in a week in Gyan Vani. 12 percent students wanted that IGNOU hour programmes should be broadcast in Gyan Vani only on weekends.

**Figure 10.1 Frequency of IGNOU hour programmes**



*Total Sample - 2180*

On the question of frequency of IGNOU hour broadcast in Gyan Vani, there are significant variations among students enrolled in different streams of IGNOU. The highest number of students who wanted the broadcast to be on daily basis is from PG Diploma programmes. 59 percent students of PG Diploma programmes were in favour of daily broadcast of IGNOU hour programmes in Gyan Vani. Five out of ten students in Bachelors degree programme also favoured the daily airing of IGNOU programmes in Gyan Vani. The lowest number of students (35 percent) who favoured broadcast on daily basis was students enrolled in Certificate programme.

Apart from the preference of daily broadcast of IGNOU programmes on Radio among the larger section of listeners, 24 percent students enrolled in Bachelors degree programme said that they would like the programmes to be broadcast only three days in a week. The highest support for broadcast of programmes once a week stemmed from students of Certificate programme, as 21 percent students said they favoured the broadcast of programmes only one day in a week. As compared with students of various streams, the highest number of students (20 percent) who wanted the broadcast of programmes should be only on Saturday and Sunday was from Certificate programmes. *(See Annexure I for Region wise frequency of Broadcast of IGNOU hour)*

**Table 10.1 Frequency of Broadcast stream wise (In %)**

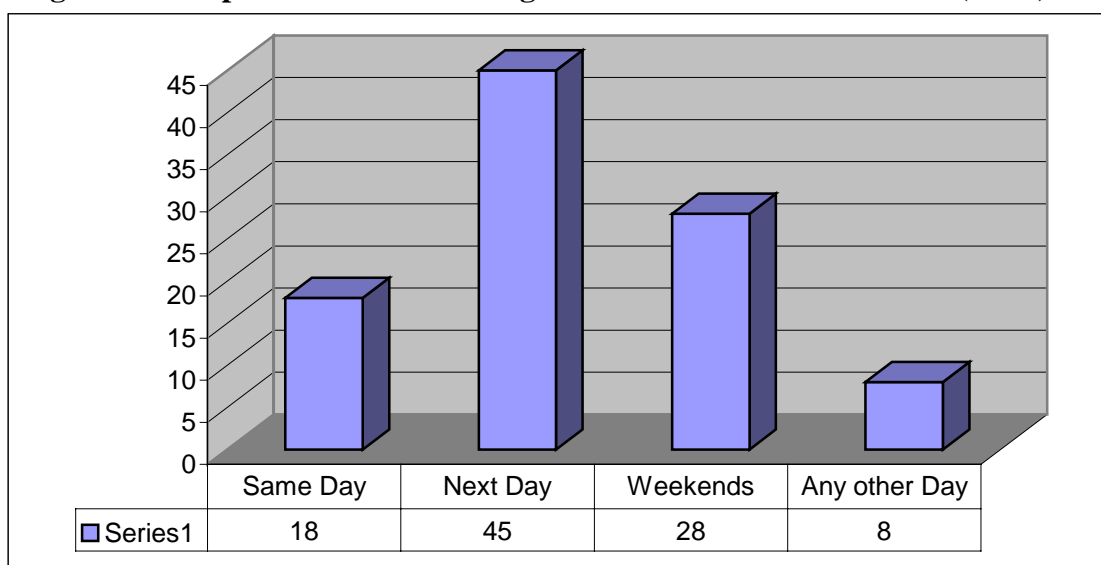
Pursuing...	Daily	Thrice a week	Once a week	Weekends
All	49	24	15	12
Bachelor Degree	50	26	13	11
Master Degree	47	20	20	13
Certificate Programme	35	24	21	20
PG Diploma Programme	59	22	7	12

The educational programmes of IGNOU broadcast in Gyan Vani daily is repeated again for students who are not able to listen to it due to various reasons. The advantage of Repeat broadcast of programmes on Radio lies in the fact that it allows the listeners the flexibility and convenience of listening to them according to their convenience. It also provides students who missed the programme broadcast another opportunity to hear them. Students were asked during the survey to give their preference when they would like to have the repeat broadcast of IGNOU hour programmes in Gyan Vani. The Feed in of students on suitable timings for repeat broadcast of IGNOU hour programmes based on their preferences were as follows:

- More than four out of ten students said that the repeat broadcast of IGNOU hour in Gyan Vani should be done on the next day of broadcast. 45 percent students want the programme to be repeated the very next day.
- 28 percent students said that the repeat broadcast of programmes should be done only on Saturday and Sundays.

- 18 percent students want the programmes broadcast in IGNOU hour to be repeated again the same day.
- However eight percent students did not assign any specific day for the repeat broadcast of the programmes and said it could be done on any day in the same week.

**Figure 10.2 Repeat Broadcast of Programmes (In %)**



Duration of programmes aired on Radio is an important aspect of broadcasting as the time span determines its listenership. The duration of programmes on Radio depends upon type of programme, the content of broadcast and demography of prospective listeners. The duration and number of programmes in IGNOU hour broadcast in Gyan Vani varies from one to three with some programmes of shorter duration and some of longer duration. During the survey the students were asked what should be the ideal duration of one programme broadcast in IGNOU hour on Gyan Vani. More than four out of ten students said the ideal duration of one programme broadcast daily on IGNOU hour should be of 30 minutes or more. 33 students said that the perfect duration of one programmes should be ideally between 20 to 30 minutes. However a quarter of the students wanted the time span of IGNOU hour programmes broadcast on Radio should not be of more than 20 minutes.

There are significant and notable variations on the duration of programmes on Gyan Vani among students enrolled in different streams of IGNOU. The majority of students said that the ideal duration of IGNOU hour programmes should be of half an hour or more, five out ten students enrolled in PG Diploma programmes said that they would prefer the programme to be of 30 minutes or more. 46 percent students of Masters degree also reported that the length of programme broadcast in Gyan Vani should be of more than half an hour. The least number of students preferring programmes of 30 minutes or more were students enrolled in Certificate programme, as only 27 percent preferred the programmes of this duration.

The largest section of students in Certificate programme wanted programmes of shorter duration, as 44 percent students enrolled in Certificate programme said that they would like the time span of programmes broadcast to be between 20 to 30 minutes. The support for IGNOU hour programmes in the duration of 20 to 30 minutes is also among a significant section of students pursuing Bachelors degree programme. 35 percent students in Bachelors programme wanted the length of programme broadcast in Gyan Vani in the time slot of 20 to 30 minutes.

**Table 10.2 Suitable Duration of Programmes stream wise (In %)**

<b>Pursuing...</b>	<b>Up to 20 Minutes</b>	<b>20 to 30 Minutes</b>	<b>30 Minutes &amp; more</b>
<b>All</b>	<b>25</b>	<b>33</b>	<b>42</b>
Bachelor Degree	25	35	40
Master Degree	24	29	46
Certificate Programme	29	44	27
PG Diploma Programme	26	24	50

There are marked differences on the duration of IGNOU hour programmes broadcast among students enrolled in Bachelors and Masters degree programmes. However among students enrolled in PG Diploma and Certificate programmes there are no significant and reportable differences on the time span of programmes broadcast in Gyan Vani. The opinion of students enrolled in Bachelors and Masters programme on programme duration are as follows:

- The opinion of students enrolled in B.A programme is almost equally divided. 45 percent students want the duration of one IGNOU programme in Gyan Vani to be of half an hour and more. 41 percent students in Bachelors programme preferred that the ideal time span of the programme should be from 20 to 30 minutes.
- Among students of science programme at the Bachelors level the largest section are in favour of programme not more than 20 minutes. 48 percent students pursuing B.Sc programme said that programmes with 20 minutes duration suited them the best.
- The largest section of students in B.Com programme were also in favour of 20 minutes programme, as 43 percent students said that IGNOU programmes with 20 minutes duration was ideal for them.
- 39 percent students pursuing BCA want the duration of programme be of half an hour and more. 34 percent students of BCA programme reported that the ideal time span of the programme should be from 20 to 30 minutes.
- Among students pursuing MPF/MBA, five out of ten students reported that the duration of programme best suited for their programme should be of 30 minutes or more.

- However the opinion of students pursuing MCA with IGNOU is quite evenly split on the duration of IGNOU hour programme. 40 percent students want the duration of one programme to be of half an hour and more, while another 37 percent said the time span of the programme best suited for their programme should be from 20 to 30 minutes.

**Table 10.3 Suitable Duration programme wise**

<b>Pursuing...</b>	<b>Up to 20 Minutes</b>	<b>20 to 30 Minutes</b>	<b>More than 30 Minutes</b>
<b>All</b>	<b>25</b>	<b>33</b>	<b>42</b>
B.A	14	41	45
B.Sc	48	19	33
BCA	27	34	39
B.Com	43	23	35
MPF/MBA	22	34	52
MCA	23	37	40

## Chapter 11

### Language & Usefulness in Learning

The choice of language of programmes broadcast in Radio largely depends on the language its intended audience generally speaks and understands. The use of regional and local languages in popular entertainment programmes has been quite prevalent in India. But educational programmes broadcast in Radio the use of local language are still not prevalent and programming is done mostly in English and Hindi language. The broadcast of IGNOU hour programmes in Gyan Vani like other educational programmes are primarily done in English and Hindi language. The need for broadcasting of educational programmes in local language is felt in many quarters, as it would be more helpful for students to understand and comprehend them easily.

Students were asked how comfortable they are with the language of IGNOU hour programmes in Gyan Vani. More than nine out of ten students said that they are comfortable with the language in which the IGNOU programmes are broadcast in Gyan Vani. The high comfort level of students with the language of broadcast puts at rest to some extent the growing concern for programme broadcast in regional and state languages. There are no variations among students on the language of programmes broadcast in Gyan Vani on regional, demographic and other socio-economic variables. However there are significant variations among students based on the streams in which they are enrolled as can be seen in Table 11.1. The highest comfort levels with the language in which programmes are broadcast in IGNOU hour in Gyan Vani was among students in PG Diploma programmes, as 97 percent students said that they are comfortable with the language of broadcast.

**Table 11.1 Comfortable with the language of broadcast stream wise (In %)**

Pursuing...	Comfortable	Not Comfortable
All	91	9
Bachelor Degree	91	9
Master Degree	90	10
Certificate Programme	89	11
PG Diploma Programme	97	3

*Rest is Not Comfortable*

*Total Sample - 2180*

Students were asked during the survey in which language they would prefer the programmes of to be broadcast in Radio. Around five out ten students preferred the language of broadcast to be in Hindi. The high preference of Hindi as preferred language of broadcast arises from the fact that 55 percent of the total respondents interviewed were from Hindi speaking states. The second preference language of programmes in IGNOU hour in Gyan Vani was English, as 38 percent students said that they would prefer the language of broadcast to be in English. Only 13 percent of the respondents preferred other Indian languages like Gujarati and Kannada.

The regional preference for programmes broadcast in local language is clearly seen in Gujarat and Bangalore region but missing in Guwahati region of Northeast. While the most preferred language of IGNOU hour broadcast in radio among students in Gujarat region is Gujarati language (55 percent), in Bangalore region (78 percent) English was the most preferred language of broadcast in Gyan Vani.. Only 22 percent students in Bangalore region preferred Kannada language in which programmes should be broadcast in their region. In Guwahati region, 69 percent students of IGNOU preferred English as the language in which the programme should be aired. No one in this region preferred local language as language of broadcast. Since tribes and ethnic groups living in this region speak different languages and there is no single language spoken by the majority of the people, so there was lack of preference of any local language by students in this region.

**Table 11. 2: Preferred Language region wise (In %)**

Region	English	Hindi	Gujarati	Kannada
Jabalpur	28	72	-	-
Bangalore	78	-	-	22
Delhi	40	60	-	-
Shimla	33	67	-	-
Patna	16	84	-	-
Ahmedabad	18	27	55	-
Guwahati	69	31	-	-

IGNOU uses various ODL mediums to provide educational options to students for improving their qualifications and enhancing academic skills. The aim of the university is to bridge the gap between education and vocation by extending the reach of higher education to students living in different parts of the country. Though the main focus of ODL is based on Teleconferencing sessions for its students, it is ably supplemented by popular mediums like Television and Radio. IGNOU hour programme in Gyan Vani plays an important role in supporting students with knowledge and information spread across the country. It has been found that Radio can be useful in augmenting the learning needs of students who are weak and cannot access other modes of learning because of locational disadvantages.

The usefulness of IGNOU hour programmes in Gyan Vani in learning of students was assessed and evaluated based on student's opinion. Students were asked how useful do they think that these programmes broadcast are in their learning process. More than eight out of ten students said that the topic of their programme broadcast in IGNOU hour in Gyan Vani is useful in learning process. However on the degree of usefulness of IGNOU hour programmes in learning process, there are variations among students enrolled in different streams of IGNOU. Students of Masters degree programme report the highest degree of usefulness as 89 percent students enrolled said that they find the programmes broadcast in Gyan Vani useful for learning. As compared with the usefulness of the programmes on radio among students of various streams, lesser number of students of Certificate programme (83 percent) find it useful.

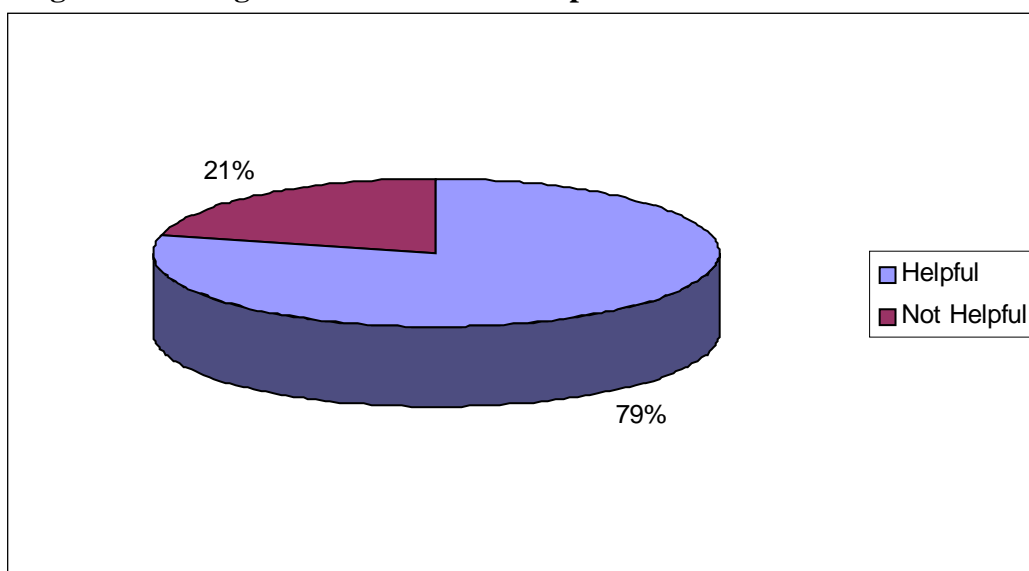
**Table 11.3 Programmes useful in learning stream wise**

Pursuing...	Useful (In %)
All	87
Bachelor Degree	86
Master Degree	89
Certificate Programme	83
PG Diploma Programme	84

*Rest do not find useful*

Similarly the students were asked to evaluate whether the programme on demand in Gyan Vani was helpful in learning or not. 79 percent students said that that programmes in demand aired in Gyan Vani was helpful in their learning.

**Figure 11.1 Programme on Demand Helpful in Studies**

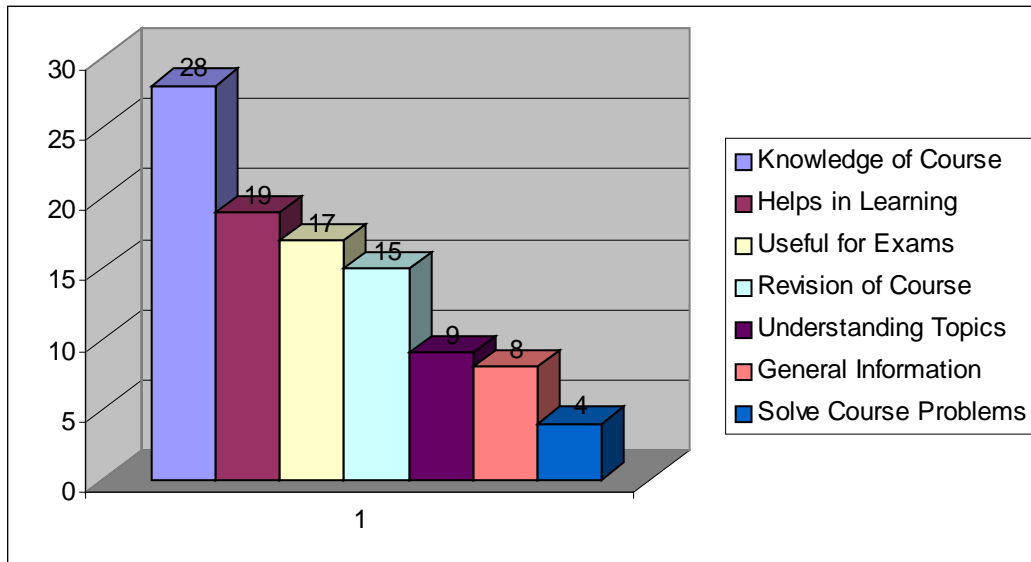


What do student find useful in the programme on demand broadcast in Gyan Vani and how does it help them in the learning process? The students were asked to give their Feed in on what they find useful in programme in demand through an open-ended question and their responses were recorded verbatim. The Feed in on this question was as follows:

- 28 percent students said that the IGNOU programmes on demand helped them in increasing knowledge about their programme
- 19 percent students felt that the programmes on demand in Gyan Vani are useful and helps them in their learning process.
- 17 percent students cited that the programme is helpful from examination point of view.

- 15 percent students said that the programme on demand is useful as it helps them in revision of the topics of their programme.
- Nine percent student said that programmes on demand is useful and helps them in understanding the topics of their programme.
- Eight percent students said that the usefulness of programme on demand lies in the fact that it provides general information about their programme.
- Four percent students said that programme on demand helps them in solving problems related to their programme.

**Figure 11.2 Usefulness of Programme on Demand (In %)**



## **Part IV – IGNOU slot in Doordarshan**

## Chapter 12

### Viewership & Reach

Television has emerged as an important medium to disseminate information to the students. It is more effective than radio, in spite of its comparatively shorter reach and lesser availability. The IGNOU Doordarshan telecast started in May 1991 through the national network of Doordarshan with the aim to provide telecounselling to students of open universities in remote and inaccessible areas. Doordarshan still continues to telecast IGNOU programmes of 30 minutes duration daily at 6.30 am every morning. The IGNOU slot on Doordarshan was evaluated and assessed to find out its viewership and reach, its utility in distance education, usefulness as a tool of teaching, content and presentation of programmes and questions connected with it. Out of the 2180 students interviewed during the survey, 47 percent respondents said that they watch IGNOU slot programmes telecast on Doordarshan national network. This clearly indicates that IGNOU's attempt of teaching through Television channel is an effective tool of distance education and connects well with its students spread across the country.

But it raises several questions on its reach among students all over the country – whether the viewership of IGNOU slot in Doordarshan is uniform across students in different regions of the country, among students enrolled in various programmes, male and female students enrolled in IGNOU programmes and among those who are students seeking employment and those who are working full time or part time? This section delves into these questions to find out the reach of IGNOU slot in Doordarshan among students, patterns of viewership and the profile of viewers and non-viewers.

**Table 12.1: Region wise Viewership**

Region	Viewership (In %)
All	47
Jabalpur	74
Bangalore	57
Delhi	55
Shimla	53
Patna	39
Ahmedabad	19
Guwahati	19

*Rest do not watch*

*Total Sample - 2180*

If we look at table 12.1, we find that the highest viewership of IGNOU programmes on Doordarshan is among students in Jabalpur region. More than seven out of ten students informed that they watch IGNOU programmes telecast in Doordarshan. Jabalpur is followed by Bangalore and Delhi region where majority of students view IGNOU programmes on Television.

The lowest viewership of programmes is at Ahmedabad and Guwahati regions as only two out of ten students watch the programmes on Doordarshan. The viewership figures in Patna region is also not very encouraging as only 39 percent students reported that they watch IGNOU programmes telecast on Doordarshan.

This raises a competing question – what are the plausible reasons for such low and dismal viewership of IGNOU programmes at Ahmedabad and Guwahati region? Why is the viewership of IGNOU telecast not so encouraging at Patna region? The reasons for low viewership in Ahmedabad, Guwahati and Patna regions as shown in table 12.2 given below are divergent. Unsuitable telecast timings is an important reason for low viewership of IGNOU slot in Doordarshan among students in all the three regions.

**Table 12.2: Low Viewership in Ahmedabad, Guwahati & Patna Region (In %)**

Region	Timings not Suitable	No prior information	Programmes not interesting	Family watches other programme
Ahmedabad	47	51	6	33
Guwahati	35	12	29	11
Patna	35	43	12	21

*Note: Responses are from those of do not watch IGNOU programmes*

The main reasons for low viewership of IGNOU programmes on Television in Ahmedabad, Guwahati and Patna regions are as follows:

- In Ahmedabad region lower viewership of IGNOU telecast is primarily due to students finding the timings of telecast unsuitable (47 percent) and they do not have prior information (51 percent) of the timings of telecast.
- In Guwahati region the main reason for lower viewership of IGNOU telecast is due to unsuitable timings of telecast (35 percent). Apart from timings being not suitable, 29 percent of students enrolled in IGNOU programmes in this region do not view IGNOU hour telecast because they do not find the programmes interesting.
- In Patna region, the main reason for low viewership is lack of prior information (43 percent) about the timings of telecast. 35 percent of students enrolled in Patna region find the timings of telecast not suitable to them.

Thus there is a clear-cut regional difference in viewership of IGNOU programmes among students enrolled in sampled regions of the study. Is there difference in viewership among students enrolled in different streams of IGNOU programme and are the differences wide or narrow? A glance at Table 12.3 reveals that the difference in viewership of IGNOU programmes on Doordarshan among students enrolled in Bachelors, Masters and PG Diploma programmes is quite narrow but

significant. Students enrolled in PG Diploma programmes of IGNOU are five percentage points ahead in viewership of Television programmes as compared with students enrolled in bachelor degree programmes. In contrast, the viewership of students enrolled in Certificate programmes is quite low as only 27 percent students reported that they watch IGNOU programmes on Doordarshan. The reasons for low viewership of programmes on Doordarshan by students pursuing Certificate programme are mainly due to unsuitable timings of telecast (57 percent) and lack of information (58 percent) of the timings of telecast.

**Table 12.3: Stream wise Viewership**

<b>Pursuing...</b>	<b>Viewership (In %)</b>
<b>All</b>	<b>47</b>
Bachelor Degree	48
Master Degree	51
Certificate Programme	27
PG Diploma Programme	53

The difference in viewership of IGNOU slot in Doordarshan among students enrolled at the level of Bachelors, Masters and PG Diploma programmes is quite narrow. But within different streams there are sharp differences among the students enrolled in different programmes.

At the Bachelor level, the viewership of IGNOU programme on Television is fairly high among students of science programmes (64 percent) as compared with students from non-science programmes (38 percent). Similarly the difference among students of Masters degree is also quite sharp on watching IGNOU programmes on television. 46 percent students of MPF/MBA watch IGNOU programmes on Doordarshan whereas the viewership is as high as 62 percent among students of MCA programmes. In PG Diploma programmes, viewership of programmes in Television is more among students of rural development programme (58 percent) as compared with students of journalism (50 percent). The difference among students of certificate programmes in viewing IGNOU slot in Doordarshan is too narrow to be reported.

What is the profile of high viewers of IGNOU slot in Doordarshan national network channel? What are the background variables that play a critical role in determining high viewership of IGNOU programmes in Television? The profile of high viewers of IGNOU programmes on Doordarshan is as follows:

- **Region** plays an important role in determining the profile of students who watch IGNOU hour at Doordarshan. The highest numbers of students who watch IGNOU programme on Television are from Jabalpur region (74 percent) followed students from by Bangalore (57 percent), Delhi (55 percent) and Shimla (53 percent) regions.

- **Programme** in which students are registered also decides the level of viewership as students of B.Com, B.Sc, BCA, MCA & PGDRD have higher viewership.
- **Occupation** also plays an important role in high viewership of IGNOU programmes on Doordarshan. 46 percent students of IGNOU who are in part time employment watch programme on Television.
- **Age Groups** also decide the profile of students who watch IGNOU programmes on Television. Half of the students who are in the age group of 30 years and more watch the programme telecast more as compared with students in lower age groups.

**Table 12.4: Profile of High Viewership**

Those who are in...	View (In %)
Jabalpur	74
Bangalore	57
Delhi	55
Shimla	53
B.Com	74
B.Sc	64
BCA	62
MCA	62
PGDRD	58
Part time employment	54
30 Years & above	50

The profile of low viewership of IGNOU programmes in Doordarshan is shown in Table 12.5

**Table 12.5: Profile of Low Viewership**

Those who are in...	View (In %)
Ahmedabad	18
Guwahati	18
Patna	39
CTPM	25
CIC	27
B.A	25
MPF/MBA	46
PGDJMC	49
Full employment	44
23 Years & below	43

## Chapter 13

### Efficacy & Usefulness in Learning

The IGNOU programmes telecast on Doordarshan are quite popular among students enrolled in distance education programmes. The study tried to assess and get a feed in from students about the IGNOU programme telecast on Doordarshan on following parameters: *Firstly* - comprehensibility of language in which it is telecast. *Secondly* - the preferred choice of language in which the programmes should be telecast. *Thirdly* – ratings of content quality of programmes telecast and *Finally* - usefulness of content broadcast and how it helps students in their learning process.

Students were asked about their comfort levels with the language in which the programmes are telecast on Doordarshan channel. An overwhelming 93 percent student said that they are comfortable with the language in which the programmes are telecast. Students were asked in which language would they prefer the programmes be telecast in Doordarshan. The opinion of students on the language in which they would prefer the IGNOU programmes to be telecast in Doordarshan is divided. 42 percent students wanted the programmes to be telecast in English whereas a slightly higher number of students (46 percent) wanted it in Hindi language. If we look at table 13.1, we see that the preferred language of students for programme telecast in Television in Hindi speaking regions is Hindi. Except for Gujarat where the preferred choice is regional language (52 percent), English remains the most preferred language in non-Hindi speaking Bangalore and Guwahati regions. In Bangalore region, Kannada (17 percent) was the second language choice for IGNOU programme telecast in Doordarshan after English.

**Table 13.1: Preferred language of telecast region wise (In %)**

Region	English	Hindi	Gujarati	Kannada
All	42	46	8	4
Jabalpur	28	71	-	-
Bangalore	82	1	-	17
Delhi	44	57	-	-
Shimla	36	64	-	-
Patna	19	81	-	-
Ahmedabad	22	25	52	-
Guwahati	80	20	-	-

*Total Sample - 2180*

A further disaggregation of data on the question of language preference in different streams reveals that, English is the first choice of telecast language in IGNOU slot in Doordarshan among students enrolled in Master's programmes. 62 percent students pursuing master's degree programme preferred English as the language in which IGNOU programmes should be telecast.

The issue of programme telecast in IGNOU slot in Doordarshan in regional languages for students in different states does not require immediate attention as English and Hindi languages remain the popular choice of students enrolled in different IGNOU programmes across the country.

**Table 13.2: Preferred language of telecast stream wise (In %)**

Pursuing...	English	Hindi
All	42	46
Bachelor Degree	27	58
Master Degree	62	21
Certificate Programme	27	34
PG Diploma Programme	35	60

*Rest Prefer Gujarati & Kannada*

Students were asked to evaluate the quality of content of IGNOU programme telecast on Doordarshan. The content quality of IGNOU programme on Doordarshan was rated fairly high. 60 percent students said that the content quality of IGNOU hour programmes telecast in Doordarshan is good. The highest ratings on satisfaction with the content quality of programmes were by students from Shimla (80 percent) followed by Patna and Guwahati regions. More than six out of 10 students in Delhi and Jabalpur region that the quality is good and they are satisfied with it. At Ahmedabad and Bangalore region also the majority of students reported that the content quality is good.

At the regional level, 11 percent students of Bangalore region said that the IGNOU programmes telecast in Doordarshan is of poor quality. Among students enrolled in various programmes of IGNOU, 29 percent of students from CTPM programme do not seem to be satisfied with the quality of programmes telecast on Doordarshan and rated it poor. The rest of the respondents (36 percent) rated the quality of IGNOU programmes telecast as average, neither good nor poor but in between.

**Table 13.3: Assessment of quality of telecast region wise**

Region	Good (In %)
All	60
Shimla	80
Patna	69
Guwahati	69
Delhi	64
Jabalpur	61
Ahmedabad	56
Bangalore	44

*Rest said average & poor*

The quality content of programme broadcast on Doordarshan had been rated good by the majority of students who watch them. But this raises a connected question whether the programme is useful in the learning process of students who view the programme. More than seven out of ten students said the programme is useful and vital in learning process. Students enrolled in master's programme find the programmes more useful, as 84 percent students said that it is useful in learning process. 34 percent students pursuing PG Diploma programmes find programmes telecast on Doordarshan are not useful.

**Table 13.4: Useful in learning process stream wise (In %)**

Pursuing...	Useful	Not Useful
All	74	26
Bachelor Degree	72	28
Master Degree	84	16
Certificate Programme	71	29
PG Diploma Programme	66	34

Students who find the IGNOU programmes telecast on Doordarshan are useful, were further probed as to how it helped them in learning process. The responses were as follows:

- Six out of ten students said that the IGNOU programme telecast on Doordarshan helped them in understanding their programme topics better.
- 16 percent students said that the programmes telecast on Doordarshan enhances their knowledge.
- 10 percent said that the programme telecast on Doordarshan is helpful in clarifying doubts on topics of their programmes.
- Eight percent said that the programmes helped them in doing well in examinations.
- Six percent felt that it helped them in solving problems of their programme.

**Table 13.5: How it is useful in learning process**

In...	In %
Understanding programme content	60
Enhances knowledge of programme	16
Clarification of programme related doubts	10
Doing well in examination	8
Solving programme related problems	6

*Response only of those who said it is useful*

## Chapter 14

### Doordarshan DTH - Awareness & Need

IGNOU has placed its teleconferencing lectures on different programmes modules for its students in Doordarshan Direct to Home Services (DTH) and some other private DTH service providers. The aim behind placing the sessions on DTH platform marks another stage of advancement in distance education technology by IGNOU as there is rapid proliferation and convergence of communication technologies in the country. The rationale behind placing teleconferencing sessions on DTH arises from the following considerations:

- To reach more and more students pursuing distance education programmes with lectures and virtual classroom teaching facilities to them.
- Students who are not enrolled in SIT centers can also avail the benefit of teleconferencing sessions at home on Television and save them from time and cost involved in traveling to study centers equipped with teleconferencing.

The effort of IGNOU is in tune with the rapidly changing technology and satellite penetration of Television in the home of viewers, but new DTH service providers are catering more to wholesome entertainment rather than distance education in India. In this context it became imperative to find out from students the awareness of IGNOU programmes on Doordarshan DTH, its reach among students and its comparison vis a vis Teleconferencing provided by IGNOU at its SIT centers in different regions of the country.

If we look at table 14.1, we find that the awareness of students about IGNOU programmes on Doordarshan DTH is quite high as more than seven out of ten students said that they are aware about this facility being provided by the university. 19 percent students reported that they have not heard about IGNOU programmes on Doordarshan DTH. Among students who are aware about IGNOU programme on Doordarshan DTH, 54 percent students said that they watch programmes telecast through DTH. The availability of Doordarshan DTH among students of IGNOU is very low with only 14 percent students reported that they have Doordarshan DTH in their homes. However the viewership of IGNOU programme among students having DTH (54 percent) in their homes is higher as compared with students who watch it on Doordarshan national network channel (47 percent).

There is a marked gender divide among students on the issue of awareness about teleconferencing sessions on Doordarshan DTH platform. Awareness about it is more among the male students (77 percent) enrolled in various IGNOU programmes than female students (71 percent). Male students are six percentage points ahead than female students on awareness levels of IGNOU programmes telecast on Doordarshan DTH.

**Table 14.1: Awareness of Doordarshan DTH gender wise (In %)**

	Aware	Unaware
<b>All</b>	<b>75</b>	<b>19</b>
Male	77	17
Female	71	22

*Rest is No opinion*

There are variations in the awareness of IGNOU programmes on Doordarshan DTH among students in different age groups. A glance at table 14.2 reveals that, awareness of IGNOU programmes on DTH platform is highest among students in the age group of 24 to 29 years (77 percent) that is five percentage points more than students in the age group of 23 years and below (72 percent). Students in the age group of 30 years and above have the highest level of unawareness of programmes on Doordarshan DTH, as 21 percent students in this age groups reported that they have not heard about it.

**Table 14.2: Awareness age group wise (In %)**

	Aware	Unaware
<b>All</b>	<b>75</b>	<b>19</b>
Up to 23 years	72	19
24 to 29 years	77	18
30 years & above	74	21

*Rest is No opinion*

Similarly there is a significant rural-urban divide among students when it comes to awareness about teleconferencing sessions on Doordarshan DTH platform. Awareness about programme telecast through Doordarshan DTH is more among the students living in urban areas (79 percent) than students of IGNOU residing in rural areas (74 percent). Thus students living in towns and cities are five percentage points more aware than students living in villages on the scale of awareness about IGNOU programmes on Doordarshan DTH.

**Table 14.3: Awareness locality wise (In %)**

	Aware	Unaware
<b>All</b>	<b>75</b>	<b>19</b>
Urban	79	20
Rural	74	18

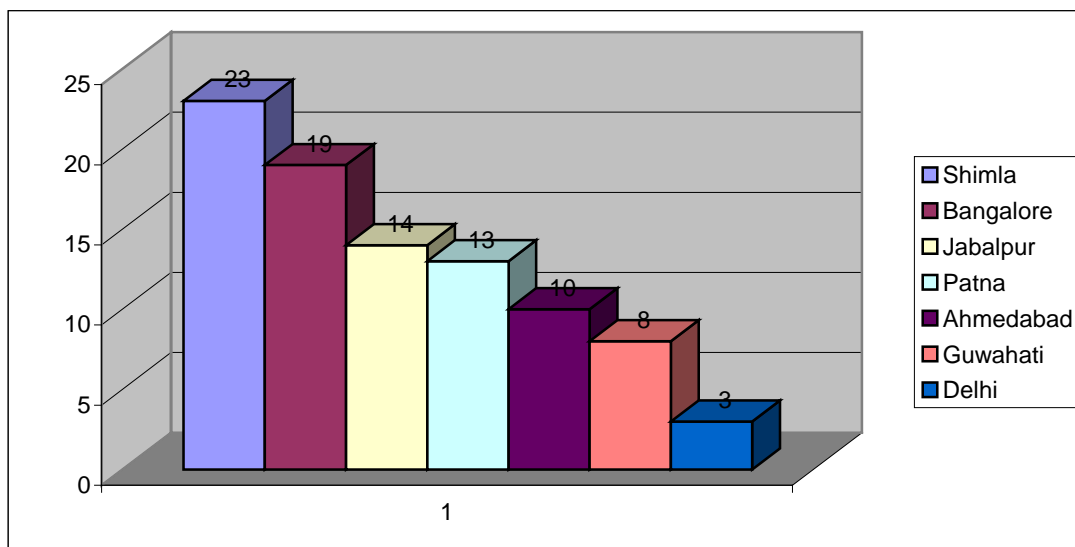
*Rest is No opinion*

But on the question of possessing a Doordarshan DTH, only 14 percent of students said that they have it at home. The availability of DTH services is highest in Shimla region (23 percent) followed by Bangalore (19 percent). The high figures of DTH reach in the two regions show more

availability of Doordarshan DTH among the students but it does not provide any plausible reasons for its wider reach.

**Figure 14.1 Reach of DTH region wise**

(In %)



*Rest does not have DTH*

Students who did not have Doordarshan DTH facilities for watching IGNOU programmes were asked if they would like to buy in near future. Among those who did not have Doordarshan DTH in their homes, 33 percent said that they would buy in near future. More students (46 percent) who are not employed either part time or full time expressed their willingness to buy DTH in future as compared with working students of IGNOU in different programmes.

**Table 14.4: Buy DTH in Future occupation wise**

(In %)

Occupation...	Buy	Will Not Buy
<b>All</b>	<b>33</b>	<b>67</b>
Students	47	53
Part time employed	29	71
Fully employed	24	76

The students were asked whether they would like to watch IGNOU's teleconferencing programmes at SIT centers or through DTH services in their homes. 58 percent students said they would like to watch IGNOU programmes at SIT centers rather than watch it on Doordarshan DTH at home. The reasons why students would like to watch IGNOU programmes through teleconferencing at SIT centers could be due to the following:

- Study centers having teleconferencing facilities are well equipped with infrastructure like power back so there is no use for students buying a Doordarshan DTH and watching it at home.

- Attending teleconferencing sessions at study centers provide the students a formal feel and experience of attending classes, as would actual classroom teaching do for students enrolled in regular universities and colleges.

However compared with male students who would like to avail DTH services at home, more female students would like to avail DTH services at home. 61 percentage male students said that it is beneficial to attend teleconferencing sessions at SIT centers as compared with watching IGNOU programme on Doordarshan DTH at home. Teleconferencing at SIT centers is more popular mode of medium of communication and learning for students of IGNOU as compared with Doordarshan DTH and other media.

**Table 14.5: Comparison of Teleconferencing at SIT centres with DTH at Home (In %)**

<b>Beneficial...</b>	<b>At SIT Centres</b>	<b>DTH at Home</b>	<b>Both Equally</b>
<b>All</b>	<b>58</b>	<b>23</b>	<b>19</b>
Male	61	21	18
Female	52	27	21

*Response of those who had an opinion*

## **Part V – Recommendations**

## Chapter 15

### Feed In & Policy Implications

The finding of IGNOU ODL assessment study reveals a mix baggage as most aspects of the communication technologies currently used by IGNOU are found to be satisfactory and good by its end users. But there are some critical and grey areas in distance education system that need to be addressed on immediate basis to redeem its efficacy and usefulness. The array of ODL communication channels used by IGNOU with ideal mix of technology and pedagogy meets the global standards of distance education but there seems to something seriously missing in the overall framework of its systemic functioning that is responsible for signs of alienation in the ODL system. At the broader level the study reveals that one of the main deficiency in ODL system run by IGNOU is in house human resource problems and management. The huge human resources employed by IGNOU in operationalization of its ODL system seems to be lacking in verve and energy a common feature of government and public sector undertaking which is having a negative fallout on students participation in the learning process.

Similarly a macro level problem that has become intrinsic in the ODL system is the absence of synchronization and integration in teaching through different communication technologies like video teleconferencing, computer webcasting, Television and Radio. The topics of any particular programme taught to student through the various mediums does not flow in a linear pattern and timings but are discretionarily decided and disseminated by the users of the medium as per their convenience. As a result of lack of linkages, the combined effort of the various education mediums in creating a greater learning effect on students is lost in the process.

There are no quick fix solutions to rectify and correct the malaise set in the IGNOU ODL system, but based on findings and emerging trends certain policy measures and suggestions is suggested that can go a long way in addressing the problems in the long term. The suggestions and policy implications for making the ODL system effective and efficient in a holistic manner are as follows:

#### **Part I - Teleconferencing**

##### **A) Creating Awareness & Dissemination of Telecast Timings:**

- The study revealed high newspaper readership among students of IGNOU, as eight out ten students read newspapers daily. IGNOU should publicize its Teleconferencing facilities and timings of telecast in regional newspapers to create awareness among students.
- The penetration of mobile phones among students is high as nine out of ten students reported owning a personal mobile. 'Call Centre Facilities' can be used in creating awareness about teleconferencing system and informing students about timings of their programme.

- Apart from hard copies of Newsletter and Gyan Darshan booklet send through post to students, soft copies should also be send to students on their e-mail address. This would help in creating better awareness and visibility among the end users.
- More than eight out of ten students reported that they have Radio in their homes. IGNOU should utilize Gyan Vani, AIR channels and popular FM channels in publicizing and creating awareness about Teleconferencing system and calendar of timings.
- The penetration of Television among the students of IGNOU is very high, as 91 percent students said that they have TV in their homes. Teleconferencing facilities and timings of different programme telecast should be advertised in popular TV channels with high TRP ratings to create awareness.

#### **B) For Increasing Accessibility & Attendance**

- To increase the access and participation of students in Teleconferencing sessions, a minimum percentage of attendance should be made compulsory for different programmes of IGNOU. The minimum percentage of attendance required for appearing in examination should be graded for students on the basis of their vocation.
- One of the reasons for low attendance according to students is the short duration of teleconferencing programme. The duration of programmes telecast should be increased reasonably and substantially.
- Teleconferencing sessions conducted by resource persons are one-way and more in classroom lecture format. The programmes should have in built interactivity so that students participate in them actively.
- The environment at SIT centers should have positive energy and the behaviour of staff should be students friendly. This would pull students to SIT centers and increase their participation in teleconferencing sessions.
- Teleconferencing system at SIT centers needs to be switched on regularly during the timing of telecast so that students can participate.
- Students should be informed about the timings of their programme telecast through various communication channels used by IGNOU for information dissemination.
- Teleconferencing facilities are not available at many study centres of IGNOU. This facility should be extended to entire existing study centers that will give a big boost in increasing students participation.

- The existing infrastructural facilities should be improved and upgraded at SIT centers so as to encourage more students to attend the sessions.

### **C) Pedagogical Improvements:**

- The content of programme telecast in teleconferencing sessions should be made more communicative and viewer friendly so that students learn and grasp more easily.
- The presentation of slides and visual in teleconferencing should be of better quality both in technical and pedagogical terms.
- The lectures of various programme telecast in Teleconferencing sessions should have more visuals and illustrations to make it more interesting for end users.
- The topics of telecast should be according to programme syllabus and the programme content should provide more knowledge and information to students than what is given through reading material.
- The programme content taught in teleconferencing sessions should focus not only on usefulness in learning process of students but also from examination point of view.
- Teleconferencing sessions focuses on programme content for various programmes, but there should be counseling contents as well for students providing tips in getting jobs and doing well in examinations.

### **D) Improvements in Infrastructural Facilities**

- Toll free telephones available at the centers should be in working condition and there should be more telephone lines. A centralized Interactive Voice Recording system as used in 'Call Centres' would help in better participation of students in these sessions and information about their programme in time.
- Television screens used for teleconferencing sessions needs to be upgraded and big size TVs should be installed so that students can view and read the texts easily. Proper maintenance with adequate power back ups would also streamline the system better.
- Local facilitators should be present during the telecast of sessions and they should help the students at the centers in communicating with the resource persons in clarifying doubts and asking questions.
- Separate room for teleconferencing sessions at SIT centers and proper sitting arrangements should be provided to the students.

- Safe drinking water and washrooms facilities should be provided to students at all the SIT centres of IGNOU.
- An exclusive information and facilitation counter at SIT centres for providing information connected with teleconferencing sessions.
- Computer facilities should be provided at SIT center for students with Internet connection. This would facilitate students who do not have Internet connections to access their e-mails and get information about telecast timings and other information disseminated by IGNOU.
- Library facilities with basic books of programme run by IGNOU should be provided at SIT centers for students.

## **Part II – Website**

- IGNOU website should be converted into an interactive portal providing more online services to its students. Online services provided through cyber space would be cheap, convenient and time saving for the students.
- The existing website of IGNOU is too bulky loaded with too much information making it slow to access. Technological up gradation and high speed dedicated server should be installed so that it saves the time of end users and does not remain down.
- Apart from the regular website, there should be an exclusive interactive portal for students providing a basket of online services. This would ease the centralized work pressure in university requiring lesser manpower and more effectiveness.
- The website should be regularly updated and constantly monitored to check that its entire links open and contain the required information.
- The facility of online examination should be explored and introduced so that students have an option to take online or class room examination.
- An important Feed in provided by the students is that the reading material provided to them should also be uploaded on the website for access to students.

## **Part III – IGNOU Hour in Gyan Vani**

- One of the reasons for low listener ship of IGNOU hour programmes by students in Gyan Vani is the short duration of programmes broadcast. The duration of a programme should be increased reasonably and number of programmes aired daily should be reduced.

- The formats of programme delivery are one-way and more in classroom lecture format. The programme format should be made interactive and participatory for students. Formats like ‘Discussion’, ‘Talk Shows’, ‘Phone In’ and ‘Edutainment Programming’ should be more frequently used.
- Experts should anchor the programmes and resource persons should be trained in anchoring to provide lively and interesting programmes.
- To increase listener ship of radio programmes, students should be informed about the timings of their programme broadcast through various communication channels used by IGNOU for information dissemination.
- Regular audience measurement studies should be conducted among students of IGNOU to get a feedback and improve educational programme.

#### **Part IV – IGNOU Slot in Doordarshan**

- Better media planning to create awareness and publicity of IGNOU slot on Doordarshan among students. It can also be publicized better using the various channels of information dissemination used by IGNOU.
- Timely information to students about the IGNOU programme timings and topics to be telecast on Doordarshan. This would help in increasing its viewership and reach.
- The telecast of programme topics for student in Doordarshan should be made more lively and interesting with the aim of increasing its viewership.
- The present timings of IGNOU telecast in Doordarshan need to be revised as more than four out of ten students said that timings of telecast is not suitable to them.
- The reach and penetration of Doordarshan DTH among students of IGNOU is very low. DTH platform for accessing IGNOU telecast can be popularized by subsidizing it price for students.

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*Annexure I***Source of Information of Telecast Timings stream wise (In %)**

<b>Pursuing...</b>	<b>Notice Board</b>	<b>News Letter</b>	<b>Gyan Darshan Booklet</b>
<b>All</b>	<b>61</b>	<b>43</b>	<b>33</b>
Bachelor Degree	54	35	29
Master Degree	67	57	40
Certificate Programme	72	47	31
PG Diploma Programme	77	48	40

*Opinion of those who are aware of teleconferencing*

**Source of Information of Telecast Timings stream wise (In %)**

<b>Pursuing...</b>	<b>Batchmates</b>	<b>Gyan Vani</b>	<b>DD National</b>	<b>Website</b>
<b>All</b>	<b>54</b>	<b>29</b>	<b>19</b>	<b>47</b>
Bachelor Degree	45	30	18	42
Master Degree	67	24	17	63
Certificate Programme	71	29	13	41
PG Diploma Programme	62	37	31	42

*Opinion of those who are aware of teleconferencing*

**Infrastructural Facilities required region wise (In %)**

<b>Region</b>	<b>Library</b>	<b>Telephone</b>	<b>Fax</b>	<b>Friendly Staff</b>	<b>Drinking Water &amp; Wash Room</b>
<b>All</b>	<b>5</b>	<b>9</b>	<b>7</b>	<b>13</b>	<b>19</b>
Shimla	15	51	8	-	12
Delhi	13	-	16	17	30
Patna	3	-	10	9	19
Ahmedabad	5	17	3	24	10
Guwahati	2	-	11	6	54
Bangalore	4	-	3	33	22
Jabalpur	-	-	5	1	16

**Infrastructural Facilities required region wise****(In %)**

Region	Regular Session	Counselling sessions	Computer facilities
<b>All</b>	<b>7</b>	<b>4</b>	<b>8</b>
Shimla	-	-	3
Delhi	16	4	3
Patna	18	9	5
Ahmedabad	7	2	6
Guwahati	-	-	-
Bangalore	5	10	19
Jabalpur	-	-	12

**Infrastructural Facilities required region wise****(In %)**

Region	Sitting Arrangement	Information Counter	Separate room for teleconferencing
<b>All</b>	<b>6</b>	<b>10</b>	<b>11</b>
Shimla	6	4	-
Delhi	1	-	-
Patna	1	26	-
Ahmedabad	3	22	-
Guwahati	26	2	-
Bangalore	2	-	2
Jabalpur	10	4	-

**Reasons for not listening IGNOU hour programmes on Gyan Vani stream wise (In %)**

Pursuing...	Do not have time	No Information	Do not Have Radio	Not Interested	Programmes Boring
<b>All</b>	<b>46</b>	<b>14</b>	<b>15</b>	<b>15</b>	<b>10</b>
Bachelor's	45	15	14	15	11
Master's	50	11	17	14	8
Certificate	42	20	8	23	7
PG Diploma	49	9	20	14	9

**Assessment of Content of IGNOU hour stream wise****(In %)**

Pursuing...	Mismatch with course curriculum	Difficult to Understand	Not useful for Exams	Presentation not Proper	Not as per Schedule
<b>All</b>	<b>69</b>	<b>50</b>	<b>54</b>	<b>56</b>	<b>60</b>
Bachelor's	75	48	55	49	56
Master's	49	58	42	64	65
Certificate	75	44	62	57	71
PG Diploma	76	45	68	68	66

**Frequency of Broadcast of IGNOU hour region wise****(In %)**

Pursuing...	Daily	Thrice a week	Once a week	Weekends
<b>All</b>	<b>49</b>	<b>24</b>	<b>15</b>	<b>12</b>
Shimla	53	19	17	11
Delhi	37	33	16	14
Patna	61	20	10	9
Ahmedabad	34	23	34	11
Guwahati	30	27	3	40
Bangalore	31	30	21	18
Jabalpur	71	22	4	3

**Reach of Mobile phones, Television & Radio region wise****(In %)**

Pursuing...	Own Mobile	TV	Radio
<b>All</b>	<b>91</b>	<b>91</b>	<b>80</b>
Shimla	80	96	78
Delhi	97	86	58
Patna	87	81	84
Ahmedabad	90	97	76
Guwahati	94	92	72
Bangalore	97	92	84
Jabalpur	95	92	95

**Reach of Mobile phones stream wise**

Pursuing...	Own Mobile (In %)
<b>All</b>	<b>91</b>
Bachelor's	88
Master's	96
Certificate	90
PG Diploma	98



**Q4a.** (If 'Very or Somewhat Useful in Q4') What do you find useful in these sessions? (Please record the answers in verbatim) \_\_\_\_\_

**Q5.** What is the general attendance of students in Teleconferencing sessions in your course?

1. 1 to 25                                      2. 26 to 40                                      3. 41 to 55                                      4. 56 to 70  
5. More than 70                                      6. No attendance at all                                      8. Can't say/D.K.

**Q6.** Now I will read out some options that may be responsible for no/low attendance of students in the teleconferencing sessions. You tell me to what extent do you agree or disagree with them? (Probe further whether 'fully' or 'somewhat' agree or disagree).

	Agree			Disagree	
	Fully	Somewhat	Somewhat	Fully	No opinion
a. No prior information about the timings.	1	2	3	4	8
b. System is not switched on even if we go.	1	2	3	4	8
c. Power cuts with no back up.	1	2	3	4	8
d. Sessions are more one way than interactive.	1	2	3	4	8
e. Course content in sessions are same as in reading material.	1	2	3	4	8
f. Sessions too short to fully understand.	1	2	3	4	8
g. Resource persons are not competent to teach.	1	2	3	4	8
h. Behaviour of Regional/SIT staff not friendly.	1	2	3	4	8

**Q7.** How comfortable are you with the language in which the teleconferencing sessions are mostly held?

1. Very comfortable                                      2. Somewhat comfortable                                      3. Not comfortable                                      8. D.K

**Q8.** According to you in which language should the teleconferencing sessions be held? (Please record the answer & consult code book for coding) \_\_\_\_\_

**Q9.** How would you rate the quality of the course content being taught in teleconferencing sessions?

1. Very good                                      2. Good                                      3. Average                                      4. Bad                                      5. Very Bad                                      8.D.K.

**Q10.** Now I will read out a few things about the course content of the teleconferencing sessions. You tell me to what extent do you agree or disagree with them? (Probe further whether 'fully' or 'somewhat' agree or disagree).

	Agree			Disagree	
	Fully	Somewhat	Somewhat	Fully	No opinion
a. It is out of syllabus.	1	2	3	4	8
b. It is difficult to understand.	1	2	3	4	8
c. It is not very useful for examination.	1	2	3	4	8
d. Only Lectures with no visuals.	1	2	3	4	8
e. Presentation of Slides of poor quality.	1	2	3	4	8

**Q11.** How often do the students get an opportunity to ask questions/clarify doubts connected with it? 1. Frequently                                      2. Sometimes                                      3. Never                                      8. Can't say/D.K.

**Q11a.** (If Sometimes or never) Why do students not get an opportunity to ask questions/clarify doubts? (Do not read out options)

	Yes	No	N.A.
a. Resource persons do not encourage it	1	2	9
b. Local facilitators do not encourage it	1	2	9
c. No telephones in the teleconferencing room	1	2	9
d. Audio system does not work	1	2	9
e. Telephone/Fax does not work	1	2	9
f. Students not interested	1	2	9
g. Any other (Specify) _____	1	2	9







**Q26a.** (If No in Q26) Why you do not watch these programmes? (Do not read out options)

	Yes	No	N.A.
a. Timings of Telecast not Suitable	1	2	9
b. No prior Information	1	2	9
c. Programmes are not interesting	1	2	9
d. Power cuts/No electricity	1	2	9
e. Family watches other programmes	1	2	9
f. Do not watch TV at all	1	2	9
g. Any other (Specify) _____	1	2	9

**Q27.** How comfortable are you with the language in which the programmes are telecast?

1. Very comfortable      2. Somewhat comfortable      3. Not comfortable      8. D.K.

**Q28.** According to you in which language should they be telecast? (Please record the answer & consult code book for coding) \_\_\_\_\_

**Q29.** How would you rate the quality of the course content of IGNOU Programmes being telecast in Doordarshan?

1. Very good      2. Good      3. Average      4. Bad      5. Very Bad      8.D.K.

**Q30.** To what extent do these programmes help you in your learning process - great extent, some extent or not at all?

1. Great Extent      2. Some Extent      3. Not at all      9. N.A.

**Q30a.** (If Great or Some extent ) In what way it helps you in your learning process (Please record the answer) \_\_\_\_\_

**Q31.** Are you aware about the DTH service run by Doordarshan (DD Direct)?

2. Yes      1. No      8. Can't Say/D.K.

**Q31a.** (If Yes in Q31) Do you have the Doordarshan DTH service at your home?

2. Yes      1. No      8. Can't Say/D.K.      9 N.A.

**Q31b.** (If Yes in Q31a) At what time do you generally watch programmes on it? (Please record the answer) \_\_\_\_\_

**Q31c.** (If Yes in Q31a) Do you watch IGNOU programmes on Doordarshan through DTH?

2. Yes      1. No      8. Can't Say/D.K.      9 N.A.

**Q31d.** (If No in Q31a) Would you buy Doordarshan DTH service in near future to watch IGNOU programmes on Gyan Darshan?

2. Yes      1. No      8. Can't Say/D.K.      9 N.A.

**Q32.** If you compare teleconferencing sessions held at IGNOU centre with teleconferencing through DTH (Doordarshan) at homes, which one do you think will be more beneficial for you?

1. Teleconferencing sessions telecast at IGNOU centres  
2. Teleconferencing sessions through DTH at home      3. Both Equally      8. D.K

### **For Centres where Gyan Vani is Broadcast**

**Q33.** Do you listen to Gyan Vani channel on FM Radio?

2. Yes      1. No      8. Can't Say/D.K.

**Q34.** How regularly do you listen to IGNOU hour broadcast on Gyan Vani - do you listen regularly, sometimes or not at all?

1. Regularly      2. Sometimes      3. Not at all      9. N.A.

**Q35.** How comfortable are you with the language in which the programmes are broadcast?

1. Very comfortable      2. Somewhat comfortable      3. Not comfortable      8.D.K.

**Q36.** According to you in which language it should be broadcast? (*Please record the answer & consult code book for coding*) \_\_\_\_\_

**Q37.** Do you think that the pace/speed of presentation during the IGNOU hour broadcast in Gyan Vani is very fast, fast, normal, slow or very slow?

1. Very fast      2. Fast      3. Normal      4. Slow      5. Very slow      8. D.K.

**Q38.** How would you rate the quality of IGNOU hour broadcast in Gyan Vani?

1. Very good      2. Good      3. Average      4. Bad      5. Very Bad      8. D.K.

**Q39.** How often do you think IGNOU hour programmes should be broadcast on Gyan Vani ?

1. Daily      2. 3 times a week      3. Once a week      4. Weekends only      8.D.K.

**Q40.** When would you prefer IGNOU hour programmes on Gyan Vani to be repeated?

1. Same Day      2. Next Day      3. Weekends only      4. Any other Day      8.D.K.

**Q41.** What according to you should be the duration of IGNOU hour programmes on Gyan Vani?

1. Less than 15 minutes      2. Between 15 to 20 minutes      3. Between 20 to 25 minutes  
4. Between 25 to 30 minutes      5. More than 30 minutes      8. Can't say/D.K.

**Q42.** What type of format should be used for IGNOU hour on Gyan Vani?

1. Interactive      2. Classroom type presentations      3. Informative talk shows  
4. Interview based      7. Any other (*Specify*) \_\_\_\_\_      8. Can't Say/D.K.

**Q43.** Now I will read out a few things about the content of the IGNOU hour in Gyan Vani. You tell me to what extent do you agree or disagree with them? (*Probe further whether 'fully' or 'somewhat' agree or disagree*).

	Agree			Disagree	
	Fully	Somewhat	Somewhat	Fully	No opinion
<b>a.</b> Mismatch between course broadcast an course curriculum.	1	2	3	4	8
<b>b.</b> It is difficult to understand.	1	2	3	4	8
<b>c.</b> It is not very useful for examination.	1	2	3	4	8
<b>d.</b> Presentation of Content not Proper	1	2	3	4	8
<b>e.</b> Broadcast are not according to schedule.	1	2	3	4	8

**Q44.** To what extent do these programmes help you in your learning process - great extent, some extent or not at all?

1. Great Extent      2. Some Extent      3. Not at all      9. N.A.

**Q45.** Do you think a facility of programmes on demand would be helpful in your studies?

2. Yes      1. No      8. Can't Say/D.K.

**Q45a.** (*If Yes in Q45*) How will it be beneficial for you? (*Please record the answers in verbatim*)

**Q46.** Why you do not listen to the IGNOU hour broadcast on Gyan Vani? (*Please record the answers in verbatim*) \_\_\_\_\_

**Q47.** What are your suggestions to improve IGNOU programmes on Gyan Vani? (*Please record the answer in verbatim*) \_\_\_\_\_



*Annexure II – Interview Schedule IGNOU Staff*

**Centre for the Study of Developing Societies**

29, Rajpur Road, Delhi-110054, India

**CSDS/IGNOU EduSat Assessment Study**

**INTERVIEWER'S INTRODUCTION:**

*I have come from Centre for the Study of Developing Societies (also give your University's reference), a social science research organization located in Delhi. We are studying the opinion of students enrolled in IGNOU distance learning courses and IGNOU staff, and are interviewing them at 7 regional centres spread across the country. The findings of this interview will be used for providing a detailed report to IGNOU for further improving the Edusat programmes. The name of the respondents interviewed in this survey will be kept strictly confidential. Kindly spare some time for this interview and answer my questions, as I need your active cooperation for making this study successful.*

**INTERVIEW BEGINS:**

**Q1.** Does your centre organize viewing of teleconferencing programmes of IGNOU courses regularly?

2. Yes

1. No

8. Can't Say/D.K.

**Q1a.** (If No) What are the reasons why it is not organized regularly? (Please record the answers in verbatim) \_\_\_\_\_

**Q2.** How regularly do students watch the Teleconferencing sessions at your centre - do they watch regularly, sometimes or only for topics which they feel are important for them?

1. Regularly

2. Sometimes

3. Only for important topics

9. N.A.

**Q3.** Now I will read out some courses you tell me students of these courses generally how many times a month watch the teleconferencing sessions? **No. of Times in 1 Month** **Never** **D.K**

**a.** B.A/B.Sc/B.Com (Record Number) \_\_\_\_\_ 3 8

**b.** MBF/MCA (Record Number) \_\_\_\_\_ 3 8

**c.** Certificate Courses (Record Number) \_\_\_\_\_ 3 8

**d.** Diploma Courses (Record Number) \_\_\_\_\_ 3 8

**e.** Any other Course (Specify) \_\_\_\_\_ (Record Number) \_\_\_\_\_ 3 8

**Q4.** Do students generally ask questions about the following in teleconferencing sessions or just watch it.: (Read out options)

	Ask	Watch	Can't Say/D.K.
<b>a.</b> About curriculum	1	2	8
<b>b.</b> Personal counseling	1	2	8
<b>c.</b> Tips for exams	1	2	8
<b>d.</b> Tips for jobs	1	2	8
<b>e.</b> Administrative problems	1	2	8
<b>f.</b> Any other (Specify) _____	1	2	8

**Q5.** How useful do you think that these sessions are for students enrolled in IGNOU courses - very useful, somewhat useful or not useful?

1. Very useful

2. Somewhat useful

3. Not useful

8. Can't say/D.K.



**Q12a (If Yes in Q12)** What according to you should be the suitable timings of the repeat sessions?  
\_\_\_\_\_

**Q13.** Do you get information/schedule about the topic (course code), date and timings of the teleconferencing sessions from IGNOU Head Office adequately in advance?

2. Yes, adequate

1. Yes, inadequate

8. Can't say/D.K.

**Q13a.(If Yes Inadequate in Q13)** How many days in advance should the information be given?  
(Record in Days) \_\_\_\_\_

**Q14.** Now I will ask you about a few infrastructural facilities available at your centre for teleconferencing sessions. You tell me to what extent it is available:

	Adequate/ Working	Inadequate/Not Working	No opinion
a. Sitting arrangement.	1	2	8
b. System for teleconferencing.	1	2	8
c. Fax machines.	1	2	8
d. Telephones not working.	1	2	8
e. Facilitators.	1	2	8

**Q15.** What is your opinion about the overall infrastructural facilities availability at your centre for teleconferencing - would you say it is adequate, inadequate & needs improvement or completely inadequate?

1. Adequate

2. Inadequate

3. Completely Inadequate

8. D.K.

**Q15a.(If 'Inadequate or Completely Inadequate')** Have you ever informed about the lack of facilities at your centre to IGNOU officials?

2. Yes

1. No

8. Can't Say/D.K.

9 N.A.

**Q15b.(If 'Yes in Q15a')** What was the complaint about? (Please record the answers in verbatim)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ 9. N.A.

**Q15c.(If 'Yes in Q15a')** What action was taken on your complaint? (Please record the answers in verbatim)

\_\_\_\_\_  
\_\_\_\_\_ 9. N.A.

**Q15d.(If 'Yes in Q15a')** How much time was taken to redress your complaint?

1. Within 1 month

2. Within 1 to 6 month

3. More than 6 month

4. No action was taken

8. Can't Say/D.K.

9. N.A.

**Q15e.(If 'No in Q15a')** Why you did not inform the IGNOU officials about the lack of facilities at your centre? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_ 9. N.A.

**Q16.** What are the infrastructural facilities that should be added at your centre to make it more effective?(Please record the answers in verbatim)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Q17.** Do you provide the teleconferencing schedule to every student or do you put it on the notice board of different study centres?

1. Every student

2. Notice board

3. Both

8. Can't Say/D.K.



## BACKGROUND DATA

**B1.** In a week, how regularly do you read the newspaper - daily, 5-6 times a week, 2-4 times a week, once or twice or never?

- |             |                        |                        |
|-------------|------------------------|------------------------|
| 1. Daily    | 2. 5-6 times in a week | 3. 2-4 times in a week |
| 4. 1-2 days | 5. Never               | 8. Cant say            |

**B2.** In a week, how regularly do you listen to news on radio - more than once a day, once a day, 5-6 times a week, 2-4 times a week, once or twice or never?

- |             |                        |                        |
|-------------|------------------------|------------------------|
| 1. Daily    | 2. 5-6 times in a week | 3. 2-4 times in a week |
| 4. 1-2 days | 5. Never               | 8. Cant say            |

**B3.** In an ordinary week how regularly do you hear Gyan Vani on Radio - more than once a day, once a day, 5-6 times a week, 2-4 times a week, once or twice or never?

- |             |                        |                        |
|-------------|------------------------|------------------------|
| 1. Daily    | 2. 5-6 times in a week | 3. 2-4 times in a week |
| 4. 1-2 days | 5. Never               | 8. Cant say            |

**B4.** In an ordinary week how regularly do you watch Gyan Darshan on Television - more than once a day, once a day, 5-6 times a week, 2-4 times a week, once or twice or never?

- |             |                        |                        |
|-------------|------------------------|------------------------|
| 1. Daily    | 2. 5-6 times in a week | 3. 2-4 times in a week |
| 4. 1-2 days | 5. Never               | 8. Cant say            |

**B5.** What is your age? (*In completed years*) \_\_\_\_\_

**B6.** Gender:                      1. Male                      2. Female

**B7.** Designation (*Not to be Coded*) \_\_\_\_\_

**B8.** Highest Degree awarded \_\_\_\_\_ (*Record answer*)

**B8a** Parents Education: Father \_\_\_\_\_ Mother \_\_\_\_\_

**B9.** First language \_\_\_\_\_ Medium of Instruction in school \_\_\_\_\_

**B10.** Where do you live presently              1. Village                      2. Town

**B11.** Do you *Personally* have the following:

	Yes	No
a. Mobile phone.	1	0
b. Computer/Lap top	1	0
c. Radio	1	0
d. Television	1	0
e. Doordarshan DTH	1	0
f. Internet Connection	1	0

### TO BE FILLED BY INVESTIGATOR AFTER COMPLETING THE INTERVIEW:

Name of the State \_\_\_\_\_

Were there any other people immediately present who might be listening during the interview?

1. No one              2. Students only              3. Edusat staff only              4. A few others              5. Small crowd

Date of interview \_\_\_\_\_

Name of the respondent \_\_\_\_\_

Name of the investigator \_\_\_\_\_

Name of the supervisor \_\_\_\_\_

*Annexure III – Interview Schedule Gyan Vani Staff*

**Centre for the Study of Developing Societies**

29, Rajpur Road, Delhi-110054, India

**CSDS/IGNOU EduSat Assessment Study**

**INTERVIEWER'S INTRODUCTION:**

*I have come from Centre for the Study of Developing Societies (also give your University's reference), a social science research organization located in Delhi. We are studying the opinion of students enrolled in IGNOU distance learning courses, IGNOU staff & Gyan Vani staff, and are interviewing them at 7 regional centres spread across the country. The findings of this interview will be used for providing a detailed report to IGNOU for further improving the Edusat programmes. The name of the respondents interviewed in this survey will be kept strictly confidential. Kindly spare some time for this interview and answer my questions, as I need your active cooperation for making this study successful.*

**INTERVIEW BEGINS:**

**Q1.** Do you think that the language in which the IGNOU hour programmes are broadcast from your centre is appropriate/comfortable for the students?

1. Very Appropriate      2. Somewhat Appropriate      3. Not Appropriate      8. D.K.

**Q2.** According to you in which language it should be broadcast? (*Please record the answer & consult code book for coding*) \_\_\_\_\_

**Q3.** Do you think that the pace/speed of presentation during the IGNOU hour broadcast in Gyan Vani is very fast, fast, normal, slow or very slow?

1. Very fast      2. Fast      3. Normal      4. Slow      5. Very slow      8. D.K.

**Q4.** How would you rate the quality of IGNOU hour broadcast in Gyan Vani?

1. Very good      2. Good      3. Average      4. Bad      5. Very Bad      8. D.K.

**Q5.** How often do you think IGNOU hour programmes should be broadcast on Gyan Vani ?

1. Daily      2. 3 times a week      3. Once a week      4. Weekends only      8. D.K.

**Q6.** When according to you the IGNOU hour programmes on Gyan Vani should be repeated?

1. Same Day      2. Next Day      3. Weekends only      4. Any other Day      8. D.K.

**Q7.** What according to you should be the duration of IGNOU hour programmes on Gyan Vani?

1. Less than 1 hour      2. 1-2 hours      3. 2 hours and more      8. D.K.

**Q8.** What type of format should be used for IGNOU hour on Gyan Vani?

1. Interactive      2. Classroom type presentations      3. Informative talk shows  
4. Interview based      7. Any other (*Specify*) \_\_\_\_\_      8. Can't Say/D.K.

**Q9.** Do you get the information/material about the topic (course code), date and timings for broadcast from IGNOU Head Office adequately in advance?

2. Yes, adequate      1. Yes, inadequate      8. Can't say/D.K.

**Q9a** (*If Yes Inadequate in Q13*) How many days in advance should the information/material be given to your centre? (*Record in Days*) \_\_\_\_\_

**Q10.** Now I will read out a few things about the content of the IGNOU hour in Gyan Vani. You tell me to what extent do you agree or disagree with them? (*Probe further whether 'fully' or 'somewhat' agree or disagree*).

	Agree		Disagree		No opinion
	Fully	Somewhat	Somewhat	Fully	
<b>a.</b> Mismatch between course broadcast					
an course curriculum	1	2	3	4	8
<b>b.</b> It is difficult to understand.	1	2	3	4	8
<b>c.</b> It is not very useful for examination.	1	2	3	4	8
<b>d.</b> Presentation of Content not Proper	1	2	3	4	8
<b>e.</b> Broadcast are not according to schedule.	1	2	3	4	8

**Q11.** What type of content do students want to have on IGNOU hour in Gyan Vani? (*Please record the answers in verbatim*) \_\_\_\_\_

**Q12.** To what extent do these programmes help students in their learning process - great extent, some extent or not at all?

1. Great Extent                      2. Some Extent                      3. Not at all                      9. N.A.

**Q13.** What kind of questions do student ask in programmes on demand? (*Please record the answers in verbatim*) \_\_\_\_\_

**Q14.** Do you think a facility of programmes on demand would be helpful to students in their studies?

2. Yes                      1. No                      8. Can't Say/D.K.

**Q14a.** (*If Yes in Q14*) How will it be beneficial for them? (*Please record the answers in verbatim*)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Q15.** What is your opinion about the overall infrastuctural facilities availability at your centre for broadcasting - would you say it is adequate, inadequate & needs improvement or completely inadequate?

1. Adequate                      2. Inadequate                      3. Completely Inadequate                      8. D.K.

**Q16.** What are the infrastructural facilities that should be added at your centre to make it more effective? (*Please record the answers in verbatim*)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Q17.** What according to you should be the steps taken to motivate the students to listen to IGNOU hour programme broadcast on Gyan Vani? (*Please record the answers in verbatim*)

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\_\_\_\_\_

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**Q18.** What are your suggestions to improve IGNOU programmes on Gyan Vani? (*Please record the answers in verbatim*)

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**For Centres with Interactive Radio Counseling**

**Q19.** Does your centre broadcast Interactive Radio Counseling Sessions (IRC) of IGNOU?

2. Yes (*Go to Q 20*)                      1. No                      8. Can't Say/D.K.

**Q19a.** (*If No in Q19*) What is the reason why it is not being broadcast from your station? (*Please record the answers in verbatim*)\_\_\_\_\_

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**Q20.** How frequently are IRC Sessions broadcast from your station? (*Record number of times in a week. For Example once a week, twice a week and so on*)\_\_\_\_\_

**Q21.** How often do you think IRC sessions should be broadcast from your station?

1. Daily                      2. 3 times a week    3. Once a week    4. Weekends only                      8. D.K

**Q22.** How would you rate the quality of IGNOU hour broadcast in Gyan Vani?

1. Very good    2. Good                      3. Average    4. Bad                      5. Very Bad                      8. D.K

**Q23.** Do students ask questions during the IRC centres related with the subjects that are being taught?

2. Yes                      1. No                      8. Can't Say/D.K.

**Q24.** What do students generally ask in IRC sessions apart from questions/clarifications on topic that is taught? (*Read out options*)

	Yes	No	D.K.
a. About curriculum	1	2	8
b. Personal counseling	1	2	8
c. Tips for exams	1	2	8
d. Tips for jobs	1	2	8
e. Administrative problems	1	2	8
f. Any other ( <i>Specify</i> )_____	1	2	8

**Q25.** If you compare the IGNOU hour programmes with Interactive Radio Counseling Sessions broadcast on Gyan Vani - which one do you think is more beneficial to students in their studies?

1. IGNOU Hour Programmes                      1. IRC                      8. Can't Say/D.K.

**Q25a.** (*If IGNOU Hour*) Why is IGNOU hour more beneficial for them? (*Please record the answers in verbatim*)\_\_\_\_\_

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**Q25b.** (*If IRC*) How is IRC more beneficial for students? (*Record the answers in verbatim*)



## **Focus Group Discussion – Resource Persons IGNOU**

**Venue: EMPC, IGNOU, February 29<sup>th</sup> 2008 -Time: 11 AM**

### **A) Attendance at SIT Centres**

**Q1** In your opinion why do students generally not attend the teleconferencing sessions at the SIT centres?

#### **Infrastructure:**

**Q2** The initial feedback received from the study reveals that the SIT centers do not open regularly, the system is not switched on, there are no telephones in the teleconferencing room and the telephone/fax do not work. What is your opinion about it?

**Q3** Visual presentations in teleconferencing programmes are blurred and students are not able to watch the telecast sometimes due to power cuts with no power back up. What is your opinion about it?

#### **Resource Persons:**

**Q5** Initial survey findings indicate that students find resource persons are competent to teach their programme topics. But students of MPF (**42 percent**) and BCA (**27 percent**) say that the method of teaching in sessions is more one-way than interactive. Do you agree or disagree with it?

#### **Students:**

**Q6** It is generally said that the students enrolled in IGNOU courses do not attend sessions, as they are not interested. What is your opinion about it?

**Q7** What according to you should be the steps taken to motivate the students to attend the teleconferencing sessions?

### **B) Course Curriculum**

**Q8** How is the content of different teleconferencing sessions designed in IGNOU? Do the resource persons decide themselves or do they take feedback from students in designing the programme content?

**Q9** Preliminary findings from the study reveal that students of MPF (**23 percent**) and BCA (**20 percent**) find the topics taught at the teleconferencing sessions difficult to understand. What is your opinion about it?

**Q10** Students from CTPM (*18 percent*) said that course content taught in the teleconferencing sessions does not have examples/illustrations and is not useful for examination. Do you agree or disagree with it?

**Q11** Students of MPF (*47 percent*) and BCA (*23 percent*) said that the course content in reading material and those taught in teleconferencing sessions are different. Do you think that there should be synchronization between it?

### **C) Suggestions for Improvement**

**Q12** What are your suggestions for overall improving the Infrastructure at SIT centres of IGNOU across the country?

**Q13** What are your suggestions for overall improving the edusat sessions?

**Q14** What steps do you think is necessary for overall improving the method of teaching in teleconferencing sessions?

### **D) Gyan Vani**

**Q15.** What type of format should be used for IGNOU hour on Gyan Vani and what should be the ideal durations of the individual programme in one-hour capsule?

**Q16.** Students of CIC (*18 percent*) and PGDRD (*17 percent*) say that IGNOU programme broadcast on Gyan Vani is difficult to understand. What is your opinion about it?

**Q17.** Students of CIC (*21 percent*) and PGDRD (*25 percent*) said that the presentation of content is not proper in programmes broadcast on Gyan Vani. What is your opinion about it?

**Q18.** What are your suggestions to improve IGNOU programmes on Gyan Vani?

### **E) Interactive Radio Counseling (IRC)**

**Q19.** It is generally said that the programmes on IRC do not have space for interactivity with students. Do you build space for interactivity in the programmes assigned to you?

**Q20.** What according to you should be the steps taken to motivate the students to attend the IRC sessions?

**Q21.** What according to you should be the steps taken to make IRC sessions more effective and beneficial for students?

**Q22.** The scheduling of sessions through Edusat, Gyan Vani and IRC for different programmes is independent of each other and there are no linkages. What is your opinion about it?