



RELEVANCE OF DISTANCE EDUCATION: A STUDY OF IGNOU PROGRAMMES IN PERSPECTIVE OF JAMMU REGIONAL CENTRE

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Abstract

Distance education has gained popularity all over the world as a means of extending education to the masses. The wide spread usage for higher education witnessed the development of distance education system. The system has been recognized as a viable alternative system of education. During the last two decades, the system had significant impact in the system of education in the developing as well as developed countries because of its utility, higher effectiveness, high productivity, and greater flexibility in the scheme.

Distance education therefore, is a method of imparting knowledge, skills and attitudes, which is rationalized by the application of division of labour, extensive use of technical media, especially for the purpose of reproducing higher quality teaching material, which makes it possible to instruct large number of students at the same time wherever they live. In nutshell distance education is an industrialized form of teaching learning.

On the other hand, Indira Gandhi national Open University was established at the central level in 20th Sep, 1985, with the objectives of providing flexible, innovative and cost effective higher education, to all segments of the society, irrespective of any difference. It helps the country in removing imbalance which have existed in the formal education i.e. enrolment of male students vis-à-vis female students, rural as well as urban development, vocational education as well as theoretical education. Thus, in other words its main task is to fulfill academic, social and economic objectives.

Establishment of Indira Gandhi national Open University Regional centre, Jammu in 1998 is one step forward in the field of distance education. This Regional Centre with 26 study centers throughout Jammu region is also playing an important role in imparting higher education to a large population.

Hence, it can be summarized that the institution of distance education have been playing an important role by providing education to all sections of society, especially the group of

'people' residing in remote, hilly and far flung areas of Jammu through its distance mode of education.

Key Words: *Distance Education, IGNOU Programmes, Jammu Regional Centre*

Introduction

Education is a vital input in modernization and development. A democratic society, which lays stress on egalitarianism and social justice, generates irresistible pressure for education. Any system of education, which is elitist and accessible to many, becomes incongruous in such a policy. The education in India was long not within the reach of large majority of the people, is a point, which does not need much elaboration. However, what is paradoxical is that since independence there has been tremendous expansion in education it has still left many outside the system.

The society has transformed into a knowledge society. The impact of information communication technology (ITC) is such that all economic activity today is controlled by the knowledge industry. The knowledge Revolution is historically as important as the agricultural revolution and the industrial revolution while the agricultural revolution nurtured itself in a few hundred years, the new revolution in knowledge has swept the world in a few decades.

Genesis of distance education: Distance Education has been born out of pressing social compulsion, dynamics and new cultures. It indicates a healthy, innovatory evolution in the field of education, because it marks significant break, from the century's old formal face – to-face teaching system, leading to the development of an innovative multimedia teaching / learning system. The failure of traditional system of higher education basically gave birth to the new form of education, which is known as the distance education. Apart from this there are other factors also which are given below:-

➤ **Emergency of Post- Industrial Society:** The agrarian society gave way to the industrial society. The quantum and quantity of knowledge required by an individual to live and function in the society increased as the society had developed into higher and more complex forms. The nature and content of knowledge, higher abilities, skills and appropriate attitudes required changed with the changing society.

➤ **Explosion of knowledge:** With the rapid scientific and technological development there was explosion of knowledge, this has created high rate of obsolescence and increased the need for rapid changes in courses, need was felt to offer learning opportunities in new knowledge and skills.

• **Expansion of Communication Network:** New Communication technologies have great capacity of “Storing”, processing and transmitting information brought about by rapid developments in electronics, computing and telecommunications.” The new technologies are economical, versatile and have wider accessibility and are decentralized in nature. As such they had created excellent opportunity for promoting educational network.

• **Establishment of Open University:** The development in the communication network helped in the establishment of open universities in the world. The beginning of Open University (United Kingdom Open University) at Milton Keynes in 1969 is seen as more Prestigious era in the history of distance education to open learning system can be considered

as a quantum jump in the field of distance education emerged difference from correspondence education.

Distance Education: Concept and Meaning: Distance education is oriented to the current and possible future changes in human societies. It maintains its legitimate components of its educational strategy one hand and on the other, it aims at rationalizing, their use for optional result. “Emergence of distance education is described by Henri Dieuzeide as the “Copernicans Revolution,” changing the centre of gravity from teacher centered mentality to the student centered approach.”

Distance education develops the traditional system and promises much more educational opportunities by extending its reach to one and all. Un- doing all the traditionally known constraints such as non-availability of such institutions in geographically difficult terrains poverty of the aspirants, failure of having obtained the required qualification for entering a particular University course. The most salient feature of distance education is separation of teacher and learner. This link between the teacher and a student is created by different medias like notes radio, television, video etc. It is characterized by relaxed or no rigid entry qualification, learning according to one’s own pace and convenience, flexibility in the choice courses and use of most modern and appropriate educational and communicational technology. It operate son the principle of providing education for all, where word of mouth is not indispensable for academic communication.

The concept of distance education is used to denote a wide range of learning strategies, referred differently, in different countries such as under:-

1. The correspondence education (in most of countries of the world including India).
2. Home study (North America and Europe).
3. Independent Study (North America).
4. External Studies (Australia).
5. Open learning
6. Open Education
7. Off-Campus Studies (Australia)

All these are used to denote the same concept. Fred Jevons calls it “A be wilding Nomenclature.” In order to understand the concept of distance education it is necessary to understand the definitions of various terms used in the second channel of Education.

Correspondence Education: To overcome the problem of demand and make more facilities available, the University grant commission, on the recommendations of Kothari Committee (1963) untitled steps to start institutions of non-formal or distance education in the existing universities. The first school of correspondence courses was established as a part of Delhi University with jurisdiction all over the country.

According to O. Machengie, E. Christensen and P. Rigby, “Correspondence instruction is the method of instruction in which correspondence is a mean of communication between the students and the teachers and which requires interaction between the students and the instruction.”

Concept of Distance Education: Distance Education means different things to different people, depending entirely on what angle one wants to view it. As a result there is no precise

definition of the term; broadly it refers to teaching the distance learners through both traditional and modern communication technology. The definitions of distance education (DE) can be defined as under:

According to Moore (1983) distance teaching may be defined as the family of institutional methods in which the teaching behaviours are performed apart from learning behavior including those performed apart from learning behaviors including those performed in the learner's presence, so that communication between the teacher and the learner must be facilitated by print, electronic, mechanical or other devices.

Peter (1971) defined distance education as a method of imparting knowledge, skills and attitudes which is rationalized by the application of division of Labour and organizational principles as well as by extensive use of technical media, especially for the purpose of reproducing high quality teaching material which makes it possible to instruct great number of students at the same time wherever they live. It is an industrialized form of teaching and learning.

Dohmen (1967) has defined distance education as a systematically organized form of self-study in which student counseling, the presentation of learning material and securing and supervising of students success is carried out by a team of teachers each of whom has responsibility. It is made possible by a means of media, which can cover long distance.

According to Holmberg (1981) distance education is the various forms of study at all levels which are not under the continuous, immediate supervision of tutors present with their students in lecture rooms or on the same premises but which nevertheless benefit from the planning, guidance and tuition of a tutorial organization

Distance education has been defined by several writers like Wed Meyer, Moore, Holmberg, Peters and Keegan, each emphasizing certain aspect of the system. However, it is to the credit of Desmond Keegan who has attempted a synthesis of most of the definitions. On the basis of his synthesis, the following are the important characteristics of distance education:-

1. The quasi – permanent separation of teacher and learner throughout the length of learning process, this distinguishes it from conventional face to face education.
2. The influence of an educational organization, both in planning and preparation of learning material and in the provision of student support services, this distinguish it from private study and teach yourself programmes.
3. The use of technical media print, audio, video or computer is used to unite teacher and learner and carries the content of the course.
4. There is Provision of two – way communication so that the student may benefit from or even initiate a dialogue; this distinguishes it from other education system.
5. The quasi-permanent absence of a learning group throughout the length of the learning process, so that the people are usually taught as individuals and not in groups, with the possibility of occasional meetings for the didactic and socialization purposes.

Distance Education and open Education: Distance education is a system of education in which there is no face to face relationship between teachers and taught but they are linked through correspondence, radio or voice and T.V appearance. Teacher motivation according to different needs of learners may not be there, but learner's motivation is there. In our present

context distance education is in some way better than formal direct teaching institutions, where in most of the classes' motivation factor is absent both in the teacher and learner.

Open Education: Open education or open learning is education imparted by open Universities. It means learning without the usual restrictions and constraints imposed by the traditional class room style education. "Open learning is an imprecise phase to which a range of meaning can be, and is attached. It eludes definition, but as an inscription to be carried in procession on a banner, gathering adherents and enthusiasm, it has great potential. For its very imprecision enables it to accommodate any different ideas and the two terms of the phrase carry with them emotional overtones. (Sudershana Rana, 1993)

Open Universities: They are the institutions which provide non-traditional innovative type of education to every individual irrespective of any age, cast, creed, sex differences, without bringing the clientele to its Portal. It uses all the possible means of communication the portal system being one of them.

New Role of Distance Education: The traditional formal system of higher education is prohibitively costly for most nations and most people. The objective of the scheme of distance education is to broaden the democratic base of higher education, to make it accessible to people handicapped, economically, geographically, socially or otherwise. It is a non-formal mode of education, the defining characteristics of which is the quasi-permanent separation of the teacher and the learner throughout the length of the learning process. This distinguishes it from conventional face to face education. The delivery cost of distance education, which is estimated to be at about 14 percent of formal education, is much cheaper in comparison with formal education. It can cater to the needs of a larger non-homogeneous student community than is possible under the formal system. The revolutionary changes in communicative systems which have opened the doors to virtual learning have made distance education much more effective and popular than it was earlier. It is potentially one of the most effective means for realizing the objective of equality and excellence in higher education. It could bring qualitatively competitive higher education within the reach of the hitherto marginalized sections of society (Joseph. 2002).

Distance Education in Indian Scenario: The history of distance education in India began in the sixties with the establishment of the department of distance education in the University of Delhi in 1962. However, it was with the establishment of IGNOU as an Open University and regulating agency for distance education in 1985 that this mode of informal education became popular in India. At present there are eleven open universities in the country such as:

1. Bhim Rao Ambedkar Open University, Hyderabad.
2. Yashwant Rao Chauhan Open University Nasik, Maharashtra.
3. Ambedkar Open University, Ahmedabad.
4. Karnataka Open University, Mysore.
5. Rajasthan Open University, Kota
6. Bankim Chandra Chatterjee Open University West Bengal.
7. Nalanda Open University, Bihar
8. Rajrishi Purshottam Das Tandon Open University, Allahabad.
9. Bhoj Open University Jabalpur, Madhya Pradesh.
10. Indira Gandhi National Open University, Delhi.
11. Sunder Lal Open University Raipur, Chattisgarh.

There are about forty universities, which offer courses through correspondence. As an alternative to conventional mode of education; distance education has still great scope for expansion in India. The experiment in trading education through the distance mode started in the eighties, when many universities began offering courses in B.Ed degree through correspondence (Joseph, 2002).

Establishment of Indira Gandhi National Open University at National level and regional centre in Jammu: Indira Gandhi National Open University is a household name today, with its headquarters located in Delhi and a network of regional and study centre's spread all over the country, the University has brought higher education the reach of a vast number of people.

Indira Gandhi National Open University in 22 years of its existence has established itself as one of the world leaders in open and distance learning established in 1985 as a major initiative for human resource development in diverse fields. IGNOU now has an enrollment of around 1.5 million students for its 129 academic programmes in 35 countries across the world. Its overall priority is to ensure the right to education for all, and to provide new and alternative learning opportunities. Improved and innovative information and communication technologies have opened up new horizons for growth and development. IGNOU is conscious of the growing need for continuous skills up gradation, capacity building retraining and the importance of life-long learning To meet these new teaching learning training demands and the development requirements at the regional, national and global level, IGNOU is introducing new industry-oriented and development oriented specific course, based on a credible impact analysis.

IGNOU aims at improving efficiency and effectiveness of the management of the education in India at the systematic level and utilizes this information and communication technologies appropriately to achieve this objective. An integrated management system initiative involving systematic design, development, and deployment and managed service positioning is being undertaken by IGNOU in this regard. The basic aim of setting up this infrastructure is to position IGNOU as an organization to serve the aspirants of State holders in the 21st century who would require tools for modernization and computerization in the interdisciplinary and seamless manner.

In the endeavors to harness new information and communication technologies to help IGNOU attain its in all its goals the university is extending online facility courses from July 2007 onwards. The move is to use technology into teaching – learning, skill up gradation and capacity building in a systematic way. Region – specific vocational education and training programmes, meant to enhance the knowledge- base of our workforce in all sectors, one of the main agendas in the coming years. Use of new internet-based and multi-media technologies, other innovative methods and high quality self instructional study materials have paved the way for IGNOU's success and recognition. The technology – intensive countrywide educational infrastructure of IGNOU will be put to effective use for providing knowledge connectivity, including rural knowledge connectivity, and for strengthening the capacity building programmes. IGNOU is set to equip people with knowledge and skills in sustainable development, making them more competent and confident to lead a healthy life in harmony with nature and with concern for social values. IGNOU, in these endeavors is working in tandem with the various working groups of the Ministry of Human Resource Development (MHRD), Planning Commission and knowledge commission for the consolidation of the

existing initiatives and for expansion is a long-term perspective for achieving the growth of the Nation through education for all.

The regional center of IGNOU was established 1998 in Jammu. It has 26 study centers and its enrolment is increasing day by day. It is situated in SPMR College of Commerce, at Canal Road Jammu. At present this center is offering more than 100 programmes.

Table No: 1 shows the list of various programmes / Courses offered by IGNOU regional center Jammu and Table No: 2 shows the network of Study centers of IGNOU in Jammu.

Table No: 3 lists the names of Proposed Study Centers in Jammu which will expand the network of IGNOU to Far Flung areas. The complete network of IGNOU in Jammu is shown in map depicting each and every district with number and code of each study center they have.

PROGRAMME OFFERED BY IGNOU IN JAMMU

MASTER DEGREE PROGRAMME

1.	MA in Hindi	Bachelor Degree from Recognized University	2 yrs	5 yrs
2.	MA in English	-do-	2 yrs	5 yrs
3.	MA in History	-do-	2 yrs	5 yrs
4.	MA in Sociology	-do-	2 yrs	5 yrs
5.	MA in Pol Science	-do-	2 yrs	5 yrs
6.	MA in Public Adm	-do-	2 yrs	5 yrs
7.	MA in Rural Dev.	-do-	2 yrs	5 yrs
8.	MA in Economics	-do-	2 yrs	5 yrs
9.	MA in Distance Education	PG Diploma in Distance Education	1 yr	4 yrs
10.	MA in Tourism Management	BSTOR Graduation with Diploma in Hotel management from NCHMCT or AICET	2 Yrs	5 yrs
11.	MA in Public Policy	Bachelor's Degree	2 yrs	5 yrs
12.	Master of Commerce	Bachelor's Degree or higher degree in any discipline from a recognized university.	2 yrs	5 yrs
13.	MLI Sc /M TLib	BLISC degree from any recognized university or its equivalent	1 yrs	4 yrs

14.	Master of Computer Application (MCA)	a) Bachelor degree in computer Science/application from recognized university. b) Non-Computer B.Tech/M.Sc and required to pursue (CIC concurrently with MCA 1 st year)	3 yrs	6 yrs
15.	Master in Science (Hospitality Administration)	B.Sc I Hospitality and Hotel Administration	2 yrs	6 yrs



16.	Master of Business Administration	Bachelor's Degree + 3 years supervisory management professional management professional experience. Master Degree in any subject.	21/2 yrs	8 yrs
17.	Master of Business Administration (B&F)	<p>a) Candidate should have passed the CAIIB exam of the IIB Mumbai.</p> <p>b) S/he should have been working in the banking or financial services sector for a period of at least two years.</p> <p>c) S/he should be a graduate of a recognized University.</p>	2½ years	8 yrs

BACHELOR DEGREE PROGRAMME

1.	Bachelor Preparatory Programme (BPP)	No formal qualification	6 Mnts	2 Yrs
2.	Bachelor of Arts (BA)	10+2 or its equivalent	3 yrs	6 yrs
3.	Bachelor of Commerce (B.Com)	10+2 or its equivalent	3 yrs	6 yrs
4.	Bachelor of technology in Civil Construction management (BTCM)	3 Years Diploma in Civil	4 yrs	10 yrs
5.	Bachelor of Science (B.Sc)	10+2 with science subjects or its equivalent qualification	3 yrs	6 yrs
6.	Bachelor of Technology in Civil Water Resource management (BTWRE)	3 Years Diploma in Civil Engineering and Employed	4 yrs	10 yrs
7.	Bachelor of Tourism	BPP from IGNOU or 10+2 or its equivalent with math as a distinct subject	3 yrs	6 yrs
8.	Bachelor in Computer Applications (BCA)	10+2 or its equivalent with math as a distinct subject	3 yrs	6 yrs
9.	Bachelor in information	10+2	3 yrs	6 yrs

	Technology (BIT)			
10.	Bachelor of Education (B.Ed)	In Service Graduate teachers with 2 years working experience in recognized university.	2 yrs	4 yrs

ADVANCE DIPLOMA PROGRAMME

1.	Advance Diploma in Computer Integrated manufacturing (ADCIM)	DCIM from IGNOU	1 Yr	3 yrs
2.	Advance diploma in Water Resource Engineering (ADWRE)	3 years Polytechnic Diploma in Civil Engineering and employed	2 yrs	5 years

DIPLOMA PROGRAMMES

1.	PG Diploma in Journalism and Mass Communication (PGJMC)	Bachelor's degree with 2 years experience in a Communication organization	1 yr	4 yrs
2.	PG Diploma in Distance education PGDHE)	Bachelors degree in any subject or a Professional degree	1 yr	4 yrs
3.	PG Diploma in translation (PGDT)	Bachelor's Degree	1 yr	4 yrs
4.	PG Diploma in Rural Development (PGDRD)	Bachelor's Degree	1 yr	4 yrs
5.	PG Diploma in Management	Same as Prescribed for MBA	1 yr	2 and half years
6.	PG Diploma in Operations management (PGDOM)	Same as prescribed for MBA	1 yr	2 and half years

DIPLOMA PROGRAMMES

1.	Diploma in Management (DIM)	Bachelor's Degree +3 years Professional experience	1 yr	2½ yrs
2.	Diploma in Youth in Development work (DCYP)	1)+2 or its equivalent	1 yr	4 yrs

3.	Diploma in Creative writing in English (DCE)	10+2 or anyone without 10+2 but age 20 years and above.	1 yr	4 yrs
4.	Diploma in Nutrition and health Education (DNHE)	10+2 or its equivalent	1 yr	4 yrs
5.	Diploma in Tourism studies (DTS)	BPP from IGNOU or 10+2 or its equivalent	1 yr	4 yrs
6.	Diploma in civil Engineering (DCL)	10 th standard pass and should have passed the Grade II examination conducted by Indian Army	3 yrs	5 yrs
7.	Diploma in Women Employment and Development (DWED)	10+2 or its equivalent	1 yr	4 yrs

CERTIFICATE PROGRAMMES

1.	Certificate in Human Rights (CHR)	10+2 or its equivalent	6 mts	2 yrs
2.	Certificate in Consumer Protection (CCP)	-do-	2 yrs	5 yrs
3.	Certificate in Tourism Studies (CTS)	BPP from IGNOU or 10+2 or its equivalent	6 mts	2 yrs
4.	Certificate in Empowering Women through self help groups (CWDL)	Ability to read and write the language opted for study.	6 mts	2 yrs
5.	Certificate in teaching of Primary School Maths (CTPM)	10 th pass / working Nursery, Primary or elementary teachers / passed AMT under Associate student scheme	6 mts	2 yrs
6.	Certificate in laboratory Techniques (CPLT)	10+2 with Science subject or equivalent or pass in 10 th standard or equivalent	6 mnts	2 yrs
7.	Certificate in labour in Development (CLD)	10+2 or its equivalent or 10 th pass + 2 years working experience in labour related field at any level or BPP	6 mnts	2 yrs

		from IGNOU.		
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IGNOU NETWORK IN JAMMU

S.No.	Name and Address of Study Centre	Code
1.	School of Management, Jammu University	1201
2.	Govt. Degree College, Kathua	1206
3.	Govt. Degree College, Rajouri	1207
\4.	Govt. Degree College, Poonch	1208
5.	Govt. MAM College, Jammu	1232
\6.	Govt. Degree College, Doda	1235
7.	Govt. Degree College, Udhampur	1250
8.	Sri Mata Vaishno Devi Shrine Board, Katra (to be received soon)	1258
9.	SVDC College Sunderbani	12590
10.	Govt. College of Education, Jammu	1204 P
11.	Govt. Medical College, Jammu	1205 P
12.	Deptt. Of Lib Sc., Jammu University, Jammu	1212P
13.	DOEACC, Jammu University, Jammu	1213 P
14.	Computer Centre, Jammu University, Jammu	1214 P
15.	GCET, Jammu (Kept in abeyance)	1231 P
16.	Govt. Medical College, Jammu	1245 P
17.	DIET, Jammu	1252 P
18.	ASCOMS, Batra, Jammu	1254 P
19.	Govt. Women College, Gandhi Nagar, Jammu	1235 P
20.	District Jail, Udhampur	1256 D
21.	District Jail, Amphalla, Jammu	1227 D
22.	Sher-e-Kashmir Police Academy Udhampur (Kept in abeyance)	1251 D
23.	GR Azad College of Higher Education, Bhalessa	1264 D

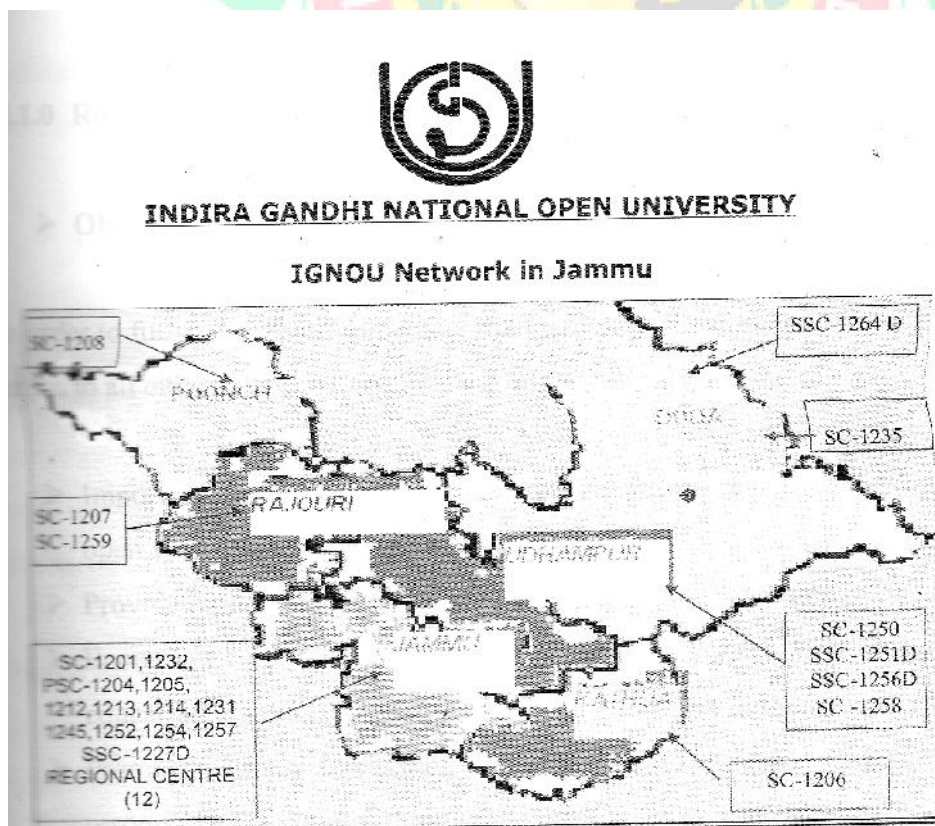
24.	Govt. Degree College, Kishtwar	1267
25.	Govt. Degree College, Bhadarwah	1268
26.	IGES or Nursing and Health Science, Jammu	1266 P

PROPOSED NEW CENTRS

1.	Govt. Degree College, Bhadarwah		
2.	Degree College, Mendhar		
3.	Central Jail Kotbalwal		
4.	Govt. AMT School of Nursing, Jammu		
5.	Jammu University Campus, Bhadarwah.		

Objectives: In order to fulfill the vision of democratizing higher education and providing access to all citizens of their country, the university is mandated to:

- Import education and knowledge through various means suited to the open and distance education mode.
- Provide higher education to large sections of the Population.
- Encourage, coordinate and assist open University ad distance education institutes to



SC	- Study Centre	= 9
PSC	- Prgramme Study Centre	= 10
SSC	- Special Study Centre	= 4
RC	- Regional Centre	= 1

- raise standards of education in the country and
- Promote national integration and strengthen the natural and human resource of the country through the medium of education.

Functions: IGNOU serves two main functions

1. It offers various academic programmes that lead to certificates diplomas and degrees. It develops and produces courses for delivery through open learning and distance education modes. It is actively involved in research, training and extension education activities.
2. In its capacity as an apex body, it coordinate and monitors open learning and distance education systems in the country through the Distance Education council and has provided expertise and assistance to such institutions both within the country and abroad (IGNOU Profile, 2003).

Importance of Open and Distance Learning in Jammu: The IGNOU has immense importance in Jammu district as it provide education to mass population situated in the heart of the city of temples Jammu, IGNOU Regional center was established in the year 1998 with on study center and one program Study Centre with enrolment of 1248 learners and has now grown to a network of 26 learner centers as given in table 1.4.

A CONSOLIDATED POSITION REPRESENTING THE GROWTH OF THE SCs/PCs under RC Jammu is given below: It covers seven major Districts of the State; mainly Jammu Kathua, Kisthwar, Rajouri, Poonch Udampur and Doda, most of which are badly affected to terrorism. It has the Privilege of having its study centers in Jails and is imparting Education to prisoners. Some of the study centers are in the remote hilly areas of Distt. Poonch and Distt Doda as far as 300 kms. The enrolment trend of Regional Center Jammu as shown in graph (I) for the last few years shows that its popularity is gaining year after year.

Significance of the Study: The scope of distance education is very wide. It is a method of Education, which has been imparting higher education in almost all the countries of the world. Distance Education programme is also playing an important role by imparting higher education to people of Jammu district and other hilly areas of the country. The main functions of the establishment of IGNOU in the country is to provide education to those who reside in a remote and far flung areas of the state, due to the problem of finding and teacher's availability in these areas. IGNOU was established with an objective to strengthen and diversify the degree, certificate and diploma courses related to needs of employment and necessary for building the economy of the country on the basis of its natural and human resources. It provide access of higher education for large segments of the population and in particular, the disadvantaged groups such as those living in remote and rural areas including working people, house wives; and other adults who wish to upgrade or acquire knowledge through studies in various fields, the study will assess relevance of the various existing academic programmes of IGNOU for large population of Jammu district.

The investigator look this study for investigation, this present study will be quite useful for the educational planners, teachers' politician, researchers and those who have keen interest in distance education and want to bring about improvement in skills and want to improve their qualifications.

Objectives of the Study:

1. To study the enrolment of students in various years in Centre Jammu of IGNOU.
2. To study the relevance of distance education programmes on the mass population of Jammu district.

3. To study the relevance of Distance education programmes to mass population in respect of:
 - a) Career development
 - b) Development of Professional Competencies
 - c) Knowledge enrichments
 - d) Change over to better job
 - e) Pursuing higher studies

Delimitations of Study:

- 1) The area of Distance Education is very wide, but due to our level and time paucity the study was delimited to only five study centers of Jammu district out of 12.
- 2) To study was delimited to 130 students. It can be extended to 300 students.
- 3) The reliability of few of the information collecting from multiple sources can also be disputed. Moreover collecting all the required information through primary probe is beyond the material means of an individual researcher and can make the study unmanageable.
- 4) The study was delimited to Jammu district only. It can extend to province or State level

Method and Procedure: The present study is aimed at studying the relevance of distance education programme of IGNOU in Jammu District in order to find out the enrolment trends and effectiveness of the courses / programmes of distance education institutions in the state. Keeping in view the objectives of the present study the following methodology was adopted.

Method: Historical as well as descriptive survey methods were used for gathering various types of information. Historical research attempts to establish facts so as to arrive at conclusion concerning past events. This is usually accompanied by an interpretation of events and their relevance to present conditions and what might happen in future. The main purpose of historical research, therefore, is to arrive at an accurate account of the past so as to gain a clear perspective of the present. The information pertaining to enrolment and course programmes offered by IGNOU through distance education mode in Jammu district was collected from various sources such as official record books, reports, profiles, journals, newspaper, handbooks of information's etc of IGNOU.

Descriptive Research is designed to obtain pertinent and precise information connecting the current status of phenomenon and whenever, possible to draw valid general conclusion from the facts discovered.

Sampling: Research is invariably conducted by means of a sample drawn from the target population on the basis of which generalizations are drawn and made applicable to the population as a whole. The target population in the present study covered mass population enrolled in the various courses of IGNOU, especially in Jammu district. Owing to the obvious constraints of the field situation it was not possible to encompass the entire population.

Selection of Study centers: Five study centers out of 26 study centers of IGNOU regional centers Jammu was selected for the present study (Table 2.1). The selection of the present study was non probable sample. They were selected purposively with a view that study centers Govt. MAM College, Jammu, and Department of Library Sciences Jammu. University of Jammu, Computer Centre, University Jammu, Govt. Woman College, Gandhi Nagar, Jammu, covers maximum number of students of IGNOU in Jammu district.

Selection of Students: One hundred thirty questionnaires were distributed to studying in various centers of IGNOU of Jammu district.

Table shows the number of study centers and students of the sample.

Sample of students, number and name of Study Centers

S.No.	Name of Study Centre	No. of Students taken
1.	Govt. MAM College, Jammu	20
2.	Deptt. Of Lib Sc. Jammu University, Jammu	22
3.	DOEAC, Jammu University, Jammu	30
4.	Computer Center Jammu University, Jammu	32
5.	Govt. Woman College, Gandhi Nagar, Jammu.	26

Research Tools: Keeping in view the significance of the use of effective tools in data collecting, following research tools were designed and developed for obtaining various types of information

One questionnaire for students enrolled in the study centers of IGNOU was formed.

Important Aspect in the Process of Framing Questionnaire: The researcher went through various important publication as well as researches by the foreign and Indian scholars and became familiar with their research efforts and strategies. Questionnaire is a popular means of collecting all kinds of data in research, especially in descriptive research as it is widely used to obtain information and know the attitude of individual or a group towards certain phenomenon. It is worth maintaining that during the process of development of questionnaire, the investigator took due care in language, content and structure of questionnaire so that meaningful information could be obtained from respondents could provide required information without wasting their precious time. In addition each item was designed and written in a simple language so that the respondent could easily understand them. Moreover, the investigator took care in presenting the questions logically so as to obtain information from general to specify nature and also avoid use of annoying and embracing questions. The investigator consciously and carefully requested the respondents to answer each question. The respondents were further assured in the covering letter that the information supplied by them would be used for only research purpose.

Formation of Questionnaire for Students: The main objective of the questionnaire was to know the students perception about the various aspects of distance education. For this the questionnaire was divided into number of sections. In present study the questionnaire was divided into two sections. In most of the questions students were provided with four choices for their answer i.e. strongly agrees agree undecided and disagree so that they could reply in relative terms.

The questions asked were as under:-

- Bindata of the students
- Reason for joining IGNOU centers
- Reasons for selection procedure
- Views regarding interest of the student about courses
- Relevance of the courses
- Problem of the student

The detailed copy of the questionnaire is given in the appendix.

Reliability and Validity of the Questionnaire: Before finalizing the questionnaire rough drafts were circulated, amongst the people working in the regional centers and study centers of Indira Gandhi national Open University and the concerning teachers. The experts in the field of education were requested by the investigator for having a look at the questionnaire and also give their valuable suggestions and opinions regarding the improvement and modification of the questionnaire. On the basis of various suggestions of experts, some questions were deleted and modified, while some other questions were considered as the basis of the reliability and validity of the present questionnaire.

Procedure of Data Collection: Data for present study was collected in two phases: (a) historical perspective and (b) descriptive part. Data for historical perspective of study regarding growth and development of the concept of distance education, enrolment trends and courses offered by distance education institution was collected from the various sources including books, journals, handbook for information profiles, official records and annual reports of IGNOU.

Data for descriptive part of study regarding the ongoing distance education programmes and its relevance was collected through a questionnaire sent to students of IGNOU. The questionnaire sent to students of IGNOU. The questionnaires were personally distributed to the students of IGNOU to five study centers of Jammu district. Before distributing the questionnaire the purpose was explained to them verbally. All were assured that the information gathered would be used only for research purpose.

Method of Analysis: The data collected through various methods in the present study was analyzed in terms of frequencies. The tabulated data was further converted into percentages. Data on different aspects of Distance Education programmes have been interpreted keeping in view the objectives of the present study.

$$\text{Percentage} = \frac{\text{Item Obtained}}{\text{Total Quantity}} \times 100$$

ANALYSIS AND INTERPRETATION OF DATA: The present chapter has been devoted to the analysis and Interpretation of data in the context of the objectives of the present study. The obtained data was tabulated, classified and analyzed to yield meaningful interpretation of result which eventually leads to significant findings o the study.

The analysis and interpretation of the result of the present study have been presented by talking students' views regarding the various aspects for distance education programmes.

Reason for joining IGNOU Courses

Table No: 1 Student's views regarding the various reasons for selecting the courses are given in the table

S.No.	Reason	No. of Students	%age
a)	I could not get admission in other institutions	24	18.46
b)	I want to be self-reliant	46	35.38
c)	I followed my friends choice	10	7.69
d)	I want to get a job as soon as possible after completing the course	38	29.23
e)	Other reasons	12	9.23

Table (1) reveals that majority of the students (35.38%) are of the opinion that they had selected the courses/programmes through Distance Education because they want to be self-reliant while 29.23 percent of the students said that they want to get a job as soon as possible after completing this course, 18.46 percent of the students selected the course because they were unable to get admission in other institutions. Nearby 9.23 percent of the students selected the courses due to some other reasons. i.e. family conditions non-availability of colleges/ university near to that place of residence etc. only 7.69 percent of the students selected the course due to friend's choice.

Hence, it can be concluded that majority (35.38%) of the students selected courses because they want to be self-reliant and wanted to earn at their own pace.

Selection Procedure: Opinion of the students regarding the reason for selecting procedure is presented in Table

Table No:2 Opinion of the students regarding Selection Procedure

S.No.	Statements	No. of Students	%age
a)	On the basis of personal interview only	8	6.15
b)	On the basis of marks obtained from the previous certificate (qualification) only	96	73.85
c)	On the basis of entrance examination only	16	12.31
d)	Other reason	10	7.69

Table (2) reveals that majority of the students (73.85) are of the view that they have been selected on the basis of marks obtained from the previous certificate (qualification) while 12.31 percent of the students are of the views that they have been selected on the basis of entrance-examination only nearby 7.69% of the students told other reasons. Only 6.15% of the students have been selected on the basis of personal interview.

Thus it can be concluded, that majority of the students (73.85%) are of the opinion that they had been selected on the basis of marks obtained from the previous qualification.

Interest towards Courses: In views of the students relating to choose the course keeping their own interest is presented in the table.

Table No:3 Views Regarding Interest towards courses

S.No.	Statement	No. of the Students	%age
1.	Choose courses according to own interest.	84	64.61
2.	Choose courses because IGNOU has limited courses	24	18.46
3.	Number of seats in each course is limited	22	16.92

Table (3) reveals that maximum of the students (64.61%) are of the opinion that they has chosen the course according to their own interest. On the other hand nearby 18.46% of the students choose courses because IGNOU has limited courses. 16.92% of the students said the number of seats in each course is limited.

Hence, it can be concluded that majority of the students (64.61%) are of the opinion that they had selected the course according to their own interest.

Relevance of the Courses: Views of the students regarding relevance of distance education course / programmes are presented in table.

Table No:4 Students views regarding relevance of courses

S.No.	Course are relevant because	Strongly Agree		Agree		Undecided		Disagree	
		N	P	N	P	N	P	N	P
1.	The courses introduced are based on the needs of the students	36	27.69	84	64.64	6	4.61	4	3.8
2.	The courses provided opportunities	36	27.69	74	56.92	14	10.76	6	4.62

	for employment in Public/Private Sector								
3.	The content of the course is relevant to the national integration	32	24.61	50	38.46	46	35.38	2	1.54
4.	The courses are useful for ensuring knowledge	52	40	70	53.85	6	4.61	2	1.54
5.	The courses are useful for career advancement	60	46.15	64	49.23	6	4.62	0	0

N: Number

P = Percentage

Table (4) reveals that majority of the students (95.38%) are of the opinion that courses are relevant because the courses are useful for carrier advancement. While 93.84 percent of the students are of the opinion that these course are useful for enriching knowledge. More than 90% of students revealed that these courses are based on the needs of the students said that these courses provide opportunities for employment on public/private sector and only 63.07% of the students revealed that these courses re-relevant because the content of the course is relevant to the national integration.

Hence it can be concluded that majority (95%) of the students are in favour of the courses because the courses are useful for career advancement and 93 % of the students are of the opinion that these courses are useful for enriching knowledge.

Table No:5 Opinion of Students regarding content of course

S.No.	Course are relevant because	Strongly Agree		Agree		Undecided		Disagree	
		N	P	N	P	N	P	N	P
1.	Do you think that Courses run by IGNOU are job oriented	46	35.38	66	50.76	14	10.76	4	3.07
2,	These courses	42	32.31	68	52.30	16	12.31	4	3.07

help to improve the skill of the learners								
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3.	These courses are to enhance the academic qualification of the learners	52	40	42	32.30	18	13.85	18	13.85
4.	These courses provide education to those who could not pursue higher education because of financial constraints	52	40	42	32.30	18	13.85	18	13.85
5.	These courses provide education to those who have no facilities of college/universities near to their place of residence	56	43.08	40	30.77	16	12.31	18	13.85

N- Number

P:

Percentage

Table (5) reveals that majority of the students (86.14%) are of the opinion that the courses run by IGNOU are job oriented. 84% agree that the courses help to improve the skills of the learners. 73% strongly agreed that the courses provide education to all those who have no facilities of colleges / universities near to their place of residence. Near about 90 Percent feel that courses help to enhance the academic qualification of the learners. Hence, it can be concluded that majority of the students (90%) are of the opinion that courses run by IGNOU help to enhance the academic qualification of the learners.

Experience of the Courses

Table No:6 Views of Students Regarding To experience of Courses

S.No.	Statement Experience of the Courses	Definitely Agreed		Agree		Disagreed		Not at all Useful	
		N	P	N	P	N	P	N	P
a)	The aim and objective of this course are more clear	28	21.54	74	56.92	26	20	2	1.54
b)	Students here are given a lot of choice in the work they have	44	33.84	66	50.77	14	10.76	6	4.62

	to do								
c)	The work load is too heavy	48	36.92	42	32.31	38	29.23	2	1.54
d)	There is a lot of pressure in me as a student here	38	29.23	46	35.38	42	32.31	4	3.08
e)	I have a clear idea of where	22	16.92	84	64.62	16	12.31	8	6.15
f)	The course will definitely improve my future employment prospectus	40	30.77	68	52.30	20	15.38	2	1.54
g)	The courses here are to be pretty well determined by vocational requirement	24	18.46	74	56.92	10	7.69	22	16.96

Table (6) reveals that majority of the students (84%) agree with the statement that students here are given a lot of choice in the work they have to do. While more than 82% students are of the view that the courses will definitely improve my future employment prospect. More than 78% of the students agree with the statement that the aims and objectives of their courses are clearer. The courses here are seen to be pretty well determined by vocational requirement are the views of 75% students. 64 and 69 percent of the students are of the views that the workload as well as the pressure on them is too heavy in the distance education.

Hence, it can be conducted that majority of the students (84%) agree with the statement that there is lot of choice with work they have to do during IGNOU Programmes/Courses.

Problems of the Students

Table No:7 Views of Students Regarding Their Problem

S.No.	Problems	No. of Students	%age
a)	Programme in tough	50	38.46
b)	Lack of time at disposal	52	40

c)	Too many assignments to be done	66	50.76
d)	Language of the course is very difficult to apprehend	32	24.61
e)	Programme is not interesting	14	10.76
f)	The programme is of no use for my career advancement	34	26.15
g)	Assignment are too tough	36	27.69
h)	Other Problems	4	3.07

Table (7) reveals that majority of the students are of the opinion that too many assignments are to be done during programme. More than 27% are of the view that assignments are too tough. 26% of the students said that the programme is of no use for their carrier advancement. While 40% of the students are of the opinion that there s a lack of time at disposal 24% of the students are of the opinion that there is a lack of time at disposal. 24% of the students said that the language of the course is very difficult to apprehend. While 10% of the students aid that the programme is not interesting. Only 3.07 percent of the students said other programmes.

CONCLUSION

EDUCATIONAL IMPLICATIONS AND SUGGESTIONS: Drawing conclusion of a research project, article or any other accomplishment is not merely a systematic and logical arrangement or ordering, arranging, deciding, or setting. It needs special efforts to be undertaken while dr4awing out the conclusion. If the conclusion cannot be drawn properly, the whole effort of research may go in vain. The conclusion of any study lays the gist of the whole efforts done with respect to the research – problem selected.

The drawing out the conclusion based upon analysis and interpretation of data by applying the appropriate statistical treatment.

1. Enrolment trends in the institutions is increasing day by day
2. The Certificate courses becoming popular in Jammu district as well as in India among the distance learners

Maximum number of students enrolled in IGNOU is in Certificate in Computer Course

3. More than 35% of the students are of the opinion that they selected the courses / Programmes through distance education because they wanted to be self-reliant

4. 73.85% of the students are of the view that they had been selected in Distance education on the basis of marks obtained from previous certificate (qualification)
5. More than 64% of the students are of the opinion that they had selected the course according to their own interest
6. 95% of the students are satisfied with the courses are relevant because the courses are useful for carrier advancement
7. 90% of the students are satisfied with the content of the course because the content of the course are designed to enhance the academic qualification. Also 72 and 73% of the students said that these courses provide education to those who could not pursue higher education because of financial constraints and provide education to those who have no facilities of colleges / universities near to their place of residence
8. In Distance Education majority of the students (84%) agree with the statement that there is lot of choice in the work they had to do during IGNOU Programmes/ Courses
9. More than 50% of the students are of the opinion that their problem is that they have too many assignments to be done
10. The courses / Pogrammes launched by institution are useful for carrier advancement, knowledge, enrichment and pursuing higher studies
11. The mass population has been taken for research. The achievements made by IGNOU can be considered as highly satisfactory. Because in a short span it has started attracting the large section of people towards higher education
12. The study shows that regional and study centers play an important role in providing student support services

EDUCATIONAL IMPLICATIONS: Every investigation has some implications. The present study will have both applied and theoretical implications. It can act as a mirror to the ongoing programmes of distance education in general and IGNOU in particular. This will be quite useful to the educational planners, teachers, students, politicians and the general public who are interested in distance education, to bring about improvement in their skills and up liftment of their qualification.

Some of the Educational Implications are:

1. Steps should be initiated to see that the equipments provided at the study centers should be affectively used. A proper monitoring of the counseling should be there.
2. IGNOU is providing special courses for rural and hilly area people. So by providing facilities of education to these areas of the Indian society, it can create a society based education more on the principles of social justice.
3. A more massive drive should launch in order to inculcate awareness amongst the mass population.
4. For the smooth functioning of regional centre and study centers they should be given more autonomy. They should be more financially supported by centre government so that they are able to get upload libraries and to provide more books to the related centers.
5. The evaluation system followed by IGNOU is more scientific. The practiced grading by IGNOU tends to overcome the error of the traditional marking system. Therefore, it is suggested that other distance education institutes and open universities should also follow the scientific evaluation system on the guidelines of IGNOU.
6. Maximum number of students had done not get their print material in proper time; as such the powers should be decentralized to the respective regional centers.

7. The courses offered by IGNOU are being started after giving a careful thought to the national priorities. Therefore the growth of IGNOU will ultimately result into bridging the gap between the require skills and available skills. Moreover, the courses are meaningful and utilitarian and can ultimately result into uplifting the educational level of the country in a very short span of time.
8. The development of modules based on examples from the Indian society can be quite useful for the number of developing countries facing the similar, imbalance between education and employment and low level of literacy.

SUGGESTIONS FOR FURTHER RESEARCH: The present study was undertaken to evaluate the relevance of distance education programmes of Indira Gandhi national Open University (IGNOU) of Jammu district. In order to provide substantial research in this highly innovative and experimental area of distance education the future research studies can be carried out on the following topic:

1. The present study was mainly restricted to the study centers associated with its Headquarter Regional centre Jammu. Similar type of studies can be conducted on the other state open Universities of the country.
2. In the present study the sample taken was small that is of 130 students. It can be extended to 300 students.
3. A comprehensive survey study may undertaken for identifying vocational, professional and occupational courses in Jammu district keeping in view the needs of distance learners on the one hand and employability on the other.
4. In the present study no category wise survey was conducted. Similar type of study can be conducted for a particular category such as SC, ST, OBC, etc.
5. Experimental studies may be undertaken for the development of study material evaluation of assignments.
6. A Study can be conducted on the role of information technology in distance education.

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