Literature Review

Arun M. Sherry (2010) The author highlighted various benefits of distance mode of education and elaborates on how in a globalised society like that of India, the need for quality based higher education through distance learning mode is on constant rise. The author also examines various factors that are contributing to the growth of Management education through distance learning.

Anil K. Dimri, & Amit Chaturvedi (2009) In the present paper an attempt has been made to critically analyze the crucial issues of student support services with reference to Indira Gandhi National Open University (IGNOU) by taking the perception of successful learners into consideration. Paper mainly focuses on strategy for information dissemination in order to popularize the ODL programmes and to identify most popular means of communication beneficial for ODL learners.

Ashok Gaba and Shinja Koo (2007) The first part of the paper compares the growth of distance education through analysis of the admission policies, enrolment trend, students support services and instructional system of both these institutions. The second part of the paper highlights the status, review and areas of research and research policies of these institutions. The findings of the paper are based on primary and secondary source of information.

Avani Trivedi, & Kalpana Gupte (2010) The article is mainly intended to identify various aspects concerned with improving the quality of Counselling in Open and Distance Learning. The characteristics of distance education, the distance learner, the various mechanisms of learner support, the important role of the academic counselor in maintaining quality in distance learning are discussed and some measures are suggested based on TQM for maintaining the quality of counseling in distance learning with particular reference to IGNOU.

Claire de la Varre, Julie Keane and Matthew J. Irvin (2011), This study examines on-site facilitator practices and activities that support rural high school students taking online courses. Authors compare online instructors’ perspectives of facilitator practices with facilitators’ own reports of their practices and activities. A qualitative analysis of end-of-course interview data
from instructors and facilitators was undertaken. The resulting codes were mapped onto and used to expand the teaching presence element.

**Deborah Joy Carter (2009)**, In the last decade, China and India have seen large increases in their literacy and graduation rates and increasing emphasis on distance education and training initiatives. This report outlines the consonances and dissonances of Distance Education in China and India and the policy alignments required for its stable development.

**Doug Valentine (2002)**, Distance Learning and its relationship to the emerging computer technologies have together offered many promises to the field of education. This paper examines some of the current research and thought on the promises, problems, and the future possibilities in modern distance learning, particularly types that are delivered via electronic means.

**Elizabeth Murphy and María A. Rodríguez-Manzanares (2012)**, The authors identified six categories of rapport-building in DE as follows: Recognizing the person/individual; Supporting and monitoring; Availability, accessibility, and responsiveness; Non text-based interactions; Tone of interactions; Non-academic conversation/interactions. They break the categories into subcategories and provide indicators for each one. The indicators might also be used in contexts of DE teacher professional development as a springboard for discussion, or, more prescriptively, as guides to DE teacher behaviour.

**Insung Jung, Tat Meng Wong, Chen Li, Sanjaa Baigaltugs, Tian Belawati, (2011)**, With the phenomenal expansion of distance education in Asia during the past three decades, there has been growing public demand for quality and accountability in distance education. This study investigates the national quality assurance systems for distance education at the higher education level in Asia with the aim of contributing to a better understanding of the current level of development of quality assurance in Asian distance education and to offer potential directions for policy makers when developing and elaborating quality assurance systems for distance education.

**Gail Casey, Terry Evans (2011)**, This paper deploys notions of emergence, connections, and designs for learning to conceptualize high school students’
interactions when using online social media as a learning environment. It makes links to chaos and complexity theories and to fractal patterns as it reports on a part of the first author’s action research study.

**Kamal Yadava (1996),** Some of the most attractive programmes of open universities have been the management programmes all over the world, including India. However, if the programmes fail to update or reorient themselves fast in response to the rapidly changing global economy, trade, technology etc, the institutions offering the management programmes will lag behind in their business. Author’s observations would prompt those who are in the management education to take note of the need for responding to the changing global scenario in the management field.

**Lalita Rajasingham (2011),** The paper examines potential challenges of new educational approaches within the framework of more traditional open learning and e-learning environments. The main challenge is to develop a university that shifts the paradigm from the conventional national university to a sustainable global learning system that maintains quality in teaching, learning, processing and applying knowledge to real-life problems in diverse cultural contexts.

**Lalita S. Kumar, Bharat I. Fozdar (2009),** Evaluation of a distance learning course is a very critical phase of course improvement and is an indicator of the strengths and weaknesses of the course. In classical mode of Open and Distance Learning (ODL) system, the most important components of evaluation are the print materials and the student support which contribute to the success or failure of a course. The analysis of the feedback (from the experts in the field, peers, counsellors transacting the course at study centres and the learners in terms of the counselling, assignment and the content of the course) calls for revision of the course and inclusion of a laboratory component.

**Manjulika Srivastava (2002),** In this article, the author studies the growth pattern of Distance education in both Canada and India and observes that, DE opportunities at the university level have increased enormously. Many trends are putting new pressures on the conventional education system, forcing many institutions to review and amend their existing policies and procedures.
Manjulika Srivastava, Jayashree Menon Kurup, Rose Nembiakkim (2007), A baseline study of the NE region was conducted in order to analyse the role of distance education in general and IGNOU in particular in terms of pattern and growth of enrolment and expansion of institutional outreach through establishment of study centres in the region. The demographics of the learners of this region had also been analyzed in order to find out who were enrolling in the ODL system and in what programmes. Policy implications have been suggested to augment distance education in the region.

Manoj Killedar (2009), Evidence indicates that application of the proposed model for ‘Total Quality’ and ‘Web Technology’ can simultaneously optimize quality, access and cost. Thus, a better learning experience can be provided even in open and distance education system, which can be comparable with the best. This study found that, regarding economy in time and money utilization, ‘Virtual Classroom’ is not more effective than the ‘Traditional Classroom’.

Michael E. Ward, Gary Peters, Kyna Shelley (2010) Some faculty members are reluctant to offer online courses because of significant concerns relative to the impact of such formats on the quality of instruction, learning, and participant interaction. This article explores the rationale for use of the particular technology, faculty conclusions regarding implementation of the technology, and the impact of the technology on instruction and learning.

Mohammed Al-Zoube, Samir Abou El-Seoud and Mudasser F. Wyne (2010) In this paper authors present a solution that is based on cloud computing and can be used for building a virtual environment both for teaching and learning. They present an interactive tool that can be used for education; They combined various technologies to achieve this goal. The environment and the design proposed can also be used as a platform for exploring and sharing new ideas as well as for designing, modifying and monitoring educational or course contents.

Monika Mital, & Renu Luthra (2006), Technological advances are dramatically altering company in-service training and development in India. Authors found no age correlation in attitude towards e-learning or towards its uptake and effectiveness. Findings suggested that eliciting actual e-learning
needs from the employees, rather than company top-down directive, would enhance attitudes, uptake and effectiveness.

**Murugan Krishna Pillai (2011),** In this article, the quality concerns in the ODL system against those of the campus education are examined with a view to establishing the fact the indicators of quality in both the education systems are not identical. In closing, a compendious account of the benchmarks of quality as they pertain to the various activities that come under the area in focus is given.

**Olugbenga David OJO (2010),** Counselling purposefully helps the clients to improve their well-being, alleviate distress, resolve crises, and increase their ability to be creative, innovative and make success-focused decisions wherever they find themselves. This study advances Multimodal Therapy as a therapeutic counseling approach for the learners support services provider with the sole aim of helping the ODL students to overcome the hydra-headed problems that could be encountered during their studentship period in an open and distance learning institution.

**Najib A. Kofahi and Nowduri Srinivas (2004)** In this paper, authors explain funding of distance learning programs and how policies and priorities are adapted to achieve the economic benefits in a rapidly changing world. They also show the factors that are different for small or economically limited countries.

**Ram Chandra and Moni Sahay (2008)** In this paper, the authors discuss various quality issues in IGNOU’s BCA and MCA projects, through a case study of regional center, Patna. They observed that there is tremendous variations in comments and evaluations done by evaluators for evaluation of projects submitted by students of BCA and MCA programs. They have also recommended some corrective measures to improve upon these issues for overall improvement in the quality of projects.

**Ravi k. Mahajan (2009)** The paper shares the changing cantors in the studies on performance of distance learners and highlights the omission of psychological variables in the process. Finally, the paper puts for some suggestions for ensuring a better ‘completion rate’ for distance learners.
Sanat Kaul (2006) This paper by Sanat Kaul reviews the prevailing policy environment to evaluate its efficacy in ensuring that India is successfully able to address various challenges in the higher education sector. Given the well-established constraints on public funding of education, the role of the private sector specially in the provision of higher education and technical training has been highlighted.

Sandhya Sangai, Suresh Chand Garg (2009) In this paper authors report their findings on the evaluation of B.Ed programme of IGNOU based on the feedback of a sample population of 858 learners from across the country. Their analysis shows that student-teachers show little aptitude for problem solving, asking probing questions and skill of logical explanation. It brings forth one of the major weaknesses of our schools and explains why rote memorisation is so dominant in Indian education.

Sanjaya Mishra (2003), In this research paper, the author makes the projection of enrollment of students in Distance Mode of Education and emphasizes that with estimated increase in student enrollment, the present system of Distance Education has to plan for how to accommodate this gigantic enrollment and thus prepare itself to meet the challenges, before it actually happen.

Sanjaya Mishra (2008), The paper makes an attempt to advocate for rethinking professional training of distance educators at the masters degree level through an international Delphi study. It reviews the training opportunities for distance educators available at the master degree level in the world, and through a Web-based three round Delphi study proposes a curriculum framework for adoption as a 'core of distance education discipline'.

Sharon L. Peterson, Louann Bierlein Palmer (2011), This study identified the problem solving strategies used by students within a university course designed to teach pre-service teachers educational technology, and whether those strategies were influenced by the format of the course (i.e., face-to-face computer lab vs. online). It also examined to what extent the type of problem solving strategies and/or course format was correlated with students’ expressed level of confidence and competence to integrate technology into their future classroom settings.
Siran Mukerji, & Purnendu Tripathi, (2006) One of the developmental goals of countries like India is not only ensuring literacy for all but also access to education irrespective of geographical disparities. Although India has a literacy rate of 65.38%, this rate varies from state to state from a minimum of 47.53% in Bihar to a maximum of 90.92% in Kerala. In this paper, we present a state-by-state profile of India on the parameters of literacy, higher education and infrastructure - in both modes. Also we present a road map for development of distance education set up in collaboration with conventional mode in the so-far-inaccessible areas as indicated by the analysis.

S.K. Gandhe (2009), This paper is divided into two parts : The first part deals with the emergent need for Quality assurance in Indian Open and Distance Learning, the policy framework developed over the years for assuring quality in education and efforts made towards attaining it. The second part presents a case study on quality concerns and the practices in the Symbiosis Center for Distance Learning, Pune, India.

S.K. Pulist (2001) The article begins with the historical data like the establishment of various open universities in India and their comparative strengths. It then addresses the issue of student support services such as library-cum-study center, method/modes of instruction, counseling facility, personal contact programme, student evaluation, electronic media, feedback mechanism, etc. in CCIs. How the CCIs changed to DE and how the student support services changed thereby is explained later. At the end the article concludes that it is high time to concentrate on the quality of student support services so as to attract more and more learners to this system.

S. Raja Rao (2008), The present paper is an attempt to understand the social base for inclusive growth and make it more accessible to the disadvantaged sections of the Indian society like Scheduled castes (SC), Scheduled tribes (ST), women and rural learners.

Sushmita Mitra (2010) This paper presents partnership model adopted by National Institute of Open Schooling (NIDS), India to highlight the nature of partnership, the advantages and disadvantages, the performance of the learners as an indicator of effective partnership outcomes and an insight in the current
capacity level of the personnel in partner institutions which is likely to have effect on the overall performance of Academic Institutions.

**Sutapa Bose (2011)**, In this paper the focus is on the orientation programmes that have been organized from 2003-2009 for the academic counselors working for the academic programmes of the School of Education at Indira Gandhi National Open University. These programmes were meant for preparing the academic counselors for the twin roles which they are expected to perform – tutoring, and counseling.

**Terry Anderson, Jon Dron , (2011)**, This paper defines and examines three generations of distance education pedagogy. Unlike earlier classifications of distance education based on the technology used, this analysis focuses on the pedagogy that defines the learning experiences encapsulated in the learning design. The three generations of cognitive-behaviourist, social constructivist, and connectivist pedagogy are examined, using the familiar community of inquiry model (Garrison, Anderson, & Archer, 2000) with its focus on social, cognitive, and teaching presences.

**Trisha Dowerah Baruah (2011)** This paper aims to find out the impact and assessment of E-learning Technologies on student retention in ODL system. For the purpose of assessing the impact of E-Learning technologies on student retention Indira Gandhi National Open University(IGNOU) has been taken as a model university and IGNOU Regional centre, Guwahati as a case study to find out the implication of E-Learning on student retention.

**Val Hancock (2010)** The author proposes an EDO framework, classifying activities as 'Essential', 'Desirable' or 'Optional'. The framework highlights activities needing alternative approaches if a student is to complete the course successfully. By applying the framework, practitioners can design and deliver a course that utilises technology appropriate to the student's environment.

**Venkaiah Vunnam, Salawu I. (2009)** Attrition has been widely accepted as one of the major hindrances to realize the full potential of Open Distance Learning (ODL). This is a case study of Dr. B. R. Ambedkar Open University (BRAOU) covering a period of nine years from the students’ point of entry to
the point of their exit. The study reveals that there is no difference in the attrition rate across the academic programmes of B.A, B.Com. and B.Sc. It is also found that the percentage of attrition of male students is higher than that of the female students.

**Ying-Chen Lee and Nobuyoshi Terashima, (2012)** In this paper, a Moodle based educational system has been constructed by providing friendly interface to fir most students in e-learning. For the website implementation, the authors take the course “Multimedia implementation using JAVA” as a case study.