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**Transition to Internet Based Learning in IGNOU: A Learner's Perspective**

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# Transition to Internet Based Learning in IGNOU: A Learner's Perspective

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**Abstract:** *The emergence of Internet has revolutionalised the open and distance learning. Technology mix in this area has opened new doors for the teachers and the taught, and has enhanced the accessibility of the distance education system many-fold. Thanks to the growth of technology and the increased popularity and access of Internet resources, many institutions have launched their programmes through Internet. However, the success of the programmes launched through Internet primarily depends upon proper identification and harnessing of communication technology and other related tools.*

*Since knowledge changes very fast in this information age, the institutions have to find new ways and means to reach people with new and updated knowledge. The increasing complexity and heterogeneity of the learner profile demands greater variety of courses and a high degree of interaction. Internet technology enables more independent, interactive and collaborative learning, and provides an opportunity for intellectual and social interaction. However, access to Internet in India is not yet easy and widespread and the constraints like non-availability of electricity, frequent disconnection of telephone lines and performance of the PC dominate the scene.*

*This paper highlights certain critical aspects of launching an Internet programme in the Indian context from the learner viewpoint with special reference to the computer programmes launched by the Indira Gandhi National Open University, India in 1998.*

## Introduction

The Internet has emerged as a wonderful instrument for imparting education round the globe, and has gained prominence all over the world in recent years. The emergence of Internet has revolutionalised open and distance learning, and the technology mix in this area has opened new doors for the teachers and the taught, enhancing the accessibility of the distance education system many-fold (Pulist, 2000). The usefulness of Internet in distance learning programmes has been well documented. The pace of growth of technology and increasing popularity and access of Internet resources compel the educational institutions to think about web delivery of their educational programmes (Mishra, 2000). Internet and World Wide Web technologies help in creating learner-centered distributed learning environment conducive to individualized learning conditions. The information resources on the Web are not only easy to access but also require less time and effort in modification and updation (Sharma, 2000). The computing and communication technologies offer opportunities for engagement with other people and power tools to construct remarkable artifacts and experiences (Shneidermen, 1993). Barron and Ivers (1996) claim that the Internet empowers learners to be independent, recognise relevant information, use technology when appropriate and communicate through multiple media.

Since knowledge changes very fast in this information age, institutions have to find new ways and means to reach people with new and up-to-date knowledge. Further, continuous education has become a necessity of this 'information age' and traditional distance education media is losing its grip over the situation due to increasing complexity and heterogeneity of the learners profile just as face-to-face classroom instruction has proved non-viable in life-long learning environment (Srivastava and Reddy, 2000). Internet is the key tool to meet all the requirements of the modern age. Internet technology enables independent, interactive and collaborative learning, and provides an opportunity for intellectual and social interaction which has hardly been possible in traditional print based distance education (McDonald and Reushle, 2000).

### **Rationale of the Study**

However, as has been generally experienced, access to Internet in India is not yet easy and widespread (Sharma, 1999), and moreover, constraints like non-availability of electricity, frequent disconnection of telephone lines and performance of the PC also dominate the scene. But, integration of information technology into education is currently a world-wide trend and especially the Internet has been identified as a very powerful educational resource (Goonetilake et al, 2000). In distance education, student support services play an important role. These services are invariably provided through a network of regional and study centres. In online learning, where a learner is dependent more on technology than anything else, provision of support services becomes very critical. While the institution may be ready to provide all the needed services to its learners, breakdown in any of the systems intermediary between the learner and the institution, may bring the level of services to zero, leaving the learner in a state of confusion and bewilderment. This situation may be rare in the developed countries but a distinct possibility in developing countries. Thus, successful launching of an online programme by an institution in India is a challenging task especially when there is too much dependence on uncontrollable variables.

Indira Gandhi National Open University (IGNOU) launched its CIC, BCA and MCA programmes through Internet mode in July 1998. Internet was also to act as a medium to provide different support services to the learners including counselling and assignments. A learner was assumed to have easy access to Internet. Internet Access Points (IAPs) were created by the University for those who did not have easy access to Internet. These 'points' were identified to provide value added services to the learners on demand on payment basis.

Later on, the University had to withdraw the programmes due to various operational difficulties, and options were sought from the existing learners either to switch over to regular (print mode) or integrated (combination of print and electronic modes) mode or to remain with Internet mode in the prevailing conditions. Many students opted for change of mode from Internet to regular/integrated. The present study is an exit interview of students who had opted out of the Internet mode. The present study aims to analyse the operational difficulties on the part of the University and the problems faced by learners which forced them to change their mode of study.

## Objectives of the Study

The following are the objectives of the study:

- To analyse the methods and procedures adopted by IGNOU to provide support services to the Internet learners;
- To study the problems faced by the learners who initially opted for Internet Mode;
- To analyse the operational difficulties of the University in accomplishing the task of providing support services to the Internet learners;
- To highlight various uncontrollable variables which affected the operations of the University.

## Methodology

### *Population and Sample*

The learners who switched over from Internet mode to regular/integrated mode during 1999 were taken as population for the study. The population was further limited to the BCA students since the implications for BCA and MCA learners were similar with regard to Internet mode programmes. In all, 552 learners of BCA programme who changed their mode during the tenure of their study, were selected. All the 552 learners were contacted. 162 (29.3%) responded and they were taken as the sample. The sample size was considered significant and adequate for the study.

### *Tools*

A comprehensive questionnaire containing 40 questions (29 multi choice and 11 descriptive) was designed (appendixed). The questionnaire was validated by administering it on a test basis to a sample of 5 learners. Further modifications and alterations were made in the questionnaire, on the basis of the observations made by the respondents during this test. The final version of the questionnaire was mailed to all the 552 learners of BCA programme who switched over from Internet mode to regular/integrated mode. In the first round, as many as 119 filled in questionnaires were received back. Subsequently, a reminder was sent, and in all 162 (29.3%) responses were received which were taken for in-depth analysis.

## Internet-based Computer Programmes

### *Procedures and systems*

For the launch of CIC, BCA and MCA programmes through Internet, the University formulated the following procedures and systems for smooth operation of related activities and providing effective support services to the Internet learners.

The University Website was the medium of interaction between the University and the learners. Learners were supposed to have easy access to Internet so that they access different sources of information on the University's Website comfortably. The existing support services network of the University consisting of Regional Centres and Study

Centres had no role to play in the delivery of services to the learners, since the School of Computer and Information Sciences of the University was to directly reach the learners.

### ***Internet Access Points (IAPs)***

The Internet Access Points (IAPs) were empanelled by the University to provide value added support services to the learners who had registered for Internet programmes. However, joining an IAP was not at all mandatory and one could access Internet from office, home or any other convenient place. The IAPs were the private agencies having requisite infrastructural facilities available with them. The University recognised these agencies on the basis of certain pre-conditions laid down in the Memorandum of Understanding signed by them with the University. For this purpose the University charged a one-time registration fee from such agencies. After this, an IAP was not liable to pay anything to the university either on its part or on the part of the learners visiting it. The IAPs were to provide the following services to IGNOU learners (IGNOU, 1998):

- Make available the computer with requisite configuration for browsing CDs
- Provide Access to Internet
- Make print-outs of the electronic material available in the CDs or at IGNOU Website
- Make available a faculty advisor to solve difficulties of the learners
- Make available a human facilitator.

The IAPs were to charge a prescribed fee from the IGNOU students, for providing the above services. The University also issued some guidelines for the benefit of the learners to enable them to decide as to which IAP they should join.

### ***Website as a 'Learning Portal'***

The University created a website for running the Internet programmes successfully. The courseware for the Internet programmes along with other programme related information was to be provided on the website. The website would be updated from time to time. In a broader sense, the website was to act as a 'learning portal'. In addition to this, the complete self-instructional material was to be made available to the learners in the form of CD. The registered learners were given an ID and Password in order to access the resources on the University Website, which would also provide links to different type of formats which the learners could use for other purposes, too, such as acquiring examination form, change/correction of address, rechecking of examination results, change of mode etc. The question papers of previous years' term end examinations for different programmes were also to be provided on the website.

The students could also optionally register to the programme through the Website by filling in a form provided there and afterwards sending a copy of that filled-in form along with the requisite fee to the University. On receipt of this information, the University would despatch the CD to the student by post. During the year 1999, the University made a provision to provide 20 hours free Internet account along with each CD in collaboration with a telecom venture in the private sector in India. An ID and Password were given along with CD.

### *Learner support*

The support was to be made available to the learners in the form of answering 'Frequently Asked Questions' (FAQs), course-wise uploaded on the University Website. These answers were to be continuously augmented for every course. The new questions, if any, could be mailed to the course coordinator who would in turn reply directly to the concerned students. This activity was a part of the asynchronous counselling provided by the University.

### *Counselling*

The counselling for all the Internet programmes was to be provided through the Website as a medium. The 'Faculty Lounge' on the Website would provide updated information pertaining to online counselling sessions. The learners could attend online counselling as per this schedule through the website by logging in at the appropriate page at the stipulated date and time. The counselling schedule provided complete details regarding a programme including date, time, course code and topic to be covered at a particular point of time. The information pertaining to date-sheet for the term end examinations was also to be provided in this section. For the learners, who were not so familiar with browsing the Internet, the detailed procedure as to how to participate in the 'Interactive Counselling Sessions' was given under the heading 'Interactive Sessions' (IGNOU, 1999). However, the learners had to make their own arrangements for practicals.

A set of fresh assignments for different programmes run through the Internet, was to be provided on the Website from time to time. The learners had the choice of submitting their assignment responses either by post or through the website. These assignment responses were to be evaluated by the course coordinator and returned to the students after communicating their grades to the concerned department of the University.

## **Findings**

In all, 162 duly filled in questionnaires were received. The profile of the respondents is given in Table 1.

**Table-1: Learners' Profile**

	Employment Status		Urban/Rural		Age Group (in years)		
	Emp	Un-emp	Urban	Rural	Below 18	18-25	Above 25
<b>Sex</b>							
<b>Male</b>	15 (9)	108 (67)	108 (67)	15 (9)	3 (2)	117 (72)	3 (2)
<b>Female</b>	3 (2)	36 (22)	36 (22)	3 (2)	3 (2)	36 (22)	-
<b>Total</b>	18 (11)	144 (89)	144 (89)	18 (11)	6 (4)	153 (94)	3 (2)

Note: Figures given in parentheses denote percentages.

Major findings of the study are as given below:

- On the question as to why the Internet programme was chosen by them, 63 (39%) students replied that online programmes have more value, 18 (11%) said Internet is easily accessible to them, 24 (15%) said that since their friends had chosen, they had also chosen the Internet programmes. However, 27 (17%) students selected this programme because they were not able to visit the study centres due to various

preoccupations. 9 (6%) said that their Internet Access Point did not explain the concept properly and persuaded them to join the programme. 3 (2%) students informed that since they could not have extra time to go to Study Centres for counselling etc., they chose this programme. 3 (2%) students joined this programme since this was a new concept. 9 (6%) students did not want to waste time up to the start of next formal session and so joined this programme which started from July onwards.

- As many as 102 (63%) students informed that the programme was reasonably priced, 33 (20%) felt it very expensive and to 27 (17%), the programme was cheaper than a regular programme.

### **Self-Instructional Material**

- Regarding availability of study material, it was found that 36 (22%) students got study material in the form of CD in time. However, 69 (43%) got it late and 57 (35%) did not get it at all. 6 (4%) students out of those who got the material late had already got the photo copies of the material made at their own cost, 12 (8%) had borrowed from other students and 6 (4%) bought from the headquarters.
- Out of a total of 57 (35%) students, who did not get the material at all, 24 (42%) had approached headquarter to get the material, 13 (23%) photocopied the whole material at a huge cost, 2 (4%) downloaded the material from the Internet, 9 (16%) arranged from their friends, 2 (4%) prepared for examinations from books other than IGNOU, and 4 (7%) bought books from the market.
- On asking about the performance of CD, 75 (54%) reported that the CD worked well, 33 (24%) reported that they faced some problems in the functioning of CD, 15 (11%) informed that the CD contained virus {out of these 15, 6 (40%) had taken CD from headquarter, 3 (20%) had got it in time at home and 3 (20%) had got it late and 3 (20%) had arranged CD from their friends}, and 15 (11%) students reported that the CD did not work at all due to wrong Password and ID.

### **Internet Facility**

Since a large number of learners (132) joined the IAPs, a full section has been devoted to assess the performance and helpfulness of IAPs towards the learners.

- As many as 99 (61%) students had jointed IAPs, 36 (22%) had Internet connection at their homes {out of this 24 (68%) had also joined some IAP}, 12 (7%) had Internet connection at their offices {out of this 3 (25%) had connection at their fathers offices and did not join any IAP, however, rest 9 (75%) had joined IAPs also}, 9 (6%) had Internet connections at their friends/relatives homes and did not join any IAP, 6 (4%) students did not have any facility of Internet and did not join any IAP either. Thus, a total number of 132 (82%) learners had joined the IAP.
- When asked about the accessibility of Internet connection, for 33 (21%) connection was problematic due to frequent disconnection, 56 (36%) informed that they could get connected to Internet after a lot of trials, 24 (15%) could get connected immediately whenever needed, 28 (18%) could rarely get connected and 4 (3%) informed that IAP

never allowed them to use the Internet facility. However, 11 (7%) informed that they never utilized the Internet since IAP did not have any internet connection.

- Out of 129 students who utilized Internet at IAPs, 53 (41%) informed that IAPs charged reasonable fee for their services, 71 (55%) informed that they were charged very heavily, 5 (4%) said that they did not pay any fee. The last case might have been due to some affinity or relationship of the students with the IAP owner.
- Out of a total of 132 students who joined IAPs, 64 (49%) had IAP at a distance of 0-5 kms, 31 had at a distance of 5-10 kms, 20 (15%) had at a distance of 10-15 kms, 2 (2%) had at a distance of 15-20 kms and 15 (11%) had the IAP at a distance of 20-30 kms.
- On the kind of services provided by the IAPs, all the students informed that CD browsing, Internet facility, theory classes on hourly basis on extra payment, print-outs of the material, e-mail, fax, photocopy etc were the general services provided by the IAPs. However, quite a few of the IAPs did not allow the students to use Internet and some had put a condition on learners i.e. to join their own diploma programmes along with IGNOU programme to get any service.
- Out of a total of 132 learners, 22 (17%) informed that the IAPs were fully cooperative, 24 (18%) found them as non-cooperative, and 85 (65%) informed that they were partially cooperative.
- Out of 132 students who utilized the services at IAP, 36 (27%) rated the services provided by IAPs as poor, 28 (21%) rated as good, 52 (39%) rated as satisfactory, 12 (9%) rated as very good and 3 (2%) rated as excellent (one is not sure about the rating of the services).

### ***IGNOU Website***

Since the University Website was the major communication medium between the University and the learners, a section that follows has been devoted to discuss the responses received pertaining to the different aspects of the Website itself. Some of the significant findings from the responses are listed below:

- Regarding access to IGNOU Website, out of a total of 141 students who utilized Internet, 36 (26%) students informed that they could not access the website, 35 (25%) informed that the site was very slow, 61 (43%) could access with a moderate speed and 9 (6%) could access the site very fast. It may be mentioned here that speed, to a great extent, depends on the equipment used for accessing the Internet and a PC of high configuration with a high speed modem will be able to access the site very fast.
- When the students were asked as to whether they could locate the material on the website, 49 (35%) informed that they could not locate the material at all, 52 (37%) could get the material in normal time, 38 (27%) informed that the site was very slow and 2 (1%) could get the material on the website very quickly. It shows the level of knowledge of the students for Web navigation.



- As many as 72 (51%) students could not get the assignments on the Website at all, 24 (17%) could get them in time, 36 (26%) could get a little late, 21 (15%) got it very late, and 3 (2%) did not mention anything.
- The learners were asked about the usefulness of the Website. In response to this, 78 (55%) informed that they found the site useful while 63 (45%) did not find the site useful, for the following reasons:
  - Surfing took a lot of time and downloading of material never started
  - Assignments were not available on time and counselling was very poor
  - Information on the Website was not updated
  - Lack of information about counselling and assignments
  - Most of the sections were under construction
  - Website was working slow and many times it was not accessible.

#### ***Support Services provided by the University***

- Out of the total of 141 students who utilized Internet connection, counselling sessions were never suitable to 33 (23%) students, though these were always suitable to 11 (8%) students and generally suitable to 90 (64%). 7 (5%) were not sure about the suitability of counselling sessions.
- As many as 90 (58%) students did not participate in the counselling sessions at all; 9 (6%) participated in all; 30 (19%) participated in most of the sessions; and 27 (17%) participated in a few. From among the 66 (42%) who participated in counselling, 39 (59%) got counselling schedule sometimes, 9 (14%) never got and 18 (27%) always got the schedule in time. 13 (20%) students informed that sessions were never as per schedule, 24 (36%) said that they were as per schedule always, and 29 (44%) said that sometimes counselling was as per schedule.
- On the usefulness of the counselling sessions, 21 (32%) students said that the sessions were always useful, 27 (41%) said they were useful sometimes; and 18 (27%) informed that the sessions were not at all useful. Commenting on the organisation of the counselling sessions, 22 (33%) students said that the sessions were not at all well organised, 37 (56%) told that they were organised sometimes whereas 7 (11%) said that they were always well organized.
- About the reasons for not attending the counselling sessions, majority of the students informed that they had no information about the counselling sessions.
- As many as 88 (56%) learners never used email, 21 (14%) rarely used, 35 (22%) sometimes used and 12 (8%) frequently used. Out of 68 (44%) who utilized the email, 22 (32%) never got replies to their emails from the University, 15 (22%) rarely got replies and 10 (15%) got their replies most of the time. Majority of students {123 (79%)} never used chat, 14 (9%) frequently used, 19 (12%) most often used. 21 (64%) never got response from the University, 9 (27%) got sometimes and 3 (9%) most often got a response on Chat.

- The learners were asked to give the over all rating of the Support Services of the University. 42 (26%) rated them as poor, 63 (39%) as satisfactory, 39 (24%) good and 15 (9%) very good. However, 3 (2%) female urban students who were admitted in 1999 belonging to age group 18-25 rated the services of University as 'Excellent'. Probable reason for this rating might be the fact that they used Internet at their friend's/relative's houses without joining either of IAPs. They did not attend the counselling sessions since they had to attend classes of other programmes. However, they were not happy with the feedback and evaluation of assignment system of the University.
- The following suggestions were broadly given by the learners for improvement of the programme:
  - Feedback on assignments should be very fast
  - Timely supply of material as well as website updation
  - Regular print material should be sent
  - IGNOU should select IAPs carefully or should establish its own IAPs
  - Counseling time should be increased and proper information should be provided regarding counselling schedule
  - Proper and timely communication with the learners should be ensured
  - Frequent performance tests of the Website should be conducted
  - Studies should be conducted on the functioning of the programme where students' views should also be taken
  - Assignment Grades should be reflected on the Grade Cards.

### ***Switch over to Integrated Mode***

Majority of the learners (123 out of 161) had switched over to regular/integrated mode during the year. In order to study the different aspects of this transition, relevant questions were included in the questionnaire. The analysis of the responses is given below:

- 123 (76%) learners changed their mode from Internet to regular/integrated at their own, while 36 (22%) changed the same after option was sought by the University. 3 (2%) did not respond to this question.
- Generally the following reasons prompted the learners to change their mode:
  - Reply to correspondence was not on time
  - The services of IAPs were not satisfactory
  - Non-availability of materials and assignments led to frustration
  - No printed books for study were supplied by the University and print outs from CD were costly
  - Assignments were not available on time
  - Different wings of the University such as Study Centres, Regional Centres, Schools (other than SOCIS) and Divisions at the headquarters were not able to give any information about the programmes.
  - Assignment grades were never added in the Grade Cards
  - Students did not have computers

- Internet Mode was very costly due to IAPs that charged heavy fees
  - The University did not attend the Internet learners properly
  - Counsellors advised the learners to change the mode
  - Lack of information and support from the University when learners needed them.
- On asking whether they were happy with this change, 147 (92%) students informed that they were happy, and 12 (8%) were not happy, since they were facing the same problems even now.
- The following advantages from switch over have been generally cited by the learners:
    - Readymade study material in print, and not CD, received on time
    - Got library facility and support from Study Centre
    - Cost effectiveness of the regular/non-Internet mode
    - Information can be got from Study Centres, Regional Centres, or headquarters
    - Proper guidance is given
    - Face to face counselling is better
    - Assignment submission is on time at Study Centre, but not at the headquarter
    - Regular programme is more helpful than the Internet mode.

### ***Discussion***

The launch of computer programmes through Internet by the University was an experiment in the direction of flexi-learning, and it shifted much of the responsibility of arranging the learning resources to the learner himself. So, there were certain expectations from the learners in this context. However, the above findings show that even at the entry stage of the programmes, many learners were not aware of the concept of the 'programme through Internet'. It was found that generally, the learners did not go through carefully the information / material provided by the University and depended, to a large extent, on other live resources, to get information. The negligence of students is further intensified by the fact that even after going through the programme, 1% learners were complaining that they were not allotted a Study Centre by the University, whereas there was no such provision under the programme and such services were supposed to be provided by the IAPs in the absence of students having accessibility to a computer with Internet facility. Also, not many learners knew that the counselling schedule was provided on the Website and one had to login at a proper page on the site to join the online counselling session at the pre-specified date and time. One more important aspect which pops up from the above findings is that the learners were not computer literate. Though, they had joined a computer programme, they were not proficient enough in exploiting the computer and Internet as a medium of communication. Lack of training and typing speed might have come in the way of establishing effectiveness and usefulness of the online counselling sessions. Though, for the benefit of new learners quite sufficient details were already provided in the Information Brochure (IGNOU, 1999), majority of learners (58%) did not participate in the counselling sessions. An orientation programme on how to use the

computer and Internet as a medium of communication, could have been arranged at the IAP level for which IGNOU could have reached an agreement with them.

Since, the programme was directly managed and run by the School of Computer and Information Sciences, and other outlets (Regional Centres and Study Centres) were not involved in the programme delivery, other wings of the University were not able to give the core information pertaining to Internet programmes to the learners. However, utilisation of the University network throughout the country could have helped in removing misgivings of the aspirant learners about the programme.

A coordinator at the School was designated for the management and running of the programme. However, viewing the complexity of the programme and its different activities which were supposed to be handled online only, it became physically impossible for a single person to manage the show. Instead of this, a team of experts could do justice to the learners. The members of the team could take care of different requirements of the online learners e.g. counselling, general enquiry, e-mails etc.

The Internet Access Points empanelled by the University did not come up to the expectations of the learners and became the major source of problem generation not only for the students but for the University as well. Many IAPs were not providing the quality services for which they were, in fact, empanelled. Since, they were being utilized by the learners as their Study Centre for all intents and purposes, the extent of dependence of the learners on these IAPs was very high.

The University may also think of establishing Interactive Voice Response System (IVRS) which would enable the learners get general information about the programmes and courses in addition to date-sheet and deadlines of different activities pertaining to individual programmes. This system may also have a provision to connect a learner through intercom to the concerned person in the University for his/her purpose in the absence of an operator.

The University Website needs to be managed professionally in order to enhance its performance level and outside agency could be engaged for the purpose in case in-house expertise is not available. However, the accessibility of Internet also depends upon the limited availability and accessibility of infrastructure like telephone lines, electricity and other sophisticated equipment which is a national issue. As the technological advancement takes place in the country, such issues will be addressed appropriately.

### **Conclusion**

There is a great potential for online programmes in India. The new generation is quite eager to take online courses. It is so because of the fact that it is the latest development in the distance and open education furthering towards more learner-centred learning. It gives ample scope of flexibility and autonomy which is quite in consonance with the pre-occupation and heterogeneous characteristics of today's learners. However, before an institution comes up to the expectation of the learners and vice-versa, there are certain gray areas which need immediate attention and critical issues which warrant prompt solution. The paper highlights only a few of them.

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**Questionnaire**  
**(for learners of Internet programmes who have switched over to regular mode)**  
 (Please tick the relevant point wherever applicable)

Name of Programme: \_\_\_\_\_ Year of Registration : \_\_\_\_\_

Employed/ Unemployed                      S C/ST/OBC/Other                      Rural/Urban

Male/Female                                      Age Group: /below 18 /18to25 /above 25

1. **You had chosen an Internet (On-line) Programme because:**  
 ↓Online programmes have more value    ↓You have easy access of Internet  
 ↓You are not able to visit Study Centre   ↓Your friend had chosen this  
 ↓Any other \_\_\_\_\_
2. **You got the CD/Study Material:**  
 ↓            In time                                      ↓            Late                                      ↓            Did not get at all
3. **If not received, what did you do to get the course material?**  
 \_\_\_\_\_  
 \_\_\_\_\_
4. **Working of the CD:**  
 ↓            Worked well                                      ↓            gave some problem  
 ↓            Did not work at all
5. **You have Internet Connection:**  
 ↓            at your home                                      ↓            at your friend's/relative's house  
 ↓            at your office                                      ↓            Internet Access Point
6. **Any problem with dial-up connection:**  
 ↓Could get connected immediately whenever needed  
 ↓Could get after a lot of trial  
 ↓Could rarely get connected  
 ↓Connection was problematic due to frequent disconnection
7. **Name your Internet Service Provider:**  
 ↓VSNL            ↓ Satyam            ↓Mantra            ↓ Dishnet            ↓ Bharati  
 ↓MTNL            ↓ NIC            ↓ KMR online            ↓Pacific            ↓ Wipronet  
 ↓Glide            ↓ i91            ↓ Caltiger            ↓ Skmonline            ↓any other(specify)\_
8. **If you were using Internet Access Point (IAP), they charged fee:**  
 ↓            Did not charge fee                                      ↓            Charged reasonably  
 ↓            Charged very heavily
9. **How much distance did you travel to reach IAP?**  
 ↓ 0-5 kms            ↓5-10 kms            ↓10-15 kms            ↓15-20 kms            ↓20-30 kms
10. **What kind of services did IAP provide?** \_\_\_\_\_  
 \_\_\_\_\_
11. **Behaviour of staff at IAP :**

- ↓Fully cooperative ↓Partially cooperative ↓Non-cooperative
12. **The sessions scheduled by IAP were:**  
 ↓Always suitable ↓generally suitable ↓Never suitable.
13. **Rate the services provided by IAP:**  
 ↓Excellent ↓ Very good ↓ Good ↓ Satisfactory ↓Poor
14. **You could access the IGNOU website:**  
 ↓Very fast ↓ moderate speed ↓ very slow ↓ no access
15. **You could find the material on the IGNOU Website:**  
 ↓ quickly ↓ in normal time  
 ↓ very slowly ↓ not at all
16. **You got Assignments on the IGNOU Website :**  
 ↓ In time ↓ little late  
 ↓ very late ↓ not at all
17. **Any problem in downloading the material/assignments:**  
 ↓ No problem ↓ Website was slow  
 ↓ Did not open at all and gave errors ↓ Never started downloading
18. **Did you find the Site useful?** ↓Yes ↓No.
19. **If not, explain reasons:** \_\_\_\_\_  
 \_\_\_\_\_
20. **You participated in the counselling sessions whenever organized:**  
 ↓ In All ↓ Mostly ↓ In a few ↓ not at all
21. **If yes:**  
 You got the Schedule in time ↓Always ↓some times ↓never  
 They were as per schedule ↓Always ↓some times ↓never  
 The sessions were fruitful ↓Always ↓sometimes ↓not at all  
 They were well organized ↓Always ↓sometimes ↓not at all  
 Please comment on the above in brief: \_\_\_\_\_
22. **If not, what were the reasons for not attending the counselling sessions?**  
 \_\_\_\_\_
23. **You used Email for interaction with counsellors:**  
 ↓Frequently ↓sometimes ↓rarely ↓never
24. **If yes, your queries were attended:**  
 ↓Promptly ↓most often ↓rarely ↓never
25. **You used Chat for interaction with Counsellors:**  
 ↓Frequently ↓sometimes ↓rarely ↓never
26. **If yes, you got response and feedback:**  
 ↓Promptly ↓most often ↓sometimes ↓never
27. **You submitted your assignments:**

↓All online      ↓All personally      ↓ Mix

28. **Assignments were evaluated in time and grades informed to you:**  
 ↓Evaluated in time, feedback received      ↓Delay in evaluation but feedback received      ↓  
 Evaluated but no feedback      ↓ No evaluation and no feedback
29. **You feel the programme for which you enrolled was:**  
 ↓ Very expensive      ↓ Reasonably priced      ↓ Cheaper than a regular programme
30. **Rate the support services provided by the University:**  
 ↓Excellent      ↓Very Good      ↓Good      ↓Satisfactory      ↓Poor
31. **Name the services of the university with which you are not happy:**  
 \_\_\_\_\_  
 \_\_\_\_\_
32. **Please list out shortcomings of the programme, if any :**  
 \_\_\_\_\_  
 \_\_\_\_\_
33. **Suggestions for improvement:** \_\_\_\_\_  
 \_\_\_\_\_
34. **You decided to switch over to regular mode:**  
 At your own      **OR**      University wanted you to change the mode (please tick)
35. **If at your own, what were the reasons?**  
 \_\_\_\_\_  
 \_\_\_\_\_
36. **If University decided, would you agree to this change?**      ↓Yes      ↓ No
37. **Are you happy with the change in mode?**      ↓Yes      ↓No
38. **If yes, what are the advantages in switching over**  
 \_\_\_\_\_  
 \_\_\_\_\_
39. **If not, please mention the difficulties faced by you**
- a) **Before switching over** \_\_\_\_\_  
 \_\_\_\_\_
- b) **After switching over:** \_\_\_\_\_  
 \_\_\_\_\_
40. **Any other point not covered above: (Please attach a sheet if required)**

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