

# **Learner Satisfaction in a Professional Counselor Preparation Program through Distance-cum Face-to-Face Mode**

## **Dr. Anil Kumar K\***

### **Introduction**

Open and Distance Learning (ODL) is expanding its horizons to provide education to those who were marginalized, deprived and neglected. Access to formal as well as non-formal education to all levels and fields of education is made possible particularly in the developing countries of the world through ODL systems. The so called formal institutions are transformed into the dual mode ODL institutions, and providing education of high quality through such systems. Massive Open Online Courses (MOOCs) have now emerged as a major contributor of knowledge to society and are able to meet the varied needs of all learners cutting across the boundaries of Countries and Continents. The recent National Policy on Education (NEP)-2016 of India supports this fact and recommended that *'Open Direct Learning through dual mode universities and through MOOCs should be accorded appropriate priority because of India's existing and latent strength in terms of IT capability, probability of near-term expansion of IT connectivity and enormous interest evinced by leading Universities and Institutions in promoting ODL education'* (MHRD, 2016, pp153). Nisha and Senthil (2015) also commented that *'the thirst for MOOCs is invasively burgeoning among Indians and they have opted MOOCs for making global classrooms a reality. For Indians, who have a thirst for quality-based western education, MOOCs are proved exemplary in this direction'*.

### **Learner Satisfaction in ODL**

Learner empowerment is the major goal of any ODL systems. Learner is the ultimate beneficiary in any ODL systems. Learner satisfaction is one of the key indicators for excellence of any ODL Program. Learner satisfaction depends upon many factors and largely upon providing a learner friendly learning environment. Some of the factors include: easy access to the programs; quality of self-instructional materials; quality of student support services provided to the learner; flexibility provided in submission of assignment; duration provided for completion of the program and flexible assessment and evaluation. With respect to maintain quality and standards in Indian ODL, the NPE-2016 recommends that *'In view of the likelihood of rapid expansion of distance learning using various platforms, it is urgently required to create two Regulators, one for higher education and the other for school education, to keep a close watch on the developments, support new initiatives by the government and by private players, and in general to promote, support and regulate this growing field'* (MHRD, 2016 pp 216).

### **Review Research on Learner Satisfaction in ODL**

The literature stresses a need for research in distance learning to inform teaching and learning developments (Thiagarajan & Jacobs, 2001; Trinidad & Pearson, 2004) and that learner perceptions and attitudes are central in the development and quality of distance education (Areti, 2006; Biggs, 2006; Clayton, 2004). Interaction with the instructor in an online learning environment affects student success and learning (Areti, 2006; Chen & Guo, 2005; Schmidt & Gallegos, 2001).

Researches in the area of open and distance learning have contributed much in the development of the ODL systems in India. Literatures are available focusing on the earlier system of 'correspondence education' to the present ODL systems. A review of studies undertaken by Panda (1992) and Mishra (1998) shows that much attention has been given by the researchers on all aspects of ODL and it has grown to the status of a separate discipline. The Staff Training and Research Institute of Distance Education (STRID) of the Indira Gandhi National Open University (IGNOU) has been offering academic programs in distance education and boosting the research and capacity building in the area of ODL.

In India, earlier efforts to find out the effectiveness of the existing ODL systems were made since 1980's by the researchers like Srivastava, Manjulika (1995), Vijayalakshmi (1994), Pugazhenti (1991), and Upreti (1988). Learners' expectations, satisfaction with the course, anxieties, worry, problems of dropouts, attitudes, study habits and learning skills were studied by Pillai and Mohan (1984), Sahoo, (1985), Renu (1990) and Kumar (1999) and Venkateshwarlu N and Agarwal A. (2016) . The results of the earlier studies and the recent studies brought a mixed response in terms of learner satisfaction. Banda, G.M. & Kaphesi, E. (2015) viewed that the students perception expressed about ODL show that the students' experiences with ODL were both positive and negative. "Obtaining 'feedback' from students about the design and implementation of the learning environment provided is an essential part of identifying what has worked, and where improvements could be made in the future" (Pearson & Trinidad, 2005, p. 396). This has led to undertake the present study.

### **Counselor Education Program in India**

Guidance and counseling is considered as an integral part of education. The first ever major attempt in providing guidance and counseling services was made by establishing a Central Bureau of Educational and Vocational Guidance (CBEVG), at CIE, Delhi during the year 1954 under the then Ministry of Education, Government of India. The State Educational and Vocational Guidance Bureaus (SEVGBs) were also later established in the respective SIE/SCERTs of each state to provide guidance services throughout the country in an organized manner. During this time the focus was on providing educational and vocational guidance to school and higher education students. But, the scope was further expanded to address the developmental needs and concerns of students at different stages of education. Though there is a growing need for guidance and counseling, the professional preparation of counselors at the education sector remained as a neglected field even today. Thus NPE-2016 suggests that '*Counsellors play a useful role and are required when students need to discuss confidential problems relating to adolescence, family discord or physical or mental stress. Every school must have access to the services of a professional counsellor to help a range of students. The necessary resources to fill this gap need to be allocated*' (MHRD, 2016, pp 195).

The National Council of Educational Research and Training (NCERT), New Delhi has begun the pioneering efforts in professional counselor preparation program by offering a regular nine months Diploma Course in Educational and Vocational Guidance (EVG) way back in early 1960's to prepare the school counselors for the secondary stage in the country. It had continued to organize the program for about five decades through face-to-face mode.

### **Counselor Preparation through Distance and face-to-face Mode**

There are many formal Institutions in India providing Guidance and Counseling courses at the post-graduation and diploma levels just as an academic subject of study. There are not many institutions offer the programs for professional preparation of school counselors in India. The NCERT took a major initiative in developing a programme for professional preparation counselors in school setting through distance –cum-face-to-face mode during the year 2008-09. The Department of Educational Psychology and Foundations of Education (DEPFE) of the NCERT took the major responsibility in developing an International Diploma in Guidance and Counseling (IDGC) with the partnership and support of the Commonwealth of Learning (CoL), Vancouver, Canada through distance/on line and face-to-face mode. The experts of CoL assisted in developing the initial project proposal, course outline, getting the syllabus and self-instructional materials of the course internationally reviewed. Admission to the first batch of the International Diploma in Guidance and Counseling (IDGC) was announced during the year 2008-09 and the program commenced from January, 2009. The NCERT continued to offer the IDGC for three years for the Indian Nationals as well as foreign nationals from other SAARC and Afro-Asian countries till 2012. However, the program has been re-named as Diploma Course in Guidance and Counseling (DCGC) and now offered only to the Indian Nationals. Candidates from different regions of the country are enrolled on regional basis at NIE, NCERT (DEPFE), New Delhi and Regional Institutes of Education (RIEs) at Ajmer, Bhopal, Bhubaneswar, Mysore and Shillong.

## **Course Structure**

The course aims to train in-service teachers, teacher educators, school administrators and untrained guidance personnel as counselors/teacher counselors to guide and counsel students in school and other related settings. The total Program (of 37 credits) developed is divided into theory course, practica and internship. The theoretical components are assessed for 16 credits through assignments, portfolio development and written examination. The practical/practica components are assessed for 14 credits assessed through five practicums. The internship project is having 7 credits assessed at different stages including the final submission of a report of Internship.

## **Method of Delivery**

The course duration is one year, spread over three phases:

Phase I: Guided Self-learning - 6 months (Distance)

Phase II: Intensive Practicum - 3 months (Face-to-Face)

Phase III: Internship - 3 months (Work Place)

Self-Learning Materials (SIMs) developed in modular form is distributed to the learners at the beginning of the program. The material covers the theory topics and provides a foundation for acquiring knowledge, attitudes and skills during practical training. Learner has the freedom to complete the course with in a maximum duration of two years.

## **About the Study**

Effectiveness of any ODL program is measured primarily based on the learner satisfaction and success. ODL programs have been now made very flexible and learner friendly. As the IDGC/DCGC Program is a professional development program for preparing counselors for school and other settings, it is important that the learners enrolled are equipped with sufficient knowledge and skills to practice the profession once they are successfully complete the program. Thus, knowing the satisfaction of the learners with respect to different components of the Program is very essential for improving the quality of Program and meeting the varied needs and expectations of the target group.

It is in this context, a survey on learner satisfaction was undertaken among the learners who have undergone the counselor education program of NCERT at one of its study centers namely at the Regional Institute of Education (RIE), Mysore.

## **Instrument used**

In order to elicit the learners' satisfaction, a structured feedback schedule was prepared. The schedule consists of all aspects of the program for which the learner is required to respond as per his or her satisfaction during the course of study. The areas/aspects covered in the feedback schedule were: admission procedures adopted, quality of self-instructional materials, availability of materials on time, tutor support and tutorial organized during distance learning phase, assignments, their submission schedule, assessment, face-to-face contact programme activities, portfolio development, internship and overall conduct of the program. Suggestions were also asked (if any) to improve the quality of the program. The structured feedback schedule was administered individually to each learner.

## **Data Collection and Analysis**

Every year, out of the 35-40 learners enroll, and out of these on an average, 25-30 learners attend the three months face-to-face contact programme of the one year diploma offered through distance-cum-face to face mode at the Mysore study center. The data was collected from 72 learners who have attended the three months contact program after the successful completion of the distance learning phase. Three batches of learners were contacted at the end of their nine months duration of learning. The feedback schedule was administered personally during the valedictory function of the three months face-to-face programme organized at the Mysore study center. The

data obtained was analyzed using percentage analysis. Those learners who have responded to various items as ‘excellent’, ‘very good’ and ‘good’ or in similar terms are considered as under the category of learners ‘satisfied’ with the program and the responses such as ‘average’, ‘not satisfied’ improvement need, ‘no comments’ or similar comments are considered as under the category of learners ‘not satisfied’ with the program.

## Results

The feedback and reflection obtained from all the 72 learners were analyzed and presented below as results systematically under various sub-headings. The suggestions provided were further synthesized and provided as a part of the result.

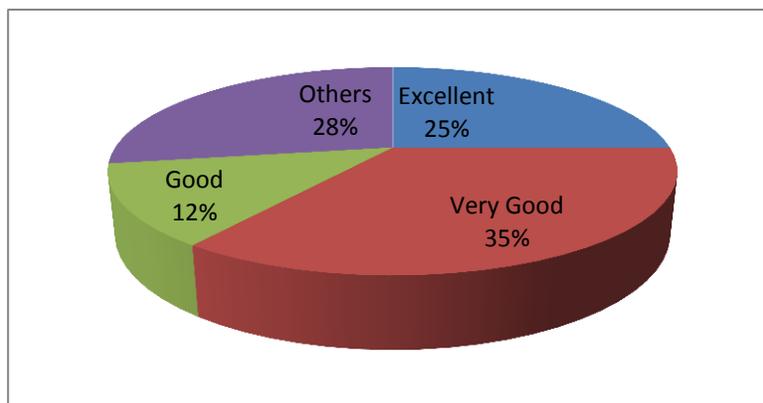
### Profile of the Learners

Among the 72 learners, most of them were teacher participants deputed from the central and state government schools. Some of them were fresher and retired employees also. All the participants were from the southern states of India and their age ranges from 21 years to 68 years. More than fifty percentage learners were women and most of them had more than 10-15 years of experience in teaching at the secondary schools. However, none of the learners had any prior experience in guidance and counseling. Further, most of the teachers, it was a rare opportunity to learn after a long break. Only a few had prior experience of learning through distance mode and had high end ICT skills.

### Satisfaction with Admission Procedures

Advertisement for admission to the program is announced in the major newspaper dailies of India during the month of October-November. Any graduation with a teaching degree and having two years of teaching experience was the minimum eligibility criteria prescribed for admission. Persons with a master’s degree in psychology, child development, education, social work and allied disciplines were also eligible for apply. Shortlisted candidates based on the eligibility and other criteria were called at the study center in their regions for a selection test which includes essay writing and interview. The personal interview conducted as a part of the admission procedure was to ensure the aptitude and abilities of learners to some extent. The response to the procedure of admission was sought. The feedback received from the learners in this respect is given below.

**Fig. 1: Learners satisfaction with Admission Procedure**



More than 70 percentage of the learners were satisfied (excellent-25%, very good-35% and good-12.5%) with the admission procedure followed. However, some have suggested that: *the admission test should test the learners’ aptitude in guidance and counseling and also admission may be restricted to the persons who can serve the student and community in a better way for a long term. Persons with good communication abilities should also be identified.*

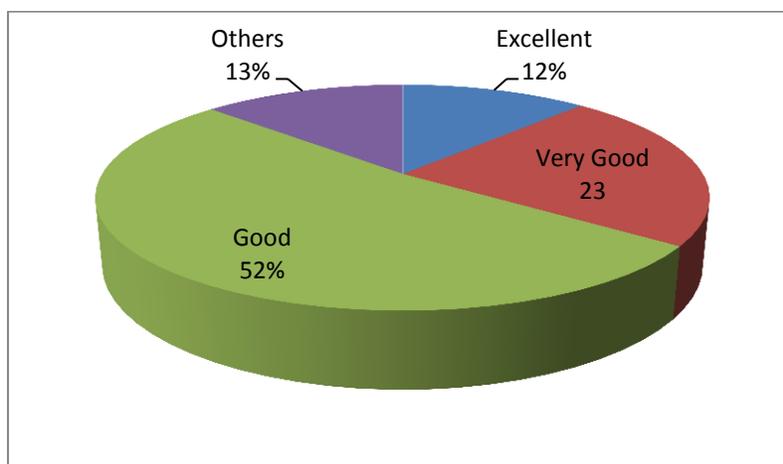
## Satisfaction of Learners with respect to Distance Learning Phase

As mentioned earlier, the distance learning phase comprised of six months, divided into two trimesters. Learners were asked to provide their satisfaction with respect to different activities of this phase. The responses obtained are systematically presented below under different heads.

### Satisfaction on Course Material in Print Form and Its Orientation

Learners were provided with the course materials in print form of Self-Instructional Materials (SIMs) at the beginning of the distance learning phase. There were altogether 14 self-learning modules. These materials were developed by experts within and outside the NCERT. Course writers were oriented on instructional design for ODL programs by an International expert from British Columbia, Canada. Learners were asked about the quality of print materials, content, language and the distribution. The responses received are provided below.

**Fig. 2: Learners Satisfaction with the Course Material**



Overall, more than 80% learners were satisfied with the content inputs in the material and the quality of the material. Majority of the learners (52%) opined that the course material provided was 'good'. About 12% and 23% learners reported that the material supplied was 'excellent' and 'very good' respectively. They have appreciated on the language being simple, self-explanatory, layout and content presentation with illustrations, etc. However, some learners with non-psychology background found difficult in following some of the concepts in certain modules. The suggestions provided were: *glossary of terms may be provided in all modules, more practice oriented facts as inputs, some more good binding of the material and more tutor support and online forum for interaction with faculty, tutors and other peers to understand the course content better.*

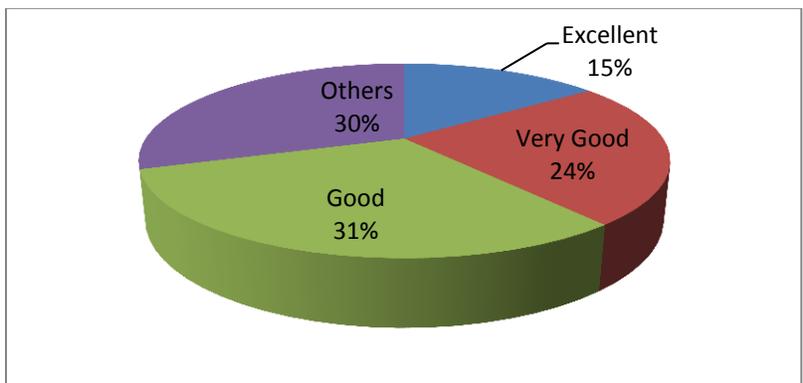
An induction/orientation was organized at the first month of the distance learning phase to familiarize about the course materials provided and also for understanding the course structure and the delivery. Majority of the learners who have attended the orientation programme were satisfied with the inputs provided during induction program. Some of the suggestions are: *Attending orientation/induction program may be made compulsory, course materials may be distributed well in advance, and revision of some of the material may be undertaken.*

### Satisfaction with Assignments

Learners of the program have to complete one assignment per course. Thus, there were required to complete 7 assignments during the first half of the distance learning phase. Assignments carry 30 % weightage of the total

credits for theory courses. Learners were asked to provide their feedback and satisfaction on assignment questions, tutor support, submission and assessment. The responses are provided below.

**Fig. 3: Learners Satisfaction with Assignment Provided**



Most of the learners were satisfied with the assignments provided during the distance learning phase (excellent-15%, very good-24% and good-31%) in terms of the nature of assignment, tutorial support provide for clarifying the doubts regarding the assignments and its evaluation and feedback. They had the opinion that assignments were action oriented; application oriented field based and it had helped them in interacting with the course material more.

Tutors were appointed for a small group of learners for clarifying their doubts with respect to the content inputs and assignments during the distance learning phase. Learners interacted with the tutors on emails and also through telephone. Feedback on tutor support shows a mixed response. Only about half of the learners were satisfied with the tutor support and the remaining half had a dis-satisfaction with the tutor support. Some of the positive observations of the learners include: *tutor was excellent; developed an intimate relationship; continued the relationship during internship phase also etc.* Some of the negative observations of the learners include: *tutor was never available or absent; tutor was responding at the beginning and did not continue the cooperation later; tutor was very passive; not very committed etc.*

With regard to the feedback on assignments majority of the learners were satisfied with the feedback and the grades obtained. Learners also reported that they had given chance for improving the grades on assignments.

### **Organization of Tutorials at Study Center**

Tutorials were organized at the study centers through face-to-face to clarify the doubts of learners in following the study materials, seeking further clarifications and solving the problems of the learners. This was not made compulsory to attend by all learners. Tutorial support was given mostly by the internal faculty. The feedback and the reflection received from the learners on module discussion, faculty inputs etc. are provided below.

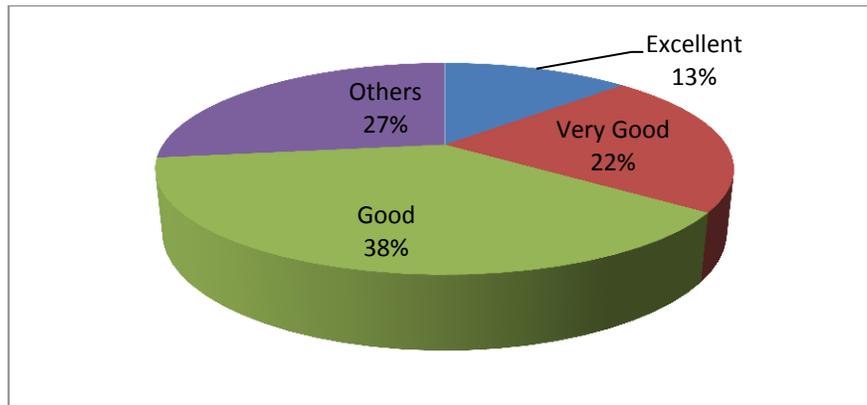
The response of the learners shows that they are satisfied with the tutorial sessions organized. But some of them reported that *'the frequency of organizing tutorials may increase; more online interaction among the learners, faculty, and tutors would be made possible; online support was missing completely etc.'*

### **Portfolio Development**

During the distance learning phase, learners were asked to develop and maintain a portfolio which contains the artifacts such as the record of the best work done on activities, feedback on assignments, self-check and self-evaluation exercises, and feedback on various aspects of the distance learning phase. Portfolios are assessed for 20% of the total credits for theory courses. The learners' satisfaction on development of the portfolio is given

below.

**Fig. 4: Learners Satisfaction with Portfolio Development**

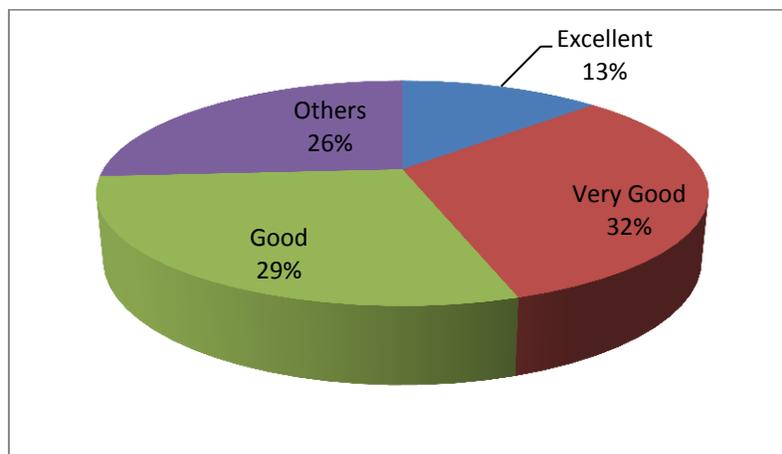


It is evident from the response of the learners that they have enjoyed the portfolio development activity (excellent-13%, very good-22% and good-38%). Some of the positive responses of the learners include: *clear guidelines were provided; lot of satisfaction received once it is completed; documentation helped in understanding the concepts and its application in real life situations; portfolio and reflection show case the knowledge and skills equipped during the course etc.* Learners were satisfied with the assessment of the portfolio also. Some of the negative feedback of the learners includes: *it was for the first time exposed to portfolio development; not very clear how to develop; submission time of portfolio was not suitable; no clear cut idea about number of activities to be included per module in the portfolio etc.*

#### **Satisfaction on Contact Phase Activities**

The contact Program (face-to-face) is organized at the study centers for a duration of three months. During this time supervised field exposure is provided to the learners to develop various skills in conducting group guidance activities, administration of psychological tests, collection and dissemination of career information, under taking career case study and providing counseling for identified cases in schools. Learners were asked to provide their feedback and satisfaction conduction of all the five practicum and other support provided during the contact phase and the responses are provide below.

**Fig. 5: Learners Satisfaction with the Contact Program**



The feedback of the learners obtained on three months contact program shows that more than 70 percentage of the learners were satisfied with the activities and inputs provided (excellent-13%, very good-32% and good-29%). Majority of the learners reported that although the phase was bundled with hectic activities, they have learned many new things and also were able to understand the contents of the modules provide in a better way during the contact programme. It was noticed that the learners were thrilled with the experience of providing individual counseling to school students and administration of psychological tests as some of them are reported so.

Some of the suggestions provided by the learners for improvement of the contact programme include: *provide more time for practice of counseling; shows more video clips on undertaking counseling in a real situation, more practice on psychological testing administration and reporting, reducing the burden of submission of various reports together at a time etc.*

### **Internship**

As the program is aimed to develop professional school counselors, completion of internship or ‘on the job experience’ of three months duration was made as a compulsory requirement to complete the program. Various inputs for the internship project formulation and the detailed planning are done during the contact phase. The learner/trainee has to work in a school/counseling center under the partial supervision of an expert or a practicing counselor.

Learners were asked to provide the feedback on the inputs, organization, support and other aspects of internship and the response of the learners include: *Excellent faculty inputs; proper guidelines were provided; got clear idea about what to do and how to do during internship; proposal presentation was excellent; developed confident in undertaking the internship in own settings, etc.*

### **Over all Conduction of Program**

Learners’ opinion was elicited on over all conduct of the program and the responses are as follows: *Majority of the learners opined that it was a rare opportunity to them to learn and explore a new area; The course has really transformed the teacher into a counselor; For many, the course helped them to understand their ‘self’ better and lot many changes within; contact program was conducted effectively and a new experience of learning for all.*

### **Discussion**

The feedback and reflection received from a group of learners who have undergone a counselor preparation program at one of the study centers namely at the RIE, Mysore reveals that majority of the learners were satisfied with the conduction of the program. This shows that the center was able to manage the resources effectively and able to provide a learner friendly learning environment support to all the learners. Similar findings were reported by Shneiderman, Borkowski, Alavi, and Norman in 1998 and reported that ‘ODL students were highly satisfied with their experiences and indicated that they would take another distance education course’. However, all learners did not express their satisfaction in a similar way. This shows that there some aspects on which the learner is not satisfied and the study center had limitations in meeting the varied needs of distance learners.

Most of the learners are were satisfied with the admission procedures, self-instructional materials provide, assignments and its feedback, portfolio development, conduction of three months contact programme and internship inputs. The areas of dissatisfaction are mainly in providing tutor support during distance learning phase, absence of an interactive online course website, providing enough time for practicing the counseling and hectic schedule during the contact programme. Learners without psychology background found it difficult to understand some concepts included in different modules.

## Implications to ODL

The counselor preparation program one of the pioneering programs to prepare teacher counselors in India through distance and face-to-face mode. As there is a huge dearth of the trained counselors in the country, the open and distance mode is the only viable system to train a large number of school counselors. The feedback and the reflection obtained from the learners show that majority of learners satisfied with the professional counselor preparation through distance mode of the NCERT and reported that the programme is very effective in developing the essential skills among the teacher participants. Just like in any other professions, these teachers need to practice more to become full-fledged counselors. However, the observations provided by the learners have some implication for improving the program in general and learning environment in particular in a formal system offering dual mode programs. They are summarized as follows:

- Providing sufficient online support make the learner more motivated in the learning process and complete the program successfully. Institutions may improve the students support services as per the individual needs of the learners.
- Tutors are the vital link between the course provider and the learner. The success of the program much depends upon the support provided by the tutors during the distance learning phase. As such, there is a need to train the faculty and resource persons to act as tutors. Institutions provide immediate attention in developing tutoring skills among tutors and may invest more in the area of capacity building of the faculty and other staff.
- Institutions may provide sufficient resources in the form of multimedia-particularly the audio and video materials-to the learners which can be easily accessed through the course/institutional website. This is very much required for the various professional programs offered through distance mode.
- Face-to-face contact program still remains as one of the major student support services to conventional distance learners. It is high time that institution may arrange live tutor and other support through online interaction forums, video chat, text chat, SMS chat, and other social media such as whats-app groups etc. to the learner to reduce the dependency through face-to-face interaction.
- Tailor made professional programs may be offered by the institutions to meet the individual needs and concerns of the learners. This may include offering various specializations with in the program and option to select a few (choice based) specialization based on the needs of the individual having flexibility in completing a few courses first (certificate program) and proceeding to further higher (diploma and then degree).

## Acknowledgement

*The author was the coordinator for the International Diploma in Guidance and Counselling/Diploma Course in Guidance and Counselling (IDGC/DCGC) at Mysore center and wishes to acknowledge the support and encouragement provided by the authorities, fellow faculty members and the learners.*

## References

- Areti, V. (2006). Satisfying distance education students of the Hellenic Open University. *Ementor*, 2 (14), 1-12.
- Banda, G.M. & Kaphesi, E. (2015). Students' perceptions of open and distance learning mode for initial primary teacher training in Malawi: A Case of Lilongwe Teachers College. *Journal of Research in Open, Distance and eLearning*, 1 (1).  
Online: <http://www.avu.org/journal/index.php/JRODeL> Academic
- Chen, D., & Guo, W. Y. (2005). Distance learning in China. *Journal of Distance Education Technologies*, 3 (4), 1-5.
- Nisha, F.& Senthil, V. (2015). MOOCs: Changing trend towards Open Distance Learning with special reference to India, *DESIDOC Journal of Library & Information Technology*, 35 (2) pp. 82-89.

- Kumar, Anil (1999). *Learner Performance in Distance Education*, New Delhi, Commonwealth Publishers.
- MHRD (2016). *National Policy on Education-2016*. Report of the Committee for Evolution of the New Education Policy, New Delhi: Government of India.
- Mishra S. (1998). Distance education research: A review of its structure, methodological issues, and priority areas, *Indian Journal of Open Learning*, 7 (3), 267-82.
- NCERT (2009). *Course Guide-International Diploma in Guidance and Counselling*, New Delhi: NCERT.
- NCERT (2009). *Course Materials -International Diploma in Guidance and Counselling*, New Delhi: NCERT.
- Panda, S. (1992). Distance educational research in India: Stock taking, concerns and prospects, *Distance Education*, 13 (2), 302-326.
- Pillai, J.K. and Mohan, S (1984). Impact and performance of correspondence education programme of Madurai Kamaraj University. In Buch m. B. (ED.) *Fourth Survey of Research in Education* (1991), New Delhi: NCERT.
- Pugazhenthii, G (1991). *A Study of Teacher Education Programme through the Correspondence System in Madurai Kamaraj University*, Doctoral Dissertation, Baroda: M S University of Baroda.
- Renu, Arun (1990). *A Study of Success in Distance Learning System in Relation to Some Key Learned and Institutional Variables*, Doctoral Dissertation, Kurukshetra: Kurukshetra University.
- Sahoo, P.K (1994). *A Study of the Correspondence Education in an Indian University*. Doctoral Dissertation, Baroda: MS University of Baroda.
- Schmidt, E. K., & Gallegos, A. (2001). Distance learning: Issues and concerns of distance learners. *Journal of Industrial Technology*, 17 (3), 2-5.
- Srivastava, Manjulika (1995). *Effectiveness of Distance Education: A Case Study of Karnataka State*. Doctoral Dissertation. New Delhi: Jamia Millia Islamia.
- Tait, Alan (2003). Reflections on student support in open and distance learning. *International Review of Research in Open and Distance Learning*, 4(1) retrieved from <http://www.irrodl.org/index.php/irrodl/article/viewArticle/134/214> on 28/08/2016.
- Thiagarajan, G. & Jacobs, C. (2001). Teaching undergraduate mechanics via distance learning: A new experience. *Journal of Engineering Education*, 1, 151-156.
- Trinidad, S. & Pearson, J. (2004). Implementing and evaluating e-learning environments. In R. Atkinson, C. McBeath, D. Jonas-Dwyer, R. Phillips, (Eds.), *Beyond the comfort zone: Proceedings of the 21st ASCILITE Conference* (pp. 895-903). Perth, Australia: Australasian Society for Computers in Learning in Tertiary Education.
- Upreti, D C (1988). *Impact of Teacher Training through Correspondence Course (B. Ed., SCC) on Upward Occupational Mobility of the Elementary Teacher in Western Region*, Bhopal: Regional College of Education.
- Venkateshwarlu N. and Agarwal A. (2016). Learners satisfaction: a case study on IGNOU's engineering diploma program, *Turkish Online Journal of Distance Education*, 17 (3), 4-15.

Vijayalakshmi Pandit (1994). *Role of Distance Education in Empowering of Women -A Case study of Dr. B. R Ambedkar Open University*. Doctoral Dissertation, Hyderabad: Osmania University.

---

\* Dr. Anil Kumar K is working as Associate Professor in Teacher Education at the Regional Institute of Education of NCERT, Mysore. He can be contacted by email: [dranilkumar67@gmail.com](mailto:dranilkumar67@gmail.com)

## **Brief CV of Dr. Anil Kumar K**

Dr. Anil Kumar holds Master's and Doctoral degree in Education. He has also done a Diploma in Educational and Vocational Guidance (EVG) from the NCERT, New Delhi and Diploma in Distance Education from the IGNOU, New Delhi. Dr. Anil Kumar is presently working as Associate Professor in Education at the NCERT, and posted at the Regional Institute of Education (RIE), Mysore. He has got rich experiences in the field of education through the association with the national level organizations such as: the NCERT, NUEPA, NIOS and IGNOU, New Delhi. He has authored 3 books and published about 30 research papers/articles in the reputed International and National Journals. His areas of interest includes: Teacher Education; Guidance and Counselling, and Learner Assessment Evaluation. He was the coordinator for the International Diploma in Guidance and Counselling (IDGC) course offered by the NCERT, New Delhi in collaboration with the Commonwealth of Learning (CoL), Canada at RIE, Mysore Centre. He is an approved guide of the University of Mysore and 8 Research scholars have been awarded with their Ph. D Degree in Education and 5 more scholars are pursuing their research under his guidance. He has the experience of conducting a numbers of Seminars, Conferences and also the chairperson and key speaker for a large number of National Seminars and conferences in the field of education and its allied areas.

### **Contacts:**

Dr. Anil Kumar K  
Associate Professor in Teacher Education  
Department of Education  
Regional Institute of Education (NCERT)  
Manasagangotri  
Mysore-570006  
Ph. +91-9448459768  
Email:dranilkumar67@gmail.com