

## INVESTIGATION OF APPROPRIATE PEDAGOGY FOR THE DISTANCE EDUCATION PROGRAMME DELIVERY: A CASE

Dr. Rucha Gujar,

Assistant Professor,

School of Continuing Education and Convener,

YASH Center for Internal Quality Assurance,

YCM Open University, Nashik – 422 222.

### Abstract :

*Pedagogy is the discipline that deals with the theory and practice of education; or the study and practice of how best to teach. It aims range from the general ie full development of the human being to the narrower specifics ie the imparting and acquisition of specific skills.*

*In correlation with the instructive strategies, the instructor's own philosophical beliefs of instruction are harboured and governed by the student's background, knowledge, experience, situation, and environment, as well as learning goals set by the student and teacher. YCM is the Open University which always works hard on using the different pedagogies for the development of needful programmes and studies the feedbacks on that also. Present case study is based on the formal feedback study regarding the Diploma for Electrician and Domestic Appliances Maintenance programme delivery.*

### Introduction

Yashwantrao Chavan, Maharashtra Open University (YCMOU) was established on 1<sup>st</sup> July, 1989. This university is fully empowered to award various academic certifications like certificates, diplomas, and graduate, post-graduate and doctoral degrees. This University has played a major role in the vocational /technical trainings of the urban and Rural both. University has done specific efforts in providing the self employable education. Diploma for Electrician and Domestic Appliances Maintenance programme is one of the best examples of self employable education. It is launched in 2006 by YCMOU. This programme has caught up since and catering to the long-felt need of vocational training in the area of electrician skills. It is a programme of one year duration. DEDAM consists of two theory courses and two practical courses. The minimum qualification of admission for this programme is SSC passed or preparatory course (for degree admission of

YCMOU) passed. The total credit points of the programme are 32. The four courses included in this programme are Electrical Theory, Electrical Practical, Appliances Repair Theory and Appliances Repair Practical

YCMOU is the first Open University in India who launched a programme in this area with an up-to-the-minute content. The DEDAM programme, being a unique programme of its kind and is designed to provide the technical skills. It is needed to study in greater details the pedagogy used in its delivery. With this view the study has been carried out.

The opinions and views of students can play a critical role in investigating the point. This information can be highly instructive and may focus on:

- Perception of the learners about the understanding of the programme with the used pedagogy
- Necessary pedagogical modifications in the delivery of the programme

Deciding all enlisted points in the mind feedback analysis of the programme “Diploma for Electrician and Domestic Appliances Maintenance” have been carried out, in the perception of students.

Objectives of the study

- 1) To evaluate various academic student support services involved in Diploma in Electrical Domestic Appliances and Maintenance programme implementation.
- 2) To measure the employability of the student of Diploma in Electric Appliances and Maintenance Programme.

The present study is undertaken at the active study centre in Nasik during 2013-14.

### Methodology for the Study

The 65 questionnaires are distributed physically to the DEDAM students at the study centre in Nasik city. There is only one study centre in Nasik. Among 65 questionnaires only 50 questionnaires can be obtained in a fulfilled manner. The data is collected through the fulfilled questionnaires and analysed with the simple percentage method to obtain the results.

The mixed type of scales is used in the tool development as per the requirement of the items and the need of response. The questionnaire for learners consisted of 46 questions in total. Different questions are asked about the personal and background information of the students (11 questions), the study material and allied academic services (32 questions) and about employability of the programme (3 questions). A survey process is used to obtain the data. The present paper discusses about the investigation of pedagogy used in the DEDAM programme only.

## Findings and Conclusions

### General information of the respondents

1. 100% of the respondents in the study are male. DEDAM programme is related to various maintenance services in domestic electrical wiring and various appliances and preferred by male students.
2. Majority of the students are unmarried that is fresher's and trying to gain the skill based programmes for the earning required for the life.
3. Majority of the respondents are youths ie 16 to 25 years old.
4. 76% ie majority of the respondents are from rural area.
5. Majority of the students became eligible for the admission to this programme after passing the preparatory examination of the YCMOU. It showed that the students who could not complete their education in formal ie conventional system opted the benefit of technical education through the distance education.

### About Employability of the programme

6. 100% of the respondents have the opinion that the knowledge gained through this programme is going to help them in their regular job/work/profession or self employment.
7. 66% of the respondents are working somewhere and doing the tasks related to the knowledge gained through DEDAM programme. This mentions the utility of the knowledge obtained through the learning of the programme.
8. The DEDAM programme mainly aims to induce the technical skills in fresh students and to strengthen the skills who are already working and doing the basic jobs related to electrical appliances repairing. The students are expected to use the knowledge gained through DEDAM programme for the earning required for their life. With reference to this, the data from the student respondents is collected and it is found that 33 students are already working in the field related to the programme. Among 33 respondents 30% are earning Rs 10000/- per month, 33% earning Rs 7000/- per month and 24% earning 5000/- per month. There are 13% students who are earning more than 10000/- per month. From the data it is clear that all 33 student respondents are earning minimum expected and the knowledge obtained through the learning of DEDAM programme is useful for the employment and for the self employment also.

### Counselling Sessions

1. Majority of the candidates attended all of the counselling sessions at the study centre. This shows that the student respondents are interested in learning of the DEDAM programme. This represents that the study centre also organized the counselling sessions properly involving the good teachers.
2. The researcher attempted to get the feedback about the various students motivations for the learning of DEDAM programme. It is found that 100% of the students respondents are motivated to learn DEDAM through the counselling sessions because the topics which are not understandable by self study are explained by the counsellors and they also explain other topics in the relevant field. This information kept the student updated with the information related to DEDAM programme. 96% respondents found that they received new information through the discussions at the study centre in the counselling sessions.
3. The study centres usually plan the practical activities in the small groups for the better understanding of the concepts. The regular time table is followed in the small groups but if some of the students miss the practicals sessions because of their own reasons then the study centre might be showing the practical activity performance by the teachers. So that though some of the students cannot attend the practicals still there will not be any academic loss of them.
4. The respondents are from the single study centre hence the schedule was uniform to all students.
5. The students of the DEDAM programme are young students usually who join the programme after the completion of SSC or doing preparatory programme. They are less aware about the different procedures and processes of the programme. Hence the study centre takes care that each and every student must be informed. The study centre calls all students together after the admission process completion that is first counselling session. That time the study centre provides various instructions and the time table of the counselling sessions to all students in person. All of the respondent students have reported the same.
6. All respondents confirmed that the conduct the counselling sessions followed as per the time-table strictly.
7. 96% of the respondents found that the sufficient counselling sessions are organized as per the requirement of the courses, at their study centre.



8. The study centre has the practice to conduct appropriate counselling sessions for theory and practical courses and hence no student has given separate requirement of the counselling sessions at the study centre.
9. Majority of the respondents that is 94% found the quality of counselling sessions as very good.
10. 88% of the respondents follow the practice of reading the books prior attending the counselling sessions at the study centre.
11. All students reported that various ways like discussion, question answer sessions, personal guidance wherever and whenever required and sometimes seating in a small group the teaching learning process is completed.
12. 94% of the respondents are completely satisfied with the counselling sessions and their academic expectations are fulfilled.
14. All of the student could get the satisfactory information regarding the DEDAM programme at the study centre.
15. All of the student respondents found the other services at the study centre as satisfactory. The non teaching staff cooperates the students.

### Important conclusions

16. The study proved that the employability of the students while learning and after learning of DEDAM programme is very good.
17. The pedagogy used in the academic delivery of the programme is appropriate.

### References

Aslam, M. (2006). Application of ODL Methodologies in Non-formal Settings and Quality Assurance: A Case Study from the Indira Gandhi National Open University, New Delhi, India. In Badri N. Koul and Asha Kanwar et al (Eds), Perspectives on Distance education :Towards a Culture of Quality Published by Commonwealth of Learning, Vancouver, 2006 pp 47-48

Ameeta, P.& Ramani, A. V. (2005). A General Study on Maintenance of Quality in Distance Education, ICFAI College of Education, Hyderabad, India, ICDE 2005 19-23 Nov at Delhi

Calder, J.& Patel, I. (2002). Monitoring and evaluation framewok for technology-based community learning centers in India Access & Equity: Challenges for open and Distance Learning

by H. P. Dikshit Kogan Page Chapter 19 page 223

Deshmukh, A. (2006). Quality assurance and Best Practices at Yashwantrao Chavan Maharashtra Open University (YCMOU)

Datta, R. (1990). “Distance education policies and strategies: A case study of India” *Distance education development and access edited by Ian Mugridge, Marian Croft and Others* Universidad Nacional Abierta, Caracas, pp 67-69

Chauhan, P. (2001). Towards Improved Student Support Services in Open Learning university News Vol 39 No 2 ISSN-0566-2257 January 2001.

Kntayya, M., Othman, H., Mohamad, A. & Idrus, M. (2003). Evaluation of Course Delivery and Learning Supplement of the Distance Education Academic Programme of the Universiti Sains Malaysia. *Malaysian Journal of Distance Education* 5(2), 77-88

Kumar, N. (2007). Decisive Evaluation in Distance Education: A Case Study of The Certificate in Computing at IGNOU, India. *Malaysian Journal of Distance Education* 9(2), 43-63

Mishra, A. K. (1993). “Technical/ Vocational Education in India” *Technical and Vocational programmes through distance education edited by R V R Chandrashekharrao* Dr B R Ambedkar Open University, Hyderabad, pp 58

Prasad, V.S. (2004). Best Practices in Higher Education for Quality Management Lecture of the Director National Assessment and Accreditation Council, Bangalore at the Benjamin Bailey Memorial, CMS College, Kottayam, Kerala published in University News Vol 43 No 04 ISSN-0566-2257

Quimb, M. T. (1998). A Model for evaluating distance education programmes Access & Equity: Challenges for open and Distance Learning by H. P. Dikshit Kogan Page Chapter 18 page 198

Raghunath, K. (1993). “A case for Technical and Vocational Education Through Distance Mode” *Technical and Vocational programmes through distance education edited by R V R Chandrashekharrao* Dr B R Ambedkar Open University, Hyderabad pp 200-201

Satyanarayana, P. (1993). “Vocational Education at a Distance: An Emerging Scenario” *Technical and Vocational programmes through distance education edited by R V R Chandrashekharrao* Dr B R Ambedkar Open University, Hyderabad pp 148

Dr Rucha R. Gujar, Email: [gujar.rr@ycmou.ac.in](mailto:gujar.rr@ycmou.ac.in) , [gujar\\_rr@ycmou.digitaluniversity.ac](mailto:gujar_rr@ycmou.digitaluniversity.ac)