



wojde.org

International Women Online Journal of Distance Education

ISSN: 2147-0367



July 2013

Volume 2
Number 3

<http://www.wojde.org>

Honoured Editorial Board of the int.WOJDE (Ordered in Last Name Based)

Prof. Dr. Cevat Alkan, The pioneer of educational technology in DE in Turkey (Turkey)
Prof. Dr. John Bååth, The well-known Swedish distance educator (Sweden)
Prof. Dr. Tony Bates, Father of distance education in Canada (Canada)
Prof. Dr. Yilmaz Buyukersen, The founder of distance education in Turkey (Turkey)
Prof. Dr. Chris Curran, The founder director of National DE Centre in Ireland (Ireland)
Prof. Dr. Chere Campbell Gibson, She studied for DE all her life, Emerita Professor (USA)
Prof. Dr. Börje Holmberg, Studied for Distance Education, Emeritus Professor (Sweden)
Prof. Dr. Marina Mc Isaac, She studied for DE all her life, Emerita Professor (USA)
Prof. Dr. James Maraj The pioneer of the open university movement (Australia)
Prof. Dr. Christine von PRUMMER Emerita Professor (Germany)
Prof. Dr. Charles Wedmeyer, The pioneer of distance education in World (USA)

Editor-in-Chief of int.WOJDE (Turkey)

Prof. Dr. Emine Demiray, Anadolu University, Turkey
Postal address: Anadolu University, Open Education Faculty
Yunusemre Campus 26470 Eskisehir-TURKEY
Tel: +90 (222) 335 05 80 ext.2336
Fax: +90 (222) 320 45 20
E-mails: intwojde@gmail.com or edemiray@anadolu.edu.tr

Executive in Chief Editor

Prof. Dr. Zeki KAYA, Gazi University, Turkey
e-mail: zkaya@gazi.edu.tr

International Affairs

Prof. Dr. Ugur Demiray, Anadolu University, Turkey
e-mail: udemiray@anadolu.edu.tr

Assitant Editor & Webmaster

Ufuk Tanyeri, Gazi University, Turkey
Email: utanyeri@gazi.edu.tr

Editorial Board (ordered last name alphabetically)

Dr. Carmencita L. CASTOLO, Polytechnic University, PHILIPPINES
Assis. Prof. Dr. Shivakumar DEENE, Central University of Karnataka, INDIA
Prof. Dr. Emine DEMIRAY, Anadolu University, TURKEY
Prof. Dr. Ugur DEMIRAY, Anadolu University, TURKEY
Sangeeta N DHAMDHERE, Modern College of Arts, Science and Commerce, INDIA
Dr. Hisham DZAKIRIA, Universiti Utara Malaysia, MALAYSIA
Prof. Dr. Francis GLASGOW, Institute of Distance and Continuing Education, GUYANA
Assoc. Prof. Dr. Rüchan GOKDAG, Anadolu University, TURKEY
Prof. Dr. Sevinc GULSECEN, Istanbul University, TURKEY
Assoc. Prof. R. E. (Bobby) HARREVELD, CQUniversity, AUSTRALIA
Prof. Dr. Rozhan M. IDRUS, Universiti Sains Malaysia, MALAYSIA
Prof. Dr. Asha KANWAR, Commonwealth of Learning, CANADA
Prof. Dr. Paul KAWACHI, Open University of China, CHINA
Prof. Dr. Zeki KAYA, Gazi University, TURKEY
Dr. KINSHUK, Athabasca University, CANADA



Senior Lect. Gill KIRKUP, Institute of Educational Technology, UNITED KINGDOM
Assoc. Prof. Dr. Piet KOMMERS, University of Twente, NETHERLANDS
Assoc. Prof. Dr. Natalija LEPKOVA, Vilnius Gediminas Technical University, LITHUANIA
Prof. Dr. Tamar LOMINADZE, Georgian Technical University, GEORGIA
Assoc. Prof. Dr. Ismail Hakkı MIRICI, Gazi University, TURKEY
Dr. Sanjaya MISHRA, Indira Gandhi National Open University, INDIA
Prof. Dr. Boriss MISNEVS, Transport and Telecommunication Institute, LATVIA
Prof. Dr. H. Ferhan ODABAŞI, Anadolu University, TURKEY
Prof. Dr. Santosh PANDA, Indira Gandhi National Open University, INDIA
Prof. Dr. Mirjana RADOVIC-MARKOVIC, Institute of Economic Sciences, SERBIA
Dr. Simon STOBART, Teesside University, UK
Prof. Dr. Gonca TELLİ YAMAMOTO, Okan University, TURKEY
Prof. Dr. H. Güçlü YAVUZCAN, Gazi University, TURKEY

Contact Addresses of the int.WOJDE

Owner of the int.WOJDE
Prof. Dr. Emine DEMIRAY

Postal Address:
Anadolu University,
Open Education Faculty
Yunusemre Campus 26470 Eskisehir-TURKEY
Phone: +90 222 335 0581 ext. 2336,
Fax: +90 (222) 320 45 20
E-mails: intwojde@gmail.com or edemiray@anadolu.edu.tr

Webmaster
Research Assistant Ufuk Tanyeri

Postal Address:
Gazi University,
06830 Golbasi, Ankara TURKEY
Email: utanyeri@gazi.edu.tr

Copyright © int.WOJDE 2012



CONTENTS

From the Editor-in-Chief

Prof. Dr. Emine DEMIRAY iv

ARTICLES

EMPOWERING WOMEN THROUGH DISTANCE LEARNING IN INDIA

D. JANAKI

Vice Challenger of Mother Teresa Women's University

Mother Teresa Women's University, INDIA 1

ROLE OF INTERACTIVE MULTIMEDIA

FOR ENHANCING STUDENTS' ACHIEVEMENT AND RETENTION

Pratibha SHARMA

Head Teacher Department of Basic Education,

Bareilly, Uttar Pradesh, INDIA 12

HOW FEMALE STUDENTS COPE

WITH STUDIES IN OUHK

Emily POON WAI-YEE

The Open University of Hong Kong

Hong Kong, SAR, CHINA 23

Distance Education

Access/Success For Women in Developing Countries

Group #2 MDDE651 32

From the Editor

Dear readers of int.WOJDE

Welcome to the sixth issue of the Women Online Journal of Distance Education, intWOJDE as being Volume: 2 Number: 3, for the year of 2013. During in this period we received many positive feedback for publishing int.WOJDE from around the world and especially from distance education environment. We thank here to all sender and the readers of int.WOJDE for their supports. Again we updated our editorial board of intWOJDE by adding a new editors around the world literature. So tahat we belive that intWOJDE is more reliable now.

In int.WOJDE, more than 50 authors who are 19 different countries published their studies within 31 articles, 3 success stories and 1 book review from the beginning upto now.

In this issue 4 articles, by 3 authors from 2 different countries (China and India) are published. In addition, in this issue we could not publish an interview or success stories section for some reasons. So that we apologise from you. But this sections are will continue in due course.

Our first article, entitled as "Empowering Women Through Distance Learning In India" and written by Dr. D. JANAKI who is Vice Challenger of Mother Teresa Women's University, Mother Teresa Women's University, INDIA.

Article mentioned in his paper that development is a process of structural change in the economic, political, social and cultural domains. It starts with people as they are the primary and ultimate focus of all development. It empowers women through Distance Learning in India, historically explores the causes and reasons for long denial of formal education to women. In recent times, Distance Education has emerged as a boon to women of all ages to equip themselves intellectually through acquisition of knowledge, leading them to new radical methods of thinking, and alternative, lateral perspectives on existing information thus rendering them more autonomous and liberated.

Article reviews aspects of Gender and distance learning, participatory trends of women in distance learning in India, barriers affecting womens advancement in academia, impact of distance learning on women learners, gender technology and distance learning, technologies for improving distance learning, limitations of distance education technologies, the Indian experience of distance learning. It also relates the success story of distance learning programmes for women run by the School of Distance Education of Mother Teresa Womens University Kodaikanal South India.

It also outlines a few important issues for policy action to increase the participation of women in distance learning for their empowerment.

The second article is again from India, on "Role of Interactive Multimedia For Enhancing Students' Achievement And Retention" written by Dr. Pratibha SHARMA, Head Teacher Department of Basic Education, Bareilly, Uttar Predesh, INDIA.

Her paper argues about the role of interactive multimedia and conventional direct method of teaching English in relation to student's achievement and retention. The interactive interface with the student is possible through computer, laptop and palmtop then any other media. The present experimental study compared the effectiveness of interactive

multimedia and conventional direct method of teaching English in relation to students' achievement and retention. Initially 154 students of class VII of aged 12-14 years was selected for the study and two groups were formed of 50 students each in controlled group and experimental group. Experimental group was taught through the interactive multimedia and control group was through the conventional direct method for teaching English.

It is concluded that both the methods taken for study are quite effective for teaching the English language to class VII students but however, out of these two methods, interactive multimedia method was found more suitable with respect to the marks achieved by them in English. When students were taught through both direct conventional method & interactive multimedia method then it was found that the acquired retention was better in case of interactive multimedia method.

The third article is written and published 10 years ago in TOJDE (Turkish Online Journal of Distance Education) which is Anadolu's 14 years electronic journal. It is written by Emily POON WAI-YEE, The Open University of Hong Kong, Hong Kong, SAR, CHINA. Article was mentioning vital importance of women education in traditional Chinese society, women's subordination is mainly due to their confinement to the home and dependence on the males as the sole breadwinner.

Nowadays in Hong Kong, many people think that the inequality gap between men and women, a remnant from this patriarchal tradition, still exists. This paper will investigate what obstacles a female student will have when studying in OUHK, how she is able to overcome all the difficulties and, based on the experiences of students in one course investigate strategies used by successful female students and what student supports can be further provided to facilitate a woman student to complete the course.

The 34 female high achievers were asked to participate in this study and 32 of them responded.

In this issue, we are publishing a very good and useful research report for you which is conducted anonymously by Group#2 MDDE 651. Thanks to report team for the reason I could not reach the Publisher/s for to receive their official permission. But I believe we are not commercial Publisher. Our aim is to deliver this report to the more readers in distance field readers and researchers. When we arrive them of course we will update ethically our journal in due course. This presentation examines distance education in the context of women in developing countries, with a focus on selected countries from South and Southeast Asia and Sub-Saharan Africa. The presentation includes:

- Overview of the readings about distance education for women in developing countries.
- Examination of the barriers/issues of access women face in education.
- Recommendations and strategies for the design and delivery of distance education to women in developing countries.
- Personal experiences of the team members relating to education and women in developing countries.

Dear intWOJDE readers to receive further information and to send your recommendations and remarks, or to submit articles for consideration, please contact int.WOJDE Secretariat at the below address or e-mail us at intwojde@gmail.com

Hope to stay in touch and wishing to meet in our next Issue on 1st of October 2013



Cordially,

Prof. Dr. Emine Demiray
Editor in Chief of int.WOJDE

Contact addresses:

Prof. Dr. Emine DEMİRAY
Editor-in-Chief of
International Women Online Journal of Distance Education int.WOJDE

Anadolu University, Yunusemre Campus
Open Education Faculty, TVProduction Center
26470, Eskisehir, TURKEY.

Tel office: 0222 3350581 (10 lines) ext: 2336

GSM: 0532 650 3974

Fax: +90 222 249 0576

URL: <http://www.wojde.org>

E-Posta: intwojde@gmail.com or edemiray@anadolu.edu.tr

EMPOWERING WOMEN THROUGH DISTANCE LEARNING IN INDIA

Dr. D. JANAKI

**Vice Challenger of Mother Teresa Women's University
Mother Teresa Women's University, INDIA**

ABSTRACT

Development is a process of structural change in the economic, political, social and cultural domains. It starts with people as they are the primary and ultimate focus of all development. It empowers women through Distance Learning in India, historically explores the causes and reasons for long denial of formal education to women. In recent times, Distance Education has emerged as a boon to women of all ages to equip themselves intellectually through acquisition of knowledge, leading them to new radical methods of thinking, and alternative, lateral perspectives on existing information thus rendering them more autonomous and liberated.

It reviews aspects of Gender and distance learning, participatory trends of women in distance learning in India, barriers affecting women's advancement in academia, impact of distance learning on women learners, gender technology and distance learning, technologies for improving distance learning, limitations of distance education technologies, the Indian experience of distance learning. It also relates the success story of distance learning programmes for women run by the School of Distance Education of Mother Teresa Women's University Kodaikanal South India. It also outlines a few important issues for policy action to increase the participation of women in distance learning for their empowerment.

Development is a process of structural change in the economic, political, social and cultural domains. It starts with people, their education and their capabilities because people are the primary and ultimate focus of all development. The broader goal of development is to bring the entire population into the mainstream of the national development process, both as contributors and beneficiaries. Development is the development of an individual, each according to his or her potential and in this sense education is a crucial aspect of development. The concept of development and the role of educational systems (both formal and non-formal) are determined by the socio-political economic feature and cultural patterns of each nation.

'Education is no longer limited to either schooling, college, or the production of entrepreneurs, capable of increasing the gross national products, but rather aims at the development of human resources for a wide range of purposes' (Motilal Sharma).

Large increase in population coupled with a growing awareness of the benefits of education are leading governments to explore the possibility of using alternative means to provide education on a large scale, particularly as conventional educational methods are becoming increasingly expensive. One such alternative that countries in the region are considering is Distance Education.

Distance Education is a global and rapidly growing phenomenon which offers formal learning opportunities to people who would not otherwise have access to schooling or college education. Teachers and students are separated by physical distance and the

means by which they communicate range from basic print material and the use of postal services to highly sophisticated communication technologies.

The special characteristic of distance education is that it is endowed with high flexibility and can meet the demands of education for all and 'continuing education' which the conventional education system is unable to meet. Further, distance education takes education to places and people hitherto unreached, transcending social, economic and geographical equality and thereby opens a new vista in our striving towards breaking the barriers of 'opportunity and equity'. Through distance education it is easier to transport knowledge to people than transport people to the people of knowledge. Because of these special features of distance education, it benefits certain categories of people who for various reasons are unable to avail of the formal education system. These include persons without formal qualifications, persons belonging to different age groups, disadvantages groups, and employed persons. There are large percentages of women in all the above categories. Thus women as a category could really take advantage of the provision of distance education in a large measure. (Jaya Indiresan).

GENDER AND DISTANCE EDUCATION

Women constitute about fifty percent of the total population, but they form only nine percent of the total productive work force. The main reason for this poor share is low literacy level among women. When this major chunk is educated, no doubt, they can contribute significantly for the development of the country and can there by empower themselves.

Women empowerment is a global issue. Empowerment is an active multi-dimensional process which enables women to realize their full identity and powers in all spheres of life.

Women form the pivotal point around whom family life and living revolves. When economic level of a family goes down, women are the worst sufferers. The poorer the family the greater is its dependence on women's economic productivity. Also illiteracy among women often leads to a poor self-image, lack of knowledge and self-worth, making them susceptible to being deprived of their rights and playing an active role in the society and restricts their economic productivity. Literacy among women opens the possibility of unlimited exposure to new information and more importantly to new ways of thinking and new perspectives on existing information. Also literate women are able to constructively express their talents and give direction to their aptitude. This enables them to lead a life which is fulfilling and satisfying.

Women's Development since 1901 shows the slow growth of female literacy. It was 0.60%, in 1901 and grew slowly to 1.05 in 1911, to 1.81 in 1921, 2.93 in 1931, 7.30 in 1941, 7.93 in 1951, to 12.95 in 1961, 18.69 in 1971, to 24.82 in 1981 39.29 in 1991 and to 53.67 in 2001.

While the Indian data is so dismal, the scene in Tamil Nadu where the university is located is slightly better, the female literacy rate was 21.06 in 1961 and it increased to 30.92 in 1971, 40.43 in 1981, to 51.33 in 1991 and 64.55 in 2001 while the literacy rate of males in Tamil Nadu was 82.33 in 2001.

These data clearly shows that there is a gendered imbalance in the acquisition of education.

DISTANCE EDUCATION LEARNERS

State-wise enrollment and Teacher in correspondence courses Institutions in India (2001-2002) reveal that for India as a whole, about 11,23,344 have been enrolled of which 4,04,105 are women. Further 1,120 male teachers were involved in Distance Education teaching while female teachers constituted only 241 for the years 2001-2002. Barriers affecting women's advancement in Academia.

Conventionally, the historical exclusion of women from the respected ranks of the academy is blamed on women. Women are deficient in natural intellectual ability, women are temperamentally unstable, they lack motivation and women's domestic preoccupations preclude public life and so on.

Throughout history, women have vigorously challenged the concept of preordained female subservience. Not until the twentieth century, however, have women been able to organize world-wide initiatives toward rectifying the imbalances. The issue of women's lack of self-confidence and low self-esteem is well known through various research studies. The lack of self confidence however is endemic to women and cuts across class, caste and even national boundaries. Coupled with the confidence issue is 'finding their voices'. This is a positive reinforcement and an assurance that women are intelligent and that they are capable of learning. According to a few research studies, it was found that to their low self esteem, some women stopped attending study centres because they were intimidated by their male colleagues or by the tutor. Most women think within the parameters of their traditional social conditioning and this is reflected in their choice of courses of study.

To sum up the barriers for the low percentage of enrollment of women in higher education, there are two distinct aspects to women's participation in higher education. One is access and the other is continuation.

There are several socio-economic-cultural factors which hinder women's enrollment in higher education. The attitude of parents, especially the uneducated and very conservative parents is such that they do not see any value or necessity for educating girls. In fact, there is resistance and hesitation for investment in girls' education as the parents do not expect to get returns from this. Parents also hesitate to send girls to colleges, if no exclusive women's college is available in their vicinity. If the girls have to be sent out, availability of hostel accommodation in a women's college is an important consideration.

However, it is interesting to note that more and more women are not satisfied with their current levels of educational attainment and have aspirations to further their qualifications. In many countries, a trend is being noticed of women returning to higher education to enhance their qualifications to be able to enter job market after they have 'completed' their 'reproductive role'. Economic necessity of having to supplement the family income is also becoming a reality.

In this context, distance education has an important role to play in providing opportunities for women to participate in higher education. (Jaya Indiresan). The other barriers can be listed as follows:

- Psychological barriers includes Limited career aspirations, Low self-esteem/under valuing of their skill, Feeling intimidated by male competitors.
- Institutional Barriers includes bias in recruitment and promotion, Limited opportunity for exercising leadership, Women exclusive criteria, Omission of

critical materials on and by women in class rooms, Lack of literate or leadership skills for women.

- **Situational Barriers** includes Process of Socialization (Patriarchy), Cultural barriers, Family responsibilities, Lack of support from the family, Not being taken seriously, Campus climate, Lack of network support for coping, Time conflicts, Lack of mobility.

Other barriers include includes curricula that do not fit to the needs of the job, unfriendly learning environment, Fear of sexual harassment, Inadequate gender awareness training for teachers, Discriminatory approach in education, Lack of Technical education and fear about technologies.

IMPACT OF DISTANCE EDUCATION ON WOMEN LEARNERS

In order to assess the impact of distance education on women, their motivation, persistence and success rate in distance education, a sample of 200 women were taken for study from Mother Teresa Women's University, School of Distance Education distributed mostly 70% among social science and 30% among science and computer sciences.

A Questionnaire containing various aspects of distance education was sent to this sample of 200 women distance education learners. The following are the impact of Distance Education on women learners drawn from responses of the sample.

- They gained confidence
- Improved their career opportunities
- Attained more degrees for satisfaction
- Updated their skills
- Second chance of learning for disadvantaged or compelled dropout
- Acquisition of knowledge
- Change in socialization pattern of children
- Better decision making capacity
- Respect in family and community
- More opportunities for networking and communicating
- Vision broadened
- Flexibility in time and space
- Gives more freedom to the learner and extends the campus into the people's home and work places.
- Assists in facing the challenges in life of women
- Increased the literacy rate of the country and State
- Leads to empowerment of women.

As women have gradually become empowered at the individual and collective levels through Distance Education, they have been able to address themselves to problems such as access to drinking water, payment of minimum wages, access to health services, ensuring functions of the village school, children's participation in education and have taken collective action against domestic and social violence.

Women world wide increasingly opt for distance education. The secondary source of data reveals that 40 to 50 percent of the students of the majority of the open and distance education institutions are women. In India, the percentage of women in distance education is 30 to 40%.

It was observed from the sample study that 70% of the women were highly motivated by self interest, friends, members of the family, the changing environment in the society,

media etc., and 30% of the respondents replied that their motivation level was low. The highly motivated group mostly belonged to urban and working sector, while the less motivated group belonged to rural areas and were less educated group with poor socio economic background.

Candidates with high motivation level had the persistence to continue and proved successful in their examinations while the persistence and success rate among the less motivated group was not appreciable.

GENDER TECHNOLOGY AND DISTANCE LEARNING

The concept of distance learning is continually evolving and expanding as new technologies are developed and integrated into the wide spectrum of existing ones.

It helps learners meet their educational needs by overcoming barriers of distance and time, by providing remote communities with instant access to resources, and by actively engaging learners in the learning process. For distance learning to be effective, the presenter must know the target audience and select an appropriate technology for the presentation.

Technologies for Distance Education

Changes in the types of technologies available for delivering distance education, including changes in the capabilities of networking technology and the rise of the Internet, have played a role in the adoption of distance education by post secondary institutions.

The following are the common technologies available for the instructional delivery of distance education courses.

- **Video technologies:** Two-way video with two-way audio (also referred to as two-way interactive video).
- **Audio technologies:** Two-way audio transmission
- **Internet-based technologies:** Internet courses using synchronous (i.e. simultaneous or 'real time') computer-based instruction (e.g. interactive computer conferencing or Interactive Relay Chat), and Internet course using asynchronous (i.e. not simultaneous) computer-based instruction (e.g. email, list-serves, and most World Wide Web-based courses).
- **Other technologies:** CD-ROM, mixed mode packages (i.e. a mix of technologies that cannot be assigned to a primary mode) and an open-ended 'other, specify' category.

Resource persons pointed out that more powerful satellite, improved designs, innovations and advancements in ground reception technology are likely to lead to a considerable reduction in the overall cost of satellite technology; it is simple to install direct reception community sets for the benefit of schools and colleges.

Technology has come to stay as the backbone of communication in distance teaching methodology. Communication technology has found a client in the distance education system.

That is, distance education represents the transformations of education from stage of craft to the stage of technology, thereby making room for increased productivity.

Limitations of Distance Education Technologies

- While there is a very wide range of media and interfaces available, their effectiveness in terms of educational communication, compatibility with the subject have to be considered.

- Good domestic facilities in terms of power supply, maintenance, availability of whichever medium is selected, software production and trained personnel are very important to the success of a distance education project.
- There are, in many minds, questions regarding the pedagogical implication of using distance methods which depend so greatly on the media. Passive learning is still something of a problem in Asia and may be reinforced by excessive dependence on the media.
- Many countries may need to opt for higher technology in communication out of sheer logistical and geographical problems. These technologies may include satellites and computers. Ways can be found in which they become cost-effective.
- It is important to familiarize Asian countries with the language of the new technology, and it is important not to be left behind in gaining access to the most advanced technology.

To sum up, lack of coordination, one-way lecture, changes in schedule, lack of preparation on the part of the resource persons, power failure, badly maintained equipment, lack of awareness, poor economic conditions, duplication of work, costly nature of technologies etc., are the limitations of distance education technologies.

Technology is a tool that enhances a person's capacity to act and achieve. It is making rapid progress and finding application in several domains. Distance education is an area which is getting revolutionized with the availability of emerging technologies. Distance education has also been perceived as a critical strategy that could enhance the participation of women in higher education.

There is a common feeling and a fear that as technology progresses it replaces women and pushes them out of many sectors which had been originally their domain.

In current Indian context, the distance education is still dependent largely on the print media. Radio and T.V are also in use of some extent. Techniques like tele conferencing, computers and interactive video for distance education are only being experimental in a limited way in Tamil Nadu. As long as distance education is confined to print media, women would face no problems Radio and T.V should also pose no problems. In fact a survey conducted shows that the 'class programme' broadcast by UGC is being watched by a larger section of housewives than students for whom it is meant.

DISTANCE EDUCATION: THE INDIAN EXPERIENCE

India is the seventh largest and the second most popular country in the world. About three-quarters of the population live in villages and their main occupation is agriculture. India achieved Independence in 1947 and has adopted a parliamentary form of government based on universal adult franchise and a mixed economy. India had made notable advances in various sectors, but still is a developing country. Distance Education in India has a history of nearly three decades. Persistent efforts have been made by both government and voluntary organizations to achieve universal literacy and expand opportunities for female education.

MOTHER TERESA WOMEN'S UNIVERSITY, SCHOOL OF DISTANCE EDUCATION PROGRAMMES FOR WOMEN

The need and demands of society coupled with the technological advancement created the necessary conditions for establishment of distance education in India. Mother Teresa Women's University is one which offers opportunities for empowerment of women through regular and distance education with a gender perspective.

PROFILE OF MOTHER TERESA WOMEN'S UNIVERSITY

Origin and Location

Mother Teresa Women's University in Kodaikanal - the Princess of Hills - was founded by a Special Act of Tamil Nadu in 1984, India with the noble vision of empowering women through the potent equalizer education. A unique feature of the University is that it caters exclusively to women in pursuit of higher learning with the major focus being Women's issues. It seeks to enable women to redress the gender imbalance that is prevalent in many dimensions in the world and to create an egalitarian society.

Name and Motto

The University is named after the renowned humanitarian and Nobel Laureate Mother Teresa. Like this true savant, who cut across all barriers of religion, race, region, and language, to serve suffering humanity, this University caters to women belonging to all sections and strata of life in their quest for knowledge, search for redressal, appeal for patronage and demand for equality.

The University's clarion call is an adaptation of the vision of the Tamil poet Bharathi's "rhpepfh; rkhzk;" - "Towards Equal Status". This message is etched in its monogram with a balance, a female and male on either side, and supported by a vertical beam of books, with a lamp on top, symbolic of the light of knowledge, dispelling the darkness of ignorance.

School of Distance Education

The School of Distance Education of Mother Teresa Women's University was started in 1988 at Kodaikanal. Its mission is to empower women through education, especially women who for some reason are deprived of studying through the regular mode. The School of Distance Education and the Open University Scheme seeks to break the boundaries which block women from pursuing higher education by taking education to the homes of women who cannot go to regular colleges. We aim to extend not only equal but equitable opportunities of education to women who desire the privilege of higher education, to be pursued at their own pace and time, simultaneously with the demand of a job or domestic commitments.

The School of Distance Education is a born;

- to career women who aspire to enhance their personal and professional competence
- to home bound women who wish to profitably use their time and resources to satisfy their deferred academic aspirations
- to the rural girls who have no access to the mainline educational system.

Further the Open University Scheme seeks to open the avenues of education to school dropouts, women entrepreneurs and artists, among others, who wish to enhance their natural expertise and aptitudes through formal learning.

The School of Distance Education now functions from Kodaikanal and has also many study centres in major cities and towns to reach out to more women and to offer more academic support to them.

Keeping in mind the changing needs of our society, the School of Distance Education offers courses to equip women to enter new arenas in the world of Management, Business Administration, Information Technology in addition to offering research programmes in

traditional disciplines. It has also extended its frontiers by offering Diploma and Certificate courses to those who work, among the women at the grass root level in NGO Management, Self Help Groups, Community Health Workers and Women Leaders in Political and Civic Administration.

Thus, the School of Distance Education is committed to provide access to affordable, supportive, flexible but quality education, to all women seekers of knowledge from all walks of life.

Course Structure

Mother Teresa Women's University, School of Distance Education helps in overcoming the rigidity generally encountered in the courses of study offered by conventional universities. The various courses offered are Ph. D. programme in all disciplines Arts and selected Science subjects with a gender perspective.

The M.Phil courses will include Computer Science, English, Economics, Education, Family Life Management with specialization, Guidance & Counselling, Music, Mass Communication, Psychology, Sociology, Tamil, Management Studies, Women's Studies. The PG Courses includes English, Tamil, Guidance & Counselling, MBA, Music, Women's Studies, M.Com, Master of Computer Applications. The undergraduate courses will lead to BBA, B.Com, BCA, B.A. English, Tamil, Music, Sociology, Psychology and History.

Apart from formal graduate and post graduate degrees, PG Diploma courses are introduced like PG DCA, PG Diploma in NGO Management, PG Diploma in Herbal Studies and 1 year Diploma Course in Self Help Groups, Food and Beverage Service, Food Production, House Keeping Management, NGO Management, Career and Educational Counselling and Certificate Courses includes Bridge Course in English for Rural Students, English for Official and Business Communication, Spoken English-Basic Course, Herbal Cosmetology, Music.

Off-Campus Courses

This is an interesting and more accessible method of reaching the learners through Distance Education. The study centres will be in selected areas of the State or country. The following courses are offered through Off-Campus programme. Humanities will include BBA (Hospital Administration), Applied Sciences includes B.Sc. Applied Biochemistry, Microbiology, Lab Technology), Diploma Courses includes Ophthalmic Techniques, Child Care Training, Nursing Assistance, Food Production, Food and Beverage Service, Front Office Management, House Keeping Management, PG Diploma courses includes Special Education for persons with Multiple Disabilities (neurological and physical), Costumes Design and Fashion Technology and Hotel and Catering Management.

Preparation of Course Materials

Once the identified programme for distance learners is approved in the academic council of the university, the course material is prepared with a help of selected resource person. Lesson writing for Distance Education training programmes are organized by the School of Distance Education to enhance the capability of the lesson writers to suit to the needs of the learners. The written lessons are examined by editors before being sent for printing. The printing work of the course material is done by external commercial printing presses.

Instructional Method

Different methods of instruction depending upon needs and requirement are used. School of Distance Education makes use of communication technology to impart quality education to its distance learners. Audio-visual media is used for distance learners. The

All India Radio is used to broadcast the details of the courses. The School of Distance Education is also planning for video cassette lessons on selected topics.

The School of Distance Education organizes contact programmes for all the courses once in a year at different centres with experts in each subject to benefit the distance learners. Telephonic and tele-text services are also planned.

Admission Policy

The admission policy of Mother Teresa Women's University, School of Distance Education is not similar to other universities. Admissions are opened only to women candidates. The admission policy prescribes no restrictions based on age, residential situation or any other that are obtained in formal universities.

The filled in application should be submitted on or before the last date specified, after the scrutiny of application, the eligible candidates will be permitted to attend the preparatory course. The students will have to undergo an entrance test after the completion of preparatory course. The entrance test will be of objective type and of two hours duration. Candidates have to secure a minimum of 35 percent in the entrance to become eligible for admission. The successful candidates of the preparatory course will be admitted on payment of the prescribed fees.

Staffing

Academic staffs for the teaching programmes and evaluation are drawn from the university resources and from other educational institutions.

The technical and non-academic staffs are recruited on regular and part time basis for lesson writing, coordinating counselling, editing, organizing contact seminars in the distance education unit.

Students Enrollment and Performance

The enrollment of students shows an upward trend. There is a gradual increase from 1988-89 onwards. The number of students from 1989 to 97 was below 100 in number while in 1997-98 it was 104, from 1988 to 2003 the strength of the students were below 300, from 2003 onwards the enrollment of students increased to more than 1,500. This indicates that the diversification in course offered by School of Distance Education is encouraging. There are about 166 Ph.D. scholars in Distance Education.

The performance of the students are also satisfying where nearly 50% of the students who appeared in Distance Education came out successfully. The other 50% either lacked motivation, or academic and financial support.

Evaluation System

The distance education learners are assessed at two levels. Assignments are carried out by the students in each paper and are evaluated by the concerned subject experts. This makes for continuous assessment to the students comprehension of the subject which is necessary in the case of an independent learner or distance learner. Further the scholars undertake a regular university examination in all the papers and are evaluated externally by examiners.

Finances of the University for Distance Education

The university receives an annual grant of Rs. 10 lakhs from IGNOU (Indira Gandhi National Open University). The other sources of funds are through students fees and from Off-Campus programmes.

SUGGESTIONS

Distance Education carry educational messages from the humanities to science courses, from elementary to higher education and training and from technical to health curricula. The following suggestions are made to increase the participation of women in distance education for their empowerment.

- Awareness programme regarding the distance education courses for women in urban, rural and tribal areas will provide opportunity for women to gain knowledge about existing educational facilities.
 - The courses for women in distance education should be application oriented so that it will help them in their economic and social empowerment.
 - The course materials should be simple, preferably in regional languages to make women more comfortable to use.
 - The gender component should be incorporated in the syllabus of all discipline.
 - The fee should be affordable to weaker sections of the society especially women.
 - Gender sensitization programmes should be organized to sensitize the teachers and learners.
 - Confidence building and personally building programmes are essential to help women to overcome resistance in distance learning.
 - Women should be motivated and trained to use technology for faster and easier learning.
 - A separate channel for local T.V. and radio must be introduced to promote distance education for women.
-
- Study centres with a library should be opened in each village to facilitate women.
 - A good response is required from the distance education providers for the enquiries of the learner from various places.
 - A recognition is also required for distance education degrees among the educational institutions, employers and in the society.
 - The quality of the study materials should be enhanced and availability should be made in time for the learners.
 - The contact programmes in Distance Education should be flexible to suit to the timing of working women in urban and rural areas.

CONCLUSION

Distance Education is an important milestone in the development of higher education and has great potential to equalize opportunities and take higher education to the door steps of women. It is expected that this school of distance education will lead to empowerment of women especially among rural and tribal women.

The presence of women in distance education is significant not only in the success of women as functionaries in the field but also in the recognition of women's experience as the basis for an adequate theory of distance education. Theories of distance education generated by men cannot speak for the experience of women. Women are necessarily central figures in developing appropriate theory and practice for a growing female learner population.

CONTACT ADDRESSES of the AUTHOR

Dr. D. JANAKI
Vice Challenger of Mother Teresa Women's University
Mother Teresa Women's University, INDIA
Email: atwunivc@yahoo.co.in

REFERENCES

- Holmberg, B. (1989). *Theory and Practice of Distance Education*. Routledge, London.
- Indiresan, J. (1996). *Emerging Technologies in Open and Distance Education, Implications for Women in Women and Emerging Technologies*. editors Regina Papa and Yasodha Shanmuga Sundaram, British Council Division. Emerald Publishers, Chennai.
- Karlene, F. (1988). *Towards New Horizons for Women in Distance Education International Perspective*. Routledge London.
- Keegan, D. (1994). *Foundations of Distance Education*. Routledge, London and New York.
- Nihal Singh, S. (2001). *Prospectus for Women Empowerment: Dynamics for Enablement*, Commonwealth Publishers.
- Pandit, P. V. (1996). *Technological Empowerment of Women through Distance Education in Women and Emerging Technologies*. Ed Rejina Papa and Yashoda Shanmugasundaram, Emerald Publishers, Chennai.
- Pillai, K. J. (1995). *Women and Empowerment*. Gyan Publishing House, New Delhi.
- Reddy, R. (1988). *Open Universities-The Ivory Towers thrown Open*. Sterling Publishers, Bangalore.
- Rengaramanujam, R. (1995). *Reflections on Distance Education for India*. Manak Publications Pvt., Ltd., New Delhi, 1995.
- Shahay, S. (1998). *Women and Empowerment-Approaches and Strategies*. Discovery Publishing House, New Delhi.
- Sharma, M. (n.d). *Issues in Distance Education, in Distance Education, Volume I*, Asian Development Bank.
- Siddique, H. M. (2004). *Distance Learning Technologies in Education*. APH Publishing Corporation, New Delhi.
- Tapan, N. (2000). *Need for Women Empowerment*. Rawat Publications, New Delhi.
- Valentine, M. M. (1990). *Wider Research for Action, Gender Development and Policy: Towards Equity and Empowerment*. World Institute for Development Research of the United Nations University.

ROLE OF INTERACTIVE MULTIMEDIA FOR ENHANCING STUDENTS' ACHIEVEMENT AND RETENTION

Dr. Pratibha SHARMA
Head Teacher Department of Basic Education,
Bareilly, Uttar Pradesh, INDIA

ABSTRACT

This paper argues about the role of interactive multimedia and conventional direct method of teaching English in relation to student's achievement and retention. The interactive interface with the student is possible through computer, laptop and palmtop then any other media. The present experimental study compared the effectiveness of interactive multimedia and conventional direct method of teaching English in relation to students' achievement and retention. Initially 154 students of class VII of aged 12-14 years was selected for the study and two groups were formed of 50 students each in controlled group and experimental group. Experimental group was taught through the interactive multimedia and control group was through the conventional direct method for teaching English.

It is concluded that both the methods taken for study are quite effective for teaching the English language to class VII students but however, out of these two methods, interactive multimedia method was found more suitable with respect to the marks achieved by them in English. When students were taught through both direct conventional method & interactive multimedia method then it was found that the acquired retention was better in case of interactive multimedia method.

Keywords: Interactive multimedia, Conventional direct method, Student's achievement, Retention

INTRODUCTION

Education is mainly concerned with the ways and means of teaching and learning. Even of these two, the latter appears to be more vital as it is not only concerned with what the teacher does but also with what knowledge he transmits to the students and what the student does to assimilate the knowledge. For a very long time, it was understood that more information transfer was teaching. Traditional education was operated on the assumption that the time consuming steps of learning could be bypassed; that the final knowledge could be transmitted to the learner through a sort of intellectual feeling process. Thus, schools were considered knowledge shops and the process of education was only unidirectional. Subjects were taught according to the will of teacher and little attention was paid to the eagerness, curiosity and capability of the pupils.

The Goal of our government to provide equal opportunity and will remain as day dream unless problems associated with regular classroom are not overcome. It is a very difficult task for teacher to take care of each and every student in a heterogeneous classroom comprised of many individual differences among the students. It is impossible for teacher to teach every individual according to their pace of learning and level of understanding in a limited time period. In a traditional classroom it is not possible for a teacher –

- to provide teaching material according to the need of each student
- to teach every student according to his/her own pace of learning.
- to provide teaching material for as much time as the student reviews.
- to access the learning of all individuals and keep records of them.

- to guide the students keeping in view their individual differences

The greatest contribution of Information technology is the development of computer and its use in all sectors of life. They have become more powerful (i.e., able to process and store much more data), faster, cheaper, portable, easy to use and more convenient. Personal computers (PCs) and laptop are now within the reach of even ordinary people. In recent years, accessories such as- hard disk, CD- ROMs, flash drive, printers used with computers had also developed rapidly. Using these, a computer program can handle sound, picture and video along with text. "Multimedia" is a buzzword today in the field of computer. Multimedia involves combining text, sounds, still pictures and video etc.

This means that the world of computers is getting easier to the world of human beings. As the hardware develops, computer displays become more realistic and cheaper. The computer with its virtually instantaneous response to the student input, its extensive capacity to store and manipulate information its unmatched ability to serve many individual students simultaneously is widely used in instruction. The computer has the ability to control and manage a wide variety of media and learning material – films, filmstrips, videos, slides, audiotapes and printed information.

Now days in teaching learning process are used various of media like Computer, Multimedia, Radio, TV etc. Among all of them computer plays tremendous role in teaching – learning process. It provides a dynamic interaction between computer and students. Computer used as a delivery tools present information, receive the response, analyze the response and give immediate feedback to the students. The process is known as Computer assisted instruction (CAI).

At the Government level, computerization in India was promoted through its National policy on Education, 1986.;" The policy laid emphasis on the role of computers in enhancing the efficiency of the learning process in making children more creative and in providing them with an individualized learning environment.

At the academic level, CLASS project was initially introduced as a pilot project during the year 1984-1985 by the NCERT in the wake of the British aid of BBC microcomputers was the first step in promoting the use of microcomputers in Indian secondary schools. The objectives of project were to create the awareness among the school students about the computer and its use in teaching learning process. So that students make full benefit of information and communication technology in their daily life and in education at every level.

The follow-up programme of MHRD, CLASS 2000, has three components, viz computer literacy in 10,000 schools, computer aided learning in 1000 schools and computer based learning in 100 smart schools (Mallik, 2001) and CLASS 2002 the project has intended to accelerate the pace of introduction of IT in schools and create models of school computer education - so as to achieve the goals of universalisation of computer literacy among school passed outs within next five years. By 1990, the NCERT hopes to have spread its CLASS programme, to nearly 14,000 higher secondary schools in the country.

In the present age of science and technology computers and computer – based technology are being used in every walk of life and even in classroom teaching. In classroom teaching, the instructions are imparted through computers. But even today the educationist, teachers and researchers are not sure whether computer based teaching approach is more effective than the traditional classroom teaching or the traditional classroom teaching methods are more effective than computer based teaching approaches.

Before starting the research work, researcher goes through the researches already done in this area and presenting you few researches which is related to the compression of Multimedia and traditional methods of teaching. In this regard, Yune-Kuang Cliff Liao (2007) investigated a meta analysis to synthesize research comparing the effects of CAI and traditional instruction on students' achievement in Taiwan and suggested that CAI is more effective than traditional instruction in Taiwan and had positive effects on achievements. Positive outcomes were found for students with CAI were reported by Blok et. al.(2002), soe et. al.(2000). chiu (2002), and Ho (2000).

Edwards, et.al (1975) reviewed some researches on the effects of CAI on achievement, retention and learning rate and its effects on students of different ability levels and revolved that CAI as supplement to traditional teaching in terms of achievement and learning rate. Hasselbring (1984) summarize results of research studies and meta analysis on the effects of computer based instruction on student achievement and attitudes and result favored the use of CAI over the traditional instruction. Wu (2002a), Wu (2002b) were reported similar findings. Dacany & Cohen (1992), Roblyer et.al. (1992) were found the similar finding in their researches and supports the computer based individualized instruction. Lie (1998), Li (1994), Huang (2003) shyu (1996), Zhau (1986) all reported significant gain for CAI over traditional instruction. But on other side Hsiao (2002), Hus (2000), Huang (2003), Lai (2002), Liu (2001) and Yu (2002) have found no significant difference between CAI and traditional instruction.

Bhatt (2002) investigated the effectiveness of multimedia package on atomic structure and chemical bonding and reported that both method CAI and traditional was equally effective. Naevdal (2007) investigated the relationship between home computer use and performance in English at school. The sample consists a 656 10th class students of age grouped 10 to 16 years in upper secondary schools in Bregen, Norway. Researcher reported that both boys and girls who seldom used home computers achieved low scores in English. However those students who spent two or more hours per day on computer, girls performed very well in English while boys failed.

Zigic et. al. (2007) developed an interactive computer based learning strategy to assist in teaching water quality modeling to out Computer Based Instruction (CBI) effects. In the study CBI aid comprised a hyper text markup language (HTML) module and concluded that all the students found CBI aid helpful and easy to follow also felt they were able to complete their project with minimum supervision.

Singh, Y.P. (2007) conducted a comparative study of learning English spelling through computer and traditional method and revolved that CAI method was found superior than traditional method to teach English. Similar findings was reported by Singh, Y.V. (2007) when investigated the effectiveness of computer assisted instruction Vs traditional method in teaching science at upper primary level. In another study, Rani (2007) investigated the effects of CAI on language achievement of children with learning disability and reported that CAI method was found highly superior than traditional method for disabled students and also reported that no gender difference was found.

Nematullah et. Al.(2008) investigated the classroom interaction with reference to gender and technology. The study data were gathered through partial ethnography by a non-participant observer; two sessions of the course language laboratory that were carefully observed and notes were taken a focus on the nature of interactions. Results of the study show that the interaction patterns are gender –related only to some extent. Also, the interaction pattern in the laboratory classes is similar to, but not the same as, the whole-class discussion patterns proposed in earlier literature. Khoo(2008) investigated that the primary objective of teaching activities is the flow of information between teacher and students. Direct and indirect methods of instruction are two main categories that many

educators find useful for classifying teaching methods. No single method of instruction is ideal for a given topic of discussion. Traditional methods have the advantages of delivering very specific learning targets, where students are explained the importance of a subject with examples, logical reasons can be stressed upon to provide experiences that can inspire learning processes. However traditional teaching is highly developed on knowledge base and skill of the teacher. Communication is mostly one way and often requires some level of imaginative perception from the students.

Nwaocha (2010) carried out a study in Nigeria to Enhance students interest in mathematics via multimedia presentation and reported multimedia presentations can improve students' understanding, enthusiasm, class attendance and satisfaction. Kumar and Tiwari (2011) has done a study to the effectiveness of computer assisted instruction program and traditional method of teaching English in standard –9th. In the study effect of gender, and methods on teaching English in class 9th evaluated. Investigator perform this study on 90 students on the basis of the results investigator not found any significant difference between gender and methods. Vivien et. al. (2011) invested a meta analysis on "Are Multimedia resources effective in Life science Education?" and concluded that multimedia learning was more effective than many traditional educational methods.

Sharma (2012) investigated a comparative study of the effectiveness of Language lab and conventional method of teaching English in developing oral communication skills among secondary school students and concluded that Language methods is more suitable for secondary level students as far as teaching English in developing Oral communication skills is concerned. Therefore it is very essential for teachers to change their traditional view about Computers & adopt language lab method of classroom teaching. Chen (2012) carried out a research on the learning effects of multimedia assisted instruction using information technology model. And in the study researcher favored multimedia assisted instruction to improve the information literacy. Yet the findings of these researchers are not consistent and definite. Therefore, there was an emergent need to conduct more researches in this direction. In the present investigation the relative effectiveness of computer- based interactive multimedia method and conventional direct method of teaching is compared.

Furthermore, in the teaching-learning process, the pace of learning, achievement and retention of the student depends on factors like method of teaching, instructional materials, facilities available both at school and college level, characteristics of the learners etc. Looking to the importance of learner's characteristics in the teaching – learning process, in the present study, the relative effectiveness of interactive multimedia programme and conventional direct method is studied in relation to student's academic achievement and retention power.

OBJECTIVE OF THE STUDY

The major objective of this research paper is to find out the effectiveness of interactive multimedia Programme and conventional direct method of teaching English at secondary level, in relation to student's achievements and retention of acquired knowledge.

METHODOLOGY

The present study is a quantitative research where an analytical comparison of two methods of teaching by using data. Where we will compare the effectiveness of "Interactive Multimedia programme to conventional direct method of Teaching", in understanding of English language. The nature of this study is experimental, therefore experimental method with pre-test, post-test, randomized group design has been used.

Initially, 154 students of class VII of aged 12-14 years was selected as the sample of the study who were able to read and understand English language. To fulfill the objectives of the study, these students were randomly divided into two equal groups and matched grouped experimental technique was used to obtain more reliable and validate results. These groups were made equivalent on the basis of student's intelligence and scores achieved in pre-test achievement. For this purpose General Intelligence test (6/166) by S.M. Mohsim & achievement test which was developed by the researchers administrated on the entire sample. During the group matching, to balance the group some students have dropout, then finally 50 students remained in each group i.e. total 100 students of class VIIth were considered the present study.

Table: 1
IQ Scores of students

<i>Test Category</i>	<i>N</i>	<i>M</i>	<i>S.D.</i>	<i>t'</i>
Group -A	50	98.09	17.92	.008*
Group- B	50	98.21	16.25	

It is clear from table -1 that the mean IQ score of students of Group -A and Group- B were 98.09 & 98.21 respectively & the calculated value of 't' of 0.008 is less than the table value of 2.63 at 0.01 level of significance and 98 df, which indicates that there exist a no significant difference between the means IQ scores of students of both group.

Table: 2
Achievement scores of students Group-A and group -B on Pre-test

<i>Test Category</i>	<i>N</i>	<i>M</i>	<i>S.D.</i>	<i>t'</i>
Group -A	50	22.50	1.79	1.90*
Group- B	50	24.92	1.86	

Table -2 state that mean scores achieved by students of Group -A and Group- B on pre-test 22.5 & 24.92 respectively & the calculated value of 't' of 1.90 is less than the table value of 2.63 at 0.01 level of significance and 98 df, which indicates that there exist a no significant difference between the means achievement scores of students of both group. On the basis of the above finding, it is obvious that at the initial level previous subject knowledge of both group were same.

The Interactive multimedia programme used in the present study was developed by Brepo Systems (INDIA) Pvt.Ltd., Delhi and General Intelligence test (6/166) by S.M. Mohsim Rest of the tools used i.e. Lesson Plan (Conventional Direct method), Personal Data Schedule, Achievement Test in this study were standardized test developed for the specific purpose. Post achievement test was administrated immediate after the experiment is over and retention test was administrated one month later of post achievement test. The data were analyzed with 't' test and ANOVA test.

Table: 3
Achievement of students of Conventional Direct Method (CDM) group on pre-test and Post test.

<i>Test Category</i>	<i>N</i>	<i>M</i>	<i>S.D.</i>	<i>t'</i>
----------------------	----------	----------	-------------	-----------

Pre-test	50	22.5	1.80	11.82*
Post-test	50	28.8	3.31	

Data displayed in table: 3 shows that mean achievement scores of students taught through Conventional Direct method (CDM) on pre-test and post-test 22.5 and 28.8 respectively. The difference in the means scores between these two tests was highly significant ($t=11.82$, $p=0.01$). This infers that when the students were taught through Conventional Direct method (CDM), they understood the concepts of English clearly. The significant going in student achievements concludes that Conventional Direct method (CDM) was found effective in teaching of English to class in VII students.

Table: 4
Achievement of student of Interactive Multimedia Method (IMM)
on Pre-test and Post-test.

<i>Test Category</i>	<i>N</i>	<i>M</i>	<i>S.D.</i>	<i>t'</i>
Pre-test	50	24.92	1.86	18.15*
Post-test	50	41.26	6.09	

A perusal of table-4 reveals that mean achievement scores of the students taught through Interactive Multimedia Method (IMM) on pre-test and post-test were 24.92 and 41.26 respectively.

The obtained 't' value ($t=18.15$, $p=0.01$) was highly significant. It concludes that Interactive Multimedia Method (IMM) also helped the students in under standing the English Grammar (Tenses).

Table: 5
Achievement of student of Post-test of Conventional Direct Method (CDM) and Interactive Multimedia Method (IMM)

<i>Test Category</i>	<i>N</i>	<i>M</i>	<i>S.D.</i>	<i>t'</i>
CDM	50	28.80	3.31	12.71*
IIM	50	41.26	6.09	

Table-5 concludes that mean achievement scores of Conventional Direct Method (CDM) and Interactive Multimedia Method (IMM) students scored on post-test were 28.80 and 41.26 respectively. This difference between the mean scores was found to be significant ($t=12.71$, $p=0.01$). It infers that both the teaching methods (CDM & IMM) were proved to be different effective in teaching of English.

It is obvious from the above table that mean achievement scores on post-test of Interactive Multimedia Method (41.26) is higher than the mean achievement scores on post-test of Conventional direct group (28.80). Hence, Interactive Multimedia Method (IMM) was more effective for English teaching in comparison to Conventional Direct Method. IMM group students achieved better than the CDM group students. Similar

findings were observed by Panda (2000), Kumar (1981), Agarwal (1998), Cohen (1992) and Roblyer et. al. (1992) in different school subjects.

Table: 6
Retention of students of Conventional Direct Method (CDM)
and Interactive Multimedia Method (IMM)

<i>Test Category</i>	<i>N</i>	<i>M</i>	<i>S.D.</i>	<i>t'</i>
CDM	50	21.02	3.014	15.64*
IMM	50	35.80	5.97	

The mean retention scores of students after learning through conventional & interactive multimedia method were 21.02 & 35.80 respectively. The difference in mean between these two retention scores was highly significant ($t=15.64$, $p=0.01$). From above data it is clear that as far as the retention is concerned multimedia method of learning is far better than conventional direct method. This is probably due to the fact that interactive multimedia method learning is activity based learning. Moreover in this method the students are able to get instant feedback. In this method student gets reinforcement at every right step which is not possible in conventional direct method. Interactive multimedia method of learning has the extra benefit for the help of students in the form of animation, graphics, pictures, sound, charts & tallies etc. - which is not there in conventional direct method.

Similar findings were observed by Kulkarni (1969) that retention scores of Experimental group was better than those of the control group.

Capper & Copple (1985) also found that computer assisted instruction (CAI) was beneficial for retention of the students. Nwaocha (2010), Kumar & Tiwari (2011), Vivien et. al. (2011), Sharma (2012) and Chen (2012) reported the similar output and favored the use of multimedia in education.

FINDINGS & CONCLUSIONS

When the English language were taught to the students of class VII students through either conventional direct & interactive multimedia method, in both the cases remarkable differences were found between their pre-test & post-test achievement scores.

Overall if we compare both the methods with respect to the marks achieved by them through post-test, it was evident that students performed better on post-test in comparison to their pre-test marks when they were taught through interactive multimedia method. Also, more consistency was found between the significant difference of pre-test & post-test achievement marks in case of multimedia method.

Hence, it is concluded that both the method taken under this study are quite effective for teaching the English language to class VII students but however, out of these two methods, interactive multimedia method was found more suitable with respect to the marks achieved by them in English.

When achievement of students of class VII students in English was compared on post-test taught through conventional direct method of teaching and interactive multimedia

programme, than there was found a significant difference in the achievement scores of the above two groups.

Interactive multimedia group students performed better than conventional direct method groups students on post-test. Thus interactive multimedia method proved to be better than conventional direct method of teaching English to class VII students. When students were taught through, both direct conventional method & interactive multimedia method than it was found that the acquired retention was better in case of interactive multimedia method.

BIODATA and CONTACT ADDRESSES of the AUTHOR



Pratibha SHARMA is Head Teacher at Department of Basic Education, Bareilly (Uttar Pradesh) India. She was Ex-Guest Lecture at SRS Mahila Mahadyalaya, Bareilly. She is M.A. in Hindi, Sociology and M.Ed., Ph.D. in Education. She has more than 12 year experience at degree level and school level. At present she is working as school administrator and training coordinator for Govt. school at Bareilly. She has supervised number of research project at degree level. And presented numerous papers on national and international seminar.

Head Teacher Dr. Pratibha SHARMA
Department of Basic Education,
Bareilly, Uttar Pradesh, INDIA
Address: H.N-12/III, Suresh Sharma Nagar,
Bareilly, Pin-243 006, Uttar Pradesh, INDIA
Mobile No: +919456471740
Email: sharmapratibha99@yahoo.com

Acknowledgements: I express my indepthness Prof. B.R. Kukreti, Dean, Faculty of Education and Allied Sciences, MJP Rohilkhand University, Bareilly. He is also my research supervisor and it is pleasure to convey my hearty regards to Dr. R.C. Sharma, Regional Director, IGONU, New Delhi for motivation and guidance at setp by step. And worm thanks to my husband.

REFERENCE

- Agarwal, Y. P. & Manisha M., (1998). Effectiveness of Multimedia, programmed learning and traditional methods of teaching, A meta-Analytical Study on Indian Researches. *Indian Education Review*, Vol. 34, pp. 57-65.
- Bhatt, B.C. (2002): A Study of effectiveness of Multimedia package on atomic structure and chemical bonding. Dissertation, MJP Rohilkhand University, Bareilly.
- Blok, H., Oostdam, R., Otter, M. & Overmaat, M. (2002). Computes Assisted instruction in support of beginning reading instruction: A review. *Review of educational Research*, 72(1),101-130.
- Capper, J. and Copple, C. (1985). *Computer use in education: Research Review and Instructional Implications*. Washington, DC : Centre for Research into Practice.
- Chen-Yuan Chen (2012). Research on the learning effects of multimedia assisted instruction using information technology model, *International Journal of Education Administration and Policy Studies* Vol.4(3), pp.84-86, 5 March 2012. available online at <http://www.academicjournals.org/IJEAPS>.

Chiu, M. (2002b). Computer animations aid teaching about electrochemistry and its effect on junior high school students' Rivement. Unpublished master's dissertation, National Tiwan Normal University, Taipli, Taiwan.

Cohen Peter A., Decanay Lakshmi S. (1992). A Meta-analysis of individualized Instruction in dental education. *Journal of Dental Education*, 56, 3, 183-89, March.

Edward, J., et. Al. (1975): How effective is CAI ? A review of the research. *Educational Leadership*, 33, pp. 147-153.

Garg, R. (2000). *Development of Multimedia package on part of speech*. M.Ed. Dissert., MJP Rohilkhand University, Bareilly, UP.

Goldenberg, E. P. (1979): *Special technology for special children*, Baltimore, Park Press.

Hasselbring, T. (1984). Effectiveness of computer based instruction: A Review Technical Report No. 84. 1. 3. Nashville, TN: George Peabody College for teachers, Learning Technology Centre, (Ed 262 754).

Hsiao, T. (2002). A Study of fifth graders for learning equivalent fraction in dynamic linked multiple representation window environment. Unpublished Master's Dissertation. National Tainan-Teacher College, Tainan, Taiwan.

Hsu, C. C. (2000) : Computer-assisted France learning : a case of France pronunciation in the senior high school. Unpublished Master's dissertation, FU Jen Catholic University, Taipei, Taiwan.

Huang, J. (2003). The study of the influence of CAI software on middle school students' learning of buoyancy concept. Unpublished Master's dissertation, National Changhua University of Education, Changhua, Taiwan.

Huang, C. (2002). The study of the efficiency of applying animation multimedia for assistance of teaching of Physics and Chemistry in Junior High School. Unpublished Master's dissertation, Changhua University Hsinchu, Taiwan.

Ho, J. (2000). The study of multimedia CAI Volleyball overhand serves teaching system. Unpublished master's Dissertation, National College of Physical Education and Sport, Taipei, Taiwan.

Huang, J. (2003). The study of the influence of CAI software on middle school students' learning of buoyancy concept. Unpublished Master's dissertation, National Changhua University of Education, Changhua, Taiwan.

Khoo E.M. (2008). Teaching Methods used in primary care. *Malaysian Family Physician*, 3: pp. 42-44.

Kulkarni, P.V. (1969): To prepare programmed learning material and to study in what different ways it can be used, Ph.D. Edu., Poona University.

Kumar, A. (1981). An Experimental Study of the Relative Effectiveness of three methods of instruction- Exposition method, Programmed Learning Method and Multimedia method in Science Education. Ph.D. Edu., Kurukshetra University, Kurukshetra.

Kumar A., Tiwari J. (2011). A comparative study of the effectiveness of CAI programs and Traditional methods of teaching – English in Standard – IX., *International Referred Research Journal*, vol.-III, Issue 27, pp. 120-32.

Lai, Y. (2002). Applying fuzzy inference rules on the study of the learning style in a web-based virtual science lab]. Unpublished Master's dissertation, National Changhua University of Education, Changhua, Taiwan.

Lei, K. (1998). The study of effect of "Multimedia computer-assisted instruction" can assist students with mental retardation in junior high school to learn sexuality knowledge and to have correct sexuality attitude. Unpublished Master's dissertation, National Changhua University of Education, Changhua, Taiwan.

Li, F. (1994). *Computer-assisted instruction applied to mastery learning in mathematics for elementary school students* (NSC No. 82-0111-5-024-005).

Liu, P. C. (2001). Using computer-assisted software "Interactive Physics" on the study of dynamics concept in the Physics-Chemistry course in the junior high school. Unpublished master's dissertation, Changhua University, Hsinchu, Taiwan.

Mallik, U. (2001). Computers in Indian schools : A road ahead. *Journal of Indian Education*, vol- XXVII, pp. 5-12.

Mc Donald, D. S. (2004). The influence of multimedia training on users' attitudes: lessons learned. *Computer & Education*, 42, 195-214.

Mehta, J. M. (1985). Construction of different types of programmes on the until of interest in mathematics of standard IX and study of relative efficiency of these. Ph.D. Edu., Saurashtra University.

Mrogan, R. M. (1978). Educational technology - adolescent to adulthood, *Educational Communicational and Technology Journal*, 26, 142-185.

Naevdal, F. (2007). Home-PC usage and achievement in English. *Computer & Education*, 49, 1112-1121.

Nematullah S., Mohammad A., Saeed K. (2008). Classroom Intraction Mediated By gender and technology: The Language Laboratoty Course, *Novitas-ROYAL*, vol. : 2(2).

Nwaocha V. O. (2010). Enhance students interest in mathematics via multimedia presentation, *African Journal Of Mathematics And Computer Science Research*, Vol.3(7), pp. 107-113, July 2010 available online at <http://www.academicjournals.org/AJMCSR>

Panda, S. et. al. (2000). Effect of computer assisted learning in achieving higher cognitive skills. *Indian Educational Abstracts*, Vol. 2, No. 2, July 2002, P. 25.

Reblyer, M.D. et.al. (1992). Assessing the impact of computer based instruction: A Review of Resent Research. *Computer in the Schools*, 5, 3-5.

Rani, K. (2007). Effect of CAI on Language Achievement of Children with Learning Disability. Dissert., MJP Rohilkhand University, Bareilly.

Saini. J. K. (1978). A comparative study of the effectiveness of the programmed learning and textbook material presentation of sociological concepts at the secondary stage. Ph.D., Edu., HP Unviversity.

Sharma S. (2012). A comparative study of the effectiveness of Language lab and conventional method of teaching English in developing oral communication skills among secondary school students, Ph.D., MJP Rohilkhand University, Bareilly UP.

Singh, Y. P. (2007). A comparative study of learning English spelling through computer and traditional method". Dissert., MJP Rohilkhand University, Bareilly.

Singh, Y. V. (2007). A study of learning effectiveness of computer assisted instruction and traditional in teaching science at upper primary level. Dissert., MJP Rohilkhand University, Bareilly.

Sharma, D. (1999): Development and validation of CAI Package on set theory. Dissert., MJP Rohilkhand University, Bareilly,

Shyu, H. (1996). *The study of video-disc-based anchored instruction for Chinese elementary students (II): Experimental Study* (NSC No. 84-251)- 5032-001-CL).

Soe, K., Koki, S., & Chang, J. (2000). *Effect of computer-assisted instruction (CAI) on reading achievement: a meta-analysis*. Honolulu, HI: Pacific Resource for Education and Learning (ERIC Document Reproduction Service No. Ed 44 (8079).

Vivien ER, Douglas G. (2011). "Are Multimedia resources effective in Life science Education ? A meta analysis", www.bioscience.heacademy.ac.uk/journal/vol18/beej-18-3.pdf

Wu, L. (2002a). The development and effectiveness of a web-based Chinese learning system. Unpublished Master's dissertation, National Teachers College, Tainan, Taiwan.

Wu, W. (2002b). The effects of type conceptual model use on learning programming control structures. Unpublished Master's dissertation, National Taiwan normal University, Taipei, Taiwan.

Yu, J. (2002): Applying artificial rural network on the study of the learning style in a web-based virtual science lab. Unpublished Master's dissertation, National Tainan Teachers College, Tainan, Taiwan.

Yuen Kuang Cliff Liao (2007). Effects of Computer-assisted instruction on students' achievement in Taiwan: A Meta- analysis. *Computer Education*, 48, 216-233.

Zhou, F. (1986). The Study of Computer-assisted educational games on chemistry in the junior high school. Unpublished Master's dissertation, National Tainan Teachers College, Tainan, Taiwan.

Zigic, S. C. J. Lemckert, (2007). Development of an interactive computer-based learning strategy to assist in teaching water quality modeling. *Computer & Education*, 49, 1246-1257.

HOW FEMALE STUDENTS COPE WITH STUDIES IN OUHK

Emily POON WAI-YEE
The Open University of Hong Kong
Hong Kong, SAR, CHINA

ABSTRACT

In traditional Chinese society, women's subordination is mainly due to their confinement to the home and dependence on the males as the sole breadwinner. Nowadays in Hong Kong, many people think that the inequality gap between men and women, an remnant from this patriarchal tradition, still exists.

This paper will investigate what obstacles a female student will have when studying in OUHK, how she is able to overcome all the difficulties and, based on the experiences of students in one course investigate strategies used by successful female students and what student supports can be further provided to facilitate a woman student to complete the course. The 34 female high achievers were asked to participate in this study and 32 of them responded.

Keywords: Women, female, The Open University of Hong Kong's (OUHK).

INTRODUCTION

In traditional Chinese society, women's subordination is mainly due to their confinement to the home and dependence on the males as the sole breadwinner. Nowadays in Hong Kong, many people think that the inequality gap between men and women, an remnant from this patriarchal tradition, still exists. Instead of attributing women's subordinate roles to sex inequality, perhaps we should think whether the "achievement" argument makes sense or not : ".....within traditional societies, a person's social status is determined very much by her or his ascriptions at birth.....In modern societies, the argument runs.....status is conferred on the basis of the individual's own achievements." (Pearson and Leung 1995, p. 2) In recent years in Hong Kong, although the family roles of women have remained salient, women's increased participation in the workforce has indeed greatly enhanced their status in the family as well as their social status. Education is a channel through which women can empower themselves, whether intellectually, financially or politically, so that they can have the same social status as their counterparts. Several high ranking women working in politics today have proven that women do have the chance to succeed.

While I do not want to challenge the view that ".....the prerogatives of the patriarchal family still circumscribe the lives of Hong Kong women especially those from low-income families." (Leung 1995, p.39), ample educational opportunities do exist in Hong Kong for women and these have been enhanced with the rapid socio-economic development and technological changes. The Open University of Hong Kong's (OUHK) open entry policy provides equal educational opportunities for all irrespective of their age, gender,

qualification or class. According to the statistics, OUHK has more or less the same number of male and female students this year (12359 and 12477 respectively). Last year, 1149 male students and 1026 female students graduated. This shows quite an even distribution of the two sexes since it is at least partly brought about by the fact that in recent years OUHK has introduced more traditionally female-oriented courses (like the primary education and nursing programmes) than before and women have also become more eager to take courses that were originally male-dominated, such as courses in business administration. It is not that a woman is deprived of the studying opportunities, but for a woman to succeed, she needs to have the diligence, determination and perseverance to jump over all the hurdles in front of her.

GOAL OF STUDY

This paper will investigate what obstacles a female student will have when studying in OUHK, how she is able to overcome all the difficulties and, based on the experiences of students in one course, investigate strategies used by successful female students and what student supports can be further provided to facilitate a woman student to complete the course. Questionnaires (please see the appendix) were sent to female students of a translation course, namely AC254C Fundamentals in Interpreting, which was presented in October 1998. From the academic results of this course, it is found that female students performed better than the male students. In a course with enrolment of 120 females and 40 males, only 2 of the 36 higher achievers who got Pass 1 or 2 (pass with distinction or credit) are male. The main research questions asked include:

- Are there any common patterns in the family backgrounds of high achieving female students, including financial status, family support and authority to make decisions?
- What motivate female students to pursue higher education?
- How did they study this course?
- What are the reasons responsible for their success in this course?

METHOD

Participants

The 34 female high achievers were asked to participate in this study and 32 of them responded.

Data Source

A 29-item questionnaire was developed to find answers to the research questions. Students were asked to tick boxes to show their choices. The questionnaire was sent to all the female high achievers. The response rate was 32 out of the 34 questionnaires sent.

RESULTS

Due to space restrictions, the results of three of the research questions have been presented in detail. The remaining results have been summarised on page 5.

Question I: To what do you attribute the good results you got in this course?

a) I liked studying, so I worked hard to achieve academic excellence.

50%

b) Others

The examination was easy. (2 students)

I had great interests in this course. (2 students)

My tutor was supportive. (1 student)

I had high language proficiency. (3 students)

I liked reading and reading was good for me. (1 student)

While doing the housework, I listened to radio to broaden my horizons. (1 student)

I cooked simple food so as to save time. (1 student)

I slept late at night so as to save time. (1 student)

37.5%

c) My work experience or job nature helped me to achieve a good performance.

34.4%

d) I had great determination to succeed, so I struggled to overcome the difficulties I encountered and arrange my time properly.

31.3%

e) I had great motivation to build up my career and professional development.

28.1%

f) My family members gave me great support.

25%

g) I put a lot of time and efforts to do the training required in this course.

21.9%

h) I knew how to combine my family responsibilities with my academic commitments.

15.6%

i) I was not satisfied to just remain a housewife or do a job of low position.

9.4%

Hardworking, great motivation and determination are always the keys to success. However, first of all, women need to develop an interest in studying. Otherwise, they will not persevere at resolving all the problems that confronts her and they will lack the drive to study hard. They also attributed their success to family members giving support, so that a student can study seriously in spite of the other burdens

Question II: What were the main obstacles to your study in this course?

a) I did not have enough time to practise interpretation at home.

62.5%

b) I was hindered by my language deficiency.

43.8%

c) Others

I did not take any translation course before. (1 student)

OUHK did not offer sufficient laboratory tutorials for students. (1 student)

I did not know how to find some extra studying materials other than that provided by OUHK. (2 students)

I was not familiar with the current affairs. (3 students)

I needed to put more effort to master the skills. (1 student)

I felt idle. (1 student)

My self discipline is low. (1 student).

31.2%

d) I did not have a quiet place at home to do the tape recordings or practise interpretation.

21.9%

e) I was too busy to attend the tutorials.

21.9%

f) I played an important role in the family and did not have enough time to study.

6.3%

The two main obstacles for students are items a and e. There are many methods of improving one's language ability, however it is a long term process to which students need to pay efforts. To get improvement, students must find ways to squeeze time to do more practice (this will be discussed in Question III), even if they are very busy. In other items also discussed here, some suggestions about solving the problems will be given.

Question III: How did you squeeze time to train yourself on interpretation?

a) I joined the social activities as less as I could so as to save time for studying

25%

b) When I was travelling on vehicles, I made use of the time to read more and/or listen to cassette tapes/radio to improve myself.

15.6%

c) I need to finish the housework first before I did the studying very late at night.

15.6%

d) I employed someone to clean the house for me (whether on full time or part time basis), so that I could have more time to do the studying,.

12.5%

e) I made use of the lunch break to read more and/or listen to cassette tapes/radio to improve myself.

9.4%

f) Others

I woke up earlier to do the studying. (1 student)

I switched from full time to part time job. (1 student)

I encouraged my family members to watch English TV programs together.(1student)

9.3%

g) I need to help my children with their homework first and waited until they had gone to bed before I did the studying.

6.3%

The methods suggested in the above items and most probably in addition to the flexible mode of studying in the open system can help women overcome the barriers which have prevented them from returning to education. For women to return to school, they often have to make sacrifices, such as to go to bed late and to make full use of their spare time etc, without affecting their family and work. To find ways to balance one's studies and other responsibilities is often the best solution though the burden is much heavier.

Summary of Other Results

From the questionnaires, some of the responses from students are noteworthy and are summarised as below :

- 25% of the students, among whom 18.8% had children, were married.
- 71.9% of the students said that when they were young, their parents had enough money to provide education to all sons and daughters, 25% said their parents did not. Only 6.3% of the students said that their parents chose to provide education to sons first before daughters.
- 62.5% of the students could control household decision-making, though some of them expressed that it was equal decision-making power between themselves and their husband and/or parents.
- Many students (96.9%) were of the opinion that the flexible studying mode at OUHK suited them.
- 18.8% of the students did not pursue higher education at earlier age because the family did not have enough money to afford it or they got poor academic results so that they were rejected by other tertiary institutions. Some (15.6%) said they had needed to take up family responsibilities.
- Some (15.6%) said their husband shared the family responsibilities with them while a small number (12.5%) said their parents took up most of the family responsibilities. The family members supported their studies at OUHK by trying to respect their decisions and interests (37.5%) and they thought that a woman nowadays was more protected if she had a higher educational level (18.8%).
- 71.9% of the students were interested in interpretation. 62.5% of them could have their language abilities improved through this course. 25% said the course was job-related.
- To improve themselves in the course, 75% of the students tried their best to attend the tutorials. 62.5% tried to read more newspapers and magazines while 59.4% spent time to listen more English in television or on radio so as to polish their pronunciation and listening/interpretation capability.

DISCUSSION AND IMPLICATIONS

This study examined some feelings and beliefs about their studies of the female high achievers in one OUHK course. The purpose was to investigate how they were affected by their family and how they could balance the burden of study, work and family responsibilities. It was also intended to find out some important ingredients to women's educational success and how female students can be helped by OUHK to lessen their burden.

From the above results, the patriarchy in traditional society seems to have little effect on the new generation of women. The women's husbands, parents and families appeared to support the shift of the woman's values from restriction to housework to include career development. The desire to build up their careers was one of the reasons why these students persevered with their courses.

To have the desire to build up their career does not mean women are willing to sacrifice their family, as in a Chinese society, women still identify themselves as having the primary responsibility to care for their family. However, the burden can be greatly reduced by ways of employing domestic helper, shifting from full time to part time job or sharing of responsibilities with husband etc. From the outcomes in this study, it is noticed that students as many as 71.9% were unmarried and those who were over 31 and unmarried comprised 50% of the total students. Of the 25% who were married, only 18.8% had children and none of them had more than 3 children.

Therefore, late marriage and low rate of fertility may be also two of the reasons responsible for women's success in modern society. However, for those who have family commitments (whether married or unmarried), they need to find ways to balance their studies with their family duties.

To climb up the ladder of success, a woman has to pay as much the efforts as a man does. For a practical course like interpretation, students have to spend a lot of time on practical training as "the interpreter training course should concentrate on the methodologies and techniques that would be used by professional translators." (Golden 1995, p. 1075) That means a student has to dedicate a large part of her time to train herself in various aspects like listening comprehension, discourse analysis methods, note taking strategies and sentence reconstruction skills etc.

Some people think that in a language course like this, female students usually get better results than male students because women are born with better language abilities. However, interpretation is something more than the manipulation of languages. It has been correctly pointed out by Cheng that "an interpreter has to have a logical and analytical mind, good short-term memory, composure, broad general knowledge, and a firm grasp of cultural background of the countries of his working languages." (1995, p. 465) The results of this study show that for a woman to succeed, it depends on what she determines to achieve, how much efforts she is willing to pay (including drawing a plan to fulfil all her commitments).

From the results of Question II shown on pages 3-4, many students claimed that they had problems finding a quiet place at home to practise interpretation and attending the tutorials (this may due to the reason that they could not turn up at a fixed time), to help ease the burden of female students, it is helpful for the university to provide self- training facilities to them, so that they can do the training at a time convenient to them. In the long run, OUHK should have more sophisticated laboratories, not only to meet the

demands of new courses, but also to allow its students to book the laboratory for doing interpretation with the tutorial materials at any time they like. If they have problems with the interpretation techniques etc, they can consult their tutors through telephone counselling.

Some students expressed that they did not know how to do research and their knowledge of current affairs was poor. To help students to develop the ability of self-learning, each student can take turn to give a talk on a heated topic of around 20 minutes, another student will interpret what he says.

The interpreter will be informed of the topic by the speaker beforehand, so that both of them will do some preparation work. By this way, they will be trained on how to do research through which they can familiarise themselves with the subject matter as well as the bilingual usage of terms and terminology relevant to that topic.

With the establishment of an open learning institution, Hong Kong women's opportunities of receiving education are greatly enlarged as "open university is people university within the reach of everybody in all corners of the nation or for that matter of the entire world....." (Hommadi 1997, p. 12) No woman should regard herself as subservient to the males. In fact, her future is in the hands of herself, not anybody else.

Editor's note: This article published in TOJDE with the same title in TOJDE April 2002 ISSN 1302-6488 Volume: 3 Number: 2 issue. The aim of republishing it is to be inform intWOJDE readers' "How was important seeing distance education for women learners and how was researched 10 years before around the corner of the world". E.D.

REFERENCES

Cheng, Y. P. (1995) 'Interpreting', in Chan S. W. and Pollard D. E. (eds.) *An Encyclopaedia of Translation*, Hong Kong: Hong Kong Chinese University Press.

Evans, T. (1994) *Understanding Learners in Open and Distance Education*, London: Kogan Page.

Golden, S. (1995) 'Professional Translator and Interpreter Training Programmes', in Chan S. W. and Pollard D. E. (eds.) *An Encyclopaedia of Translation*, Hong Kong : Hong Kong Chinese University Press.

Hommadi, A. H. (1997) *Open University Retrospect & Prospect*, Delhi: Indian Bibliographies Bureau.

Leung, K. P. (1995) 'Women and Social Change: The Impact of Industrialization on Women in Hong Kong', in Pearson, V. and Leung, K. P. (eds.) *Women in Hong Kong*, Hong Kong: Oxford University Press.

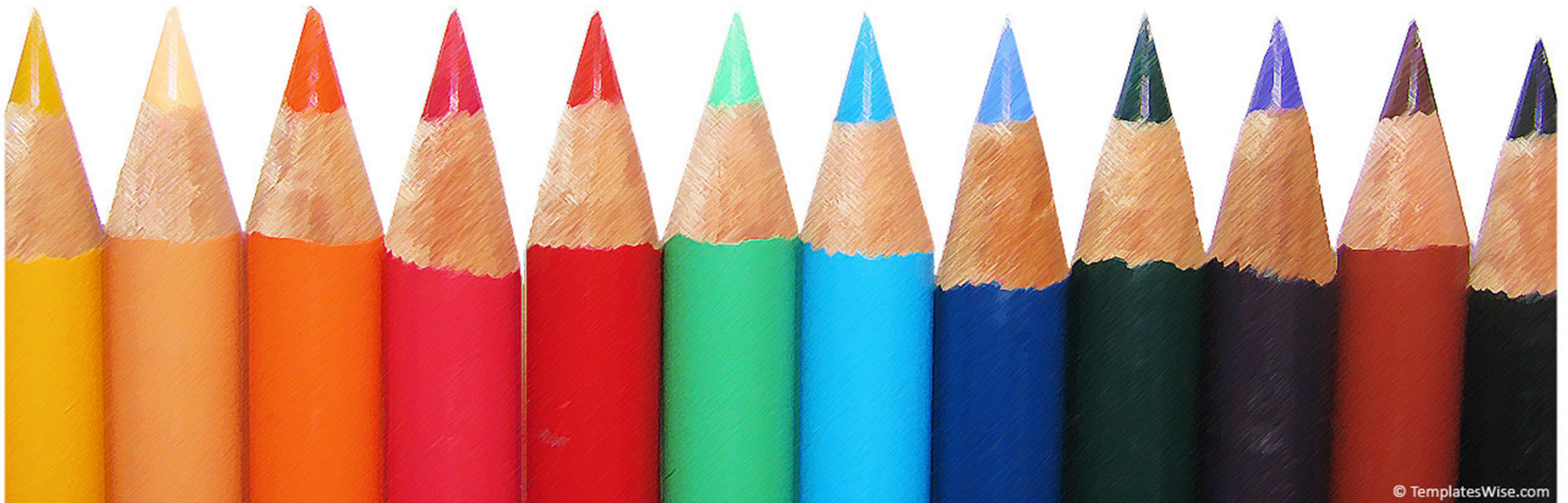
Pearson, V. and Leung, K. P. (1995) 'Introduction: Perspectives on Women's Issues In Hong Kong', in Pearson, V. and Leung, K. P. (eds.) *Women in Hong Kong*, Hong Kong: Oxford University Press.

This presentation examines distance education in the context of women in developing countries, with a focus on selected countries from South and Southeast Asia and Sub-Saharan Africa. The presentation includes:

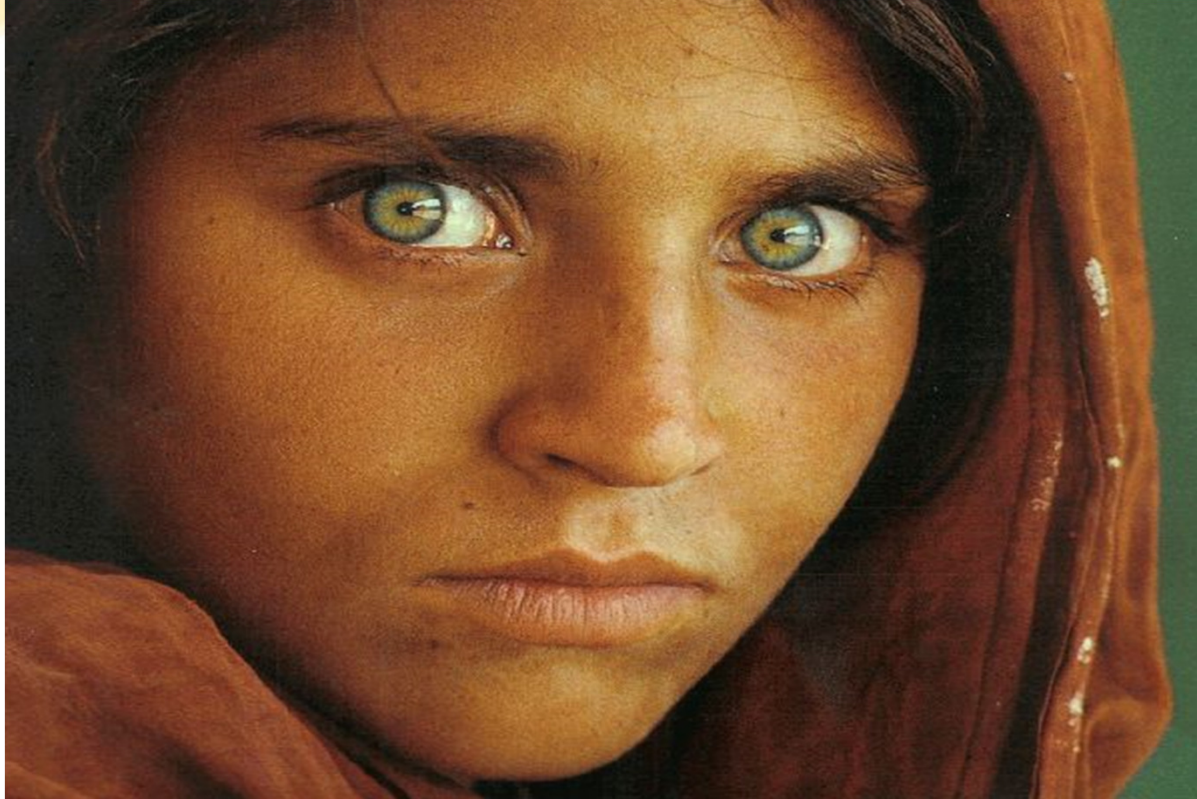
- **Overview of the readings about distance education for women in developing countries.**
- **Examination of the barriers/issues of access women face in education.**
- **Recommendations and strategies for the design and delivery of distance education to women in developing countries.**
- **Personal experiences of the team members relating to education and women in developing countries.**

DISTANCE EDUCATION ACCESS/SUCCESS FOR WOMEN IN DEVELOPING COUNTRIES

**Group #2
MDDE651**



Educating Women



Improves lives, communities, and countries.

Introduction

This presentation examines distance education in the context of women in developing countries, with a focus on selected countries from South and Southeast Asia and Sub-Saharan Africa.

The presentation includes:

- Overview of the readings about distance education for women in developing countries.**
- Examination of the barriers/issues of access women face in education.**
- Recommendations and strategies for the design and delivery of distance education to women in developing countries.**
- Personal experiences of the team members relating to education and women in developing countries.**

Introduction

Human development is about ensuring that individuals and societies have the choices and resources to construct the lives they value.

When human rights and gender equality are not ensured, sustainable development is stunted. When women's lives are dictated by rigid gender roles, they have less choices. Tragically, some women internalise unhealthy messages about submission and servility and may not have the legal literacy or community support to get help.

Extremely poor rural women in developing countries are often the most marginalised and are the least likely to receive the educational support they need to learn how to change their lives.

Theory

- Choice of methods and data collection depends on problem studied
- Since DE is not an academic discipline in itself, the research must use social science research methods
- How can DE alter the lives of women and the marginalised in developing countries and bring about social transformation, transcendence of class barriers, and empowerment?
- In line with feminist tradition, we call upon women's subjectivities as researchers participants as we are authorities on our own experience
- We call upon qualitative and quantitative previously existing research in the literature and also share own narratives, experiences, and perspectives in the field

Questions

- What is defined as a developed country?
- What is defined as a developing country?



Defining Developed Countries

A country with a relatively high per capita income, where most people have a higher standard of living with access to more goods and services than most people in developing countries.

Developed Countries

G7 countries

(Canada, U.S.A., Germany, France, Italy, U.K., Japan),
Australia, New Zealand, Israel

Southern African Customs Union

(Botswana, South Africa, Swaziland, Lesotho,
Namibia) , and

Asian "Tiger" countries

(Hong Kong, Singapore, South Korea)

Defining Developing Countries

One agreed-upon definition of “developing” countries **does not exist**. The United Nations, the International Monetary Fund, the World Bank, and the World Trade Organisation propose definitions and classification systems.

United Nations and Development

According to UNDP's Human Development Reports:

- human development is about more than income
- it is about choices to lead productive lives in accord with needs and interests
- economic growth is only a means of enlarging people's choices.

Developing Countries

Issues and themes central to human development:

- Social progress
- Economics
- Efficiency
- Equity
- Participation and freedom
- Sustainability
- Human security

(<http://hdr.undp.org/en/humandev/>)

The UNDP Human Development Index calculates gender inequality according to:

- 1- participation in the labour force
- 2- educational attainment
- 3- parliamentary representation
- 4- adolescent fertility
- 5- maternal mortality.

Developing Countries

One possible definition of developing country

A nation where the average income is much lower than in industrial nations, where the economy relies on a few export crops, and where farming is conducted by primitive methods. In many developing nations, rapid population growth threatens the supply of food. Developing nations have also been called underdeveloped nations. Most of them are in Africa, Asia, and Latin America.

Questions

How does a developing country become a developed country?

What keeps a developing country from becoming a developed country?



Developing Countries

World Trade Organization – 2010 List

- Afghanistan
- Albania
- Algeria
- Angola
- Antigua
- Argentina
- Armenia
- Azerbaijan
- Bangladesh
- Barbados
- Barbuda
- Belarus
- Belize
- Bhutan
- Bolivia
- Bosnia-Herzegovina
- Botswana
- Brazil
- Bulgaria
- Burkina Faso
- Burundi
- Cambodia
- Cameroon
- Central African Republic
- Chad
- Chile
- Colombia
- Comoros Islands
- Costa Rica
- Croatia
- Cuba
- Czech Rep
- Democratic Republic of Congo
- Djibouti
- Dominica
- Dominican Republic
- East Timor
- Ecuador
- Egypt
- El Salvador
- Equatorial Guinea
- Eritrea
- Estonia
- Ethiopia
- Fiji Islands
- Gabon
- Gambia
- Ghana
- Grenada
- Guatemala

- Guinea-Bissau
- Guyana
- Haiti
- Honduras
- Hungary
- India
- Indonesia
- Iran
- Iraq
- Ivory Coast
- Jamaica
- Jordan
- Kazakhstan
- Kenya
- Kiribati
- Kyrgyzstan
- Laos
- Latvia
- Lebanon
- Lesotho
- Liberia
- Libya
- Lithuania
- Madagascar
- Malawi
- Malaysia
- Maldives
- Mali
- Marshall Islands
- Mauritania
- Mauritius
- Mexico
- Micronesia, Fed. Sts
- Moldova
- Mongolia
- Montenegro
- Morocco
- Mozambique
- Myanmar
- Namibia
- Nepal
- Nicaragua
- Niger
- Nigeria
- North Korea
- Oman
- Pakistan
- Palau
- Panama
- Papua New Guinea
- Paraguay

- People's Republic of Benin
- People's Republic of China
- People's Republic of Congo
- Peru
- Philippines
- Poland
- Republic of Cape Verde
- Republic of Georgia
- Republic of Kosovo
- Republic of Macedonia
- Republic of Yemen
- Romania
- Russia
- Rwanda
- Saint Kitts
- Saint Vincent
- Saint Lucia
- Sao Tome & Principe
- Saudi Arabia
- Senegal
- Serbia
- Seychelles
- Sierra Leone
- Slovak Rep
- South Africa
- Solomon Islands
- Somalia
- Sri-Lanka
- Sudan
- Suriname
- Swaziland
- Syria
- Tajikistan
- Tanzania
- Thailand
- Togo
- Tonga
- Trinidad & Tobago
- Tunisia
- Turkey
- Turkmenistan
- Uganda
- Ukraine
- Uruguay
- Uzbekistan
- Vanuatu
- Venezuela
- Vietnam
- West Samoa
- Zambia
- Zimbabwe

Presentation Countries

Afghanistan

After decades of conflict, military intervention and civil war, Afghanistan's economy remains severely underdeveloped. Poverty and despair are part of the everyday lives of most Afghans. Aside from the enormous foreign aid it receives, the Afghan government still has very few resources at its disposal. In contrast, some 90 percent of all heroin produced around the globe originates in Afghanistan.

- Illiteracy among adults is 57% for men, 87% for women
- Afghan women have few rights
- Low wages and low levels of education negatively impact the social and economic situation of most families and the country as a whole
- There are significant obstacles to education in Afghanistan
- Obstacles to education are numerous for Afghan women and girls

Presentation Countries

Bangladesh

Bangladesh is one of the least developed countries in the world and education is essential to its development. In the past few years, enrolment rates have increased and gender imbalances have improved, nonetheless education is still a major challenge.

- 30% of Bangladeshi children do not have a primary education
- Drop out rates are high, especially for rural children living in poverty; many children never make it past the second grade
- The student/teacher ratio is 60 to 1 and average student/teacher contact time is 2.5 hours per day, one of the lowest rates in the world
- Teachers are poorly paid and trained
- Teaching material and methods are substandard
- The school system is autocratic, corrupt and lacks innovation

Presentation Countries

India

Despite pressing problems such as significant overpopulation, environmental degradation, extensive poverty, and widespread corruption, rapid economic development is fuelling India's economic activity. During the late 2000s, India's economic growth averaged 7.5% per year.

- Over the past decade, hourly wage rates in India have more than doubled
- Despite India's impressive economic growth over recent decades, the country continues to face various socio-economic challenges.
- Despite the percentage of people living below the World Bank's international poverty line of \$1.25/day decreased from 60% in 1981 to 42% in 2005, India still contains the largest concentration of poor people in the world
- India has increased primary education and expanded literacy to approximately two thirds of the population
- India's improved education system is often cited as one of the main contributors to the economic rise of India

Presentation Countries

Tanzania

Tanzania is one of the world's poorest economies in terms of per capita income; however, Tanzania average 7% GDP growth per year between 2000 and 2008 on strong gold production and tourism.

- Literacy rate Tanzania is estimated to be 72%
- For children the opportunity of education is increasing
- Education is compulsory for seven years, until children reach the age of 15 years, but most children do not attend school until this age and many do not attend at all
- In 2000, 57% of children age 5–14 years were attending school
- As of 2006, 87.2% of children who started primary school were likely to reach grade 5

Presentation Countries

Vietnam

Compared to other developing countries Vietnam's education system is relatively good. In 1917 the Confucian style education system was replaced by one based on a French model. Until the 1970, the education system was elitist and did not provide access to aboriginal students. Today, the Ministry of Education ensures all children have access to education and 97% of school age children attend schools; nonetheless, the education system in Vietnam faces many challenges, such as:

- poor infrastructure
- lack of equipment and teaching materials
- low wages which leads to a shortage of skilled teachers and academic staff
- poor relationship and connectivity between higher education, research, production and employment

Questions

What common factors exist for women in developing countries?

What impact can education have on the lives of women in developing countries?



From the Readings

Article: Using Learning Technologies: A Synthesis of Challenges and Guidelines.

Elizabeth J. Burge defines vital guidelines for institutions to consider when developing and delivering distance education:

- Challenge and critique educational provisions that makes too many demands on a learner's own resources.
- Show respect for the realities of learner's lives, for the strength and pervasiveness of the barriers faced by many learners and would-be learners, for the heroic efforts some make to stay in courses and gain access to technologies. Pay attention to adult learners' needs for time-and-effort efficiencies, for self-esteem and embodied identities, and their diversity of learning styles and learning-to-learn skill levels.
- Be relevant in course design and technology application means providing a mix of learning technologies that are relevant to different learning styles (Burge, 2001, p.153).

From the Readings

Article: Naming the Learning Technology Issues in Developing Countries

Barbara Spronk states, defining distance education issues is a difficult task, perhaps impossible, given the complex, diverse, and multi-layered realities of women's lives. (Spronk, 2001, p.15).

She also stated when integrating the technologies available today to provide education to women in developing countries, there are some considerations to incorporate for the process to be effective:

- Many women subsist on less than a dollar a day
- Women are often politically in the minority
- Women have little access or control over resources to sustain their lives and those of their children (Spronk, 2001, p.16).

From the Readings

Article: Confronting Barriers to Distance Study in Tanzania.

Edith Mhehe states that to encourage women students to enrol in education, we need to:

- Ensure that the pedagogical system is supportive of women's circumstances.
- Provide bursaries and other options to overcome financial barriers to education.
- Address the discrimination embedded in pedagogical and financial systems, with a desire to provide equal educational opportunities by adopting a different standard for women's participation in its activities (Mhehe, 2001, p.108).

From the Readings

Article: Cyberella in the Classroom.

In Cyberella in the Classroom, Sophia Huyer addresses the reasons why women and girls in developing countries enrol less frequently in ICT/math and science programs and claims they are more successful when the 'narrow technology focus of computers' is presented from a more integrated perspective.

The relevance of purposefulness is significant for women in developing countries and reminds us of the importance of culturally appropriate learning. She also touches on the importance of teacher training, issues of access, collaboration, flexibility and economic benefits of DE (Huyer, 2006, p.95-115).

From the Readings

Article: The Non-traditional Undergrad and DE.

In The non-traditional undergrad and DE: is higher DE providing a portal or just a key hole to social and economic mobility, Nancy Carriuolo questions whether even if poor women gain equitable access to DE they will be able to overcome socio-economic barriers. She stresses the importance of interactivity and support (Carriuolo, 2002, p.62).

From the Readings

Article: Supporting Women DE learners in Tanzania.

In Supporting Women DE learners in Tanzania, Eustella Bhalalusesa, states the DE is 'woman friendly' Ed because it doesn't require attendance, is independent and is flexible, but she goes on to outline the challenges women still face to separate academic and regular life, overcome hostile family member who want to sabotages their studies. She echoes the idea of collaborative peer and student/teacher relationships being key to success and claim autonomous learning is negative for women.

(Bhalalusesa, 2001, p. 155-168)

From the Readings

Article: Gender Differences in Traditional Economy of Vietnam

Despite improvement in access to education, healthcare, and work, gender gaps still exist in both economic and social spheres with an apparent huge discrepancy between urban and rural areas which could be summarized by the following:

- In rural areas, accessibility to education and healthcare is lower for women although access to labour, because it is predominantly agricultural, is equal to that of men.
- In urban areas, accessibility to education and healthcare is somewhat equal for women and for men.

However, “in wage work, Women's wages are lower than men's, even within the same sector.” (FAO/UNDP: 2002)

Poverty and inequalities are still high among ethnic minorities.

“This calls for gender sensitive policy to accelerate the process of transforming the social norms and economic conditions for gender equality for the advancement of women, particular of rural women in Vietnam.” (FAO/UNDP: 2002)

From the Readings

Article: A Context for Technology Constrains

In developing course materials: a context for technology constraints Kamau discusses how the lack of faculty/facilities/telecommunications structures inhibit the utilization (Kamau, 2001, p.48).

From the Readings

Article: Strategic Intervention of ODL in Diploma in Youth Development Works in Bangladesh.

The Commonwealth Youth Programme's Diploma in Youth Development has been implemented in Bangladesh through the Bangladesh Open University.

The drop-out rate is very high; reasons for attrition might be related to language difficulty, competitiveness in finding a related job, and lack of financial support and government service incentives.

The programme objectives include training youth to work in development.

The programme is self-directed, tutor-supported, and practice-oriented.

Urban students outweigh rural students. Male students represent 87% of student body; hence, women's participation is very low (perhaps due to lack of education).

(Rashid, B. & Sarker, A. 2008)

From the Readings

Article: The Relationship Between National Culture and the Usability of an E-Learning System.

A-Technology and cultural differences - Web design and interaction is perceived differently in different cultures. The following features of national cultures were examined in relation to e-Learning usability:

1. power distance (toleration of inequality)
2. individualist or collectivist
3. masculinity or femininity,
4. Uncertainty avoidance

In power-centric cultures, learners might prefer:

1. greater leadership and guidance from instructors
2. more collaborative and socially oriented work

Learners from other countries might prefer:

1. more student-centred instruction
2. greater freedom for creative, expression, and alternative assessment
3. competitive learning environment

B- Gender - Femininity cultures defined as:

1. society in which social roles overlap
 2. both men and women are supposed to be modest, tender, and concerned with the quality of life"
- Masculinity culture applies to society with very distinct expectations of male and female social roles.
 - Research identified as "feminine" cultures:
 - Denmark, Ethiopia, France, Indonesia, Singapore, Thailand.
 - And as masculine cultures: Canada, China, India, Italy, Libya, Malaysia, Pakistan, USA, Zimbabwe.
- (Adeoye et al. 2007, p. 871-878)

From the Readings

Article: Empowering Women through Distance Learning in India .

Providing education to the most impoverished, the most isolated, the most abused classes/castes/communities is exciting.

In conjunction with providing transcending education, efforts (including education efforts) must be made to reduce and eliminate class/caste prejudice.

“Women empowerment is a global issue. Empowerment is an active multi-dimensional process which enables women to realize their full identity and powers in all spheres of life.”

Women's enrolment is strong but female leadership in terms of number of teachers is significantly low in comparison to men.

70% of the women were highly motivated by self interest, friends, members of the family, the changing environment in the society, media etc., and 30% of the respondents replied that their motivation level was low. The highly motivated group mostly belonged to urban and working sector, while the less motivated group belonged to rural areas and were less educated group with poor sociopath economic background. (Janaki, 2006, p.23)

From the Readings

Article: Empowering Women through Distance Learning in India.

Impact of Distance Education on women learners

- They gained confidence
- Improved their career opportunities
- Attained more degrees for satisfaction
- Updated their skills
- Second chance of learning for disadvantaged or compelled dropout
- Acquisition of knowledge
- Change in socialization pattern of children
- Better decision making capacity
- Respect in family and community
- More opportunities for networking and communicating
- Vision broadened
- Flexibility in time and space
- Gives more freedom to the learner and extends the campus into the people's home and work places.
- Assists in facing the challenges in life of women
- Increased the literacy rate of the country and State
- Leads to empowerment of women. (Janaki, 2006)

Distance Education and Practice

Barriers to Access

What barriers do women in developing countries face?

Social contexts (stereotypical attitudes)

- education is more important for males than females
- women are expected to raise children and fulfil domestic responsibilities in the home
- family member sabotage learning opportunities

Lack of financial support

- financially and emotional dependent on male family members
- high tuition fees

Inability to access transportation

- distance or cultural taboos prevent women from traveling to schools

Distance

- schools are too far to reach
- many women are at risk when they travel alone

Distance Education and Practice

Barriers to Access (continued)

Inappropriate curricula

- women are not taught the skills necessary to enter the local economy
- inequitable pedagogical approaches

Unfriendly learning environment

- sexual harassment
- inadequate gender awareness training for teachers and students

Fear about technologies

- lack ability or confidence to utilize technology due to the masculinization of technology
- less access to ICT

Lack of female role models

- disproportionate ratio of female to male teachers
- few examples of women in professional careers

Distance Education and Practice

Barriers to Access (continued)

According to Janaki, women face the following barriers:

Psychological which includes low career aspirations, devaluing of personal skills and capabilities and feeling inferior to male competitors.

Institutional which involves inequitable recruitment and promotion regulations, few opportunities for women in leadership roles, omission of women centred curriculum and course books.

Situational which involves socialization processes (patriarchy), cultural biases, family responsibilities, lack of financial or emotional support from family, not being taken seriously, inhospitable campus environment, lack of network support for coping, difficulties managing time commitments, and lack of mobility.

Distance Education and Practice

Appropriate Learning Environments

What are appropriate learning environments for women?

Bhalalusesa (2001) argues that distance education is a woman-friendly way of acquiring education and formal qualifications (17). Distance education is well suited to meet women's learning needs because it provides the flexibility to manage time and because classroom attendance is not required, they are allowed more time to attend to household commitments.

- Women prefer cooperative and supportive environments where they can discuss personal experiences
- Women benefit from study groups and social interaction (intrapersonal learning)
- Women retain knowledge better if they can apply it to their lived experiences and society in general (interperson learning)
- Strong, personal relationships with teachers and peers fosters positive learning experiences
- Women need a supportive home environment that is conducive to studying
- Women prefer student-centred classrooms over autonomous learning environment
- Women benefit from self-assessments and need time to reflect on their learning process
- Clear outcomes, expectation, and feedback help women succeed in education
- Women participate more in collaborative learning environments

Distance Education and Practice

Technology

How is technology making education more accessible to women?

The following technologies are currently being used in developing countries for the instructional delivery of distance education:

1. Video technologies: Two-way video with two-way audio (also referred to as two-way interactive video).
2. Audio technologies: Two-way audio transmission
3. Internet-based technologies: Internet courses using synchronous (i.e. simultaneous or 'real time') computer-based instruction (e.g. interactive computer conferencing or Interactive Relay Chat), and Internet course using asynchronous (i.e. not simultaneous) computer-based instruction (e.g. email, list-serves, and most World Wide Web-based courses).

Other technologies: CD-ROM, mixed mode packages (i.e. a mix of technologies that cannot be assigned to a primary mode) and an open-ended 'other, specify' category. (Janaki, 2006, p ?).

Distance Education and Practice

Technology (continued)

What are the limitations of distance education technologies?

1. Even though an array of educational technologies exists, they may not be compatible with the countries infrastructure or available to the school.
2. In order to facilitate successful distance education programs schools need to have the following:
 - Reliable facilities
 - Consistent power supply
 - Trained personal
 - Capital to invest in telecommunication systems

If distance education does not utilize good instructional design, it may reinforce passive learning habits prevalent in many Asian counties. For countries with logistical or geographical complications, telecommunication systems may become too costly. English is the dominant language used in technology, therefore, education professional in developing countries must become competent in the language.

Distance Education and Practice

Successes

How does distance education improve the lives of women in developing countries?

Studies have shown that the ratio of female to male students is higher in distance education programs than at traditional universities, indicating that online learning is allowing more women to access education. When women receive education and become income generators, their status increases, their children receive more education and they are empowered.

Distance Education and Practice

Successes (continued)

How do women from developing countries benefit from distance education?

- Women do not have to leave home so they can spend more time with their children and fulfil household responsibilities
- Family benefits economically
- Communities benefit from more educated members
- Women's lives improve materially and emotionally
- Children benefit from positive role-models and receive better educational opportunities and increased access to health care
- Women become more confident and empowered to act as change agents in their communities
- Women become aware of their rights and are not exploited
- Women support other women and share experience
- More career choices become available
- Women become engaged citizen and participate more actively in social change

Distance Education and Practice

Achieving Gender Parity

How can we increase girls' and women's access to education?

When female primary school teachers are equal to male teachers the ratio of female students to male students rises proportionally. For example, in countries where only 20% of teachers are female boys outnumber girls. “Increasing proportions of educated women emerging from the schools will affect the number of women available to work as teachers, as well as household demand for girls’ schooling” (UNESCO, 2003).

- Gender equality in education requires:
- Equitable educational opportunities
- Gender bias free classroom and curriculum
- Training in new technologies
- Increased enrollment in math and science
- Access to counseling and academic support that is specific to women’s academic and personal needs
- Equality in outcomes to ensure that academic qualifications and diplomas are recognized and warrant equal pay regardless of employees gender
- Transformation of sociocultural attitudes about what is appropriate knowledge for women

Questions

For distance education to be accessible to women in developing countries, what considerations need to be incorporated into the design and delivery?



Distance Education and Practice

Recommendations

How can the learning needs of women in developing countries be better met?

- Women living in rural and tribal areas need to know about educational facilities and programs.
- Distance education courses should be orientated to empower women socially and economically.
- Course work should be accessible and in the regional language.
- Learning Institutes should provide orientation programs and improve student support services.
- The curriculum should be gender specific and meet the learning needs of women.
- Tuition fees should be affordable and scholarships and bursaries provided for students with insufficient financial resources.
- Learners and teachers should receive gender sensitisation courses.
- More female teachers need to be trained to increase gender parity in enrolment levels.
- Women should have access to courses and counselling the fosters confidence and helps them overcome learning barriers

Distance Education and Practice

Recommendations (continued)

- Women should have access to technology and be trained in its application.
- Local T.V. and radio station should introduce programs that help promote education for women.
- Rural communities should have regional study center with libraries and Internet access.
- Distance education should be flexible to accommodate the learning needs mothers and working women.
- There should be mass media campaigns to increase awareness about educational rights and gender equality.
- There should be bridge programs that help women gain the literacy skills to pursue post-secondary school.
- More female teachers need to be certified and competent using ICT.

Access and Success

**Without education being
aligned to
the life of the student,
can there be success?**

Questions

How can women (and men) in developed countries show solidarity and support education and DE projects for women in developing countries?

Is Westernised education desirable in developing countries?

Why or why not?



Narratives

The Dhaka Project



Narratives

Cameroon Research Project



Narratives

Afghan Project



Narratives

India Experience



Narratives

Morocco Research Project



References

Adeoye, B. & Wentling, R.M. (2007). The Relationship Between National Culture and the Usability of an E-Learning System. *International Journal on E-Learning*, 6(1), 119-146. Chesapeake, VA:AACE

Bhalalusesa, E. (2001). Supporting women distance learners in Tanzania. *Open Learning*, 16(2), 155-168.

Burge, E.J. (2001). Using learning technologies: A synthesis of challenges and guidelines.

Carriuola, N. (2002). The non-traditional undergraduate and distance learning: is higher education providing a portal or just a keyhole to social and economic mobility? *Change*, 34(6), 56-62.

Cohen, M.F. (2006). The Condition of Women in Developing and Developed Countries. *The Independent Review*, 11(2), Fall 2006

Huyer, S. (2006) Cyberella in the classroom: gender, education and technology.

Janaki, D. (2006). Empowering Women through Distance Education in India. *The Fourth Pan Commonwealth Forum on Open Learning (PCF4)*. Ocho Riso, Jamaica: Commonwealth of Learning and Caribbean Consortium.

Kamua, J. (2001). Developing course materials: A context of technology restraints

Kanmar, A. & Taplin, M. (2001). Brave new women of Asia: How distance education changed their lives. Commonwealth of Learning.

Mhehe, E. (2001). Confronting barriers to distance study in Tanzania.

Rashid, B. & Sarker, A. (2008). Strategic Intervention of ODL in Diploma in Youth Development Works in Bangladesh. *Turkish Online Journal of Distance Education*, 9(4), 89-96.

Sukati, W., Chandraiah, E., & Vilakati, N. (2006). The role of distance education in gender equality and in empowering women-A case study of the Institute of Distance Education. *The Fourth Pan Commonwealth Forum on Open Learning (PCF4)*. Ocho Rios, Jamaica: Commonwealth of Learning and Caribbean Consortium.

Spronk, B. (2001). Naming the learning technology issues in developing countries.

Conclusion

Accessible distance education has the potential to provide women in developing countries with the tools and strategies to make positive changes to their lives, families, communities, and countries.