

---

## **Thesis Abstracts**

---

**A Critical Study of the Face to Face Component of Distance Teacher Education Programmes in Sri Lanka (Based on the Post Graduate Diploma in Education Programme of the Open University of Sri Lanka)**

T. S. V. DE ZOYSA

Submitted for the Degree of Master of Philosophy in Education, the University of Colombo, April 1994.

*Countries the world over have implemented different strategies to expand the teaching profession, and to improve its quality. Distance Education is one such strategy. Most effective distance education systems include a 'face to face' component in addition to printed learning materials, and multi media packages. The focus of the study is this 'face to face' component. The objectives of the study were,*

- *to investigate the objectives of these face to face sessions and to find out their relevance to distance education theory,*
- *to conduct a needs analysis of the student teachers who participated in these sessions,*
- *to investigate the structure and organisation of these sessions,*
- *to evaluate the process of face to face sessions,*
- *to conduct a needs-fulfilment analysis, and*
- *to suggest measures that would enhance the effectiveness of contact sessions.*

*The student teachers of the academic year 1993/94 and the internal and external tutors who conducted the sessions were considered as the population for this study. The sample*

*selected consisted of 137 student teachers (10% of the student teacher population, and 10 internal/external tutors; 27% of tutors, course co-ordinators, academic staff of the Education Division and officers in charge of OUSL Regional Centres. The method used was the survey method. The following recommendations were proposed.*

- clear specific objectives of the contact sessions should be formulated*
- the structure of the sessions should be designed to fulfil the student teacher needs*
- sessions should be based on student problems*
- new types of contact sessions should be introduced e.g. sessions to develop skills of teachers, extra mural activities, induction sessions, and revision sessions, and formal and informal student self help groups*
- strategies to increase the attendance and preparedness of students to be utilised*
- the tutor's role should be defined and specified, electronic media such as computers, telephone tutoring etc. should be employed for this purpose*
- an efficient regional service should be built up*
- close links with other components of the programme should be developed,*
- an evaluation procedure (with efficient feedback system) should be established.*

*The study highlighted the importance of the role played by contact sessions in developing the total personality and skills of the teachers who follow Distance Teacher Education Programme in Sri Lanka.*