

Analysis of Distance Education in India Implementing Universal Education

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Abstract – Distance Learning will offer a high educational condition for individuals to share their insight and thoughts and build up their aptitudes. In the present study we study of distance education learning so we were interact with the student and to found the student's psychology, what they think about the distance education system. For the statistical analysis of the study, Chi-Square Test for Independence will be used. Respondent who were from different age, gender, qualification, and employment groups have similar opinion they are agreed with the statement.

Keywords: Distance Education, Distance Learning, Universal Education, Distance Learning Program

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1.1 INTRODUCTION:

Actually a day's distance learning is the most popular system through which individuals can collect knowledge whenever and wherever their skill is, and overhaul it. Today it has been recognized as an all-around perceived method of education and critical preparation to meet the changing needs of our society (1). Thousands of individuals who are refused advanced education at a young age due to a few issues, but burning to develop their insight and ability, can fulfill their desire through the use of Distance Learning (2) framework. This framework is likewise useful for the provincial and remote individuals; individuals living in rugged and fringe territories can learn and assemble information by utilizing this framework. This will give the remote individuals a high educational condition to share their insight and thoughts. This distance education framework has given them open door for advanced education and research (3)

The Indian market isn't generous when contrasted with the global market. e-learning (4) in India has been best in the corporate portion where it is viewed as a methods for accomplishing business objectives and rousing representatives (ITU-T Report, 2012). A great deal of work must be done to make e-learning (4) effective for education, both formal and casual and to develop confidence of individuals in online degrees in India separated from the ones given by famous organizations like IITs (5, 6).

1.2 ADVANTAGES OF DISTANCE EDUCATION

- By eliminating travel it spares tons of time, cash and vitality. The time left for individual and professional living can be used with prudence.
- You can work at your own convenience: since each class is non-competitive, you have the right to inspect or examine your duties during off-hours or at home.

1.3 DISADVANTAGES OF DISTANCE EDUCATION

- Shuffling between occupation and research.
- The students and teachers don't give timely feedback.
- This encourages social separation: you will most often focus on yourself.

2.1 HISTORICAL BACKGROUND OF EDUCATIONAL SYSTEM OF INDIA

The ancient Indian education has been seen divided as belonging to four periods of history. The first period begins from ancient days and culminates in 1000 BC. Most of the ancient literature got composed during this time. The second period has covered the years from 1000 BC to 200 BC. It's identified as the Upanishads

era, the Sutras and the epics. The third phase was delimited between 200 BC and 500 AD. It is termed as the age of Dharmashastras. This period also has got recognition as one of the most powerful periods of its time. The fourth period has taken in its fold the years from 500 AD to 1200 AD. And it is described as the age of Puranas. The writers of the Indian history differ in their opinions over this issue. Following are some of the views of the representative scholars.

3.1 DISTANCE EDUCATION IN INDIA

Distance or Open Learning is a learning method in which the direct physical interaction between teacher and student does not occur at a predetermined time and place, but can be modified as a technique of time, spot and affirmation without sacrificing the subjective content. Different wordings are used to describe this form of education, viz. Digital and Virtual communication. This technique of education dispersal is increasing popularity, as it enables the education process to proceed unhindered, the updating of the skills and the upgrading of the common workers along these lines, providing high-quality education to the disadvantaged in the district of education. For the co-appointment, advancement and assurance of the Distance Education and Op standards "The Indira Gandhi National Open University Act 1985" (7)

In this case, learners are staying in distance places and continue their programme of studies in Distance Education (DE) institutions. It is teaching learning situations where along with print medium various technological media are used to deliver study contents to learners. These media are; radio, television, telephone, audio and video cassettes, computer, mobile, and may be a few other electronic media. In this situation, two-way interaction takes place between learners and tutors both in synchronous and asynchronous forms because of the media intervention.

Corridor and Keynes⁸ (1990) urged the estimations of agreeable learning in distance education, supporting an apprenticeship model that moves understudies from basic misinterpretations (this is called utilitarian fixity). McCollum⁹ (1997) found that the on-line understudies scored 20% higher on tests at that point nearby understudies, ascribing the distinction to little gatherings and study bunches shaped on-line.

Schmidt, Sullivan, and Hardy¹⁰ (1999) saw the student communication as the most significant in setting up a sentiment of network. Smith and colleagues¹¹ (2001) call for three sorts of cooperation: student content, student, and student teacher.

Sunderland¹² (2002) embraced the utilization of email to permit understudies a feeling of network, promptness of reaction, and secrecy.

4.1 METHODOLOGY

4.1.1 Research Design:

This study has been successful in trying to come up with a clearer description of an apparent problem. Our primary aim is to find challenges of distance education and effect of distance education in Indian education system.

4.1.2 Sampling process

Two kinds of sampling process will be done for the studies Convenience Sampling and Non-Probability Sampling Method.

4.1.3 Area of Research

We collected primary data from students enrolled in distance mode of education to know their opinion regarding quality and other parameters of distance education. We collected Secondary data from university.

4.1.4 Sample Unit:

The sampling unit contains the specific units being studied and generally reflects the desired response which is most of the features of primary and secondary data in the universe.

4.1.5 Sources of Data Collection

Likewise with any sort of research, the researcher was mindful about the estimation of secondary data. The data further guide the researcher in characterizing the factors of the examination. The secondary data will give helpful and essential data enhancing the qualitative and quantitative parts of research finding.

4.1.6 Primary Data Collection

A preliminary study of Distance learning education was done by this method of research. For this purpose structured and non-structured questionnaire was prepared and administered to various students in different part of India. Questionnaires are commonly used to gather first-hand information from a large audience, in the form of a survey. This questionnaire is framed in such a way that it provide us continue response from the student's available in centers and to achieve flexibility by asking certain closed ended questions.

4.1.7 Statistical Analysis:

The lesson demonstrated how to perform a Chi-square test of freedom. The test occurs if you have two group variables from a single population. It is used to determine whether the two variables have a direct relation to each other. For example, in an election survey, electors may be defined by gender (male or female) and voting preference (democrat, republican, or independent). We could use a chi-square measure of freedom to assess whether gender is connected to a preferential vote. Consider this scenario, the sample question, at the end of the lesson. The test procedure described in this lesson is appropriate when using Chi-Square Independence Test if the following conditions are met: Simple random sampling is the sampling process.

If a contingency table shows sample data, the estimated frequency count for each table cell is at least 5.

H0: Variable A and Variable B are independent.

Ha: Variable A and Variable B are not independent.

5.1 RESULTS AND DISCUSSION

5.1.1 Data Analysis and Interpretation:

This section include data collected from sample of different universities those are providing distance education in various part of country. Ten state open Universities and other dual mode universities in different states of India. In order to study the role of distance education in the Indian education system, we need to know Total enrollment in distance education distance, Total enrollment is a percentage in higher education, female student enrollment also Looking at the state-wise variability, out of the total recorded enrolled students pursuing distance education studies.

Null Hypothesis H1- There is no significant effect of distance education in Indian education system.

Table 4.1 Total No of Dual Mode/ Single Mode Open Universities in India from 1975 to 2015

S. No.	Year	Dual Mode University/Institutes	Single Mode Open University	Total distance Education Institutions
1	1975	22		22
2	1982	34	1	35
3	1985	38	2	40
4	1990	46	5	51
5	2000	70	9	79
6	2005	106	13	119
7	2010	242	14	256
8	2015	98	14	112

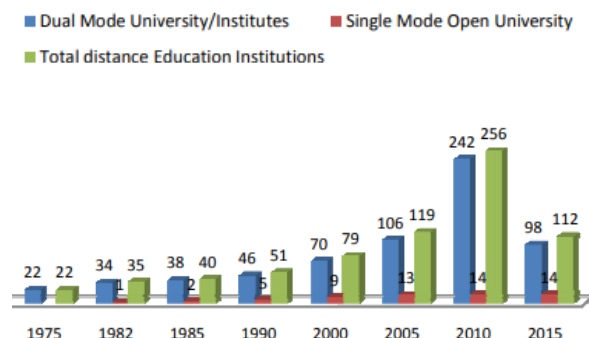


Figure 4.1-Total No. of Dual Mode/Single Mode Open Universities in India from 1975 to 2015

Registration in Open Universities (OUs) and Distance Education Institutions (DEI) has gradually grown at a higher pace than in conventional programs. As the report of a seven-part board of trustees led by NR Madhava Menon shows, the portion of distance education increased from 2.6 percent in 1975-76 to 8.9 percent in 1985-86 and further strengthened to 10.7 percent in 1990-91 and 20.56 percent in 2008-09. Open Distance Learning (ODL) platform, otherwise known as Distance Education (DE) framework, has evolved as one of the important methods of education and training as the general annual enlistment growth between 1975-76 and 2008-09 was 5.6 percent for the ordinary framework, while in the ODL system it was 16.3 percent. The table below represents the year of astute growth in the nation of ODL institutions

5.1.2 Data Analysis and Interpretation

Null Hypothesis H2- There is no significant difference in opinion of students about quality of education in Distance Education in India.

5.1.3 Opinion about chosen distance education programme among various age groups:

In order to find whether there is any difference in opinion of respondent about reason to chosen distance education programme among various age groups following hypothesis is formulated and Two-Way Chi-Square is used.

Null Hypothesis H0 -There is no difference in opinion of respondent about reason to chosen distance education programme among various age groups

Table 5.1 (a) Age * I chosen Distance Education Programme for the following reason**Crosstab**

Age		I chose Distance Education Programme for the following reason.				Total
		Work schedule	Financial	On Campus class was full	Any other reason - (please specify)	
16-20	Count	86	51	66	28	231
	% within Age	37.2%	22.1%	28.6%	12.1%	100.0%
	% of Total	17.2%	10.2%	13.2%	5.6%	46.2%
21-25	Count	102	43	48	23	216
	% within Age	47.2%	19.9%	22.2%	10.6%	100.0%
	% of Total	20.4%	8.6%	9.6%	4.6%	43.2%
26-30	Count	12	9	8	2	31
	% within Age	38.7%	29.0%	25.8%	6.5%	100.0%
	% of Total	2.4%	1.8%	1.6%	0.4%	6.2%
31-35	Count	6	5	1	1	13
	% within Age	46.2%	38.5%	7.7%	7.7%	100.0%
	% of Total	1.2%	1.0%	0.2%	0.2%	2.6%

Table 5.1 (b) Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.361 ^a	12	.417
Likelihood Ratio	13.449	12	.337
Linear-by-Linear Association	2.533	1	.112
N of Valid Cases	500		

Result: The probability of the chi-square test statistics (chi-square=12.361), the value of p is found to be 0.417>.05 (5 percent significance level) there is accepted for null hypothesis, hence there is no difference in the respondent's opinion as to why the distance education program was chosen between different age groups.

Opinion about chosen distance education programme among various gender groups

In order to find whether there is any difference in opinion of respondent about reason to chosen distance education programme among different gender groups following hypothesis is formulated and Two-Way Chi-Square is used.

Null Hypothesis.H0 -There is no difference in opinion of respondent about reason to chosen distance education programme among various there is any difference in opinion of respondent about reason to chosen distance education programme among different gender groups

Table 5.2 (a) Sex * I chosen Distance Education Programme for the following reason.**Crosstab**

		I chose Distance Education Programme for the following reason				Total
		Work schedule	Financial	On Campus class was full	Any other reason - (please specify)	
Male	Count	157	66	80	41	344
	% within Sex	45.6%	19.2%	23.3%	11.9%	100.0%
	% of Total Sex	31.4%	13.2%	16.0%	8.2%	68.8%
Female	Count	52	44	47	13	156
	% within Sex	33.3%	28.2%	30.1%	8.3%	100.0%
	% of Total Sex	10.4%	8.8%	9.4%	2.6%	31.2%
Total	Count	209	110	127	54	500
	% within Sex	41.8%	22.0%	25.4%	10.8%	100.0%
	% of Total Sex	41.8%	22.0%	25.4%	10.8%	100.0%

Table 5.2 (b) Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.130 ^a	3	.011
Likelihood Ratio	11.130	3	.011
Linear-by-Linear Association	1.402	1	.236
N of Valid Cases	500		

Result: The probability of the chi-square test statistics (chi-square=11.130), the value of p is found to be 0.011<.05 (5 percent significance level) there for null hypothesis is rejected, hence there is discrepancy in the respondent's opinion as to why the distance education system was chosen between different gender groups.

Opinion about chosen distance education programme among various qualification groups In order to find whether there is any difference in opinion of respondent about reason to chosen distance education programme among different qualification groups following hypothesis is formulated and Two-Way Chi-Square is used.

Null Hypothesis.H0 - There is no difference in opinion of respondent about reason to chosen distance education programme among various there is any difference in opinion of respondent about reason to chosen distance education programme among different qualification groups

Table 5.3 (a) Qualification * I chosen Distance Education programme for the following reason.

Crosstab

I chose Distance Education Programme for the following reason						
		Work schedule	Financial	On Campus class was full	Any other reason – (please specify)	Total
Male	Count	153	68	82	40	343
	% within Sex	44.6%	19.8%	23.9%	11.7%	100.0%
	% of Total Sex	30.6%	13.6%	16.4%	8.0%	68.6%
Female	Count	23	23	20	5	71
	% within Sex	32.4%	32.4%	28.2%	7.0%	100.0%
	% of Total Sex	4.6%	4.6%	4.0%	1.0%	14.2%
Total	Count	8	8	9	2	27
	% within Sex	29.6%	29.6%	33.3%	7.4%	100.0%
	% of Total Sex	1.6%	1.6%	1.8%	0.4%	5.4%

Table 5.3 (b) Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.118 ^a	9	.268
Likelihood Ratio	10.961	9	.278
Linear-by-Linear Association	.456	1	.499
N of Valid Cases	500		

Result: The probability of the chi-square test statistic (chi-square=11.118), the value of p is found to be 0.268>.05(5% level of significance) there for null hypothesis is rejected accepted, hence there is difference in opinion of respondent about reason to chosen distance education programme among various qualification group.

Opinion about chosen distance education programme among various employment groups

In order to find whether there is any difference in opinion of respondent about reason to chosen distance education programme among different occupation groups following hypothesis is formulated and Two-Way Chi-Square is used

Null Hypothesis.H0 -There is no difference in opinion of respondent about reason to chosen distance education programme among various there is any difference in opinion of respondent about reason to chosen distance education programme among different occupation groups.

Table 5.4 (a) Employment * I chosen Distance Education Programme for the following reason.

Crosstab

I chose Distance Education Programme for the following reason						
		Work schedule	Financial	On Campus class was full	Any other reason – (please specify)	Total
UG	Count	153	68	82	40	343
	% within Qualification	44.6%	19.8%	23.9%	11.7%	100.0%
	% of Total	30.6%	13.6%	16.4%	8.0%	68.6%
PG	Count	23	23	20	5	71
	% within Qualification	32.4%	32.4%	28.2%	7.0%	100.0%
	% of Total	4.6%	4.6%	4.0%	1.0%	14.2%
Ph.D/M.Phil	Count	8	8	9	2	27
	% within Qualification	29.6%	29.6%	33.3%	7.4%	100.0%
	% of Total	1.6%	1.6%	1.8%	0.4%	5.4%
Others	Count	23	13	12	7	55
	% within Qualification	41.8%	23.6%	21.8%	12.7%	100.0%
	% of Total	4.6%	2.6%	2.4%	1.4%	11.0%
	Count	25	11	16	7	59
	% within Qualification	42.4%	18.6%	27.1%	11.9%	100.0%
	% of Total	5.0%	2.2%	3.2%	1.4%	11.8%

Table 5.4 (b) Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.118 ^a	9	.268
Likelihood Ratio	10.961	9	.278
Linear-by-Linear Association	.456	1	.499
N of Valid Cases	500		

Result: The probability of the chi-square test statistic (chi-square=11.118), the value of p is found to be 0.268>.05(5% level of significance) there for null hypothesis is rejected accepted, hence there is difference in opinion of respondent about reason to chosen distance education programme among various qualification group.

CONCLUSION:

The secondary data source reveals that 40 to 50 percent of the students in most open and distance educational institutions are female. In India, in 2011-12, the percentage of women in distance education was 41.20, in 2012-13 was 32.18 per cent in this year percentage of women enrolment decreased as compared to 2012-13 but number of enrolment increases. The study revealed that slightly there were difference in opinion of respondent regarding recommended a distance education programme to a friend, 56.1 per cent of employed will recommend 43.8 per cent of employed (on study leave), 43.3 per cent of unemployed will not recommend and 38.2 per cent of business people as well as 41.7 per cent of retired were in dilemma to recommend it or not to a friend. No differences found in other demographic factor including age, gender and educational status about 44 per cent of

respondent in favor to recommended distance education to a friend. Based on educational status undergraduate (44.9%), postgraduate (30.8%), Ph.D/M.Phil (48.1) per cent of respondent felt moderately motivated and 39.9 per cent of others felt highly motivated.

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