

Distance Education in Education System of India : A Study

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Abstract - Distance Education is one of the most recent educational trends, supporting a large number of competitors in achieving their goals with the least amount of effort. By coming to their doorsteps, distance education is making the lives of many up-and-comers easier. The open education framework is supporting in the country's proficiency expansion. For the new generation of working professionals, distance learning has become a common tool. People who have faith in their ability to multitask have a massive day plan. They try to juggle a plethora of errands and manage their time. Distance education in India is a wise investment in terms of not only conserving time but also getting the best skills and information about your work force. Distance learning provides access to study programmes that would otherwise be unavailable to understudies in their local area. It's also achievable, and it lends a lot of credibility to your educational marvel. Distance learning incorporates a shifting scope of demonstrating methods, making it enticing, exceptional, and understudy driven. Employee boards originate from various foundations, ensuring that the understudies are given globally appreciated and confirmed information. The Indian government is also promoting distant learning by creating open universities around the country with the goal of educating the populace. Education and training in important professional areas, as well as the development and management of huge communication networks, are all part of the activity. Open universities have proven to be an important and innovative component of higher education in many countries, and they are seen as a critical instrument of human resource development by educational planners and policymakers, as well as the general public.

Keywords - Education, Distance, Open universities, Learning.

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INTRODUCTION

Brief history of distance education

Distance education dates back to at least 1728, when "Caleb Phillips, Teacher of the New Method of Short Hand" advertised in the Boston Gazette that he was looking for students for weekly sessions. Distance learning isn't a brand-new notion. The first significant correspondence programme in the United States was created in the late 1800s at the University of Chicago, with the teacher and learner in separate places. Prior to that time, education was primarily available to males at higher levels of society, particularly in preindustrial Europe. In ancient days, the most efficient mode of instruction was to gather pupils in one place at one time to learn from one of the masters. Traditional educational models are still the most common way of learning today. Early attempts to offer alternatives by educators like William Rainey Harper in 1890 were mocked. Correspondence study, which was supposed to provide educational chances for individuals who were not among the elite and could not afford full-time

residency at an educational institution, was regarded as a lesser form of education.

Correspondence courses were viewed by many instructors as merely business activities. Instruction outside of the traditional classroom had suddenly found new delivery mechanisms as radio and television flourished throughout World War I and the 1950s. There are numerous examples of how early radio and television were employed in schools to provide remote instruction. Wisconsin's School of the Air was an early attempt, in the 1920s, to establish that the school's borders were the state's boundaries. Audio and computer teleconferencing have recently had an impact on how instruction is delivered in public schools, higher education, the military, business, and industry. Correspondence study began to leverage evolving technology to deliver more effective distance education after the formation of the Open University in the United Kingdom in 1970 and Charles Wedemeyer's pioneering usage of media at the University of Wisconsin in 1986.

To reflect changes in the profession, the International Council for Correspondence Education changed its name to the International Council for Distance Education in 1982. Distance education, with its aspirations of providing equitable access to education, became a reality with the rapid expansion of new technologies and the advancement of information delivery methods. Hundreds of governmental and commercial organisations and institutions now offer distance education courses to school districts, universities, the military, and huge enterprises. As part of the National Technological University, more than 20 of the country's top universities create direct satellite broadcasts to give over 500 engineering courses delivered live by satellite (NTU). IBM, Kodak, and Fortune 500 corporations spend more than \$40 billion a year on remote education programmes.

Meaning and definition

Distance education, often known as distance learning, is a branch of education that focuses on teaching methods and technology with the goal of providing instruction to students who are not physically present in a traditional educational setting such as a classroom, sometimes on an individual basis. "A procedure to develop and provide access to learning when the source of information and the learners are separated by time and location, or both," according to the definition.

Hybrid or mixed courses of study are distance education courses that necessitate a physical on-site presence for any reason (including completing tests).

Distance learning, often known as e-learning, is a formalised teaching and learning method that is carried out remotely via electronic communication. Because distance learning is less expensive to sustain and is not limited by geographical constraints, it can be used in situations where traditional education is ineffective. Employees and students with scheduling or distance issues can benefit from distance education because it is more flexible in terms of time and can be provided nearly anywhere.

- Voice-centered technology, such as CD or MP3 recordings or Webcasts, are popular distant learning methods.
- Instructional films, DVDs, and interactive videoconferencing are examples of video technology.
- Computer-based technologies accessible via the Internet or a company network

According to studies, distance learning can be just as successful as traditional schooling. There is student-teacher contact when the approaches are

acceptable for the educational tasks, and teachers provide students with appropriate and timely feedback.

Distance education in the India

Distance education is a relatively new notion in India. It only dates back to the early 1960s, but it has been around since 1958 in the United Kingdom. The University of London has begun offering degrees to students who have been unable to enrol in traditional courses of study (Felton, 1997). In India, the Central Advisory Board of Education created a committee in 1961, chaired by Dr. D.S. Kothari, to make important suggestions about the nature, scope, and structure of correspondence courses.

In 1962, the University of Delhi established the country's first directorate of correspondence course, which was later renamed the school of correspondence course and continuing education. Dr. K.L. Shrimali, the Union Minister of Education, who inaugurated the course, stated the following goals: • To provide an efficient and less expensive form of educational instruction at a higher level in the context of India's national growth.

To provide opportunities for academic pursuits to educated citizens through correspondence instruction without disrupting their current employment to all qualified and welding people who had failed to join regular university courses due to personal and economic reasons or because they were unable to get admission to a regular college.

In 1970, the Ministry of Social Welfare, Ministry of Information and Broadcasting, UGC, and UNESCO jointly convened a national symposium on open universities based on the recommendations of these delegations. Under the chairmanship of Mr. Parthasarthy, a high-powered committee was formed to consider the establishment of an open university in the country. In 1972, the first move was to establish a National Institute of Correspondence Courses (NICC), but it was not widely received. On the basis of the Parthasarthy committee's proposals, Punjab University, Patiala founded the National Council of Correspondence Education (NCC) in 1976. Andhra Pradesh, on the other hand, took the initiative to establish an open university and became the first to do so, naming it Andhra Pradesh Open University. In 1991, it was renamed Dr. B.R. Ambedkar Open University. In September 1985, the Indian Parliament enacted a bill to establish the Indira Gandhi National Open University.

IGNOU, which has made a name for itself in a short time and has been named a Centre of

Excellence in Distance Education by the COL, was founded with the following goals in mind:

- To use a variety of methods to advance and distribute learning and knowledge.
- To provide higher education opportunities to a significant segment of the population.
- To promote the country's Open University and distant education system.
- Coordinate and establish the system's standards.
- Strengthening student support services is one of the university's five thrust areas for new outreach, expansion, and consolidation initiatives.
- Reaching out to underserved communities • Encouraging quality assurance • Making use of relevant technologies • Emphasizing the worldwide role

There are already 64 correspondence course institutes in operation, as well as nine state open universities. Enrollment in distance education is steadily increasing.

India boasts a huge number of undergraduate and postgraduate distance education programmes. Private colleges that offered distant education at the certificate and diploma levels started the trend. Many prominent universities realised the need for and promise of distant education in an impoverished and populous country like India by 1995, and began offering degree-level online education programmes. The tendency caught on, and today many people have a high level of status.

Present scenario of distance learning education in India

Indira Gandhi National Open University (IGNOU) was the first university in India to offer correspondence courses and set the precedent for distance education, while many other universities began these programmes as a way to broaden their horizons and generate resources. Unfortunately, haphazard proliferation has been witnessed due to a lack of government standards and support. Many of them have done an outstanding job in terms of deliverables, but there is still a long way to go. Finally, the DEC (Distance Education Council), a statutory organisation established under the IGNOU, took some steps toward defining the necessary norms and criteria. As a result, the DEC, or Distance Education Council, has created criteria, rules, and regulations that a university must follow in order to provide any course through its distance education programme. This will aid in the regulation

of the proliferation of such programmes and ensure that everyone follows strict guidelines.

Previously, the sole available mode of regular education deprived the working class, professionals, businesses, housewives, and students from the society's weaker parts. According to the facts, a significant portion of our population does not pursue higher education since these students must support their family. There is widespread awareness of the need to improve higher education standards and levels, as well as a desire to do so. Higher education is no more solely for a select group of people; it is becoming required in order to increase one's social status, basic qualifications, and marriage qualifications, as well as to better one's career profile and chances. Distance is no longer a hindrance to pursuing and completing a degree, since most universities now provide study and testing sites in multiple cities, and demand in Distance Education is predicted to rise in the next decade.

E-Learning Technologies will make it easier for students to choose from a variety of distance education courses, as well as the universities that provide them. The goal is to bring cost-effective, high-quality education to a wide portion of our people, particularly those who live in rural and distant places.

Scope of distance education In India

Education, after food, has provided the second largest difficulty for modern India. It is a sector in which the government should have invested more money but did not. The ramifications were severe. On the one hand, there are some of the world's most accomplished persons in subjects such as literature, software technology, engineering, management, medicine, and biotechnology; on the other hand, the region is home to some of the world's most illiterate people. What a dramatic difference! However, there is no point in avoiding the harsh reality.

How can the illiteracy problem be solved? Many people want to be a part of the mainstream of distance education. The desire to learn and educate oneself is undoubtedly a positive sign, but it is sometimes squandered owing to a lack of adequate facilities. With the advent of distance education, this stumbling hurdle was removed. For individuals who yearned for more education, distance education has opened up a new world of possibilities. In certain ways, it has aided a number of professionals, school and college dropouts, housewives, and others in realising their unfulfilled ambitions. It is really important, especially in a nation like India, where education is quite expensive.

Distance learning has risen in popularity around the world and has become a popular educational option in India. Many people in rural India lack access to a primary education, and adults find it difficult to go to a university to complete their education.

RESEARCH METHODOLOGY

The purpose of this study's approach is to assess the current state of India's distant learning system. The current study is empirical in nature, and the main and secondary data sources are both primary and secondary. Data was gathered using questionnaires designed to obtain information from IGNOU's and other distant learning institutes' various centres. Secondary data on distant learning systems in India was gathered through the usage of journals, articles, and other publications. The official website of IGNOU and other remote learning colleges, as well as other websites, were used to collect statistics and relevant information. A review of the literature has been conducted based on studies conducted both in India and overseas. The current research activity includes a full evaluation of the theoretical and empirical literature on the subject in order to conduct an in-depth examination of each component in a larger context. The study entails the gathering of data/information, such as technological advancements and progress. The investigation is analytic in nature. It is primarily based on aggregate macro data. In the current study, the survey method of research was adopted. Personal interviews and investigations were used to gather primary data.

Several libraries were visited in order to collect information on various areas of the research project. The required and appropriate analysis and interpretation have been made in conjunction with this research effort based on visits, talks, classification, and modulation, among other things.

COLLECTION OF DATA

The current study is empirical in nature, and the main and secondary data sources are both primary and secondary. Data was gathered using questionnaires designed to obtain information from IGNOU's and other distant learning institutes' various centres. Secondary data on distant learning systems in India was gathered through the usage of journals, articles, and other publications. The official website of IGNOU and other remote learning colleges, as well as other websites, were used to collect statistics and relevant information. Personal interviews and investigations were used to gather primary data. Several libraries were visited in order to collect information on various areas of the research project.

QUESTIONNAIRE

- Q1. Do you agree that there is need of distance education to the whole society?
- Q2. Do you agree that distance education is preferred by the service people?
- Q3. Is it true that without education, no one can make its career?
- Q4. Do you also admit that distance education should also focus on quality education in India?
- Q5. Do you feel that people should attend classes in distance education for improving their knowledge and skills?
- Q6. Do you agree that distance education can play a significant role in the development of society?

RESULTS AND DISCUSSION

We polled 230 persons on the topic of distance education. We questioned the respondents if they agreed that distance education is necessary for the entire society. In this regard, we received the response shown in the table below.

Table 1: Data collected as for the response to question number 1

S.No.	Variables	Data Collected
1	Always	200
2	Sometimes	020
3	Very rare	010
4	Never	000

We further asked the respondents whether they agree that distance education is preferred by the service people. The responses are tabulated below

Table 2: Data collected as for the response to question number 2

S.No.	Variables	Datacollected
1	Always	150
2	Sometimes	037
3	Veryrare	030
4	Never	013

We further asked the respondents whether they agree that it is true that without education, no one can make its career. In this regard, all the respondents were not similarly responsive, there fore, overall response is as given below in the table:

Table 3: Data collected as for the response to question number 3

S.No.	Variables	Datacollected
1	Always	181
2	Sometimes	010
3	Veryrare	022
4	Never	017

Quality impact the people immediately, but education is also equally important. Hence, it was asked the respondents whether they admit that distance education should also focus on quality education in India.

Table 4: Data collected as for the response to question number 4

S.No.	Variables	Datacollected
1	Always	143
2	Sometimes	052
3	Veryrare	021
4	Never	014

There is no agree bar for learning. Hence, we asked the people whether they feel that people should attend classes in distance education for improving their knowledge and skills. In this regard, all the respondents were not similarly responsive, there fore, overall response is as given below in the table:

Table 5: Data collected as for the response to question number 5

S.No.	Variables	Data collected
1	Always	157
2	Sometimes	039
3	Veryrare	023
4	Never	011

It was also asked to the respondents whether they agree that distance education can play a significant role in the development of society. In this regard, all the respondents were not similarly responsive, therefore, overall response is as given below in the table:

Table 6: Data collected as for the response to question number 6

S.No.	Variables	Data collected
1	Always	200
2	Sometimes	018
3	Veryrare	008
4	Never	004

CONCLUSION

In India, one of the main goals has been to democratise education by making it more accessible to diverse strata of society that had previously been excluded. The majority of the goals have been met since the inception of IGNOU. Important aspects of the open learning system include relaxed and flexible admission requirements, personalised study, and particularly provided course materials for specified target groups.

Various programmes have gained clarity and depth thanks to counselling and the use of audio-

video materials. The institutions of open learning are attempting to reach a large number of learners from various areas of society using these attributes. Furthermore, in comparison to formal education systems, the fees for the programmes are far lower. Open learning programmes are relatively inexpensive for Indian society, which has a significant number of poor people. Only the general public must demonstrate their willingness to participate in the programmes. As a result, programmes such as education should be considered in this light. The open learning system has the capacity to maintain programme quality where traditional educational systems have failed. Only this approach can ensure high-quality, uniform education for all students. With the foregoing facts, it is safe to conclude that open learning programmes have a high social relevance and should be supported in every way feasible. These programmes have goals that are not only focused on students, but also on society.

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