

# Distance Education in India: A Study of Implementation in Universal Education

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**Abstract** – Distance education is a mainstream instrument in India these days for individuals who need to procure information and overhaul capability. Education play a vital role in development of any country, so that it's take more attention of People of any country. In the present study we analyze the challenges occurred in the distance education, the distance education effect in Indian education system, the Participation of women in distance education and distance mode quality of education.

**Keywords:** Distance Education, Universal Education, Distance Learning Program Implementation.

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## 1.1 INTRODUCTION

In India, where the populace is excessively high to the educational foundations, distance learning framework will assist with expanding the development of artistic rate in advanced education. Without which India can't arrive at the objective inside restricted timeframe. Existing systems has played out an extraordinary job in this perspective. Open and Distance Education (ODE) system in the present world has improved ubiquity across the board. India has developed a system for advanced education that provides an education office in virtually all parts of scholarly enterprises and human creative. The institutional system consists of Universities built up by an Act of Parliament as Central Universities or a State Legislature as State Universities, Deemed Universities, State-Legislative Institutions, Institutes of National Importance, and University-subsidiary schools, both government-helped and independent. Distance education advanced from print-based correspondence to join broad communications, for example, TV and radio, trailed by such improvements as PC interceded guidance and intelligent video. Distance education courses turned out to be progressively media rich. Phone and videoconferencing made new channels of correspondence that empowered connections a good ways off among distance coaches and students.

## 1.2 OBJECTIVES OF DISTANCE EDUCATION

Distance education objectives are to provide an elective education strategy allowing a huge number of people with a strong propensity to gain more

knowledge and develop their expertise. Correspondence courses aim to supply food along these lines

(a) Students in topographically remote regions; (b) Students who needed to cease education due to absence of bent and inspiration however who may later on become persuaded; (c) Students who needed to end their proper education inferable from monetary and different conditions; (d) people who view education as a real existence - time action and may either prefer to revive their insight in a current order or to secure information in another region and (e) Students who can't discover a situate or don't wish to join a standard school or college division in spite of the fact that they have the essential capabilities to seek after advanced education.

## 1.3 EDUCATION SYSTEM IN INDIA

In India, where the population is excessively high up to the educational foundations, the system for distance learning would help to extend the growth of the advanced education scholarly pace. Without which India will not be able to reach the target within a limited timeframe. In this perspective, existing systems have played out an incredible job. Furthermore, a calculation of this development has been included in the introduction of information communication technology (ICT). Research into existing distance learning systems in India is crucial. It will also further improve the existing distance learning networks.

### 1.3.1 Primary Education

Education in India, like the private segment, is provided through the open segment, with control and subsidizing from three levels: focused, federal, and nearby. The Indian Constitution is a big right for children aged 6 to 14 years without giving and compulsory education. India has an enormous tuition-based education system complementing the administration run schools at the critical and auxiliary level, with 29 percent of understudies at age 6 to 14 embracing private schooling. (1)

### 1.3.2 Secondary Education

In view of execution in the initial two years of optional school and on the results of the SSC, undergraduates may join Senior / Upper Secondary School. Upper Secondary School provides the understudies with an opportunity to choose a 'path' or research convergence, providing science, business and humanities / expression. For two years, education is governed in both schools and junior universities which are regularly coupled with a degree requiring colleges or universities.

### 1.3.3 Vocational Education:

Young people who don't want to go to tertiary education or who don't want to graduate from optional school often choose from the special professional schools that operate in just one or more courses. Not at all like in the United States, professional and specialized education isn't profoundly specific and is somewhat a wide diagram of information relevant to work. The educational program offered consists of an organizational courses, language classes, and electives, all of which are moral in character. Evaluations to complete professional education are driven by the Government's All India and Vocational Education Boards.

### 1.3.4 Tertiary Education

There are different kinds of tertiary establishments in India, to be specific Universities (Central, State, Open), Universities of National Importance, and Deemed colleges. Guidance of most of understudies, just about 80 percent, is finished at partnered schools with the educational plan, assessments, and last degree being planned and conceded by the college.

## 1.4 DISTANCE EDUCATION VS. TRADITIONAL EDUCATION

In accordance with the ordinary educational system, distance education is a wider structure as far as purpose and sense are concerned. Its implication is more extensive on the grounds that it works in an a lot bigger learning circumstance: a circumstance

where numerous variables stay uncertain and rudimentary. It has a more extensive indication in that it covers an impressive distance so as to impact scholastic correspondence. (2)

These are expansion projects that allow a college or school's abilities available to new populations; grown-up educational programs in selected areas that provide non-conventional learning to grown-ups; and extended grounds that provide addresses in various areas that are far from official grounds. By and by, following Keegan, one can use the word "distance education" as a non-exclusive concept. It would then include a range of teaching / learning methodologies referred to as interactive instruction, home assessment, free review, external evaluation or encouragement of a good way out.

## 1.5 NATURE AND CHARACTERISTICS OF DISTANCE EDUCATION

The term "distance education" is described in various names, such as; education in correspondence, open learning, home teaching, study off-campus, flexible learning, resource-based learning, etc. But all those titles are further condensed and grouped into three major divisions. These are records of e-mail, distance education, and learning online. (3)

### 1.5.1 Correspondence education:

In the correspondence education there is no face-to-face contact between teachers and learners it is a situation of teaching-learning, where the learners are at a distant location. The learners receive the study materials from the institutions through postal services. In this case, print is the only medium of instruction and the only source for the learner to learn is the printed lessons.

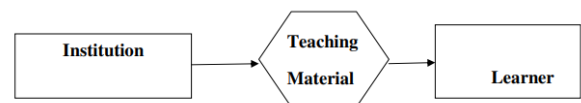
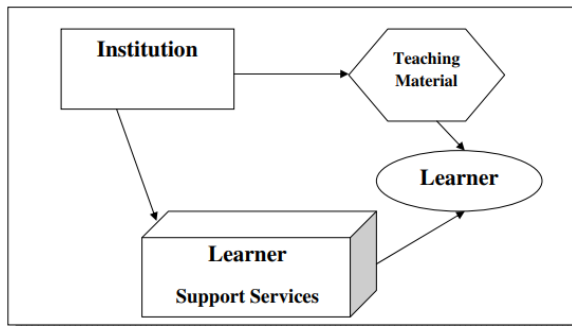


Figure 1.1 Correspondence education

### 1.5.2 Distance education:

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.

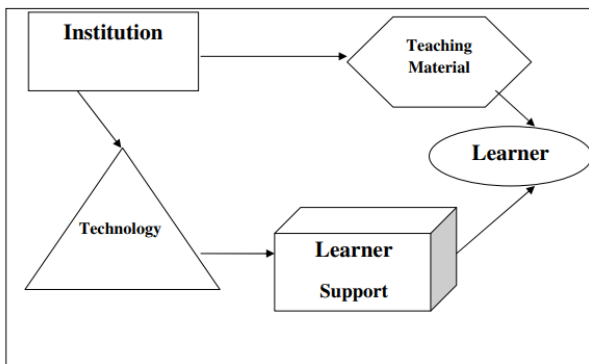


**Figure 1.3 Distance Education**

**1.5.3 Open Learning:**

Open learning is a philosophy rather than a method of distance learning. On the account of Perraton (1997),(3) "Open learning as a composed educational movement dependent on the utilization of training materials in which study imperatives are limited as far as access, time and spot, study techniques or any blend thereof."

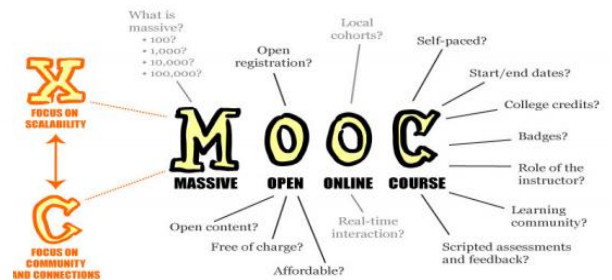
Open learning is acclimated amongst students across the globe with these highlights.



**Figure 1.3 Open Educations**

However, the expense per understudy varies among distance education organizations, it is more affordable than the regular framework. The cost varieties are due to the design of the consumption and the pattern of enrolment. The Open University's fixed expense is higher, as it needs to create a physical framework and delegate instructional and authoritative personnel. Be that as it may, the CCIs use the physical structure of the college concerned and from the traditional system contract the asset people's administrations. Henceforth, the fixed costs in correspondence course organizations are similarly low. Further, the variable value is concerned; the per capita cost would usually decrease where the enrolment is more. It is due to large-scale learning materials generation, and various consumptions such as compensation for journalists exercising, installment to asset people, lease, and various uses to lead PCPs.

By 19 August, the UGC made it compulsory for all colleges to carry out revisions to their individual statutes and rules to encourage the movement of credits from their understudies for the degree projects to be offered under Swayam, a gigantic open online course (MOOCs) stage.



**Figure 1.4 MOOC Source:**

[https://en.wikipedia.org/wiki/Massive\\_open\\_online\\_course](https://en.wikipedia.org/wiki/Massive_open_online_course)

The UGC (Credit System for Online Learning Courses by means of Swayam) Regulation, 2016, has been as of late informed by the advanced education controller to guarantee that Swayam will take off not long after it is propelled as the Ministry of Human Resources Development attempts to beat the clock to finish all arrangements for the turnout of India's first Moocs stage one month from now. Prime Minister Narendra Modi is expected to dedicate the initiative, which aims to fill the gap created by the acute shortage of quality teachers at the country's higher educational institutions, to the nation on August 15. The Swayam will provide the students with formal lectures by subject experts in a virtual classroom. "A foundation can just permit up to 20% of the absolute courses offered in a particular semester program through the internet learning courses offered through the Swayam stage" That is provided for in the UGC Regulation. Students who are registered with the "SWAYAM" may complete their entire program by attending online classes at the end of each semester and taking proctored exams to move on to the next stage. The proctored exams will be accessible to centers with suitable facilities in the universities. The credit that the students receive will be transferred through the one that runs the program on the MOOCs website to their mother university.

**1.6 REVIEW OF LITERATURE**

Distance learning courses offer convenient alternatives to students who want to earn college credit but are not able to attend traditional classes. Taking courses in a distance learning format is a viable option for students who have scheduling conflicts, work or family commitments, or live too far away from a college campus. Many author and

researcher give their views on distance learning not in India but in abroad also.

M. Mozammel Hoque Chowdhury<sup>4</sup> (2013): Distance Learning in the 21st century is a very critical delivery of instruction for higher education. In colleges, universities, and other educational institutions, for example, the Web, video conferencing, web-based conferencing, and so on, along with the rapid improvement in new PC-related software, and distance education, assume an inexorably significant task. The paper also aims to suggest a few proposals to address the issues and to strengthen the basis for updating the system for quality education.

Dr Ajay Kumar Attr<sup>5</sup> (2012): This paper addresses issues related to distance education and their possible solutions. Next, it discusses certain problems that distant learners faced during their course of study. Second, it also discusses the issues relating to the distance education system. Finally, it provides potential solutions to these issues and some suggestions for improving distance education.

Caleb KANGAI at al.<sup>6</sup> (2011): The last article in Zimbabwe is 'Teacher Education via Open and Distance Learning: The Zimbabwe Case.' The article is a qualitative analysis of distance teacher education at Zimbabwe Open University as a portion of a comprehensive quantitative study undertaken by the two Zimbabwe Open University analysts on issues of quality and feasibility of open and distance learning. The article argues that distance teacher education in Zimbabwe and elsewhere is capable of tackling current and future problems of teacher shortage.

Taylor and Mohr<sup>7</sup> (2001) concentrated on numerical nervousness brought about by poor educating, absence of understudy understanding, and absence of subject significance. They discovered help for understudy focused learning started by tackling genuine issues. Significant segments for understudy achievement included utilizing a book with increasingly express substance occasions and giving a progressively strong instructional condition.

Larson and Bruning<sup>8</sup> (1996) found huge improvement in math position scores for school among understudies finishing a secondary school distance education course, contrasted with those not taking the courses. This course utilized secondary teachers as neighborhood facilitators. The facilitators communicated worry about the absence of adaptability in course pacing, which they felt prompted negative frames of mind with respect to understudies towards the distance educator. However, they reported that understudies had inspirational mentalities towards visual parts of the course, including PC created portrayals of scientific ideas, just as genuine exhibitions of useful applications.

Mulatu Dea Lerra<sup>9</sup> (2014): Evidently, the implementation of a DL system does not ensure a high-quality education. The purpose of this study is to explore the dynamics and challenges of distance education at Private Higher Institutions in South Ethiopia. A representative sample of tutors and representatives of academic programs chosen in a given survey, using simple random and stratified sampling. Questionnaires and interviews were instrumental in collecting the data. The finding revealed that, as the number of students in a class during tutorial programs is not the norm, the tutors are responsible for one or two courses at a time and the remainder for more than two courses, assignments were too challenging for the skill of the students in the courses some students did not receive modules before tutorial sessions and some were forced to share.

Niel Kenneth F. JAMANDRE<sup>10</sup> (2011): This paper analyzes and synthesizes the developments and challenges of the University of the Philippines Open University (UPOU) which offers the Distance Education (DE) Program since 1995. Focusing on the core components of

- administrative service,
- quality of distance education,
- student feedback, and
- faculty development,

Joi L. Moore at al.<sup>11</sup> (2011): It is not unusual for researchers to face difficulties in carrying out successful research cross-study comparisons. Work dealing with the field of distance learning can be even harder to use since there are different environments with a range of features. We implemented a mixed-method analysis of research articles to find out how they define the learning environment. Additionally, we surveyed 43 people and found that terminology was used incoherently for different types of delivery modes. The results show that the different types of learning experiences have different expectations and perceptions: distance learning, e-learning and online learning.

David Lewis<sup>12</sup>: Distance Learning (DL) education is characterized as a planned teaching and learning experience that uses a wide range of technology to reach distant learners, and is designed to promote learner interaction. The advancements in broadcast communications that are as of now accessible or are right now a work in progress can bring about a helpful and agreeable workstation in each home inside the following 10 years. "The ramifications for education and preparing are tremendous; learning can be time- and spot autonomous and accessible at all phases of life. Actually, the feeling of learning will be

copious. Understudies will approach not exclusively to a wide scope of papers, yet in addition to a wide scope of educational sources."

Doug Valentine<sup>13</sup>: Together, distance learning and its connection to new computer technology provided many opportunities for the education field. Nevertheless, in reality the formula sometimes falls short of what it is attempting to achieve. Some of the defects are due to technology problems; others have more to do with administration, teaching methods, or students.

## CONCLUSION

It is concluded that the education system still has many potential for further development. The role of women in distance education is enormous not only in the achievement of women as functionaries in the field, but also in the acceptance of women's awareness as the explanation for a satisfactory distance education hypothesis. Hypotheses of male-generated distance education can not reflect ladies' experience. Ladies are essentially focal figures in generating proper theory and practice for a female student population that is growing. Also in different employment group respondent 40.0% of employed and 45.5% of businessmen were in favour of correspondence mode but 33.9% of employed (on study leave) and unemployed opted MOOCs as a mode of education.

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