

Open and Distance Education System in India: Its Issues and Challenges

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Abstract

Rise of the arrangement of Open and Distance Education is an inescapable improvement in the development of training comprehensively. As a result the Distance and Open Education mode was received by numerous colleges in India. Among the Indira Gandhi National Open University, this was presently evaluated as a standout amongst the best Open University on the planet. The separation and open learning framework receives an adaptable methodology in regard of substance choice, pace and spot of concentrate in a regularly refreshing appearance of current correspondence innovation. The separation mode enables the instructive framework to be open and adaptable which is the most imperative normal for this framework (Manjulika and Reddy, 1996). The term open and separation learning reflects both the way that all or the greater part of the instructing is directed by somebody who is far from the student, and that the mission intends to incorporate more noteworthy elements of receptiveness and adaptability, regardless of whether as far as access, educational modules or different components of structure. Open and separation learning frameworks can generally be portrayed as made up of a scope of segments, for example, the mission or objective of a specific framework, projects and educational program, instructing/learning methodologies and procedures, learning material and assets, correspondence and communication, backing and conveyance frameworks, understudies, mentors, staff and different specialists, the board, lodging and gear, and assessment. In this paper an endeavor is made to look at the different issues and difficulties in regards to open and separation training in India.

Key Words: Distance, Education, Enrolment and Universities.

Introduction

The Distance education generally defines as “Distance education usually involves a situation where learners are separated at a distance from their teachers, involves the provision of systems (electronic or otherwise) to establish and maintain communication between teachers and learners, and employs a form of pedagogic interchange between the teacher and the learner to promote learning, assessment and support”. Distance learning has become an accepted and indispensable part of our educational system. Technological revolution and increasing need for skill up-gradation are the major reasons behind the unprecedented growth of distance education. Distance education brings knowledge to those types of learners who have not been served by traditional class room setting. Rapid developments in the field of ICT offer new opportunities for the design and delivery of education through the distance mode. In spite of all the potentials of distance learning, there are many critical issues which are yet to be resolved. Quality, cost effectiveness, assessment, lack of motivation, dropout rate etc. are some important issues in this field.

The distance and open learning system adopts a flexible approach in respect of content selection, pace and place of study in an ever updating manifestation of modern communication technology. The distance mode allows the educational system to be open and flexible which is the most important characteristic of this system (Manjulika and Reddy, 1996). The new National Policy of Education, 1986 also emphasized the role of the Open University and distance education in the process of democratization of education in the country (Manjulika and Reddy, 1996).

In order to meet challenges of access and equity to higher education for large segments of the population, and in particular, the disadvantaged groups such as those living in remote and rural areas including working people, housewives and other adults who wish to upgrade or acquire knowledge through studies in various fields, academic institutions and government sector were looking for an alternative system of education that can provide access to

learning of information as well as a degree for recognition like traditional system of education. On March 20, 1728 there was an advertisement in the Boston Gazette by “Caleb Phillips”, a teacher of the new method of short hand. The statement of the advertisement was “persons in the Country desirous to teach this Art may by having the several lessons sent weekly to them, are as perfectly instructed as those that live in Boston.” This advertisement showed that communication via mailing system can be used to spread education to the learners when the source of information is separated by time and distance or both. This kind of educational system which is open to all is called Open and Distance Learning (ODL) educational system. The first university in the world that started to offer distance learning degree, establishing its „External Programme“ in 1858, was The University of London (Santi 2014).

Objectives of the Study

1. To examine the growth rate of students enrolment in distance education in India.
2. To analyse the student enrolment from different universities and institutions in India.

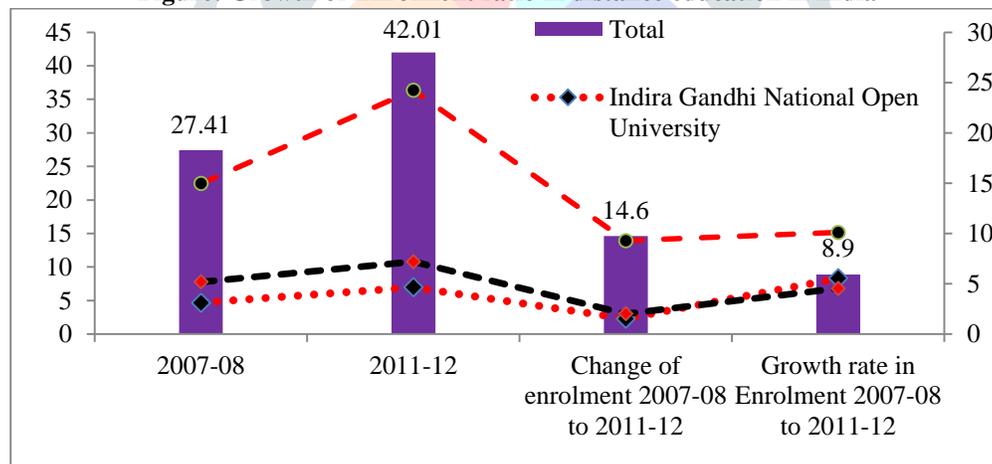
Research Methodology

The present study is based on secondary data collected from various sources like MHRD annual reports and News paper. The study is used statistical tool like average, percentage and Growth rate.

Result and Discussion

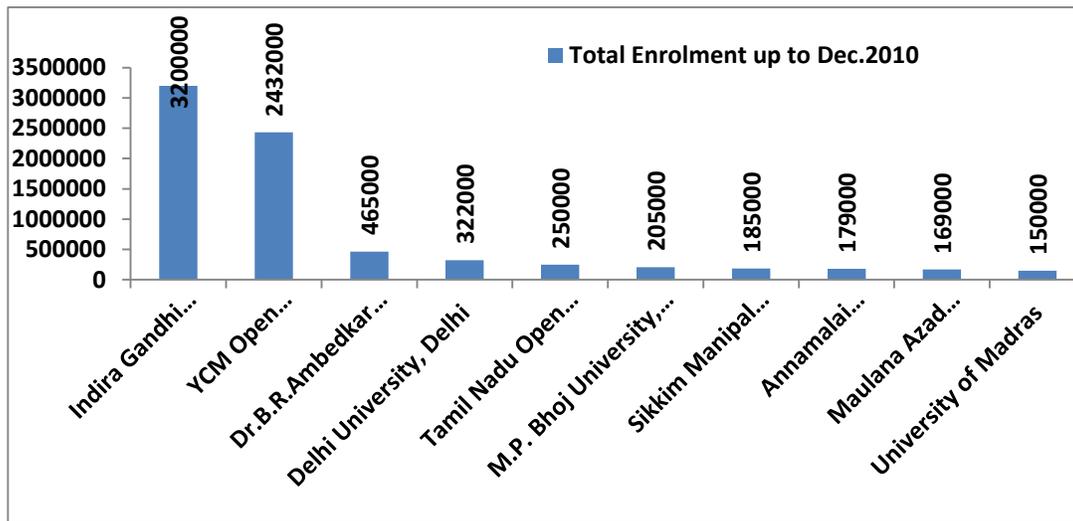
The figure 1 data provides that the growth of enrolment ratio in distance education in India during 2007-08 to 2011-12. The student’s enrolment ratio is 27.41 percent during 2007-08 in India and its compare to 2011-12 enrolment ratios is growing to 42.01 percent in India. The Indira Gandhi national Open University, having more enrolment ratio in distance education in India and its compare to 2007-08 to 2011-12. The Growth rate of distance education having 8.9 percent in India during 2007-08 to 2011-12.

Figure: Growth of Enrolment ratio in distance education in India



Source: Annual Report, MHRD, 2009-10

The figure 2 shows that the student’s enrolment ratios from various distance education in universities and institution in India during 2010. The highest enrolment ratio having 3200000 lacks students are in Indira Gandhi National University New Delhi in India. The YCM Open University Nasik having second highest enrolment ration in India. The Dr. B. R. Ambedkar Open University, Hyderabad having 465000 student enrolments in India.

Figure 2: The Student's enrolment ratio from various distance education universities & institutes

Source: Annual Report, MHRD, 2009-10.

Advantages and Disadvantage in Distance education

1. It spares a great deal of time, cash and vitality by eliminating travel. The time spared can be sensibly utilized for individual and expert life.
2. You can work at your own comfort: Since every one of the classes is non-concurrent, you have the freedom to survey your assignments or get your work done amid off-hours or at home.
3. You can do your correspondence course from anyplace on the planet. This gives a ton of adaptability to experts, particularly on the off chance that they have a voyaging work.
4. Its effectively open to all through online classes, online assets, virtual homerooms, video conferencing with the specific subject speaker, think about materials gave at the opportune time, etc.
5. The expanded utilization of the web has encouraged separation training in more than one way.
6. These colleges give an abundant chance to the drop-out understudies to proceed with their instruction. One can work and concentrate at the same time however remove learning mode.
7. These colleges spare the study hall time. A large portion of these colleges give examines materials that are helpful for the understudies as well as go about as a self guide for them.

Disadvantages in Distance Education

1. We need to juggle among occupation and studies.
2. It does not offer prompt criticism from the students and educators.
3. It prompts social seclusion: Most frequently you'll be concentrating alone.
4. Students seeking after Distance Education will in general be less reality.
5. There is absence of communication and inspiration.

Conclusion and Suggestions

Distance Education has incredible potential in India however to understand this potential we need to guarantee its norms and quality and proportionality to different methods of training. It ought not to be thought of as a monetarily shabby option or as a money bovine for raising budgetary assets.

In this paper, a few recommendations for improving quality and standard in separation instruction have been given and furthermore the skill to embrace and adjust to quickly evolving innovation. It ought to dependably be recollected that the best is frequently the foe of the great and that we don't, in the quest for the most recent and the freshest neglect to make the truly necessary supported enhancements out distance Education as it is given today to the main part of our understudies.

While we ought to dependably energize development and expectation that the improvement in ICT will give quicker and solid network empowering numerous new inventive methodologies, we should concentrate on improving DE as is at present given to larger part of our understudies. In view of the numbers included, even a

minor improvement in learning viability will profoundly affect instruction framework and the general public. Quite a bit of our endeavors ought to accordingly be on drawing in and holding great workforce, building up their abilities in research and in information securing, and give the staff chances to proficient improvement and making them able in comprehension, evaluating and addressing understudy needs. It is imperative to give the instructors opportunity additionally to get prepared to utilize new advances easily and certainty.

Distance education ought to unite understudies. Progressed and continuous sight and sound innovation ought to be utilized to upgrade the showing viability and to improve the collaboration among educators and understudies. With symmetric sound and video capacities, understudies can rapidly discuss their thoughts with the educator and different understudies. Also, media-rich exercises ought to been appeared to upgrade understudy learning. Educators must push remove instruction further through experimentation and advancement in their instructing techniques. The separation instruction organization ought to adjust their prospectus as indicated by the student's need and criteria. PC helped and web based instructing ought to be actualized in all colleges for separation training mode. In India all colleges ought to have a different pool for separation training and take into account the requirements of the students. On the off chance that the bothers are killed, there will be an incredible increment in the understudy's enlistment in separation training mode. It would be an incredible achievement if these means are taken with the administration helps and backing.

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