UNIT 3 INDIAN EXPERIENCES

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3.0 INTRODUCTION

As discussed in Unit-1, Open and Distance Education (ODE) system in India originated at the university level and moved towards school education, which, of course, is a general feature in the history of ODE internationally. But the inception of distance education (DE) through correspondence courses had dual purpose in India — one, diversion of the pressure groups of aspirants of higher education to correspondence education programmes, which is cost-effective; and two, democratization of higher education through enhanced equity and equality of opportunities. We have also dealt with these aspects in greater and gave due exposure to the recommendations and expressions of various educational bodies as well as of policy documents that provided proper grounds in this regard.

A global fact is that, because of the efforts for democratisation of education after the Second World War, DE as a system has expanded in almost all the countries of the world and passed through different stages over almost one century. Its concept and functions have been very much related to the development of communication technology in general and educational technology in particular. While we will focus on the global practices in Unit - 4, in the present unit you will be presented with detailed account of Indian experience of DE. In this context, before you read this unit further, we suggest you to revisit the detailed account of the policy perspectives given in Unit - 1, Section 1.3.

3.1 OBJECTIVES

After going through this unit, you will be able to:
- understand Indian experience of ODE;
- depict scenario of ODE at national level; and
- analyse the issues, problems and challenges of ODE practice in India.
3.2 EDUCATION THROUGH OPEN AND DISTANCE LEARNING

We are aware that the constitution of Indian Union adopted democracy as the core of social system. A democratic system can survive in society through democratization of education system. As a principle it was emphasized that education in the country should adopt democratic approach to provide equal opportunities for all including those who are aspirants for higher education. Because of many constraints involved at the level of Government in expanding the conventional educational system and the inherent limitations of the conventional system at all levels in democratizing education in general and higher education in particular remained an unfulfilled dream till date.

3.2.1 Democratisation of Education vis-a-vis DE Programmes

The demand for higher education after independence and the resultant increase in the expansion of educational facilities prompted the Planning Commission to spell out strategies for democratization of education in India. Therefore, the policy of Government of India towards distance education has been consistently favourable since the beginning of the sixties. Distance education in India found its roots in the national efforts to identify and promote the alternative means to address the growing problems, demands and challenges of education with a view to democratize education at all levels. Section 1.3 of Unit-1 has provided you a clear picture of consistently favourable policy formulations and directions of the Government of India towards distance education since the beginning. In Section 1.5 of Unit-1, we have adequately dealt with democratization of education through distance education. In other words, it highlighted the role and significance of distance education in democratization of education at all levels of education. Further in sub-section 1.2.2 of Unit-1 we have presented you an overview of open and distance education in India.

Therefore, in the sub-sections to follow here, we will discuss in detail the open university system, open schooling and teacher education efforts through ODE.

3.2.2 Open University System

The introduction of open university system in the country has been linked with creation of open university in the UK in 1969, which proved to be a great success. You are aware (See Unit-1) that during the International Education year (1970) the Ministry of Education and Social Welfare in Collaboration with the Ministry of Information and Broadcasting, the UGC, and the Indian National Commission for Cooperation with UNESCO organized a seminar on ‘Open University’ in December, 1970. The Seminar recommended the establishment of an open university in India on an experimental basis. Subsequently, the Government of India had appointed eight member working group on Open University under the chairmanship of G. Parthasarathy to consider the establishment of an open university. The working group, after having studied thoroughly the pattern of the UK Open University, and the possibility of creating a open university in India, had submitted its report in 1974, and recommended that:
The Government of India should establish, as early as possible, an open university by an act of parliament. The university should have jurisdiction over the entire country so that, when it is fully developed any student, even in the remotest corner of the country, can have access to its instruction and degree.

Subsequently, though a draft bill was prepared by the Union Government for the establishment of a National Open University the process was delayed. Meanwhile, the initiative of Government of Andhra Pradesh resulted in establishment of a state Open University (APOU) in 1982 which was later renamed as Dr. B. R. Ambedkar Open University (BRAOU).

With the revival of the efforts by the Union Government, a national open university named after late Prime Minister Smt. Indira Gandhi came into existence on September 20, 1985. The main aims of IGNOU as highlighted in the preamble of the IGNOU Act, 1985, read as:

— introduction and promotion of open university and distance education systems in the educational pattern of the country; and

— co-ordination and determination of the standards in such systems.

In 1991, IGNOU established the Distance Education Council (DEC) as a statutory body for determination, promotion, coordination and maintenance of standards in the open university and the distance education system in India.

Present Status

Encouraged by the success of BRAOU and IGNOU, other states like Rajasthan, Bihar, Maharashtra, Madhya Pradesh, Gujarat, Karnataka other states have established open universities. Thus, since 1982 till date, there are 15 open universities in the country which have been established over a period of 35 years. These are:

National Level: Indira Gandhi National Open University (IGNOU), New Delhi, India (1985).

State Level:
2) Nalanda Open University, Patna, Bihar (1982).
3) Kota Open University (KOU), Kota, Rajasthan (1987).
6) Dr. Baba Saheb Ambedkar Open University, Ahmedabad, Gujarat - (1994).
7) Karnataka state Open University, Mysore, (1996).
8) Netaji Subash Chandra Bose Open University, Kolkata, West Bengal (1997)
10) Tamil Nadu Open University, Chennai, Tamil Nadu (2002)
12) Uttarakhand Open University, Haldwani (Nainital) (2005)
14) Odisha State Open University (OSOU), Sambalpur, Odisha (2015).

The impact of IGNOU on open learning system in India is substantial. The Open University system occupies unique position in DE today because of its autonomous character in the field. The instructional system of the Open University has incorporated the use of self-instructional multi-media packages, facilities for intensive student support services and extensive use of modem information and communication technologies like Educational TV (telecast), Video films, teleconferencing, Video conferencing, Computer networking and so on.

IGNOU being the national university has the largest network of its Regional and Study Centres, among others, established for providing effective support services to the students enrolled for its large number of programmes. For example, by 2011 when IGNOU was celebrating its Silver Jubilee year its profile was as follows (See Table 3.1).

**Table 3.1: IGNOU at a Glance**

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Number</th>
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<tbody>
<tr>
<td>Schools</td>
<td>21</td>
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<tr>
<td>Divisions</td>
<td>12</td>
</tr>
<tr>
<td>Chairs</td>
<td>5</td>
</tr>
<tr>
<td>Centres</td>
<td>8</td>
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<tr>
<td>Institutes</td>
<td>5</td>
</tr>
<tr>
<td>Regional Centres</td>
<td>67</td>
</tr>
<tr>
<td>Teachers and Academics</td>
<td>538</td>
</tr>
<tr>
<td>Administrative personnel</td>
<td>1,303</td>
</tr>
<tr>
<td>Learners Support Service Centres</td>
<td>3,252</td>
</tr>
<tr>
<td>North Eastern Educational Development Project (Regional Centres)</td>
<td>9</td>
</tr>
<tr>
<td>Learners support centres</td>
<td>552</td>
</tr>
<tr>
<td>Overseas Learners support service centres</td>
<td>70</td>
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<tr>
<td>Overseas Learners enrolment.</td>
<td>43,500</td>
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<tr>
<td>Academic Counsellors</td>
<td>48,000</td>
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<tr>
<td>Ph D Programmes</td>
<td>49</td>
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<tr>
<td>Academic programmes</td>
<td>511</td>
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<tr>
<td>Online Programmes</td>
<td>27</td>
</tr>
<tr>
<td>Community Colleges</td>
<td>258</td>
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<tr>
<td>On-campus programmes</td>
<td>26</td>
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</table>
## Open and Distance Education: Genesis and Evolution

<table>
<thead>
<tr>
<th>Uploaded study materials (open sources)</th>
<th>95% (in total)</th>
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<tr>
<td>Active registered users repository (OER)</td>
<td>60,000</td>
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<td>Students registered in 2011</td>
<td>8.6 lakhs</td>
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<tr>
<td>Students on rolls</td>
<td>2.9 million</td>
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<td>Degrees, diplomas and certificates awarded (2011)</td>
<td>1.5 millions</td>
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<tr>
<td>Volumes of Course Materials</td>
<td>1,62,99,063.</td>
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<tr>
<td>Audio Video Programmes</td>
<td>3,718</td>
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<tr>
<td>Learners taken term end expatiations (2011-12)</td>
<td>28,73,147</td>
</tr>
<tr>
<td>Learners awarded Degrees (2011-12)</td>
<td>14,80,393</td>
</tr>
<tr>
<td>Available SMS alerts</td>
<td>All over the country</td>
</tr>
<tr>
<td>Free education for prisoners</td>
<td>4,110 (jails in India)</td>
</tr>
</tbody>
</table>

**Source:**
1) IGNOU Profile 2011. IGNOU, New Delhi, August 2011.

Other OUs (SOUs) have also established their networks of Regional Centres, Study Centres, etc in their respective states or geographical areas of jurisdiction. Thus, the open universities in India have established a wide network of Regional Centres and Study Centres.

In addition, these universities have adopted consortium approach under erstwhile Distance Education Council (DEC) of IGNOU (the pre-cursor of the present Distance Education Bureau under UGC since 2012), to share study materials, electronic media-based inputs, teleconferencing, and other facilities / resources at the university level. Unfortunately, the consortium approach has not taken proper shape and deep roots to make distance education more open and flexible to reach the maximum number of students to its fullest extent and in the best possible ways.

### Check Your Progress

**Notes:**
- Space given below the question is for writing your answer.
- Check your answer with the one given at the end of this unit under “Answers to ‘Check Your Progress’ Questions”.

1) How many open universities are there in India? Name them.

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3.2.3 Open Schooling

As stated in Unit-1 (Sub-section 1.2.2) introduction of DE at school level followed developments of DE at university level. The idea of starting DE at school stage was originated in 1964 through recommendation of conference of Boards of Secondary Education. The National Policy on Education, 1968, promoted this idea. Initially, its main purpose of DE at school level was to give opportunity to school dropouts / external candidates to appear in the Secondary / Higher Secondary Certificate examination through different inputs of correspondence courses. By early 1970s the Boards of Secondary Education of different states and union territories started offering correspondence courses in Delhi, Uttar Pradesh, Rajasthan, Orissa and Madhya Pradesh.

In August 1974, a working group was appointed by the NCERT to explore the plausibility of setting up the open school. In November, 1978, the CBSE and NCERT organised an international seminar on open schooling. As an off-shoot of recommendations of these agencies / organizations the open school was set up by CBSE, New Delhi, in July 1979. In 1989, the Ministry of Human Resource Development established the National Open School (NOS) and the then open school was amalgamated with NOS. Subsequently, the Andhra Pradesh Open School (APOS) was created in the year 1991. The initiatives during 1995-96 led to creation of open schools in UP, Madhya Pradesh and Rajasthan as well. Later, National Consortium of Open School in India (NCOS) has also been set up by NOS.

The major objective of the NOS is to provide opportunities for continuing and development education to the interested learners, through courses and programmes of general education, life enrichment modules and vocational courses. It also aims at identifying and promoting standards of learning in DE systems and Open Schools which may be set up in different parts of the country.

The NOS offers a number of programmes at different levels, viz. Bridge Course (for those who have completed class V); Secondary Course, Senior Secondary Course, and Vocational and life enrichment courses for others and more courses for the specific priority groups. The NOS adopts print-based materials, audio-video materials and personal contact programmes as components of instruction. It has more than accredited institutions all over the country for providing various kinds of services, e.g., admission, conduct of personal contact programmes, guiding and counselling the students, distributing study materials and evaluation activities.

Unlike other DE institutions at school level which restrict their focus on secondary stage, the Andhra Pradesh Open School (APOS) focuses on elementary education. The APOS project intends to motivate and bring back to school the dropouts (from the formal stream, who dropped out because of various factors) and provide academic support to the boys and girls of the village as a whole. The APOS concentrates on village level operation of selected districts in the state. It provides learning packages of print and audio materials and facilities of instructor-guided activities in the village level centre on regular basis according to convenience of students.

The correspondence education programmes of other states aim at giving opportunity to secondary school dropouts (e.g. higher secondary in UP). They
follow the same syllabi as offered by respective state boards of secondary education. All the institutes use their respective print-based materials as principal medium of instruction. They have provision of assignments and personal contact programmes.

National Open School was subsequently renamed as the National Institute of Open Schooling (NIOS). The Mission of NIOS is to provide education to all with special concern for girls and women, rural youth, working men and women, SCs and STs, differently-able persons and other disadvantaged persons who because of one or other reasons could not continue their education in the formal system of education. NIOS has taken special initiatives for imparting education to jail-inmates by setting up Study Centres in Jails all over India and granting them full fee exemption. NIOS operates through a network of Twenty Regional Centres, two Sub-Regional Centres, One Sub-Regional Cell and more than six thousand six hundred twenty Accredited Institutions (AIs) and Accredited Vocational Institutions (AVIs) popularity known as Study Centres in India, Nepal and Middle East Countries (NIOS Prospectus 2016-17, See http://www.nos.org/media/documents/prospectus/AcadProspectus_2016_17.pdf).

NIOS is one of the three National Boards; the other two Boards are: (i) Central Board of Secondary Education (CBSE); and (ii) Council for Indian School Certificate Examination (CISCE). NIOS acknowledges previous knowledge by allowing transfer of credits of up to two subjects passed from International, National and State Boards of Examination / State Open Schools with whom NIOS has entered into an agreement. By 2016 the NIOS is as follows (Ibid).

- The largest Open Schooling system in the world with cumulative enrolment of 2.78 million (for last 5 years).
- 3.30 million learners have been certified in the Secondary, Senior Secondary and the Vocational Education Courses since 1991.
- More than 552,000 learners were admitted during 2014-15 in various courses.
- Reaches out through a network of 20 Regional Centres, Two Sub Regional Centres and more than 6620 Study Centres (AIs/AVIs) spread all over the country and abroad.
- Imparts education through Open and Distance Learning (ODL) Mode using a media-mix of self-instructional print materials, audio, video and supported by Personal Contact Programmes at AIs. These are further supplemented by Radio broadcast T.V. programmes and Mukta Vidya Vani (Audio streaming through internet on NIOS website).

### 3.2.4 Teacher Education

The Education Commission (1964-66) suggested offering of correspondence courses in Science and Technology and facilitating professionalisation of teachers in remote areas. During 1967 the first delegation of UGC was sent to the erstwhile USSR to study their system of correspondence courses. The delegation recommended adoption of such system on restricted scale for clearing the backlog of untrained teachers who are already in regular service and also for improving the level of education of trained teachers with varying qualifications. The National Policy on Education, 1968 had also highlighted such ideas stating: “Part-time
education and correspondence courses should be developed on a large scale at
the university stage; such facilities should also be developed for secondary school
students, for teachers and for agriculture, industrial and other workers” (Govt.
of India, 1968).

On the basis of education commission recommendations and the UGC delegation
report wider discussions took place. Subsequently, the NCERT started
correspondence courses in 1967 to provide B.Ed. degrees to untrained teachers
through four Regional Colleges of Education located at Ajmer, Bhopal,
Bhubaneswar and Mysore respectively. After words, the scenario changed in
Regional Colleges of Education. There was heavy rush for B.Ed. offered through
distance education by different open universities, and Directorates of
Correspondence Courses / Distance Education of dual mode Universities. During
1995-96 as many as 13 universities were offering B.Ed. programmes through
correspondence courses and 3 state open universities were offering B.Ed.
programmes through distance education in respective states. The Universities
included: Andhra, Annamalai, Bhopal, Berhampur, Kakatiya, Kashmir,
Kurukshetra, Maharishi Dayanand, Madurai Kamraj, Mysore, Osmania, Shivaji,
Sri Venkateswara, Baba Saheb Ambedkar Open University (Gujarat), YCM Open
University (Maharashtra) and Kota Open University (Rajasthan). In 2000, at
national level, IGNOU has made a headway to start B.Ed. programme for
untrained in-service teachers.

As an outcome of National Council of Teacher Education (NCTE) guidelines
(1996) several universities, Correspondence Course Institutes / Directorates of
Distance Education began offering B.Ed. programmes. During 1996-97, on the
basis of recommendations of UGC, NCTE-DEC joint committee, improvements
were made in B.Ed. through DE mode. Accordingly, the State Open Universities
started their B.Ed. programmes as per the guidelines set by the University Grants
Commission, NCTE and Distance Education Council (1997) in respective states.
The UGC has also set norms for introducing B.Ed. through correspondence
courses during 1997.

Besides B.Ed. programmes, M.Ed. programmes have also been offered through
correspondence or distance education by some universities. These universities
include: Andhra, Annamalai, Himachal Pradesh, Kurukshetra, Madurai Kamraj,
Osmania, Punjab, Kota Open University and IGNOU. The institutions like
IGNOU and the Central Institute of English and Foreign Language (CIEFL),
Hyderabad have also offered programmes through DE for professional growth of
University / College teachers and School teachers at different levels in the
country. Certain States like Madhya Pradesh offered DE programmes for untrained
in-service primary school teachers for certificate courses. The experiment of
teleconferencing programmes of Central Institute of Educational Technology
(CIET) in collaboration with IGNOU for in-service orientation of Primary School
teachers during 1996 became a landmark in using DE for primary teacher training
programme. As a part of District Primary Education Project the IGNOU has
launched a nationwide project for continuous orientation of Primary School
teachers in regional languages through teleconferencing mode.

By offering M.Ed., B.Ed., diploma and certificate programmes in teacher
education for professional development and capacity building of teachers at
different levels — pre-primary, primary, elementary, secondary, senior secondary
and higher levels — education system, IGNOU has become the major provider of teacher education programmes in India. Currently, it has launched its BEd (Revised) programme since July 2016, which is based on National Curriculum Framework, (NCF), 2005, the National Curriculum Framework for Teacher Education (NCFTE), 2009 and as per NCTE Regulations, 2014.

3.3 PROBLEMS AND CHALLENGES

As noticed above, open and distance education, no doubt, has contributed to addressing of certain problems and challenges facing education. However, ODE itself also suffers from varied problems and challenges cutting across its modes of delivery. Let us understand these in respect of dual mode and single mode universities.

3.3.1 Dual Mode Universities

As you know, University of Delhi was the first one to introduce correspondence courses as a pilot project during 1962, on the basis of the report of the Expert Committee in March 1961. Subsequently, the University of Delhi had appointed a sub-committee to recommend different courses at the first degree level. The success of the Delhi University’s DE courses motivated other universities and institutions of national importance to introduce several kinds of programmes through correspondence.

In the meanwhile the University Grants Commission (UGC) had taken initiative in streamlining the guidelines for correspondence courses. The Ministry of Education, Government of India had deputed three successive delegations to the then USSR to study the system of correspondence education during the years 1967, 1968 and 1971 respectively. The UGC came out with the guidelines for correspondence courses during the year of 1969. It specified the aims of correspondence courses as providing educational opportunities to:

- Students who had to discontinue their formal education owing to pecuniary and other circumstances;
- Students in geographically remote areas;
- Students who had to discontinue education because of lack of aptitude and motivation, but who may later on became motivated;
- Students who cannot get admission or do not wish to join a regular college or university department, although they have the necessary qualification to pursue higher education;
- Individuals who look upon education as a life-time activity and may either like to refresh their knowledge in an existing discipline or acquire knowledge as a new area (UGC, 1988).

Due to above developments, a number of universities introduced correspondence courses in different fields leading to degrees, diplomas and certificates. These universities cover all the zones of the country viz. East, West, North and South. As on March 2015, as approved by Distance Education Bureau (its pre-cursor being DEC till 2014) of UGC, there exist 210 dual mode universities / institutions (http://www.university.careers360.com/articles/list-of-approved-distance-education-universities-in-india), which have grown in their number during past forty years (1968-2015) to offer distance education programmes.
Problems and Challenges

The DE units of these Universities / Institutes continue to function with dual system of education, i.e. offering face-to-face campus-based programmes and correspondence / DE programmes. As a result of growing competition, a few Institutions like Regional Colleges of Education had discontinued their programmes. In the case of Rajasthan and Karnataka the traditional universities, viz., Rajasthan, Udaipur and Mysore discontinued DE programmes in view of creation of State Open Universities.

A common major challenge pertaining to dual mode universities/institutions in India is that the DE Units in these universities lack complete autonomy in matters of policy planning, governance, management, curriculum development, learner support, quality assurance, application of ICT, etc. Further, their future challenge will be to sustain their distance education programmes in view of the ensuing or emerging competition among dual mode institutions on one hand and with the OUs in different states in India on the other.

Today, dual mode institutions and the dedicated distance education institutions continue to strive to fulfill their mission of expanding access to education for the disadvantaged groups.

3.3.2 Single Mode Universities

The Open University system occupies unique position in DE today because of its autonomous character in the field. The instructional system of the OUs uses self-instructional print materials as well as other multi-media packages, provides intensive and extensive student support services as are required and promotes wide-ranging applications of modem communication technologies like Educational TV telecast, Video films, teleconferencing, Video conferencing, and computer conferencing, computer networking, virtual universities and so on. Such instructional system is either missing or is not given due importance in dual mode institutions, which makes them different from open universities.

In Sub-section 3.2.2 above, we have discussed the growth of open universities in India. From that you know that beginning with the establishment of a state open university (BRAOU, Andhra Pradesh) in 1982 followed by IGNOU in 1985, till date, there are 15 open universities in the country. While these open universities continued as single mode universities, there was some exception with IGNOU, for it functioned as even a dual mode university during 2009-13 (offering campus-based face-to-face programmes along with its ODL programmes). You have already noticed its profile then in 2011. However, with subsequent developments at IGNOU, it again became single mode university offering programmes only through distance education mode and so continuing till date.

Nevertheless, ODE has played its historical role in contributing to the development of human resources, by way of enhancement of quality, equity and equality of higher education opportunities in India. During Eleventh Five year plan alone IGNOU, State Open Universities and DE Institutions have contributed an enrolment of 6.97 lakh, 3.03 lakh and 9.28 lakh respectively (http://planningcommission.nic.in/plans/planrel/fiveyr/12th/pdf/12fyp_vol3.pdf). Further, distance education enrolment constitutes 12.15% of the total enrolment in higher education, of which 45.39% are female students (Government of India, 2015).
Problems and Challenges

Access alone is not enough. Many distance education writers and researchers have described the ‘open door versus the revolving door’ situation which occurs when institutions accept all students but do nothing to help them achieve success. This is not necessarily to support the ‘value-added’ concept of education, but rather a plea for the recognition that adults learning at a distance have special needs: planning, admission and registration assistance; financial assistance, especially for women reentering the academic world; access to necessary materials from the coordinating unit, bookstore, library and instructional media centre; accurate and timely information from one source; consistent and accurate academic counselling for program; and tutoring when the student needs help with the course materials, not at the convenience of the institution. (http://web.worldbank.org/archive/website00236B/WEB/UNI_03.HTM). Thus, mere preparation and development of good quality of material is no guarantee for quality education by OUs. Support services such as delivery of course material to the learners, real-time direct feedback to the students, organization of counselling, use of multi-media support, conduct of examinations and timely publication of results continue to be the major challenge for all single mode universities, which follow print material as the major medium of instruction. All these will have determining impact on the students’ retention rate, completion rate or students pass rate. A case study of IGNOU programmes by Lakshmi Reddy (2002) reveals that the average pass rate of students enrolled for different programmes over fifteen years is 8.85. In fact, there is a need to strengthen the implementation strategies for improvement in this front, by all single mode (open) universities.

Further, the future challenges of the ODL in general and that of IGNOU and SOUs in particular shall determine the future of the open and distance education system in India as a whole. It is often dependent on the policy focus and directions. The Government of India has accorded great importance to ODL in the Twelfth Plan, as evidenced from the high expectations of its share of contribution to education (See Table 1.5 of Unit 1).

With the emergence of Massive Open Online Courses (MOOCs) at global level, India too is attempting to follow the suit. Of course, the efforts are on through SWAYAM, an indigenously developed IT platform, which is a programme initiated by Government of India and designed to achieve the three cardinal principles of Education Policy, viz., access, equity and quality. The objective of this effort is to take the best teaching learning resources to all, including the most disadvantaged. It seeks to bridge the digital divide for students who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy. The courses hosted on SWAYAM will be in 4 quadrants – (1) video lecture, (2) specially prepared reading material that can be downloaded/printed (3) self-assessment tests through tests and quizzes and (4) an online discussion forum for clearing the doubts. Steps have been taken to enrich the learning experience by using audio-video and multi-media and state of the art pedagogy / technology. In order to ensure best quality contents are produced and delivered, seven National Coordinators have been appointed: They are NPTEL for engineering, UGC for post-graduation education, CEC for
under-graduate education, NCERT & NIOS for school education, IGNOU for out of the school students and IIMB for management studies (https://swayam.gov.in/About).

You are now, perhaps, clear about the on-going efforts in open and distance learning which are expected to gradually move into open online learning in the future. But the issues and challenges of connectivity to the internet, its quality, flexibility and affordability vis-à-vis the programmes require greater attention from the perspective of the students.

While the use of local study centres may alleviate some problems, they have significant start up and running costs and generally cannot provide accommodation for many students at a time. If owning equipment is a necessary condition for participation, many disadvantaged people will be excluded on cost grounds. In such a situation whether the SWAYAM can really be massive in its reach will be big challenge to be addressed in future.

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<thead>
<tr>
<th>Check Your Progress</th>
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<tbody>
<tr>
<td>Notes: a) Space given below the question is for writing your answer.</td>
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<tr>
<td>b) Check your answer with the one given at the end of this unit under “Answers to ‘Check Your Progress’ Questions”.</td>
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<tr>
<td>2) What is the major future challenge of single mode and dual mode universities in India?</td>
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3.4 LET US SUM UP

This unit has acquainted you with Indian experience of ODE. You could see through how ODE institutions have expanded their presence and potential over the past five and a half decade in India. It also highlighted possible challenges, both present and future, to the single and dual mode institutions, in spite of bright future that ODE system has in the country.
3.5 ANSWERS TO ‘CHECK YOUR PROGRESS’ QUESTIONS

1) There are fifteen open universities in India. They are: Indira Gandhi National Open University, Dr. B. R. Ambedkar Open University (Hyderabad), Nalanda Open University, Kota Open University, Yashwant Rao Chavan Maharashtra Open University, M. P. Bhoj Open University, Dr. Baba Saheb Ambedkar Open University, Karnataka state Open University, Netaji Subhash Chandra Bose Open University, U. P. Rajarshi Tandon Open University, Tamil Nadu Open University, Pt. Sundarlal Sharma Open University, Uttarakhand Open University, Krishna Kanta Handique State Open University, Odisha State Open University.

2) The major future challenge of single mode and dual mode universities in India is their sustainability through competition and collaboration for enhanced outreach and quality improvement in support services.

3.6 REFERENCES

Association of Indian Universities. (1997). Handbook of Distance Education, AIU, New Delhi.


http://planningcommission.nic.in/plans/planrel/fiveyr/12th/pdf/12fyp_vol3.pdf


**Suggested Readings**


### 3.7 UNIT END EXERCISES

**Unit End Questions**

You may write brief notes or full-length answers to these questions in your own interest. It might help you during your preparation for examination.

1) Discuss the contribution of Open University system to democratization of higher education in India. (1000 words).

2) What is the contribution of ODL to the school and teacher education in India? (1000 words).

3) What are the problems and challenges of single and dual mode universities in India? (1000 words).
Questions for Critical Reflection

1) What do you think are the problems and challenges of school and teacher education through ODL in India? Try to formulate your suggestions for addressing them.

Activity

Write a critique of the role played by the regulatory body/bodies in respect of teacher education through distance mode in India.

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