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## UNIT 4 ORGANISATION OF DISTANCE EDUCATION SYSTEM

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### Structure

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### 4.0 INTRODUCTION

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We have discussed, in Block 1, Unit 3, about two types of DE institutions that exist in different parts of the world viz., traditional universities offering correspondence courses/DE and Open Universities / Institutes offering DE programmes. In this unit an attempt is made to present to you the different organisational structures of DE institutions, advantages and limitations of different models of DE.

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### 4.1 OBJECTIVES

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After going through this unit you will be able to:

- describe organisational structures of different DE institutions;
- explain different models of DE institutions;
- analyse and compare similarities and differences that exist between different models of DE institutions.

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### 4.2 ORGANISATIONAL STRUCTURE OF DE

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In the Indian context, as stated in the previous unit, around 66 traditional universities offer correspondence courses / DE programmes. These universities have major functions of teaching through regular campus based studies. Simultaneously they organise DE/Correspondence education programmes through Directorates of Correspondence Courses / Institutes of Distance Education. These institutions offering courses in both conventional face-to-face and distance education mode are known as dual mode of institutions.

The 8 Open Universities offer programmes/courses through single mode i.e. distance mode only. Therefore, the Open Universities and other institutions offering courses through distance mode only are called single mode institutes.

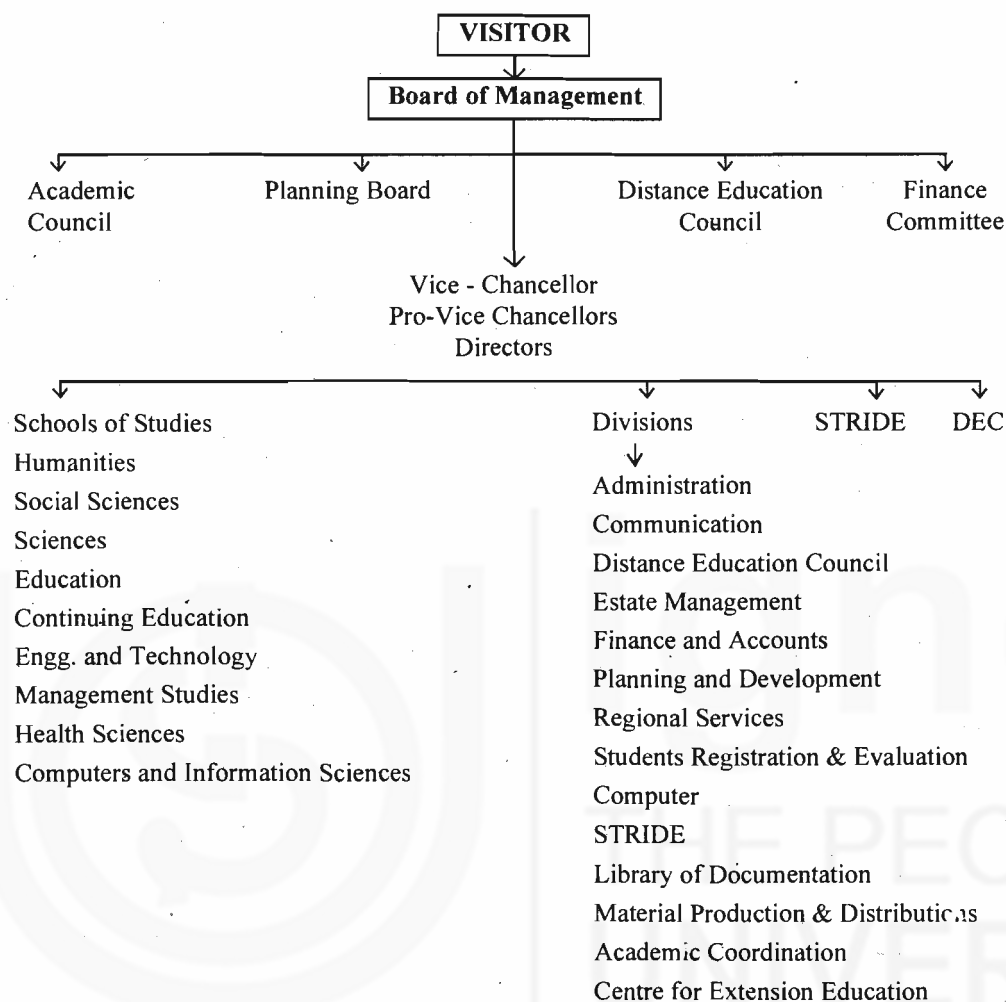
In the following section you will know about the organisational structures of dual mode universities, National Open University and one state open university in India.

#### 4.2.1 Organisational Structure of IGNOU

IGNOU is a national open university. It is an autonomous distance and open education University

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having jurisdiction all over the country. The major authorities of the University in the hierarchy are the Visitor, Vice-Chancellor, Pro-Vice-Chancellors, Registrar and Directors of different schools of studies and divisions. The major policy decision making body is its Board of Management. Other decision making bodies are Planning Board, Academic Council, Distance Education Council (DEC) and Finance Committee. The Planning Board, Academic Council and Finance Committee are linked with Management of DE activities of IGNOU including DEC. DEC's major function is linked with promotion, co-ordination and maintenance of standards of different DE institutions of higher education in the country. We shall see its role in the context of networking in the following section.



Source: DEC, IGNOU, (1995): *Open Universities in India*, New Delhi.

Figure 4.1 : Organisational Structure of IGNOU

You can see from the flow chart 1 (Figure.4.1) that there are two kinds of units viz., School of Studies and Divisions. The School of Studies look after academic matters where as divisions look after administrative and academic support activities. There are 9 schools of studies and 14 divisions.

The IGNOU operates with a three tier system i.e., its headquarters located at Delhi, 21 Regional Centres located in different regions of the country and 376 study centres, work centres etc., spread all over the country.

#### 4.2.2 Organisational Structure of State Open Universities

There is a major functional difference between the National Open University and the State Open Universities. That is, besides organising DE programmes, IGNOU has additional function of coordination and maintenance of standards of DE institutions in the country. The State Open

Universities organise DE programmes under the guidance of IGNOU. The organisation of a state open university concentrate on management of its own DE programmes. As an example, you can go through the Organisational Structure of Kota Open University, which is a state open university. (Flow Chart 2).

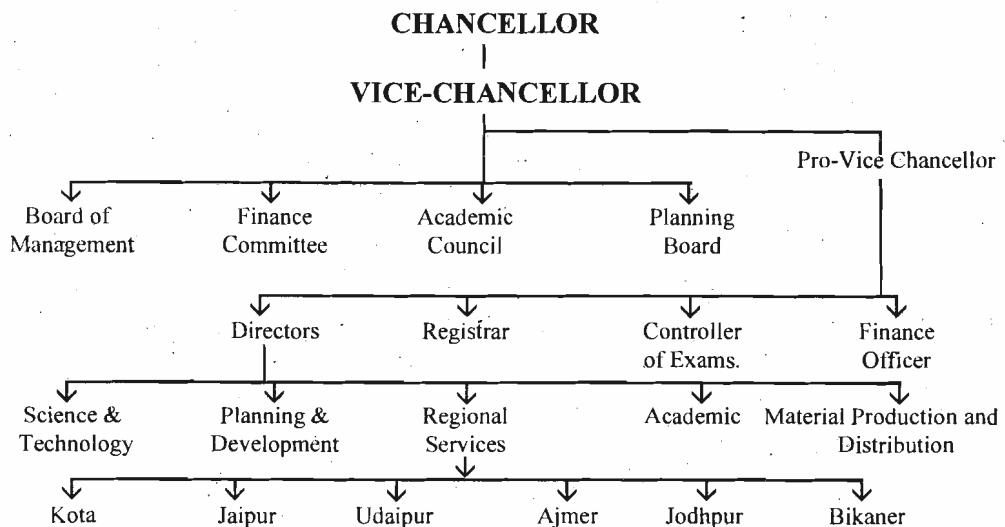


Figure 4.2 : Organisational Structure of Kota Open University.

The supreme authority is vested with the Chancellor. Other authorities are Vice-Chancellor and Pro-Vice-Chancellor. The major decision making bodies are Board of Management and Academic Council. There are other Boards and Committees linked with above decision making bodies. There are 4 Directors looking after Academic, Science & Technology, Regional Services and Admission, Planning & Development and Material Production & Distribution activities respectively. The Academic division has different teaching departments, students unit and research unit. There are other officers having independent charges like Registrar, Controller of Examination, Finance Officer and Librarian. Each division/unit is sub-divided into further subdivisions/sub-units.

The university follows the IGNOU model for decentralising its activities in three tier system i.e., at Head Quarters level (at Kota), Regional Centres level and Study Centres level. At present KOU has six Regional Centres and 42 Study Centres.

### 4.2.3 Organisational Structure of the Directorates/Institutes of Correspondence Courses / Distance Education

Unlike the Open University the DE programmes of traditional universities are offered through a Directorate or Institute. The Institute / Directorate may or may not hold the status of a University Teaching Department. The Directorate is usually headed by a Director. The Directorate's major functions are development and production of course materials, admission, delivery system, students support services, including assignment evaluation and personal contact programmes. The courses are instituted by the Academic Council of the parent university. The curriculum is developed by the Boards of Studies of respective subject/discipline areas which are headed by the university teaching department head. Mostly the members of Boards of Studies belong to the university teaching departments. Besides curriculum development, the university also controls examinations of correspondence courses. The Directorate's role is mostly of operational type. Major policy decisions are taken by the statutory bodies of the parent university like Academic Council, Executive Council, Faculty Council, Boards of Studies, etc. Even though the Director is an ex-officio member of the statutory bodies of the university like Academic Council and Executive Council, other faculty members of correspondence courses do not get representation in such bodies. Accordingly the organisational structure of Directorate of Correspondence Courses is built in the context of operational part of the DE programmes. Given below is the organisational structure of Directorate of Correspondence Courses of H.P. University, Shimla, which is one of the oldest Institutions of Correspondence Courses in the Country (1971). (See Flow Chart 3).

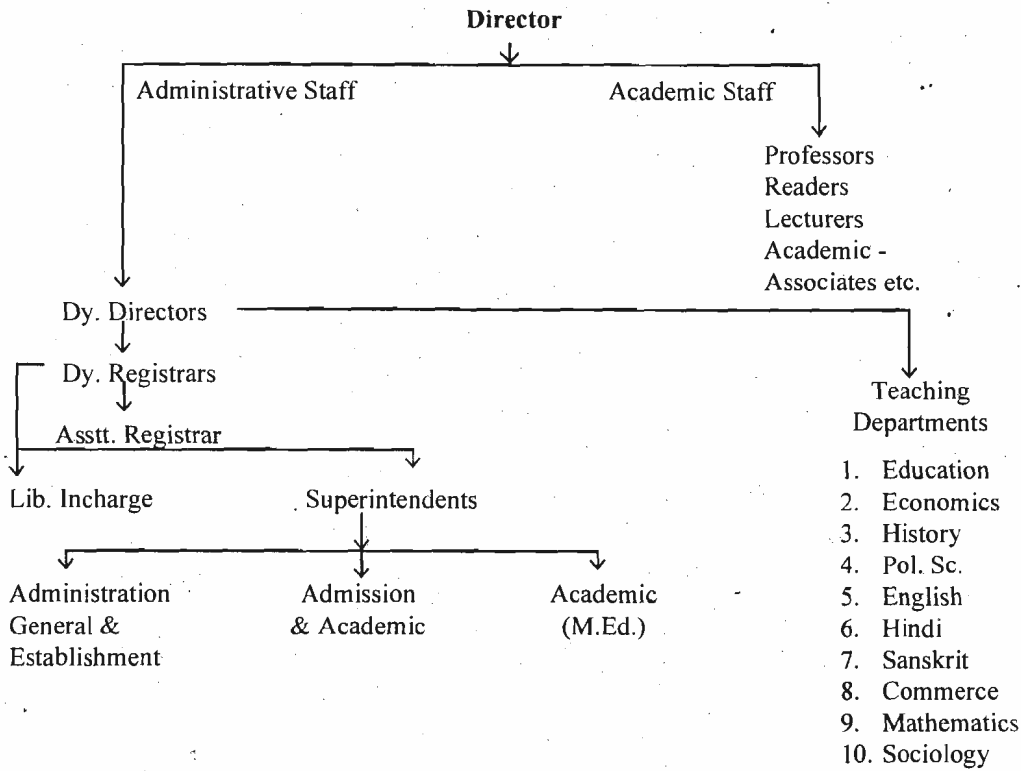


Figure 4.3 : Organisational Structure of Directorate of Correspondence Courses H.P. University, Shimla

Source: Sahoo. P.K., (1993) : *Higher Education at a Distance*, Sanchar, New Delhi.

As per the statutory position of the university, the Director occupies the highest position of the Directorate of Correspondence Courses with dual responsibilities of administrative and academic activities. The Director is to be assisted by two Deputy Directors who can have both administrative and academic responsibilities. The administrative positions can be arranged in order of Deputy Registrar, Assistant Registrar, Superintendents etc. Different administrative units keep direct liaison with the administrative block of the parent university with regard to Registration, Finance, Examination etc. The administration takes care of admission, material production, delivery and organisation of student support services. The academic positions are organised with the positions of Professors, Readers and Lecturers under the authorities of Director. They look after material development, admission, organization of students support services activities. As stated above, the major responsibilities concerning academic decisions like creation of Programme, Course Development and Examinations are taken by the university level bodies like Academic Council, Boards of Studies and the Parent University Teaching Departments.

### Check Your Progress

- Notes: a) Space is given below the question for your answer.  
 b) Check your answer with the one given at the end of this unit.

1. i) What is the main feature of organisation of open university.  
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 ii) What is the difference between organisation of open university and traditional correspondence system?  
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## 4.3 MODELS OF DISTANCE EDUCATION INSTITUTIONS

As presented above you have come across two models of DE Institutions viz., Single Mode DE institutions and Dual Mode DE institutions. Of late the third model of DE institutions has emerged through introduction of consortium model of DE. Each of these are explained below in brief.

The single mode reflects autonomous DE institutions like the open university or the open school. Such institutions focus on organisation of Distance teaching activities for Distant Learners only. These institutions do not have on-campus regular students.

The dual mode DE institution connotes that the institution organises both face-to-face regular programmes as well as DE programmes. The traditional universities in India organise campus-based courses as well as correspondence courses. Of course, the correspondence courses are organised by the Directorates/Institutes of correspondence courses/Distance education of these universities. Unlike single mode open universities DE programmes of traditional universities remain under the control of face-to-face system in matters of curriculum development and examination.

The consortium model is an emerging concept. It aims at optimum level of sharing of resources of different kinds of institutions organising DE programme under one consortium. The Distance Education Council of IGNOU for example, facilitates formation and functioning of consortium of Open Universities at India level. The Commonwealth of Learning (COL) is an example of similar thing at the level of commonwealth countries.

### 4.3.1 Comparison of Single Mode and Dual Mode Institutions

Comparisons can be made on different parameters like nature of institutions, the concept of open learning, entry policies, objectives of programmes, nature of courses, course materials, methods and media, duration, evaluation procedure, support system and outcome of the programmes.

- i) **Nature of Institutions** : The single mode institutions like open universities/open schools are autonomous with the sole purpose of organising DE programmes at different levels of education. These institutions award degrees, diplomas (Open Universities) and certificates (Open Schools) to DE students. The dual mode system's main focus is organising face-to-face regular course activities. They have correspondence education programmes as a secondary channel of instruction for Distance Learners. The campus-based programmes dictate terms to correspondence education programme. Degrees/Diplomas/Certificates are awarded by the traditional universities to the students of both the streams. Unlike open universities the Directorates of correspondence courses are not autonomous ones. Their programmes are controlled by the traditional universities.
- ii) **Concept of Open Learning** : The single mode DE institutions aim at creating an open learning system. In other words, openness in education is the motto of DE institutions like IGNOU, State Open Universities and the National Open School (NOS). Openness is seen in the autonomy of learner in choosing specific courses out of varieties of options, planning their own learning activities, selection of learning projects, choosing the place and the time to learn, freedom to consult counsellors and guides, learning through self-instructional materials, engaging in self-assessment, deciding the completion of learning, etc.

The dual model institutions, on the contrary, work as subservient to traditional university programmes. As compared to open universities, openness in these institutions and their courses is limited. The learners autonomy is confined to planning their own learning activities through correspondence texts and other materials. You will find detailed discussion on these dimensions in the following pages.

- iii) **Entry Policies** : The single mode institutions believe in open entrance policies. Their jurisdiction is wider. The criteria for admission for different programmes are mainly experience-based. They do not insist much on past educational qualifications, age, domicile etc. After a specific age the adult candidates with experience are considered

eligible for different courses. Of course, eligibility criteria may vary from programme to programme, so the range of openness also varies accordingly.

The dual mode institutions do aim at flexible entrance policies. But unlike single mode institutions which have jurisdiction over specific state (state open university) or whole country (in the case of IGNOU) the correspondence education programmes may have limited jurisdiction in conformity with that of the parent university.

The eligibility norms for admission to all the correspondence courses in a large number of universities have been similar to those for admission to regular courses. In some cases they lower the requirement of minimum percentage of marks for admission to certain courses e.g. Delhi University, Annamalai University, Himachal Pradesh University. In a few cases, there have been provision of open entry like Andhra University, Madurai Kamraj University, and Annamalai University. For a few courses/programmes, these universities encourage openness on the basis of age of the students --- 'any one above 21 years, for example can take up any programme of study' kind of openness is allowed.

- iv) **Nature of Courses :** The open universities take their decisions to introduce various kinds of programmes leading to degree, diploma and certificates. Their major emphasis is on the introduction of programmes of innovative, need based, in-service and continuing education in nature. Of course, some of the programmes of open universities are of traditional type. Their innovations pertain to credit system, multi entry system, multiple number of courses under one programme, and the learners' freedom to choose any course to earn the number of credits required to complete a programme. They offer a large number of interdisciplinary programmes as well as discipline oriented programmes. For instance, IGNOU offers 18 professional programmes and 9 technical/vocational programmes out of total 47 programmes. The YCMOU offers 28 technical/vocational programmes and 5 professional programmes out of total 42 programmes. Kota Open University offers around 20 professional and technical/vocational programmes out of two dozen programmes. Because of autonomy of open university (single mode) system such innovative programmes have been introduced.

In the case of dual mode institutions it has been observed that a large number of general education programmes are offered through correspondence courses. At all India level it has been observed that (Sahoo, 1993) these institutions offer around 36 degree level courses. Unlike open universities, general courses leading to B.A., B.Com. and M.A. degree are more popular among correspondence institutes. These courses are duplications of regular courses offered by the parent universities. In addition to the general courses, the diploma and certificate courses are also offered in the areas of Arts, Science, Commerce, Education and Law. These institutions allow little option to students to choose optional courses under any programme. Hence, they are as rigid as regular courses. Credit systems are hardly adopted in these institutions.

- v) **Objectives of Programmes :** The single mode DE institutions aim at extending educational opportunities to all kinds of learners who are motivated and capable enough to get education through self-learning. Ideally they focus on the needs and requirements of learners to be linked with the objectives of courses. The subject experts and authorities have final say on formulation of course objectives. In dual mode DE system the subject experts and authorities do not have more say in deciding the objectives of the programmes/courses. In the single mode institutions it is possible to launch courses in areas which have not been touched by the dual mode institutions. Courses and programmes on community development, skills development for agricultural workers, farmers, women, people with disabilities, tannery workers, construction workers, etc. have already been launched (e.g. YCMOU, IGNOU). The extension dimension of the university education gets more attention in the single mode open university system. This is not the case with dual mode institutions.
- vi) **Course Structure :** The open university system puts stress on learner-based courses. The modular approach to course/programme structure is useful to develop needs based courses. The modules (Blocks, Courses etc.) can be easily assembled in many different combinations, as per the requirements of courses or learners. The learner must be given opportunities to make use of a wide range of materials drawn from various sources. Individual learner can select different modules suiting to his/her need. More emphasis is given on experience-based and practical-based programmes in place of factual and

academic programmes. The Indian experiences reveal that the open universities have encouraged credit-based courses tailored to the needs of DE learners, particularly those working in various fields. Counselling provision is made available in study centres for selection of courses.

The dual mode programmes are just like repetition of regular courses, but through distance mode. They are mostly academic and knowledge oriented. Learners have limited opportunity to link experience with course contents.

- vii) **Methods and Media :** The open university system gives importance to multiple methods and media. Alternative or supplementary multi-media packages including print-based, mechanical and electronic-based inputs form the basis of instructional system. Advanced technology-based facilities are also available to learners. The learner enjoys autonomy to select appropriate methods and media according to his needs, requirements, facilities and constraints. In India the open universities make serious efforts to incorporate self-learning packages with print media, electronic media and occasional opportunities for tutor student interaction through face-to-face or teleconferencing sessions. Some of the IGNOU programmes (e.g. Computer Programmes) are also available on-line.

In the case of correspondence education programmes major emphasis is on print based materials which may not follow self-instructional model. The scope to use multi-media facilities in correspondence courses, unlike open university system, is limited. Of course all the correspondence course institutions insist on contact programmes. They are compulsory for professional and skill-based programmes, whereas attendance is optional for general courses in correspondence courses.

- viii) **Duration of Courses :** In the case of single mode institutions there is provision for completing the programmes on longer duration. The durations to complete a one year programme may vary from 2 semesters (one year) to 8 semesters ( 4 years) period. IGNOU'S B.A. and B.Sc. programmes for example can be completed in a minimum duration of 3 years or in a maximum of 8 years. Unlike open universities the dual mode system adopts course duration almost similar to pattern of regular programmes offered by the parent university, the flexibility in course duration of DE depends on the regular course system.

- ix) **Evaluation Procedures :** Continuous evaluation is usually integrated with the learning process of DE programmes. The open university system incorporates facilities for learners' self-evaluation through instructional package, periodical evaluation of learners progress through assignments, peer evaluation in the case of group learning and course-end evaluation. In the case of credit-based courses, the learner has more freedom to appear in the examinations at his own pace, depending on his preparedness. The learner can complete the programme/course credit-wise.

The dual mode DE system adopts assignment system for assessing learners' progress. There is less scope for learner's self-evaluation. The course-end evaluation is determined by the regular course system. Most of the universities offering correspondence courses in India adopt the same examination schedule and question papers for both campus-based and DE streams.

- x) **Student Support Services :** This is an important feature of single mode DE system. The open universities have inbuilt organisational structure for organising students support services. The Regional Services Division looks after such activities through Regional Centres and Study Centres. Regular Counselling programmes, personal contact programmes, extended contact programmes, radio broadcast and TV telecast facilities, teleconferencing facilities, library studies and practicals form the major component of student support services activities.

Such facilities are limited in the case of dual mode institutions. The study centres have library facilities and limited facilities for guidance. Radio and TV facilities provided in the study centres are limited in universities like Delhi and Kashmir Universities.

From the above discussion you would have clearly understood the similarities and differences between the single mode and dual mode DE systems. As a whole, the single mode DE institutions have more autonomy to move in the direction of open learning. They have systematic organisational structure to carry out the functions of a DE system independently. On the contrary, dual mode institutions depend heavily on traditional universities/colleges for

all their activities. They make use of physical and manpower resources of its parent university and the affiliating colleges. These institutions, thus, have limited autonomy to carryout their functions, since they are controlled by traditional university system. However, there is a lot of scope for strengthening the base of DE in dual mode institutions too, if facilities of both the streams are shared to an optimum level. For that, some structural changes to free them from the control of the conventional universities are necessary.

**Check Your Progress**

**Notes:** a) Space is given below the question for your answer.

b) Check your answer with the one given at the end of this unit.

2. In what respect single mode organisation of DE is more prone to openness in terms of courses offered, methods and media in comparion to dual mode organisations?

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**4.3.2 Consortium Model of Distance Education Institutions**

This is an emerging model. In this model different DE institutions interact with each other and share common pool of resources. It helps avoid duplication of programmes and wastage of resources. Uniqueness and specialisation of institutions can be identified. The major contributions of one institution can be shared by other institutions. It is possible to make optimum use of the existing facilities available at different DE institutions.

In the Indian context the Distance Education Council (DEC) plays a major role in bringing DE institutions of different types together since one of the activities of DEC is, "Identification of a common pool of programmes and courses for sharing by DE institutions".

You can understand consortium model from the following diagram :

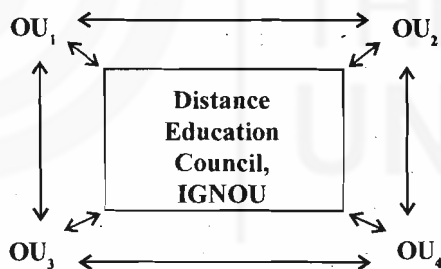


Figure 44 : A Consortium of OUs.

In this model you will recognise that DEC co-ordinates activities of different OUs. In other words, different OUs interact with each other through DEC. One of the ways of interaction is making use of study materials of one OU by another OU for similar programmes. For example, state universities like Kota Open University, YCM Open University are making use of IGNOU materials for Management Programmes. Different OUs are making use of teleconferencing facilities of IGNOU very frequently. The Open Networking (OPENET) has been installed by DEC-IGNOU for two-way audio and one-way video teleconferencing with all the open universities in the country. Besides sharing of resources, the OUs can share the credits too. For example, a candidate who has registered for B.A. programme of one university (OU<sub>1</sub>) can choose a few credit of courses from another open university (OU<sub>2</sub>) as a part of the degree programme. Sharing of credits is possible through appropriate co-ordination of DEC. This provides opportunities to DE learners to pick up courses of their choices out of a pool of hundreds of varieties of courses available in different OUs. Advanced communication technologies can facilitate networking of



institutions which can be monitored by DEC. This approach, however, suffers from limitations of lack of voluntary co-operation and understanding among different DE institutions. Nevertheless, this model will help achieve the aims of open learning system from a common platform of DE institutions in future paving way for lifelong education and learning society.

### Check Your Progress

Notes: a) Space is given below the question for your answer.

b) Check your answer with the one given at the end of this unit.

3. What are the advantages of a consortium model over single mode organisations?

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## 4.4 LET US SUM UP

We have discussed the similarities and differences in the organisational structures of various kinds of DE institutions, and different models of DE institutions, such as the single mode, dual mode and the consortium model of DE institutions including their advantages and limitations. You can even come out with a scheme of integrated DE system in the light of our discussion and the experiences already available in the country.

## 4.5 ANSWERS TO CHECK YOUR PROGRESS

1.
  - i) Autonomous system functioning with a three tier structure of Headquarters, Regional Centres and Study Centres.
  - ii) Open University is an autonomous DE institution. Institutes/Directorates of correspondence courses function within the structure of traditional university as teaching department/institute. Unlike OU these Directorates or Institutes do not enjoy autonomy with regard to administration and decision-making.
2. Courses offered in OUs incorporate modernity, open entrance system and learner-oriented autonomy. They adopt advanced technology based multi-media packages which encourage openness in learning system. These features are mostly absent in dual model system.
3. Consortium model has advantages of better sharing of resources among DE institutions. It encourages multientry system and sharing of credits among different institutions. On the other hand, single or dual mode institutions depend solely on its own resources or system. Hence, opportunity for open learning is comparatively restricted.

**Appendix - I**  
**Establishment of Open Universities and**  
**Distance Education Institutions in Traditional Universities in India**

S.No.	Name of the University	Year of Estt.
1.	University of Delhi (School of Correspondence Course and Continuing Education)	1962
2.	Regional College of Education (NCERT), Ajmer (discontinued)	1967
3.	Regional College of Education (NCERT), Bhopal (discontinued)	1967
4.	Regional College of Education (NCERT), Bhubaneswar (discontinued)	1967
5.	Regional College of Education (NCERT), Mysore (discontinued)	1967
6.	Punjabi University (Department of Correspondence Courses)	1968
7.	University of Rajasthan (Directorate of Correspondence Courses (Discontinued))	1968
8.	Chaudhary Charan Singh University (Institute of Correspondence Courses and Continuing Education)	1969
9.	Jamia Millia Islamia (Urdu Correspondence Course)	1970
10.	Madurai Kamraj University (Institute of Correspondence Courses and Continuing Education)	1971
11.	Himachal Pradesh University (International Centre for Distance Education & Open Learning)	1971
12.	Panjab University (Directorate of Correspondence Courses)	1971
13.	University of Bombay (Directorate of Correspondence Courses, later renamed as Directorate of Distance Education)	1971
14.	Punjab Agricultural University (Department of Extension Education : Correspondence Unit)	1971
15.	Sri Venkateswara University (Institute of Correspondence Courses)	1972
16.	Andhra University (School of Correspondence Courses)	1972
17.	Central Institute of English and Foreign Languages (Department of Correspondence Courses) (Deemed University)	1973
18.	G.B. Pant University of Agriculture and Technology (Directorate of Extension : Correspondence Courses)	1973
19.	Patna University (Institute of Correspondence Courses)	1974
20.	Tamil Nadu Agriculture University (Directorate of Extension Education)	1974
21.	Barkatullah Vishwavidyalaya (Institute of Correspondence Courses)	1975
22.	Utkal University (Directorate of Correspondence Courses)	1975
23.	Kurukshetra University (Department of Distance Education)	1976

**Development of Distance Education**

24.	University of Jammu (Institute of Correspondence Courses)	1976
25.	University of Kashmir (Department of Distance Education)	1976
26.	University of Kerala (Institute of Correspondence Courses)	1976
27.	Osmania University (Centre for Distance Education)	1977
28.	University of Allahabad (Institute of Correspondence Courses and Continuing Education)	1978
29.	Bangalore University (Directorate of Correspondence Courses)	1979
30.	S.N.D.T. Women's University (Department of Correspondence Courses and Distance Education)	1979
31.	Annamalai University (Directorate of Distance Education)	1979
32.	Udaipur University (Distance Education Programme) (Discontinued)	1979
33.	University of Madras (Institute of Correspondence Courses)	1981
34.	University of Calicut (Institute of Correspondence Courses and Continuing Education)	1981
35.	Dr. B.R. Ambedkar Open University (BRAOU) (Formerly Andhra Pradesh Open University)	1982
36.	Shivaji University (Department of Adult and Continuing Education and Extension Work)	1983
37.	Jawahar Lal Nehru Technological University (Centre for Distance Education)	1983
38.	Indira Gandhi National Open University (IGNOU)	1985
39.	Tilak Maharashtra Vidyapeeth (Open Education Centre)	1985
40.	Gujrat Vidyapeeth (DE Programme)	1986
41.	Kota Open University (KOU)	1987
42.	Nalanda Open University	1987
43.	Kakatiya University (School of Distance Learning and Continuing Education)	1988
44.	Birla Institute of Technology and Science (Distance Learning Programme Unit)	1988
45.	Maharishi Dayanand University (Directorate of Correspondence Courses)	1988
46.	Mahatma Gandhi University (DE Programme)	1989
47.	Yashwantrao Chavan Maharashtra Open University (YCMOU)	1989
48.	Mother Teresa Women's University (Distance Education Unit)	1989
49.	Nagarjuna University (School of Correspondence Courses)	1990
50.	MLCR Patrakarita University	1990

51.	Berhampur University (Directorate of Distance Education)	1991
52.	Bharathiar University (School of Distance Education)	1991
53.	Alagappa University (Directorate of Distance Education)	1992
54.	Bharathidasan University (Centre for Distance Education)	1992
55.	Jain Vishva Bharati Institute (DE Programme)	1992
56.	Madhya Pradesh Bhoj University	1993
57.	International Institute of Population Sciences (Deptt. of Extra Mural Studies and Dis. Edu.)	1993
58.	Vidya Sagar University (DE Programme)	1994
59.	Dr. Baba Saheb Ambedkar Open University (BSAOU)	1994
60.	Manonmaniam S. University (DE Programme)	1994
61.	University of Hyderabad (DE Programme)	1994
62.	National Law school of India (DE Programme)	1994
63.	Awadhesh Pratap Singh University (School of Correspondence Courses & DE)	1994
64.	Mahatma Gandhi Gramodaya Vishwavidyalaya (Ins. of Dis. Lg. & Conti. Edu.)	1994
65.	University of Bardwan (DE Programme)	1994
66.	Jiwaji University (Institute of Correspondence Courses)	1995
67.	Pondicherry University (Directorate of Distance Education)	1995
68.	Gurukul Kangri Vishwavidyalaya (Department of Distance Education)	1995
69.	Guru Ghasidas University (DE Programme)	1995
70.	Karnataka Open University (KOU)	1996
71.	North-Eastern Hill University (DE Programme)	1996
72.*	Indian Institute of Science, Bangalore (DE Programme)	—
73.*	Indian Institute of Technology, Chennai (DE Programme)	—
74.*	Jadav Pur University (DE Programme)	—

\* Year of establishment not known.

Source : AIU (1997) : *Handbook of Distance Education*, New Delhi.

Sahoo, P.K. (1993) : *Higher Education at a Distance*, Sanchar, New Delhi.