

Distance Education in Achievement of Universal Education in India

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I. Abstract

The Internet's presentation (Basher et al, 2008) opened another way to distance learning. It allowed the denied individuals to get their education at their doorstep. Distance education is a mainstream instrument of formal education across the globe in the modern scenario. The historical backdrop of distance education portrays the distance learning advancement and talks about how it found an elective technique to the then existing viable framework which united the understudies to one spot and one an opportunity to gain from one of the bosses.

KEYWORDS: Education, Distance Education, Online Education, Global Education

II. INTRODUCTION

In India, the ratio of public to private schools is about 7:5. There are many major policy efforts in Indian education. Education policy and execution were constitutionally decided by each of India's constituent states until 1976. Education became a "concurrent topic" when the 42nd amendment to the constitution was ratified in 1976. From that time on, the federal and state governments shared official responsibility for education financing and administration.

"In a nation as big as India, which currently has 28 states and eight union territories, the potential for differences in primary education policies, plans, programs, and initiatives across states is enormous." [Wikipedia] National policy frameworks are developed on a regular basis to assist states in developing state-level programs and policies.

"In 2005-6, the government-controlled 83.13 percent of primary schools (Grades 1-8) while 16.86 percent of schools were under private administration (excluding children in unrecognised schools, schools established under the Education Guarantee Scheme and in alternative learning centers)." [Wikipedia] One-third of the private schools are supported, while the other two-thirds are unaided. In Grades 1-8, enrolment is split 73:27 between government and privately run institutions. However, this ratio is greater in rural regions (80:20) and considerably lower in metropolitan areas (36:66).

III. History of Distance Education

Distant Higher Education in India got significance as correspondence studies sometime in the year of 1962. This shift was in response to the significantly increasing demand for higher education that the traditional system could not meet. Encouraged by the success, the Education Commission proposed in 1964-66 that correspondence education be expanded for a variety of reasons. As a result, the University Grants Commission developed guidelines for the implementation of correspondence courses at Indian universities. In the late 1960s, three additional Institutes of Correspondence



Studies were founded. During the 1970s, twenty-one additional institutions began offering correspondence courses. In the early 1980s, seven additional institutions established correspondence study institutes.

The UGC-established committee emphasized that “access to higher education could be expanded by taking action on a variety of fronts, including increased accessibility, course structure, learning activity organization, new teaching methodologies, transferability between institutions and courses, publicity material flow, student finances, and the availability of new technology” [Government of Andhra Pradesh, 1982].

IV. Objectives of Distance education

The University Grants Commission established the distant education/correspondence education destinations in the regulations in 1974. The goal of distance education is to offer an optional education approach that allows a large number of individuals with a strong desire to learn more and improve their skills to do so. Correspondence courses are designed to provide meals in this manner.

- a) Students in topographically remote regions;
- b) Students who had to stop learning due to a lack of motivation and inspiration but later became convinced;
- c) Students who had to stop learning due to monetary and other circumstances;
- d) People who see education as a real life-time action and may either prefer to revive their insight

The main correspondence courses in B.A. Degree were first offered in 1962 by the University of Delhi's Continuing Education and School of Correspondence Courses. It has taken in a large number of understudies. Punjab University, Rajasthan, and Patiala began correspondence courses in 1968 by creating the Institute of Correspondence and Continuing Education.

The first Open University, the Open University of Andhra Pradesh (after known as Dr. B.R.Ambedkar Open University), was established in 1982.

Indira Gandhi National Open University (IGNOU) was established in 1985 as the first national open university. The primary important correspondence program, in which the teacher and the student were in separate regions, was founded at the University of Chicago, USA, in the late 800s. Isaac Pitman (an Englishman) was the founder of correspondence education, and in the year 1840, he started to demonstrate shorthand via mail in Bath, England. The first Open University in the United Kingdom was founded in 1969. It was made primarily to show that the number of adult understudies was at an all-time high. In 1971, after some preliminary work, it began recruiting understudies.

According to the DEC, there are 249 verified Distance Education Institutes in the area. In any event, just 178 institutions provide distant education programs at the undergraduate level. In social reality, remote education is examined as a potentially dangerous origin. As a consequence of the educational certainty, a number of significant developments have been identified in recent years that might be classified as revaluation. As new advancements in remote education models become more common, new discontent must become the standard. In any event, fast changes in



social reality are causing auxiliary adaptations to be lost, reducing the benefits of distant learning.

These are the most important aspects of every successful online education program.

- Instructional plan
- Technology
- Support

This overall sense of assurance is being bolstered by distance education and innovation. Individual and social connections standardize education and foster creativity.

In the modern information society, the most essential element is new educational advancements. This hastens the process of global mobility while also collecting socialization data.

V. Education System in India

The method for remote learning would assist to prolong the development of advanced education scholastic speed in India, where the population is excessively high up to the educational foundations. Without it, India would not be able to meet the goal in the time allotted. In this regard, current systems have done an outstanding job. In addition, when information communication technology was first introduced, an estimate of this progress was incorporated (ICT). It is critical to do research on India's current remote learning systems. It will also make current distant learning networks even better. Investigating the evolution and manipulation of the existing framework may aid in improving the educational process' integrity. It's also a major problem in terms of the amount of contemporary frameworks being utilized by current understudies and experts (3).

A. Primary Education

From the ages of 6 to 14, essential education with intermediate and upper primary school education starts. Tutoring is available in state and tuition-based schools, as it is conceivable that a non-public school has better offices and foundations than a government school. In India, education is provided in both the public and private sectors, with supervision and funding coming from three levels: focal, state, and regional.

B. Secondary Education

Auxiliary education begins in 9th grade and lasts until 12th grade. Lower Secondary, or Standard 10th, and Upper / Senior Secondary, or Standard 12th, are the two multi-year phases of the optional level. Government schools continue to provide free education, but private learning at the optional level is becoming more inadequate.

Undergraduates may enroll in Senior / Upper Secondary School based on their performance in the first two years of optional school and the results of the SSC. Upper Secondary School allows students to select a "route" or research focus, which includes science, business, and humanities / expressiveness. Education is regulated in both schools and junior universities for two years, and is often combined with a degree-requiring university or college.



Vocational Education:

People not interested to commute on to tertiary education or not willing to attend regular school have options from exclusive skill-based schools that offer some selective and focused skill development programs (SDP). 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.

Tertiary Education

India's advanced educational framework has been exceptionally united and experiencing enormous changes since its inception in 1947. Educational strategy is consistently creating to a great extent dependent on the British education arrangement. The Advanced Education framework in India is one of the world's largest such systems. Additionally, the board's new difficulties and guidelines are being looked at by these foundations, which require genuine consideration, both in the open part organizations as well as those in the private division that are currently developing at a rapid pace. Accordingly, to experience extreme changes, the old executive structures built up in pre-free India and functioning during the greater part of the twentieth century are currently required. Besides, society's demands for interest and comfort can no longer be ignored (9, 10).

College education is administered by the University Grants Commission, which is responsible for advanced education improvements, asset allocations, and foundation recognition in India. The "National Council for Accreditation and Assessment" (NAAC) has been established by the University Grants Commission to assess and appraise colleges and schools dependent on a multilevel positioning framework. The evaluation and accreditation is commonly used to recognize an organization's quality status, which demonstrates that the individual institution follows the merit guidelines which is set through NAAC. There is a strong interest in NAAC's accreditation process.

Likewise, it was decided to the All-India Technical Education Council to oversee the quality control of technical education and to handle the establishment of new private universities. Every single perceived college are individuals from the Association of Indian Universities, which is necessary to the spread of data and fills in as a consultant to the administration, UGC, and the organizations themselves.

There are different kinds of higher educational establishments in India, that includes, Universities (including Central Universities, State Universities, Open Universities etc.), Universities of National Importance, and Deemed Universities. Constituent and autonomous universities exist as well, but they are less common, despite the fact that they enjoy more self-sufficiency in terms of educational plan development and assessment. For the most part, admission to college courses requires the completion of the Standard XII lengthy periods of tutoring, and acceptance to college is entirely contingent on the assessment's completion.

Four year certification in the field of workmanship, science, social investigations, and trade are only multiyear program. Certificate programs present and range from 2 to 3 years and are given in polytechnics, typically in a particular building or mechanical field, and in an Post or Advanced Diploma they come in full circle. In the fields of medicine, architecture, law, and so on, qualified Bachelor's degrees differ that depending on the order from 4–5.5 years. Admission to graduate programs (MBA,



Master's, Postgraduate Diplomas, and so on) is the constant provision of a four-year credential (subject matter contingent, 3 or 4 years) with a Second Class Pass or above.

The UGC introduced the Choice Based Credit System in 2015 in an effort to encourage a more multidisciplinary approach to education and provide understudies more flexibility and choice. The change additionally presented a standardized evaluation and reviewing plan dependent on a 10 point scale. Since its origin, the framework has confronted examination by understudies and chairmen, noticing that in spite of the fact that the framework guarantees decision and adaptability, the foundation of the educational framework currently might be excessively powerless yet to help the redesign.

VI. Distance education in India

Distance education in India has become so well known that the 10 million mark has been surpassed by the understudy enrolment. A great deal of pressure is being placed on this approach to raise advanced education enrolment to 30% by 2020. As of September 16, 2016, the Distance Education Council confirmed a total of 112 Universities / Institutions foundations with an estimated understudy enrollment of 36.6 lakh. Approximately 10 per cent of all enrolments are in open distance learning mode. In the Advanced Education division, the contribution to distance learning to the net enrolment ratio has risen to 22 per cent. India's distance education market in 2015-2016 was to be measured at Rs 8700 crores. The overall revolt against open-distance learning has begun to wind down, which some specialists agree as the primary factor contributing to the talented growth of the nation's workplaces.

Current Scenario Distance education in India needs upgrades to traditional infrastructure capacity of US\$ 200 billion if we are to meet conventional demand. For a market that looks at government spending and gallops popularity compared with formal education, that's daunting tasks to accomplish.

A recent study by TeamLease estimated that "58% of young people in India suffer from some degree of ability deficiency because inflexible structure of higher education system". This can only be improved in quality and accomplished by creating competition with strong regulation, legitimizing distance education, legitimizing private ownership, founding, understanding and legitimizing ver (6).

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. However, this doesn't imply that can be characterized in any exact way open/distance learning. It has the same number of pundits as it has fans. It stays uncertain and that maybe empowers it to oblige a wide range of thoughts and points (7).

VII. Nature and Characteristics of Distance Education

The term "distance education" is described in various ways including correspondence, open education, off-campus studies, home teaching, flexible learning, resource-based



learning, etc. All these terms may be broadly understood as Correspondence Education and Distance Education.

A. 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.

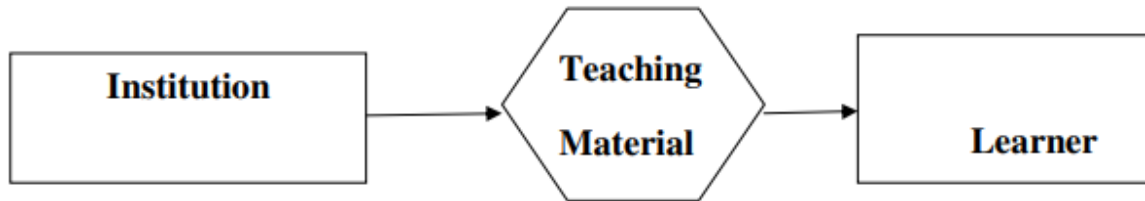


Figure 1: Correspondence education

B. Distance education:

In the case of distance education, the learners continue their studies while staying at a distant place in guidance of instructors from a distant institution. It is teaching-learning situations that makes use of multiple modes of instructions including print medium, online classes, recorded sessions and other technical mode including radio, television, telephone, audio and video cassettes, computer, mobile, and other electronic media to deliver study contents to learners. In this situation, the mutual interaction between learners and the instructor may occur in synchronous or asynchronous forms depending upon the media of interaction chosen.

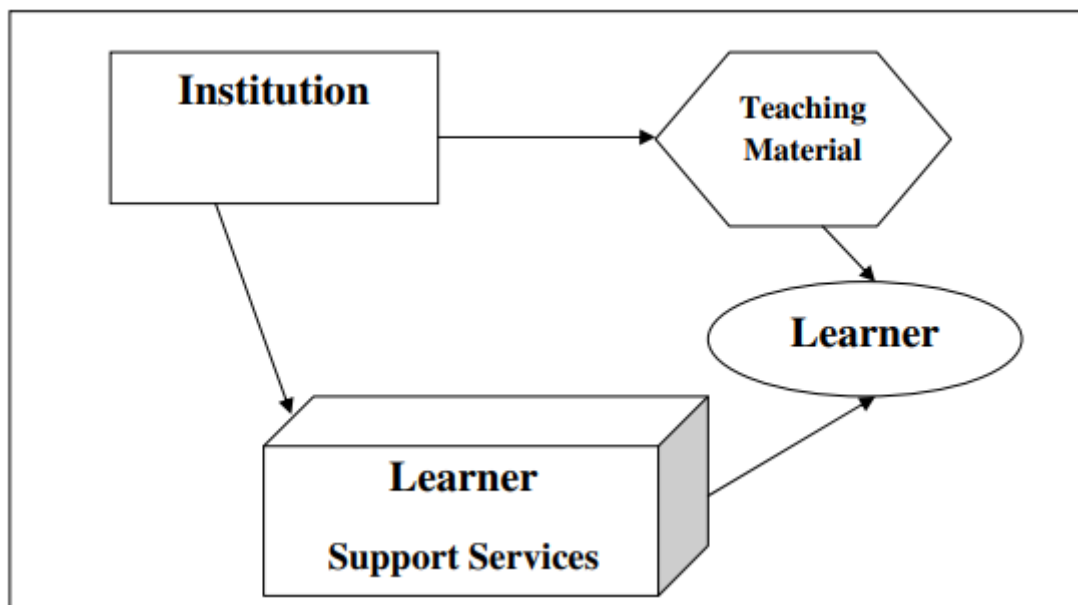


Figure 2: Distance Education

VIII. Conclusion:

Improvement is the advancement of an individual, each as per their latent capacity and in this sense education is an essential part of advancement. Huge increment in populace combined with a developing consciousness of the advantages of education are driving governments to investigate the probability of utilizing elective intends to give education on an enormous scale, especially as traditional educational techniques are getting progressively costly. One such elective that nations in the district are thinking about is Distance Education. India is the planet's seventh-largest nation and second-most-famous. About seventy-five percent of the population live in cities and farming is their main occupation. India achieved independence in 1947 and adopted a democratic type of government based on the creation of a general grown-up and a mixed economy. India had made outstanding advances in different segments, yet at the same time is a creating nation. Distance Education in India has a past filled with almost three decades. All government and deliberate groups have made steady efforts to achieve general skills and extend open doors for female education..

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