Chapter: 2  
Literature Review

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

Distance learning courses differ from traditional classroom courses in three major ways: time and place, delivery, and interaction with faculty and other students. Open Universities in India provide the facility of distance education to people who are unable to pursue regular courses. These universities offer undergraduate, post graduate and doctoral programme.

Many author and researcher give their views on distance learning not in India but in abroad also. Every year number of research conducted worldwide. Education play a vital role in development of any country, so that it’s take more attention of People of any country. India is a big country, about 50 percent of people are youth (14-35 yr.) so that to provide good education to everyone distance learning play a significant role. Many research conducted by researcher some are discuss below-

**Mulatu Dea Lerra (2014)**\(^1\): Evidently, the implementation of a DL system does not ensure a high-quality education. The purpose of this study is to explore the dynamics and challenges of distance education at Private Higher Institutions in South Ethiopia. In a given study, a representative sample of tutors and academic program leaders selected through simple random and stratified sampling techniques. Questionnaires and interview were instrumental for data collection. The finding revealed that, the number of learners in a class during tutorial programs is not to the standard, the tutors” are responsible for one

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\(^{1}\) Mulatu Dea Lerra “The Dynamics and Challenges of Distance Education at Private Higher Institutions in South Ethiopia “,Asian Journal of Humanity, Art and Literature, Volume 1, No 3 (2014)
to two courses at a time and the remainder for more than two courses, assignments were too difficult for the ability of the students on the courses some learners do not receive modules before tutorial sessions and, consequently, some were forced to share modules, modules were not given long enough in advance of the actual tutorial sessions less commitment of stakeholders to realize the DL program. It is recommended that, Intensification distance education units at the institution and ensuring that students have a suitable educational background when they join to the specific program would make distance education efficient. In addition to this, it is good to try to make the system more flexible and use different information and communication technologies to support distance education.

**Raja Irfan Sabir at.al.(2014)**: The aim of this study was to investigate the relationship between Distance Education and Student Performance by taking Allama Iqbal Open University, Pakistan as a case. Assignments, tutorial meetings and face to face workshops were taken as Independent variables, while, student performance was considered as a dependent variable. The target population for this research was the students of AIOU studying in Sahiwal region and a total of 150 samples were taken for data analyses. A self administered questionnaire survey was used for data collection through non-probability and convenience sampling Results indicate that the relationship of various variables was positive with student performance. The study supports the hypotheses that assignments and tutorial meetings have the most significant and strong impact on student performance.

**Venkata Subrahmanyam at.al(2013)**: This paper deals with the current state of Distance Education & Suggests the ways in which Online & Distance education courses can be offered / Conducted in a more effective way rather than the conventional methods. This paper deals with – the current state of Distance Education in India; Scope & Market for the online Courses; various Methods of Course Offerings; How I.T. infrastructure can

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[3] Venkata Subrahmanyam C. V, Dr. K. Ravichandran (2013)“Technology & Online Distance Mode of Learning”, International Journal of Humanities and Social Science Invention ISSN (Online): 2319 . 7722, ISSN (Print): 2319 . 7714 Volume 2 Issue 1 . PP.05-13
be used to its BEST in order to radicalize the Lesson Delivery; What Kind of Developments can be brought-in in the conduct / offering of Online Courses, etc. issues briefly & suggests various solutions to most of the Common & current problems being faced by many Distance / Online Courses offering Institutes repeatedly & regularly. This paper also suggests – How best the Growing Social Networking Media can be used in order to build a very strong Student (Learner) – Resource Personnel relationship. This paper also suggests – How Chat Rooms can be used as an effective lesson delivery mechanism / Media in online & Distance Mode courses.

**M. Mozammel Hoque Chowdhury (2013)**: Distance Education is a very important instructional delivery for higher education in the 21st century. Along with the rapid development of computer related modern technology such as Internet, videoconferencing, Web conferencing etc., distance education is playing an increasingly important role in schools, colleges and other educational institutes. The advancement of information and communication technology (ICT) has brought revolutionary changes to the mode of distance education. Distance education in the form of E-learning can play a crucial role in broadening access to education for the whole society. The framework of this research focuses on the trends and issues of existing Distance Education in Bangladesh and explores the opportunities as well as the challenges of E-learning to develop a modern distance education system for the disadvantaged people of the country. Considering all issues and challenges this research proposes a model of E-learning assisted distance education system for Bangladesh. This paper also intends to suggest some recommendations for facing the challenges and strengthening infrastructures to implement the system for quality education.

**Dr. Ajay Kumar Attri (2012)**: This paper deals with problems associated with distance education and their tentative solutions. First, it identifies those problems which were faced by distant learners during their course of study. Second, it also identifies the

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[5] Dr. Ajay Kumar Attri (2012)“ Distance Education: Problems And Solutions” International Journal Of Behavioral Social And Movement Sciences Vol.01, Issue04 ISSN: 2277-7547
problems associated with the distance education system. Finally, it provides tentative solutions to these problems and some recommendations for the betterment of distance education. For this related content collected from different books, journals and internet was reviewed and then problems associated with distance education were identified. These were associated with nature of study material, lack of multi-media instruction, insecurities about learning, lack of feedback or contact with the teacher, lack of support and services, lack of social interaction among learners, lack of student training, absence of a teacher, low status of distance education institutes, rigidity imposed by university regulations, misconception about the role of distance education departments, discrimination with the product of the distance education departments lack of support by the faculty. Keeping in mind theses problems tentative solutions were suggested such as -

If distance learning institutions are serious about providing equity of educational opportunity to all, then careful consideration must be given to the special needs of distance learners. We should use multi-media technologies during PCPs. Proper planning and cooperation on the part of all those are associated with distant learners. If students are undertaking distance learning courses that require knowledge of computers, then the students must be taught, at a minimum, the fundamentals of operating the system of choice of the distance-taught course. Feedback on the part of concern distance educators and authority regarding admission, PCPs, assignments, examination and projects should be provided to the distance learners time to time. Understanding and mitigating technology problems are important, especially with the rapid expansion of technology. Further research into course development techniques will help learning institutions understand which methods work best in the distance learning classroom.

**Ana Horvat, Maja Krsmanovic, Mladen Djuric (2012)**: Rapid growth of distance learning resulted in importance to conduct research on students’ satisfaction with distance learning because differences in students’ satisfaction might influence educational opportunities for learning in a relevant Web-based environment. In line with this, this

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paper deals with satisfaction of students with distance module at Faculty of organizational sciences (FOS) in Serbia as well as some factors affecting differences in their satisfaction. We have conducted a research on a population of 68 first-year students of distance learning studies at FOS. Using statistical techniques, we have found out that there is no significant difference in students’ satisfaction with distance learning module between men and women. In the same way, we also concluded that there is a difference in satisfaction with distance learning module regarding to student’s perception of opportunity to gain knowledge as the classic students.

Dr. Mujibul Hasan Siddiqui (Oct 2012)\(^7\) : This paper highlights the pivot role of non-print media in distant learning the non-print media consists of computer, teleconferencing, videodisc, videotext etc. Computer is very helpful for all kinds of learning, particularly for distant learning. It is important device for influencing the learning at all level of schooling. Day by day Computer Assisted Instruction is increasing in the area of teaching learning process. Educational teleconferencing includes audeoteleconferencing, video teleconferencing and computer teleconferencing. Most of the academic institutes uses audeoteleconferencing as means of conversations for distant learners. Videodisc helps to increase the use of television as the consumer use model and education use model. It has its two types, one is capacitance videodisc and the other one is optical videodisc. It is very useful for all kind of learning. Videotext is playing significant role in transmission and two way instruction on general and specific information courses. Non-print media is now becoming heart and soul of our education system, particularly for distant learning.

Olaf Zawacki-Richter\(^8\) : Research in the emerging field of online distance education has, so far, evolved in a somewhat haphazard fashion, consisting largely of an assemblage of contributions made by researchers working on different topics, often in isolation from one another. Olaf Zawacki-Richter and Terry Anderson’s proposal that research in the field should instead be guided by a systematic agenda is therefore both timely and

\(^7\) Dr. Mujibul Hasan Siddiqui (2012)“Effectiveness of Non-Print Media For Distant Learning”, Volume : 11 Issue : 5 • ISSN No 2277 – 8179
\(^8\) Olaf Zawacki-Richter (2012) “Distance education and e-learning research: status, trends and priority areas”, Fern University in Hagen (Germany)
richly deserving praise. This much-needed volume provides practitioners, theorists, and researchers with a comprehensive survey of the state of online distance education as an independent field of inquiry, while also offering a clear orientation for future research. Like early explorers, Zawacki-Richter and Anderson have succeeded in mapping territory that, while not unknown, has remained uncharted. This is a remarkable achievement in a field so very new. Educators are already aware that online distance education is the way of tomorrow, and this book will help to ensure that research in this area becomes a priority. Readers may be surprised to see that, even in relatively short span of time, research in online distance education has grown to be so multifaceted that the editors have subdivided it into three levels: macro-, meso-, and micro-. In this way, three frames of reference are established that call for different theoretical justifications and research methods.

Each frame is characterized by a number of significant typical research themes. These themes were not developed in the abstract, with specific pedagogical goals in mind, but were instead empirically derived from the existing literature by applying the Delphi method.

Caleb Kangai at al. (2011)\(^9\): The last article is from Zimbabwe. It is entitled as “Teacher Development Through Open And Distance Learning: The Case For Zimbabwe” and written by Caleb Kangai and Richard Bukaliya from Zimbabwe Open University, Marondera. This article that is a case study of distance teacher education at the Zimbabwe Open University is part of an ongoing longitudinal study the two researchers are undertaking at the Zimbabwe Open University (ZOU) concerning issues of quality and effectiveness in open and distance learning (ODL). The article argues that distance teacher education has the potential to solve the current and future problems of teacher shortage in Zimbabwe and elsewhere. Data for the present study were collected over a period of two years through personal experience, participatory methods, observations, document analysis, informal discussions and illuminative methods. On the basis of the present findings, effective distance education programmes would require the adoption of

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the following key strategies:

- Winning government support for distance teacher education,
- Setting up a directorate for the coordination of distance teacher education,
- Adoption of the partnership model in the training of teachers.

Sadhasivam Panchabakesan (2011)¹⁰: This research paper attempts to introduce the problems and prospective in Distance Education System in India. This paper begins with the definition of distance learning and then proceeds to tell about the types of distance learning. It discusses and analyses the synchronous and asynchronous of distance education delivery system and emphasizes that the asynchronous method is more flexible than synchronous instruction. It also emphasizes that the instructional design, technology and support are the elements which are of paramount importance to any successful distance education program. The history of distance learning narrates the development of distance learning and discusses how it found an alternative method to the then existing effective system which brought the students together to one place and one time to learn from one of the masters. It reveals how the pioneers of distance education used the best technology of their days to open educational opportunities to people who were unable to attend the regular conventional institutions. It also lists and discusses the problems such as lack of student’s co-ordination, conducting examinations, publishing results and other related problems. Further, it attempts to converse on the origin, salient features, and the technologies used in distance education in India. It also brings out the four themes of distance education system and their prospective. Finally, it summarizes and suggests solutions for the problems faced in distance education and also widens the scope of any researcher to further research on the problems and prospective in distance education and to improve the values in distance education system of learning in India.

Since the 1960s, distance education has been used extensively around the world for the preservice and inservice training of medical and allied health students and professionals. In several instances, such professionals have demonstrated improved knowledge scores and performance in the workplace upon completing distance education programs, but

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[10] Sadhasivam Panchabakesan (2011) “Problems And Prospectives In Distance Education In India In The 21st Century”, Problems Of Education In The 21st Century Volume 30
overall, there are few evaluation studies of education programs, distance or otherwise, that use rigorous and objective evaluation methodologies. In the following paper, the Quality Assurance (QA) Project reviews the current body of published and unpublished research on the use and effect of distance education in healthcare. Special focus is made on its implementation in developing country setting, studies that use objective evaluation methodologies, and on areas of research around the topic that the QA Project feels should be addressed.

**Susan E. Scholley (2011)**: Distance education is not a new phenomenon. Offering instruction by a teacher physically removed from the student began in the mid-19th Century through correspondence courses by mail. With the advent of technology, distance education providers took advantage of new methods of long-distance communication, such as radio, television, audiotapes, videotapes, and satellite communication. The Internet and World Wide Web form the bases of the new generation of correspondence courses. When people speak of distance education in the 21st Century, they think of online courses, CD ROMs, and virtual or cyber schools. As with correspondence courses of old, distance education today is primarily focused on higher education or adult learners. Businesses use distance education to deliver training to employees to save on instructor and travel costs, as well as lost time. Universities and community colleges use distance education to reach a larger audience and to provide more scheduling options for their students. Independent study is another form of distance education and, as the oldest form of distance education, still enrolls more K-12 students than any other forms. Yet, just as correspondence courses and independent study have been viewed skeptically by the academic community over the years, so are the newest forms of distance education. Still, it seems that distance education, in its many forms, is here to stay.

**Niel Kenneth F. JAMANDRE (2011)**: This paper analyzes and synthesizes the developments and challenges of the University of the Philippines Open University

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[12] Niel Kenneth F. JAMANDRE (2011)"Quality Assurance in Distance Education achieved in the Philippines ",Asian Journal of Distance Education © 2011 The Asian Society of Open and Distance Education ISSN 1347-9008 Asian J D E  Vol 9, no 1, pp 90 – 97

33
(UPOU) which offers the Distance Education (DE) Program since 1995. Focusing on the core components of
(1) quality of distance education,
(2) administrative service,
(3) faculty development, and
(4) student feedback, this paper reviews
and evaluates how the UPOU performs quality assurance and provides an effective mediated learning experience in the tertiary and graduate levels serving its local and overseas Filipino students in 33 different countries. The UPOU reports improvement and faces challenges on:
(1) government, private sector, non-governmental organization, and academe support for policy and budget for technology and multimedia upgrade,
(2) organizing and training DE scholars, specialists, personnel and practitioners,
(3) relevance and competitiveness of programs and curriculum,
(4) establishment of more digital learning centers and learning object repositories,
(5) strengthening collaboration with other universities, including the Asian Association of Open Universities (AAOU) and in the Southeast Asian Region,
(6) student retention and
(7) technological support,
(8) assessment methods,
(9) research agenda, and
(10) bridging the ‘pedagogical gap of acceptance’.

The UPOU is determined to address these educational realities to prove that DE is beyond an alternative to conventional university, and is a viable academic institution based on a learner-centered paradigm for more Filipino students.

**Sudarshana Rana (July 2011)**: Distance education is a branch of education where teachers and students are separated in terms of place and time. They communicate at times of their own choosing by exchanging printed or electronic media, or through

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technology that allows them to communicate in real time and through other online ways. Distance education has noticed drastic changes in the last few centuries. Its length and breadth has noticed both quantitative and qualitative changes. DE has been described as "a process to create and provide access to learning when the source of information and the learners are separated by time and distance, or both. In other words, distance learning is the process of creating an educational experience of equal quality for the learner to best suit their needs outside the classroom. Distance education courses that require a physical on-site presence for any reason (including taking examinations) is considered a hybrid or blended course of study. This emerging technology is becoming widely used in universities and institutions around the globe (Wikipedia). With the recent trend of technological advance, distance learning is becoming more recognized for its potential in providing individualized attention and communication with students internationally. Initially, developed countries were practicing distance education but off late developing countries have also gone for distance education in a big way. India has emerged as one of the biggest centre of distance education in the world.

Joi L. Moore at al.(2011)\textsuperscript{14}: It is not uncommon that researchers face difficulties when performing meaningful cross-study comparisons for research. Research associated with the distance learning realm can be even more difficult to use as there are different environments with a variety of characteristics. We implemented a mixed-method analysis of research articles to find out how they define the learning environment. In addition, we surveyed 43 persons and discovered that there was inconsistent use of terminology for different types of delivery modes. The results reveal that there are different expectations and perceptions of learning environment labels: distance learning, e-Learning, and online learning.

Linas Mockus, at al (2011)\textsuperscript{15}: In the last few years, the telecommunications field has experienced an exponential growth in network coverage, speed, and technological innovation in the United States and around the world. The variety of new products such

\textsuperscript{14} Joi L. Moore(2011) , Camille Dickson-Deane and Krista Galyen “e-Learning, online learning, and distance learning environments: Are they the same?”, Internet and Higher Education Pg. no.129–135

\textsuperscript{15} Linas Mockus, Heather Dawson And Stephanie Edel-Malizia “ The Impact of Mobile Access on Motivation: Distance Education Student Perceptions”, Learning Design at Penn State’s World Campus
as smart phones and tablets has allowed students at a distance to choose how they interact with course content and with their classmates. Until recently, students were only able to access their online course resources through their computers and laptops. Being tied to a desktop or laptop computer restricted their ability to learn and share knowledge while traveling or when in areas without good Internet connectivity. Instructional designers and faculty involved in Distance Education are constantly seeking new ways to engage the online learner, and the implementation of mobile learning tools in their online courses may enable students to access course information on handheld devices from anywhere, anytime. This research study, conducted by members of the Penn State World Campus Learning Design (LD) team, explored how mobile devices could be utilized to provide instructional options for adult learners. Key goals of the research study were to assess the current state of mobile learning (mLearning), determine the kinds of educational content and information students are interested in receiving on their mobile devices, and to determine how course content and information delivery on mobile devices impact the students’ motivation to learn. One challenge within the study was the creation of a mobile course site that was accessible via many different mobile devices and platforms in order to reach as many learners as possible. In addition to the mobile site, the researchers wanted to deliver content that was relevant and useful to adult learners.

Marthann Schulte (2010)16: Understanding instructors’ perceptions of distance education transactions is becoming increasingly important as the mode of distance learning has become not only accepted, but preferred by many students. A need for more empirical qualitative data was evident as anecdotal information still dominates the research literature. The study focused on the faculty of an established distance learning program at a small Midwestern university. Qualitative interviews were gathered, coded and analyzed. Faculty who used technology in their distance education courses were targeted. Faculty perceptions on course context, students, interpersonal and procedural transactions, learning and teaching transactions, and assessment transactions were

[16] Marthann Schulte (2010) “Faculty Perceptions of Technology Distance Education Transactions: Qualitative Outcomes to Inform Teaching Practices”, Park University
gathered. The qualitative analysis provided rich data to further inform distance education programs’ administrative, technological, and andragogical needs. Recommendations for future study, including a model for transactional hierarchy, were proffered.

**Cosmas B. F. Mnyanyi, (2009)** A need to remove barriers in Open and distance learning (ODL) in developing countries is imperative as few are educated and trained in specific job and that there are limited chances for hiring new ones. The few elite available require updating their knowledge and skills due to the fast change of technology. The demand for ODL is increasing due to its flexibility. It is this flexibility that offers opportunities to people with special needs, including those with disabilities, access to higher education and thus contributes to equality in education and poverty alleviation programmes. Data was collected using open-ended questions in the questionnaire as well as interviews from 35 students and 5 staff of the Open University of Tanzania (OUT). Rationally for OUT in this study is that it is an accredited institution operating in one of the least developed country, Tanzania. The findings indicate that apart from the challenges faced by ODL mode of delivery to higher education, it has an enormous contribution toward provision of opportunities for professional development.

**OFOEGBU I. Felicia (2009)** The purpose of this study was to investigate the impact of Open Distance Learning (ODL) on the female access to basic education. The population of the study consists of all lecturers/teachers of ODL centres in Benin City, Edo State. Five ODL/Community Resource Study centres were identified and used for the study. The Lecturers responded to the “Female Education and Distance Learning Questionnaire” (FEDLQ). The validated and reliable (.76) instrument was used to collect data. The analysis of data revealed that ODL has significant influence on female enrolment and attendance. It showed that ODL will give girls a chance to catch up academically with their male counterparts who, unlike them, have every opportunity to attend school. The result of the study strongly recommends ODL as a strategy for

[17] Cosmas B. F. Mnyanyi (2009) “Open And Distance Learning In Professional Development In Third World Countries“, Open University Of Tanzania, Tanzania

ensuring that girls enrol and attend school and consequently, fundamental to female economic opportunity. With ODL female children can have access to education at their convenience.

Alan D. Greenberg (2009)\(^{19}\): This white paper summarizes a representative subset of recent research on video-based technologies for distance education. The paper illustrates the fact that the past decade has witnessed a tremendous amount of distance education research, with a smaller but growing body of work specifically on the use in education of videoconferencing, on demand video, and lecture capture systems. This growth in research was brought about by the vast growth of statewide, national, and international videoconferencing networks and an increasing number of practitioners interested in understanding the value of the technology. As the use of videoconferencing has expanded, educators, researchers, technology providers, analysts and others have increasingly sought to answer questions such as:

- Is interactive videoconferencing as effective as the traditional classroom for delivering instruction?
- What are the unique capabilities this technology brings to the table for student interaction, for wider participation, and for collaboration among dispersed groups of students and educators?
- Do the benefits of videoconferencing justify the up front cost of adopting the technology?
- How might videoconferencing be best used to take full advantage of the technology’s capabilities?
- What are the success factors and what are the obstacles to successful deployment?
- How are the newer, on demand solutions measurable and what is the impact of the additional points of contact between educator and learner?
- What are the success factors and what are the obstacles to successful deployment?
- How are the newer, on demand solutions measurable and what is the impact of the additional points of contact between educator and learner?

\[19\] Alan D. Greenberg (2009) “Mapping the Latest Research into Video-Based Distance Education - The 2009 Updated, Expanded Analysis”, Wainhouse Research LLC.
The body of research is highly complex, involving a wide range of practitioners and providers and exploring a hugely varied landscape of distance education approaches and educational strategies. While one might claim that research into the field is in its infancy and that we still need analyses of the economic impact of widespread distance education the research to date yields a number of important conclusions: For delivering instruction, videoconferencing likely can be more effective than its counterpart, the “traditional” classroom, as a result of educators compensating for the distance side of the equation by working to keep learners engaged. Academics interested in “visual literacy” have embraced Albert Mehrabian’s 1981 research into emotional responses to video, vocal, and verbal sources as a marker in the understanding of the value of video as it points to the relatively high degree of impact visual communications can have in comparison to verbal and vocal contact.

Interactivity is king videoconferencing supports far greater interaction than is otherwise possible from many synchronous and asynchronous technologies, and effective videoconferencing-based instruction must be designed to take advantage of this capability. In that vein, the technology appears to be particularly useful for Socratic and constructivist educators.

A number of other, related instructional strategies have been identified to maximize the success of a videoconferencing-based learning situation. When used appropriately, videoconferencing is a cost-effective way for educational institutions to deliver successful educational experiences to an expanded student population. On demand video and lecture capture solutions appear to increase learner retention and have other measurable benefits.

Wainhouse Research believes that seeking reduced costs can be a useful method for cost justifying videoconferencing, on demand video, and other online meeting tools for administrative purposes, but that reduced costs alone are simply a side benefit to a much larger picture. Put simply, the ROI from video-based technologies arises out of the
immediacy, the learner outcomes, the classroom enrichment, and the ability for remote and local learners to have a richer set of interactions with their educators and one another. It is important to note that some drift towards a bias seems to occur when the entire body of research into video-based technologies is viewed together. Most of the studies tend to be written by practitioners, who have an interest in seeing the technology’s success and who might be accused of being somewhat close to the subject. This is not to question their methods or intellectual rigor; it is to suggest that the field would be well served for non-practitioners to also study its effectiveness.

This white paper is designed to arm future researchers with the foundation they need to continue the exploration. Specifically needed are rigorous, qualitative and quantitative studies that examine the economic implications for individual students, for communities, and for an increasingly connected world. Also needed are studies that understand when the technology fails to deliver within certain programmatic environments what are the underlying causes of those failures. This white paper is meant to provide future researchers with a platform for diving into the research waters, and for doing so with the confidence that a great deal of prior study has helped render those waters somewhat less murky than they might otherwise be.

This paper also is geared toward educators who might be considering the adoption of this technology. As some of the research we explore in this paper amply demonstrates, when utilized intelligently, video-based technologies can have a measurable and profound impact on the availability and quality of the educational experience.

**Satya Sundar Sethy (2008)**: The aim of this paper is to discuss the nature and status of distance education in the age of globalization, i.e. how best it fits for the present educational scenario. In this connection, we will discuss how Blended Learning (hence after, BL) is one among the other learning strategies mostly helpful for the learners. Keeping this view in mind, this paper is divided into three sections. The first section aims

to discuss the nature of distance education in the age of globalization. The second section devotes a discussion on why we need blended learning in ODL system and in which way it plays a vital role for maximizing the benefit of the learners, tutors, and the institutions. The third section explains the pros and cons of blended learning to evaluate how successfully it can be implemented in the ODL system. The paper concludes with an established view that blended learning is a globalized approach to the distance education.

Aminudin Zuhairi, Ida Zubaidah at al (2008)\textsuperscript{21} : This paper addresses the roles of distance education in the implementation of the right to education, presenting sociological, political and economic analysis and lessons learnt from the specific context of Indonesia. Diversities in geographic, demographic, social cultural and economic conditions of the country provide specific challenges for its distance education practice and the process of social, political and economic transformation to which distance education can contribute.

Distance education in Indonesia has been used in formal and non-formal education sectors, at primary, secondary and tertiary levels, to serve adults, teachers in remote areas, women, and people who are economically and socially disadvantaged. Indonesia’s 1945 Constitution states that education is the basic right of every citizen, and the country has been challenged to address the need for developing the knowledge, skills and competencies of its human resources in order to be competitive as a nation. Based on the egalitarian values, in which all citizens have equal access, equity, equality of opportunity and participation in education, distance education has reached different groups of people in Indonesia, irrespective of commitments, geographical locations, social and economic status, gender, ethnicity, age and other constraints. Distance education system enhances the government capacity to provide accessible educational system at different levels, improved equity and increased participation in education.

\textsuperscript{21} Aminudin Zuhairi, Ida Zubaidah & Daryono(2008) “Roles of distance education in the implementation of the right to education in Indonesia: analysis and lessons learnt from the sociological, political and economic points of view”, Open Praxis,
Mrs. Malathy(2008)\textsuperscript{22} : This paper addresses the roles of distance education in the implementation of the right to education, presenting sociological, political and economic analysis and lessons learnt from the specific context of Indonesia. Diversities in geographic, demographic, social cultural and economic conditions of the country provide specific challenges for its distance education practice and the process of social, political and economic transformation to which distance education can contribute.

Greville Rumble at al (2007)\textsuperscript{23} : Recent progress towards the achievement of the second U.N. Millennium Development Goal, Universal Primary Education (UPE), means that many more children are completing primary education and looking for opportunities to enter secondary education. There is little likelihood that governments facing the challenges of meeting the UPE target will be able to meet a further challenge of providing vastly increased access to opportunities for secondary education.

Rapid expansion of secondary provision to meet frustrated demand from primary school leavers and the needs of young adults previously denied secondary education opportunities will likely require investment in approaches that are less tied to traditional methods of schooling.

It is within this context that this study has been conceived. “Open Schooling for Secondary and Higher Education” explores the provision of secondary level Open Schooling in India and Namibia, which are vastly different in their basic characteristics. The study examines on the National Institute of Open Schooling (NIOS) in India and the Namibian College of Open Learning (NAMCOL). The focus is on issues such as cost-benefit of the open school model, student profiles, how open schools complement the formal system, learner success, course development, open school management and quality assurance. The study was carried out by two experts in the field, Professor Badri

\textsuperscript{[22]} Mrs. Malathy(2008)Open Distance Learning (ODL) for Vocational Education: an IGNOU Experience”, IGNOU
N. Koul, who researched NIOS, and Professor Greville Rumble, who researched NAMCOL, between April and October 2007.

**Peter W. Olson (2005)**: The Internet is a major technological advancement which reshapes not only our society, but also changes how universities operate. To stay competitive, universities need to develop new online delivery methods. This paper describes the results of a survey of students enrolled in an online management course at Renssalaer Polytechnic Institute (N.Y., U.S.A.). Three success factors in online delivery are identified: technology, the instructor and the previous use of the technology by the student. In the future, the instructor will continue to play a central role in education, as some, it offers the potential of providing learning opportunities to new audiences; for others, it offers the prospect of fundamentally transforming learning delivery methods and changing the competitive landscape. Among institutions with better-defined reasons for embracing online education, the rationale varies, but often falls into one of four broad categories:

1. *Expanding access*. Most states need to expand access to education in order to better meet the education and training needs of their residents and companies. State governments will turn to universities for assistance in reaching this goal. In the past, academic program calendars have not been sufficiently flexible to allow students to meet work and family responsibilities.

2. *Alleviating capacity constraints*. Recently enrollments have increased at many universities, while physical plant capacity remained unchanged. Therefore, some are hoping to leverage the scalability of online education to avoid overwhelming their bricks-and-mortar capacities [Weill and Broadbent, 1998].

3. *Capitalizing on emerging market opportunities*. The public's growing acceptance of the concept and value of lifelong learning has fueled an increased demand for higher education.

education services among people outside the traditional 18-24 years age range. Providing education services and programs to emerging student segments, such as executives seeking further education and working adults, may be more lucrative than serving the traditional markets. By concentrating on or beginning to serve emerging markets, many educational institutions are hoping to generate significant increases in revenues. There are, however, risks associated with this new strategy.

4. **Serving as a catalyst for institutional transformation.** Many institutions of higher education are being challenged to adapt rapidly to a decrease in public funding and to an increasingly competitive environment.

   Distance education can catalyze institutional transformation. There are risks associated with institutional transformation the most important risk is inherent in change. Whenever change is rapid, the level of resistance increases. Therefore, change has to be introduced at a slower pace, especially when the change requires adaptation to new technologies.

   The rapid expansion of the Internet as a potential course delivery platform, the increased interest in lifelong learning, and budget restrictions, have created a significant incentive for universities to develop online programs. The technology is now available and is user-friendly. Universities which do not embrace the new technology will be left behind in their efforts to educate students to compete in a competitive global environment.

   **Frederick B. King at.al (2004)**: There is, in most academic and scientific fields, a common yet distinct vocabulary. This precise vocabulary makes it possible for researchers and practitioners within that domain to communicate clearly and succinctly with each other. At this time, there is a lack of such a precise vocabulary in the domain of distance learning and distance education. This paper hopes to start the movement toward a common vocabulary by offering precise definitions of distance learning and distance education, and their interrelationship. This is accomplished by first proposing a single definition of learning and then breaking down the concept of learning into three

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[25] Frederick B. King, Michael F. Young, Kelly Drivere-Richmond And P. G. Schrader ” Defining Distance Learning and Distance Education”, Educational Technology Review
subcategories: instruction, exploration and serendipity. Each of these, in turn, is defined and the concepts of distance learning and distance education are derived and categorized.

**Samer Hijazi (2003)**: This paper reports on a study to determine if existing technology is adequate for the delivery of quality distance education. The survey sample was 392 respondents from a non-traditional graduate level. The study included 15 descriptive questions on course assessment and satisfaction. The three hypotheses used Chi-square to find relationships between interactivity and three other variables: progress, communication mode, and the desire to take another course. Responses showed that taking a distance education course was worthwhile. Findings, recommendations and conclusion are included. The research study attempted to evaluate the use of technology from the students perspective to deliver quality education over distance. The purpose of the study is to determine if technology has reached a level of adequacy to support the delivery of quality education regardless of time and place constraints of students and/or instructors. In addition, this study will endeavor to find which technological innovations provide students and instructors with a satisfactory degree of interactivity, which is the basis of traditional education. This research may be important to those who are concerned about how technology should be included in the decision making process of establishing distance-learning projects. Institutions exploring the myriad of technological innovations that could be used in distance education may also benefit from the study. Developing concrete insights on distance education may enable institutions to better balance their traditional on-sight programs with non-traditional distance education alternatives. This study may or may not point out the importance of using technology to establish a distance education project. If it proves vital, then the results could be of value to institutional decision makers.

Judith Adler Hellman (2003): The idea that teaching and learning can successfully take place through electronic communication between teachers and students widely separated by space and time is a concept that has inspired both hope and dismay, in education. At the same time, distance education has its passionate critics, even in societies in which excitement and fear. In advanced industrial countries with high rates of literacy and school attendance, and abundant opportunities for post secondary education, there is a burgeoning literature, most of which touts the unlimited possibilities of this revolution. universal access to computer technology is an attainable goal. Far less controversy has attended the projections of wide use of electronic means to bring educational materials to resource deprived countries. Indeed, a general assumption that distance education represents an unquestionably positive step forward has framed almost all discussion of the use of this technology in education in the developing world. However, there is presently only a limited critical literature focused on the developing countries that would be comparable to the broad critique of distance education that has emerged in North America. Yet a careful analysis of the prospects for the application of electronic technology to education may show that many of the shortcomings of distance education already identified with respect to advanced industrial countries also apply or, indeed, are likely to appear in even more dramatic forms in developing countries.

Moreover, there is a significant range of concerns about the impact and effectiveness of

[27] Judith Adler Hellman(2003),The Riddle of Distance Education Promise, Problems and Applications for Development Technology, Business and Society Programme, United Nations Research Institute for Social Development.
distance education in developing countries that would not be an issue in wealthier countries. Some of the potential benefits for distance learners in both developed and developing countries include the greater access to education that distance learning offers (above all to what is increasingly referred to as the non-traditional student.), the flexibility of scheduling, the possibility of proceeding at one’s own pace, and the opportunity to study without having to travel (indeed, without leaving home). In addition, for institutions that manage to persuade or oblige instructors to bring their course online, the opportunity to reach distant students holds out the hope of great savings in the construction of classrooms, student housing, parking lots and other physical infrastructure, as well as substantial potential savings on the salaries of teachers.

Jennifer R.D. Burgessa and Joyce E.A. Russellb (2003)28: Today, organizations are increasingly adopting distance learning methods to train and develop their employees. Despite the widespread use of these methods, little research has been done regarding their effectiveness. The present paper reviews current literature on the effectiveness of distance learning methods in terms of employees reactions, learning, behavior, and organizational results. Suggestions for future research and practice are also offered. “Distance learning” is a training technique with which most people have become familiar, in large part due to its coverage in practitioner journals and its widespread use in organizations. To meet the challenges of a fast-paced work environment, many corporations are using video, audio, computer, and internet distance learning technologies to train and retrain their global workforces. To meet the challenges of a fast-paced work environment, many corporations are using video, audio, computer, and internet distance learning technologies to train and retrain their global workforces (Chute, Thompson, & Hancock, 1999). Topics such as management development, job skills training, customer education, and new research. As more organizations and educational institutions adopt distance learning

methodologies, it becomes increasingly important to ensure that they are implementing programs that are effective in enhancing employees skills, rather than simply adopting the latest fad (Besser & Bonn, 1996). The purpose of this paper is to products are among some of the many being taught by these methods. Anecdotal reports of distance learnings success in combination with its supposed cost savings and efficiencies are encouraging; however, few academic treatments, either theoretical or empirical exist. This is disappointing, as improvements to this training method are possible through the application of current behavioral theory and related empirical review the extant literature surrounding the effectiveness of distance learning programs in organizations. Initially, we define terminology and potential sources of confusion with regard to the types of distance learning programs that are being utilized. Then, anecdotal reports, surveys, and empirical articles that provide evidence of both tangible and intangible outcomes are synthesized.

**Kit Logan (2002)**: This paper reports on an experiment looking at differences in students’ learning style preferences and the relationship with observed work related practices and recent findings from the ongoing research. Three questionnaires to measure learning and cognitive style preferences; Honey & Mumford, Grasha and Reichmann and an English translation of Antonietti’s questionnaire on visual and verbal strategies (QSVV) were made available and distributed via the web in electronic format to 60 volunteers prior to their taking the Open University’s distance learning course M206 “An Object Orientated Approach”. An additional questionnaire gathering demographic information, perceived level of comfort with computing and other related measures was also published electronically. A significant gender difference was found on the Honey & Mumford measures of pragmatism and theorist, with significant difference between genders and from published normal values.

The Grasha Reichmann scales showed no differences between genders but the sample studied had higher than expected scores on both the independent and collaborative scales compared to published norms. Further investigation resolved the possible presence of two types of student, an independent type and a collaborative/participant type.

**Tim Duffy (2002)**: This retrospective study presents a comparison of assessment results achieved by distance learning students and classroom based students undertaking the same module in a degree course. The purpose of the comparison is to provide some objective measurement of the quality of distance education in relation to conventional classroom based education. The authors have selected three groups of students, who have all undertaken the same module in the B. Sc Health Studies degree programme offered by the University of Paisley. One group (in Paisley) undertook their studies by means of conventional classroom-based education, the second (in Hong Kong) by supported distance learning with face to face contact in the form of tutorials, and the third (in a geographically dispersed group in the United Kingdom and other countries) by supported distance learning with no face-to-face contact. The results obtained by these three groups of students were analysed. Because of the differences in the size of the groups, the Kruskal Wallis 1- Way Anova test was applied to validate the face value findings. The authors include findings from the literature comparing distance education with conventional education and from cross cultural studies to present their data in context.

Analysis of the assessment results showed that students from all three groups were successful in their studies, but the students studying by distance learning obtained significantly higher end of module results than their classroom based colleagues. This latter finding reflects the conclusion that other investigators have reached In their

discussion the authors identify educational, cultural and personal factors that may help to explain their findings. A limitation in the study is that it concerns only one module in the degree programme. The research now moves on to comparing students who have undertaken the whole degree programme by the means described.

M.M. Ansari (2002)\textsuperscript{31}: The success of Open Distance Learning (ODL) institutions has contributed to increased credibility and acceptance of distance learning systems as an effective mode of teaching and learning.

This genre of education has made significant contributions to human resource development. At least 40 per cent of incremental students ‘population at post-secondary level, of the total of about 0.5 million students per year, prefers to study through distance mode. They opt for different types and levels of degree/diploma programmes that are offered by the QOL institutions.

The factors, which contribute to the growth and sustainability of distance education system, are identified in this paper with a view to designing appropriate strategies to effectively face the challenge of promoting human resource development through QDL systems. In view of this, an attempt has been made to describe the best practices in open and distance education, especially with regard to

(a) policy initiatives;
(b) design and development of courses;
(c) methods and strategies of instruction,
(d) media for learning;
(e) student support services and
(f) management and financing of institutions.

Some of the major challenges that are confronted in quality assurance of programmes are discussed in this write up.

\textsuperscript{31} M.M. ANSARI (2002) “Best Practices in Open and Distance Learning Systems in India: An Assessment”, Distance Education Council, IGNOU, New Delhi, India
Susan E. Scholley (2001)\textsuperscript{32}: Distance education is not a new phenomenon. Offering instruction by a teacher physically removed from the student began in the mid-19th Century through correspondence courses by mail. With the advent of technology, distance education providers took advantage of new methods of long-distance communication, such as radio, television, audiotapes, videotapes, and satellite communication. The Internet and World Wide Web form the bases of the new generation of correspondence courses. When people speak of distance education in the 21st Century, they think of online courses, CD ROMs, and virtual or cyber schools. As with correspondence courses of old, distance education today is primarily focused on higher education or adult learners. Businesses use distance education to deliver training to employees to save on instructor and travel costs, as well as lost time. Universities and community colleges use distance education to reach a larger audience and to provide more scheduling options for their students. Independent study is another form of distance education and, as the oldest form of distance education, still enrolls more K-12 students than any other forms. Yet, just as correspondence courses and independent study have been viewed skeptically by the academic community over the years, so are the newest forms of distance education. Still, it seems that distance education, in its many forms, is here to stay.

Prof.B.Venkat Rathnam and Prof. E.Chendraiah \textsuperscript{33}: Distance Education is one of the most important educational innovation of the 20th Century (V.S. Prasad, 1998). It is known by different nomenclature in different countries. By 2007, there exists 1086 distance education institutions offering 28,295 courses in 107 countries. In India, the

\begin{footnotesize}
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\item[32] Susan E. Scholley(2001) ” Distance Education At The Elementary And Secondary School Levels”, Committee Policy Analyst Assembly Committee On Education Nevada Legislative Counsel Bureau.
\item[33] Prof.B.Venkat Rathnam and Prof. E.Chendraiah “Increasing Access to Higher Education Through Distance Learning – A Case Study of School of Distance Learning and Continuing Education”, Kakatiya University, Warangal, A.P., INDIA.
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\end{footnotesize}
Open Distance Learning (ODL) is offered under Dual Mode System (K. Murali Manohar, 1996), viz., (a) Distance Learning Directorate such as SDLCE under conventional universities. There are 64 such directorates in India.

(b) Exclusive Open Universities System such as Indira Gandhi National Open University (IGNOU). There are 13 such exclusive open universities. The present paper concentrates on the School of Distance Learning and Continuing Education (SDLCE) of Kakatiya University, Andhra Pradesh, INDIA.

Dr. Ashok Kumar Gaba 34: The objective of this paper is to analyze the role of distance education in the human resource development (HRD) of India. The paper has been divided into three parts. First, part discusses the relationship between distance education and human resource development in general and conceptual context in particular. Indian rank in HRD corresponding to other countries has also been highlighted in this part. Second part highlighted, how distance education helped to learners to bring changes economically in their personal life after getting degree from distance education institution. The third and last part discusses the futuristic model of distance training for on the job learners.

Distance education can play a crucial role in the economic development of a country by meeting human resources as per its needs. This system can cater to the requirement to those who are on the job. There knowledge can be updated through continuing education programmes. Due to the low level of education among the labor force in developing countries like India, its work efficiency and productivity is also low particularly in primary sector of the economy. The quality of the labor force is a very important consideration, when we look at the human resource development in a country. This is influenced by the development of education and training and the availability of professionals and facilities like doctors, teachers, hospitals, schools and colleges etc. In

[34] Dr. Ashok Kumar Gaba “The Role of Distance Education in the Human Resource Development of India”, Staff Training and Research Institute of Distance Education Indira Gandhi National Open University New Delhi
terms of quantity, this is very low in comparison to those who complete secondary and higher secondary education. Besides quantitative expansion of tertiary and professional education in the country, one of the important tasks of distance education has been to upgrade the quality of both instruction and output at the secondary and higher stages of education. Though, it is not an easy task through formal system alone. Research evidences show that continuing education can improve work efficiency and productivity, and, thereby, contribute to economic growth. Both work efficiency and productivity, besides a certain required level of education, depend upon training and orientation of human resource. These types of activities would include on-the-job training, upgrading courses, awareness courses etc., which are possible easily through distance education only. On the other hand, this system can raise the employment opportunities in many ways, as it helps develop the necessary skills, attitude and motivation to match opportunities to fresh job seekers as well as self employment.

**David Lewis**[^35]: Distance Learning (DL) education is defined as a planned teaching and learning experience that uses a wide spectrum of technologies to reach learners at a distance and is designed to encourage learner interaction (Filipczak, B., 1994). The developments in telecommunications already available or currently under development will result in a useful and friendly workstation in every home within the next 10 years (Daniel P., 1995). “The implications for education and training are immense; learning can be independent of time and place, and available at all stages of person's life. The learning context will be technologically rich. Learners will have access not only to a wide range of media, but also to a wide range of sources of education” (Bates A., 1993). Peterson’s 1999 catalog of Distance Learning lists hundreds of institutions that offer distance learning classes and programs (Peterson, 1999). Much has been written about the types of distance education available, the richness of the media, new commercial products available, and personal testimonials of the experiences of individuals. However, much

[^35]: David Lewis “Distance Education: An Assessment of Its Effectiveness”, University of Massachusetts Lowell.
less has been written about the effectiveness of distance learning technologies. This is becoming increasingly important as more and more institutions are offering classes which do not have a set number of contact hours, and schools have to consider what courses should be transferable and what criteria must be met to satisfy accreditation. This paper will address the question of effectiveness. It will focus on the newest format in which distance learning takes place, over the Internet. For the purposes of this paper, the following terms are synonymous: Internet based education, cyber education and virtual education. None of these terms has been universally accepted by the distance learning establishment. This paper includes an in-depth review of the literature and questionnaire data retrieved from the directors of distance education programs.

**Michael Simonson**³⁶: Distance Education has become widespread in the United States. Many have questioned the appropriateness of distance education when the research clearly demonstrates that most learners prefer to learn in traditional educational settings. Because of the availability of sophisticated telecommunications systems there has been a redefinition of distance education, and an attempt to use technology to make equivalent the experiences of all learners no matter when or where they learn. This paper discusses the redefinition of distance education and the philosophical position taken by many in the field.

**Dr. Nidhi Gupta And Ms. Pooja Kalra**³⁷: With the passing years the education system in India has shown lot of progress especially after independence it has shown a lot of improvements both quantitatively and qualitatively, although the improvement is mainly on the quantitative front. The number of institutes and universities has increased manifold. The reason behind this was the tremendous pressure being faced by the centre

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³⁶ Michael Simonson “Distance Education: Trends and Redefinition” Curriculum & Instruction Iowa State University Ames, IA

³⁷ Dr. Nidhi Gupta And Ms. Pooja Kalra “Distance Learning In Changing The Education Scenario In India-Reaching The Unreached”, Scholars World-Irmjcr Online: Issn 2320-3145, Print: Issn 2319-5789
and state government. The effect of the excessive political considerations was clearly reflected in the number of colleges and the universities. In order to ensure that everyone is getting equal access to the education system the concept of distance learning was evolved. For that sake there is a need to develop an alternative educational system to meet the diverse needs of the different strata of the society. The distance education mode was adopted by many universities to meet the ever-growing demand of those students who lacked means to pursue higher education through the regular stream. Also, there were economic constraints. Consequently, many universities in India in various regions started correspondence courses or programs by providing notes, developing a system of evaluation of response sheets. The success of these courses led to the establishment of Indira Gandhi National Open University, which is now rated as one of the best distance courses university in the world.

Majority times many who are interested in gaining the knowledge are not able to get it because of the physical barriers. Distance learning offers an excellent solution for these kinds of people. The biggest advantage of distance learning is that it bridges the physical gap between the faculty and the students and also offers the benefits for common masses to reap the benefits from the vast knowledge and expertise of the teachers and experts that are otherwise not available. It links students from different social, economic, cultural, caste, region, and religion background. The learners can work at their own pace at their places of employment and home. It is effective for people having constraints of time and economic resources, distantly located and who have physical disability. This system gives educational opportunities for higher learning to a large segment of woman population whether in employment or housewives who want to upgrade their education or acquire knowledge. It focuses on education of urban poor today. If as Drucker (1998, p. 551) claimed, “Knowledge has become the key resource,” ways need to be found to develop and share knowledge. This is the challenge for higher education transformational leaders. A transformation is taking place in higher education regarding technology, the Internet and education. This paper investigates some of the leadership aspects of that transformation in context with distance education. The writers will address and discuss critical issues relating to leadership in higher education with a distance learning focus, current and future distance education modalities, and future leadership trends. This paper
will focus on transformational leadership qualities that are necessary for current and future successful distance education programs.

Junaid A. Khan Salman A. Khan and Reslan H. Al-Abaji ³⁸: The limited resources and relatively dense population in developing countries is an obstacle for the availability of on-campus education for the whole population. Distance education is relatively a better solution to overcome this problem. In this paper, we explore interactive and relatively cheaper resources for high class distance education system, suitable for developing nations. We have supported our work with few case studies of distance education programs in developing countries. The state of the art web based education system is also discussed and its prospects in developing countries is presented.

Doug Valentine ³⁹: Distance learning and its relationship to emerging computer technologies have together offered many promises to the field of education. In practice however, the combination often falls short of what it attempts to accomplish. Some of the shortcomings are due to problems with the technology; others have more to do with administration, instructional methods, or students.

Despite the problems, many users like technologies such as compressed video and see continued growth in the area. This paper will examine some of the current research and thought on the promises, problems, and the future possibilities in modern distance learning, particularly types that are delivered via electronic means.

[³⁸] Junaid A. Khan Salman A. Khan and Reslan H. Al-Abaji “Prospects of Distance Education in Developing Countries”, International conference on Millennium Dawn in Training and Continuing Education University of Bahrain, Bahrain