CHAPTER 4

PILOT STUDY OF ICT AND EDUCATIONAL INSTITUTES THROUGH CASE STUDIES

4.1 INTRODUCTION

Bureaucracy and conservatism are the biggest impediments to students and education (Drucker, 1986). This pilot study has been conducted to understand the issues of ICT. The learning issues from these institutes have been synthesized to bring out the role characterizing supportive environment for further investigation through detailed study.

4.1.1 Objectives of the Pilot Study

The study aims at understanding role of ICT and practices taken up by different institutes. These guiding questions form the basis of the conceptual frame learning for ICT. The key objective of this study is to find answers to the following questions through case studies:

To understand the role of supportive environment for ICT.

To develop a ICT framework of learning to improve the supportive environment for ICT.

To identify the inter-relationships between the role of ICT and student engagement, skill development and employability.

4.1.2 Scope of the Pilot Study

The scope of this study is limited to business and operational levels ICT initiatives. It also excludes external environmental factors such as economy, suppliers, competitors and governmental regulation. The external environment has been assumed to be same for all the institutes, as the study includes the institutes operating in India. The individual level antecedents such as individual risk-taking propensity, goal orientation and desire for achievement are beyond the scope of the research. The individual level ICT outcomes such as individual satisfaction through achievement and idea development are also not included.
The research has been undertaken to understand the supportive environmental conditions conducive for implementing learning behavior within the institutes. The study covers the institutes in manufacturing and services. The study includes the institutes, which have adopted ICT initiatives including new product/service/market development and also new market development.

4.2 METHODOLOGY USED

The data was collected through interviews and observation methods. Exclusive interview sessions were held with the top, middle and operational management. The methodology includes SAP-LAP method for case analysis (Sushil, 2000). This paper presents a generic framework using SAP-LAP (Situation, Actor, Process, Learning, Action, Performance) of managerial inquiry for informal service sector and develop models of managerial contexts taking into consideration various interrelationships along with their interpretation. The objective of research is to develop the SAP-LAP framework for managerial inquiry of these organizations as they have very less documented data.

In the context of ICT, the ‘situation’ includes the supportive and external environment of the institutes. The supportive environment describes the student level business strategies and aspirations, initiatives and practices for ICT. External environment describes the opportunities and threats in the markets. The ‘actor’ includes the top, middle and operational management. The ‘process’ includes the various processes facilitating ICT including intelligence generation, intelligence dissemination, quality processes and service/market development processes. The data collection for the cases was based on SAP-LAP Model of Inquiry (Sushil, 1999) schedule given in the annexure II, which served as a guiding frame for the study.

The inquiry schedule identifies critical question in each elements namely situation, actor, process and learning. The schedule provides a structured frame learning for directing the initial questions to the respondents during the interviews/discussions/observations, but does not limit further questions from deeper probing as a follow-up of the replies by the respondents/interviewees.
4.3 CASE STUDY: ICT initiatives at Indira Gandhi National Open University (IGNOU)

4.3.1 Introduction

The Indira Gandhi National Open University (IGNOU), established by an Act of Parliament in 1985, it has tried to increase the Gross Enrolment Ratio (GER) by offering high-quality teaching through the Open and Distance Learning (ODL) mode. The University began by offering two academic programmes in 1987; one is Diploma in Management and Diploma in Distance Education, with a total strength of 4,528 students. **SAP ANALYSIS**

Today it serves the educational services to more than 3 million students all over the world through 21 schools and 67 regional centres and round 2667 learner support centres and around 29 overseas Strategic partnerships with institutions. Total courses offered by institutions are 228 Certificate, Diploma, Degree and Doctoral Programmes, with a support of 810 faculty members and 574 academic staff at the headquarter and centres at regional level 33212 academic counselors from conventional institutions of higher learning, and organizations.

The essentials of the University are to:

Provide access to higher education to all segments of the society and at all the levels

Offer high-quality, innovative and need-based programmes at different levels, to all those who are willing to do that courses

Offer the courses at affordable rates so that students can avail that

Promote, coordinate and regulate the standards of education offered by IGNOU through open and distance learning.

To achieve the objectives of wider access for all sections of society and providing professional development and training to all sectors of the economy, the University uses various practices to achieve that like they took help of media and joined hands with latest Technology for imparting Education. The university is focused for their objective and they have vision to achieve this.
The University has made a significant mark in the areas of higher education, community education and continual professional development. The University has been networking with reputed public institutions and private enterprises for enhancing the educational opportunities being offered by it. As a world leader in distance education, it has been conferred with awards of excellence by the Commonwealth of Learning (COL), Canada, several times.

The University is committed to quality in teaching, research, training and extension activities, and acts as a national resource centre for expertise and infrastructure in the ODL system. The University has established the Centre for Extension Education, National Centre for Disability Studies and National Centre for Innovation in Distance Education, to focus on specific learner groups and enrich the distance learning system. The Distance Education Council of the University helps in regulating and maintaining the ODL system in the country.

Emphasis is now being laid on developing interactive multimedia and online learning, and adding value to the traditional distance education delivery mode with modern technology-enabled education within the framework of blended learning. As part of this endeavour, several programmes are being offered full-time on campus, at the headquarters, some regional centres and at other institutions of repute with which IGNOU has agreements for this purpose. The University also has a considerable international presence, as has been said earlier. It encourages and funds the participation of its faculty in international conferences and seminars, and organizes several international conferences too.

Over the years, IGNOU has lived up to the country's expectations of providing education to the marginalized sections of society. Free of cost education is being provided to all jail inmates across the country. A large number of SC/ST students have been admitted to various programmers of the University.

A number of courses are being offered by the university, including many Certification Courses, Diploma Courses, Undergraduate Degree Courses, Post Graduate Degree/Diploma Courses, Research/Doctoral Level Courses, and many more.
The Information and Communication Technology has played a significant role in the education system of the university. But, despite the reasonably good ICT facilities at IGNOU, a need was felt for an effort to coordinate various activities. To address the same, an inclusive Open Distance Technology Enhanced Learning (ODTEL) {more popularly known as Technology Enhanced Open Learning (TEOL)} framework has been adopted. The academic management of this framework is being supported by the Vedyadhara Open e-Learning Environment (VOLE), which ensures quality in education, independent of the geography.

The basic instruction and learning system is moderated through the central ODTEL wiki system. Open Programme Guide (OPG) is the system designed and provided to all the academic programmes which has several functional components. Open Course Guide (OCG) is another key area which has been designed to support disciplined community driven open e-learning. It is a major innovation in the system and much more detailed than OPG, which is provided to all the programmes.

In order to test the effectiveness of the system, the first batch of 2009-2012 was chosen who were enrolled to do their Post Graduate Diploma in Analytical Chemistry (PGDAC). The paper provided the feedback of the students, the counsellors and some of the study centres' programme in-charges (PIC).

4.3.2 Lap Analysis

**USAGE OF ICT BY STUDENTS AND ITS IMPACT ON EDUCATION**

A good percentage of the learners (64.3%) strongly agreed that the programme related information was readily available on the programme page. A little less than 50% strongly agree that this platform can be used for the pre-admission counselling. More than 60% students agree about the easy downloadable IGNOU course material, course related updated tutor marked assignments and end-term-exam papers. The innovative, e-enriched content has been quite useful and interesting as more than 60% of the learners strongly agree on the utility of the enhanced teaching process. The counsellors and the PICs strongly agreed the on the ease of navigation to the programme and the course pages and expressed that the information available there would be really helpful to the students for the pre-admission counselling, before they take a decision.
CONCLUSION

The ODTEL framework proved out to be very helpful and efficient system, which would serve as an aid to the students right from the stage when they scroll through the website to choose a programme to get enrolled in till getting the assignments and the study material readily available. Such a system would prove to be more useful and efficient while dealing with large number of students. The integration of ICT with the management of Distance Learning Programme seems to be successful as per the feedback of the students and the counsellors. However, it was found that the study material was not up to the mark and needs to be expanded for various courses offered.

4.4. CASE STUDY II: BHARATI VIDYAPEETH UNIVERSITY, BVDUSDE

4.4.1 Introduction About Bharati Vidyapeeth Deemed University

In recognition of the academic excellence which the institutions of the Bharati Vidyapeeth have and in view of the potential for further growth they have, the Government of India on the recommendation of the University Grants Commission granted (under section 3 of the UGC Act, 1956), the status of deemed to be University to the Institutions of Bharati Vidyapeeth on 26th April, 1996.

This University is a multi campus, multi faculty University which is now one of the largest Universities of its kind in the country having as many as 29 constituent units including 3 research institutes. It has its campuses in Pune, New Delhi, Navi Mumbai, Kolhapur, Karad, Sangli and Solapur.

The academically conducive environment and excellent infrastructural facilities available in our campuses attract the students not only from various parts of India but also from abroad.

At present, the University has enrollment of more than 800 overseas students.

The University has put a premium on research. It has established three research institutes, namely:

Interactive Research School for Health Affairs, Pune wherein researches in subjects relating to health sciences with inter-disciplinary approach by scientists of international repute are
undertaken, Research and Development Centre in Pharmaceutical Sciences and Applied Chemistry which generates high quality research with excellent impact factor and with prospects for obtaining patents of pride are produced Yashwantrao Chavan Institute of Social Science Studies and Research which is involved in researches in the areas of social sciences and humanities.

The University conducts academic programmes in, as many as, 11 faculties such as Medicine, Dentistry, Ayurved, Homoeopathy, Nursing, Pharmacy, Engineering, Architecture, Law, Management Studies, Environment Studies, Hotel Management and Catering Technology, Biotechnology, Arts, Science, Commerce and Social Sciences etc. Within a short span of 16 years since the University started functioning, the University has launched as many as 252 academic programmes including 44 at the Under Graduate Level, 101 at the Post Graduate Level, 37 at the Diploma Level, besides Ph.D. programmes in 55 disciplines.

**BVUSDE AT A GLANCE**

About Bharati Vidyapeeth, the parent body of Bharati Vidyapeeth University – Pune, was established in May, 1964 by Hon’ble Dr. Patangraoji Kadam with a clear objective of bringing about intellectual awakening and all round development of the young generation through dynamic education.

Bharati Vidyapeeth proudly boasts of having the privilege of 187 educational institutes of academic excellence under its wings, imparting education from pre-primary to research level. The credit for this spectacular achievement is due to the foresight and exceptional leadership of the founder Hon’ble Dr. Patangraoji Kadam. Besides, the educational institutes, Bharati Vidyapeeth is also successfully running a Cooperative Bank, Cooperative Sugar factory, Charitable Hospitals and Research Centres.

**Bharati Vidyapeeth University – Pune**

In recognition of its academic excellence, Govt. of India granted the status of —Deemed to be University on 26th April, 1996 to a cluster of 12 institutions of Bharati Vidyapeeth. It is one of the few Universities which has under its umbrella diverse disciplines such as

The academic and functional autonomy has empowered the University to be dynamic, innovative and progressive. The Association of Indian Universities has positioned it in the bracket of ten best universities in India and India Today has ranked it as one of the top 50 Universities in India. At present, there are 29 constituent units of higher learning under its fold.

**Constitute Unit of Bharati Vidyapeeth University**

A _4’ acres oasis in West Delhi – Bharati Vidyapeeth University Institute of Management & Research (BVIMR) is the only institute attached with Metro Station, fabulous architecture, lush verdant woods and landscape gardens that provide an idyllic environment to engage in Management & IT studies. BVIMR boasts of a world class infrastructure, state of the art facilities with air-conditioned classrooms, library and hostels that facilitate excellence in teaching, research, consultation and professional activities.

The institution was brought under the ambit of Bharati Vidyapeeth University (BVU), Pune on the recommendation of UGC under Section 3 of UGC Act vide its letter notification no. F.9-16/2004-U.3 dated 25th Feb, 2005 by Govt. of India.

Established in 1992, the institute has since then built world-class infrastructure, highly accomplished faculty and motivated students to emerge as one of the premier institutes for management education and research program.

The Institute is an ISO 9001:2008 Quality Management System & ISO 14001:2004 Environment Management System certified institute. It is ranked as one of the —Top 50 B-Schools in Indial and —Top 5 B-Schools in Delhil by Business India, Business & Management Chronicle and Careers 360. The Institute is recently honored with —B-School Leadership Awardl by STAR NEWS.

**4.4.2 SAP ANALYSIS**

With the advantage of the academic autonomy it enjoys, the University has introduced quite a few innovative programmes in the emerging areas of knowledge such as B.Tech in Bio-
Medical Engineering, M.Pharm in Biotechnology, graduate programmes in 'Music and Dance', 'Acting and Script writing' and Master's programme in Optometry and courses in Cyber Law and Corporate Law etc. It has recently introduced a Post Graduate programme in Geo-informatics and Bio-information.

It is a matter of pride for us that the National Assessment and Accreditation Council (NAAC) has awarded laudable 'A Grade' to the University both in accreditation (2004) and reaccreditation (2011). Some of the constituent units have also received rich accolades from other evaluating agencies viz. National Accreditation Board.

Over the years the University has developed very rich infrastructural facilities, such as independent spacious well structured buildings, well equipped laboratories and continuously updated libraries in all its constitutes units. The teaching faculty periodically undergoes upgradational training to enrich themselves with the latest knowledge and wider exposure.

The students may please note that the academic facilities and expert guidance of teachers of the constituents units of the University are available to the students enrolled with School of Distance Education. Bharati Vidyapeeth Deemed University, Pune under the auspices of University Grants Commission and Association of Indian University, New Delhi had organized 'All India Vice Chancellor's Conference' based on the theme 'Governance of Higher Education' between 12th and 14th November, 2010 at the educational campus of Bharati Vidyapeeth Deemed University situated at Pune under the valuable guidance and vigorous leadership of Hon'ble Vice-Chancellor Prof. Dr. Shivajirao Kadam.

The occasion also marked the 85th Annual General Meeting of the Association of Indian Universities. About 250 Vice-Chancellors representing Universities from 28 States of the Country and 30 delegates from Australia, Bhutan, Canada, France, Taiwan and UK attended the meet.

Constituent Units and Research Institutes One of the multi campus, multi disciplinary Universities established under section 3 of the UGC Act 1956 in India having Twenty Nine Constituent unit including Three Research Institutes.

**PUNE**

- Medical College
During the last 48 years or so, Bharati Vidyapeeth has made astonishing strides in the field of education, particularly in higher and professional education. At present, it conducts 167 educational units of various kinds, right from pre-primary schools to postgraduate institutions. They include 67 colleges / institutes of different disciplines.

Maharashtra has a very long and well nurtured tradition of private initiative in higher education. There are several organizations in Maharashtra, established by social reformers, educationists and others, which have made commendable contributions to the cause of education. Inspired by their work, Dr. Patangrao Kadam established Bharati Vidyapeeth in 1964 at Pune. The mission, which Bharati Vidyapeeth has defined for itself is to bring about intellectual awakening of students through the spread of education and to prepare human resources needed for all-round development, particularly economy of the country.

**BVDUSDE CASE STUDY**

Bharati Vidyapeeth University has established the School of Distance Education (SDE) during the year 2004-2005. The motto was 'to reach the unreached' and provide educational opportunities to working professionals and rural students.
Today, there are as many as 20 programmes in multiple disciplines. A unique feature of SDE is the mode of interaction with its students. The study centres, which are the back-bone of SDE are established in the constituent units of the University itself. The study centers have been equipped with good library, computer facilities and student caring faculty.

A student is thus assured of education of a very high standard. It is in the best interest of your career to study at Bharati Vidyapeeth University School of Distance Education.

As the Director of School of Distance Education, I am happy to welcome you to the School and wish you all the success in your endeavour.

Maharashtra has a very long and well nurtured tradition of private initiative in higher education. There are several organizations in Maharashtra, established by social reformers, educationists and others, which have made commendable contributions to the cause of education. Inspired by their work, Dr. Patangrao Kadam established Bharati Vidyapeeth in 1964 at Pune. The mission, which Bharati Vidyapeeth has defined for itself is to bring about intellectual awakening of students through the spread of education and to prepare human resources needed for all-round development, particularly economy of the country.

During the last 49 years or so, Bharati Vidyapeeth has made astonishing strides in the field of education, particularly in higher and professional education. At present, it conducts more than 184 educational units of various kinds, right from pre-primary schools to postgraduate institutions. They include 67 Colleges and Institutes of different disciplines.

In recognition of the academic excellence which the institutions of the Bharati Vidyapeeth have and in view of the potential for further growth they have, the Government of India on the recommendation of the University Grants Commission granted (under section 3 of the UGC Act, 1956), the status of deemed to be University to the Institutions of Bharati Vidyapeeth on 26th April, 1996.

This University is a multi campus, multi faculty University which is now one of the largest Universities of its kind in the country having as many as 29 constituent units including 3 research institutes. It has its campuses in Pune, New Delhi, Navi Mumbai, Kolhapur, Karad, Sangli and Solapur. The academically conducive environment and excellent infrastructural facilities available in our campuses attract the students not only from various parts of India
but also from abroad. At present, the University has enrollment of more than 1500 overseas students coming from 47 countries.

The University has put a premium on research. It has established three research institutes, namely:

Interactive Research School for Health Affairs, Pune wherein research in subjects relating to health sciences with inter-disciplinary approach is undertaken, Research and Development Centre in Pharmaceutical Sciences and Applied Chemistry which generates high quality research with excellent impact factors and with prospects for patents and Yashwantrao Chavan Institute of Social Science Studies and Research which is involved in research in the areas of social sciences and humanities.

The University conducts academic programmes in, as many as, 11 faculties such as Medicine, Dentistry, Ayurved, Homoeopathy, Nursing, Pharmacy, Engineering, Architecture, Law, Management Studies, Environment Studies, Hotel Management and Catering Technology, Biotechnology, Arts, Science, Commerce and Social Sciences etc.

Within a short span of 17 years, the University has launched as many as 286 academic programmes including 45 at the Under Graduate Level, 118 at the Post Graduate Level, 32 at the Diploma Level, besides Ph.D. programmes in 71 disciplines.

With the advantage of the academic autonomy it enjoys, the University has introduced quite a few innovative programmes in the emerging areas such as B.Tech in Bio-Medical Engineering, M.Pharm in Biotechnology, graduate programmes in 'Music and Dance', 'Acting and Script writing' and Master's programme in Optometry and courses in Cyber Law and Corporate Law etc. It has recently introduced a Post Graduate programme in Geoinformatics and Bio-informatics.

It is a matter of pride that the National Assessment and Accreditation Council (NAAC) has awarded 'A Grade' to the University both in 2004 and 2011. The MHRD, Govt. of India has awarded 'A' Grade status to the University. Some of the constituent units have also received rich accolades from other evaluating agencies such as National Accreditation Board.
Over the years, the University has developed very rich infrastructural facilities, such as independent spacious well structured buildings, well equipped laboratories and continuously updated libraries in all its constitutes units. The teaching faculty periodically undergoes training to enrich themselves with latest knowledge and skills in the respective disciplines.

The academic facilities and expert guidance by teachers that's provided to the students of School of Distance Education are unique.

4.4.3 LAP SYNTHESIS: SCHOOL OF DISTANCE EDUCATION

As mentioned earlier, Bharati Vidyapeeth University is an academic institution with social commitment. It has made high quality education available to a large number of students through its constituent units. The University is aware that almost 90% of the prospective students, belonging to the college going age-group i.e. 18-23 years, do not get opportunities for higher education because of numerous difficulties, such as, residential locations in rural and tribal areas, financial constraints, and other personal time limitations on account of employment or household chores etc.

Considering that it is its responsibility to provide educational opportunities to such deprived students – rural, tribal, poor and women population, the University has established the School of Distance Education. Through this School, the University makes high quality education available to the students. The School makes available all the necessary amenities to the students enrolled with it to accelerate their self learning.

Besides providing high quality education to its students, the school has also certain other objectives such as -

- To promote the culture of self learning, continuing and lifelong learning in the society.
- To accelerate individual development and personal productivity through skill development.
- To relieve the students from the constraints of time and place while learning.

LEARNING: NETWORK OF ACADEMIC STUDY CENTRES AND PROGRAMMES OFFERED USING ICT
The efficiently organized and managed study centres are an essential component of the Distance Education Mode. The Bharati Vidyapeeth University has established nine study centres in its own constituent units located in Pune, New Delhi, Navi Mumbai, Kolhapur, Karad, Sangli and Solapur which is a unique feature of our School. These centres function as an interface between the University and students and work as a collaborator in effective programme delivery.

*The following facilities are provided at all the study centres:*

Subject specific and general academic counseling by the senior academics.

Excellent Library facilities.

Conduct of assignments, tutorial sessions/seminars and University examinations.

The academic programmes are conducted in collaboration with faculties of Bharati Vidyapeeth Deemed University.

University institutions where these study centres are located. These Institutions have excellent buildings and infra structural facilities including state of the art learning resources. Through a decade of excellent educational inputs and academic ambience, these institutions have emerged as vibrant learning campuses in their areas. Through the academic counseling, seminars/tutorial sessions at local centres, continuous monitoring of the students learning is ensured. This works as an important motivating factor for a learner to learn. The Academic Co-ordination Unit for the Programme concerned is created for monitoring the programme and student progress most effectively.

Bharati Vidyapeeth University through centres located in its constituent units offers a number of short term, long term academic programmes leading to Certificates, Diplomas and Degrees. All the programmes, have been conceived and developed by the academic bodies of the University, through a properly laid down processes. Some of the programmes which are need-based are offered under distance learning mode also.

The programmes equip the learner with additional qualifications and provide them opportunities for self enrichment. The learner need not discontinue either vertical liberal education ladder or give up his/her job.
Knowledge upgradation that a learner gets through these programmes helps in increasing his/her prospects for better employment.

**Mode and delivery Programmes: Usage of ICT**

This system essentially involves self learning by the student through the specially prepared reading and other material which is provided to the student besides other sources of knowledge. At the academic study centre the student is provided with tutoring, subject counseling, special seminars and library facilities, assignments for evaluation and tutor comments. The support services at the centre motivate the learner in career development and for further education. Text books are made available in the library at the centre for supplementary reading. Facilities available at the centre are used for the computer practicals. In the field work activity, guidance of subject experts is available at the study centre. Every care is taken throughout the duration of the programme to see that the learner is not left alone on his own.

The Information Brochure (including Admission Form) is available at academic centres located in our Institutions in Pune, New Delhi, Navi Mumbai, Kolhapur, Karad, Sangli and Solapur.

The candidate will have to apply for admission to any academic programme in the prescribed form attached with this brochure. The candidate will be admitted provisionally to the programme on verification of the eligibility for admission. He / She will be asked to complete the eligibility requirement by sending the following original documents which will be returned after verification.

1. 10th and 12th Mark sheet of examination attested by the Director of the Study Centre.
2. Mark sheet of last qualifying examination attested by the Director of the Study Centre.
3. Passing certificate of last qualifying examination attested by the Director of the Study Centre. web site: www.bharatividyapeethdistance.com

**4.4.4 PERSONAL CONTACT SESSIONS / SEMINARS**

The Personal Contact Sessions and Seminars are conducted at the Academic Study Centres during the holidays (including Sundays or Saturdays and public holidays). Generally 40 to
45 hours are devoted to the contact sessions during an academic term for a Degree Programme. For diploma programme, minimum one seminar is organized during each term. In order to become eligible for respective Semester-End or Annual Examination a student has to attend Personal Contact Sessions / Seminar in adequate number to complete study assignments to the satisfaction of the Coordinator.

The support services at the Study Centre for the duration of the programme. The services could be made available to students by payment of additional curricular transaction fees.

Dr. Patangrao Kadam established Bharati Vidyapeeth which is the parent body of our University in 1964 to make higher education available to all those who are desirous of getting it. I also visualized that social transformation could be brought about through the medium of dynamic education. Bharati Vidyapeeth, thus, is an institution of higher education with a social commitment.

At Bharati Vidyapeeth, we are trying to give the best and up-to-date education to our students, through our colleges, where excellent academic facilities are provided. The faculty is student oriented and motivated to impart quality education. It is because of the high academic excellence which our institutions have achieved over the years that some of them together have been granted the status of University by the University Grants Commission and the Government of India.

There are quite a few young students who have no access to the higher education. In order to reach the unreached, our University has launched need based educational programmes, through distance mode of learning. It is through School of Distance Education, we aim at reducing the distance between the learner and the University. Bharati Vidyapeeth University came into existence in the year 1996 under section 3 of the UGC Act, 1956. This status of deemed to be University was given to institutions of Bharati Vidyapeeth in appreciation of their academic excellence and the potential they had for further growth.

This is one of the largest multi disciplinary and multi-campus universities of its kind in the country imparting education in as many as 11 faculties. During the last 17 years, it has introduced a large number of innovative graduate, post graduate and diploma programmes and has also brought about reforms in its examination system. Its administration is 'students-service oriented'.
Now, it has 29 constituent institutions, located at Pune, New Delhi, Mumbai, Kolhapur, Karad, Sangli, Solapur. The National Assessment and Accreditation Council (NAAC) has twice accredited the University and on both the occasions awarded the most prestigious 'A' Grade to the University. Also, University was awarded 'A' Grade status by MHRD Govt. of India.

In its one of the surveys, the Association of Indian Universities has rated this University as one of the top ten universities in the country attracting overseas students. The University has been given a permanent membership by the Association of Indian Universities, which is the national level organization for Indian Universities. The University is also a Member of Association of Commonwealth Universities. Today, in India the access to the higher education is limited only to 12% of the students in the college going age group of 18-23 years. The students belonging to socially disadvantaged classes of the society and those in remote areas have very limited representation in higher education. The University has committed itself to offer the opportunities of higher education to such students through the distance education mode.

Our objectives are to reach the unreached and provide educational facilities to poorer and weaker sections of the society. BVIMR, New Delhi undoubtedly has emerged as one of the most renowned and widely appreciated institute for creating world class leaders. We at BVIMR, New Delhi are dedicated to provide our students a learning ambience to enhance their knowledge base, both tacit and explicit at a regular pace with inculcation of social responsibility and values.

As rightly said by Edward Bulwer Lytton —To find what you seek in the road of life, Leave no stone unturned. We at BVIMR, New Delhi leave no stone unturned to provide students with ample opportunities for the student's holistic development. The students are fostered with the aspirations for achieving academic excellence along with maintaining focus on communal harmony and social responsiveness.

Bharati Vidyapeeth University is known for its multi-faculty, multifaceted and multicampus character. It imparts quality education in almost all the disciplines including Modern Medicine, Dentistry, Optometry, Audiology, Ayurveda, Homeopathy, Nursing, Pharmacy, Environmental Science, Social Science, Management Sciences, Engineering, IT,
Architecture, Bio-technology, Catering Technology, Law, Arts, Science, Commerce, Physical Education etc. including three renowned research Centres.

BVIMR, New Delhi is equipped with excellent infrastructural and instructional facilities essential to keep the students abreast of the latest industry trends and standards. The curriculum is continually updated keeping in view the dynamicity of the business world.

The track record of achievements of our alumni is indeed commendable. Many of our students have proved their mettle and have established themselves successfully in different spheres of life.

All the valuable inputs given to them by the experienced and qualified faculty; excellent infrastructure and instructional facilities; the institute will definitely groom all students to serve as worthy assets to the nation whether in the corporate world or social value system.

Bharati Vidyapeeth University believes in the motto —Social Transformation through Dynamic Education‖ and thereby enhances the skill – set of the students.

Bharati Vidyapeeth with decades of expertise in the educational field has the richness and depth of eminent business schools yet every student receives individual attention and concern.

BVIMR gives an opportunity to the students of Bharati Vidyapeeth University Institute of Management & Research, New Delhi to continuously strive for excellence with moral responsibility in the diverse field of the education in particular and life in general. Bharati Vidyapeeth University Institute of Management & Research (BVIMR), an ISO 9001 : 2008 & ISO 14001 : 2004 certified institute, is one of the pioneer institutes of management education in New Delhi. BVIMR is a constituent unit of Bharati Vidyapeeth Deemed University, Pune which is a NAAC re-accredited grade ‘A‘ University. BVIMR constantly strives for attaining its vision of —Leadership in Management Education through innovation and excellence.

BVIMR is ranked amongst one of the Top —50‖ B-Schools in India and Top —5‖ in Delhi by Business India, Business & Management Chronicle and Careers 360. BVIMR’s MBA program is Re-accredited by NBA (AICTE). The Institute has been honoured with —B-
School Leadership Award by STAR NEWS for being innovative, modern and industry related in curriculum in Marketing, Advertising and Marketing Communications.

The institution believes in tactile learning as all activities are student driven and student centred. It organizes a plethora of events for honing the academic and extra co-curricular talents of students like Corporate Day, participation in Seminars, Conferences, Research Paper Writing Competition, Industrial Visits to impart and enhance the practical hands on experience, SPSS and MS Excel to orient their analytical skills, Certificate Course in Executive Excellence to enhance the soft skills and boost their confidence level.

Thus, students are the most important stakeholder and their partaking and fervour in our activities is crucial for the holistic development of the institution.

Remember, —Change is mandatory, Progress is Optionall. We therefore, expect our students to be the agents of change themselves and make progress as mandatory; thus making the best advantage of the excellent facilities available for them and imbibing them with the essentials necessary to make their mark in the corporate world or embark upon an entrepreneurial journey.

The faculty members of the Institute are dedicated professionals with academic excellence and rich industrial experience. They submit themselves to a rigorous open, continuous process of appraisals and feedback from the students. This results in the faculty to fine tune their course contents from time to time.

Independent committees, comprising of faculty/supporting staff/student body play a role in the governance of the institute and assume ownership of collective decision. Faculty members are active and regular participants in national, international conferences and symposia. They contribute to national/international journals and collaborates with a broad range of agencies to develop and execute research/consultancy projects.

**Vision**

—Leadership in Management Education through Innovation and Excellence.
Mission

__Fostering a conducive learning eco-system for students, faculty and industry germinating capable upright managers and entrepreneurs to contribute meaningfully to industry and society.__

QUALITY POLICY

1. State of Art Infrastructural and Instructional facilities.

2. Global Benchmarking

3. HR Synergy.

4. Consistent Value enhancement.

5. Continuous motivation and nurturing creativity.

UNIQUE FEATURES

Knowledge Resource Centre (Library)

The library houses more than 44,000 books and over 179 National and International journals and magazines.

It is equipped with digital system via audio-visual facilities through videocassettes, tapes, CD-ROMs, VCDs, Internet connection and acts as academic resource for research work. It has an open access system for all faculty and students. Institute has the membership of American Council, British Council of India and CII (Confederation of Indian Industries). EBSCO (Online Journals), J-GATE (E-Journals), Delnet (Membership to Library Networks), Inflibnet (Membership to Information and Library Network) and Prowess (Corporate Database) is the part of our world class Digital Library.

Information Resource Centre (Computer Lab) The Computer centre at Institute has more than 400 computers with the latest configuration. The computer centre is professionally managed & equipped with three servers ported with Windows 2003/2008 server and Linux. In addition to the general software it also has PROWESS – a corporate database and SPSS.
The centre integrates itself with the rest of the world with broad band Radio Link whose speed is 15 MBPS.

The campus is Wi-Fi enabled. To support this Centre, digital library of 30 computers is also in operation.

LCDs and Printer facility have also been made available to faculty and students.

**Foreign Language**

Students are given a unique opportunity to learn Foreign Language either French or German or Spanish or Chinese to enable them to accept challenges in working with MNCs and facilitating their cross-cultural relations.

**Auditorium**

The Institute has a state-of-the-art Auditorium with more than 250 seating capacity; it has entrances both from the ground as well as first floor with state-of-the-art acoustic free stage system fit for seminars and cultural events alike.

**Amphitheatre**

Pride of the Institute for its strategic location within the building, it can accommodate more than 290 persons.

**In–house Medical Facility**

The Institute has provided an In-House Medical Room and Doctor keeping in view the health of students and staff. Doctor is available everyday and provides necessary medical help and guidance to all students and staff. In addition, the Institute has tie-ups with Local Nursing Homes and Hospitals for any emergency.

**In-house Banking**

Bharati Sahakari Bank Ltd. is functioning within the Bharati Vidyapeeth Educational Complex. The Bank handles various banking facilities with better rate of interest on deposits for the students & staff of the Bharati Vidyapeeth and for the public at large. The Bank is providing the services Monday to Saturday.
Sports Facilities

Besides the playground with cricket pitch, Basketball, Volley ball & Badminton courts, there are provisions for indoor games like Table Tennis, Carrom & Chess. The students are motivated to spend their leisure time & pay attention to their physical fitness.

Health Centre

Keeping in view the physical fitness of students and staff, BVIMR has provided the facility of In-house Health Centre (Gym). It is equipped with AC, state of the art equipments and professional trainers.

Music Club

To nurture the hidden talent of students, the institute has opened up the Music Club facility in the campus. It is an air conditioned room, equipped with various instruments.

Psychometric Lab

To help students find out their strengths/and weaknesses, a full fledged lab is established with professional counsellor to address problems and concerns of students.

Innovative Practices in School of Distance Education, New Delhi

The economic reforms initiated by the government of India in 1991 and the momentum towards globalization and free enterprise system have provided a new challenge for the professional management educators to produce managers who can function efficiently across the globe and excel in multi-cultural environment.

To meet the needs of present economic scenario, the institute has taken initiatives to incorporate the following emerging areas of knowledge in the curriculum of management courses of this Institute:

• Management of Excellence:

Organizations which pursue innovative practices are the centre of excellence where average performers are pushed back. There is a need to explore those methods, tools and techniques
to outshine in present time. Keeping the same in view, institute nurtures the excellence by organizing various events.

• Strategic Human Resource Management:

Human resource must play its part as a valuable resource in achieving the strategic goals of the organization and be aligned with other functional areas viz; Marketing, Finance and Production.

Investment in human resource must be given more significance than other resources like finance, machines and materials.

• Global Business Management:

Business operations in India must align with the global business to stay competitive. For this, it is imperative to be sensitive to cultural issues and political relations among various countries to be able to perform profitable business on a global scale. It is also important to be aware of the diverse laws and regulations relating to business pertaining to the other countries. International Business aspects are dealt in the curriculum of all courses.

• Corporate Governance and Social Responsibility:

Business enterprises have grown in size and complexity over the decades. They have huge wealth at their disposal, management of such organizations require adherence in order to maximize the stakeholders' satisfaction. This is a major area for integrating in the curriculum of management education and BVUSDE is doing its part in assimilating it in its academic programme.

• Environmental Studies:

Environment affects the survival of mankind itself. The business processes are to a great extent a contributory factor in creating the existing climatic imbalances. In the same way, the business enterprises have a big role in reversing the damaging trends and bring climatic conditions to normalcy. This is now an important academic area and part of our syllabus.
• Road Safety & Traffic Management:

The course is an attempt to inculcate road sense, discipline and social consciousness and prevent a large number of preventable accidents and save precious lives.

• PEDC (Personality & Entrepreneurial Development Club):

The Institute’s Personality and Entrepreneurial Development Club (PEDC) makes holistic efforts to develop proper personality traits among the students which are required for their future career as management professionals. The Marketing, Finance, HR and IT Clubs organize various events such as role play, management games, case studies, business diary, group discussions and open forum to groom the students to be competent leaders in their respective functional areas.

Unique Events/Activities of BVUSDE

The institute organizes unique events in the form of plethora of festivals which run in parallel with ongoing academics to cultivate their skills and fine tune the students to meet any future challenge.

• CALIBRE-Inter-class competition.

• ANNUAL SPORTS MEET : An annual event where both indoor and outdoor sports events are organized.

COURSES OFFERED: BACHELOR OF BUSINESS ADMINISTRATION (BBA)

Objectives of BBA/BCA Programme

The objective is to develop youths to work in business systems as well as to groom the key persons who can identify and develop business opportunities into viable projects and units, in various sectors of the economy.

The programme shall be focused on exposing students to the world of business.

Duration of Course and Eligibility (BBA/BCA)

The duration of the course is 3 Years (divided into 6 semesters.)
Eligibility

In order to be eligible for Bachelor of Business Administration a candidate must have passed HSC (10+2) from any stream or its equivalent.

Students are advised to note that the IA pattern may vary from program to program. A student is required to submit minimum two Assignments as prescribed against each subject. For details students are advised to go through the program guide issued to them at the time of admission. Students are advised to attend practical classes (In case of practical papers) as required, and submit the requisite details as part of Internal Assessment.

The faculty at the University will evaluate the IAs, practical logs and assign marks based on the performance to each individual student. The average of the two assignments will be considered for the grading of the student.

BBA Course Structure

Programme structure:- The Semester wise structure of the programme is as follows:-

BBA Part I

Semester I Semester II


105. Fundamental of Management 205. Environmental Studies


107. English Language – I 207. English Language – II

Class Improvement Rules :-
1. A candidate shall have to reappear for minimum 1/3 and / or maximum of all the theory papers at a time on which the class is awarded. Candidate should ensure that the examination time table for the subjects he is appearing will not clash.

2. Performance of the candidates appearing for the subjects less than 1/3 of the total theory examinations mentioned above will not be considered. However, his appearance will be counted as an attempt.

3. Revised mark-sheet will be issued with remark ‘Under improvement attempt’.

Specialization offered in BBA final Year

1. Marketing Management
2. Human Resource Management
3. International Business Management
4. Financial Management
5. Information Technology

4.5 CASE STUDY OF AMITY UNIVERSITY

Online & Distance Learning Programmes

Amity Directorate of Distance and Online Education (ADDOE) has been providing world-class Distance Education to thousands of students and working professionals across India, since the last 13 years. It is a matter of great pride that the excellent quality of course material, faculty, delivery methodology and student support services have been recognized and that Amity has been ranked the No.1 institute for Distance Learning by the prestigious B-school Ranking Survey (Source: Times of India).

Academic Advisory Boards

To provide an industry specific curriculum

Amity Directorate of Distance and Online Education (ADDOE) enjoys the guidance of Amity's Academic Advisory Board. It comprises corporate leaders and academicians who
meet regularly to contribute towards aligning the curriculum with the latest management practices being followed in the industry.

Hi-tech back-end Support Services

Industry interaction Amity has been actively involved in facilitating interaction with more international experts than any other institution to provide a platform to these experts to share their rich corporate experience. Some of them are Tom Peters, Kenichi Ohmae, Steven Covey, Philip Kotler, Dr. Robert Kaplan. A student of Amity, can get a chance to get a first hand account of prevalent international corporate practices and industry trends during these events.

International Partnership

Purdue University, USA

University of West of England, Bristol, UK

University of East of London, UK

University of Cambridge, UK

Florida Atlantic University, USA and

University of Central Lancashire, UK

Global reorganization At Amity, we always believe in following the most modern approach for curriculum realignment, teaching methodology, infrastructural upgradation etc. We are proud of being India's first pvt. university to be certified with the highest ISO 9001-14001 Quality Award by AQSR of USA.

Master Degree

Blended MBA 2 yrs

Master of Business Administration (MBA 2 yrs) (Specialization)

One Year PG Diploma/Executive Programme
PG Diploma in Business Management

PG Diploma in Material Management

PG Diploma in Human Resource Management

PG Diploma in Marketing Management

PG Diploma in Production and Operations Management

PG Diploma in Logistic & Supply Chain Management

Executive Program in Business Management

PG Diploma in Legal & Business Environment

PG Diploma in Retail Management

PG Diploma in NGO Management

PG Diploma in Hospitality Management

PG Diploma in Big Data Analytics

Amity Information Centres

Delhi / NCR

4.5.1 Objective Of This Case Study

The primary objective of this research is to study the impact of Information Communication Technology (henceforth written as ICT) on Distance Education or Distance Learning in the present education sector in India.

Methodology of case study using SAP-LAP Analysis

Case Study Method of research by thorough scrutiny of secondary data, i.e. books, articles and research papers based on the same topic in discussion.
Situation

In the dawn of technology and era of free communication it would be highly unwise to use information communication technology in our education sector. The situation at hand is to study if ICT and its implementations, which already have positive effects, will bring how much growth and development in our education scenario especially in Distance Education field in India. Also we will find out the advantages of using ICT as compared to our traditional methods of dispensing education.

Actor

The actors responsible for bringing ICT to India are ICT companies like Cisco, IBM, SAP, Microsoft, Oracle, HCL, Google, Apple, Accenture etc. which provide a wide array of products including video conferencing devices, telecommunication devices, network devices and entire network setup of servers and computers, smart phones etc. all of which are ultimately used in ICT in day to day education organizations. Also it has to be noted that the Government of India has played huge role in allowing such organizations to provide their products and services for use in India. With the forthcoming of technology and the benefits we instantly reaped, it is only fitting that we acknowledge the actors who bought those hardware, software and other peripherals which keep us at par with other countries.

Process

Earlier when someone wanted to buy an apple phone or an IBM laptop or Cisco video Conference equipment for their education center, they had to go all over to America and buy such products of communication, pay excise and customs tariffs, then bring the product and use in India. But after liberalization, globalization, allowing FDI in our country, such ICT companies can now bring their products in our country. The total amount of Foreign Direct Investments (FDI) inflow into the education sector in India stood at USD 1,209.40 million from April 2000 to December 2016, according to data released by Department of Industrial Policy and Promotion (DIPP). After that was done, the usage of information technology and information communication technology mushroomed in all forms of industries, businesses, entertainment and even the government activities and administration etc. This has led to massive spike in performance and efficiency in all sectors of the economy. (http://www.ibef.org/industry/education-sector-india.aspx)
Learning

Earlier methods of traditional teaching have been decimated, in a good way, by the application of IT and ICT in present day education scenario. It is no miracle that a student in India can learn Japanese language from a Japanese teacher sitting in Kenya. All this has been possible through use of ICT in our present day education environment where there are smart TVs, Video Classes, Online Book Banks in most schools and institutes and students can study on their laptops or even smart phones from home. This has led to rise in distance education courses and organizations which provide such services both public and private.

Action

When the above mentioned actors allowed us to purchase and use their gadgets and services, the education sector saw massive changes. This helped various schools, colleges and institutions to get access to earlier not available technologies for improving their methods to provide education. Introduction of computer and multimedia labs, advanced programming courses, new biometric scanners for attendance etc. are just a few to name. In the education sector use of IT and ICT has rapidly brought huge benefits. The general benefits to the education sector and the benefits gained by the distance education sector are the ones which we will go through in this case study.

Performance

The performance as per aforementioned process has allowed our education sector to grow at a compound annual growth rate of 34%. Earlier students would study through books and would depend on one source, but with ICT and web-based learning, access to more material on the same topic has widened. There is an urgent need for the poor to get easier access to technology and enjoy its benefits. The coming years would be the era of ICT and how it practically revolutionized the entire education system.

Limitations

The primary limitations of this project and the implementation of IT and ICT are:
Even though a huge volume of books, presentations, research papers and other knowledge sources are present on usage and importance of ICT in education, a very minimal percentage of those sources deal with Distance Education which is of our concern presently.

Due to rise in popularity of distance education and correspondence courses and the growing number of students enthusiastic to join such programs, many private organizations in attempt to bank on this booming education scenario have started un-recognized programs and courses in attempt to make money from this growing economic segment of educational services. Many of them are not recognized by University Grants Commission(UGC), DEC(Distance Education Council), no approval taken from AICTE( All India Council for Technical Education) which recognizes engineering colleges or don't get accredited by NAAC(National Assessment and Accreditation Council). They end up taking students' money and reward them with fraudulent degrees, diploma and certifications. A lot of them are regularly being investigated by government regulators and ultimately end up getting caught but sometimes the students money and the time lost cannot always be recovered.

The culmination of technology and communication technology in our day to day lives has made it better but there are always cons even though the pros outnumber them here. It must be considered that usage of IT has led to an increase in cyber crime in our country, we will not go into the details since everyone is aware of hackers, data thefts, misuse of social networking sites, access to other malicious websites etc. We have all seen and heard cases where students of schools were given tablets and laptops from school and institute for educative purposes and they ended up misemploying those technologies. But with strict cyber laws and proper monitoring of communication technology on behalf of technology providers, concerned government bodies and our own activities we can keep such misuses at bay and cherish the benefits of IT and ICT.

Many also put forward this point that computers and technologies are replacing actual human teachers. This results in lack of social interaction as computers cannot explain as good as teachers, motivate and interact with each student based on their personal characters or provide private attention to each student. But we must remember that technology is not replacing human teachers but rather giving them an edge to educate and provide better quality of knowledge and explanations on the subjects to their students.
Keywords

Information Technology (IT), Information Communication Technology (ICT), Education Sector, Distance Education, University Grants Commission (UGC), Distance Education Council (DEC), Indira Gandhi National Open University (IGNOU), Public State and Central University, School Of Open Learning (SOL), AICTE (All India Council for Technical Education), NAAC (National Assessment and Accreditation Council).

Introduction

It is no miracle today that education sector in India has seen a rapid growth and development and most of it is contributed by the rise of usage of information technology in modern educational practices and methods. India holds a paramount position in the now globalized education industry. It is a country which has almost 1.5 million schools, 700 degree granting institutes, 35000 affiliated colleges, 44 Central Universities, 306 public state universities, 154 private state universities, 129 deemed universities and 67 Institutions of national importance with over 220 million students. (As per University Grants Commission). India is one of the prime providers of higher education in the world, making it one of the biggest education system as compared to highly developed countries like America, China, Germany, France, United Kingdom etc. However, there is still a lot of potential for further development in our education system and with the help if ICT we can take this progress a lot further. Computers play a huge role in today's education scenario, most teachers and learners are more interested in the direct impact that computers have in their daily lives. From nursery to college, technology plays vital role in administrative as well as teaching purposes. The use of ICT enhances these functions all the more.

Now, the question arises what is ICT? It is an extended term for information technology (IT) which focuses on the function and importance of synchronization of communications and the integration of all forms of communication be it radio, telephone, wireless, computers as well as the necessary software, storage, and audio-visual systems which allow the teachers and the learners to access, store, transfer, and manipulate information from all connected systems and various sources of data like the internet. (http://searchcio.techtarget.com/definition/ICT-information-and-communications-technology-or-technologies).
Using ICT students these days can gain access to variety of knowledge resource bases, get authentic and up-to-date information, conduct collaborative studies with other students in different parts of the world and can also have internet based group discussions and classes. Hence learning from anywhere and anytime. The geographical barrier has been almost eradicated, 'almost' because, in some parts of India where electricity has still not reached on a 24 hour basis, the forthcoming of technology in those remote villages might take some time.

Usage of computer and software in education has made teachers facilitators rather than the source of information reducing the margin of human error. Students no longer have to wait till morning to go to school or college if they have a query or doubt, they can communicate with teachers and online assistance websites to solve them using the technology at their disposal. Tutorial software can directly instruct students, simulation software give better visualization of actual biological and chemical processes without using real biological or chemical matter, reducing the cost of running labs in schools and colleges. Also a massive student segment earlier deprived has now soared due to usage of ICT in education, students with disabilities like visual or hearing impairment etc. are now able to gain access to information equally like any other student with the help of various devices and software technologies. Students with mobility impairment can study and give examinations from home. Online or electronic submission, correction and verification of homework, assignments, examinations, projects and many other educational activities has led to many such benefits towards humanity and nature alike. Massive savings in paper wastage and reduced rate of deforestation, done usually for paper and wood, has minimized the burden of education on mother nature and has reduced cost of providing education.

The distance education institutes and colleges roughly make up 35% of our education sector. At school level, National Institute of Open Schooling (NIOS) provides opportunity for continuing studies to those who missed completing their school education. 14 lakh students are enrolled at the secondary and higher secondary level through open and distance learning. In 2012 many state governments introduced State Open Schools to provide distance education. For higher education, Indira Gandhi National Open University (IGNOU)
provides distance learning. It provides 15 lakh students educational services with the help of 53 regional centers and 1,400 study centers with 25,000 counselors. The establishment of IGNOU at New Delhi in 1985 has proved to be a significant milestone in the development of distance education in India. It provides guidelines and coordinates the activities of all distance education institutes and state open universities in the country. It has popularized the concept of open learning system resulting in the establishment of three more state open universities in the late eighties viz. - Kota Open University in Kota (Rajasthan), Yashwant Rao Chavan Maharashtra Open University at Nasik (Maharashtra) and Nalanda Open University at Patna (Bihar). States of Madhya Pradesh and Karnataka have also established Open Universities recently. The Distance Education Council (DEC), coordinates 13 state open universities and 119 institutions of correspondence courses in conventional universities. And many more such public and private institutes are coming up with the purpose of providing distance education. (http://www.ugc.ac.in/recog_College.aspx).

From just a handful of students in 1962-63 the enrolment in correspondence courses rose to about 65,000 students in 1975-76. During the last decade the annual growth rate of enrolment in open universities and the institutes of distance education as compared to conventional universities has been appreciably higher than the latter. The number of students enrolled in distance education has immensely increased from 2.6% of the total enrolment in higher education in 1975-76 to 11.5% in 1990-91. Presently distance enrolment constitutes 12.5% of the total enrolment in higher education which has millions of students. With the help of ICT these institutes and organizations can expand their horizons beyond traditional methods of teaching and provide at par knowledge as compared to "on-ground" or regular courses.

**Findings**

In India ICT is now a part of RMSA(Rashtriya Madhyamik Shiksha Abhiyan), The objective of this scheme is to cover all government and government aided secondary and higher secondary schools by giving priority for early coverage of schools in educationally deprived sections by providing computer aided education to schools. Also 150 smart schools would be set up by State Government and Union Territories at the district level using a grant of Rs. 25 lakh for a schools and a recurring grant of Rs. 2.5 lakh per year. This would enable provision of at least 40 computers in each such school. Financial assistance will also be
provided for procurement of computers and peripherals, educational software, training of teachers, development of e-contents, Internet connectivity etc. So far, 87033 government and government aided secondary and higher secondary schools have been approved for coverage under ICT in schools scheme. (http://mhrd.gov.in/ict_overview).

Incorporation of ICT has lead to widespread usage of E-learning. It is useful particularly for Open Learning and Distance Education Institutions in which large number of study centers are distributed in remote areas and there is a wide network of such centers. E-learning is a collaborative educative method as students learn from each other. In E-learning the content is delivered to the students through electronic media including internet, intranet, extranet, satellite broadcast, smart televisions and external data sources like CD, DVD, flash drives etc. becoming one of the ideal modes of imparting education in open learning. The umbrella term includes: Web Based Learning, Virtual Learning, M-Learning etc. and has numerous advantages over traditional methods of departing knowledge as it is cost effective and it cuts the duplication of efforts.

Web-Based Learning: In Distance education, in web-based learning, the distance learner is interacted through internet based websites. The Web-based learning has an advantage to the learner as he has the freedom to learn anytime, at any place and at his own pace. The major thrust of flexible learning is the use of the World Wide Web to support teaching – learning in the form of Web-based, Web-supported and web-enhanced ways.

Virtual Learning: Virtual learning is relatively the unique distance learning operation in the world today, utilizing a wide variety of technologies, students to interact globally with faculty members and other students through use of technologies such as video via internet, intranet, smart televisions, satellite etc. It can be used in two ways: Pre-recorded educational programs and the live telecast of programs with two-way interaction i.e., through teleconferencing, telephonic medium of communication and satellite based communication.

M-Learning: In the era of smart phones and 4G internet speed instead of depending only on computers, smart phones are also being used for learning and hence the term m-learning for mobile learning. So while traveling on bus or metro etc. one can use his/her phone to connect to the Internet and continue studying or communicating with teachers. Applications on smart phones like Skype and Whatsapp which provide free of cost internet based communication of voice and video calls, allowing willing students to connect with their
faculty from anywhere. Accessibility to communication is becoming much easier and the cost of these communication has decreased heavily. M-Learning are being spread out quickly. IGNOU uses a program for delivery to its learners using mobile phone technology. Learners are more attractive to the m-learning in years to come for everyone likes using a smart phone and they are not so costly. Of course one can spend almost 70k and 50k Rs. on an iPhone 6s or Samsung Galaxy S7 but there are vast number of other producers including Samsung itself who provide equally efficient smart phones with same capabilities at comparatively lower prices.

ICT is an indispensable asset for the distance education institutes and colleges, it is no longer a choice but rather an absolutely necessary investment which cannot be neglected. And since distance education makes a considerable part of our educational sector, improving and upgrading our present technology of communications is utmost important, if we want this sector to grow. In 1985 the enrolment at the Secondary and Senior Secondary stage through correspondence was 62,962 which was just 0.31% of the total enrolment at that stage. The situation has improved considerably since the establishment of the National Open School which enrolls about 50,000 students annually and it is increasing every year. The Government of India understands its importance and has hence set forth a lot of money to invest in this sector, for the people of the country are its representatives and an entirely literate population would re-instate our earlier title of Golden Bird with a vast treasure of knowledge. The Government of India aims to increase digital literacy to at least 50% of Indians from currently 15% over a period of next three years. In this year’s budget, the FM announced an allocation of Rs 72,394 crore compared to Rs 68,963 crore for last year, which is 4.9 per cent increase in the education budget. At present, higher education sector witnesses spending of over Rs. 6,200 crore (6.78 billion USD), and it is expected to grow at an average annual rate of over 18 per cent to reach Rs 232,500 crore (34.12 billion USD) in next 10 years. The education sector is currently peaking at 2-3 billion(USD), and is expected to touch 40 billion(USD) by 2017. The distance education market in India is expected to grow at a Compound Annual Growth Rate (CAGR) of around 34% during 2017-18. While the entire education sector is expected to grow 20% in the coming financial year. (http://indiatoday.intoday.in/story/education-sector-to-grow-20-per-cent-in-fy2017-tours-7-8-lakh-crore/1/664365.html).
There are few disadvantages to ICT and application of technology in providing day to day education services, even though these disadvantages are very minor as compared to the advantages we receive from usage of ICT and IT, we must face the music. Due to many distance education activities, databases, records etc. being all online have chances of being accessed by unauthorized users (unethical hackers or black hat hackers). Many times we have seen many cases of leaked papers, manipulation of records and databases etc. all done by such hackers who gain entry into secured servers by using viruses, loopholes and glitches in programming a very commonly but majorly addressed issue in today's computerized world. Ultimately the diligent student suffers because of such malpractices and misuse of IT and ICT.

4.6. CONCLUDING REMARKS

Two cases of ICT implementation have been discussed and the synthesis of learning issues has been presented. These institutes have their presence in Distance Education market. The source of information was the interviews conducted with the students of the institutes at various levels. The major limitation of the pilot study was that the cases have been selected on the basis of purposive sampling. This was done due to the cost and resource constraint. The study has been carried out in limited number of institutes. These institutes may not be true representative of the ICT practices undertaken by institutes. However, the pilot study has projected a number of institutional issues critical for implementation of ICT in institutes and can form the basis of further empirical study. In summary, the 'ICT-ization' of our education system is bringing in many new dimensions, one of which is the providing and maintaining a high standard in educational material and service, which are expected to be comparable and competitive at National and International levels. To help achieve the learners' the dreams to continue their education one must provide the necessary quality education and inputs through distance education courses for sharing information and exchanging educational services worldwide and this can only be possible through completed integration of ICT and our process of providing education to the students.

Application of modern Information and Communication Technologies and adoption of the distance education methods strive to develop an innovative, flexible and open system of education. The open and distance education institutions should use information communication technology not only to attract a wide range of students but also to provide
sustainable academic support to retain them in the system, to provide easy access to good quality Higher Education to all in general and the disadvantaged or disabled in particular, by delivering the same at their door steps.