CHAPTER - I

INTRODUCTION
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1.1 EDUCATION AND DISTANCE EDUCATION

1.1.1. Education: Meaning and Definition

Education is a key to human development. It is fundamental to all-round development of human potential, material and spiritual. It refines sensitivities and perceptions that contribute to national cohesion, scientific temper, independence of mind and spirit. Thus education is the foundation for all the progress of human beings. It makes human life purposeful.

Whatever progress and development is seen in this world or in the life of a human being is possible only due to education. According to the great philosopher and thinker Aristotle, “Educated men are as much superior to the uneducated as the living are to the dead.” Education develops the individual like a flower, which distributes its fragrance all over the world. As an individual grows and develops himself, society also develops to higher levels of attainments. When society develops, the world also develops and progresses. Hence education is directly proportional to the growth and development of individual and society.

What is education? This fundamental question has been exercising the minds of Philosophers and thinkers from Socrates and Plato to Gandhi
and Dewey. The word ‘Education’ has very wide connotations and it is very
difficult to give its precise definition\(^1\).

The word ‘Education’ is derived from the Latin roots as under:-

1) Educatum :- To train, act of teaching or training,
2) Educere :- To lead out, to draw out,
3) Educare :- To bring up, to raise, to educate\(^2\).

There is a group of thinkers who believe that the term “Education”
has been derived from two Latin word “Educere” which means “to lead out”
or “to draw out”. They believe that the term education has been derived
from two Latin words “e” meaning “Out of” and “duco” meaning “to lead”.
Education therefore, means to lead out or draw out the best in man. It is the
process of drawing out from within, rather than to put in something\(^3\).

Indian synonyms of education are “Shiksha” and “Vidya”.
“Shiksa” is a Sanskrit word and this word has been derived from Verbal
root “Shiksh” which means “learning or teaching”. Similarly, the word
“Vidya” is derived from the Sanskrit verbal root “Vid” which means “to
know”. Thus it refers to acquisition of knowledge which has always been
the dominant theme in Indian approach to understanding education\(^4\).

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\(^1\) Dhiman O.P. *Foundation of Education Philosophy and Sociology of Education*:
(Atma Ram and Sons, Delhi-6, 1987) P-3

\(^2\) Saxena, Swarup N.R., *Principles of Education* (Loyal Book Depot, Meerut), P-03

\(^3\) Dhiman op. cit.

\(^4\) Ibid, P-5
Therefore, the meaning of the education is “the act of bringing up, to raise, to lead out and the act of training.”

Many philosophers, thinkers, and educationists have defined the meaning of “Education” time to time.

i) T.P. Nunn  “Education is the complete development of the individuality of the child so that he can make an original contribution to human life according to his best capacity.”

ii) John Dewey  “Education is the development of all those capacity in the individual which enable him to control his environment and fulfill his possibilities”.

iii) Vivekananda  “Education is the manifestation of perfections already in man.”

iv) Rig Veda  “Education is that which makes the man self reliant and self-less”.

All the above definitions of education are not complete in meaning; these explain its one aspect only. These definitions are limited to their specific meanings. Whereas, education is not only related with a child’s innate powers or to the complete development of individuality. Education covers man, society and environments etc. as a whole. This can not be limited to the child’s development only.

\(^5\)Dhiman op. cit. P.17-19
Generally, education is explained in two different meanings, one is narrow meaning of education and other one is wider or broader meaning of education.

1.1.1.1. Narrow Meaning of Education

In its narrow sense school instruction is called education. In this meaning, education is believed to begin with the entrance of the child to a school, and end with his depart from university. In this meaning, the process of education takes place for certain time period, for a specific purpose and in a particular institution.

1.1.1.2. Broader Meaning of Education

In its broader sense, education is a life long process, which starts with conception and ends with death. Education, as such is not teaching or learning of 3 R’s — reading, writing and recurring. It consists of 4 H’s — head, heart, hand and health. It includes all the knowledge and experiences, acquired during infancy, child hood, adolescence, youth, manhood or old age, through any agency of education- the school, home, church, society or environment etc.

In this meaning education is not limited only to the individual’s age and its institute of education like school or college. There is no boundary of age and place for learning. In any age with any experience and at any place, we learn something. Even if we play in a playground and get hurt by a ball,
we learn something. That hurt or hit of a ball, teaches us, how to save ourselves in future and how to play safely.

Both the processes are one sided and emphasises on two extremes. The real concept or meaning of education is a synthesis of these two meanings or processes. So, the education consists of acquiring knowledge, skills and attitudes, which bring happiness in life and adjustment to its environment and society both. Therefore, education is a process of an individual’s development, and is a life long process.

1.2. DIFFERENT TYPES OF EDUCATION

Society has developed a number of agencies to carry on the functions of education, like- schools, colleges and institutions. Generally we know about two types of education i.e. formal and informal education. But as life became more complex, education also began to change its form, according to social changes. With this one more type of education has come up i.e. Non-Formal Education. Now the three types of education have their own importance and they differ in scope, environment, aim, teacher, curriculum and teaching methods etc.

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6 Saxena op. cit. P.5
7 Dhiman op. cit P.5-7
There are mainly three types of education. They are:-

i) Formal Education.

ii) Informal Education.

iii) Non-Formal Education.

1.2.1 Formal Education:

It is education in which there is a formality. "Formal Education" is deliberately and consciously planned and its curricula pre-designed and goals are predetermined. It comprises direct schooling and tuition intended for pupils of particular age-group.

Formal education is imparted in schools, colleges, and institutions. Curriculum, methods of teaching and teachers are fixed there. The teacher tries to bring about all round development of the child, keeping in mind, the needs of the individual and the society. Thus schools and colleges are formal agencies of education or the traditional system of education are formal.

1.2.2. Informal Education:

Informal education is natural and incidental. There are no predetermined aims, curricular, methods, teachers and places where children receive informal

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9 Ibid.
education. The agencies from which informal education is received are - the family, the neighbourhood, the playground, the church, the social and religious activities etc.

"It is as well called incidental education which is received by living with others. It is not provided consciously and deliberately"\(^{10}\).

According to John Dewey, "The Child is informally educated by living with others and the very process of living together educates. It enlarges and enlightens experiences, it stimulates and enriches imagination, it creates responsibility, accuracy and vividness of statement and thoughts"\(^{11}\).

1.2.3 **Non-Formal Education:**

In the present age, it is felt that the formal and informal education is incomplete to fulfill certain short-comings in the process of education. It is essential to bring into life the third form of education, i.e. – Non-formal education. The informal is as elastic as the formal education is hard, but the Non-formal education is neither absolutely without bounds nor has rigidity in it. Non-formal education makes special contribution to continuing education.

"The Non-Formal education is basically non-competitive and open ended. The Non-formal education offers a more elective multi\(-\)discrepancy\() approach to the problems of development in a country than the formal"\(^{12}\).

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\(^{10}\) Ibid

\(^{11}\) Saxena op. cit. P-37

\(^{12}\) Singh, R.P. *Non-formal education, an alternative approach* (Sterling Publishers Pvt. Ltd. Delhi 60, 1981), P-3
Non-formal education has become very much important and popular. It is a definite alternative arrangement for those who did not get the second chance of study and for other weaker sections of the society.

Non-formal education as commonly understood and defined in the Government of India documents, is only a complementary system to formal education. It is being planned, designed and propagated by almost all government agencies as such a sub-system of formal education. Perhaps the terms more commonly associated with Non-formal education are “Cost-effective”, “Need-based”, “functional”, “flexibility”, “drop-outs”, etc.\(^\text{13}\).

This type of education is offered at a convenient place, time and level of understanding or psychological growth of children or adult. Therefore, unlike the formal education system, it does not have a fixed time-table nor a prescribed course of study. Similarly, it is free from authoritarian outlook and rigid rules as well as regulations. It has limited goals and purposes. It is open-ended and non-competitive\(^\text{14}\).

Non-formal education is beyond the scope of formal and informal education. It is helpful in bridging the gulf between and informal education.

\(^{13}\) Ibid, P-4
The essential features of the scheme of non-formal education are organisation, flexibility, relevance of curriculum and diversity in learning activities to relate them to the learners needs\textsuperscript{15}.

Today, non-formal education is given more importance for the National development and it is more important in a country like India, where illiteracy rate is very high.

This education is more important and useful for those, who have discontinued their formal education due to some reasons and now they feel the need of the education and willing to continue further education. They may be working men or women, house-wives, workers in various factories, workshops, farmers or school dropouts, etc. This is very useful for a person to improve his efficiency, as education is a continuous process.

This non-formal education is based on the principle of "less expenditure and more profit". There is a no age limit for non-formal education, any adult, youth, or adolescent can be the part of this non-formal education.

1.2.3.1 Agencies of Non-formal Education:

i. Open schools and universities,

ii. Correspondence courses,

iii. Television,

iv. Radio – Broadcasts,

\textsuperscript{15}\textit{National Institute of Education Planning and Administration (NIEPA), International Conference of Education, 41 session, Geneva-1988, - National Report of India – Ministry of HRD, Govt. of India, New Delhi}
v. Programmed lessons/Instructions,
vi. Seminar/Workshop, and
vii. Language laboratory, etc.

1.2.3.2 The target group of non-formal education:

i. Children outside school,

ii. The unemployed youth,

iii. Adult illiterates and Neo literates,

iv. Women and girls\textsuperscript{16}.

So, education is a very vast term to explain. Today whatever growth, progress or development we see in our life, culture, society or world is only possible due to education. It gives a direction to lead.

The broad principles enunciated by the National policy on education in 1986, (NPE-86) view education as a unique investment in the present and the future. It reiterates that education is essential for all and is fundamental to all-round development of the individual as well as the nation both in material and spiritual terms. The policy states that education refines sensitivity and perception and contributes to national cohesion and scientific temper and independence of mind and spirit – thus furthering the goals of socialism, secularism and democracy enshrined in our Constitution. It visualises that education develops manpower for different levels of the economy and is the rule-strata on which research and

\textsuperscript{16} Singh, Ibid, P-7-10
development flourish being the ultimate guarantee of national self-reliance\textsuperscript{17}.

1.3. THE PROBLEMS IN OUR PRESENT FORMAL EDUCATIONAL SYSTEM

In the primitive times all education was informal. It was limited to activities like hunting, fishing workshop, protection from the natural calamities etc. Gradually society got developed and then a formal education system was adopted.

In the Directive Principles of State policy is envisaged under article – 45 of Indian Constitution, “The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution for free and compulsory Education for all children until they complete the age of fourteen (14) years”\textsuperscript{18}.

Formal education is organised, pre-planned education, has failed to reach people due to several causes and as modern society needs educated members, therefore an alternative system can be used to educate the people.

The Secondary Education Commission have pointed out six major defects of the formal education system as the following:-

i) The education given in our schools is isolated from actual life.

\textsuperscript{17} NIEPA, op. cit.
\textsuperscript{18} Govt. of India, \textit{The Constitution of India, the Manager of Publication, GOI}, New Delhi -1, 1949, P-20
ii) It is narrow and one sided and fails to train the whole personality of the students.

iii) English is both the medium of instruction and compulsory subject of study.

iv) The medium of instruction failed to develop in the students either independence of thoughts or initiative in action.

v) The increased size of the classes has reduced personal contact between teachers and pupils.

vi) The dead weight of examination has spoiled the whole spirit of formal education\(^{19}\).

The Indian Education Commission (1964-1966) also pointed out three glaring defects of the formal education as the following:-

i) It is largely unrelated to life and there is a wide gulf between its content and the purpose and concerns of national development.

ii) It places exclusive reliance on full time education and does not develop part time education and provide study; and

iii) It attaches under weight to the ideology of merit\(^ {20}\).

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\(^{19}\) Govt. of India, *Report of Secondary Education Commission, 1952-54*, New Delhi, P-21-22

The problems faced in formal education are same more, than the above mentioned problems, which shows the need of an alternative system of education as are given below: -

(a) **Not job oriented:**

Present formal education is not useful for an individual as it is not job oriented. After completion of studies individuals are not getting services. Employment is not guaranteed on the basis of educational qualification.

(b) **It emphasises on bookish knowledge:**

Formal education gives more stress of bookish knowledge. It is more academic and monastic, and it has become quite unrelated to real life situation.

In our schools, education is purely theoretical and academic. It starts with books and ends with books. Very little importance is given to the practical aspects of studies.

(c) **Formal Education is stable and rigid in nature:**

Formal system of education is stable and rigid. It is not flexible, so that the need of every one can be fulfilled. There are more rigidity in schools and colleges. The framers of such curriculum do not take any notice regarding the local conditions, needs or requirements of the place and above all the nature of children, who are to take that curriculum. This rigidity is not only in curriculum, it can be seen in every aspects of formal
system, like in admission conditions, age, examinations and time of functioning etc.

(d) **Wastage and Stagnation:**

It is a common experience that all children who are admitted to class-I are not able to complete the primary stage within the prescribed time frame. Some of the children drop out or leave the school at any step of primary education and same repeats their classes due to failure in examinations and lastly leave the school or completes classes in more time or years than stipulated. Both the groups of children are causing wastage of the investment for their education in the form of money, time and other resources.

Due to this problem of wastage and stagnation, children do not reach to the higher level of education as they are out of education circle at primary level itself.

(e) **Drop Outs:**

Some children are out of the education race at Primary level itself and some of them leave this race at Secondary level or some other levels due to one or some other reasons. Though they are willing to continue their education, they can not. Problem of Drop outs also are due many reasons, like i) **Ignorance:** Parents don’t understand the importance of education, ii) **Increase in population:** The Govt. is not able to provide sufficient funds for the education of all children, iii) **Defective Examination System:** Some
times the child in spite of being good at studies is not able to pass the examination due to his illness or other causes and a result leaves the schooling during studies.

1.4 ALTERNATIVE METHODS USED IN PLACE OF FORMAL EDUCATION SYSTEM

In fact, there are many problems with our traditional system of education or formal education system. It is not possible to fulfil all requirements of our society through it. There is an urgent need of an alternative arrangement for the school dropouts and weaker sections of the society, who are not able to join the formal or traditional system of education due to one reason or another. We need some options for such needy persons.

Education is a life long process and everyone in this world wants to progress and develop. But due to unavoidable circumstances, they dropout from school, but they still want to continue their education. To continue, some alternative methods are needed which suits to their requirements and help them in their all round developments and as well as for the development of our society also.

The alternative methods may be:-

i. Non-formal education

ii. Adult education

iii. Open learning or open education
iv. External studies
v. Correspondence education
vi. Distance education etc.

1.4.1 Non-formal Education:

The non-formal education originated in India through a resolution of the Central Advisory Board of Education (CABE) in 1974. The board, recommended that a radical reconstitution of the existing system should be carried out through the adoption of multiple entry system and a large scale programme of part time education for those children who can not attend schools, and in 1977, 5 April, declared Non-formal education programme in India.

"The scheme of Non-formal education was introduced during the sixth five year plan as a centrally assisted scheme in Nine educationally backward states, normally-Assam, Andhra Pradesh (AP), Uttar Pradesh (UP), Madhya Pradesh (MP), Rajasthan, Jammu & Kashmir (J&K), West Bengal, Bihar and Orissa to which now would be added Arunachal Pradesh".21

1.4.2. Adult Education:

The very term "Adult Education" clearly states that this education is imparted to adult persons and citizens who have crossed the age of 14 years. According to Bryson, "It includes all those programmes which have

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21NIEPA, op. cit.
educational objectives and in which people, while attending the routine of their life, can participate.” According to Earnest Barket, “Adult education is given on part-time basis and as such it should be given side by side with work.”

1.4.3. Open Education:

The openness refers to the dimensions of prior educational qualifications, place of learning, accessibility, choice of subjects, diversity in instructional designs, flexibility in delivery mechanism and in the pace of learning allowed to the learners: In operational terms the essence of Open learning lies in its being imparted and received in a non-institutional setting, making use of video cassettes, radio and T.V programmes etc. and supplementing this packaged programme by contact programmes.

Open learning is common with non-formal education, emphasises, flexibility and learner centredness. The first open university in the country was established in Andhra Pradesh in 1982 and followed by IGNOU in 1985.

“Open education is particularly characterised by the removal of restrictions, exclusions and privileges, by the accreditation of students previous experiences, by the flexibility of the management of the time
variable and by substantial changes in traditional relationship between professors and students".22

1.4.4. External Studies:

External studies are also like, other studies given above. In this, student is not compelled to join school or college on a regular basis. If someone fails in B.A-I once, he will be given some limited chances by the college and after availing all the chances, he will not be further allowed to attend school or college, but will be allowed to attend the examination to complete his degree as a external student. The individual has to prepare for the examination on his own.

"External studies" is the term most widely used in Australia. It describes well the ethos of distance education as found in Australian universities and colleges of advanced education; a form of education that is "external to" but not "separated from" the faculty staff of the institution. The same staff have two groups of students, one on-campus, the other external, and they prepare both groups for the same examinations and awards."23

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22 Keegan, Desmond The foundation of Distance Education, (Croom Helm Ltd London, Sydney and Dover, Near Hampshire, 1986) P-23-24
23 Ibid, P-33
1.4.5. Correspondence Education:

Correspondence Education is an early form of Distance Education. Correspondence education is mostly depends on printed study material. It is the most popular form of continuing education and one of the most effective methods of education.

"Correspondence courses are especially offered to accommodate students who are unable to attend classes on the campus or can not find particular course offered on the campus at the particular time to meet their needs. Those persons, out of school, due to physical disability, full time employment or simply for these who need some extra credit for certification or for salary advance will find this type of study beneficial."²⁴

According to UGC correspondence education will fulfil the needs of the pupils those who had dropout due to some domestic reasons those live in far-off places where educational facilities are not available and those who want to continue their education being in the profession.

1.4.6. Distance Education:

Education is considered to be the most forceful instrument of development. Therefore, it reaches all people living in any part of the country. The scope of distance education is wide and as such all the developed countries and developing countries have adopted it. Distance education helps the economically weaker sections and the people who are

²⁴ Parmaji, S. Distance Education, (College of Education, Osmania University, Hyderabad, India, 1984) P-1
busy with day-to-day livelihood and do not have time to spend in universities and colleges in order to receive education.

Distance education is now becoming more and more popular. Multimedia gave a new concept of Distance Education. Development of technology also gave the new direction to education.

Open education started in our country in 1982, when the first open university was set up in Andhra Pradesh. IGNOU was set-up in 1985. The main objective of universities is to allow wider sections of adult population to pursue higher education as per convenience and compensate lost opportunities in the past and to acquire new knowledge, skills and qualifications.

So, we have seen that though these alternative methods are different in names, their basic aims and objectives are the same. The difference may be in their functioning only; otherwise, they work to achieve the basic requirement of continuing education and life long education. Distance Education is most popular alternative in all developed and developing countries when compared to other modes of education.

1.5 DISTANCE EDUCATION: Meaning and Definition:

The term “Distance Education” has several meanings. It is known by different names like – correspondence education, open education, open learning, home study, independent study, external study, off – campus study, etc. In some counties the term “Correspondence Education” is widely
used and it is also known as “External system of education”. In the North-America this term is replaced by independent study. Distance education emphasises not only the printed media but on multimedia.

In India, three terms – “External appearance or Private appearance”, “Correspondence education (Printed media)” and “Distance education (Multimedia)” are most popular. The term correspondence education is more popular in our country and now some of the universities have designated it as “Distance education” and “Open University System.”

The first type of Distance education to be introduced was correspondence education. Otta Peters has pointed out that this is the first industrialised form of education, characterised by mass production and division of labour (Perters, 1973). So, today what we see in distance education is the developed form of the correspondence education. Today, the mass media and communication technology has made a revolution in all field of life and therefore education is also not untouched by this revolution.

The term “Distance education” covers the various forms of study at all levels which are not under the continuous, immediate supervision of tutors present with their students in lecture rooms or on the same premises,

25 Sharma, R.A., Distance Education, (Loyal Book Depot, Meerut, 1985)P-1
26 Manjulika, S. et. al. Distance Education in India – A model for developing countries, (Vikas Publishing House Pvt. Ltd. New Delhi – 14, 1996) P-7
but which nevertheless benefit from the planning, guidance and tuition of a tutorial organisation.

Distance education is an outcome of certain social and technological forces. In traditional (formal) system of education, the classroom interaction by means of oral communication is only the link between teacher and pupil, whereas in distance education, printed and non-printed multimedia are the means of communication between the teacher and pupil.

Different — Different educationists try to define the term "Distance education" time to time. But the outcome of all these definitions are more or less is same only.

Definitions:

i) O. Peters (1973) — he defines that —

"Distance Teaching/Education (Fernunterricht)" is a method of imparting knowledge, skills and attitudes which is rationalised by the application of division of labour and organisational principles as well as by the extensive use of technical media, especially for the purpose of reproducing high quality teaching material which makes it possible to instruct great numbers of students at the same time where ever they leave. It is an industrialised form of teaching and learning. (Peters, 1973: 206). 


28 Keegan, Ibid. P-41
Peter has expressed that, in conventional educational relationship between teacher and students in the classroom is based on social norms vide in distance education, it is based upon technical rules.

Characteristics of Peter's Definition are:

a) The use of technical media,
b) The mass education of students at a distance, and
c) The industrialisation of the teaching process.

ii) M. Moore (1973): He defines that -

"Distance teaching" may be defined as the family of instructional methods in which the teaching behaviours are executed apart from the learning behaviours, including those that in a contiguous situation would be performed in the learner's presence so that communication between the teacher and the learner must be facilitate by print, electronic, Mechanical or other devices (Moore, 1973:664, 1977-78.).

According to Moore, Distance education includes all those teaching methods in which because of the physical separation of learner and teachers, the interactive as well as pre-active phase of the teaching is conducted through print, mechanical or electronic devices.

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29 Keegan, Ibid, P-41
Therefore, the outcome of Moore's definition is

a) the separation of teacher and learner, and

b) the use of technical media.

(iii) *Desmond Keegan (1983)* - He says-

"Distance education" is that field of educational endeavour in which the learner is quasi-permanently separated from the teacher throughout the length of the learning process, the learner is quasi permanently separated from the learning process group throughout the length of the learning process; technological medium replaces the interpersonal communication of conventional, oral, group-based education; the teaching/learning process is institutionalised thus distinguishing it from Teach - yourself programmes; two - way communication is possible for both student and teacher (thus distinguishing it from other forms of educational technology). It represents an industrialisation of the educational process.\(^{30}\)

Keegan's latest definition of Distance Education (1986) has synthesised all the various views held with regard to the definition of the term Distance education. Distance education is a form of education characterised by:

a) the quasi-permanent separation of teacher and learner throughout the length of the learning process; this distinguishes it from conventional face-to-face educational method;
b) the influence of an educational organisation both in the planning and preparation of learning materials and in the provision of Student Support Services; this distinguishes it from private study and teach-yourself programme;
c) the use of technical media, print, audio, video or computer, to unite teacher and learner and carry the content of the course;
d) the provision of two-way communication so that the student may benefit from or even initiate dialogue, this distinguishes it from other uses of technology in education; and
e) the quasi-permanent absence of the learning group throughout the length of learning process so that people are usually taught as individuals and not in groups, with the possibility of occasional meetings for both didactic and socialisation purposes.\textsuperscript{31}

Distance education is to be regarded as being constituted of these five interdependent elements, which remains as constant essential component even if their content is different in separate institutional situations.

\textsuperscript{31}Keegan, op. cit., P-49
Distance education is self-paced learning process where student frame his own time-table as per his convenience. This makes possible for the people employed in full time jobs, house-wives and youth preparing for employment to carry on education at the leisure available to them.

Distance education is different from traditional patterns of face-to-face learning. The most outstanding characteristics are the physical distance between the student and teacher. This distance is bridged by multi media system.

Therefore, distance education can be defined as the teaching/learning process in which students are physically separated from the teachers and modern communication media and printed study materials bridge this distance.

1.6 A BRIEF HISTORY OF DISTANCE EDUCATION IN INDIA:

Distance education has been catching up very fast in all countries of the World – whether developed or developing, socialist or capitalist Western or Non-Western. The origin of distance education lies basically in the philosophy, that society has a responsibility to provide educational opportunities to those who for some reason or other, cannot go to the conventional system.

In the advanced countries of the West, Distance education is practiced, in different forms for well over 150 yrs. But distance education in India is not so old it is for a little over 30 years only. Within 30 years of
its inception in our country in the form of a pilot project in Delhi University (1962), it has spread its network all over the country.

In the light of the observations of the planning commission and the Central Advisory Board of Education, the Ministry of Education, Govt. of India, constituted an expert committee in 1961, headed by Dr. D.S. Kothari to look into the suitability of correspondence courses for expanding and equalizing educational opportunities. The committee recommended the introduction of correspondence courses in the Art and commerce faculties as a pilot project at Delhi University in 1962. This elicited a very encouraging response from thousands of learners who could not go to a traditional institutions for receiving higher education.

Subsequently in 1968 correspondence courses were started by the Punjab University, Patiala and University of Rajasthan, Jaipur. In 1969 two more universities viz; Meerut and Mysore started these courses. But rapid expansion of these courses took place during 1970-71 to 1977-78. A good number of universities encouraged by the success in the pioneering universities established directorates/institutes of correspondence education. By 1977–78, a total of 20 universities have started correspondence courses.\[^{32}\]

\[^{32}\text{Khan, Inayat, Teaching at a Distance (Amar Prakashan, Delhi – 35, 1989) P-18-19}\]
In 1982 the Andhra Pradesh Govt. gave a lead to the country by starting the first state level open university in India. Andhra Pradesh Open University headquarters located in Hyderabad. And in 1985, IGNOU (Indira Gandhi National Open University) was established with an parliamentary Act. This was to strengthen distance education in the country. IGNOU is serving as a significant landmark in the development of distance education in our country.

1.7. GROWTH OF DISTANCE EDUCATION IN INDIA:-

Distance education, however does not exist in a vacuum, it has been in action for over one hundred years in the world in one or other form. But in India it is about 40 years young only. After independence many steps were taken to expand education. Introduction of correspondence courses was one such step. Delhi University was the premier institution to start correspondence courses in the year 1962 as a pilot project.

Since independence, there has been large-scale expansion of higher education. The number of Universities increased from 20 in 1947 to 228 during 1996-97. There were around 900 colleges in 1950-51, which has now increased to more than 8 thousand colleges. The number of scholars has increased from 0.42 million in 1950-51 to more than five million during 1996-97.33

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33 Govt. of India, Distance Education in India, 1996-97 (GOI, Min. of HRD, Dept of Education, Statistics Division New Delhi, 1998) P-(i)
In the same manner Distance education also developed gradually with the success of Delhi University's correspondence course pilot project. After the start of one correspondence Institute in 1962, today i.e. January 2001, we have got 10 Open Universities and as many as 62 other Distance education Directorates/Institutes all over India at present. (Sources IGNOU profile 2001). Out of these 10 open universities, IGNOU is a national open university and the other 09 are State open universities. Currently, all Distance education institutes enrol about one fifth (1/5th) of students in higher education.

The total enrolment in higher education in 1975-76 was 24,90,319 out of which 64,210 students were enrolled in distance education. This gradually increased to 4,54,243 by 1988-89.  

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<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>Gujarat</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>Harayana</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>5.</td>
<td>Himachal Pradesh</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>6.</td>
<td>J &amp; K.</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td>Karnataka</td>
<td>2</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>8.</td>
<td>Kerala</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>9.</td>
<td>Madhya Pradesh</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>10.</td>
<td>Maharashtra</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>11.</td>
<td>Orissa</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>12.</td>
<td>Punjab</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>13.</td>
<td>Rajasthan</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>14.</td>
<td>Tamil Nadu</td>
<td>-</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>15.</td>
<td>Uttar Pradesh</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>16.</td>
<td>Delhi</td>
<td>2</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>17.</td>
<td>Pandicherry</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>9</td>
<td>16</td>
<td>18</td>
<td>16</td>
<td>59</td>
</tr>
</tbody>
</table>

There is optimism that Open Universities can also offer effective programmes in management and technology – out of total enrolment of 11.14 lakhs, 8.53 lakhs (as on 1996-97) i.e. more than 3/4th are studying in Humanities Group while the remaining less than 1/4th are studying an professional vocational, technical education and management courses.\(^{36}\)

The enrolment in distance education has gradually gone up from 2.6% of the total enrolment in universities and colleges in 1975-76 to over 10.3% in 1988-89 and its 13.14% in 1994-95.

\(^{35}\) Govt. of India, op. cit., P-(i)
\(^{36}\) Ibid, P-(ii)
Table No: 2

Total Enrolment in Higher Education in India and Share of University and Colleges (Formal System) and Distance Education (Universities/Institutions) 37

<table>
<thead>
<tr>
<th>Years</th>
<th>Conventional University/Colege</th>
<th>% age</th>
<th>Open University</th>
<th>Other Distance Education</th>
<th>Total Distance Education</th>
<th>% age in D.E.</th>
<th>Total Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1975-76</td>
<td>2,426,109</td>
<td>97.4</td>
<td>-</td>
<td>-</td>
<td>64,210</td>
<td>2.58</td>
<td>2,490,319</td>
</tr>
<tr>
<td>1976-77</td>
<td>2,431,513</td>
<td>96.8</td>
<td>-</td>
<td>-</td>
<td>79,718</td>
<td>3.2</td>
<td>2,511,281</td>
</tr>
<tr>
<td>1977-78</td>
<td>2,564,972</td>
<td>95.6</td>
<td>-</td>
<td>-</td>
<td>119,163</td>
<td>4.5</td>
<td>2,684,135</td>
</tr>
<tr>
<td>1978-79</td>
<td>2,618,228</td>
<td>95.1</td>
<td>-</td>
<td>-</td>
<td>133,459</td>
<td>4.9</td>
<td>2,751,678</td>
</tr>
<tr>
<td>1979-80</td>
<td>2,648,579</td>
<td>95.1</td>
<td>-</td>
<td>-</td>
<td>136,699</td>
<td>4.9</td>
<td>2,785,278</td>
</tr>
<tr>
<td>1980-81</td>
<td>2,752,437</td>
<td>94.3</td>
<td>-</td>
<td>-</td>
<td>166,428</td>
<td>5.7</td>
<td>2,918,863</td>
</tr>
<tr>
<td>1981-82</td>
<td>2,952,066</td>
<td>93.8</td>
<td>-</td>
<td>-</td>
<td>193,691</td>
<td>6.2</td>
<td>3,145,757</td>
</tr>
<tr>
<td>1982-83</td>
<td>3,133,093</td>
<td>94.1</td>
<td>-</td>
<td>-</td>
<td>197,555</td>
<td>5.9</td>
<td>3,330,648</td>
</tr>
<tr>
<td>1983-84</td>
<td>3,307,649</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>N/A</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1984-85</td>
<td>3,404,096</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>N/A</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1985-86</td>
<td>3,570,897</td>
<td>90.96</td>
<td>27,629</td>
<td>327,461</td>
<td>355,090</td>
<td>9.04</td>
<td>3,925,987</td>
</tr>
<tr>
<td>1986-87</td>
<td>3,681,870</td>
<td>91.14</td>
<td>28,745</td>
<td>329,046</td>
<td>357,791</td>
<td>8.86</td>
<td>4,039,661</td>
</tr>
<tr>
<td>1987-88</td>
<td>3,814,417</td>
<td>90.45</td>
<td>36,448</td>
<td>366,272</td>
<td>402,720</td>
<td>9.55</td>
<td>4,217,137</td>
</tr>
<tr>
<td>1988-89</td>
<td>3,947,922</td>
<td>89.68</td>
<td>77,748</td>
<td>376,495</td>
<td>454,243</td>
<td>10.32</td>
<td>4,402,165</td>
</tr>
<tr>
<td>1989-90</td>
<td>4,246,878</td>
<td>88.84</td>
<td>66,265</td>
<td>467,176</td>
<td>533,441</td>
<td>11.16</td>
<td>4,780,319</td>
</tr>
<tr>
<td>1990-91</td>
<td>4,425,247</td>
<td>88.72</td>
<td>75,417</td>
<td>487,397</td>
<td>562,814</td>
<td>11.28</td>
<td>4,988,061</td>
</tr>
<tr>
<td>1991-92</td>
<td>4,611,107</td>
<td>87.18</td>
<td>122,531</td>
<td>555,532</td>
<td>678,063</td>
<td>12.82</td>
<td>5,289,170</td>
</tr>
<tr>
<td>1994-95</td>
<td>5,310,753</td>
<td>86.86</td>
<td>N/A</td>
<td>N/A</td>
<td>803,176</td>
<td>13.14</td>
<td>6,113,929</td>
</tr>
<tr>
<td>1995-97</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1,114,062</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

In 1989-90, 83% of the enrolment in distance education was in the Institutes of correspondence studies and 17% in the Open Universities system. Enrolment in the APOU was 37,145 in 1989, KOU was 18,327 in 1990 and IGNOU was 118,442 in 1991, now total 750,873 students are on roll in IGNOU in 2001 and 318,650 are APOU in 2000.

Total Enrolment in Distance Education (Open University, and other Distance Educational Institutes) in 1996-97 Sex Wise:

<table>
<thead>
<tr>
<th>Enrolment</th>
<th>Enrolment</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Male Percentage</td>
<td>Female</td>
</tr>
<tr>
<td>6,190,42</td>
<td>55.56%</td>
<td>381,132</td>
</tr>
</tbody>
</table>

(Male- female of APOU, Jiwaji University, Gwalior, MCRPVV, Bhopal, Meerut University and Pondicherry are not available.)

Table No: 4

OPEN UNIVERSITY STATISTICS:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Programmes on offer</td>
<td>39</td>
<td>47</td>
<td>50</td>
<td>62</td>
</tr>
<tr>
<td>Course on offer</td>
<td>486</td>
<td>553</td>
<td>604</td>
<td>673</td>
</tr>
<tr>
<td>Students registered</td>
<td>163,394</td>
<td>172,548</td>
<td>196,650</td>
<td>291,360</td>
</tr>
<tr>
<td>Students on Rolls</td>
<td>394,388</td>
<td>516,580</td>
<td>561,167</td>
<td>750,873</td>
</tr>
<tr>
<td>Regional Centres</td>
<td>19</td>
<td>21</td>
<td>26</td>
<td>44</td>
</tr>
<tr>
<td>Study Centres</td>
<td>315</td>
<td>376</td>
<td>504</td>
<td>626</td>
</tr>
<tr>
<td>Academic Correspondence</td>
<td>17.000</td>
<td>18.991</td>
<td>20.000</td>
<td>20.364</td>
</tr>
<tr>
<td>Years of Establishment</td>
<td>1985</td>
<td>1982</td>
<td>1989</td>
<td>1987</td>
</tr>
</tbody>
</table>

@ Including 350 Centres for computers programmers

38 Govt. of India, Distance Education in India, 1996-97, (Govt of India, Min. of HRD, Dept of Education (Statistics Division), New Delhi, 1998)

39 i) Harry, op. cit. P-204.


iii) IGNOU Open Universities in India, 2000, Brief information (Distance Council (DEC), IGNOU, New Delhi) P-21
Table No: 4 (Continued)

<table>
<thead>
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<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Programmes on offer</td>
<td>16 29</td>
<td>37 23</td>
<td>9 09</td>
<td>3 18</td>
<td>235</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course on offer</td>
<td>172 145</td>
<td>250 213</td>
<td>59 88</td>
<td>112 253</td>
<td>2146</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students Registered</td>
<td>8.614</td>
<td>56,123</td>
<td>26,222</td>
<td>27,231</td>
<td>5,556</td>
<td>434 3,307</td>
<td>47,2102</td>
</tr>
<tr>
<td>Students on Rolls</td>
<td>- 55,912</td>
<td>46,636</td>
<td>27,231</td>
<td>- 24,700</td>
<td>- 3,307</td>
<td>1,353,054</td>
<td></td>
</tr>
<tr>
<td>Regional Centres</td>
<td>8 9</td>
<td>5 23</td>
<td>2 2</td>
<td>-</td>
<td>-</td>
<td>87</td>
<td></td>
</tr>
<tr>
<td>Study Centres</td>
<td>89 670</td>
<td>90 218</td>
<td>4 70</td>
<td>36 18</td>
<td>3,031</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Counsellors</td>
<td>1,982</td>
<td>3,140</td>
<td>1,500</td>
<td>2,816</td>
<td>48 642</td>
<td>252 -</td>
<td>34,979</td>
</tr>
</tbody>
</table>

*U.P. - Under Progress

1.8 GROWTH OF DISTANCE EDUCATION IN ASSAM:

Distance Education was started in Assam at higher level studies with an establishment of IGNOU in 1985 and flourished with Regional Centre Shillong in 1988. This Regional Centre was looking for all the Seven Eastern States alone. With due course of time IGNOU'S Guwahati Regional Centre was also established in the year 1996. Guwahati Regional Centre was covering Arunachal Pradesh, Assam and Sikkim. Today as on February 2001, Guwahati Regional Centre of IGNOU is functioning only for Assam State.

In Assam Distance learning is through IGNOU, PGCS, GU and NOS(National Open School). NOS is only for school level i.e. up to senior secondary level. PGCS, GU is a post graduate correspondence school of
Map - 1
ASSAM
SHOWING LOCATION OF DIFFERENT IGNOU STUDY CENTRES OF GUWAHATI REGION

INDEX
1. Distinct Head Quarter
2. Regional Centre
3. Regular Study Centre (11 nos.)
4. Programme Centre (3 nos.)
5. Work Centre (2 nos.)
6. Partner Institute (1 no.)
7. Special Study Centre (7 nos.)
8. Location of DLF (4 nos.)

INDIRA GANDHI NATIONAL OPEN UNIVERSITY
Regional Centre, Guwahati
Study Center/Programme Centre/ Special Study Centre
Partner Institute/ DLF/ Work Centre Network in Assam

Map showing location of different IGNOU study centres of Guwahati region as of January 2021.
Guxwati University, which conducts postgraduate degree programs only. And IGNOU offers different degree, diploma, management, computer science, technical and other professional programs. Within a very short time of five and three years respectively, IGNOU and PGCS, GU has shown good progress and popularity among the students.

**TABLE NO: 5**

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Details of information of Assam only</th>
<th>IGNOU, GRC.</th>
<th>PGCS, GU</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Programmes on offer</td>
<td>42 51 57</td>
<td>06 06 07</td>
</tr>
<tr>
<td>2.</td>
<td>Study Centres</td>
<td>07 09 11</td>
<td>- - -</td>
</tr>
<tr>
<td>3.</td>
<td>Enrolments</td>
<td>3245 4187 4355</td>
<td>514 709 668</td>
</tr>
<tr>
<td>4.</td>
<td>Programme Centre</td>
<td>02 02 03</td>
<td>- - -</td>
</tr>
<tr>
<td>5.</td>
<td>Special Study Centres</td>
<td>- - 03</td>
<td>- - -</td>
</tr>
</tbody>
</table>

Sources: Guwahati Regional Centre, IGNOU and PGCU, GU

Now, if we see total share of IGNOU's Guwahati Regional Centre in overall IGNOU's enrolment is very low, still this low enrolment number also keep its importance.
### Table No. – 6
PERCENTAGE OF ENROLMENT OF GUWAHATI REGIONAL CENTRE,
IGNOU WITH TOTAL ENROLMENT OF IGNOU:-

<table>
<thead>
<tr>
<th>Years</th>
<th>IGNOU's total Enrolment</th>
<th>IGNOU's Regional Centres total enrolment (includes Assam, Arunachal Pradesh and Sikkim)</th>
<th>% age of enrolment share of Guwahati Regional Centre (including Assam, Arunachal Pradesh and Sikkim)</th>
<th>IGNOU's enrolment only in Assam State</th>
<th>% age of enrolment in Assam only.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>516,580</td>
<td>3,732</td>
<td>0.72%</td>
<td>3,292</td>
<td>0.64%</td>
</tr>
<tr>
<td>2000</td>
<td>561,167</td>
<td>4,674</td>
<td>0.83%</td>
<td>4,187</td>
<td>0.74%</td>
</tr>
<tr>
<td>2001</td>
<td>750,873</td>
<td>4,480</td>
<td>0.59%</td>
<td>4355</td>
<td>0.58%</td>
</tr>
</tbody>
</table>

Sources: Guwahati Regional Centre, IGNOU

The total number of distance learner in Assam State both in IGNOU and PGCS, GU; are 3,759 students in the year 1999, 4,896 students in 2000 and 5023 students are enrolled in the year 2001.

****