CHAPTER II

CONCEPTUAL BACKGROUND OF THE STUDY

2.1. INTRODUCTION:

Distance Education is becoming popular and gaining momentum day by day all over the world due to its openness, flexibility, cost-effectiveness, access and democratic in nature. It plays a significant role in expansion of education for those disadvantaged sections of the society who is in great demand of education but could not pursue education through traditional system. In this context, Distance education may be seen as the best alternative for face-to face formal system of education. Distance education has been created as a complementary system along with traditional education in order to respect individual differences, provide equal opportunities and bring about educational democracy with respect to the age, gender, and social status of the people, seeking to achieve its core motto: ‘education anytime, anywhere’.

2.2. DISTANCE EDUCATION:

Distance Education is one of the unparalleled innovations of the 20th century. It has not only ushered in an era of globalisation, but is emerging as an effective tool in providing wider access to higher education and development of human resources of a country. Distance Education includes pedagogy, andragogy, and technology. Education that is imparted from a distance is distance education. It may be called as remote control education.

The National Policy on Education (NPE) – Programme of Action, 1986 has mentioned that distance education system augments opportunities for education; it ensures access to higher education, it is cost effective, it promotes flexible and innovative system of education. Distance education has jumped four walls and is
capable of reaching everybody and everywhere. It not only spreads far and wide but also discovers multifarious doors of education showing the immense potentialities of engagements in different fields.

The major components of distance education system are -

a) **Self-Learning Materials (SLMs):** SLMs are the most important part of the distance education system. In SLMs, courses are broken up into a number of modules or lessons which are given to students for self-learning.

b) **Personal Contact Programmes (PCPs):** In PCPs, there is face to face contact between teachers and learners. During PCPs, learners can clarify their doubts. PCPs provide opportunity to meet their teachers and other learners.

c) **Student Assignment:** It is one of the important components of evaluation procedure in distance education system. These assignments promote the skill of expression, critical thinking and help the distance learners to develop self-learning and application of learning.

d) **Study Centers:** Study centers provide close contact between learners and teachers. The learners are able to get all the relevant information through study centres like admission procedure, instructions about PCPs, submission of assignment and examination etc. Study centers are headed by a Coordinator assisted by academic staff.

e) **Electronic Media:** The Electronic media like radio, video, computer and teleconferencing etc. can play a significant role in distance education system. Learning programmes can be broadcast and telecast through the mass media of radio and television.

f) **Counselling:** Counselling programme is an important component of distance education programme. In most of the Distance Education Institutes, students can contact the counselors in all working days to clarify their doubts.

The basic components of distance education system are shown in fig 2.1.
2.3. DIFFERENT TERMS USED FOR DISTANCE EDUCATION:

The concept of Distance Education is defined and named differently by various thinkers, practitioners and educationists in different countries. On account of a variety of terms, Prof F. R. Jevons called distance education “A bewildering nomenclature.”

Following terms are used for Distance Education.

1. **Correspondence Education**: Correspondence Education is the education conducted by the postal services without face to face contact between teachers and learners. In correspondence education, print is the only medium of instruction. This term is used in most of the countries including India. Correspondence
Education is defined in the UNESCO volume Terminology of Adult Education as: “Education conducted by the postal services without face-to-face contact between teacher and learner. Teaching is done by written or tape-recorded materials sent to the learner, whose progress is monitored through written or taped exercises to the teacher, who corrects them and returns them to the learner with criticisms and advice.”

2. **Home Study**: It is an education designed for learners to undertake study at home and to be away from educational institution. This term is used mainly in North America, Europe and few places in Canada.

3. **Independent Study**: Wedemeyer used the term independent study. It is widely used in North America to mean both ‘correspondence education’ and ‘open learning’ at higher education level. Its weakness is that it indicates the independence from an educational institution and this is not the case in distance education.

4. **External System/ Studies**: The term external system or external studies is used in Australia. This term does not indicate all that is meant by the term distance education today. According to Keegan, external studies describe 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 has two groups, one on-campus, on the other external, and they prepare both groups for the same examination and awards.

5. **Off-campus studies**: This term is used in Pacific Region, Australia and South-East Asian Countries to indicate a distinct mode of education which is different from on-campus traditional type of studies.

6. **Extra Mural Studies**: This term is used in New Zealand.

7. **Education at a Distancia**: This term is used in Spanish Speaking Countries to indicate distance education.

8. **Tele–enseignement**: The term Tele–enseignement is used in France.

9. **Fernstudium or Fernunterricht**: This term is used in Germany.
10. **Ferna Studium**: This term is used in Portugal.

11. **Open Learning/ Education**: The term open learning had emerged during mid 1970s. It refers to philosophical construct that seeks to remove barriers and constraints that may prevent learners from assessing and succeeding in quality, lifelong education. It refers to flexible methods of study and teaching in which there is openness in access, content, delivery system and assessment. It is flexible in every aspect. The term open learning or open education is used in most of the developing countries including India. In 1988, Lewis and MacDonald defined, “Open learning describes ways of helping individual to take responsibilities for their own learning. Learners may, for example, choose-i) What they learn, ii) How they learn, iii) Where they learn, iv) Why they learn, v) How quickly they learn, vi) Who to turn to for help, vii) Whether, when and where to have their learning assessed.

Distance Education is the name that has been gradually accepted in the United Kingdom, India, North America, Canada, Germany, Turkey, Sweden, Netherland Hungary, Romania, Poland, Australia, New Zealand and other parts of the English speaking world as well as International Circles. The formal recognition to the term Distance Education was given in 1982 at Vancouver, Canada during the Twelfth World Conference of the International Council of Correspondence Education (ICCE). The council changed its name to the International Council of Distance Education (ICDE).

Distance Education refers to that mode of education where the interacting learner and teacher are separated by space and time, while open learning focuses on removal of many restrictions and rigidities in opening the doors of education for the needy learners.(Koul,2000). From the last part of the 20th century, some new terms ‘Open and Distance Learning’, ‘Open Distance Learning’, ‘Open Learning and Distance Education’ are in wide international currency. Though in some countries distance learning and open learning are used for different functions, but the modern system of education uses these terms jointly to refer the same and unified concept Open and Distance Learning’ (ODL). The word ‘open’ in the term ‘Open and Distance Learning’
signifies inclusively and accessibility, encompassing all. ‘Open’ has to be understood against the backdrop of ‘closed’ or ‘formal’ and ‘Distance’ against the ideas of ‘contact’ or ‘face-to-face’.

2.4. DEFINITIONS OF DISTANCE EDUCATION:

Distance education has been variously defined. There is no agreement on a single definition.

**Otto Peters (1973)** defines Distance Education as “The distance teaching/education is a method of imparting knowledge, skills and attitudes which is rationalized by the application of division of labour and organizational principles as well as extensive use of technical media especially for the purpose of reproducing high quality teaching material which makes it possible to instruct a great number of students at the same time wherever they live. It is an industrial form of teaching and learning.”

**According to Moore (1973)** distance teaching may be defined as the family of instructional methods in which the teaching behaviours are performed apart from learning behaviours, including those that in a contiguous situation would be performed in the learner’s presence, so that communication between the teachers and the learners must be facilitated by print, electronic, mechanical or other devices.

**Dohmen (1977)**, a Director of the German Distance Education Institute at Tubingen defined distance Education as a systematically organized form of self-study in which student counseling, the presentation of learning material and securing and supervising of students’ success is carried out by a team of teachers, each of whom has responsibilities. It is made possible at a distance by means of media, which can cover long distances. The opposite of ‘distance education’ is ‘direct education’ or face to ‘face education’: a type of education that take place with direct contact between lecturers and students.
Wedemeyer (1977) has used the terms ‘opening learning’, ‘distance education’ and ‘independent study’ in his works, but favours the last term consistently. Wedemeyer defines ‘independent study’ as follows:

‘Independent study consists of various forms of teaching-learning arrangements in which teachers and learners carry out their essential tasks and responsibilities apart from one another, communicating in a variety of ways. Its purposes are to free on campus or external learners with the opportunity to continue learning in their own environments, and developing in all learners the capacity to carry on self-directed learning the ultimate maturity required of the educated person.’

Holmberg (1981) defines distance education as that kind of education which covers the various forms of study at all levels which are not under continuous, immediate supervision of tutors present with their students in lecture rooms on the same premises, but which, nevertheless, benefit from the planning, guidance and tuition of a tutorial organization.

The most comprehensive and general definition of Distance Education was first proposed by Desmond Keegan in 1980 and subsequently modified in 1986.

Keegan (1986) attempted to synthesize most of the definitions by identifying the following elements of Distance Education.

- The quasi-permanent separation of teacher and learner throughout the length of the learning process.
- The influence of an educational organization both in the planning and preparation of learning materials and in the provision of student support services.
- The use of technical media, print, audio, video or computer, to unite teacher and learner and carry the educational content.
- The provision of two way communication, so that the student may benefit from or even initiate dialogue.
The quasi-permanent absence of the learning group throughout the length of the learning process so that people usually taught as individuals and not in groups.

- The presence of more industrialized features than in conventional oral education.
- The privatization of institutional learning.

**Rumble (1989)** defined distance education as various forms of educational activity in which learners are physically apart from the teacher or the teaching institution for much of the teaching and learning process.

The definition of distance education has been refined and redefined over the years. This is seen in the evolution of Moore’s distance education definitions.

**In 1990, Moore** described distance education as “all arrangements for providing instruction through print or electronic communications media to persons engaged in planned learning in a place or time different from that of the instructor or instructors”.

Later, **Moore and Kearsley (1997)** refine the definition to specify that the learning is planned and includes “organizational and administrative arrangements”. Most definitions specify that distance education is teaching and learning that occurs asynchronously, the learner(s) and instructor separated by time and space- using a variety of technical media to support the teaching and learning.

### 2.5. CHARACTERISTICS OF DISTANCE EDUCATION:

In the light of the various definitions the main characteristics of distance education are as follows.

- **Learner Centred Approach:** Distance education is learner centred. All the efforts are made to make the learner as a ‘sovereign’ in teaching–learning process. Learner is more motivated in this system.
**Self-Learning Method:** Learning is self-directed. The learner has the freedom to set his own pace and thus autonomy in teaching – learning process.

**Democratic:** Distance education is democratic in nature because all the people of the country are able to satisfy their needs and aspirations for acquiring knowledge.

**Face-to-face Relationship:** In distance education there is very little face-to-face relationship between teachers and learners. Now-a-days due to contact centres and study centres close relationship is formed between teachers and learners. Personal Contact Programmes (PCPs) makes it possible.

**Flexible in Regular Participation:** Regular participation of the student is absent in distance education system. There are no rigid rules and regulations for learner participation.

**Oral Instruction:** There is very little scope for oral instruction. Face to face teaching in the form of contact programme forms a part of this system.

**No Regular Classroom Teaching:** There is no fixed classroom or lecture room. The teaching behaviour remains separate from the learning behaviour. There is no immediate supervision by the tutor present with his students. Now-a-days, there is provision of weekend counselling in most of the DEIs/Open Universities.

**Use of Multi-Media:** There is multi-media use. i.e. use of postal services, radio, television, computer, internet, teleconferencing etc. in the distance education system. Learners extensively use electronic and mass media in distance education system.

**System of Mass Communication:** It can be provided to a large group of students as a kind of mass communication, particularly when educational institutions are over-burdened.

**Base of Learning:** Learning is on an individual basis and not on group basis. Learning is on part-time basis.
2.6. NEED AND IMPORTANCE OF DISTANCE EDUCATION:

1. **Access**: Distance Education provides educational opportunities to large number of people who had previously been denied such opportunities.

2. **Geographical Isolation**: People may be geographically isolated because of distance, terrain or communication problem. It is only distance education through which education can be brought to these groups.

3. **Social Isolation**: People may be socially isolated due to financial, physical emotional or family problems. Distance Education is helpful for these groups.

4. **Disadvantaged Groups**: Distance Education helps disadvantaged groups who are reluctant to participate in face-to-face classes. It can effectively cater to the illiterate, deprived and backward sections of the society in remote areas through radio and television programme.

5. **Life-long Learning**: Distance Education is an effective instrument for life-long learning. It can be used to teach people of all ages and to teach courses from a wide range of discipline areas, both vocational and non-vocational.

2.7. PHILOSOPHY OF DISTANCE EDUCATION:

The basic philosophy behind Distance Education is:

- No one too old to learn.
- No one is too big or too small to learn.
- No one is too knowledgeable to learn.
- Inability in full time residence at the campus should be no bar to learning.
- The adult is to be conscious of the cost of not learning and even if he is not, he could be made so.
- All the three channels of education –formal, informal and non-formal are equally important for life-long learning.
- Education is not to be looked upon as an institutional process; it is a social process covering all learning that takes place, whether or outside the school.
The right to learn should be assured to every individual, without any discrimination and with full equality of opportunity.

2.8. OBJECTIVES OF DISTANCE EDUCATION:

The objectives of distance education are as follows-

1. **To provide an effective alternative to formal education**: The main objective of distance education is to provide an effective alternative to formal education for those who could not benefit from the formal system of education.

2. **To provide a cost-effective education**: Due to increasing population and limited resources, distance education is the only practical alternative to provide a cost-effective education system.

3. **To provide educational opportunities to heterogeneous groups**: Distance education is emerged to bring equalization of educational opportunities to heterogeneous groups of the society.

4. **To act as a vehicle for life-long learning**: Due to personal and professional responsibilities, many learners both young and adults cannot afford to join to formal education. The objective of distance education is to act as a vehicle for life-long learning.

5. **To provide a flexible system of education**: It as an effective answer to the explosion in higher education. To provide a flexible system of education in various dimensions is one of the objectives of distance education.

2.9. ADVANTAGES OF DISTANCE EDUCATION:

The advantages of distance education are-

1. **Education at Learner’s Door**: Distance education is the only way to provide education at the door steps of the learner who need not go to an educational institution for getting education. It makes higher education accessible to all sections of society. It can overcome problems of physical distance between learners and teachers.
2) **Less Expensive:** It is an economical method of teaching–learning as compared to the regular formal system. Very few full time academic staff is needed. In Distance Education System, learners get education with a much less cost as compared with formal system of education.

3) **Beneficial to Adults:** Distance education provides many benefits to adult learners. They can get the opportunity of acquiring knowledge and skills. In-service personnel, housewives, disabled persons, rural people residing in remote areas and dropped out students can avail the courses offered by distance education institutes/Open Universities.

4) **Variety of Programmes:** Distance education provides variety of programmes to suit the various needs of the learners.

5) **Co-ordination:** Distance education is the co-ordination of various educational factors, i.e. general, basic, professional, vocational, technical, life-long, in-service and expansion.

6) **Freedom:** Under this system learner can enjoy full freedom in learning. A learner learns according to his needs, conditions and facility.

7) **Lust for Knowledge:** Distance education provides the opportunities to gain knowledge to those who are really thirsty for it.

8) **Minimizing Pressure:** Distance education minimizes the educational pressures caused by the explosion of population and knowledge and place restrictions.

9) **Flexible:** It is the most flexible educational system which is not limited by time and place restrictions.

10) **Less Financial Burden:** Distance education provides a new audience and a new stream of revenue without the needs of additional on-campus facilities, such as residence halls and classroom space.

### 2.10. LIMITATIONS OF DISTANCE EDUCATION:

The limitations of distance education are-

1) The courses of distance education become stereotyped according to the needs of the today’s learner.
2) Most of the courses are not job-oriented.
3) Periodic review of the courses is not frequent.
4) There is lack of proper planning for distance education programmes.
5) There is lack of technology-enhanced classrooms, labs, or infrastructure in most of the Distance Education Institutes.
6) The scope for practical experience is very negligible.
7) The students hardly get opportunities for different types of activities during personal contact programmes (PCPs) except listening to lectures.
8) A distance learner is isolated from other learners.

2.11. **THEORIES OF DISTANCE EDUCATION:**

Manfred Delling, a reputed historian of distance education stated in 1966 that though distance education existed for about hundred years, it was only during the last few years that the provision of distance education began to rely on theory.

The leading theories in the field of distance education can be classified into three heads-

a) **Theories of Autonomy and Independence:** These theories are offered by Charles A Wedemeyer, Manfred Delling and Michael G Moore.

b) **Theory of Industrialization:** Otto Peters developed the theory of Industrialization.

c) **Theories of Interaction and Communication:** The representatives of these theories are Borje Holmberg, John A Baath, David Sewart, Kevin C Smith and John S Daniel.

a) **Theories of Autonomy and Independence:**

According to Manfred Delling, “Distance Education (Fernunterricht) is a planned and systematic activity which comprises the choice, didactic preparation and presentation of teaching materials as well as the supervision and support of student learning and which is achieved by bridging the physical distance between student and
teacher by means of at least one appropriate technical medium.” Manfred Delling emphasised Distance education as a planned and systematic activity. He focuses on the autonomy and independence of the learner.

**Charls Wedemeyer** evolved a theory of independent study. Wedemeyer claims that distance education has yet to develop a theory related to the mainstream of educational and practice. The concept of independent study consists of two forms of education: independent study for the internal student and of independent study for the external student. Wedemeyer recognized the independence of the learner in the distance education system. For Wedemeyer, independence would be afforded to a learner by a variety of means and straggles, including anytime and anywhere learning and learner control over the pacing of the learning process. He considered distance education as a distinct non-traditional type of education. He acknowledged the necessity for the learner to take more responsibility for learning. The learner studies independently in his own environment. The basis of ‘independent study’ is Wedemeyer’s liberal educational philosophy. In this system, there is physical distance between learner and teacher and didactic communication takes place in various ways.

**Michael Moore** transformed Wedemeyer’s ideas into insightful and analytical model of independent study. He stated,” There is now a distance between learner and teacher which is not merely geographic, but educational and psychological as well.”It is a distance in the relationship of the two partners in the educational enterprise. It is a ‘transactional distance’.

b) **Theory of Industrialization:**

**Otto Peters** developed an analytical and comparative survey of distance education institutions during the 1960s throughout the world. He developed a theoretical structure for distance education partly from his extensive survey. He found similarities between industrial production process and the teaching/learning process in distance education. He concluded that distance learning /teaching was an industrialized form of teaching and learning. Peters presented a comparison of distance teaching and the
industrial production of goods under the heads: rationalization, division of labour, mechanization, assembly lines, mass production, preparatory work, formalization, standardization, functional change, objectification, concentration and centralization. He pointed out that highly developed industrial societies had generated a vast variety of needs for education.

c) **Theories of Interaction and Communication:**

**Holmarg** placed the learners the cornerstone of distance education. He termed the learner–teacher relationship as ‘guided didactic conversation’. The following are the characteristics of Holmberg’s theory of guided didactic conversation.

- Easily accessible presentations of study matter.
- Explicit advice and suggestions to the student.
- Attempts to involve the student emotionally.
- Invitations to an exchange of views.
- Personal style including the use of the personal and possessive pronouns.
- Demarcation of changes of themes through explicit statements.

**John A. Baath** developed the concept of two-way communication as a major defining feature of distance education systems. Baath studied:

- the relationship of submission density and a two-way communication
- the replacement of tutor marked assignments by self-assessment questions
- the introduction of computer-marked assignments as a form of two-way communication.

According to **John Daniel** distance education emerged as a result of –
- i. long tradition of independent study
- ii. recent developments in the teaching of education and
- iii. new theoretical interest in open learning.
For Daniel, distance education comprises two activities-independent activities and interactive activities. Distance education system should achieve synthesis between independence and interaction activities.

2.12. DIFFERENT GENERATIONS OF DISTANCE EDUCATION:

Many educational scholars and practitioners attempted to categorise different generations of distance education from various points of view.

Laizon and Moore (1989) suggested four generations of distance education-

1. Correspondence education (1\textsuperscript{st} generation) where print is the only medium.
2. Teleconferencing (2\textsuperscript{nd} generation) in which audio-communication network take place.
3. Multi-media, computer-assisted learning (3\textsuperscript{rd} generation) in which multimedia including computer is used.
4. Student control and sharing collective intelligence (4\textsuperscript{th} generation) in which internet facilities are used.

Garrison (1995) identified three generations of distance education-

1. Correspondence education (1\textsuperscript{st} generation)
2. Teleconferencing (2\textsuperscript{nd} generation)
3. Multi-media, computer-assisted learning and communication (3\textsuperscript{rd} generation)

Taylor (2001) suggested five generations in terms of its evolutionary stages.

1. **Correspondence Model:** The first-generation was characterized by the traditional correspondence education in which the instructional system was based on print technology. It followed the norms and conventions of face- to -face campus based education system with regard to curriculum and evaluation.
2. **Multimedia Model:** The second–generation of distance education was called the multimedia model. The second generation emphasises technological
developments using multimedia such as print, radio, television, and audio-video tapes etc.

3. **Tele-learning Model:** The third–generation of distance education was called tele-learning model which emphasises audio-video teleconferencing, audio graphic communication, radio, television, computer-aided instruction and other interactive elements in the teaching-learning process. The curriculum and pedagogy had not changed from second generation. The curriculum was determined by the institution and pedagogies were based on the belief that learning happen when instructions is transformed to learners.

4. **Flexible Learning Model:** The fourth generation of distance education is identified as flexible learning model. The in fourth generation integrates the interactive multimedia, the internet based access to informational and the computer mediated communication through electronic mail. The instructional medium is internet.

5. **Intelligent, Flexible Learning Model:** The fifth generation of distance education is called intelligent, flexible learning model. It is based on the interactivity of the Internet.

**Moore and Kearsley (2005)** identified five generations of distance education-

1. Correspondence education (1st generation)
2. Radio and television broadcasting (2nd generation)
3. Combined approach (3rd generation) in which correspondence education is assisted by broadcasting. Generally combined approach is used by Open Universities
4. Tele-learning (4th generation) in which interactive audio / video conferencing is used.
5. Online delivery (5th generation) in which multimedia interactive content with online communication technology is used.
These generations have focused on the use of technology in teaching—learning process of distance education. All the generational models which encompass all forms of distance education have the most currency in distance education literature and history.

2.13. HISTORY AND GROWTH OF DISTANCE EDUCATION:

The history of distance education shows there was more than one historical path to distance education and that the evolution of distance education has not been easy. Throughout its history, it has to face problems in implementation and acceptance. The history of distance education could be tracked back to the early 1700s in the form of correspondence education, but technology-based distance education might be best linked to the introduction of audiovisual devices into the schools in the early 1900.

2.13.1. INTERNATIONAL SENERIO:-

In the West distance education is said to have begun with Plato’s Epistles to Dionysius, and letters of Elder Pliny to the younger Pliny.

**20th March, 1728:** The first organization of distance education is not clear. However, the earliest mention is that Distance Education dates back to at least as early as 20th March, 1728, when ‘an advertisement in the Boston Gazette’ in which ‘Caleb Phillips’, teacher of the new method of Shorthand advertised that any persons in the country desirous to learn this art, may be having several lessons sent weekly to them, be as perfectly instructed as those that live in Boston. The date is worth mentioning as it refers to a new type of education activity.

**Year 1833:** About a hundred years later, an advertisement in English in ‘Lunds Weckoblad’, No. 30, 1833 a weekly published in the old Swedish University of Lund offered to ‘Ladies and Gentlemen’ an opportunity to study composition through the medium of the post. Some researchers have traced the forerunners of the distance education of today to a private teacher of English who taught composition by post
providing the two-way communication which is the predominant characteristic of Distance Education.

1840s: Modern Distance Education has been practiced at least since Issac Pitman taught shorthand in England via correspondence in the 1840s.

1843: In 1843, the Phonographic Correspondence Society was formed to take over these corrections of shorthand exercises. It was the beginning of what was later to become Sir Isacc pitman Correspondence Colleges.

1856: Organised Distance Education was introduced in Germany in 1856 by the Frenchman Charles Toussaint and the German Gustav Longenscheidt, who formed and organized a school in Berlin for language teaching, by correspondence. They started teaching foreign language through correspondence.

1858: The University of London established External Programme in 1858. This was the first university to offer distance learning degrees.

1873: The ‘Society for Home Studies’ to encourage studies at home was founded in 1873 in Boston, Massachusetts. In the USA, the first efforts to organize correspondence institution were made by Anna Eliot Ticknor, mother of American Correspondence Study, daughter of a Harvard University Professor, who founded and ran the Boston-based society to encourage study at home from 1873 until her death in 1897. The idea of exchanging letters between teacher and student originated with her and monthly correspondence with guided readings and frequent tests formed a vital part of the organisation’s personalized instruction. Although the curriculum reflected the ‘classical orientation ‘it is interesting that most of her students were women, a clientele then only beginning to demand access to higher education.

1874: In 1874, the Illinois Wesleyan University began to offer of multitude 8 undergraduate and graduate courses which could be pursued in absentia. This programme was discontinued in absentia.
1880s: William Harper, the father of American Distance Education, offered instruction in Hebrew by mail in the 1880s.

1883: In 1883, the Correspondence University at Itcha, New York, was founded with teachers from various universities with the objective of providing correspondence courses to students unable to attend regular institutions. But the venture was not successful. In 1883; Chautauqua was permitted by the New York State Legislature to offer Correspondence Study Programme leading to Bachelor of Divinity and Bachelor of Arts. Later the programme was closed.

1884: In England in 1884, Goseph William Knipe advertised in the ‘School Master’ and enrolled six students whom he taught by correspondence. Out of this small beginning, grew the Wolsey Hall, Oxford.

1890: In Europe, pioneering work was done in Germany and Sweden in 1890 with the establishment of Fern Lehrinstitut in Berlin and Hermods in Sweden. Hermodes became the largest distance educational institution of the world with yearly enrolment of around 1,50,000 students.

1891: In 1891, Thomas Foster, the editor of ‘Mining Herald’ a daily newspaper in the Mining District of eastern Pennsylvania taught through his newspaper Mining and methods of preventing mine accidents. In fact these constitute the base for the beginning of the Pennsylvania and their subsidiaries and offshoots.

Again the same year on 14th July, the Regents of the University of Wisconsin approved a faculty resolution for the development of University Extension Correspondence Study Courses.

1892: In 1892, William R. Hasper, the President of the University of Chicago established a correspondence teaching division of the University’s Extension Department. Earlier he had experimented with correspondence teaching to help train Sunday school teachers. The project offered 39 different courses by correspondence.
1898: In Sweden, Hans Hermod published his first correspondence course in bookkeeping in 1898. Hermod was running an ordinary school in teaching languages and commercial subjects. It so happened that when one of his students moved to a place about twelve miles from his school at Malmo and he started sending lessons to him through his letters. It is believed that this gave Hermod the idea to begin printing correspondence courses.

The development of the postal service in the 19th century led to the growth of Commercial correspondence Colleges with nationwide reach. By the end of the 19th century Correspondence education was widely practiced and accepted to a greater or lesser degree as a valid means of studying. This acceptance paved the way for developments in the 20th century. The 20th century is experiencing increased interest in correspondence education as a means of equalizing educational opportunities, providing to a scattered population over vast distance, offering education to deprived and disadvantaged sections of society. In early years of the 20th century in Australia, Canada, New Zealand, Correspondence education was adopted by national and state governments as a means of extending the school system to those who would otherwise be deprived. The USA and USSR developed correspondence education in a big way by the middle of the 20th century. With the onset of the 20th century, a number of correspondence instruction schools were set up throughout Europe.

1909: In Australia, the University of Queensland established its Department of Correspondence Studies in 1909.

1910: In Australia, W. A. Grundy a Health Inspector in New South Wales used correspondence education for imparting training to rural health inspectors in 1910. He successfully trained nine persons of the rural areas through correspondence.

1914: The Australian correspondence school system originated in 1914.

1919: The year 1919 saw the beginning of teaching children residing in isolated areas in Australia through correspondence. The Victorian Education Department In Australia
received a letter from a settler living eight miles from the nearest school requesting if something could be done for the education of his sons. The matter was referred to the Vice-Principal of a Teacher’s College who found five volunteers among teacher-trainee to teach the boys by correspondence.

1920s: During the 1920s, the Soviet Union began to use correspondence education. Thousands of educated volunteers who offered to teach illiterate adults were trained through specially designed correspondence courses.

1922: The most laudable feature of distance education in the U.S. A. in the Hadley School for the Blind in Winnetka Illinois. The school started in 1922 with 100 students.

Since 1922 the New Zealand Correspondence School has provided education for school children at all levels.

1923: In Canada, the Alberta Correspondence School, a premier institution catering to about 30,000 students was set up in 1923.

1926: In USSR, the first correspondence study institute for higher learning was established in 1926.

1927: A central Institute for Correspondence Education was established in 1927 in Soviet Union.

1930s: In 1930s, Correspondence Education became an organic part of the Soviet – Public Education System.

1938: The International Council for Correspondence Education (ICCE) was established in 1938 in USA with 87 delegates from five countries making a humble beginning.

1946: The University of South Africa has been offering Correspondence Education courses since 1946.

1947: USSR used Correspondence Education for imparting education at secondary and tertiary levels in 1947.
Netherlands Correspondence Education was implemented in 1947 for education of the masses.

**1958:** Since 1958 Thailand has developed educational radio as a supplement to school education.

**1960s:** In New Zealand, University level distance education or extramural study began in 1960 at Massey University.

Peters in his survey of distance teaching at University level in early 1960s identified eleven distance teaching universities in the USSR. About 40 percent of all university enrolled students were in distance universities.

The introduction of correspondence education in the Indian University System in 1960s was largely influenced by the Soviet Correspondence Education.

Up to the 1960s the large scale distance teaching organizations had been with very few exceptions – private correspondence schools.

**1962:** The University of South Africa was established as a distance teaching university in 1962.

**1965:** In 1965, the German Institute of Distance Education (Deutsches Institute für Fernstudien) was established at Tubingen for research and development in the areas of continuing education.

**1964-1968:** Charles Wedemeyer of the University of Wisconsin – Madison is considered the father of modern distance education in America. From 1964-1968 the Carnegie Foundation funded Wedemeyer’s Articulated Instructional Media Project (AIM) which brought in a variety of communications technologies aimed at providing learning to an off-campus population. According to Moore’s recounting, AIM impressed the British who imported these ideas and used them to create the first Open University in UK.

**1969:** In 1969, the United Kingdom Open University (UKOU) was established in United Kingdom (UK). UKOU was the first Open University in the world. Along with
print–materials, it introduced audio and video materials and a system of personal
guidance through contact centres for learners and their counselors. Other countries of
the world also opened open universities. The UKOU came into being to provide a
second opportunity for those who could not go for higher education but are interested in
continuing their higher education. This University brought a revolution to the
development of distance education system.

1970: In Canada, “Athabasca University” was established as an Open University in
1970.

1972: In Malaysia, distance education programmes are basically for providing education
to teachers. The support system comes from the media service division (EMS) of the
Ministry of Education. It was established in 1972 with an educational radio section, an
audio-visual aids section and educational television section.

In Spain, Universidad Nacional de Educación a Distancia (UNED) was
established in 1972 to widen access to higher education for disadvantaged sections of
the society.

1974: In Pakistan, Allama Iqbal Open University (AIOU) was established in 1974.

1976: In 1976, Bernard Luskin launched Coastline Community College as a college
beyond walls, combining computer assisted instruction with tele courses proceed by
KOCE TV, the Coast Community College District public television station. Coastline
has been a landmark strategic success in helping to establish online distance learning
using modern technology for learning.

1977: In Costa Rica, the first Open University (Universidad Estatal a Distancia) in the
country was established in 1977.

1978: Distance education activities started in 1978 in Bangladesh, when the Japanese
Government gave assistance to develop a school broadcasting system. During the
implementation of the school broadcasting programme, the Government became more
aware of the potential media for distance teaching.
In 1978, the National Institute Centre for Development of Broadcast Education was established as a cooperative organization of national universities under the direct control of Ministry of Education. This led to the establishment of the University of Air by the air Foundation, a special Corporation.

In 1978, Sukhothai Thammathirat Open University (STOU) was established in Thailand.

1979: The year 1979 was a landmark in the history of China. In this year, the Central Radio and Television University (CRTV) was established in Beijing.


In Zimbabwe, Distance (correspondence) Education College was established in 1980.

In Sri Lanka, Open University was started in 1980 to satisfy the need for alternative vocational education and teachers training.

1981: Hagen, Germany is a world leader in communication technology. In 1981, the Fern Universität, offered 1,200 courses and all of them were point based. Forty used supplementary audio-cassettes and fifteen had optional use of videotapes.

In America, distance education programmes are known for their great diversity in respect of size, educational approach and administrative procedures. Although run by universities the courses are not confined to university level courses. The United States Armed Forces Institute (USAFI) is a unique distance education organization offering an extensive array of correspondence courses to enable the Armed Forces personnel to acquire secondary and post-secondary, occupational and traditional education.

1982: By 1982, at the 12th world Conference that was held in Vancouver, Canada, the name of ICCE was changed to International Council for Distance Education (ICDE)
with an increase in population from 87 to 450 delegates and the number of country grow from 5 to 55.

In 1982, the Consorgio Per I Universita a Distanza (CUD) was established to provide distance education to learners.

**1983:** In Philippines, “Distance Learning Delivery System” was launched in 1983. The main objective of this system was to help elementary school students who have no opportunity to enter high school, to return to the higher education.

In 1983, the Netherland Open University came into existence and become functional in September in September 1984.

In 1983, the Canadian Association for Distance Education (CADE) was formed.

**1984:** In the United States of America, the foundation of the correspondence programme at Illinois State University in 1984 can be taken as the beginning of distance education at the university level.

**1985:** In Japan, the “University of Air “was established with the cooperation of many public and private institutions and the university started registration of students in April 1985.

**1986:** The Open University of Hong Kong (OUHK) was established.

**1988:** The Commonwealth of Learning (COL) is an international organization established by Commonwealth governments in September 1988 in order to widen the scope of Distance Education.

**1989:** In Canada, distance education at the university level was initiated at Queen’s University in the province of Ontario in 1989. Today, 20 Canadian Universities have correspondence courses or distance education departments.
1990: An Open University was established in Russia with a view to provide access to higher education to all those learners who are admitted to and excelled in the appropriate secondary schools and people of all ages who may wish to learn.

1992: Tanzania Open University was established in 1992.

1996: In 1996, "Jones International University” was launched and claims to be the first fully online University by a regional accrediting association in the US.

2007: In Ontario, Canada the Ministry of Training Colleges and Universities established the elearnnetwork.ca in 2007 to provide access to students in small and rural communities across Ontario who wanted to pursue college or university courses from their community by distance education

Some important Open Universities founded in the world are as follows.

5. Everyman’s University, Israel (1974).
11. Kyongi Open University, South Korea (1980).
15. Korea Air and Correspondence University, South Korea (1982).
17. Sri Lanka Institute Of Distance Education (1982).
23. All Quds Open University, Jordan (1985).
24. Tele- University, a distance teaching institution which is part of the net work of the University of Quebec, Canada (McInnis- Rankin and Brindley, 1986).
31. Hong Kong Open University (1997).

2.13.2. NATIONAL SCENERIO:

The origin of Distance Education may be traced back to the Epic Age in India when the sage Sanjay narrated the events of the battle of Kurukhestra to king Dhritrashtra.

A recent example of distance education in India is that of letters of Jawaharlal Nehru to his daughter Indira.

1961: In India, the idea of the correspondence education emerged for the first time in the meeting of Central Advisory Board of Education (CABE) held on January 16-17, 1961. The follow up committee was formed under the Chairmanship of Dr. D. S. Kothari, the then Chairman of the University Grants Commission to examine the proposal for correspondence courses because of their flexibility, economic viability and innovativeness. The University Grants Commission decided to encourage part-time and
own time education, and the University of Delhi was asked to undertake a pilot project by instituting correspondence courses.

**1962:** The University of Delhi made an important landmark in the history of Distance Education in India by starting the Directorate of Correspondence Courses and Continuing Education in July 1962. The Directorate was to enroll students from all over the country for the first degree courses in arts, commerce and social sciences.

**1964-66:** The Education Commission 1964-66 greatly stressed the importance of correspondence education in India. It has rightly said, “There must also be a method of taking education to the millions who depend upon their own effort to study whenever they can find time to do so. We consider that correspondence or home study courses provide the right answers for these situations.” The Commission has also opined that there are ample evidences for widespread expansion of correspondence education in our country.

**1968:** The Punjabi University, Patiala was the second university in India to offer correspondence courses at the Pre-University and B. A. level in 1968 through its Directorate of Correspondence Courses (DCC). This was the first university to introduce regional medium of instruction.

**1960-70:** During the sixties, only four institutes of correspondence education were established, namely Delhi (1962), Punjabi (1963), Meerut (1969) and Mysore (1969). The sixties was a period during which the idea of using distance education took shape and began to strike roots in the Indian soil.

**1970-80:** During the seventies, 17 universities started such courses- Madurai Kamaraj University (1971), Himachal Pradesh University (1971), Punjab University (1971), Bombay University (1971), Sri Venkateswara University, Tirupathi (1972), Andhra University, Waltair (1972), Central institute of English and Foreign Languages, Hyderabad (CIEFL) (1973), Patna University (1973), Bhopal University (1975), Utkal University, Bhubaneswar (1975), Kashmir University (1976), Jammu University (1976),
University of Kerala (1977), Osmania University (1977), S. N. D. T. women’s University, Bombay (1978), Udaipur University, Gujrat (1979), and Annamalai University, Annamalainagar (1979). In this period, distance education got a big push. More and more universities took to distance education as an alternative technique of education. In the seventies, Institutes /Directorates of correspondence courses started post-graduate and diploma /certificate courses. All the institutes had received a good response from the learners.

1979: The Central Board of Secondary Education (CBSE) set up National Open School at New Delhi. Now it is an autonomous organization for providing school education through correspondence courses under the Department of Education, Government of India.

1982: For the first time in the history of distance education in India, Andhra Pradesh Open University was established on 25th August in 1982 as an autonomous institution. It was subsequently redesignated as the Dr. B. R. Ambedkar Open University (BRAOU). Prof. G. Ram Reddy was the first Vice- Chancellor of this University. The main objective of this university is to provide educational opportunities to adult learners who couldn’t get opportunities of higher learning in conventional universities.

1985: The Indira Gandhi National Open University (IGNOU) was established on September 20, 1985. The objectives was to provide cost effective quality education to large sections of population including those living in remote and far flung areas to democratize and widen the distance education. In addition to teaching, IGNOU has been assigned responsibilities relating to promotion of distance education, coordination and maintenance of standards of teaching, evaluation and research in these systems and allocation and disbursal of grants to distance education institutions for performance of their functions. These later objectives are to be achieved through a Distance Education Council (DEC).

The true revolution in distance education in India was heralded with the establishment of this university. IGNOU has been playing an important role in using
communication technology in diverse ways. The use of media and technology includes the use of audio-video, radio-television and teleconferencing, Gyan Darshan, Gyan Vani etc. At present IGNOU Has 67 regional centers. It offers 489 courses through online mode. The University has launched 111 new academic programmes in diverse areas. At present the enrolment on IGNOU has crossed 2.8 million and is the largest University in the world in terms of student enrolment.

1990: In 1990, the four functional open universities, namely IGNOU, BRAOU, YCMOU and KOU had a total enrolment nearing 600,000.

1992: In 1992, there were 41 conventional universities including four deemed universities offering distance education to 4, 54,000 students which was 11 percent of the total enrolment in the country. There are 15 institutes in the northern region, 16 in the southern region, 3 in the eastern region and 7 in the central and western regions.

1995: In 1995, the four functional open universities, namely IGNOU, BRAOU, YCMOU and KOU offer about 80 programmes with 840 courses of different levels, have 540 full-time academic staff and engage about 20,000 academic counselors. They had 41 regional centres and 721 study centres.

1998: The number of CCIs attached to different dual-mode universities in 1998 were raised to 61.

2013: In India, at present there are 14 Open Universities including one National Open University (IGNOU) and over 200 Directorates of Distance Education attached with conventional universities including institutions deemed to be universities (both public and private) which have recognition from DEC. The Distance Education Council is responsible for the promotion and coordination of the Open and Distance Learning system in the country.

Table 2.1 exhibits Open Universities of India.
**TABLE: 2.1**

**OPEN UNIVERSITIES OF INDIA**

<table>
<thead>
<tr>
<th>SL. No.</th>
<th>Name of the University</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Open University</td>
<td></td>
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</tr>
<tr>
<td>1.</td>
<td>Indira Gandhi National Open University (IGNOU)</td>
<td>1985</td>
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<tr>
<td>State Open University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Dr. B.R. Ambedkar Open University, Hyderabad</td>
<td>1982</td>
</tr>
<tr>
<td>2.</td>
<td>Nalanda Open University, Patna, Bihar</td>
<td>1987</td>
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<tr>
<td>3.</td>
<td>Vardhman Mahaveer Open University(VMOU), Kota, Rajasthan</td>
<td>1987</td>
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<tr>
<td>4.</td>
<td>Yashwantrao Chavan Maharashtra Open University, Nasik, Maharashtra</td>
<td>1989</td>
</tr>
<tr>
<td>5.</td>
<td>Madhya Pradesh Bhoj (Open) University, Bhopal, Madhya Pradesh</td>
<td>1991</td>
</tr>
<tr>
<td>6.</td>
<td>Dr. Babasaheb Ambedkar Open University, Ahmedabad, Gujrat</td>
<td>1994</td>
</tr>
<tr>
<td>7.</td>
<td>Karnataka State Open University, Mysore, Karnataka</td>
<td>1996</td>
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<tr>
<td>8.</td>
<td>Netaji Subhas Open University, Kolkata, West Bengal</td>
<td>1997</td>
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<tr>
<td>10.</td>
<td>Tamil Nadu Open University, Chennai, Tamil Nadu</td>
<td>2002</td>
</tr>
<tr>
<td>11.</td>
<td>Pt. Sunderlal Sharma (Open University), Bilaspur, Chattisgarh.</td>
<td>2005</td>
</tr>
<tr>
<td>12.</td>
<td>Krishna Kanta Handiqui State Open University, Assam</td>
<td>2005</td>
</tr>
<tr>
<td>13.</td>
<td>Uttrakhand Open University, Haldwani, Uttrakhand</td>
<td>2005</td>
</tr>
</tbody>
</table>

2.13.3. REGIONAL SCENERIO:

1985: In Assam, Distance Education was started with the establishment of IGNOU in 1985.

1986: The first centre for Distance education was started in Assam 1986 under IGNOU at Guwahati University.

1988: The IGNOU Regional Centre Shillong was established in the year 1988. It was known as the North East Regional Centre of the IGNOU, as it is catered to the Seven Sister States of North East India. After the establishment of Guwahati Regional Centre the Regional Centre Shillong was entrusted to supervise the five states i.e Meghalaya, Mizoram, Manipur, Nagaland and Tripura. Now it is supervising the student support activities for Meghalaya State only.

1989: The next study centre of IGNOU was started in Assam in 1989 at Dergaon Kamal Dowerah College, Dergaon.

1995: In Sikkim, DDE (SMU) was established in 1995 to offer programmes on various levels such as Masters, Bachelors, Diploma and PG Diploma through distance mode.

1996: Guwahati Regional Centre of IGNOU was established in 1996. It was covering Arunachal Pradesh, Assam and Sikkim. Today it is functioning for Assam State only.

The Directorate of Distance Education under Tripura University was established in 1996 to impart higher education through the distance mode.

1998: The Post–Graduate Correspondence School (PGCS) was established in 1998 under Gauhati University. Later it was renamed as the Institute of Distance and Open Learning (IDOL).

2000: IGNOU had established a Regional Centre in Imphal in Manipur State on 1st December 2000, with the objective of reaching the unreached remote and disadvantaged distance learners.
**2001:** In 2001, the Directorate of Distance Education, Dibrugarh University was established to offer higher education to a large number of students.

From the year 2001, under the prestigious North East Educational Development Project (NEEDP), IGNOU Regional Centres was established in the entire seven sister states including Sikkim.

**2003:** The Centre for Distance Education (CDE) under North- Eastern Hill University was started in 2003.

**2005:** Krishna Kanta Handiqui State Open University (KKHOU) is the first Open University in the entire North East Region. The University was established by an Act of Assam Legislative Assembly in 2005. The University formally has started functioning from December 11, 2006. The University is recognized by Distance Education Council, Govt. of India. Prof. Srinath Baruah, a senior professor in Economics of Gauhati University is its first Vice- Chancellor. The University is headquartered at Dispur and its jurisdiction covers whole of Assam and beyond, if necessary. In 2012, it offers Ph.D Programmes in various subjects; 6 Master’s Degree Programmes in Arts (Assamese, Education, Sociology, English and Political Science); 8 Post Graduate Diploma programmes, 6 Bachelor’s Degree Programmes in Arts, Commerce, Mass Communication, Computer Application and Business Administration; 9 Diploma Programmes and 19 Certificate Programmes. In addition to these programmes, the KKHOU has been offering vocational training programmes and Bachelor Preparatory Programme (BPP). The KKHOU offers traditional, vocational and professional courses for development of human resources of the NE Region. The University uses multimedia approach along with latest ICT in offering student support services. Upto 2012, the University has opened 262 study centers across the North Eastern Region.

**In 2005,** the Institute of Distance Education (IDE) under Rajiv Gandhi University of Arunachal Pradesh was started.
2006: The Global Open University (TGOU), Nagaland has been established by an Act of State Legislature under "The Global Open University Act 2006" (Act 3 of 2006) by the Government of Nagaland. This University offers Master's, Bachelor's, Diploma and Post Graduate Diploma Programmes in the field of IT, Management, Engineering, Paramedical, Hospitality and Tourism etc.

2011: The Centre for Open and distance Learning, Tezpur University was started in 2011.

As against this conceptual background the present study is an attempt to study on Distance Education as means for Human Resource Development in Dual mode Universities of North- East India.