UNIT 13: DUAL MODE AND SINGLE MODE UNIVERSITY

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13.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- State the historical background of distance education in the Global and Indian context.
- Identify the differences and similarities of single and dual-mode universities
- Discuss strengths and weaknesses of single and dual-mode universities
- Discuss the challenges of single-mode and dual-mode Universities in India

13.2 INTRODUCTION

Learners, you have already learnt many things regarding distance

education. In this unit, we will discuss the types of distance education offering institutions, viz., single and dual-mode universities.

The Open and Distance Learning (ODL)system in the higher education sector has two principal types; one is single-mode and the other is dual mode. When a university offers ODL programmes along with traditional face-to-face teaching, it is called dual mode university. Accordingly, when an institution exclusively offers programmes under distance mode it is called a single-mode university. You have enrolled in the MA programme in Distance Education in KKHOU; your university offers programmes under distance mode only. On the other hand, Gauhati University, Dibrugarh University and, Tezpur university offer programmes both in regular classroom situations and also under distance mode. So, KKHOU is an example of a single-mode university. Whereas Gauhati University, Dibrugarh University and, Tezpur university are examples of dual-mode universities.

As they have to function in different ways, there exist differences and similarities, the strengths and weaknesses between these two types of universities. Learners, in the coming sections we will discuss them briefly.

13.3 HISTORICAL BACKGROUNDS

Learners, the growth and development of single-mode and dual-mode universities will provide you with a better understanding of these two systems. Therefore, in the following two subsections we will discuss the step-by-step development of single and dual-mode universities in global and Indian contexts.

13.3.1 Global Context

The first instance of Distance Education was originated in Europe and the USA during the mid-nineteenth century. In the year 1858, the University of London offered few courses under distance mode and it is credited with the first university to offer degrees under distance mode. So, distance education was first initiated in dual-

mode universities. However, the full-fledged form of Open and distance learning (ODL) started globally after the establishment of the first Open University in the United Kingdom, namely the Open University, UK in 1969. Later on, many open universities were established across the globe (Biswas & Gaba, 2002).

The concept of Open University had transformed the whole distance education scenario; accordingly, this created a learning environment alternative to the traditional education system. Some steps like developing new technologies, undertaking research, etc. were taken by responsive stakeholders to improve the distance learning services. As a result, distance education has passed through many phases like Correspondence Education, Distance Education, Open Education, Open and Distance Education (ODL), Online Education, e-learning, blended learning, hybrid learning, and MOOCs. Even dominance of e-contents and e-strategies into the Distance Learning system makes a facelift to the existing ODL system by renaming it as ODeL (Open and Distance e-Learning).

13.3.2 Indian context

In India, the School of Correspondence Courses and Continuing Education was established by the University of Delhi in 1962 as a pilot project (Biswas & Gaba, 2002). This received a very good response from the intended learners. After that, the Punjabi University, Patiala established a full-fledged Directorate of Correspondence Education in 1968. Following this trend, within a few years, Madurai Kamaraj University, Himachal Pradesh University, Bombay University, Punjab University, Jamia Milia Islamia University, Rajasthan University, Mysore University, Meerut University, Cochin University among others established correspondence courses. As the institutions received good responses from the potential learners, the UGC planned to strengthen the correspondence education at the university level. At

the same time, the establishment of Open University in the UK (1969) drew the attention of the Indian policymakers who thought of initiating a similar Open University system in the country.

In 1982, the first Open University of India was established in the state of Andhra Pradesh and it was named Andhra Pradesh Open University. In 1992, it was renamed Dr. B. R. Ambedkar Open University. The National Open University of India came into existence on September 20, 1985, which was later named as Indira Gandhi National Open University (IGNOU) after the name of the late Prime Minister, Mrs. Indira Gandhi. Adopting the same trend, Kota Open University (1987), Nalanda Open University (1987), and Yashwant Rao Chavan Maharashtra Open University (1989) were established as State Open Universities (SOUs) by the respective State Governments.

At present, India has a total of 15 universities, which run as single-mode Open Universities (OUs) offering programmes through the ODL mode. The Indian OUs are established either by an Act of the Parliament or of the State legislature. While IGNOU is the only Central Open University, the rest are State Open Universities (Govt of India: Department of Higher Education, 2021). Compared to the OUs, Distance Education Institutions (DEIs) are part of the dual-mode universities that offer education through both regular and ODL modes. These DEIs can be part of Central Universities, State Universities, Deemed-to-be Universities, Institutions of National Importance, or any other institutions of higher learning recognized by the central/state governments. Thus, at present in India, there are two types of ODL institutions-Open Universities (single-mode universities) and Institutes or Directorates of Distance Education (dual-mode universities).



CHECK YOUR PROGRESS

Q 1: What is the first Open University in the World?

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Q 2: Name two new forms of distance education.

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Q 3: The first dual-mode university in India is _____. (Fill in the blanks)

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Q 4: The National Open University of India is the first Open University in India. (True / False)

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13.4 DUAL-MODE VS SINGLE-MODE UNIVERSITIES

The dual-mode universities are traditional/ conventional universities; and therefore, their vision, mission, goals, organizational structure, etc. are created according to the conventional face-to-face classroom teaching-learning process. On the other hand, single-mode universities are formed solely to run open and distance learning programmes. The vision, mission, goals, curriculum, etc. are framed according to the needs of the distance learners. These may not suitable for the culture of the traditional university or vice-versa. Learners, in the following sub-sections we will try to find out similarities and differences of single-mode and dual-mode universities.

13.4.1 Organizational Cultures

The organizational culture of an institution means the philosophy behind the establishment of the institution. The structure, development, performance, process and, overall growth of the institution are molded by the organizational culture adopted by that particular institution. It also helps the institutions to identify possible

ways to improve management, build enhancement and reform strategies. There are four types of organizational cultures, they are:

- The Collegial Culture: This model assumes that institutions regulate policies and make decisions through a process of discussion among the faculties leading to consensus.
- The Developmental Culture: This model gives more emphasis on teaching and learning than on scholarship and research. It believes that teaching and learning should be at the heart of the academic enterprise instead of scholarship and research.
- The Managerial Culture: This focuses on the organization, implementation, and evaluation of activities that are planned to achieve specified goals.
- The negotiating culture: This model emphasizes the establishment of equitable and egalitarian policies and procedures for the identical distribution of resources and benefits in the institution.

The collegial culture model is generally adopted by traditional universities. It emphasizes faculty research and the dominance of rationality in the institution. On the other hand, an inter-disciplinary, problem-solving approach to curriculum development is the key to the developmental culture model. This model is learner-centric and very close to the course development process of distance education. So, it is very close to the principles of the open university. Similarly, the managerial culture model gives importance to imparting specific knowledge, skills, and attitudes to students to make them responsible citizens of the nation. This is that's why closure to the aims and objectives of single-mode distance education institutions. The negotiating culture exists in the opposite sense to the managerial culture; this gives less importance to the academic freedom of the students.

13.4.2 Differences and Similarities

Vision and mission:

All the single-mode universities keep their vision as to provide lifelong learning facilities to the needy learners or to promote education to the unreached overcoming the factors like age, academic performance, financial conditions, geographical locations, livelihood compulsion, and, social as well as personal responsibilities. They endeavor to provide higher education and training in various skills using the latest educational inputs and technologies. Their vision and mission are restricted to the needs and aspirations of off-campus learners.

On the other hand, the vision and mission of the dual-mode universities are wide-ranging. These include inculcating value-oriented and skill-based education among the youth to foster leadership quality, multi-faceted education for the all-round development of students, ethical values in thinking and practice to make the students responsible citizens, empathetic human beings. and thus, generating sustainable development, social harmony, and peace. Thus, in a dual-mode university, the mainstream university is very less concerned about the existence of the distance learning institute or directorate and hence, it needs to function on its own with limited resources.

Organizational Structure:

Organizational Structure represents the hierarchy among the stakeholders within an organization. The UGC-DEB, the monitoring agency of ODL institutions in India, has specified frameworks for an organizational structure to ensure the quality of teaching-learning in both the single-mode and dual-mode universities; and there are some differences between these two frameworks. Let us have a look-

Table-1: Organisational Structure at the Head Quarters			
Single-Mode		Dual-Mode	
1.	***Vice-Chancellor***	1.	***Director***
2.	Head for each school at the Professor level.	2.	**----**
3.	***Academic Staff:*** ***General Programme:*** ***Minimum three full-time*** faculty members per discipline, one Associate and two Assistant Professor levels. Professional Programme: to follow the norms/ guidelines of respective Statutory Councils.	3.	***Academic Staff:*** ***General Programme:*** ***At least two full***-time dedicated faculty for each discipline, one Associate and one Assistant Professor level. Professional Programme: to follow the norms/ guidelines of respective Statutory Councils
4.	Administrative staff Teaching: Non-Teaching: 1: 2	4.	Administrative staff Teaching: Non-Teaching: 1: 2

Learners, from Table-1, it can be inferred that single-mode university has more manpower compared to dual-mode university. In the following section, we will try to understand the similarities and differences between the single-mode and dual-mode universities with the help of two examples, viz., the KKHOU (a single-mode) and Directorate of Open and Distance Learning, Dibrugarh University (DODL, DU) (a dual-mode university).

Here, a comparative statement of KKHOU and DODL, DU concerning programmes, educational resources, and ICT-based supports is presented to you. Please, study carefully and try to understand the differences between them.

Table-2: Comparative statement of KKHOU and DODL, DU

	KKHOU	DODL, DU
Programmes	Ph. D (in 5 disciplines: Management-4, Political Science-1, Assamese-6, English-1, Commerce-2), M. Phil (in 3 disciplines: English-1, Assamese-1, Commerce-1) PG Degree (10), PG Diploma (8), UG Degree (15 - pass course and 9- major=24), Diploma (6), Certificate (4)= 60 (total).	PG Degree (08), UG Degree (pass course and 4- major), B.Com and BCA= 15 (total)
Educational Resources**:**	printed and e SLMs, Audio Lectures, Radio Counselling,	printed and e SLMs, Radio Counselling, Multimedia CD/DVDs for PG degree programs
ICT based supports:	• Web-site. • Toll-Free Telephone Facility. • Radio Broadcast Program-Ekalabya, • Bulk SMS. • Community Radio- Jyan Taranga, • Audio and Audio-Visual Programs. • Smart KKHOU Internet Radio. • An Open Access Journals Search Engine (OAJSE). • Learners Social Network Site. Special Phone in Program	• Web-site • Bulk SMS. • Radio Broadcast Program-Gyanmalinee, • Community Radio • Multi-media CDs/DVDs • What's app group • Virtual Classroom. • E-content lab

So, learners, after studying the above table (Table-2), you will be able to understand the differences and similarities between KKHOU and DODL, DU.



CHECK YOUR PROGRESS

Q 5: What are the four types of organizational culture?

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Q 6: Fill in the blanks:

a. The collegial culture model is adopted by _____.

b. The developmental model is close to the principles of the _____.

c. The _____ gives less importance to the academic freedom of the students.

13.4.3 Strengths and Weaknesses

Open universities or single-mode universities were created to compensate for the issues like scarcity or access to education of the traditional university system. Openness and flexibility concerning merit, age bar, entry and exit, pace and place of study, method of study, choice, and combination of courses, assessment, and course completion, etc. are strengths of single-mode universities. On the other hand, often they need to fight for academic credibility due to separate course curriculum; which can be considered as a weakness of this system.

In the dual-mode system, distance education institutions get second-class status within the university system. The conventional personnel does not give proper status and respect to the ODL personnel due to a negative attitude towards distance education.

Single-mode institutions or OUs dominate the whole distance education system. As they are established to impart knowledge exclusively at a distance, they are not influenced by conventional classroom teaching; and hence they can fully focus on developing and managing distance education. Academics are engaged with the development and production process of Self-learning materials, counselling, and evaluation processes. The administrators, academics, and employees of the OU system are well trained with the ODL philosophy, in instructional design, educational technology, adult education, evaluation and learner support, and so on. Services are planned in such a way that the distance learners can reach them according to their own needs, pace, and, space.

While in dual-mode university, the lake of autonomy and resources, both human and non-human, disrupt the smooth functioning of the system. Due to the shortage of in-house faculty, DEIs or Directorates take help from the conventional faculties; they often miss the basic philosophy of the ODL system and also, innovations of the distance education system.

In a dual-mode institution, individual faculties or a centralized administrative unit takes the responsibility of academic transactions. The centralized units are administrative in nature, and the academic activities like the setting of standards, content, the choice of instructors, the establishment of prerequisites, and final decisions on course development are entrusted to the faculties. Thus, dual-mode institutions face a disorganized program development process. In the dual-mode universities, all the policies whether they are related to registration or admission; course change or withdrawal; dispatching SLMs, or borrowing of library resources-all are all prepared for the full-time on-campus learners. The diverse needs of adult learners are considered rarely. Sometimes, learners need to come to the campus to get a signature in a form or document from a very far place. If the signatory authority is not available, they need to wait for a long time which is very troublesome for the learners. This sort of activity may raise the dropout rate of the institution.



CHECK YOUR PROGRESS

Q 7: List one strength and one weakness of the single-mode and dual-mode universities.

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13.5 CHALLENGES OF SINGLE-MODE AND DUAL-MODE UNIVERSITIES IN INDIA

ODL plays a very important role by providing flexible and cost-effective education to all and improving the adult literacy rate. The challenges of single-mode and dual-mode Universities of India are discussed in the following points:

- **Employability:** The employability skills of learners is the key concern for the higher education sector, whether it is ODL or conventional face-to-face mode. It is very challenging for the ODL institutions to offer vocational and professional progrmmes at a distance as these sorts of programmes need practical components during the study. The ODL institutions should do collaborations with the neighboring industries as a part of the Industry-Academia interface which will ensure the employability of the learners.
- **Equity and Inclusive Education:** In the Directive Principles of State Policy, Indian Constitution gives importance to equal opportunity to every citizen of the country (Sikandar, 2019). Therefore, ODL institutions need to ensure equity as well as inclusion while framing the course structure and curriculum of the programmes. Medium of instruction, diversity in courses, education through the different medium rather than restricting only to English, appropriate mode of delivery, etc. are some examples which may help to reach the unreached.
- **Technological Advancement:** Due to advancement in Information and Communication Technology (ICT) sector, the higher education sector has changed globally. As a result, various forms of Open and Distance Learning have evolved. The amenities like flipped classrooms, mobile learning, MOOCs, virtual learning methods, etc. have extended their arms from ODL to regular face-to-face universities due to flexible and door-step delivery mechanisms. This has raised challenges for the ODL in terms of quality, access, and equity leading to a big question mark to the very existence of ODL mode in a silo.
- **Role of UGC:** The Teaching-learning process in the ODL system is highly dependent on the multiple delivery mechanisms to facilitate the diverse needs of distance learners. The regulatory authority of the ODL system in India is Distance Education Bureau (DEB), which is a government agency under University Grants Commission (UGC). It has framed new guidelines for ODL mode. Some of these guidelines like uniform admission calendar, increased in-campus activities are against the openness and flexibility of the ODL system.

Learners, you may know that the National Assessment and Accreditation Council (NAAC), an autonomous institution of UGC, is the regulatory authority that assesses the "Quality" of the Higher Educational Institutions (HEI) in India. The NAAC provides grades and scores to accredit the performance of institutes such as very good, good, satisfactory, and unsatisfactory. The UGC, DEB restricted dual-mode HEIs whose score is less than 3.25 from offering distance education programmes. Thus, the overall performance of regular face-to-face mode influence adversely the performance of the directorate or institute of open and distance learning in dual-mode universities. But the ODL personnel may otherwise perform better in their arena. Such administrative decisions may hamper the growth of ODL in dual-mode universities.

The UGC ODL Regulations, 2017 has instructed all the single-mode and dual-mode universities to go for mandatory NAAC accreditation. Furthermore, according to the new UGC guidelines, all the programmes offered by single-mode and dual-mode universities shall be on a semester system with the same question papers. This regulation may increase the quality of programmes under distance mode in dual-mode universities; hence bringing uniformity between the regular face-to-face and ODL mode programmes. But it hampers the philosophy of the ODL system, hampers the openness and flexibility of the ODL system.

- The UGC, DEB has taken too much time to communicate with the concerned institutions in regards to the recognition of their courses and programs. This has hindered the entire admission process of all the institutions which will demotivate the prospect OHE learners.



13.6 LET US SUM UP

- The ODL system is of two principal types, single-mode, and dual-mode. When a university exclusively offers programmes under distance mode it is called a single-mode university. Consequently, when a university offers ODL programmes along with regular face-to-face teaching, it is

called dual mode university. KKHOU is an example of a single-mode university and, Gauhati University, Dibrugarh University and, Tezpur university are examples of dual-mode universities.

- Although directorates or institutes of distance education were established first to offer education through distance mode, OUs or single-mode universities dominate the whole distance education system. This created a learning environment alternative to the traditional education system. Due to innovativeness and research, distance education has passed through many phases like Correspondence Education, Distance Education, Open Education, Open and Distance Education (ODL), Online Education, e-learning, blended learning, hybrid learning, and finally, MOOCs.).
- The vision, mission, goals, curriculum, organizational cultures, etc. all are different for dual-mode universities and single-mode universities. The strengths of dual-mode universities are identical curriculum with the regular mode, academic credibility of the programmes, etc. Thus, the strengths of single-mode universities are openness and flexibility, well-trained ODL personnel, autonomy, and availability of resources, etc. Similarly, both types of universities have weak points over each other. But, as single-mode universities are established solely to impart knowledge at a distance mode, they can fully focus on developing and managing distance education, which is the most important strength of this type of university.
- However, ODL institutions need to face many challenges offering various programmes to needy learners. The dual-mode universities face more challenges while compared to single-mode universities due to UGC, DEB" s regulations. Moreover, the UGC, DEB needs to be prompt in communicating with the ODL institutions. Then only quality, access, and equity can be achieved in the ODL sector in India.



13.7 FURTHER READING

1) Croft, Marian. 1992. "Single or Dual Mode: Challenges and Choices for

the Future of Education." In Ian Mugridge, ed. Distance Education in Single and Dual Mode Universities (perspectives on distance education). Vancouver: The Commonwealth of Learning, pp. 49-58.

2) Govt of India: Department of Higher Education. (12th October 2021) https://www.education.gov.in/en/technology-enabled-learning-sou.

3) Mishra, Arun K. & Bartram, John (Ed) (2002). Perspectives on Distance Education: Skills Development through Distance Education. The Commonwealth of Learning. ISBN 1-895369-81-9.

4) Sikandar, M. A. (2019). Open Distance Learning System: A Critical Reflection on the Issues, Challenges and Opportunities of Open and Dual Mode Universities in India. Asian Journal of Managerial Science Vol.8 No.1, 2019, pp. 66-72 ISSN: 2249-6300 . www.trp.org.in .

13.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q N. 1: The Open University, UK.

Ans to Q N. 2: blended learning, MOOCs.

Ans to Q N. 3: University of Delhi

Ans to Q N. 4: False

Ans to Q N. 5: The Collegial Culture, the Developmental Culture, the Managerial Culture, and the negotiating culture.

Ans to Q N. 6: a . traditional universities., b . open universities. c . The negotiating culture.

Ans to Q N. 7:

	Strengths -	Weaknesses
Single-mode universities	Openness and flexibility	Questions on academic credibility due to separate course curriculum.
dual-mode universities	Same course curriculum with the regular mode gives academic credibility	the lake of autonomy and resources,

13.9 POSSIBLE QUESTIONS

Q 1: Discuss briefly the historical background of distance education in the Global and Indian context.

Q 2: List three differences and three similarities between single and dual-mode universities.

Q 3: Discuss the strengths and weaknesses of single and dual-mode universities with suitable examples.

Q 4: What are the various challenges faced by the single-mode and dual-mode Universities in India? Discuss!

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