PGED S3-02
Exam. Code.: DE

Distance Education

SEMESTER- III

EDUCATION

BLOCK-2

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First Printed : January, 2022 **ISBN : 978-93-91026-73-8**

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Printed and published by Registrar on behalf of the Krishna Kanta Handiqui State Open University.

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The university acknowledges with thanks the financial support provided by the **Distance Education Bureau, UGC, New Delhi**, for the preparation of this study material.

COURSE INTRODUCTION (COURSE 2, BLOCK 2)

BLOCK INTRODUCTION

In this Second Block of the Course, the *Eighth Unit* explains the new approaches in distance education such as OERs, MOOCs, Blended learning and so on. The *Ninth Unit* deals with the concept of quality education and quality assurance in distance education. The *Tenth Unit* explains the various courses for community development. The *Eleventh Unit* explains how distance education are related to rural dvelopment and women empowerment. The *Twelfth Unit* deals with the challanges and prospects of distance education in India. The *Thirteenth* and *Fourteenth Units* discuss the differences between dual and single mode of distance education as well as highlight the meaning, purposes and types of assessment in ODL. The Fifteenth Unit focusses on the evlautaion process of education as a whole.

While going through a unit, you will notice some along-side boxes, which have been included to help you know some of the difficult, unseen terms. Some “ACTIVITY’ (s) have been included to help you apply your own thoughts. Again, we have included some relevant concepts in “LET US KNOW” along with the text. And, at the end of each section, you will get “CHECK YOUR PROGRESS” questions. These have been designed to self-check your progress of study. It will be better if you solve the problems put in these boxes immediately after you go through the sections of the units and then match your answers with “ANSWERS TO CHECK YOUR PPROGRESS” given at the end of each unit.

CONTENTS

Total Marks 100		Page No.
UNIT 8 :	**New Approaches in Distance Education** Concept of OERs and MOOCs, Blended learning, need and scope of OERs and MOOCs, challenges of OER and MOOC in the context of India	**171-194**
UNIT 9 :	**Quality Assurance in Distance Education** Concept of quality education, quality assurance in distance education, various means of quality assurance in distance education	**195-211**
UNIT 10 :	**Courses for Community Development in ODL Mode** Community development through distance education, various courses for community development, problems & challenges of offering courses for community development in the ODL mode	**212-224**
UNIT 11:	**Rural Development and Women Empowerment through ODL** Concept of rural development, distance education and rural development, women empowerment and distance education, courses of study through the distance mode for rural development and women empowerment	**225-243**
UNIT 12:	**Challenges and Prospects of ODE** Challenges in open and distance education, challenges faced by the learners, teachers and institutions, overcoming the challenges in ODE	**244-261**
UNIT 13 :	**Dual Mode and Single Mode University** Differences between dual mode and single mode, challanges	**262-277**
UNIT 14 :	**Assessment in ODL** Meaning of assessment and evaluation, assessment in ODL, pur poses of assessment, types of assessment in ODL	**278-300**
UNIT 15 :	**Evaluation** Concept of evaluation, functions of evaluation, tools and techniques of evaluation, relationship between teaching-learning and evaluation, problems of evaluation and suggestions for effective evaluation.	**301-317**

UNIT 8: NEW APPROACHES IN DISTANCE EDUCATION

UNIT STRUCTURE

8.1 Learning Objectives

8.2 Introduction

8.3 Concept and Relevance of Blended learning

8.4 Concept of OERs and MOOCs

8.4.1 Need of OERs in Education

8.4.2 Scope of OER in Education

8.5 Challenges of OER and MOOCs in the context of India

8.6 Let Us Sum Up

8.7 Further Reading

8.8 Answer to Check Your Progress

8.9 Possible Questions

8.1 LEARNING OBJECTIVES

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

- explain the concept of Blended Learning as well as the Relevance of Blended Learning
- define the term Open Educational Resources better known as OER
- explain the concept of OER and MOOC as a new addition to modern education
- discuss the need and scope of OERs and MOOCs
- enlist the challenges of OERs and MOOCs in the context of India

8.2 INTRODUCTION

This unit familiarises you with the concept of blended learning and other new interventions like OERs and MOOCs which are relevant in the 21st century. As we know in the 4th Industrial revolution, where we are talking about digital learning, recently the government of India has also initiated to implement the blended learning environment for sustaining the

education system from schooling to higher level. Various OERs, MOOCs and other E-resources have helped in disseminating the knowledge movement through the paltforms such as NMEICT, NPTEL, e-PG Pathshala, SWAYAM PRABHA, e-Content courseware in UG subjects, CEC-UGC You Tube Channels, Spoken Tutorial NDL, Shodhganga, e-Shodhsindhu, Shodh Shudhhi, Vidwan, MOOCs and SWAYAM etc. These together with DIKSHA and One-Nation-One Digital Platform project of Ministry of Education shall ensure the availability of on-line learning resources in a very dynamic way mostly after the first wave of COVID 19.

OER can be roughly understood as any kind of teaching-learning and research materials in any medium to be used in the public domain under an Open License that permits their free use. Thus, free availability and reusability of OERs are the key issues that can enable generations of learners to use them in both formal and non-formal mode of education. And, the digital revolution of the 21st century has made OER the buzzword in any serious educational institute of contemporary times. OERs have enabled educators to be more creative as they have to deal with wide range of experiences in terms of capacity and background of the learners whom they may not meet. One key difference between OER and any other educational resource is that OER have an open license, preferably a Creative Commons License, which allows adaptation and reuse without having to request the copyright holder. The Massachusetts Institute of Technology's (MIT) Open Courseware (OCW) initiative, in which teachers placed their lecture notes online for free use, inaugurated the movement globally.

Even during the COVID 19 Pandemic, it has been felt that Massive Open Online Courses (MOOCs), Open Educational Resources (OERs), or any form of online engagement can play a crucial role in disseminating information and providing academic support to millions of learners irrespective of any mode of education as the educational institutions across the world

Thus, by the end of this unit, you will not only be in a position to explain the concept of OER and MOOC, but will also be able to discuss the

need and scope of OER, MOOC and the challenges of OER and MOOC implementation in a country like India.

8.3 CONCEPT AND RELEVANCE OF BLENDED LEARNING

Blended Learning has never been a substitute for face-to-face learning and is also not merely a mixing of face-to-face and online mode, rather it is a well-planned combination of meaningful activities in both the modes. According to the U.S. Department of Education (Means, Toyama, Murphy, Bakia, & Jones, 2009), a blend of classroom and web-based teaching and learning offers access to the widest range of learning modes and methods for developing student skills and expertise as learners (Cleveland-Innes, 2017). Many findings on blended learning show an increase in learners' ability to learn collaboratively, think creatively, study independently and tailor their own learning experiences to meet their individual needs.

So if we talk about what is blended learning then it clears that blended learning is the use of traditional classroom teaching methods together with the use of online learning for the same students studying the same content in the same course. It is a "thoughtful fusion of face-to-face and online learning experiences" (Garrison & Vaughan, 2008). There are also blended programmes, in which students study some courses in face-to-face classrooms and other courses are delivered fully online.

In other words, blended learning is a term applied to the practice of providing instruction and learning experiences through some combination of both face-to-face and technology-mediated learning. During the technology-mediated components of these learning experiences, students are not required to be physically together in one place but may be connected digitally through online mode. For example, one blended learning course could involve students attending a class taught by a teacher in a traditional classroom setting while also completing online components of the course independently, outside of the classroom, on an online learning platform.

Blended learning is a new normal for 21st century learners:

NEP 2020 also emphasises a learner-centred approach in teaching-learning involving them in the process of learning through various individual and group activities. In face-to-face-learning, even if a teacher wishes to reduce one-way tutoring and plans for group-work or individual work, available time for such activities in the classroom is inadequate. As such, face-to-face conventional teaching does not promote, to the desired level, higher order thinking abilities, global competencies and creativity in students resulting into skill-gap and un-employability. The situation compels us to look for the other available alternatives, not as the substitute for face-to-face learning but as a supplementary and complimentary measure. Emergence of newer digital technologies demand for leveraging it for effective teaching-learning processes at all levels of education.

One of the best alternatives to accomplish this is the use of blended models of learning. Blended learning (BL) is an instructional methodology that combines face-to-face and ICT mediated activities alongside integration of synchronous and asynchronous learning tools to transform learning into an enjoyable edu-enterprise.

BL has never been a substitute for face-to-face learning and is also not merely a mixing of face-to-face and online mode, rather it is a well-planned combination of meaningful activities in both the modes. Real BL environment requires that both the students and the teachers are physically located in the same learning space. BL environment ensures increased student engagement in learning and enhanced teacher-student interaction, greater responsibility for learning, more flexible teaching and learning ecosystem, promotes self and continuous learning, offers better opportunities for experiential learning, and improved learning outcomes.

Accordingly, various effective blended learning models can be identified suiting the needs of different disciplines. The flipped classroom is a similar technique that utilises technology in order to remodel the learning experiences and maximise the effectiveness of traditional face-to-face time in the classroom. Learning resources such as video lectures, podcasts, recordings and articles are provided to the learners in order to create free

time for teachers to support students in activities, lead discussions and facilitate engagement for transforming passive class-rooms into active learning spaces. BL and flipped classroom in combination thus eventually help student community to learn the art of learning alongside content learning.

8.4 CONCEPT OF OERS and MOOCs

"What is OER?" is perhaps the most important question for those who have not yet heard the term OER. Open educational resources (OER) are free and openly licensed educational materials that can be used for teaching, learning, research, and other purposes. But, before discussing the concept of OERs in detail, let us first have a look at some of the definitions of OERs that have been accepted worldwide to be the standard definition of the term.

- **The William and Flora Hewlett Foundation:** "OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge."
- **Organisation for Economic Co-Operation and Development:** "Digitised materials offered freely and openly for educators, students, and self-learners to use and reuse for teaching, learning, and research. OER includes learning content, software tools to develop, use, and distribute content, and implementation resources such as open licences."
- **UNESCO:** "Teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions."
- **The Cape Town Open Education Declaration:** "[O]pen educational

resources should be freely shared through open license which facilitate use, revision, translation, improvement and sharing by anyone. Resources should be published in formats that facilitate both use and editing, and that accommodate a diversity of technical platforms. Whenever possible, they should also be available in formats that are accessible to people with disabilities and people who do not yet have access to the Internet."

- **The Wikieducator OER Handbook:** "The term Open Educational Resource(s) (OER) refers to educational resources (lesson plans, quizzes, syllabi, instructional modules, simulations, etc.) that are freely available for use, reuse, adaptation, and sharing."
- **OER Commons:** "Open Educational Resources are teaching and learning materials that you may freely use and reuse, without charge. OER often have a Creative Commons or GNU license that state specifically how the material may be used, reused, adapted, and shared."

Nearly all the definitions provided above mention that OER is a kind of 'content' or 'product' which is free and freely available, is suitable not just for higher education but for all levels of education, and are released under an open license. OER can be reused and repurposed to suit different needs and could be available in any medium- print, audio, video, digital. One key difference between OER and other educational resources is that OERs have an open license, which allows adaptation and reuse without having to request the copyright holder. The emergence of what is called 'global commons' powered by the collective efforts of some intelligent people around the world led to the coining of the term Open Education Resources or OERs at a UNESCO meeting in 2002.

Now, let us have a discussion on the term OER is some detail. The Report of the Forum on the Impact of Open Courseware for Higher Education in Developing Countries, UNESCO, Paris, 1-3 July 2002 purposefully showcased, perhaps for the first time, the need to provide educational resources for college and university faculties to adapt in accordance with their curricular and pedagogical requirements. By referring to the Massachusetts Institute of Technology University (MITU) Open Course Ware

Initiatives, the participants of the Forum praised MITU's support in producing materials for approximately two thousand courses freely available for use by faculties and students from all over the world. A Forum like this, not only paved the ways for more recent discussions of intellectual property issues, but also helped to define the primary stakeholders for such initiatives. One of the major contributions of the Forum was the adoptions of various educational projects in the developing countries. Following this, several OER initiatives have been taken in many of such countries.

A decade later, the World Congress on Open Educational Resources, UNESCO, Paris, 20 to 22 June, 2012, in order to celebrate the 10th Anniversary of the 2002 UNESCO Forum, that coined the term Open Educational Resources, urged for developing and adapting OER in different languages to suit different contexts, encouraging Open Licensing of educational materials produced with the help of public funds. Since then, along with the emergence of various higher educational institutions of different sorts, there can be seen a major move by such institutions towards the creation of open educational contents along with printed text books and other reading materials. Besides MITU, other world-ranking universities like Stanford, Yale, University of Michigan, University of California, United Nations University have been offering courses on a wide variety of areas like Business, Energy, Fine Arts, Humanities and Social Sciences, science and technology, and have largely contributed internationally to improved teaching learning activities. Such initiatives have not only helped both the learners and the educators in general, but have also empowered the common masses who can use these resources and reuse the contents for knowledge up-gradation in a competitive world.

Next we shall discuss what is MOOCs and why is it important in the 21st century. MOOCs, which made its global presence felt in around 2012, are online courses that are designed for a large number of people that can be accessed by anyone, anywhere and anytime so long as they have an internet connection, are open to everyone without entry qualification and offer a full/complete course experience online for no cost at all. In fact, for popularising MOOCs all over the world, the year 2012 was declared as the

year of the MOOCs by The New York Times. Today, in many countries, including in India, MOOCs are being offered by the top universities that have opened new vistas for the aspiring learners to pursue education independently under the concept of lifelong learning. Although MOOCs are not the substitution for traditional courses, this has surely created an open gate for the learners to reach the esteemed professors and educators whom they would perhaps never meet physically.

In the current century, the emergence of various forms of online learning including MOOCs has created a knowledge movement in the whole world. While discussing the crucial role of MOOCs, Melinda dela Peña Bandalaria (2018) mentioned that MOOCs are playing a significant role in transforming and empowering higher education across Asia and that the creation of MOOCs platform and the presence of national providers of MOOCs offering open learning to all has been a continuous process since 2013. But the important point is that the different country-wise MOOC initiatives in South East Asia such as K-MOOC in Korea; J-MOOC in Japan, Thai-MOOC in Thailand; OpenLearning.com in Malaysia; University Joint Alliance Platform in China and the MODeL for the Philippines etc. have enabled the participating open universities and other institutions to collaborate while offering open online courses for thousands of intending learners. This has not only served the learners in their respective countries but has also facilitated monitoring of quality of this open learning mechanism and formalisation of national policies on the recognition of learning obtained from the completion of these courses.

Acknowledging the potential of MOOCs for transforming the society, the MHRD, Govt. of India in the year 2016, introduced Study Webs of Active Learning for Young Aspiring Minds or SWAYAM, where teachers from institutions like the IITs, IIMs, and central universities offered online courses to the citizens of India. In order to ensure the quality of the contents produced and delivered through SWAYAM, Nine National Coordinators had been appointed which are-NPTEL for engineering, UGC for post-graduation education, CEC (Consortium for Educational Communication) for under-

graduate education, NCERT & NIOS for school education, IGNOU for out of the school students and IIMB for management studies. Subsequently, the University Grants Commission (UGC) through its 2016, 2020, 2021 Credit Framework for Online Learning Courses through SWAYAM Regulation has mentioned that at least 20% to 40% materials from the total number of courses by an Indian University should be released in the form of MOOCs for the fast mobilisation and dissemination of knowledge and information among the prospective learners. The UGC further came up with the Choice Based Credit System (CBCS) system through which a learner would be able to choose from among the prescribed courses which shall be referred to as core, elective or minor or soft skill courses and they could learn at their own pace. Besides, the entire assessment shall be graded based on a credit system. The idea of the Indian Government behind such developments has been to promote academic excellence in the areas of choice, to provide adequate flexibility in the choice of subjects and to develop curriculum with student focus. Another recommendation of the UGC is that all universities should develop an LMS (Learning Management System) besides releasing their OER materials as MOOCs in the SWAYAM platform as soon as possible for making education more vibrant and sustainable.



LET US KNOW

The basic differences between OERs and MOOCs:

Anyone can produce and share their knowledge and expertise in the OERs platforms without receiving any certificates at any time. It is related to knowledge sharing in the public domain. Whereas MOOC is related to a course, after completion of a course, a student or a learner may receive the certificate from the host institutions.



CHECK YOUR PROGRESS

Q 1: What is OER?

.....

Q 2: What is an Open License?

.....

Q 3: What is the basic difference between OER and other educational resource?

.....

Q 4: Which are the two most important OER conferences stated to have established the importance of OER in the whole world?

.....

Q 5: Which are some of the world ranking educational institutes that have widely promoted OER?

.....

Q 6: What is the full form of MOOCs?

.....

Q 7: Briefly write about SWAYAM.

.....

8.4.1 Need of OERs in Education

You will note that when the term OER first emerged, the primary focus was on education or higher education so to say. But with the passage of time, since 2002, when the world witnessed greater global participation in primary and secondary education, the concept of OER came to be included as part of institutional policy implementation encompassing many more areas. Besides, the increasing use of Internet in the world has helped realise the fact that OER is no longer a difficult issue among institutions in the Higher

Education sector. Other than the internet, linking access and re-use of OER with the increased availability of affordable mobile phones have been the other key development in the 21st century.

Still, the point here is, do we really need OERs when there is a plethora of resources of any kind available in an institution? The answer to this question is that we do need OERs as the movement has resulted in a multi-directional flow of knowledge. OER has provided for a global exchange of knowledge, as we learn from different developmental works being carried out in different parts of the world. Open licensing as an approach to foster the spread of global public goods is another concern that has facilitated the spread of knowledge. In this context, Creative Commons has appeared to be the most significant licensing framework although licensing options can vary from country to country. OERs have two biggest advantages: One, they have the potential to cut the costs of printed materials thus saving a whole lot of public money, the other is that OERs can increase access and improve the quality of education.

In the context of India, where the cost of education is increasing day by day, OER may be very useful for educating the poor people living in various adverse areas in which establishing formal educational institutes is a far cry due to geographical and socio-political barriers. For these people, the cost of enrolment into schools and colleges, and acquisition of text books and other reading materials is much higher than the family's monthly income. Hence, OER development may be a timely solution for reaching out to these people and realizing the mottos like Zero Rejection Policy and Inclusive Education. Besides, these resources can be usefully taught through the Community Colleges regarding the establishment of which there is clear guidelines under the MHRD, Govt. of India. However, the important point at this juncture is how to ensure the production and availability of educational contents produced with the help of public funds, which in a way fulfils one of the important

objectives of the OER revolution today which is also to facilitate inclusive education for the differently- abled children.

Why People Feel the Need to share?

The reasons that individuals and institutions are feeling the need of producing and sharing OER can be divided into three basic reasons. They are-(a) Technological and economic, (b) Social and (c) Legal Reasons. The technological and economic reasons include improved, less costly and more user-friendly information technology infrastructure (such as broadband), hardware and software. Content is cheaper and easier to produce and costs can be further reduced by sharing. New economic models are emerging around the distribution of free content. Legal reasons refer to new licensing schemes that facilitate free sharing and reuse of content. Social drivers include increased willingness to share.



LET US KNOW

The use, production and sharing of OER is never free from barriers. A technical barrier is lack of broadband availability. Lack of resources to invest in hardware and software for developing and sharing OER is an economic barrier. Barriers such as these are often mentioned as significant obstacles in the developing countries. Social barriers include lack of skills to use the technical innovations and cultural obstacles against sharing or using resources developed by other teachers or institutions.

There are three arguments for different Governments to support OER projects worldwide. These are:

- They expand the access to learning for everyone, mostly the non-traditional groups of students and thus widen the scope of this participation in higher education.
- They can be an efficient way of promoting lifelong learning for both the individual and the government.
- They can bridge the gap between non-formal, informal and

formal learning.

However, despite all barriers, the following may be seen as the main motives of the rising involvement in OER projects.

- The altruism that sharing knowledge is in line with academic traditions and a very good thing to do.
- Educational institutions (particularly those publicly financed) should leverage taxpayers' money by allowing free sharing and reuse of resources.
- Quality of contents can be improved and the cost of content development can be reduced by sharing and reusing. Use of OER can be attractive to new students.
- There is a need to look for new cost recovery models, like an OER project, as institutions experience growing competition.
- Open sharing will speed up the development of new learning resources, stimulate internal improvement, innovation and reuse and help the institution to keep good records of materials and their internal and external use.

Whether institutions are engaged in OER projects or not, OER can be expected to affect curriculum, pedagogy and assessment. With thousands of (open courseware) courses from internationally reputed higher education institutions being available for free, teachers and educators will need to consider that students compare their curriculum with others. Since the teachers' role as supplier of reading lists and teaching materials is diminishing, OER is likely to accelerate changes in the traditional teaching role and the evolution of more independent learners. An increase in non-formal and informal learning can be expected to enhance the demand for assessment and recognition of competences gained outside formal learning settings.



CHECK YOUR PROGRESS

Q 8: State the two major advantages of OER in the field of education.

.....

.....

Q 9: What are the three important barriers in the use of OER?

.....

.....

Q 10: State two reasons for the rising involvements in OER projects.

.....

.....

8.4.2 Scope of OERs

As you know, Commonwealth of Learning, Canada and UNESCO, Paris have been working for several years now to promote the development and use of OER around the globe. The 2012 World OER Congress was organised jointly in Paris to mark the tenth anniversary of the term OER, with generous support from the William and Flora Hewlett Foundation. The Paris Declaration made 10 recommendations, out of which the following three are perhaps the most important:

- Foster awareness and use of OER
- Encourage the development and adaptation of OER in a variety of languages and cultural contexts
- Encourage the open licensing of educational materials produced with public funds

These recommendations can be seen as important developments regarding the idea and use of OER as different

Governments tend to have accepted the benefits of OERs and have tried to incorporate an OER policy into their education system.

In this context, we must discuss the role of Commonwealth of Learning (COL) has played in popularising the term OER and extending its benefits in a globally competitive educational environment. You will learn that COL maintains an online directory service for OER from the Commonwealth countries which is easily accessible from their website: www.col.org. Besides, they have identified free courses from different institutions belonging to the Commonwealth Countries that can be used by other stakeholders in areas like higher education, secondary schooling, teacher education, education for women, and skill development. All these OER courses and materials are developed so that without duplicating effort, participating countries can directly access quality materials that they can adopt and adapt as and when necessary. COL has become one of the major publishers of the latest research and toolkits on OER. The William and Flora Hewlett Foundation, USA also came forward to support this work that combines the professional development of teachers with the development of OER.

Thus, COL has broadened the scope of OERs by resorting to the following four issues:

- Advocacy and awareness generation regarding the benefits and availability of OER.
- Policy development on OER at the national and institutional levels.
- Capacity building so that more governments, institutions and individuals are able to effectively harness the potential of OER.
- Promote research through its publications on OER and its Chairs programme.

Besides what is mentioned above as part of COL initiatives, many international activities have undertaken OERs, by creating them, reusing them in their own contexts, and even localising them, spreading knowledge like never before and benefitting millions of

people worldwide. Some of those activities include the following:

- China Open Resources for Education (CORE) has translated MITU materials into Chinese.
- COL's Instructional Design template, an OER, has been translated and adapted by the Open University of China.
- Materials from COL's website have been translated into Ukrainian, German and other non-Commonwealth languages.
- COL has developed free collaborative content on English Language Teaching which has been used to train teachers in Kenya.

In a country like India, the National Programme on Technology Enhanced Learning (NPTEL) project funded by the MHRD was an important initiative undertaken by 7 IITs, and the Indian Institute of Science, Bangalore in 1999. So far, it has been instrumental in promoting e-learning through online courses on Engineering and Technology, Humanities and Social Sciences etc. Following this, the International Crops Research Institute for the Semi-Arid Tropics (ICRISAT), Hyderabad created a number of Open Access learning materials on agricultural practices under Virtual Academy for the Semi-Arid Tropics (VASAT) to promote literacy on natural resources. Then, a premiere educational institution like IGNOU started the FlexiLearn project to promote personal learning by providing free access to its courses. Till this date, India has become a very large producer of OER in Asia along with other advanced countries like China, Korea and Japan. Today, many other universities and educational institutions in India have created OER. This means that OER is no longer a nascent phenomenon in India. It is important to note that such resources are not only being used in the Open and Distance mode of education, but the concept of open access is also being increasingly used in the face-to-face and formal mode of education. Many of such resources are also gaining tremendous popularity as YouTube lectures. You will note that many of these premier institutes mentioned above, in partnership with the

Government of India, have made their engineering and technology courses available as OER. These are being used in over hundreds of institutions, most of them in remote locations with very limited resources. But, the interesting point is that teachers and students from other educational institutes too are using the free IIT resources to improve the quality of their teaching and learning.

In the state of Assam, the decision taken by Krishna Kanta Handiqui State Open University to release its course materials and research activities under Open Licensing, has been seen by many as an important step towards the use and sharing of OER. KKHSOU is not only trying to identify the need of various stakeholders, but also making them producers of valuable e-contents. It has been producing important educational resources in the local languages to meet local requirements. Till now, as part of its OER policy, the university has adopted the CC-BY-NC-SA for all its resources. Besides, hundreds of educational videos are made available on YouTube which can be accessed through www.youtube.com/user/kkhsou. The experience of KKHSOU may be seen as a wake-up call for other premiere institutions of the state to develop their own policies of OER and Copyright, and contribute meaningfully to the whole mankind in general.

So, the scope of OER is immense internationally, nationally and globally in the context of the 2nd Decade of the 21st century. However, what incentives and other institutional mechanisms and processes need to be put in place to facilitate the growth and mainstreaming of OER in educational institutions is perhaps the biggest challenge of the time. The following initiatives need to be adopted for further extending the benefits of OERs:

- Developing an ICT policy within the institution
- Elaborating a policy on copyright
- Providing incentives for faculty members such as increments and recognition of OER towards promotions

- Developing a strategy for involving stakeholders from your perspective.



CHECK YOUR PROGRESS

Q 11: Which are the two international organisations instrumental behind the spread of OER?

.....

.....

Q 12: What is the role played by COL in spreading the scope of OERs?

.....

.....

Q 13: Name some of the Indian initiatives to promote OER in the Indian contexts.

.....

.....

8.5 CHALLENGES OF OER and MOOC APPLICATION

In spite of the efforts made by the international and national OER communities for popularising and extending the benefits of OERs, there are certain major issues that need to be addressed for OER and MOOC to realise its transformative potential. These are briefly discussed below:

- First, the digital divide across the world is still continuing. Unlike in case of the developed countries, in a developing country like India, we certainly start with a disadvantage-technological barriers. However, the present debate on the use of OER has to focus not only on technology, but also on the stakeholders' engagement and the politics of power. Exclusivist politics needs to be abolished for the greater benefit of mankind. Again, it has also been observed that due to the sufficient infrastructure, the success rate of the MOOCs or the pass percentage

of the learners is very few in the online courses than the tradition face to face teaching courses. In the Indian context, the digital division between the haves and have nots is yet another pertinent issue for which many lifelong learners, particularly from the weaker sections, have always been deprived of getting the opportunity to enhance their knowledge and skills. In this context, it is the duty of the educational providers to encourage the learners for collaborative and team teaching so that exchange and sharing of technological tools would help them immensely to get the proper information on time.

- Secondly, one must also try to discuss in what ways OER can help address the issues of equity and inequality. Institutions and groups with better access to resources and infrastructure will make more use of the educational technology innovations such as free and open resources. So, they must ensure that even the low-income students have access to resources previously available only to students of advantageous background.
- Thirdly, against the fact that the opportunity gap between wealthy and poor has expanded like never before, lack of research may end up with the fact that every education technology initiative including OER which does not specifically target the needs of particular populations will benefit only the wealthy.
- Fourthly, many teachers and educators have felt that they did not have either the time or the capacity to locate, adapt, and re-purpose OER material relevant to their work. Lack of interest among the teachers themselves to explore the OER repositories, and unwillingness to learn have resulted in the damage of a vast reservoir of human resources.
- Fifthly, Learners too felt that OER should be fully open and materials should be accessible on alternative technologies such as mobile devices. While the management of the Institutions are only concerned about the challenges relating to intellectual property and copyright issues, lack of a proper understanding of copyright and open licensing has been another hindrance for OER development.

- Lastly, the incentives to be provided to teachers and educators seriously involved to participate in this OER and MOOC movement has long been undermined. Because the fundamental duty of a teacher is to improve the quality of education. But the irony is that when many of them have not heard of OER and MOOC, how can one make them active participants in this movement?



8.6 LET US SUM UP

- From this unit, you have learnt that blended learning is the use of traditional classroom teaching methods together with the use of online learning for the same students studying the same content in the same course. It is a "thoughtful fusion of face-to-face and online learning experiences."
- OER is used to mean any digitised materials offered freely and openly for educators, students and self-learners to use and reuse for teaching, learning and research.
- OER includes learning content, software tools, use and distribution of contents, and implementation of resources under an open licence. OER also refers to resources which can be adjusted, and which can provide benefits without restricting the possibilities for others to enjoy them.
- You have learnt that in the context of the knowledge era, sharing of educational resources has been one of the priority areas of the educational institutions. That is why, the need of OER, has been increasingly felt worldwide.
- Besides, the way OER has inaugurated a new era in education, it can be assumed that OER has immense scope internationally, nationally and locally in the days to come.
- MOOCs, which made its global presence felt in around 2012, are online courses that are designed for a large number of people that can be accessed by anyone, anywhere and anytime so long as they have an internet connection, are open to everyone without entry qualification and offer a full/complete course experience online for no cost at all. In

fact, for popularising MOOCs all over the world, the year 2012 was declared as the year of the MOOCs by The New York Times.

- The use and creation of OER and MOOC face a lot of challenges. Some of the challenges are-digital divide across the world, issues of equity and inequality, lack of adequate research on the usefulness of OER, lack of interests and willingness among the educators to accept OER and so on.



8.7 FURTHER READING

1) Giving Knowledge for Free: The Emergence of Open Educational Resources. Organisation For Economic Co-Operation And Development, 2007.
2) https://wiki.creativecommons.org/wiki/What_is_OER%3F
3) www.col.org
4) https://www.hindustantimes.com/education/news/blended-learning-a-new-normal-for-21st-century-learners-101622464626789.html
5) Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2009). Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies. Washington, DC: US Department of Education.
6) Cleveland-Innes, M. (November 2017). Facilitation and teaching presence: Using the community of inquiry in blended and online learning environments. Invited presentation. KTH Royal Institute of Technology, Faculty Development Course, Stockholm, Sweden.
7) Garrison, D. R., & Vaughan, N. (2008). Blended learning in higher education. San Francisco, CA: Jossey-Bass.



8.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q N. 1: OER can be roughly understood as any kind of teaching learning and research materials in any medium to be used in the public domain under an Open License that permits their free use.

Ans to Q N. 2: An open license, preferably a Creative Commons License,

usually allows adaptation and reuse of a resources in any format without having to request the copyright holder.

Ans to Q N. 3: The basic difference is that OERs have an open license, which allows adaptation and reuse without having to request the copyright holder.

Ans to Q N. 4: 1. Forum on the Impact of Open Courseware for Higher Education in Developing Countries UNESCO, Paris, 1-3 July 2002. 2. World Congress on Open Educational Resources, UNESCO, Paris, 20 to 22 June, 2012.

Ans to Q N. 5: Massachusetts Institute of Technology University, and other Universities like Stanford, Yale, University of Michigan, University of California, United Nations University and so on.

Ans to Q N. 6: Massive Open Online Courses (MOOCs)

Ans to Q N. 7: Acknowledging the potential of MOOCs for transforming the society, the MHRD, Govt. of India in the year 2016, introduced Study Webs of Active Learning for Young Aspiring Minds or SWAYAM, where teachers from institutions like the IITs, IIMs, and central universities offered online courses to the citizens of India. In order to ensure the quality of the contents produced and delivered through SWAYAM, Nine National Coordinators had been appointed which are-NPTEL for engineering, UGC for post-graduation education, CEC (Consortium for Educational Communication) for under-graduate education, NCERT & NIOS for school education, IGNOU for out of the school students and IIMB for management studies. Subsequently, the University Grants Commission (UGC) through its 2016, 2020, 2021 Credit Framework for Online Learning Courses through SWAYAM Regulation has mentioned that at least 20% to 40% materials from the total number of courses by an Indian University should be released in the form of MOOCs for the fast mobilisation and dissemination of knowledge and information among the prospective learners. The UGC further came up with the Choice Based Credit System (CBCS) system through which a learner would be able to choose from among the prescribed courses which shall be referred to as core, elective or minor or soft skill courses and they could

learn at their own pace.

Ans to Q N. 8: OERs have two biggest advantages: One, they have the potential to cut costs of printed materials thus saving a whole lot of public money; the other is that OERs can increase access and improve the quality of education.

Ans to Q N. 9: Technical barrier is the lack of broadband availability, Economic barrier is the lack of resources to invest in hardware and software for developing and sharing OER, and social barriers are the lack of skills to use the technical innovations and cultural obstacles against sharing or using resources developed by other teachers or institutions.

Ans to Q N. 10: One reason is that sharing knowledge is in line with academic traditions. The other reason is that educational institutions are using taxpayers' money by allowing free sharing and reuse of resources.

Ans to Q N. 11: Commonwealth of Learning, Canada and UNESCO, Paris have been working for several years now to promote the development and use of OER around the globe.

Ans to Q N. 12: COL maintains an online directory service for OER from the Commonwealth countries. Besides, they have identified free courses from different institutions belonging to the Commonwealth Countries in areas like-higher education, secondary schooling, teacher education and skills development.

Ans to Q N. 13: The NPTEL project funded by the MHRD, ICRISAT, Hyderabad created a number of Open Access learning materials on agricultural practices under VASAT, IGNOU's FlexiLearn project to promote personal learning etc.



8.9 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q 1: What is blended learning?

Q 2: What are the reasons behind the emergence of the OER movement

in the 21st century?

Q 3: Write a note on the history of OER movement with particular reference to 2002 Paris Forum.

Q 4: Explain the differences between OERs and MOOCs.

Q 5: Do we really need OER and MOOC? Write a note on use of OER and MOOC in the field of higher education of the 21st century.

Q 6: What is the scope of OER? Why are the people around the globe feeling the need to share?

B. Long Questions (Answer each question in about 300-500 words)

Q 1: In what way, can a teacher or educator use OER himself or herself or help their students use OER for learning?

Q 2: How does MOOCs help the learners in receiving lifelong learning opportunities and also in transferring their credits?

Q 3: Mention the benefits of an institution resorting to the production and sharing of OERs.

Q 4: Describe in detail the role played by Commonwealth of Learning in popularising the term OER.

Q 5: Many international activities have undertaken OERs. Discuss in detail.

Q 6: What is the current status of OER in a country like India? Describe.

Q 7: What are the major challenges of OER application in contemporary times? Discuss in detail.

Q 8: How does the blended learning mode help the learners in receiving the 21st century global learning? Discuss critically.

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UNIT 9: QUALITY ASSURANCE IN DISTANCE EDUCATION

UNIT STRUCTURE

9.1 Leaning Objectives

9.2 Introduction

9.3 Concept of Quality Education

9.3.1 Quality Assurance in Distance Education

9.3.2 Various Means of Quality Assurance in Distance Education

9.4 Let Us Sum Up

9.5 Further Reading

9.6 Answer to Check Your Progress

9.7 Possible Questions

9.1 LEARNING OBJECTIVES

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

- define the concept of quality education
- explain quality assurance in distance education
- discuss the various means of quality assurance in distance education

9.2 INTRODUCTION

There is a close linkage between the human resource development and an all-round socio-economic and cultural development of a nation. In fact, the development and expansion of knowledge and skill, inter alia, is the key component of the human resource development. The qualitative improvement of education and training is estimated to have contributed about 20% of the national income of a country through the improvement in the quality of human resources.

Indian economy has been growing at a high average rate of 8 to 9 percent per annum during the last 7/8 years except in 2008, the year of global recession and it is moving towards a double- digit rate of growth in

the near future. But for sustaining such a high rate of growth of the economy, India needs to be transformed into a major knowledge economy having adequate and abundance of skilled .and trained manpower. The present trend and rate of growth of skilled and trained manpower in the country is not very encouraging to sustain a high rate of growth of the economy.

The literacy rates in the country have shown substantial improvement after Independence. It has come up from mere 16.67 percent (in 1950-51) to 74.4 percent (in 2011). But mere increase in the literacy rate does not necessarily lead to major knowledge economy unless human resource of the country is moulded in the right direction for the need of the economy to attain sustainable development. The country has to build up skilled and trained manpower and it is possible through the expansion of quality higher education - both general , vocational and professional. Keeping these things in mind, we will discuss the importance of quality, how quality can be ensured in higher education for enhancing the effectiveness of the education system in India, particularly in open and distance learning etc.

9.3 CONCEPT OF QUALITY EDUCATION

Quality indicates the degree of excellence of particular things. It may be a norm, a rank or a standard which comes out after assessing the performance of the functions of a particular institution. Quality assurance is a development mechanism that is designed to maintain and enhance the institutional effectiveness as a whole. The improvement of quality is essential to enrich the dimension like curricula aspects, teaching learning process, research consultancy and education, health practice and students support service, extensive publication and co-curricular activities of an institution.



CHECK YOUR PROGRESS

Q 1: What do you mean by quality? Why do you think that quality is important in an educational institution?

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9.3.1 Quality Assurance in Distance Education

The present scenario of higher education in the country is not very encouraging to achieve the goal of a knowledge economy with abundance of skilled and trained manpower. During the time of independence and as the latest data available, the number of universities has increased from 20 to 758, colleges from about 500 to 39,071 colleges. Out of 758 universities, 267 Universities are privately managed, 43 Central Universities, 1 Central and 14 State Open Universities, 69 Institutes of National Importance, 316 State Public Universities, 5 Institute under State Legislature Act, 37 Deemed Universities Government and 6 Other Universities. (AISHE, 2016). Over and above, there are 14 State Open Universities, one National Open University and more than 117Directorates of distance education in the conventional Universities functioning in dual mode to cater for the need of the knowledge economy.

Keeping in view the objective of strengthening the knowledge economy, the Government of India during the Eleventh Five Year Plan targeted to establish 30 Central Universities (14 already established), 8 IITs (6 already established), 8 IIMs (4 already established), 10 National Institute of Technology (NIT) , 5 Institutes of Science and Research, 2 Schools of Architecture, 374 model degree colleges etc, besides about 1000 polytechnics to build up trained and skilled manpower as demanded by the economy. Recently, HRD Minister, Government of India, has announced to establish 800 new universities in India.

Significantly, the present national GER (Gross Enrolment Ratio) in higher education in India is exceptionally low when we look at the global scenario. It is about half of the world average GER (24 %) and 2/3rd of the average of the developing countries (18%) and far below the average of the developed nations (58%). Even compared with China, the GER in higher education in India was is lower than that of China by about 10% although it was

comparable about 10 years back. There is very wide variation in the GER even across the states

The access to higher education is denied to a large section of the population in the relevant age-group not only due to limited seats in the conventional education system, but also due to the increasing cost of education, particularly in the private sector - that is virtually unaffordable and is beyond the reach of a very large deserving section of the Indian society.

There is a remote possibility of attaining the targeted 15% GER in higher education by the end of the Eleventh Five Year Plan and 30% by 2020 through the conventional Universities - Central, State, Deemed and Private - and other educational institutions including the private players. This is mainly due to the fact that limited seats and high costs, particularly imposed by private players, are the main constraints for the access to higher education of a large segment of the population aspiring for it. This Herculean task of attaining the targeted GER can be made possible through an open, flexible and less expensive mode of education, which is provided by the open and distance learning (ODL) system. The National Knowledge Commission (NKC) also placed a pivotal role for the ODL system to build up the knowledge society in the 21st. Century. The provision of relevant and quality education to all the citizens can be provided preferably at their doorsteps by ODL system through its flexible, cost-effective and learners' friendly modes using information and communication technology (ICT). ICT enabled linkages through broadband and satellite network in the ODL system bring out teaching-learning process to "3As" scenario - Anyone, Anytime, Anywhere - making "Education Beyond Barriers". The NKC in its Report categorically stated "Open and distance education (ODE), enabled and delivered through information and communication technology (ICT) holds the promise to address the questions of access and provide new, alternative forms of capacity

building" (NKC, 2009, page 4). Considering the wide scope of the ODL system to provide flexible access to higher education - general, professional and vocational , the governments, both at Centre and the States, are giving due emphasis on horizontal and vertical expansion of quality education through open and distance mode since 1980s.. This has resulted in the establishment of 14 State Open Universities, one national Open University (IGNOU) and about 117 Directorates of Distance Education of the dual mode conventional Universities. In fact, ODL accounts for about 12% of the total enrolment in the segment of higher education, and thereby contributing substantially towards raising GER. Quality is the major concern in providing access to education to all and therefore besides the conventional education, the open and distance learning institutions should start the frontier from the very beginning to achieve the goal of quality education. Provision and maintenance of quality education at all stages - primary, secondary and higher - is the need of the hour. Highlighting the importance of quality, the National Knowledge Commission states "the biggest challenge faced in higher education, therefore, is the provision of quality higher education to the greatest number, at the lowest possible cost to the learner" (NKC, 2009, page 5). All the stakeholders of the ODL system of higher education - open universities, dual mode conventional universities, deemed universities and the private players should see that the quality of higher education is not compromised in the best interest of building a knowledge economy. But, unfortunately, there is a predominant feeling among the stakeholders that some Universities/ Institutions are compromising the quality of education provided through ODL mode for the obvious reason of maximizing profit ignoring the social responsibility of providing quality education. In fact, the additional resources generated by most of the dual mode universities through their Directorates of Distance Education are usually invested for the improvement of conventional teaching

programmes and a very little is left for investment on distance education, thereby adversely affecting the quality of education through ODL mode. For quality assurance through distance mode, the National Knowledge Commission (NKC) recommended the constitution of an External Quality Assurance Cell to assess and evaluate the ODL institutions at regular interval. Distance Education Council (DEC) , now known as Distance Education Bureau (DEB) also decided to have a Centre for Internal Quality Assurance (CIQA) in all the open universities of the country.

In open and distance learning, the application of quality has a unique character. We know that in ODL system, learners are generally physically separated in space and time from the teaching institution and the staff. Therefore maintaining quality is a great responsible on the part of the open educational institutions. It should be systematically and self-consciously maintained. In ODL, the application of quality means attainment of the expected levels of knowledge and skills which are tools for further learning by actual work experience necessary for managing the learner's personal and social transaction in day-to-day life. This quality is to be attained by all distance learners, in a given time-frame. Following are some areas where special focus should be given for maintaining the degree of quality:

- Curriculum design and preparing the module for the learners in locally, regionally, nationally and internationally,
- Teaching, learning and assessment
- Student performance, their progression and assessment
- Student support service and guidance



LET US KNOW

EQA: The External Quality Assurance (EQA) particularly in higher education is conducted for assessing the improvement of higher education and to provide reliable

information on the current quality of activities of higher education institutions in regard to both teaching, and research. In Indian higher education system it is generally assessed by National Assessment and Accreditation Council which makes the report and finalises the rank of the colleges and universities.

CIQA: The Distance Education Council (DEC), now known as Distance Education Bureau (DEB) has made the setting up of a Centre for Internal Quality Assurance (CIQA) mandatory for all open universities in the country. Ahmedabad-based Dr Babasaheb Ambedkar Open University had been entrusted with the task of working out a methodology for the same. The directorate of Distance Education Council supports CIQA with the seed money. The DEB has developed various guidelines, norms, policies for strengthening the academic capabilities of the distance learning universities and institutions.



CHECK YOUR PROGRESS

Q 1: How is quality assurance in ODL system integrated with the creation of knowledge economy of a State? Explain.

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9.3.2 Various Means of Quality Assurance in Distance Education

The term quality usually denotes the standard of something where it is compared to something else. Quality also means excellence of performance in any human action. So when we talk of quality assurance in relation to distance education, we mean achieving a certain level of excellence in performing the tasks involved with dissemination of education and knowledge through that particular

mode of teaching-learning process. The credibility and success of open and distance learning system depend on a number of factors, some of which are highlighted below:

- Curricula of ODL system should be well thought-out, need-based, employment oriented and learner friendly. Contrary to the conventional education system where learners are young having sole objective of entering into job market, the learners in the ODL system belong to all groups. Some of them are fresh and young targeting jobs, some of them are already employees targeting enhancement of qualification for promotion, while some of the learners are housewives and senior citizens targeting for life-time learning and enrichment. Hence, the curricula of the ODL system have to be framed carefully to make them learner friendly. Innovative course curriculum as well as need based courses like spoken English, Computer Application and Office Management, Cultural History of the country, Environmental Studies and Disaster Management etc. should be adopted and designed for the learners to gain them a better prospect of employment.
- Self learning materials (SLM) both in print and audio-visual forms are the heart and soul of ODL system and they should be of high quality. All SLMs in print form should have standardised house-style using simple and unambiguous languages and the learners should feel the presence of a teacher in front of them while going through the SLMs. National Knowledge Commission recommended the creation of "Open Educational Resources" to make them available to all for capacity building in a knowledge society. DEC and IGNOU guide the ODL institutions in the preparation of standard SLMs with certain level of uniformity.
- Adequate and effective counselling sessions should be provided through face to face interaction as well as through audio-visual form by using information and communication technology (ICT).

As per the DEC norm, counselling session of 3 hours should be provided per credit point of a programme. Besides arranging the counselling sessions through the Study Centres, Open universities and other directorates can produce audio and audio-visual SLM for the use of the learners and can also plan live telecast of counselling classes in the form of lectures and discussion.

- Timely and adequate learners support services (LSS) should be provided for success of ODL system. Timely provision of SLM, regular counselling, library facilities including e-library, provision of ICT facilities like audio-visual SLM, radio and television programmes, teleconferencing facilities, on-line programme etc. are some important ingredients of LSS that need to be provided timely and effectively. The educational radio and television channels like Gyan Darshan, a fully digital 24 hour exclusive Educational TV channel, GyanVani, a unique Radio Service of IGNOU, have played a prominent role in disseminating knowledge and information among the learners of the country. The recently established State Open University in Assam, Krishna Kanta Handiqui State Open University has the distinction of providing the first Community radio programmes in the entire North East of India "Jnan Taranga", followed by "Radio Luit", which has so far been the second Community radio Station in the North East set up by Gauhati University under the Institute of Distance and Open Learning (IDOL). KKHSOU has another educational programme "Ekalabya" which is transmitted through All India Radio (Guwahati and Dibrugarh Centres) initially twice in a week for providing educational information and for arranging discussion on some educational programmes.
- Quality of ODL system is immensely improved with the use of information and communication technology (ICT) and in fact, ICT drawn ODL system only makes it possible to provide

education with 3As - anyone, anytime and anywhere.

User friendly ICT in the form of radio, television, audio-visual SLM, internet broadband, teleconferencing, on-line courses etc. makes it easier to provide effective teaching-learning process in the ODL system. In fact, the National Knowledge Commission recommended the setting up of a national ICT infrastructure through state support to meet the technology demand of the ODL system. This recommendation of NKC has led to the constitution of a National Knowledge Network (NKN) which takes the responsibility of connecting the institutions of higher education (particularly the ODL institutions) for common sharing of knowledge through national networking.

- Transparent and foolproof examination system is another very important ingredient for credibility and quality of ODL system. Malpractices in the examination halls are quite common in the conventional educational system. Examination reforms need to be carried out in the ODL system so that examination system is transparent and there is no scope for malpractices. There are some provisions that can be adopted and followed for certain examination reforms to minimise the incidence of malpractices and errors in assessment. These are:
  - photograph of the candidate is scanned and printed on the admit card and pass certificate;
  - question papers are printed in the answer-book and adequate space is provided for the answers ;
  - no provision of extra (additional) answer-sheet which is one of the sources of malpractices ;
  - multiple sets of question papers of the same objective type questions are being mix-matched ;
  - provision of re-scrutiny of answer-book;
  - the learners can get the photocopy of his/her answer-script on request;

- ❍ if a learner is not happy with the marking even after getting the photo-copy of the answer-script, he/she is entitled to apply for complete re-examination of the answer-script by a second examiner;
- ❍ complete computerisation of the process of the declaration of examination results to avoid personal biasness ;
- ❍ Good governance is also a very important ingredient of quality assurance.

➢ Quick and timely delivery of learners support services, timely holding of counselling classes, timely holding of examination and declaration of results etc. hold the key for good governance and the credibility of the ODL system. The open universities and institutions should provide and deliver the study materials and hold the counselling classes timely and effectively. Besides the websites that are developed by each university for their educational purpose, mobile phone alert can be used for transmitting the relevant information like date of examination, date of admission, declaration of examination results etc. to the learners and the functionaries of the study centres or any member of the public from time to time. Even some universities and institutions following the ODL system have live phone-in programme where the top officials of that universities and ODL institutions can deliver some interactive sessions and directly talk with the learners on various issues and clear the people's doubts regarding the curricula of the Open University or its academic programmes, and get the ways and means for solution of their queries.

➢ The future development of ODL system depends on the new innovation and research to improve the quality. Innovation in the ODL system is utmost necessary and so the promotion of research is to be given due priority to develop ODL into a well-grounded discipline of learning. Ph.D. programme on ODL

related issues and various research projects can be provided to the learners in order to encourage innovative research in ODL system.

In fact, quality and credibility in ODL to build up quality human resources depends on the SLMs, both of print and audio-visual variety; ICT based radio, television, audio cassette, audio-video materials, tele-conferencing, computer based learning technology, on-line learning, web portal, internet-based learning, mobile and Learner Support Service, including Counselling. So, the ODL institutes need to concentrate on the quality and credibility of various academic programmes. What is needed not only the promotion of the ODL system but also to provide quality education for all through that mode.



CHECK YOUR PROGRESS

Q 3: Write some ways or means that can ensure quality in education, particularly in open and distance mode.

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9.4 LET US SUM UP

- The qualitative improvement of education and training is essential for human resource development in a country.
- For sustaining a high rate of growth of the economy, India needs to be transformed into a major knowledge economy having adequate and abundance of skilled .and trained manpower.
- The country has to build up skilled and trained manpower and it is possible through the expansion of quality higher education - both general, vocational and professional.
- Quality indicates the degree of excellence of particular things. Quality

assurance is a development mechanism that is designed to maintain and enhance the institutional effectiveness as a whole.

- The present national GER in higher education in India is exceptionally low when we look at the global scenario.
- The present scenario of higher education in the country is not very encouraging for achieving the goal of a knowledge economy which can be ensured by an abundance of skilled and trained manpower.
- This Herculean task of attaining the targeted GER can be made possible through an open, flexible and less expensive mode of education, i.e., the Open and Distance Learning (ODL) system.
- ICT enabled linkages through broadband and satellite network in the ODL system can bring the teaching-learning process to the "3As" scenario - Anyone, Anytime, Anywhere - making "Education Beyond Barriers" in attainable goal.
- Quality is a major concern in providing access to education to all and, therefore, besides the conventional education, the open and distance learning institutions should strive from the very beginning to achieve the goal of providing quality education to the learners.
- Highlighting the importance of quality in education, the National Knowledge Commission states that "the biggest challenge faced in higher education, therefore, is the provision of quality higher education to the greatest number, at the lowest possible cost to the learner"
- For quality assurance through the distance mode, the National Knowledge Commission (NKC) recommended the constitution of an External Quality Assurance Cell to assess and evaluate the ODL institutions at regular interval.
- Distance Education Bureau (DEB) also decided to have a Centre for Internal Quality Assurance (CIQA) in all open universities of the country.
- Curricula of ODL system should be well thought-out, need-based, employment oriented and learner friendly while ensuring the quality.
- Self learning materials (SLM) both in print and audio-visual forms are the heart and soul of ODL system and they should be of high quality

- Adequate and effective counselling sessions should be provided through face to face form as well as through audio-visual form by using information and communication technology
- Timely and adequate learner support services (LSS) should be provided for ensuring the success of ODL system.
- Quality of education in the ODL system can be immensely improved with the use of information and communication technology (ICT) and in fact, ICT drawn ODL system only makes it possible to provide education with 3As - anyone, anytime and anywhere.
- Research should be conducted and new areas should be explored for improving the quality in ODL system.
- Quality and credibility in ODL to build up quality human resources depends on - SLMs - print and audio-visual; ICT based - radio, television, audio cassette, audio-video materials, tele-conferencing, computer based learning technology, on-line learning, web portal, internet-based learning, mobile and Learner Support Service, including Counselling and so on.

9.5 FURTHER READINGS

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9.6 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q N. 1: The term quality usually denotes the standard of something

where it is compared to something else. Quality also means excellence of performance in any human action. So when we talk of quality assurance in relation to distance education we mean achieving a certain level of excellence in performing the tasks involved with dissemination of education and knowledge through that particular mode of teaching learning process

Quality assurance is a development mechanism that is designed to maintain and enhance the institutional effectiveness as a whole. The improvement of quality is essential in an institution to enrich the dimension like curricula aspects, teaching learning process, research consultancy and education, health practice and students support service, extensive publication and co-curricular activities of an institution.

Ans to Q N. 2: The present society is considered a knowledge society where members should be acquainted with some need based skills that will help them to get better livelihood. Education is the only way through which knowledge and information can be disseminated among the learners and thus it helps in developing manpower in a society. To make higher education accessible for all is still a big challenge for the Government of our country. Open and distance learning is the most effective alternative way through which people can have access to education at their own doorstep. Quality is a major concern while providing access to education to all and therefore in addition to the conventional system of education, the open and distance learning institutions should try from the very beginning to achieve the goal of quality education. For quality assurance through distance mode, the National Knowledge Commission (NKC) recommended the constitution of an External Quality Assurance Cell to assess and evaluate the ODL institutions at regular interval. Distance Education Bureau(DEB) has also decided to have a Centre for Internal Quality Assurance (CIQA) in all open universities of the country.

Ans to Q N. 3: There are some ways through which quality can be maintained in an open and distance learning institutions. These are as follows:

- Curricula of ODL system should be well thought-out, need-based, employment oriented and learner friendly for ensuring the quality.
- Self learning materials (SLM) both in print and audio-visual forms the core of the ODL system and they should be of high quality
- Adequate and effective counselling sessions should be provided through face to face form as well as through audio-visual form by using information and communication technology
- Timely and adequate learners support services (LSS) should be provided for success of ODL system.
- The quality of the ODL system can be greatly improved with the use of information and communication technology (ICT) and ICT drawn ODL system only makes it possible to have an education with 3As - anyone, anytime and anywhere.
- Research should be conducted and new areas should be explored for improving the quality in ODL system.
- Quality and credibility in ODL to build up quality human resources depends on - SLMs - print and audio-visual; ICT based - radio, television, audio cassette, audio-video materials, tele-conferencing, computer based learning technology, on-line learning, web portal, internet-based learning, mobile and Learner Support Service, including Counselling and so on.



9.7 POSSIBLE QUESTIONS

A. Very Short Questions (Answer each question in about 50 words)

Q 1: What do you mean quality?

Q 2: What do you mean by quality in education?

Q 3: What is the importance of distance education?

Q **4:** What is the present status of higher education in India?

B. Short Questions (Answer each question in about 150 words)

Q 1: Do you think that CIQA is important for assuring quality in an open and distance learning institution? Discuss.

Q 2: Why is quality education important for making knowledge economy

of a state?

Q 3: How is quality education related to human resource development in a country?

C. Long Questions (Answer each question in about 300-500 words)

Q 1: Do you think quality can be improved in an educational instruction? If so how will you suggest for that?

Q 2: Discuss the ways or means that can ensure the quality in education particularly in the open and distance mode.

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UNIT 10: COURSES FOR COMMUNITY DEVELOPMENT IN ODL MODE

UNIT STRUCTURE

10.1 Learning Objectives

10.2 Introduction

10.3 Community Development through Distance Education

10.4 Various Courses for Community Development in the ODL Mode

10.5 Problems & Challenges of Offering Courses for Community Development in the ODL Mode

10.6 Let Us Sum Up

10.7 Further Reading

10.8 Answer to Check Your Progress

10.9 Possible Questions

10.1 LEARNING OBJECTIVES

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

- explain what is meant by community development
- explain the role of distance education for community development
- identify the various courses that can be offered through distance mode for community development
- describe the challenges of community development offered through ODL mode.

10.2 INTRODUCTION

A community or society is a place or unit where a group of people lives in the same place or possess the same characteristics in terms of norms, values, attitudes, religion, identity etc. In fact, people living in a particular geographical area form a community following some common principles of life. They maintain mutual understanding among the members of the place or unit, which ensures their peaceful living by engaging themselves in different personal and social activities. Therefore, the

members of a society or a community should be rational and educated so that a productive and progressive society can be ensured. Hence, each member of the society should have adequate experience that makes them mature enough to think about their own life in the constructive and positives way. The positive and constructive thinking of the people brings positive transformations into the society, into the community or into the nation to a great extent. In fact, an ideal community should fulfill all economic, social and spiritual needs of each of the members, and this could be achieved only through producing an educated, skilled and competent group of people in the society. Therefore, the educational institutions, which are built and managed by the people of a community in order to bring welfare to the people of that community, should play the prominent role by introducing some need-based courses that meet the expectations of the people of that community. Along with the conventional mode of education, the ODL system has been able to cater to the needs of the people of any community by enhancing their capacities and skills irrespective of location, gender, age, socio-cultural background and so on. In order to form a knowledge-enabled population or to produce knowledge economies, it has become more important to equip all people with higher order skills to become Human capital in the true sense. As higher educational institutions, the universities will have to evolve with the needs of the community by introducing programmes, infrastructural facilities and delivery methods, enhancing learning procedures and technologies that can reflect the community's demands and attitudes. ODL is the only way that can encompass the motto of life-long learning, equip the members of the community with some professional and vocational courses and training that will provide opportunity for self-development and career advancement to the members of a community. In this unit, we shall discuss the various courses that will help the learners to understand the needs and importance of the courses for community development, and how these courses will boost up the capacity of the members of the community to a great extent.



Human Capital:
Refers to the skills, knowledge and experience possessed by an individual or population viewed in terms of their value or cost to an organization or country. It is determined by education, training, medical treatment, and is effectively a means of production.



CHECK YOUR PROGRESS

Q 1: What is a community?

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10.3 COMMUNITY DEVELOPMENT THROUGH DISTANCE EDUCATION

In the introduction part of this unit, we have already discussed what is meant by a community, why is distance education important for mobilising the capacity of the members of the community and so on. According to the Planning Commission of India, "Community development is an attempt to bring about a social and economic transformation of village life through the efforts of the people themselves." Mahatma Gandhi said that the true India lives in the villages and if India is to be developed, the villages cannot be ignored. Even after seventy years of India's independence, over 65% of the population is living in the rural areas, and they are primarily dependent on agriculture for their livelihood. Under such circumstances, it is essential to educate a poor farmer to be free from his miseries. Besides, it is also necessary to educate the rural masses with some need-based courses that would help them to lead a decent standard of life. However, the formal educational institutions are very inadequate to produce knowledge-enabled population, due to various restrictions. This has led to the adoption of distance education mechanism. Distance education, therefore, can play an important role to bridge the gap and can allow every individual to have some basic education and improve his or her living conditions.

The significance of distance education in the development of the Nation can be understood from the fact that today non-formal mode of education or open learning are encouraged at all levels of education. These programme are envisaged for providing a network of learning opportunities

to those who cannot or do not avail the facilities of the formal system for one reason or the other. They would also provide opportunities for recurrent and life-long education and constitute a major means of promoting greater equity.

Community development, on the other hand, indicates to ensure the wellbeing of the people so that they may be able to realize the necessity of productive life. Education is the only way to make people productive and resourceful. The ODL mode is the only medium for transacting the knowledge and information to the people at anytime, anywhere and for any one irrespective of age, geographical location, time, class and gender. In fact, by using Information and Communication Technologies (ICTs), ODL can reach out to the unreached at a minimum cost. Therefore, in today's educational parlance, 'Bring your Own Device' into your academic and educational transactions has almost become a catchy way to address the need for the use of ICTs in education. However, the problems like gender disparity in education, digital divisions, deprivation and marginalization of education etc. are some of the problems, which need to be reduced with the help of the ODL system. The use of asynchronous technologies in the blended mood is the best way to reduce the digital division between the people in rural and urban areas, developed and under developed areas and so on. Open Educational Resources can create knowledge movement by giving new opportunities for learning. Distance education based on OERs removes the limits and offer the possibility of widening of participants in education. Thus, the democratization of education is possible only through the ODL mode where no one is supposed to be deprived of needful education.

It is also stated that the communities are at the 'grassroots' of a country, and they help in the progress and development of the society. Therefore, there is an urgent need to convert the general population to a knowledge-driven or knowledge-enabled population. In this context, the higher educational institutions are the think tanks for making the knowledge-enabled population in the communities by introducing various need-based courses that would eventually help them to have a standard of livelihood.

The ODL system is the most viable option mobilising the people to cope with the present need and making them trained to be productive and efficient citizens of the communities or the societies. Through launching various programmes, the open universities and other ODL institutions can build up the confidence among the people to develop a sense of critical mindset as well as a sense of realising the importance of environment and the changing situation of the present day world. Besides, different forms of awareness programmes on different issues such as population explosion, environmental challenges, entrepreneurial opportunities, understanding human rights etc. can be organised at the level of the community for making the people conscious about the burning issues affecting the lives of the people in the community.



CHECK YOUR PROGRESS

Q 2: How does open and distance education help in community development?

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10.4: VARIOUS COURSES FOR COMMUNITY DEVELOPMENT

The practitioners of community development have over many years developed a range of skills and approaches for working within the local communities and with the disadvantaged people in particular. These include less formal educational methods, community organizational activities and group-work skills. Since, 1960s and 70s, through the various anti-poverty programmes in both the developed and developing countries, the community development practitioners have been influenced by structural analysis of the causes of disadvantage and poverty i.e. inequalities in the distribution of wealth, income, land etc., lack of political power and the inability of the

people's power to effect social change. Thus, the influence of such educators as Paulo Friere, the Brazillian educator, famously rejected the banking system of education policy in his seminal book Pedagogy of the Oppressed. Because, the banking system of education allows only a few people to receive education in society. Freire wanted to provide pedagogy of education to all sections of people in a liberal way because he felt that the pedagogy of the oppressed and marginalised can only boost up the knowledge economy, and subsequently, all people in a society can contribute economically and socially in an equitable manner.

A number of different approaches to community development can be recognised, which may be discussed in terms of the following:

- Community Economic Development (CED);
- Community Capacity Building (CCB);
- Social Capital Formation; Political Participatory Development;
- Non-violent Direct Action;
- Ecologically Sustainable Development;
- Asset-based Community Development;
- Faith-based Community Development;
- Community-based Participatory Research (CBPR);
- Community Mobilization;
- Community Empowerment;
- Community Participation;
- Participatory Planning including Community-Based Planning (CBP);
- Community-Driven Development (CDD); and
- Different approaches to fund communities directly.

The theme behind all the aforesaid approaches is to empower individuals and groups of people with the skills they need for effecting changes within their communities.

Dr. B R Ambedkar Open University—the first Open University in India was started in 1982. By 2018, there are one national and fourteen state open universities functioning in the country. The courses on offer by these distance education centers are also varied in nature. It is true that many replicable courses parallel to the conventional higher education

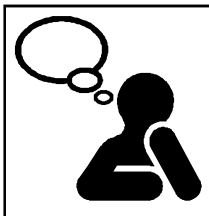
system are on demand, and they are also on offer in the Open universities. These courses are mainly for those who are school dropouts, neo literates, unskilled and semi-skilled workers, housewives, women and other deprived or marginal groups.

The open universities have been offering various courses for the masses as well as for the in-service professionals in highly specialized areas. The important features of such courses are the delivery mechanism(s) and the provision of teacher training at the work site. There are many areas of work under these courses, which are aimed at the grass root level workers. Some of such courses which are being aimed at self-employment or which would promote entrepreneurship are as the following:

- Education and Child Guidance
  - Education and Child Guidance courses
  - Early Childhood Education courses
  - Pre and Primary Teacher Education courses
  - Guidance courses
- Community Development
  - Food and Nutrition courses
  - Human Rights courses
  - Consumer Awareness courses
  - Rural Development courses
  - Women Empowerment courses
  - HIV and Family Education courses
  - Computer Literacy courses
  - Youth Development Programme courses
- Environment
  - Conservation of Forest courses
  - Repairing of Radio and Tape Recorder courses
  - Fitter courses
  - Domestic Wiremen courses
  - Mechanic- Automobile courses
  - Plumber courses
  - Lathe Operator courses

- Mason courses
- Multi-skill Vocational Programme courses
- Industrial Painting Technician courses
- Gardeners Training courses
- Computer Assembling courses
- Certificate in Security Services courses
- Agriculture/ Horticulture based Photography courses
- Bee Keeping courses
- Mushroom Cultivation courses
- Fish Farming courses
- Poultry Farming courses and others

Such classification of courses are usually done based on the type and target group of the courses. The courses listed above are mainly intended for the masses associated with the grass root level having varying eligibility criteria. There are a myriad of job titles for community development workers, and their employers include public authorities and voluntary or non-governmental organizations, funded by the state and by independent grant making bodies. Since 1970s, the prefix word 'community' has also been adopted by several other occupations from the police and health workers to planners and architects, who have been influenced by community development approaches. Unfortunately, in spite of the efforts undertaken to make education, particularly vocational, technical, professional and or entrepreneurship courses, available at the door step of all, the majority of the beneficiaries have not benefitted much or they are not availing these opportunities. This calls for the development of a comprehensive policy of distance education that would addressed for individual and social development.



ACTIVITY 10.1

dentify and design some of the courses that are relevant to your locality for making people productive economically in your own community.

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10.5 PROBLEMS & CHALLENGES OF COMMUNITY DEVELOPMENT OFFERED THROUGH ODL PROGRAMME

The global need for community development is greater in the early 21st century than ever before. According to UNESCO, half of the world's 195 countries will have to expand their stock of education significantly if the goal of the development target is to be achieved. Socioeconomic inequities, political instability, demographic changes and crises such as the HIV/AIDs epidemic have engendered huge shortfalls in teacher supply and low teacher quality in many developing countries. Education serves as the backbone in the development process. Open learning and distance education programmes are serving a pivotal part in the development process. It is to be kept in mind that expanding teacher education may not be adequate if the current and projected shortfalls in teacher supply and low teacher quality are not properly addressed.

One of the basic objectives of this unit was to focus on how professional, vocational, technical and entrepreneurship courses offered through distance education can help a community to develop. Now, of course, community development should take place and if this development results in the availability of professional and technical resources and creates entrepreneurs and vocationally skilled personnel through distance education, it will be highly appreciated by all. However, India being such a vast country with uneven communication and infrastructure facilities, it is next to an impossibility to develop a uniform strategy for the implementation of such a strategy. Some of the pressing hurdles obstructing the success of distance education in India are listed below.

- Inadequate infrastructure facilities
- Adverse climatic conditions
- Mountainous landscape
- Border clashes and ethnic tension
- Sustainability of the motivational level of the learners
- Poor postal service leading to the delay in the delivery of stumaterials

- Lack of knowledge of the availability of courses which a learner can choose from
- Practice of early marriages in the villages and followed by early mother hood
- Absence of proper learning environment
- And, most importantly, the inadequate supply of knowledgeable tutors

The list of hurdles mentioned above is not all-inclusive and exhausted. There are many other challenges to address. The infrastructure and communication in the villages need major improvement irrespective of distance or disturbances. Perhaps, it is only then, that community development through distance education shall take place in the true sense and empowering the community dwellers in entrepreneurship, vocational skills, professional and technical knowledge can be achieved.

Before summing up, a word on the philosophy of open and distance education may be discussed. ODL is out and out an alternative mechanism to supplement the formal education system by replacing its shortcomings. The students having a degree from the open and distance education system are always looked down upon and considered inferior to those holding degrees from a regular and conventional educational institution. This is perhaps the key behind the absence of absolute enrolment in the ODL system despite its having unlimited scope both in the rural and urban areas. This mindset needs to be changed, and for this to happen, the education reformers and administrators need to encourage the people to enroll in the ODL system, may be by means of giving them an extra weightage while providing employment. The ODL system should be made more interactive with the use of information and communication technology, so that it can reach out to all learners at the same time.



CHECK YOUR PROGRESS

Q 3: How can ICT make ODL more effective in community development?

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Q 4: State the various hurdles of ODL system towards effective community development

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10.6 LET US SUM UP

- A community is a place or unit where people live in the same place or have common characteristics in terms of norms, values, attitude, religion, identity etc.
- People living in a particular geographical area form a community following some common principles of life a mutual understanding among the members of the place or unit.
- Community development seeks to empower individuals and groups of people by providing them with the skills they need to effect changes in their own communities. These skills are often created through the formation of large social groups working for a common agenda.
- Community developers must understand how to work with individuals as well as how to affect the positions of the communities within the context of larger social institutions. Since the 1970s, the word "community" has also been adopted by several other occupations from the police and health workers to planners and architects, who work with the more disadvantaged groups and communities.
- The need to overhaul the education system of today may also be region specific and need-based. Today's educated youths are unemployed

due to insufficient skills in the present day work market. Therefore, Open and Distance Education has to play a very proactive role not only to increase GER but also to offer quality skill based education to help the young masses become employable or entrepreneurs.

- Open and Distance Learning has the flexibilities to serve the aspirations of learners anywhere, anytime and at any place. Thus, ODL can connect the nation in terms of education and mobility of learners to acquire their desired knowledge.

10.7 FURTHER READING

1) Tahir Mumtaz et al. "Community Development through Open Learning and Distance Education", Secondary Education Journal, Vol.-I, Issue-I, Pp. 1-14
2) Govt. of India, (1987): University System and Extension as the third Dimension- Report of the Review Committee appointed by the UGC, New Delhi
3) IGNOU (1995): Certificate in Guidance- Programme Guide, IGNOU, Delhi

10.8 ANSWER TO CHECK YOUR PROGRESS

Answer to Q N. 1: A community is a group of people, who live in a geographical area and have interaction among each other for the purpose of making a living. It is an exclusive term and is frequently used to encompass any and every effort towards the advancement of a community.

Answer to Q N. 2: Open and Distance Education represents the approaches that focus on open access to education and training provision, freeing learners from the constraints of time and space and offering the learners flexible learning opportunities.

Answer to Q N. 3: The use of ICT can make distance education more effective, as the universities can make their contents available to millions

of learners at a little or virtually no cost. For example, the use of Open Educational Resources (OERs) provides different innovative ways that would provide new opportunities for learning through distance education. Distance education based on ICTs will remove the limits and barriers and offer the possibility of widening the participation in education.

Answer to Q N. 4: Some of the pressing hurdles obstructing the success of distance education are inadequate infrastructure, sustainability of the motivational level of the learners, delay in postal service leading to the delay in the delivery of study materials, lack of knowledge regarding the availability of the courses which a learner can choose from, practice of early marriages in the villages followed by early mother hood, absence of proper learning environment, absence of knowledgeable tutor among many others.



10.9 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q 1: What is meant by community development? Explain briefly.

Q 2: How does distance education help in community development?

Q 3: What are the various courses that can be taught/offered through open and distance education?

B. Long Questions (Answer each question in about 300-500 words)

Q 1: Do you think distance education is a viable means of community development in India? Justify the answer with some appropriate examples.

Q 2: Discuss the difficulties and challenges of distance education as a means of community development.

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UNIT 11: RURAL DEVELOPMENT AND WOMEN EMPOWERMENT THROUGH ODL

UNIT STRUCTURE

11.1 Learning Objectives

11.2 Introduction

11.3 Concept of Rural Development

11.4 Distance Education and Rural Development

11.5 Women Empowerment and Distance Education

11.5.1 Courses of Study through the Distance Mode for Rural Development and Women Empowerment

11.6 Let Us Sum Up

11.7 Further Reading

11.8 Answer to Check Your Progress

11.9 Possible Questions

11.1 LEARNING OBJECTIVES

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

- define rural development and distance education
- discuss coursesof study related to rural development
- outline the concept of empowermentof women

11.2 INTRODUCTION

You must be aware of the fact that rural development is an essential index of a country's overall development. Rural development programmes aim at reducing poverty and unemployment among the rural masses and target all the socially discriminated classes and groups so that they can reap the benefit of development. Around 70% of the population in India lives in villages with agriculture and allied activities as their main occupation. The rural areas or the country stand at the opposite pole of the urbanized areas and perennially suffer from lack of facilities available for the urban population. They have a low population density, and most of the land is

devoted for agriculture and allied activites. Contrary to this, the urban area is characterized by higher population density and diverse occupations which are based on secondary and service sectors. Urban areas may be cities, towns or semi- urban places where the pace of development is visibly faster than the rural areas. But real development will take place only when the rural areas are developed and the rural - urban disparity becomes less pronounced. Infact, rural and urban developments are complementary to each other. Rural development means both the economic betterment of the people and greater social transformation. In order to provide the rural people with better prospects for economic development, increased participation of people in the rural development programmes, decentralization of planning, better enforcement of land reforms and greater access to credit are necessary. Initially, the main thrust for development was laid on agriculture industry, communication, education, health and allied sectors, but now it has been realized that accelerated development can take place only if the educational sector is developed at the grass root level.

Women empowerment is also closely connected with rural development. You may be aware of the fact that women constitute about 46% of the population and the 70% of women live in rural India (2011). It is also true that their literacy is low and they are mostly employed in the unorganized sector or unpaid employments. These problems can be addressed through education. Education is the most important requirement for inclusive growth and for empowering the individual and the society. To educate women is to educate the society. Providing education to all, whether belonging to the urban or rural areas is a formidable challenge for the planners. It is all the more important to provide education to the unreached and this is largely possible through open and distance learning. In this unit we will acquaint you with the concept of rural development and women empowerment and how distance mode can be effectively used for imparting useful knowledge and skill to the rural women through some academic courses so that they will be truly empowered to share the fruits of development.

11.3 CONCEPT OF RURAL DEVELOPMENT

Rural development in general refers to the actions and initiatives taken to improve the standard of living in non-Urban neighbourhoods, countryside, and in the remote villages. Here agricultural activities are prominent and economic activities primarily relate to the primary sector-the production of food stuff and raw materials.



Idyllic: extremely happy, peaceful and picturesque

Rural areas are usually referred to as small, inward-looking, and idyllic Communities are held together by kinship relations and support and interdependence among them in basic agricultural occupations. The characteristic features that differentiate the rural from the urban areas include: size, particularly areas inhabited by the people, low population density, homogeneity, presence of few social classes, low standard of living, presence of few / no social amenities such as electricity, pipe-borne water, low social mobility,agrarian character . The rural areas also produce the bulk of food items consumed in urban areas. Besides, there is the attendant problem of the drifting of young, able-men to cities in order to benefit from the urban resources and modern life.People living in rural areas are characterised by low capital investment, low savings, and low production.The poverty level is usually higher among women than men. Women continue to struggle with dual responsibilities of economic production and domestic labour and most of them are confronted by poverty, illiteracy, high health risks, inadequate access to productive resources, and lack of credit/market access.

Rural development programmes mostly aim at the social and economic development of the areas. These programmes generally flow from local or regional authorities and also from NGO's, national government and international development organisations. In fact, you can see that many of the developed-countries have very active rural development programmes. The main aim of the rural government policy is to develop the underdeveloped villages.

Around 70% of the State's populations are living in rural areas.Mahatma Gandhi is of the opinion that "India lives in their villages"

and it is equally true even today.To ignore the villages and the remote far flung areas is to the halt the march of progress and development. Ideally the people in rural areas should enjoy the same quality of life as is enjoyed by the people living in sub urban and urban areas. Further, there are cascading effects of poverty, unemployment, poor and inadequate infrastructure in rural areas on urban centres causing slums and consequential social and economic tensions which lead to urban poverty and economic deprivation of a vast section of the urban population. Seen in this context, rural development is an imperative for the rural people to whom it provides adequate and quality social services and minimum basic needs. In the today's context rural development mainly focuses on poverty alleviation,better livelihood opportunities, provision of basic amenities and infrastructure facilities through innovative programmes for promoting wage and self-employment and vocational education.



CHECK YOUR PROGRESS

Q 1: Define rural development in 30 words.

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Q 2: How are rural areas identified?

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Q 3: What does rural development action aim at?

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11.4 DISTANCE EDUCATION AND RURAL DEVELOPMENT

Distance education or learning refers to teaching and learning where the learner is physically separated from the instructor, but is still with regular

contact. While there may be occasional meetings between the instructor and learner, the actual amount of face to face contact is always limited or sometimes non existent. Let me tell you that now-a-days, distance education is no longer a matter of choice but a compulsion of the times.

The mode of distance learning has emerged as a blessing in disguise to those who aspire to become learned and knowledgeable but could not access the regular mode of collegiate education due to their economic compulsions or for some other reasons. So, distance education plays a major role in rural development and it has rightly been given importance in the developing countries of Asia which are characterized by high incidence of rural poverty. Through this system even the low income people who have no access to education in formal universities can improve their knowledge base and acquire qualifications. This, in turn, contributes towards increasing the literacy rate, and in the long run can be useful towards eradicating poverty and other such problems.

So, you can see that despite the existence of large urban centers, India is still predominantly a rural society with approximately 70 percent of the population living in villages. Rural development implies the comprehensive and sustainable development for people and places in the rural areas. It depends on several interrelated components such as the development of appropriate production technology, dissemination of modern technology to the farming community, formulation of suitable policies for growth in the farm and rural non-farm economies, conservation and sustainable use of natural resources, and provision of infrastructure and social services. So, for achieving rural development and for responding to these global challenges their will be required trained professionals with a wide range of relevant expertises. They are needed to work in government agencies, non-governmental organizations (NGOs) and in the private sector. Such professionals are needed who can formulate appropriate policies and plans, design and implement development projects, disseminate appropriate technology and information to farmers and small-scale entrepreneurs, and manage businesses and the efficient delivery of services in rural areas. Apart from that you can see that most of the Indian belonging to the rural

weaker sections are village based illiterate agricultural labourers and most of the Indian tribes are forest based illiterates. Therefore,the need of the hour is the occupational modernization of these weaker sections and tribes and this can be possible only through education and particularly education in vocational areas. There are well established Open Universities in India which can serve the purpose. Most of these universities have started offering professional programmes in the field of rural and agricultural development. Indira Gandhi National Open University offers various programme in rural development. Besides IGNOU, other open universities have also launched various programmes in rural development. Infact,YCMOU (Yaswantrao Chavan Maharashtra Open University) has done a commendable job in reaching out to the rural tribal people of Maharashtra for their sustainable development. Programmes through distance mode like plumbing, lathe operating etc. have been launched. It has also successfully launched ten crop based programmes for the farmers in the state. These open universities have rightly adhered to the objectives of making quality higher education available to the deprived and disadvantaged segments especially in rural and remote areas, women, SC/ST and besides tailor made innovative programmes. The concept of 'Prayog Parivar' launched by the university way back has been a successful venture. This concept provides the farmers a common platform with a common goal to discuss their problems, experiment and generate knowledge or record the locally available agriculture innovations based on their field experiences. IGNOU has signed a memorandum of understanding with the National Institute of Rural Development to develop more rural development specific programmes in future. There are a few examples of how the universities in the ODL system can offer services in rural development.

Distance learning programs are increasingly being explored in many areas of education. In particular, schools in rural settings, which have traditionally been underserved and dislocated from their urban counterparts, are now seeing the benefit of distance learning technologies.



CHECK YOUR PROGRESS

Q 4: Define distance education.

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Q 5: Recall any two steps that have been taken to empower the rural poor through education.

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11.5 WOMEN EMPOWERMENT AND DISTANCE EDUCATION

The concept of empowerment refers to the process of bringing about a transformation in all walks of life of every individual citizen of the country. The Oxford English Dictionary defines 'empower' as 'authorize, licence (person to do), give power to, make able (person to do)'. The need for empowerment arises from the inability of an individual or a group of people to realise their dreams and reach their greatest potentials due to artificial barriers created by individuals and other groups within the same society. Okeke (1995) stated that "to empower means to give power to, to give authority to, to enable a person or a group of persons gain power". Let me tell you that the word 'women empowerment' means many things to many people due to different ideological or preconceived notions. Women empowerment aims at ensuring a balance between the sexes so as to create a more equitable distribution of power in society.

The Constitution of India is considered a forward looking Constitution because its preamble recognises the principles of social, economic and political justice. Indian Constitution guarantees several rights to women. Constitutional provisions promise to provide equal opportunities to women by removing gender bias. Article 14 provides equality before law and equal

protection by the law. Article 15 (1) assures not to discriminate on grounds of religion, race, caste, sex or place of birth. Article 15 (3) declares the State to make special provisions in favour of women and children.

Article 16 reassures equality of opportunity for all citizens in public employment. Article 39 declares the state to direct its policy towards securing equal pay for equal work for both men and women. Similarly, Article 51 lays down the provision to renounce practices derogatory to the dignity of women. So you can see that although the Constitution of India provides equality and justice yet in actual practice in India itself, women are the weakest segment of the disadvantaged groups. Females are not at par with their male counterparts and have remained deprived and underprivileged. Women at large experience multiple barriers in gaining access to employment, housing land, food and social security and education.The urban women are somehow able to manage their pace with the mainstream to some extent because of the availability of better facilities to them, in terms of education, employment etc; but the rural women are still at a considerable disadvantage in education and other sectors and the reasons for their backwardness are more than one. The low rate of literacy among women is caused by the low enrolment and high drop out rate among the school going girls. The women in rural areas maintain an over alllow profile. Different barriers like unequal status of women in rural society, their confinement to household, early marriage, negative attitude of parents towards their female children among others are some of the factors responsible for the illiteracy of women in rural areas. We know that women constitute about 48.46% of the population and that about 70% (Census of India 2011) of women live in rural India. It is seen that women are mostly employed in the unorganized sectoror unpaid employments and their literacy is low.

The first Prime Minister of India Pandit Jawaharlal Nehru once said, "To awaken the people, it is women who must be awakened; once she is on the move, the family moves, the village moves and the nation moves" (quoted in Pillai, 1995; p. 62).

Women Education:

Education for girls is vital not only on the grounds of social justice but also because of the fact that it accelerates social transformation. As stated by Jawaharlal Nehru, by educating a woman we educate the whole family. Given that a woman has put the responsibility of the whole family on herself, an educated woman is better capable of taking care of health, nutrition and education of her children and more importantly can be an active agent in the social and economic development of the country .Let me tell you that economic success everywhere is based on educational success. Literacy is the basic building block of education. No society has ever liberate itself economically, politically or socially without a sound base of educated women. Education has a direct impact on women empowerment, as it creates in them an awareness about their rights, their capabilities and the choices and opportunities available to them. Education of girls has become a national goal. Considering education as an essential instrument of the nation building process in the Nehruvian era, the University Education Commission was established under the chairmanship of Dr. S. Radhakrishnan. It is known as the Radhakrisnan Commission and it submitted its report in 1949 with a full chapter on women's education. It is mentioned there that there could not be educated people without educated women. The First Five Year Plan put that the general purpose and objective of women's education could not be different from those of men's education. But the Mudaliar Commission of 1952-53 seemed to be less pre-occupied with gender differences. The National Committee on Women's Education, 1956 shifted its focus from higher education to school education.According to the recommendations of this committee a Council of Women's Education was set up. In 1964-66, Kothari Commission observed: "In the modern world, the role of women goes much beyond the home and the bringing up of children. She is now adopting a career of her own and sharing equally with men the responsibility for the development of society in all its aspects." In 1971 the Committee on the Status of Women in India was constituted by a resolution of the Ministry of Education and Social Welfare. The report of this committee is considered an eye opener to the stark inequalities existing

between men and women in India. The culmination of all these government efforts was the National Policy of Education, 1986. The Policy states that education will be used as an agent of basic change in the status of women. The National Education System will play a positive interventionist role in the empowerment of women. Women's studies will be promoted as a part of various courses and educational institutions will be encouraged to take up active programmes to further women's development. Major emphasis will be laid on women's participation in vocational technical and professional education at different levels.

The Plan of Action, 1992 also had also special parameters on empowerment of women. But the National Policy for Empowerment of Women, 2001 had given a greater charter for women's empowerment in all fields. Among the most vital inputs for the empowerment, the policy envisaged equal access of women to healthcare, quality education at all levels , career and vocational guidance , employment etc.

Since already these are constitutional declarations, government policies, besides a number of commissions being set up to deal with the question of women empowerment the first decisive step to be undertaken is to enhance their literacy level and uplift their entrepreneurial skill and the Open and Distance learning can be used as a viable alternative to the traditional mode in addressing the issue. The ODL system has already been put to use. For example IGNOU has introduced various programmes which aim to improve the quality of women's life by empowering them to determine and exercise their life options, and influence the direction of change through their own control over crucial material resources. Education - especially professional and technical education - is also likely to enhance women's economic independence by equipping them with the skills necessary to take up paid employment opportunities. At the national level, educating women has resulted in improved productivity, improved income and economic development, as well as in a better quality of life, leading to a notably healthier and better nourished population. Recently, the demand for skilled labour has risen significantly as a result of globalisation, changes

in technology, and as a result of the re-organization of work. The process of skills development in the informal sector in developing countries is more important since formal training institutions do not have the capacity to train a large number of aspirants. Therefore, open and distance education has become an alternative tool for providing skills-based education and training. Open and Distance Learning otherwise referred to as Distance Education,is clearly a realistic alternative.

The mission of 'Open and Distance Learning' aims to include greater dimensions of openness and flexibility, whether in terms of access, curriculum or other elements of structure. The concept of open and distance education is a scheme that affords a nation the opportunity to transmit effectively the educational benefits to all its citizens and especially to those who are unreached or denied access on the basis of one social consideration or the other at an affordable cost.

Through the ODL, education can be imparted to the class of women who are full time housewives, many of whom have never had access to formal education or had to give up school at early stages of their lives. Women in this group are not usually enthusiastic about formal education because their husbands had indicated that they are to sit at home and take care of the home and the children. Such women are usually unable to leave their spouse and children to travel away to attend a conventional university system. The challenges posed by this social system is far reaching, in the sense that the woman cannot venture out of the home to a formal school or university system where she can pursue the much craved training, skills development and education. Many of them have to be content with seeing their dreams come alive in their children's lives and they unconsciously transfer their dreams to their children's lives. Women in this category will definitely be grateful for distance education, since it allows them to sit at home and study for a programme without affecting their family obligations or neglecting their children. It is certainly a means of fulfilling the life dreams of many women who have been saddled with the work of a full time house wife. The issue of women education is essential for rural

development. Women are not well equipped to contribute their useful quota to the society because of illiteracy and lack of education.

Again,distance education can cater to the needs of the working women in the unorganized sector. Many of them marry early without completing their school/ college education and the responsibilities of raising their children while still being engaged in an unrecognised and unremunerative labour make them discontinue their studies. They also have other responsibilities and obligations to bear in respect of their husband's family. All these make it impossible for them to go back to studies in a formal set-up. The Open and Distance Learning may be an answer to this unfulfilled desire for higher studies by offering varieties of courses which they can pursue without affecting their normal work schedule and family obligations.

So you can see that open and distance education is fast emerging as a dominant mode of education to meet the growing needs of aspiring learners in the fast changing world. This popularity of distance education is mainly attributed to its ability to accommodate a large number of aspirants through its flexible and cost effective structure. Empowerment of women has visible links with the educational attainment of a society. The National Policy on Education (NPE) 1986 and program of Action revised in 1992 placed women's education in the priority list and stated that it would play a positive interventionist role in the empowerment of women.The objective of the National policy for the Empowerment of Women, 2001 is to bring about overall advancement, development and empowerment of women. With the 'learner centred' mode of education, ODL enables students to 'earn while they learn' the ultimate goal being to create a learning society. It may be mentioned that the Sixth Five Year Plan (1980-85) included for the first time in the history of the planning in India a separate chapter on ' Women and Development '. Vocationalization has becomea keyword in the higher education scenario where attention is being increasingly drawn to better linkages between education and employment.The purpose of providing education to women is to enable them to think critically, identify

their strengths and take conscious, informed decisions, empowering them to play a positive role on their own in the development of the nation. Empowerment of women through education implies the improvement of status in the family, community and society which helps reduce the gender gap and this empowerment is possible through open and distance learning.

Women of India have made considerable progress in the last 60 years after independence. But still the women's literacy rate in India is 57.93 percent (Census of India 2011). Inspite ofthe Constitutional provisions and recommendations of so many other problems confronting women in India are: early drop out of girls from school, dowry death, domestic violence etc. The National Policy for the Empowerment of Women (2001) rightly states that there still exists a wide gap between the goals enunciated in the Constitution , legislation , policies , plans , programmes and related mechanisms on one hand and the situational reality of the status of women in India on the other . In the 20th century education was a means for a women's empowerment, but today she has a right to education as a citizen



LET US KNOW

To call women the weaker sex is a libel; it is man's injustice to woman. If by streng this meant brute strength, then indeed, woman is less brute than man. If by strength is meant moral power , then woman is immeasurably man's superior: has she not greater intuition , is she not more selfsacrificing ,has she not greater powers of endurance , has she not greater courage ? Without her man could not be. If non violence is the law of our being, the future is with woman. Who can make a more effective appeal to the heart than woman?

Mahatma Gandhi



CHECK YOUR PROGRESS

Q 6: What is empowerment?

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Q 7: How can open and distance learning can be useful in case of women empowerment?

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Q 8: What is the objective of the National Policy for Empowerment of Women 2001?

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11.5.1 Courses for Women Empowerment and Rural Development through Distance Mode

Distance education is specially designed to address the 'inaccessibility' of the weaker sections of the society or 'reaching out to the unreached'. Distance education has reduced the disciplinary constraints of the conventional university system and in India, in particular, distance education has opened up new disciplines that are relevant for self employmentand potential employability. Over a period , the open and distance education in India has emerged as complementary to conventional higher educationand has ben playing a significant role in bringing about empowerment as a whole .You can see that most of the open universities and dual mode universities are offering various programmes specially for women and rural folks. IGNOU is a pioneer in this field and other open universities,including K K Handiqui State Open University, are the following its lead.

IGNOU has introduced various programmes which aim to improve the quality of women's life by empowering them.They have developed courses such as M.A. in Woman and Gender Studies and P.G. Diploma in Women Studies.Courses like child care guidance, jewellery designing, pottery making, Montessori training, knitting, fashion designing, beautician certificate course, course in nutrition are some of the programmes that can be offered by universities in the ODL mode. These courses are meant for self employment. IGNOU also offers a number of post graduate programs in rural development. Other state open universities of India also offer similar types of courses. Infact, in the context of Assam, K.K.Handiqui State Open University is taking a leading role in offering vocational courses in rural development and women empowerment. Courses like Scientific Piggery Farming (CSPF), Commercial Goat Rearing (CCGR), Commercial Broiler Farming (CCBF), Commercial Duck Farming (CCLF),Commercial Layer Farming (CCLF), Mobile Repairing, Maintenance and Repairing of Audio Video Equipments are offered. These are certain vocational programmes which can directly benefit the women and finally enhance women empowerment through self-employment and entrepreneurship development. These programmes include, inter alia, Fashion Designing, Beautician, Garment Manufacturing, Nursery Management, Food and Fruits Preservation etc.



CHECK YOUR PROGRESS

Q 9: What kind of courses can be offered in the ODL system for rural development and women empowerment?

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11.6 LET US SUM UP

- Rural development in general is used to refer to the actions and initiatives taken to improve the standard of living in non-urban neighbourhoods, countryside, and remote villages.
- Rural development actions mostly aim at the social and economic development of the areas. These programs are usually top-down from the local or regional authorities, regional development-agencies, NGOs, national governments or international development organizations.
- Distance education or learning refers to the teaching and learning where the learner is not regularly in contact with the instructor, but still with regular contact through the use of ICT and othe forms of communication.
- Distance education or learning refers to the teaching and learning where Most Indian rural weaker sections being village based illiterate agricultural labourers and most Indian tribes being forest based illiterates, the need of the hour is the occupational modernisation of these rural weaker sections and tribes and this can be possible only through distance education and education in vocational areas.
- Distance education or learning refers to the teaching and learning where The concept of empowerment refers to the process of bringing about a transformation in all walks of the life of every individual citizen of the country.
- Distance education or learning refers to the teaching and learning where IGNOU has introduced various programmes which aim to improve the quality of women's life by empowering them to determine and exercise their life options, and influence the direction of change through their own control over crucial material resources.
- Various courses are developed by open universities to empower women and develop the rural sector.



11.7 FURTHER READING

1) BhatnagarTinku Paul ,(2011): Women, Employment and Empowerment New Century Publications , New Delhi

2) Pillai, J.K. (1995): Women and employment,: Gyan Publishing New Delhi
3) Sharma, R. (1996): Empowering women through distance education. Indian Journal of Open Learning.
4) Trivedi Tanuja.(2009):Women and Rural Development, Jnanada Prakashan, New Delhi

11.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q N. 1: Rural development in general refers to the actions and initiatives taken to improve the standard of living in non-urban neighbourhoods, countryside, and in the remote villages. Here agricultural activities are prominent and economic activities primarily relate to the primary sector- the production of food stuff and raw-materials.

Ans to Q N. 2: Rural areas are usually referred to as small, inward-looking, and idyllic communities. They are held together by kinship relations and support and interdependence among them in basic agricultural occupations.

Ans to Q N. 3: Rural development actions mostly aim at the social and economic development of the areas.

Ans to Q N. 4: Distance education is a mode through which knowledge is imparted to the learners not by direct face to face classroom transaction but by indirect and informal manner of teaching through various learner support services including short contact programme from time to time and use of ICT.

Ans to Q N. 5: The two steps that have been taken to empower rural poor through education are by way of offering professional programmes in the field of rural and agricultural development and enhancing skills through launching different courses in ODL system by various universities such as Indira Gandhi national open university and Krishna Kanta Handiqui State Open University, YaswantraoChavan Maharashtra Open University (YCMOU) etc.

Ans to Q N. 6: The concept of empowerment refers to the process of

bringing about a transformation in all walks of life of every individual citizen of the country. The word 'Empowerment' includes self-strength, control, self-power, self- reliance, own- choices, life of dignity in accordance with ones values, capacity to fight for one's rights, independence, own decision making, being free and getting awakened about the one's capabilities etc.

Ans to Q N. 7: ODL, education can be imparted to the class of women who are full time house wives, many of whom have never had access to formal education or had to give up school or college at early stages of their lives.

Ans to Q N. 8: The objective of the National Policy for the Empowerment of Women 2001, is to bring about overall advancement, development and empowerment of women.

Ans to Q N. 9: Various ODL universities and other distance education directorates can offer a number of post graduate programs in rural development and women empowerment such as Scientific Piggery Farming (CSPF), Commercial Goat Rearing (CCGR), Commercial Broiler Farming (CCBF), Commercial Duck Farming(CCLF) ,Commercial Layer Farming (CCLF), PG Diploma in Women Empowerment etc.

11.9 POSSIBLE QUESTIONS

A. Very Short Questions (Answer each question in about 50 words)

Q 1: Define the concept of empowerment.

Q 2: What is the meaning of women empowerment?

Q 3: What is distance education?

Q 4: How do you differentiate rural areas from the urban areas?

B. Short Questions (Answer each question in about 150 words)

Q 1: Write a short note on rural development.

Q 2: What kind of courses can be launched for rural development and women empowerment?

Q 3: How can open and distance mode of learning be useful in case of women empowerment?

C. Long Questions (Answer each question in about 300-500 words)

Q 1: Define women empowerment and how can it contribute to the India's economy?

Q 2: Discuss the role of education in the socio-economic development of a state.

Q 3: Give your comment on the courses that are offered by various open and distance institutions for women empowerment and rural development. What according to you could be a major thrust area of women empowerment and how can distance education address the issue?

Q 4: How is open and distance education related to rural development?

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UNIT 12 : CHALLENGES IN OPEN AND DISTANCE EDUCATION (ODE)

UNIT STRUCTURE

12.1 Learning Objectives
12.2 Introduction
12.3 Challenges in Open and Distance Education (ODE)
12.3.1 Challenges faced by the Learners
12.3.2 Challenges faced by the Teachers
12.3.3 Challenges faced by the University/Institutions
12.4 Overcoming the Challenges in ODE
12.5 Let Us Sum Up
12.6 Further Reading
12.7 Answers to Check Your Progress
12.8 Possible Questions

12.1 LEARNING OBJECTIVES

After going through the unit, you will be able to

- identify the challenges in Open and Distance Education
- explain the challenges faced by the learners in Open and Distance Education
- discuss the problems faced by the teachers of Open and Distance Education
- elaborate the challenges in front of the Institution offering Open and Distance Education
- identify some of the possible solutions to the barriers and challenges

12.2 INTRODUCTION

Open and Distance Education (ODE) has been around for the last 30-35 years. It has been observed that higher education has taken a new

turn following several institutions conducting the teaching learning transactions in the Open and Distance mode. Moreover, in the most recent years, we have also seen the emergence of new mechanisms and tools to support open and distance learning following which many changes have occurred in the field of ODE. For example, the previous practice of distributing printed learning materials by post to the distance learners has become obsolete following the successful integration of ODE to new media, information and communication technologies. However, one should not forget about the fact that three parties are always involved in ODE, which are namely—distance learners or students, the teachers or faculty members, and the institutions or the universities offering distance learning. Although, ODE has experienced a revolutionary development in the 21st century in the entire globe, all the three parties mentioned have been facing lot of barriers and challenges hindering the effectiveness of ODE which has otherwise the potential for an explosive growth and acceptance. An attempt has been made in this unit to discuss the barriers and challenges faced by ODE in general especially in the context of a country like India.

12.3 CHALLENGES IN OPEN AND DISTANCE EDUCATION

Open and Distance Education (ODE) has been an increasingly important aspect of higher education in today's world. It has succeeded in meeting the needs of an expanding range of learners who find education necessary for certain arenas of their life. Although ODE provides a convenient, flexible, and manageable alternative for the deprived learners in our society, it has never been free from barriers and challenges. Hence, every ODE institute must try to first understand and identify these challenges, and then devise solvable measures to these problems. For example, one of the most common problems in ODE is the 'absence' of the teacher, an issue having a deep pedagogic significance. However, in the following subsections, we shall try to discuss in some length, some of the most common barriers and challenges faced by ODE in general.

12.3.1 Challenges faced by the Learners

The following are the challenges faced by the learners of ODE.

- Perhaps the most important problem faced by the learners of ODE is the feeling of isolation and marginalisation. As 'face-to-face' contact is not considered a part of ODE, most learners often feel the absence of the 'real' person to talk to, and communicate his/her understanding and confusions. This is one of the major problems faced by the ODE system in general, although the various processes of guidance and counselling have undergone different positive changes in the recent years. Besides the feeling isolation, the challenges of bridging the 'gap' between the teacher and the learners within a new and technologically advanced learning environment have invited serious attention and discussions. Hence, issues like tutorials, contact and counselling sessions, or guidance of any sort have to be re-considered as part of the 'real' interaction between the teachers and learners in relation to the changing educational processes, which offer both opportunities and problems.
- There is no denying the fact that without the Learners Support Services (LSS), ODL cannot function. These services can very well address the academic and personal problems of the learners with the objectives of solving their problems and providing them regular feedback on their performance. As the obscene of regular and direct contact with the learners as they are placed at a distance, remains a common characteristic feature of the ODE in general, a strong Learners Support System needs to be ensured. Although Support Services are numerous, in matters relating to Counselling and Feedback, Up-to-date study Material, Media Support Services etc., the learners are facing different types of problems because of the 'distance'. These problems have added more to the isolation in the distance learning process complicating the things further.

- Learning Materials in printed form can stimulate the knowledge base of the learners to a significant. However, the problem relating to the question of acceptability still lingers. Can such materials directly claim usefulness as a strong learner support service? Can they really be used as substitutes of the teachers as these materials are emphatically called 'the teacher in print'? Alternatively, do the learners need some external help other than the learning materials? In most cases, the experience shows that ones the learner is enrolled, no support service actually reaches that learner.
- Generally speaking, nearly all distance learners in the developing countries often face insecurities due to reasons like—common perception of the society against ODE, the perceived irrelevance of the studies they have undertaken, lack of adequate support from the employers, and above all, their feeling of isolation being a graduate or post graduate from a ODE institute. Such issues need to be taken seriously, without which these problems shall remain as problems.
- Many of the distance learners often find that design and content of the study materials do not meet their needs. This has been a deep problem for those learners who are first timer to the system. This adversely affects the students and poorly designed course materials may contribute to the attrition rates. However, one may argue that the use of Information and Communication Technology (ICT) has eased many of the difficulties of the learners. But the learners hailing from the most remote areas as well as difficult terrains don't usually have any idea regarding the use of ICT for learning purpose.
- Another common problem in ODE is the lack of student-to-student communication. Unlike in the conventional mode, where the students are taught in group environment and where students can learn and share information with their peers, ODE, as an

educational system, is not based on much peer-to-peer interaction. Without this type of a communication, distance education programmes usually turn out to be only the transfer of information, not learning in the true sense.



CHECK YOUR PROGRESS

Q 1 : What should be the role of ODE institutions in meeting the challenges?

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Q 2 : Do you think that the feeling of isolation is a big problem in an ODE institution?

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Q 3 : Make a list of the common problems of distance learners in the developing countries.

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Q 4 : What type of communication problems exist in ODE?

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12.3.2 Challenges faced by the Teachers

The following are the Barriers faced by the teachers and educators of ODE.

- Many teachers/educators/faculty members of ODE often face the problem of their service tenure, as many of the ODE institutions in the developing countries either do not have permanent teaching staff or have only a few permanent staff. The unacceptable terms and conditions of appointment, especially in the field of ODE in a country like India, has made many of the prospective teachers confused before joining an ODL institute. This means that ODE institutions have failed to absorb serious and competent people as teachers in this system of education.
- As the Self Learning Materials (SML), both in print and electronic format, are the backbone of any ODE system, lot of serious efforts usually go into the design and preparation of distance learning material. This tremendously increases the workload on the part of the teachers who are also the course writers, editors, and instructional designers. Besides, the teachers and educators in ODE need to perform several clerical jobs, which eat into their own reading time thereby affecting their knowledge base significantly. Thus, the nature of work on the part of a distance teacher is more of a manager than of a teacher.
- Another challenge that needs to be seriously discussed is the presence of learners belonging to different age groups. The fact is that the learning ability among the learners of different age groups can never be similar. When a large majority of the distance learners are adults and beyond the age of 40 years, the teachers/educators may find it quite challenging to teach them by changing their teaching style. And, this is not an easy task. Only properly trained and experienced learners can only

do that and this type of teachers are very hard to get at this stage of ODE.

- Due to the paucity of sufficient human resource, many ODE institutions are dependent on the teachers of the conventional mode of education in the capacity of course writers, editors, counsellors, evaluators and so on. However, the fact is that many of them who are teaching or associated with the conventional system, might not like the idea of distance learning or might not want to be associated with the ODE system. So long as the teachers from the regular mode colleges and universities feel there is a burden associated the distance education program currently in place, there will be little support from their side toward distance education opportunities. This has harmed the system like anything.
- Challenges related to the use of ICT is yet another problem for the teachers of ODE. To make use of the modern education technology, it is of paramount importance that modern cyber parlour or video conferencing should be established leading to the use of computers. Thus, a new mindset with creative environment is essentially imperative. However, are the existing teachers and educators in ODE well-versed with the use of modern technologies of communications, is perhaps the biggest question when a country like India is experiencing a quantum leap in introducing OERs (Open Educational Resources) and MOOCs (Massive Open Online Courses) for the benefit of the distance learners.



CHECK YOUR PROGRESS

Q 5 : ICT has enabled the distance learners to learn better. But ICTs sometimes also pose some problems? Do you agree?

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Q 6 : How is the general attitude of the teachers and faculty members regarding ODE in general?

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Q 7 : Why is it said that the ODE system has failed in attracting competent teachers?

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12.3.3 Challenges faced by the ODE Institutions

Many of the ODE institutions including the open universities in a country like India are trying to take cognizance of the challenges faced by the learners. But, many of these institutions themselves are facing lot of challenges. The following are some of them.

- In several of the ODE institutions of the present times, academic programmes are run based on the tried and tasted methods only. However, there has been an increase in alternative work

arrangements with flexitime and work-at-home arrangements on the part of the learners. Therefore, the ODE institutions may devise programmes that promote greater individual responsibility as well as increasing learner autonomy. Besides, as the social patterns too are changing, learners should be encouraged to balance academic their involvements with their commitments to work. Therefore, the ODE institutions of the present times must change their educational patterns to cater to the needs of the newly emergent learners in the 21st century context. But, many of the Open Universities are not seen to have adopted any measures to tackle such problems so far.

- In matters relating to the use of technologically-aided education for the greater benefits of the learners, the ODE institutions need to formulate a clear ICT policy in the absence of which the implantation process always becomes a problem. Besides, there cannot be an adequate learning environment without a proper institutional policy. In the absence of a policy, the last person on the queue may be missed out. This has been one of the biggest problems in the field of ODE.
- Integration of Technology into teaching learning transactions needs adequate investment and funds. In addition, in many of the private ODE institutions, the learners are forced to incur the cost of technology. Learners might decide not to join the course of that Institution and the problem continues. Besides, technology changes everything, not merely add something new. New technologies make war against old ones. Therefore, while planning to introduce new technology, the ODE institute must try to ensure for how long that particular technology is going to last and benefit the learners.
- The common belief is that distance courses are inferior to traditional courses. This reduces the motivation of teachers and students to a significant extent. This is one of the biggest

challenges faced by the ODE institutions in India. To prove this belief wrong, the ODE institutions or universities, with serious and concerted efforts, need to ensure the quality in content and delivery of distance learning courses, so that they are never inferior to any of the regular on-campus courses. Similarly, the ODE institutions must try out some measures to incentivise their employees as a means of increasing output, which may in turn attract competent persons to join this system. However, there is a lack of good will among the administrators and policy makers of ODE.

- Assessing student performance is yet another big problem on the part of the ODE institution. How to do assessments of the performance and the learning outcome of the learners, once they pass of that institute? So far, very few ODE institutes have taken cognizance of that matter, as the success rate in the Indian higher education is determined not by a proposed learning outcome, but by a significant increase in the Gross Enrolment Ratio (GER), and the ODE institutions in a developing country like India are judged only in terms of their contributions to GER, not in terms of anything else.
- Two most common challenges faced by the distance education institutions have been the significant dropout rate and the downfall in pass percentage. The reason behind these problems may be the fact that both the private and government sectors are not considering the degrees issued by an ODE institution valid or at par with those issued by the conventional institutions, although the University Grants Commission has clear notifications regarding the equivalence of the degrees. Moreover, the increasing dropout rate are mostly due to students' support system not reaching the learners on time. Similarly, and total absence of face-to-face interaction, may also reduce the student enrolments to a significant extent. The ODE institutions, including

the Open Universities may come up with solutions to such problems.

- Due to a large number of students getting enrolled in the ODE system every year, evaluation of these learners has been a major challenge. Although measures are available to meet the challenges related to evaluation, conducting term-end examination has always been a problem for nearly all ODL institutions. Moreover, the use of large scale unfair means to pass the examination has become a social menace that has maligned the image of an ODE institute offering programmes through the distance mode.



CHECK YOUR PROGRESS

Q 8: Why do you think that the educational institutes must change their educational patterns in the context of the 21st century?

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Q 9: What are the most common challenges in front of the ODE institutes?

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ACTIVITY 12.1

Identify the problems that as a distance learner you are facing while pursuing education through ODL mode.

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12.4 OVERCOMING THE CHALLENGES IN ODE

In the above subsections, we have tried to discuss some of the challenges faced by the learners and teachers of ODE as well as the Institutions themselves. However, along with problems, there are solutions as well. Therefore, the challenges in ODE, should not remain as problems, and due measures need to be undertaken to overcome all types of barriers. The following may be seen as some of the possible solutions to the challenges mentioned above.

- With the increasing need to introduce technology into the teaching learning transaction to suit modern day requirements, the learners from different remote and difficult terrains shall require training in the use of the tools. However, similar is the case with the teachers, educators, and the instructors, working at different capacities. They too shall require focussed training on ICT tools in order to make effective use of the technologies involved.
- The ODE providers need to ensure that distance education programme are developed and implemented after going through a market research on the possible takers of the programmes. Besides, there should be a standard mechanism for course evaluation and program accreditation. New programmes as well as their delivery

mechanism need to be considered carefully, before implementing them in a different cultural environment of the 21st century.

- Utmost care needs to be taken while imparting education with the help of technology. It has been observed that focus is given more on introducing new technological facilities (as everyday new educational technologies are emerging) than on the content to be provided. So that the teaching contents don't get lost due to technology, emphasis must be given on instructional design rather than on new technology.
- Another solution to many of the common problems in ODE is that the educators and faculty members employed in various ODE institutes across the country should be involved in the whole process of open and distance learning. Before joining an ODE institution, they should first try to learn the philosophy of ODE. They may take up the programme called Post Graduate Diploma in Distance Education (PGDDE) conducted by STRIDE, IGNOU.
- Many of the existing ICT tools, whether in the Internet or otherwise, often face severe limitations in addressing the needs of the learners due to their inability to cope with the instructions in languages other than the mother tongue. When technology-based learning is introduced, one needs to recognise this fact. If mobile-based distance learning can be ensured, technical barriers shall become a non-issue. Mobile based learning products can help to resolve many challenges faced by ODE institutions of the present times.
- The open universities and the directorate of distance education currently functioning in India must remember and understand the fact that course content of each programme is just one part of the education provided to the learners. Therefore, the ODE providers must ensure all institutional support starting from pre and post counselling facilities, academic counselling, library support to other administrative assistance like on campus placements and so on.
- Another most significant development in maintaining the standard of open and distance education may be the focus on establishing

more and regional centre. ODE institutions seeking to offer their educational programmes beyond their location may suffer the lack of the need to address the needs of students in specific areas. Therefore, regional centres, which can act as the mirror of the mother institute located at a distance, can cater to the local and specific needs of the learners. This may also reduce the problem of remaining isolated in a global learning environment.

- Finally, periodical assessment and accreditation of the ODE institutions by higher external authorities may help in dictating important pathways to the institutions in a globally competitive educational environment. Commonwealth of Learning, Canada offers such a Review exercise called COL-RIM exercise (Commonwealth of Learning Review and Improvement Model) which may help an ODE institutes to identify the faultiness and then take follow up activities for the betterment of the institution. Similarly, NAAC (National Assessment and Accreditation Council) of UGC also conducts review and assessment of the enlisted educational institutions by UGC, including the Open Universities. Such exercises shall surely help in meeting many of the challenges faced by the ODE institutions.



CHECK YOUR PROGRESS

Q 10 : How according to you, can we meet the challenges of ICT use?

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Q 11 : Do you think that periodical review and assessment of ODE institutes necessary?

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12.5 LET US SUM UP

- From this unit, you must have understood that historically ODE in general has been facing various challenges that have also affected the reception of distance learning as inferior to the face-to-face mode.
- Some of the reasons have been the difficulty in catering to the individual learning styles of the learners, inability to control the pace and progress of the course, and so on.
- However, the biggest challenge has always been the so-called 'distance' resulting in a serious communication gap. Various undertakings of research and discussions have established the whole system of ODE as an evolving process. Relating itself to such a background, can the issue of 'human contact' really help in overcoming the hurdles of distance education?
- Although ODE institutions often claim that by introducing various modes of student-friendly ICT support services they can offer an alternative education system, we are not sure whether it has succeeded in providing an alternative mode of education in the context of the 21st century due to the many challenges the system is still facing today.

12.6 FURTHER READING

1) Panda, Santosh. (ed). (2003). *Planning and Management in Distance Education*. Kogan Page: London.

12.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q N. 1 : They must first understand and identify the challenges, and then devise solvable measures to the challenges. For example, one of the most common problems in ODE is the physical 'absence' of the teacher.

Ans to Q N. 2 : Yes. As 'face-to-face' contact is not considered a part of ODE, most learners often feel the absence of the 'real' person to talk to, and communicate his/her understanding and confusions.

Ans to Q. N. 3 : The general perception of the society against ODE, the perceived irrelevance of the studies they have undertaken, lack of satisfactory support from the employers, the feeling of isolation being a graduate or post graduate from a ODE institute.

Ans to Q. N. 4 : Communication problems between the teacher and the learner, between two distance learners, between the institution and the learners etc.

Ans to Q. N. 5 : Yes. Very often it is seen that the existing teachers and educators in ODE are not well-versed with the use of modern technologies of communications.

Ans to Q N. 6 : The general attitude is that they don't usually like the idea of distance learning. Sometimes, they are reluctant to extend their professional and academic help to the ODE institutions, or they might not want to be associated with the ODE system at all.

Ans to Q N. 7 : Because, many of the teachers and faculty members in the ODE institutes often face the problem of service tenure. Many of the institutions either do not have permanent teaching staff or have only a few permanent staff. The unacceptable terms and

conditions of appointment often fail to attract good teachers into the system.

Ans to Q N. 8: Increase in alternative work arrangements with flexitime and work-at-home arrangements on the part of the learners. ODE institutions of advanced countries have been promoting greater individual responsibility and learner autonomy.

Ans to Q N. 9: The challenges faced by the distance education institutions have been—the increase in the dropout rate, the downfall in pass percentage, the problem of evaluation of a substantially large number of learners.

Ans to Q N. 10: Focussed training on ICT tools in order to make effective use of the technologies involved. Teaching contents should not get lost due to technology, emphasis must be given on instructional design rather than on new technology. The limitations of internet in addressing the needs of the learners to be discussed in detail.

Ans to Q N. 11: Yes. Periodical assessment and accreditation of the ODE institutions by higher external authorities may help in dictating important pathways to the institutions in a globally competitive educational environment.



12.8 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in 150 words)

Q 1: What is meant by the term ODE?

Q 2: Which are the three parties always involved in Open and Distance Education?

Q 3 : Make a list of some the common challenges and problems in an ODE institution.

Q 4 : In what ways, do you feel, the problem of isolation or marginalisation on the part of the ODE learners can be solved or minimised?

Q 5 : What is the need of periodical assessment of the ODE institutions? Name some of the organisations which conduct review and ssessment of the educational in general.

B. Long Questions (Answer each question in about 150-300 words)

Q 1: Discuss the challenges faced by the ODE institutions in general.

Q 2: Enumerate the problems faced by the learners perusing their education from the open universities in a country like India.

Q 3: What are the challenges faced by the teachers of the ODE institutions? In what ways, do you feel these challenges can be met? Discuss in detail.

Q 4: Do you think that the ODE institutions themselves are facing various challenges? Discuss in detail.

Q 5: What are some of the important measures to be taken while meeting the challenges face by ODE? Discuss.

Q 6: Do you think that in ODE, there has always been a problem of communication between students and teachers, and between two peers? Discuss.

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UNIT 13: DUAL MODE AND SINGLE MODE UNIVERSITY

UNIT STRUCTURE

13.1 Learning Objectives

13.2 Introduction

13.3 Historical Backgrounds:

13.3.1 Global Context

13.3.2 Indian Context

13.4 Dual-mode vs Single-mode Universities

13.4.1 Organizational Cultures

13.4.1 Differences and Similarities

13.4.2 Strengths and Weaknesses

13.5 Challenges of single-mode and dual-mode Universities in India

13.6 Let Us Sum Up

13.7 Further Reading

13.8 Answer to Check Your Progress

13.9 Possible Questions

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?

.....

Q 2: Name two new forms of distance education.

.....

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

.....

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

.....

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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UNIT 14 : ASSESSMENT IN OPEN AND DISTANCE LEARNING

UNIT STRUCTURE

14.1. Learning Objectives

14.2. Introduction

14.3 Assessment and Evaluation

14.3.1 Meaning and definition of Assessment

14.3.2 Meaning and definition of Evaluation

14.3.3 Difference between Assessment and Evaluation

14.4 Assessment in Open and Distance Learning

14.5 Purposes of Assessment in Open and Distance Learning

14.6 Types of Assessment in ODL

14.6.1 Self-assessment, Continuous assessment, and Term-end examination

14.6.2 Marking and Grading

14.6.3 Other Forms of Assessments

14.7 Let Us Sum Up

14.8 Further Reading

14.9 Answers to Check Your Progress

14.10 Possible Questions

14.1 LEARNING OBJECTIVES

After going through this unit you will be able to-

- define assessment and evaluation,
- differentiate between assessment and evaluation
- explain the role of Assessment in Open and Distance Learning
- elucidate the purposes of Assessment in Open and Distance Learning
- identify various types of Assessment in ODL

14.2 INTRODUCTION

Any educational process is controlled by three major academic activities. These are: – the teacher teaches, the learner learns and again the teacher assesses. Everybody has to go through the assessment process after learning something. We are all aware about the examination system, its importance in educational system and its relevance in maintaining the quality of teaching-learning process. As a student, you have appeared in various examinations till now and hence you are all familiar with the assessment and evaluation system. Like conventional mode of education, in Open and Distance Learning system also assessment is an indispensable component. However, there is certain innovativeness for the typical nature of ODL such as the separation of the teacher and learners, openness regarding time, age etc. In this unit, we will discuss assessment in general and assessment in Open and Distance Learning (ODL) in particular. While discussing assessment in ODL, we shall have a look into the purposes and types of Assessment in ODL. Moreover, we will have a brief discussion on evaluation and some similar terminologies related to assessment.

14.3 ASSESSMENT AND EVALUATION

In education, the term 'assessment' means the various methods/devices/ tools/instruments that educators use to estimate, measure, record the academic readiness, learning progress, skill acquisition, or educational needs of students. It is an integral part of instruction, as it determines whether the goals of education are being met or not. All the decisions regarding grades, placement, advancement, instructional needs, curriculum, funding etc. are guided by assessment. As in every other field of education, in assessment also there is a paradigm shift in both the modes, conventional as well as ODL. Earlier it was used only for grading and certification, but presently, it has been linked with learning and skill development of the students. Therefore, a variety of techniques and methods are being added to this process instead of a single paper pencil test. 'Evaluation' is another

term which is frequently and simultaneously used with the term 'assessment'. However, they are not identical and have specific meaning. There are two more terms, 'test' and 'measurement'; they are also used frequently and simultaneously.

14.3.1 Meaning and Definition of Assessment

Assessment is the process of getting information about a learner's learning, progress and achievement. That means, up to what level a learner is able to comprehend the content of the course/ programme or curriculum. The information about a learner's learning, progress and achievement is gathered with the help of various tools and techniques of tests and measurements. The word assessment is derived from the Latin word 'asseior' which means "to set" or "to settle". Thus, etymologically, it means to settle or to determine something. Hence it may be defined as all the activities that are used to collect, measure and interpret information/data on students' performances to determine and quantify student's performance. In the process of assessment, after getting the information about a learner's progress, a value is awarded to her/him. Let us try to understand this with an example. A student Sushruta, appears in a Science test and after checking his answer script, the teacher gives him 95 out of 100 marks. Thus he secures 95% in the Science test. So, a value is given to his performance, which means the teacher has assessed him. Similarly, another student Misiki may secure **A+**' grade in project work. Thus securing 90%, getting A+ grade are all examples of assessment. The purpose of assessment is to improve and modify the current performance.

Assessment is defined as a systematic and methodical means of obtaining and reviewing information about someone or something to make improvement wherever necessary. The term assessment is interpreted in different ways; it may be educational, psychological, financial, taxation, human resource and so on. Educationally, it is

the process of documenting knowledge, skills, attitudes, and beliefs of a specific group in a systematic way.

It is a continuous interactive process which consists of *two groups*: *one* is the assessor and the *other* is the assessee. The assessor may be the teacher, the management or a regulatory/ statutory body; and the assessee may be the students, an institution or the various components of an institution. The assessor assesses the performance of the assessee on the basis of the already defined norm/standards of any particular institution (KKHOU or IGNOU) or regulatory body (UGC or NCTE). The aim of this process is to determine the effectiveness of the overall performance of the assessee and the areas of improvement.

14.3.2 Meaning and Definition of Evaluation

Evaluation is an activity which consists of data collection, analysis, interpretation and reporting. While compared to assessment, evaluation is a wider and inclusive term. It is the process of giving judgment, on the basis of defined criteria and evidence (data obtained through tests, measurement and assessment). It focuses on making a judgment about values, numbers or performance of someone or something. The term 'evaluation' is derived from the word 'value' which refers to 'usefulness of something'. This implies that evaluation is an examination of something to measure its utility.

Thus, evaluation may be defined as a systematic, methodical and objective process of judging someone or something / giving value to someone or something, with an aim of drawing conclusions with the help of set of standards/norms or by making a comparison of similar concepts. When we consider the score of a student with the scores of the other students and judge whether she/he is good/ average or poor in a particular subject, we are evaluating that student. On the basis of the example, Sushruta secures 95 % in Science test; we may make a judgement on Sushruta as a student

that he is good in Science. This means we make an evaluation on Sushruta in the context of the subject Science. So we can say, evaluation is concerned with making judgments about values, numbers, things etc. Thus, it includes quantitative and qualitative description and also a value judgement. In your day-to-day life, you usually make evaluative comments about a movie, clothes, a restaurant, a book or someone's behaviour. You may enjoy a movie; admire someone's clothes, like a restaurant, adore someone's behaviour and so on and so forth. These are all simple, straightforward comments of value or worth.

14.3.3 Difference between Assessment and Evaluation

As discussed earlier, assessment is a part of the whole evaluation system. However, with regards to the aims and objectives, natures etc both of them are different from each other. Some of the differences between assessment and evaluation are discussed in the following points:

- The process of gathering, reviewing and using data, for the purpose of improvement in the present performance of the students, teachers, administrators, curriculum, institution or any other stakeholders of education system is called assessment in Education. While, giving judgment, providing value on the basis of defined criteria and evidence collected through assessment process is called evaluation.
- The nature of Assessment is diagnostic as its aim is to identify the areas of improvement. While, the nature of evaluation is judgemental as its aim is to provide an overall grade.
- Assessment provides feedback on the present performance, ways to improve future performance. As against this, evaluation determines whether the already set standards/norms are met or not.

- The purpose of assessment is formative, as it increases quality. As against this, the purpose of evaluation is summative as it is all about judging the quality of assessed information.
- Assessment is an activity; it is concerned with the process, while evaluation focuses on product or output.

From the above points, it is clear that assessment and evaluation are completely different. While evaluation is concerned with making judgments, assessment is concerned with improving the deficiencies of the learners. They together play a crucial role in analysing and refining the performance of a person, product, project or process.



CHECK YOUR PROGRESS

Q 1: Fill in the blanks :

i. The word assessment is derived from the .....word 'asseior'

ii. The term 'evaluation' is derived from the word 'value' which means.....

Q 2: Give some examples of Assessment and Evaluation

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Q 3: List two differences between assessment and evaluation.

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ACTIVITY 14.1

Find some more differences between assesement and evaluation and also list some similarities.

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14.4 ASSESSMENT IN OPEN AND DISTANCE LEARNING

Open and Distance Learning has two main aspects, one is distance and the other is open learning. Distance refers to the physical separation of the learners from the teachers as well as educational institutions, and open learning refers to flexibility in admission with respect to age, time, space and pace of learning. According to Slater (2007), "ODL reflects both the fact that all or most of the teaching is conducted by someone removed in time and space from the learner and that the mission aims to include greater dimensions of openness and flexibility whether in terms of access, curriculum or other elements of the structure."

Assessment and evaluation are an integral part of the teaching-learning process; it is vital in certification and acquiring knowledge, skills and attitudes in any educational system, whether in a conventional face-to-face system, or an ODL system. Already you have understood that assessment is a part of the whole evaluation process. Assessment is the process of acquiring information about the learner's knowledge, learning, progress, achievement etc., while evaluation is the process of judging the worth/finding the value/

estimating the quality of the learners knowledge or achievement. Although, both the terminologies are having different connotations, we cannot separate their activities. Assessment and Evaluation work together for achieving institutional as well as curriculum objectives and together they act as a very important sub-system of ODL system. Here we will mainly discuss assessment.

In ODL, to ensure quality, assessment is an indispensible tool. As we all know, separation of the learners from the teachers and the institutions, openness/ flexibility regarding time, age, pace of study etc. are some specific characteristics of ODL system and these characteristics make this system more challenging. Different ODL institutions have different assessment strategies and these strategies are generally guided by the instructional design and delivery media adopted by the institutions, available time and resources, support service etc. Due to recent innovations in science and technology, there is a paradigm shift in ODL system. The ODL system has embraced e-learning, online learning, blended learning, MOOCs and so on; and accordingly, e-assessment/online assessments are also added to the evaluation and assessment process in ODL system.

14.5 PURPOSES OF ASSESSMENT IN OPEN AND DISTANCE LEARNING

Earlier, assessment was conducted for the purpose of certification and accreditation only. Therefore student assessment was conducted at the end of the academic session and institutional assessment was conducted in a long duration of five years or ten years and so on. We have mentioned earlier that there is a paradigm shift in the educational process as well as in the assessment activities. The purpose of assessment is not only certification and accreditation, but also to get overall feedback on the whole educational transaction within the stakeholders of the institution; to enhance two way communications between the learners and the institution or learners and the teachers, for overall improvement of the system.

Due to flexible, open and innovative nature, the learners of ODL system are heterogeneous. Therefore, ODL institutions offer different types and different levels of programmes. The distance learners study on their own with supplied study materials (SLMs with audio and video programmes), face-to-face and distance (postal, e-mail, telephonic, on-line etc.) tutoring and counselling, different kinds of supports and so on. Moreover, the learner population is very large in ODL. Hence, the ODL institutions have to develop their own form of education system according to the target learners, available resources and media support etc. Thus, the teaching –learning process becomes very innovative, this revolves around the need of the learners and the teachers who have planned and designed the appropriate choice of media for effective learning. In this context, assessment in the ODL system has adopted a new form to provide feedback to its students in a better way; and at the same time to help the teachers to enhance their teaching and the administrators to run the institution efficiently and smoothly and so on. Thus, the purpose of assessment in ODL is also very innovative and it differs from institution to institution. Whatever may be the purposes, the primary purpose is to improve student's current learning and performance. Now, we will discuss the purposes of assessment in ODL in the following points.

- **Feedback to the Teaching and Learning Process:** The prime purpose of assessment is to achieve feedback on the teaching learning process. In other words, we may say that it is to improve the learner's learning and the teacher's teaching. As a teacher our prime focus is to make the learners and the deliberations given by us and also to make them capable of using that knowledge in their future life. An efficient teacher always fixes her/his objectives before starting the teaching and tries to achieve those at the end of the teaching. In this context, the teacher uses continuous assessment. Assessment is used as an effective medium for communication between the teacher and the learner. It is the assessment by which the students communicate their learning to their teachers and the teachers communicate back to the students with some marks, grades or value-judgement.

Moreover, assessment works as a double-edged sword. When a teacher assesses her/his students, students also assess the teacher. In school, most of you may have made comments like, "Saikia Sir does not give good marks , Deka baideo teaches very well, in Kalita baideo's class we feel sleepy" and so on. Even by the performance of the students, a teacher may judge her/his teaching ability and accordingly may improve her/his teaching. Thus, the purpose of assessment in ODL system is to :

- **Provide direction to the course writers:** A pre-test or entry level test informs the teachers about the previous knowledge and capabilities of the students and accordingly it provides the direction of a course. Moreover, the information acquired will help in identifying and bridging the gap between the existing knowledge and a desired outcome. An ideal teacher/counsellors/ course writer finds out what students already know, and use the prior knowledge as a base to develop new understanding. The same is true for the data obtained through assessment done during face-to-face contact programmes.
- **Motivate the students to learn :** A major extent of student's learning depends on their perception regarding their assessment process. Therefore, assessment must convey the right signal to students about what to study, how to study, and the relative time to spend on concepts and skills in a course. Tutor comments in assignment response play a significant role in this context.
- **Inform students about their progress : T**hrough assessment students are able to identify what they know and what they don't know about a subject. Moreover, the feedback provided to students directs them to improve their performance.
- **Guide the course coordinator in arranging print and other media :** Course coordinator can identify which media is suitable for what type of learners in a better way on the basis of the assessment.

- **Inform the counsellors/ tutors about the effectiveness of their teaching strategies :** Students performance helps a teacher to identify the strength and weakness of his/her teaching, and accordingly guide to what to modify and what to sustain.
- **Provide grades/ marks:** the purpose of assessment is to give grade or marks on the basis of students' performance :
- **Feedback on the System :** As a process, assessment gathers meaningful data to determine different ways to enhance student learning**.** Assessment is done also to achieve feedback on the overall system and its various sub-systems. It diagnoses and identifies students' learning needs, strengths and weaknesses associated with educational transactions of a particular institution. It helps the various stake holders of the institution to know the pros and cons of the institution. Thus, the purpose of assessment in ODL is to :
- Help Parents, families, guardians of the students to know about their children's learning progress, so they can play an active role in their children's learning.
- Help the administrators and management to prepare future planning, to identify the areas where they need improvements to support their teachers, course writers, editors and determine professional development needs.
- Help the administrators and management to arrange Learner Support Services according to learners need.
- Guide the University or Institution to assist their governance role, to take decisions regarding staffing and resourcing in HQs as well as study centres.
- Help the Ministry of Education, Statutory Educational Bodies to review existing policy, improve old policies, and implement new policies for over all development in ODL system of the Nation.
- Assist and guide Government organization to take decision regarding government funding and policy intervention to improve learning outcomes of the students.



CHECK YOUR PROGRESS

Q 4 : Fill in the blanks :

i. Earlier, assessment was conducted for the purpose of .....
.....and accreditation only.

ii. The primary purpose of assessment is to improve student's current learning and.....

Q 5 : List two purposes of assessment in ODL.

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14.6 TYPES OF ASSESSMENT IN ODL

As a distance learner, you are facing different types of assessment activities; check your own progress, home assignments, MCQs, Term end examination, Project etc. In this section, we will discuss the different types of assessments generally used in the ODL system. Moreover, we will also discuss the different types of evaluation in ODL system. In distance education, both formative and summative evaluations are used with different kinds of questions. Let us now discuss briefly these two types of evaluation.

Formative Evaluations : These are concerned with identifying the learners' weaknesses in achieving the already fixed learning objectives of a programme and accordingly helping the learners to modify their terminal behaviour. These are continuous and designed to motivate learners, to help them to understand how they are progressing. Hence, formative evaluations are conducted in regular intervals during a programme. It comprises assignments, workshop related activities such as practical, micro teaching, community participation, field experience, school-based activities, hands on activities, seminars, group discussion, etc.

Summative Evaluation : These are conducted at the end of a course as the meaning of the term *summative* suggests. They aim at certifying and giving a total report on learners' achievement of the objectives. Summative evaluation may be the result of formative evaluation to finalize learners' level of learning or grade attainment of the objectives. Summative evaluation comprises term-end examination, project and dissertation/thesis evaluation.

Assessments in ODL system can be divided in different ways. In the following sub-section we will discuss the various types of assessment used in ODL system.

14.6.1. Self-assessment, Continuous assessment, and Term-end examination

Assessments are divided into three categories, namely self-assessment, continuous assessment, and term-end examination.

Self-Assessment : The self assessment questions (SAQ) or Check Your Progress Questions (CYP) are given throughout the Self Learning Material (SLM). These types of questions are put to compensate for the absence of class room teaching, absence of teacher to provide feedback in the process of teaching learning in ODL system. Whenever, a distance learner wants to know about his/her progress, no teacher is available to give her/him feedback. In this context, the SAQs or CYPs are the only ways to provide feedback to the distance learners immediately. These are the formative evaluation tools to help the learners to learn better. Mostly objective type questions and short-answer type questions are given in SAQs.

Continuous Assessment : In distance education, continuous assessment is done through assignments in most cases. A very few institutions also adopt MCQ examination as continuous evaluation. Normally, assignments carry 25-30 % weight in overall assessment. This is a two-way communication between the learner

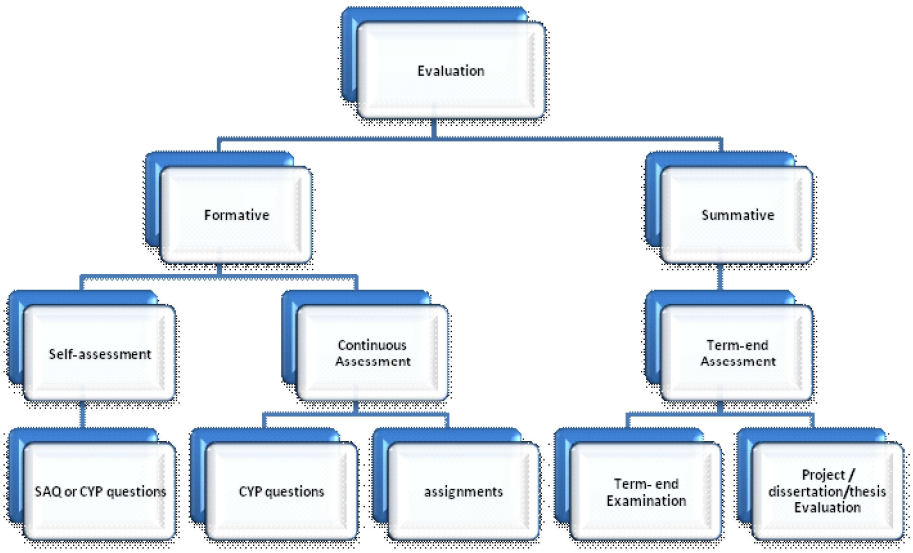
and the distance teaching institution or the tutor/teacher. Assignments also help the learner to decrease the sense of isolation as a distance learner. The assignment evaluator gives written feedbacks or comments on the assignment responses, these are very important as by these students are able to know about their positive and negative points and their overall academic progress. These comments are called “tutor comments” and they are divided into two categories based on their usage. One is marginal comments or specific comments; they are given in the margin of the assignment response. Another is global comments; they are given on a separate sheet to cover all the answers of the assignments. Moreover, marginal comments are divided into eight categories. They are

- harmful comments
- hollow comments
- misleading comments
- positive comments,
- negative comments,
- constructive comments,
- null comments
- Personal comments.

Tutor comments should be always beneficial for the learners as these are expected to improve the student performance in the next assignment submission and also in the term end examination. Providing assignments to the learners and again giving suggestions through tutor comments to the learners is a kind of formative evaluation.

Term-End Examination : Term-End Examination is the final examination. This can be organised once or twice in a year depending on the institutional policy and the complexity of the course. In other words, we may say that in annual system it is organised once in a year and in semester system it is organised twice in a year. Mostly, this is a paper-pen based activity; however,

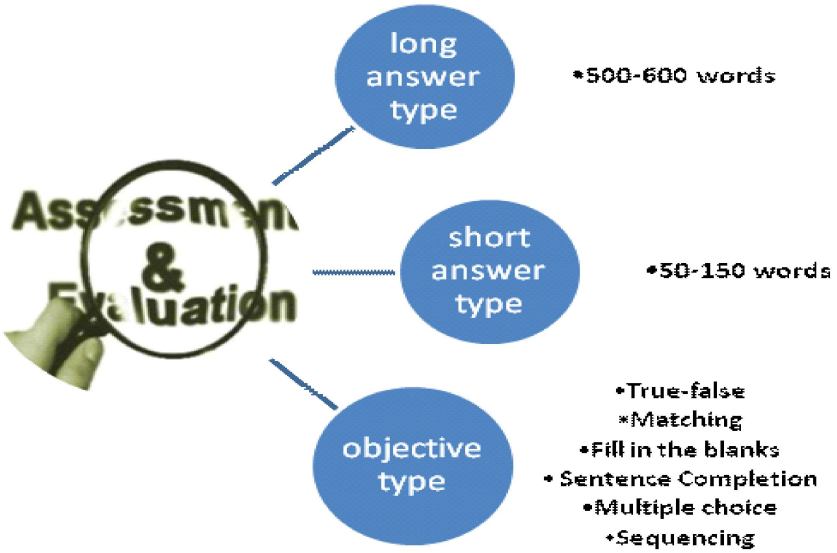
in some programmes practical and project are also used to assess the learner's performance. The term-end examination normally carries about 70-75% weight in overall assessment. Term –End examinations are an example of summative evaluation. After appearing in Term-end examination, and the getting pass mark, a student is promoted to next semester or year or he/she achieves a degree.



Assessment and Evaluation in ODL system

The above three types of assessments, namely self-assessment, continuous assessment, and term-end examinations are common practices in distance education. However, the assessment of learners' attainment of the objectives could be achieved through three types of questions-objective type, short answer type (50-150 words) and long answer type/essay type (500-600 words). To assess higher order cognitive objectives like analysis, synthesis, evaluation etc., generally the short answer and long answer type questions are used. Objective type questions are used to assess the lower order objectives such as knowledge, understanding etc. These questions are most suitable to provide immediate feedback to the learners during study. There are six major types of objective type questions that are generally used to assess learners' performance in ODL system. They are:

- True-false
- Matching
- Fill in the blanks
- Completion of the sentence
- Multiple choice
- Sequencing



Different Types of Questions in ODL

In self-assessment, objective type questions are mostly used. Moreover, short answer type questions (within 50 words) are also given to assess the students learning. In case of Continuous assessment, both short answer type and long answer type questions are used. And, in Term-end assessment, all the three- objective type, short answer type and long answer type/essay type questions are given to the students.

14.6.2 Marking and Grading

While discussing assessment, we have discussed it with the examples- Sushruta secures 95% in Science test, Misiki achieves 'A' grade in Project work etc. Here, between the two students one is getting marks and another in getting grade. Thus, assessment is

normally done through quantifiable marking and grading. Both the practices are followed in ODL system. Marking system means assessment of a student or an answer-script on the basis of numbers. That means providing marks from 0 up-to the total marks of the question paper. We are familiar with the marking system that follows a0-100 scale. Grading is the process by which different levels of achievements of the students in a course are converted to some symbols by applying standardized measurements. Grades are generally assigned as some letters (A to F), as a range (for example 1 to 6), as some descriptive words (Excellent, very good, Satisfactory, Not satisfactory, Needs Improvement, poor etc.) or numerals (5, 4, 3, 2, and 1) and so on. However, the scale in the grading pattern could be five points, seven points or nine points.

Although grading is a more popular practice world over, in India we are using marking system to avoid the problem of conversion of grades into marks, particularly in ODL system to facilitate learners' mobility. But, to ensure quality adaptation of grading system by all the institutions is a must.

Letter grade	Qualitative level	Point grade	Percent (%)
A	Excellent	5	80% & above
B	Very Good	4	60-79.9%
C	Good	3	50-59.9%
D	Satisfactory	2	40-49.9%
E	Unsatisfactory	1	Below 40%

Grading System in IGNOU



ACTIVITY 14.2

What type of grade system is followed in your university? And compare that with the IGNOU's system.

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14.6.3 Other Forms of Assessments

Some other forms of assessments are also used effectively in distance education. They are as follows:

- **Peer assessment :** This method of assessment is used to assess the work done by students of equal status. Mostly it is used in professional courses.
- **Project assessment :** To enhance the practical skills of the learners, project is used as a assessment tools.
- **Portfolio assessment :** Portfolio is a systematic record of performance of the learners to display achievement of certain set of objectives over a period of time.
- **Oral examination :** This is normally done in the form of viva-voce at the end of a project work. It is generally used in vocational and professional courses.
- **Seminar presentation :** it is conducted to assess and improve learners' language proficiency, leadership abilities and team spirit. It helps to know and develop learners' ability to make effective presentations.
- **Internship :** This is not a part of assessment; it is the actual work experience given to the learners to perform.

Here, we have discussed types of assessment practised in the ODL system in three different headings. However, all the different types of assessment can be again categorized in two types, ***On-line assessment*** and ***Off-line assessment***. *Online assessment or examination* is an innovation in the assessment system. It is also termed as e- assessment. It is conducting examination *online* to measure the knowledge, attitude of the participants on a given topic. With *online examination* students can

perform the exam *online*, in their own time and with their own device, regardless of where they live. They need a browser and good internet connection. Gradually, On-line Examination System has become popular among the students. Moreover, due its speed and accuracy, it has become the most fast growing examination system. It also requires less manpower in every step of assessment process; .i.e. from setting of question paper to providing grades to the learners.



CHECK YOUR PROGRESS

Q 6: Assessments in ODL system can be divided into three categories, what are they?

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Q 7: List three objective type questions.

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ACTIVITY 14.3



Please watch the video to understand the on-line assessment process. https://www.youtube.com/watch?v=qU6DBkb57Gs

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14.7 LET US SUM UP

- In this unit, we have discussed assessment and evaluation in ODL system.
- Assessment is an activity by which we can know the progress or rate of achievements of the students in terms of learning outcome.
- On the other hand, whenever we have to act as an evaluator, we judge the qualitative and/or quantitative data or scores achieved by test, measurement and assessment processes and assign 'value' or 'worth by giving judgement like excellent, good, fair or poor.
- As in conventional system, in ODL system also assessment plays a crucial role in quality assurance. Assessment in the ODL system has adopted a new form to provide feedback to its students in a better way and at the same time to help the teachers to enhance their teaching and the administrators to run the institution efficiently and smoothly.
- In distance education, both formative and summative evaluations are used with different kinds of questions.
- Assessments are divided into three categories, namely self-assessment, continuous assessment, and term-end examination.
- In distance education, continuous assessment is done through assignments in most cases. The written feedbacks or comments given by the assignment evaluators on the assignment responses, called "tutor comments". Tutor comments are divided into two categories based on their usage-marginal comments or specific comments, global comments.
- There are eight types of marginal comments; they are harmful comments, hollow comments, misleading comments, positive comments, negative comments, constructive comments, null comments and Personal comments.
- There are three types of questions by which assessment of learners' attainment of objectives could be achieved; they are -objective type,

short answer type (50-150 words) and long answer type/essay type (500-600 words).

- There are six major types of objective type questions that are generally used to assess learners' performance in ODL system. They are: True-false, Matching, Fill in the blanks, Completion of the sentence, multiple choice and Sequencing.
- The recent developments in ODL system also bring changes in its evaluation and assessment process. As a result, with increasing demand for e-learning, online learning, blended learning, MOOCs etc. among the students, e-assessment or online assessment also become an inevitable part of the evaluation and assessment process in ODL system.

14.8 FURTHER READING

1) Koul, B.N. (1991), Evaluation at Indira Gandhi National Open University, New Delhi, India in S. Redolf, (Ed) *Evaluation Concepts and Practices in Selected Distance Education Institutions,* Hagen: ZIFF.
2) Mishra, S. (2007), "Assessment in Distance Education" in *Open and Distance Learning: Theory and Practice, Training Module for Academic Counsellors.* STRIDE, IGNOU. New Delhi.
3) Pradhan, B and Biswas, P.K. (2002), "Assessment and Evaluation in Distance Learning" STRIDE Handbook: 4. STRIDE, IGNOU. New Delhi.
4) Satyanarayana, R. et. al. (Ed.) (2013), "Curriculum Evaluation" in *Curriculum Development for Distance Education,* SLM of MADE programme of IGNOU.

14.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q N. 1 : i. Latin, ii. usefulness of something.

Ans to Q N. 2 : Assessment: Saki achieved 95 % in Mathematics. Evaluation : She is very good in Mathematics.

Ans to Q N. 3 : The differences between assessment and evaluation are:

- The purpose of assessment is formative, while the purpose of evaluation is summative.
- Assessment focuses on identifying drawbacks and then improvement. But evaluation focuses on product or output.

Ans to Q N. 4 : i. Certification

ii. Performance

Ans to Q N. 5: The purposes of assessment in ODL are:

- to provide feedback to the teaching and learning process
- to provide feedback on the system.

Ans to Q N. 6: self-assessment, continuous assessment and term-end examination.

Ans to Q N. 7: True-false, Matching, Fill in the blanks.



14.10 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q 1: What is meant by Assessment and evaluation?

Q 2: Differentiate between assessment and evaluation.

Q 3: Does Assessment in conventional system differ from Assessment in Open and Distance Learning? Justify your answer.

Q 4: Write short notes on

a. Formative and Summative evaluation.

b. Term-end examination.

c. Marking and grading system.

d. Objective type questions.

e. On-line assessment.

B. Long Questions (Answer each question in about 300-500 words)

Q 1: Why do you think that assessment is important in ODL system? Discuss the purposes of Assessment in Open and Distance Learning.

Q 2: Self-assessment is very important in ODL, explain.

Q 3: How is continuous assessment conducted in ODL system? Explain it with the help of some examples

Q 4: What are the different types of questions that are used in ODL to assess students' performance? Discuss.

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UNIT 15: EVALUATION AND ITS TYPES

UNIT STRUCTURE

15.1 Learning Objectives

15.2 Introduction

15.3 Meaning and Definitions of Evaluation

- 15.3.1 Meaning of Evaluation
- 15.3.2 Definitions of Evaluation
- 15.3.3 Purpose of Evaluation
- 15.3.4 Scope of Evaluation
- 15.3.5 Functions of Evaluation
- 15.3.6 Tools and Techniques of Evaluation

15.4 Types of Evaluation

15.5 Problems of Evaluation

15.6 Suggestions for Effective Evaluation

15.7 Let Us Sum Up

15.8 Further Reading

15.9 Answer to Check Your Progress

15.10 Possible Questions

15.1 LEARNING OBJECTIVES

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

- identify the concept, purpose and scope of evaluation
- identify the various types of evaluation
- describe various problems of evaluation and also discuss the suggestions for the effectiveness of evaluation process.

15.2 INTRODUCTION

Evaluation is a process through which any educational process or system can be assessed. Again, the strength and weakness of an educational system in terms of its teaching learning process can be justified through the evaluation process by the educational providers. Therefore, it is assumed

that through the process of evaluation, the aims of education can be scrutinized whether they are achieved or not during a period of time. Thus, evaluation is an integral part of the instructional process which helps to generate the intended learning outcome as well as it helps to improve the teaching learning process. In this unit, we are going to discuss the basic meaning, nature, purpose and scope of evaluation process. Besides these, different types, problems of evaluation and some remedial measures for improving the system are also discussed in this unit in detail.

15.3 MEANING AND DEFINITIONS OF EVALUATION

Each human behaviour is directed to some end in view. Education too like other human enterprises, is directed towards particular objectives or goals. The main responsibility of the teacher is to bring about desired changes in the behaviour of his/her students. For this, he/she puts in different things and utilises different techniques, methods and tools. After utilising all these techniques, he wants to know or take appraisal of the outcome of teaching-learning experiences and the behaviour of the students. So, evaluation is the process through which the teacher qualitatively and quantitatively measures the behaviour of the students and the outcome of the teaching-learning process. Thus, evaluation is the process through which the teacher gets acquainted with the total behavioural changes of his/ her students and also with the outcome of the teaching-learning process.

15.3.1 Meaning of Evaluation

In the field of education, evaluation means estimating the probable worth of the activities involved in the teaching-learning process, judging the worth of methods or devices used in pursuit of those activities and estimating at various stages the outcome resulting from the activities. In education, *evaluation* and *measurement* are common terms used frequently. Evaluation is a comprehensive term, which includes measurement. Evaluation is an important process in education. Education is a process, which seeks to change the behavioural pattern of human beings. The educational institution that

wants to bring about the changes in behavioural pattern, are through the educational objectives. Evaluation is the process of appraisal of the changes in the behavioural pattern of the students, which reflect the extent of the achievement of the educational objectives set by the concerned educational institution. Thus, evaluation is the device that provides evidence regarding the process of students towards educational objectives. The concept of evaluation can be better understood if we go through the various definitions of evaluation.

15.3.2 Definitions of Evaluation

Evaluation is a recent scientific concept. It is more comprehensive than mere measurement. By the term evaluation, is meant the appraisal or assessment of an object or event with respect to some standard. It is a process by which some value or judgement is given in which *test* and *measurement* form two distinctive steps.

- According to Tuckman, "Evaluation is a process wherein the parts, processes, or outcomes of a programme are examined to see whether they are satisfactory, particularly with reference to the programme's stated objective, our expectations, or our own standard of excellence."
- According to James M. Bradfield, "Evaluation is the assessment of symbols to phenomenon, in order to characterise the worth or value of a phenomenon usually with reference to some social, cultural and scientific standards."
- According to Hanna, "Evaluation is the process of gathering and interpreting evidence on change in the behaviour of all students as they progress through school."
- According to Writingstone, "Evaluation is a relatively new technical term introduced to designate a more comprehensive concept of measurement that is implied in conventional test and examination."
- According to Clara M. Brown, "Evaluation is essential in the never ending cycle of formulating goals, measuring progress towards them and determining the new goals which merge as a result of

new warnings. Evaluation involves measurement, which means objective, quantitative evidence. But it is broader than measurement and implies that considerations have been given to certain values, standards and that interpretation of the evidence has been made in the light of the particular situation."

It is evident from the above definitions that evaluation in educational process implies a comprehensive programme in which achievement, attitudes, interest and other personality traits and different skills are taken into consideration. It is a process of appraisal of an object or event with reference to some standards; the standard may be social, cultural, and scientific or it may be true or arbitrary. For example, an Investigator may measure the height of a child which is 30 inches and type him as short. The description of the height i.e. 30 inches is the example of measurement and when this height is compared with reference to some standard, it is found that the child is shorter than the general average height of the children of his age group. This is evaluation.

Evaluation may also be defined as the making of judgements about the value, for some purpose of ideas, works, solutions, methods, materials etc. For example, when a teacher converts test scores to grades like A, B, C, D etc. or Excellent, Good, Fair, Poor etc., the teacher is attempting an evaluation because he/she is making value judgement. Since evaluation is a process by which some judgement is given, education as a process cannot progress without the concept of evaluation.

15.3.3 Purpose of Evaluation

There are different purposes of the evaluation process. The purposes are given below:

- To make conditions for guiding the growth of individual pupils.
- To diagnose the weakness and strength of pupils.
- To mark areas where remedial measures are needed.

- To make provision for a modification of the curriculum and the courses.
- To give a basis for the introduction of experiences to meet the needs of individuals or groups of pupils.
- To inspire pupils towards better attainment and growth.
- To test the efficiency of teachers in providing learning experiences and the effectiveness of instruction and class room activities.
- To improve the instruction process.
- To bring out the inherent capabilities of a pupil like attitudes, habits, appreciation and understanding, manipulative skills besides conventional acquisition of knowledge.

15.3.4 Scope of Evaluation

The scope of evaluation is wider than the scope of measurement. Evaluation is concerned not only with the appraisal of achievement of the pupils but also in its improvement. The whole educational programme including objectives, curriculum, teaching learning process, textbooks, etc., is appraised as to its effectiveness so that the defects can be marked out and suitable remedial measures can be applied. As such, the evaluation is unavoidable. The evaluation process ranges from the lowest to the highest level, be it elementary or higher/ technical levels of education, through which the behavioural changes of the learner are appraised for a better personality make up. Lastly, the scope of evaluation also extends to the development of capabilities of a learner to assess himself/herself for self-appraisal, so that he/she can become a better self-evaluator in order to achieve their own goals and accomplishments. The teacher can also assess the success or failure of his/her teachings through the evaluation process.

15.3.5 Functions of Evaluation

Following are the functions of evaluation process in brief,

- It determines the extent of the achievement of learning objectives.

- It paves the way for remedial measures so that the weakness of the instructional procedures can be overcome.
- It provides the empirical evidences about the effectiveness of teaching strategies, tactics and aids and suggests some modifications and improvements.
- It provides a healthy feedback to both the teachers and the students.
- It assists in developing a meaningful, all embracing standardised test.

15.4.6 Tools and Techniques of Evaluation

Tools and techniques are the devices through which the evaluation is done. All techniques of evaluation can be broadly classified into two categories i.e.

A) Quantitative Techniques
B) Qualitative Techniques

A) Quantitative Techniques: The Quantitative techniques are mainly used in educational evaluation. They are highly reliable and valid. These techniques can be classified into three types i.e. oral, written and practical. Oral techniques comprise oral questions, debates, drama etc. Written techniques are like written questions whereby the students have to write down the answers. These written tests are more or less objective type test, essay type test and short answer type test. Lastly, in the Practical techniques, some works are assigned to the students to accomplish it. Such techniques are based to assess the skill or psychomotor activities. Generally, this technique is used in Science subjects, agriculture, home sciences etc.

B) Qualitative Techniques: The Qualitative techniques are used in schools ad colleges for internal assessment of the students. These techniques are subjective and less reliable than the quantitative techniques. This is used for assessing the affective objectives. These techniques can be classified into five categories

like cumulative records, anecdotal records, observation techniques, checklist and rating scales.

In another classification, we can group the tools and techniques of evaluation in the following manner,

A) Psychological Test:

a) Intelligence Test
b) Aptitude Measurement
c) Interest Inventories
d) Personality Test

B) Achievement Test:

a) Oral Test
b) Written Test– Essay Type, Short Answer Type, Objective Type

C) Situation Test:

a) Questionnaires
b) Checklist
c) Rating Scales
d) Teacher Observation
e) Interview
f) Records
g) Pupils' Products
h) Home Work
i) Sociometry
j) Other Devices



LET US KNOW

- In terms of education, evaluation means estimating the probable worth of the activities involved in teaching-learning relationship, judging the worth of methods or devices used in pursuit of those activities and estimating at various stages the outcome resulting from the activities.
- Tools and techniques are the devices through which the evaluation is done. All techniques of evaluation can be broadly classified into two categories i.e., Quantitative and Qualitative.

- By the term evaluation, it means appraisal or assessment of an object or event with respect to some standard. It is a process by which some value or judgement is given in which test and measurement form two distinctive steps.
- There are different purposes of an evaluation process; these are (i) making condition for guiding the growth of individual pupils, (ii) diagnosing the weakness and strength of pupils etc.
- In another classification, we can group the tools and techniques of evaluation as Psychological, Achievement and Situation Tests.



CHECK YOUR PROGRESS

Q.1: What is meant by evaluation? Give one definition of the term evaluation.

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Q.2: Mention some purposes of evaluation process.

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Q.3: Identify some functions of evaluation.

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Q.4: Identify some tools that are used in situation test.

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15.4 TYPES OF EVALUATION

When we talk about the types of evaluation, generally it can be of two types i.e. **(a) Formative** and **(b) Summative** Evaluation.

a) Formative Evaluation is conducted to monitor the instructional process, to determine whether the learning is taking place as planned. Evaluation that is used periodically as instruction proceeds is referred to as formative evaluation. This evaluation functions to provide–

I) Interim Assessment of the pupils' progress

II) Specific diagnosis of pupils' strength and weaknesses

III) Systematic feedback to both the pupil and the teacher

The formative evaluation is used to provide useful guidance to the teacher and the learner and it includes frequent assessment to provide systematic feedback on progress. They may include approaches such as tutoring, small group instruction, audio-visual presentations, alternate learning materials or programme instruction. The main aim of formative evaluation is to point put the shortcoming of the plan for the correction to the person responsible for it. For an educational institution, the formative evaluation can be categorised into three categories:

I) to collect vivid evidences of the merits and demerits of the educational plan,

II) on the basis of the educational plan, the limitation of the plan should be put for discussion, and

III) To remove the pitfalls and make the plan a more effective.

Thus, under the formative evaluation, any educational plan is evaluated to increase its quality, effectiveness, desirability and utility.

b) Summative Evaluation is conducted at the end of an instructional segment to determine if learning is sufficiently complete to warrant moving the learner to the next segment of instruction. The aim of summative evaluation in an educational institution is to know whether the scheme or plan that has made for instructional purpose, should be continued or not. Summative evaluation is a process of selecting the best out of the available alternatives. For example, formal

Classroom test, unit test or final examinations are the most frequently used tools of summative evaluation.

The main purpose of summative evaluation includes:

I) Assessing the extant of pupils' achievement or competence at the end of instruction.

II) Providing a basis on which grades or course marks can be fairly assigned.

III) Providing the data from which reports to parents and transcripts can be prepared.

Summative evaluation summarises the learning progress of both the individual learners and the group.

Both types of evaluation are the necessary components of classroom instruction. In some cases information gathered for summative purposes may be useful in a formative sense. For example, the scores in a unit test may be used to evaluate the achievement at the end of that unit. At the same time, the scores reflect progress in the course and in broader instructional programme. Therefore, both the types of evaluation are instrumental in the educative process.

15.5 PROBLEMS OF EVALUATION

In our present education system, though evaluation is an important part, the existing evaluation system suffers from many limitations. These limitations or drawbacks are as under,

- In our present educational system, the term evaluation is confined only to examinations, which is primarily aimed to measure the achievement of the students in academic subjects. Hence, the term evaluation is taken in a very limited dimension but in reality the scope of evaluation is very broad and encompasses the whole.
- In the present scenario of evaluation system, essay type examinations are the main technique of evaluation but this type of examinations has numerous drawbacks such as: (i) it is not reliable and valid, (ii) it is subjective in nature and encourages unhealthy competition and (iii) it gives undue emphasis on memorization of answers.

- The current evaluation system is not objective in nature. The behavioural objectives are not properly formulated and adequately tested. The students are assessed on rigid and fixed criteria of pass and fail.
- The present evaluation system is neither continuous nor teacher centered. The evaluation is done at the closing of the academic session, not on a daily basis.
- Evaluation at present is only information-centric or memory-centric. The actual qualities of the students are not taken into account.
- The current methods of evaluation fall short of leading to the diagnostic and remedial measures.
- The present system gives emphasis on the pass percentage of the students to assess the performance of the teacher.
- The processes of self-evaluation of the students are not at all encouraging in the existing evaluation system.

15.6 SUGGESTIONS FOR EFFECTIVE EVALUATION

After discussing the above problems in the existing evaluation system, some suggestions for improving the present system are mentioned below:

- Instead of the existing evaluation system, a continuous and comprehensive method of evaluation should be undertaken throughout the learning period.
- The goals or objectives should be well defined in behavioural terms. The objectives should include all the domains, cognitive, affective and psychomotor.
- Frequent assessment of the students through unit test, class test etc. should be encouraged instead of giving importance on just essay type examination at the end of the session.
- The present evaluation system should be modified so that the actual abilities of the students can be judged.
- The evaluation should be diagnostical and remedial. It should diagnose from time-to-time the different problems faced by the students and should provide remedial measures for effective solution.

- The evaluation system should encourage self-learning techniques in teaching-learning situations. Self-evaluation of the students should be encouraged.
- Instead of giving emphasis solely on the pass percentage of the students, importance should also be given to systematic, regular and critical assessment so that the real picture of evaluation comes into the focus.



LET US KNOW

- There are two types of Evaluation: Formative and Summative.
- Formative Evaluation is conducted to monitor the instructional process, to determine whether the learning is taking place as planned.
- Summative Evaluation is conducted at the end of an instructional segment to determine if learning is sufficiently complete to warrant moving the learner to the next segment of instruction.
- Problems of the existing evaluation are varied such as that it is very constricted; it gives emphasis on pass percentage only and memorization etc.
- Continuous and comprehensive method of evaluation should be undertaken throughout the learning period and the goals should be well defined in behavioural terms.



CHECK YOUR PROGRESS

Q.5: Write the meaning of Formative and Summative Evaluation.

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ACTIVITY 15.1

According to you which type of Evaluation is more reliable and valid? Write in brief.

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15.7 LET US SUM UP

- Evaluation is a recent scientific concept which is more comprehensive than mere measurement. Term evaluation means appraisal or assessment of an object or event with respect to some standard.
- Regarding the purpose of evaluation, it can be said that it is used to guide the condition for the growth of individual pupil, to diagnose the strength and weakness of the pupil and to offer probable remedial measures etc.
- The functions of the evaluation process can be briefly stated as determining the extent of the achievement of learning objectives, providing remedial measures, empirical evidences as well as healthy feedback so that the pupil is better assessed.
- Tools and techniques are the devices through which the evaluation is done. All techniques of evaluation can be broadly classified into two categories i.e. Quantitative and Qualitative.
- If we talk about the types of evaluation, it is of two types i.e. Formative and Summative Evaluation. Formative Evaluation is conducted to monitor the instructional process, to determine whether the learning is taking place as planned. Summative Evaluation is conducted at the end of an instructional segment to determine if learning is sufficiently complete to warrant moving the learner to the next segment of instruction.

- The problems of evaluation in the existing system are numerous like the prevalence of essay type examinations, not continuous and comprehensive, importance to memory centered and information centered, not objective or goal directed etc.
- The probable suggestions for effective evaluation can be summed up as it should be continuous and comprehensive, goal oriented, to encourage self-evaluation; objective should be in behavioural terms, systematic and critical in regular assessment etc.



15.8 FURTHER READING

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15.9 ANSWER TO CHECK YOUR PROGRESS

Ans. to Q. N. 1: Evaluation is the process through which the teacher gets acquainted with the total behavioural changes of his/ her students and also the outcome of the teaching-learning process.

The definition put forward by James M. Bradfield is "Evaluation is the assessment of symbols to phenomenon, in order to characterise the worth or value of a phenomenon usually with reference to some social, cultural and scientific standards."

Ans. to Q. N. 2: There are different purposes of an evaluation process; these are (i) making condition for guiding the growth of individual pupils, (ii) diagnosing the weakness and strength of pupils etc.

Ans. to Q. N. 3: The functions of the evaluation process is to determine the extent of the achievement of learning objectives, provide remedial measures and empirical evidences as well as give healthy feedback so that the pupil can be assessed in a proper way.

Ans. to Q. N. 4: In situation test, the following are the tools that are used: Questionnaires, Checklist, Rating Scales, Interview, Sociometry technique etc.

Ans. to Q. N. 5: Formative Evaluation is conducted to monitor the instructional process, to determine whether the learning is taking place as planned.

Summative Evaluation is conducted at the end of an instructional segment to determine if learning is sufficiently complete to warrant moving the learner to the next segment of instruction.



15.10 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q 1: Explain the meaning and significance of evaluation in teaching learning process.

Q 2: What are the purposes of evaluation?

Q 3: Explain the scope of evaluation.

Q 4: Define Summative and Formative evaluation.

B. Long Questions (Answer each question in about 300-500 words)

Q 1: Describe the different tools and techniques of evaluation.

Q 2: Discuss the differences between formative and summative evaluation.

Q 3: What are the different problems faced by the existing evaluation system? Explain.

Q 4: How would you like to suggest some remedial measures for an effective evaluation system in the present situation?

*** ***** ***



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Name of the Paper: **Course Code:**

Centre for Internal Quality Assurance (CIQA)
Krishna Kanta Handiqui State Open University
City Office, Housefed Complex, Guwahati- 06

Learner's Feedback on Course

Dear Learner,

Regarding the course as mentioned above, we would like to know your opinions and comments so as to improve the quality of self learning materials in future. Please respond to the following statements by ticking the number you feel most reflect your opinion. After completion of the additional comments, please detach the page and send/mail the same to us at the address given below.

The Director, Centre for Internal Quality Assurance, KKHandiqui State Open University
Housefed Complex, Dispur, Guwahati- 781006
(E-mail id: ciqa@kkhsou.in)

1. Approximately how many hours did you spend for studying the units in the course? | | | |
2. Please give your opinions (by √ mark) to the following items based on your reading of the block:

Sl. No.	Statements	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I.	The SLMs of the course fulfil the learning objectives set out in the beginning of each unit					
II.	The units of the SLM could satisfy my academic needs and expectations					
III.	The Unit writers have excellent knowledge about the course contents					
IV.	Language and contents of the units were presented at a level which I could readily understand					
V.	Ample opportunity for participation in the activities provided in the units					
VI.	Used enough Illustrations (Diagrams, tables etc.) for conceptual clarity					
VII.	Quality of content is engaging, relevant, and up-to-date					
VIII.	The self check questions are very helpful					
IX.	The Possible/model questions and the answers to check my progress have benefited me a lot					

Additional Comments: *(Please feel free to provide your open comments)*

1. Which aspects of the SLM, according to you, worked well?

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2. What sort of changes/improvements do you feel KKHSOU could implement to improve the overall quality of the SLM?

Thank you for taking the time to complete this form.

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