

ANALYSIS ON THE IMPLEMENTATIONS OF DISTANCE LEARNING EDUCATION

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ABSTRACT

The term distance education is known in various names, for example, correspondence education, open learning, off campus based examination, adaptable learning, asset based learning, and so on. However, this load of names are compacted and further partitioned into three significant classes. These are correspondence education, distance education, and open learning. Consistently number of exploration led around the world. Education assumes an indispensable part being developed of any nation, so that it's taking more consideration of People of any country. India is a major country, around 50% of individuals are youth (14-35 yr.) so that to give well-rounded schooling to everybody distance learning assumes a critical part. Distance education has become a helpful method of getting degrees for countless understudies who are remaining in far away and far off regions and for whom getting to colleges on standard premise is as yet a fantasy. Distance Learning will offer a high educational condition for people to share their understanding and considerations and develop their aptitudes. In the current examination we investigation of distance education learning so we were collaborate with the understudy and to establish the understudy's brain science, their opinion on the distance education framework. For the measurable investigation of the examination, Chi-Square Test for Independence will be utilized. Respondent who were from various age, sex, capability, and work bunches have comparable assessment they are concurred with the assertion.

Keywords: Distance Learning, implementation, education.

INTRODUCTION

Distance education advanced from print-based correspondence to join broad communications, for example, TV and radio, trailed by such improvements as PC interceded guidance and intelligent video. Distance education courses turned out to be progressively media rich. Phone and videoconferencing made new channels of correspondence that empowered connections a good ways off among distance coaches and students. Specialists' consideration progressively went to the utilization of innovation in distance education. Distance instructors went to online conveyance as an essential method of educating a ways off. Online coordinated effort devices and rising speculations of social constructivist and associated learning presented new zones of training and research. Every one of these advancements has finished in the present situation, portrayed by Peters as perplexing and diverse. The editors of this volume saw the requirement for a precise way to deal with arrange this extraordinarily unpredictable and assorted field of investigation into classifications. To address this need, they utilized the aftereffects of Zawacki's prior Delphi study into inquire about subjects in online distance education, alongside other enormous scale writing audits and investigations of research designs in online distance education. These classifications, which structure the system for this assortment, are partitioned into full

scale, meso-and smaller scale levels. These levels contain, separately, distance education systems and hypotheses; the board, association and innovation; and instructing and learning in distance education.

These classes are planned to help wrestle the different field of online distance learning into a composed arrangement of issues and to recognize examine examples, groups and holes. It will likely not astonish anybody in the field to discover that the editors found that a vast dominant part of research in online distance education centers around the small scale level, while the other two levels stay under-inquired about.

Inside the full scale level, sub-subjects run across access, value and morals; globalization and cross-cultural viewpoints; distance showing systems and foundations; hypotheses and models for distance education; and research techniques and information move. Indeed, even inside every one of these individual points, the examination openings that become apparent are tremendous. For instance, Tait and O'Rourke recognize the requirement for investigate programs identified with numerous elements of distance education and social equity, especially notwithstanding "increasing pressures to operate in a competitive business model rather than a public service model."

This kind of research obviously will likewise include numerous orders outside education itself. Instances of different talks at the full scale level incorporate worldwide open educational practices

despite Western authorities and essentialist understandings of different societies; the significance of socio-specialized investigations to uncover framework elements and counter innovative determinism; and the requirement for changed research techniques including blended strategies and configuration based methodologies. The meso-level classification incorporates the executives and association; expenses and subsidizing; educational innovation; advancement and change the board; and territories identified with staff and understudies. In her section on educational innovation, Conole notes shifts among specialists past the conventional distribution course toward open research rehearses, toward the open web. Thunder urges restored thoughtfulness regarding the expenses and subsidizing of distance education. Development in mixed learning additionally opens up new territories for inquires about, among others. In 1962, the Continuing Education and School of Correspondence Courses, University of Delhi, presented the principal correspondence courses in B.A. Degree. It has taken in countless understudies. In 1968, by establishing the Institute of Correspondence and Continuing Education, Punjab University, Rajasthan and Patiala, University launched correspondence courses.

The Open Center of Andhra Pradesh (later referred to as Dr. B.R.Ambedkar Open University) was established in 1982, as the leader of Open University.

Indira Gandhi Open University (IGNOU) was established in 1985 as a primary national open university. The main important correspondence programme, the instructor and student in different fields, was launched by the University of Chicago in the late 80s. In the year 1840, in Bath, England, the father of the education in correspondence (Isaac Pitman is an Englishman) began to give shorthand. First Open University was founded in the UK in 1969. It was mainly built to show that the undergraduate studies for adults were maximum. It began to enroll understudies in 1971 after the preliminary work.

There are 249 confirmed Distance Education Institutes there according to the DEC. In any case, as PG-levels, only 178 institutes offer distance education programs at UG. The distance education in social reality is investigated as a risky origination. As a result of the educational certainty, numerous extreme changes have been recognized in the current time that could be evaluated as

reevaluation. New advances are growing consistently in models of distance education, so new unrest must become a normal reality. In any case, rapid change in social reality is causing the loss of auxiliary adjustments and forestalling the advantages of distance learning.

The three components which are most significant to any effective distance education program are:

- Technology
- Instructional plan
- Distance training and innovation add to this overall certainty. Individual and societal associations make education standardized and create innovation.

Advantages of Distance Education

- By eliminating travel it spares tons of time, cash and vitality. The time left for individual and professional living can be used with prudence.
- You can work at your own convenience: since each class is non-competitive, you have the right to inspect or examine your duties during off-hours or at home.
- The correspondence course you can take from anywhere on the world. This expert provides experts with a ton of adaptability, especially on the off chance of having a traveling job.
- Expanded internet usage has enabled distance learning in more than one way.
- Online classes, Virtual study rooms, Online services, video conferencing with a specific subject instructor, timely study materials and so on are easily accessible to everyone.

Disadvantages of Distance Education

- Shuffling between occupation and research.
- The students and teachers don't give timely feedback.
- This encourages social separation: you will most often focus on yourself.
- Students who seek distance education will generally be less earnest.
- A lack of communication and creativity.

Education System in India

In India, the population is excessively high up to education; the organization for distance learning would help to extend the growth of the advanced education scholarly pace. Without which India will not be able to reach the target within a limited timeframe. In this perspective, existing systems have played out an incredible job. Furthermore, a calculation of this development has been included

in the introduction of information communication technology (ICT). Existing distance learning programs in India are crucially studied. The current distance learning networks will also be further strengthened. Work on the existing system construction and exploitation will lead to the improvement of the education process. It is also a key issue in terms of the quantity of the current framework used by the current research and experts.

Primary Education

Fundamental instruction with center and upper grade school training starts from 6-14 years. At state and educational cost based schools, coaching is offered, as it is conceivable that a non-state funded school consistently has extraordinary workplaces and establishments than government schools. Training in India is delivered through an open area, just like a private section, with three levels of control and sponsorship: central, state and intimate. The Indian constitution is an important right without providing or mandatory guidance to youth between 6 and 14 years of age. India has one gigantic educational cost based school system at the basic and helper level supplementing the organization run schools, with 29 percent of understudies tolerating private tutoring at age 6 to 14.

Education of Secondary

Tutoring Helper begins at 9th grade and continues until 12th grade. The optional stage is divided into several years, generally referred to as the 10th or Lower Secondary and the 12th or Upper / Senior Secondary stage. Training at government schools keeps on being free, albeit private tutoring at the discretionary level is logically essential. Open assessments are conveyed independently close to the finish of the two time frames and award access to contemplate 11 and school level request. The Lower Auxiliary General Education System in India comprises of three tongues, in particular elective and English language, regional language, science and innovation, sociologies, arithmetic, workmanship, work/pre-professional instruction, and physical preparing. Helper schools are an auxiliary of Central or State sheets that manage Certificate of Secondary School for the achievement of examination 10.

Tertiary Education

India's progressed instructive system has been astoundingly joined together and encountering gigantic changes since its origin in 1947. Instructive system is reliably making, all things considered, subject to the British training game plan. The Advanced Education structure in India is one of the world's biggest such frameworks. Furthermore, the board's new troubles and rules are being taken a gander at by these establishments, which require veritable thought, both in the open part associations just as those in the private division that are as of now creating at a quick pace. In like manner, to encounter extraordinary changes, Ancient official frameworks that were formed and operated in the 20th century, in Sin pre-India, are now required. In fact, suspense and solace needs of culture cannot be overlooked again.

Digital Education in India

The proliferation of digital technologies is bringing radical changes in the way education is being delivered and received. The outreach of educational programs is improving day by day with the digitalization of education. Digital education is providing both teachers and students new opportunities to teach and learn thereby ensuring greater participation in the overall learning process. With the advent of new technology-aided learning tools such as smart boards, MOOCs, tablets, and laptops, etc. has transformed the way education is being imparted in schools and colleges. The internet of things (IoT) is further proving to be one of the most cost-effective ways to educate young minds. It is also a powerful system to integrate a world-class learning experience for everyone. The edutech companies are constantly working to find innovative solutions to increase access to education by people who currently are struggling to get proper education facilities.

Digital Education as the Future of Learning in India

Digital learning in India is going to be the key face of future education in the subcontinent. It is surprising to see how smart technologies are changing the overall educational framework in the country. The penetration of digital education into the hinterland / rural market is evolving fast. Affordable high-speed internet and direct-to-device technologies are empowering rural students to study courses online and improve their skills and knowledge.

The state of education in India is dismal, especially in rural areas. The sector is currently battling with grave challenges such as outdated teaching methods, shortage of teachers, inadequate student-teacher ratio, and insufficient teaching resources. However, with the digitization of education, students in educationally backward areas are being taught with the help of the latest teaching tools and methodologies such as LCD screens, videos, etc. The technology is also helping teachers connect with students remotely spread across several locations at one time. Interactive digital media will certainly help in addressing the shortage of teachers in the country in the near future.

REVIEW OF LITERATURE

Raja Irfan Sabir et.al.(2014): The point of this examination was to explore the connection between Distance Education and Student Performance by taking Allama Iqbal Open University, Pakistan as a case. Tasks, instructional exercise gatherings and eye to eye studios were taken as Independent factors, while, understudy execution was considered as a reliant variable. The objective populace for this exploration was the understudies of AIOU concentrating in Sahiwal district and an aggregate of 150 examples were taken for information investigations. A self controlled poll review was utilized for information assortment through non-likelihood and accommodation testing results demonstrate that the relationship of different factors was positive with understudy execution. The investigation upholds the speculations that tasks and instructional exercise gatherings emphatically affect understudy execution.

Venkata Subrahmanyam et.al (2013): This paper manages the present status of Distance Education & Suggests the manners by which Online and distance education courses can be offered in a more successful manner as opposed to the regular techniques. This paper manages the present status of distance education in India, scope and market for the online courses, different strategies for course contributions. This paper additionally proposes how best the Growing Social Networking Media can be utilized to fabricate an extremely impressive Student and Resource Personnel relationship.

M. Mozammel Hoque Chowdhury (2013): Distance Education is a vital informative conveyance for advanced education in the 21st century. Alongside the quick improvement of PC

related present day innovation like Internet, videoconferencing, Web conferencing and so forth, and distance education is assuming an undeniably significant part in schools, universities and other educational foundations. This paper additionally plans to propose a few suggestions for confronting the difficulties and reinforcing frameworks to execute the framework for quality education.

Dr. Ajay Kumar Attri (2012): This paper manages issues related with distance education and their conditional arrangements. To begin with, it recognizes those issues which were looked by far off students during their course of study. Second, it likewise distinguishes the issues related with the distance education framework. At long last, it gives speculative answers for these issues and a few suggestions for the improvement of distance education.

Ana Horvat, Maja Krsmanovic, Mladen Djuric (2012): Rapid development of distance learning brought about significance to lead research on understudies' fulfillment with distance learning since contrasts in understudy's fulfillment may impact educational freedoms for learning in an applicable Web-based climate. In accordance with this, this paper manages fulfillment of understudies with distance module at Faculty of Organizational Sciences in Serbia just as certain components influencing contrasts in their fulfillment.

Olaf Zawacki-Richter: Research in the arising field of online distance education has, up until this point, advanced in a fairly aimless style, comprising generally of a collection of commitments made by scientists chipping away at various themes, regularly in separation from each other. Olaf et.al recommendation that exploration in the field ought to rather be directed by an orderly plan is in this manner both ideal and lavishly meriting acclaim. This genuinely necessary volume gives professionals, scholars, and scientists with an exhaustive study of the condition of online distance education as a free field of request, while additionally offering an unmistakable direction for future examination.

OBJECTIVE OF THE STUDY

1. Analyzing the quality of education in distance mode.
2. Analyzing distance education problems.

RESEARCH METHODOLOGY

This study has been successful in trying to come up with a clearer description of an apparent problem. Our primary aim is to find challenges of distance education and effect of distance education in Indian education system.

Sampling process

Two kinds of sampling process will be done for the studies Convenience Sampling and Non-Probability Sampling Method.

Area of Research

We collected primary data from students enrolled in distance mode of education to know their opinion regarding quality and other parameters of distance education. We collected Secondary data from university.

Sample Unit

The sampling unit contains the specific units being studied and generally reflects the desired response which is most of the features of primary and secondary data in the universe.

Sources of Data Collection

Likewise with any sort of research, the researcher was mindful about the estimation of secondary data. The data further guide the researcher in characterizing the factors of the examination. The secondary data will give helpful and essential data enhancing the qualitative and quantitative parts of research finding.

Primary Data Collection

A preliminary study of Distance learning education was done by this method of research. For this purpose structured and non-structured questionnaire was prepared and administered to various students in different part of India Questionnaires are

commonly used to gather first-hand information from a large audience, in the form of a survey. This questionnaire is framed in such a way that it provide us continue response from the student's available in centers and to achieve flexibility by asking certain closed ended questions.

Statistical Analysis

The lesson demonstrated how to perform a Chi-square test of freedom. The test occurs if you have two group variables from a single population. It is used to determine whether the two variables have a direct relation to each other. For example, in an election survey, electors may be defined by gender (male or female) and voting preference (democrat, republican, or independent). We could use a chi-square measure of freedom to assess whether gender is connected to a preferential vote. Consider this scenario, the sample question, at the end of the lesson. The test procedure described in this lesson is appropriate when using Chi-Square Independence Test if the following conditions are met: Simple random sampling is the sampling process.

DATA ANALYSIS

This section include data collected from sample of different universities those are providing distance education in various part of country. Ten state open Universities and other dual mode universities in different states of India. In order to study the role of distance education in the Indian education system, we need to know Total enrollment in distance education distance, Total enrollment is a percentage in higher education, female student enrollment also looking at the state-wise variability, out of the total recorded enrolled students pursuing distance education studies.

Table 1.1 Total No of Dual Mode/ Single Mode Open Universities in India from 1975 to 2015

S. No.	Year	Dual Mode University/Institutes	Single Mode Open University	Total distance Education Institutions
1	1975	22		22
2	1982	34	1	35
3	1985	38	2	40
4	1990	46	5	51
5	2000	70	9	79
6	2005	106	13	119
7	2010	242	14	256
8	2015	98	14	112

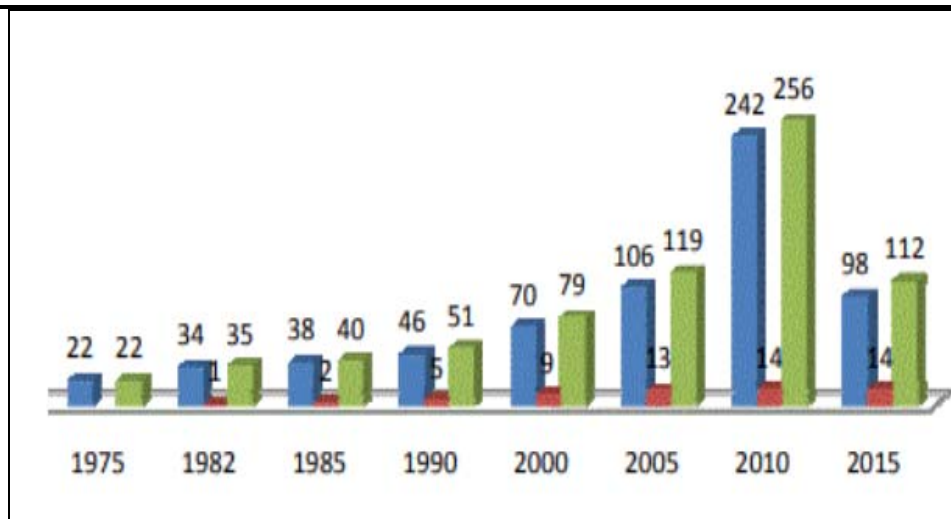


Figure 1.1 Total No. of Dual Mode/Single Mode Open Universities in India from 1975 to 2015

Registration in Open Universities (OUs) and Distance Education Institutions (DEI) has gradually grown at a higher pace than in conventional programs. As the report of a seven-part board of trustees led by NR Madhava Menon shows, the portion of distance education increased from 2.6 percent in 1975-76 to 8.9 percent in 1985-86 and further strengthened to 10.7 percent in 1990-91 and 20.56 percent in 2008-09. Open Distance Learning (ODL) platform, otherwise known as Distance Education (DE) framework, has evolved as one of the important methods of education and training as the general annual enlistment growth between 1975-76 and 2008-09 was 5.6 percent for the ordinary framework, while in the ODL system it was 16.3 percent. The table below represents the year of astute growth in the nation of ODL institutions.

Result

The probability of the chi-square test statistic (chi-square=11.118), the value of p is found to be $0.268 > .05$ (5% level of significance) there for null hypothesis is rejected accepted, hence there is difference in opinion of respondent about reason to chosen distance education programme among various qualification group.

CONCLUSION

India holds a significant spot in the worldwide education industry. The nation has more than 1.4 million schools with more than 227 million undergrads selected and in excess of 36,000 advanced education foundations. India has one of the biggest advanced education frameworks on the planet. In any case, there is still a great deal of

potential for additional advancement in the education framework. India has become the second biggest market for e-learning after the US. One National Open University, 13 State Open, there are 98 Dual mode Universities, which offer education through distance mode too. Out of 112 Dual mode Universities, 18 are in Tamil Nadu .Among significant States, in Jharkhand, neither there is any Open University nor any Dual Mode University. An extra factor behind the current issue is the swelling of the quantity of colleges since the 1962s. Broad changes were made to the from one open college in 1992 it was reached to 256 open colleges in 2009 yet following long term now in 2014-15 this figure declined to 114 open colleges in India., it is no big surprise that an expanding number of colleges are presently battling under enlistment. India has a populace of about 1.34 billion individuals of which 65.2 cr. (48%) are ladies (According to the United Nations in July 2016). The country's education rate is about 74.04 percent. There is a wide sex divergence in the education rate in India in 2011 were 82.14% for men and 65.46% for ladies (age 7 or more). The University Grants Commission has at last takes choice understudies to seek after two degree programs all the while. Surrendering to long-standing requests from colleges and understudies, the pinnacle advanced education controller, at a gathering on July 31, 2013, chose to acknowledge its master board's suggestions on allowing quest for an extra degree program. In view of educational status undergrad (44.9%), postgraduate (30.8%), Ph.D/M.Phil (48.1) percent of respondent felt modestly persuaded and 39.9 percent of others felt profoundly energetic.

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