

## STUDY ON THE CONCEPTS OF DISTANCE LEARNING AND EDUCATION

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### **ABSTRACT**

*Distance education is a planned educational process or method of instruction characterized by a quasi-permanent separation of the teacher and learner(s). Data and correspondence are exchanged within a remote education framework using print or electronic interchanges media (Keegan, 1980). Regarding a more multimodal approach to distance learning, print-based courses have proven to be the most practical and sometimes the only affordable model of instructor training in countries with challenging topography, weak infrastructure, incredibly dispersed or difficult-to-reach populations, and little financial plan, foundation, and human capacity. Radio stations, Interactive Radio Instruction (IRI), one-way and two-way sound guidance, and eventually web recordings are all included in sound-based instructor education. This section examines the most popular audio-based distant learning methods. Radio stations have been targeted primarily at educators, similar to print-based instruction. Observation fosters thought, comprehension, and learning. Instructors advantage when they see different educators work recently, when they see another educator utilize one PC with 40 understudies to advance coordinated effort, or when they see a development effectively carried out with the very sorts of students and the very neighborhood setting that they, at the end of the day, face. Seeing different instructors in real life offers believability.*

**Keywords:** *Distance education and Learning, implementation*

### **INTRODUCTION**

Distance Learning offers people a high level of education to express their experiences and perspectives and develop their skills. One approach to distance education was through the internet. It allowed the denied individuals to get their education at their doorstep. In India nowadays, distance learning is a widely used tool for people who want to learn more and improve their skills. The historical backdrop of distance education portrays the distance learning advancement and talks about how it found an elective technique to the then existing

viable framework which united the understudies to one spot and one an opportunity to gain from one of the bosses. This shows how separation training pioneers used their day's best growth to open educational opportunities to the students and also for the people who not able to go to the traditional common foundations.

Many authors and scholars express their views on distance learning not in India but also abroad. Education plays a vital role in any country's development, so it takes more time from any country's people. India is a young nation; about 50% of the population is young (14-35 years old).

All people who participate in distant learning receive a valuable education thanks in large part to this program. It was discovered that respondents' opinions about whether or not distance learning programs provide practical alternatives to those who cannot participate in regular and formal education were consistent. Similar opinions were expressed by respondents from a variety of age, gender, qualification, and employment categories. Distance learning is an alternative to those residing in a country with physical difficulties. In India there are many who live in areas where the university or college is quite far away, so distance learning is a good option.

Distance learning is the most popular system whenever and wherever people can gather knowledge and overhauls it. Today it has been recognized as an all-around perceived method of education and critical preparation to meet the changing needs of our society.

- (1) Thousands of people who, due to some problems but are burning to develop their insight and skills, have been refused advanced education at a young age can fulfill their wants by using the framework of distance learning.
- (2) This framework is also useful for provincials and remote people, who can learn and gather information through this framework by people living in rough and remote territories. It helps distant people to share their knowledge and opinions with a high educational standard. The structure for distance education has exposed them to advanced training and research.
- (3) India, where the population is disproportionately low in comparison to educational foundations, will benefit from the increase of artistic rates of advanced education. Without which India cannot do the task in the allotted period. In this regard, the efficiency of the current systems has been exceptional. A calculation of this development was also incorporated in the introduction of ICT. This improvement in continuing existing distance learning systems in India is critical to investigate. It will help to improve the current systems for distance learning. The study of the accomplishment and deceit of the current framework would help to improve the quality of the educational process. It is likewise an unavoidable issue concerning the amount of the current framework that is used by the

present understudies just as specialists. Is it because of the trouble to use the current framework or the lethargy of the understudies or pool of information pretty much all current systems for example PC and web?

This torpidity is clarified by the operating of the usual Internet framework that is exorbitant, unreliable and challenging for apprentices. Internet use can be particularly light-hearted in Indian countries. It is similar to hard to think of a PC in every family unit of an Indian village. Accepting that there is accessibility of PCs at each location of a city in India for a minute, the issue of using web in those PCs on a month-to-month basis would increase the common costs of those poor townspeople.

Open and Distance Education (ODE) framework in the present world has improved omnipresence no matter how you look at it. India has built up a framework for cutting edge instruction that gives training office in for all intents and purposes all pieces of academic undertakings and human inventive. The institutional framework consists of universities developed as a central university by Parliament or a national legislative body as a state university; deemed universities; state-law institutions; and institutes of national importance, and University-auxiliary schools, both government-aided and autonomous.

The definition of distance learning generally states that it "involves a situation where learners are separated from their teachers at a distance, involves the provision of systems (electronic or otherwise) to establish and maintain communication between teachers and learners, and employs a form of pedagogic interchange between the teacher and the learner to promote learning, assessment, and support."

By defining distant education as a notion that incorporates a learner's individual learning-teaching activities as well as a cognitive and/or psycho-motor and affective support organization, Holmberg clarifies what is meant by the term. This is appealing to adults with professional and social responsibilities because it can be done anytime, anyplace, and is distinguished by the non-contiguous contact that goes along with it. (12) The phrase "distance education" was finally changed to "World Council for Remote Education" in 1982, when the International Council for Correspondence Education, which was four decades old, was. The old concept of distance learning only applied to print materials, but the new concept involves enhancing content using non-print media like radio, television, iPads, PCs, digital Mpeg talks, and Avi organizes Self Learning Material (SLMs) in the form of DVDs and CDs and projectors. Along with other techniques, there are also video and intelligent study sessions. These kinds of organizations are named as the foundations of double mode. The two forms of Distance Education are Synchronous and Asynchronous. Synchronous methodology requires the understudy to co-operate. The interaction is performed "progressively" and has pace while it does not require synchronous interest from the nonconcurrent. The requirement for understudies and teachers to be accumulated at the meeting is precluded and understudies pick their very own time period for connection.

In 1961, the Focal Alert Board of Education decided to present Correspondence Courses in India in view of the constraints and challenges in the modern education system. Around the same time, A commission headed by Dr. D.S. Kothari, then President of UGC was appointed by the Indian Government, to review and read for correspondence course activity. "The correspondence method admits greater flexibility than class room education, particularly in the combination of subjects leading to a degree," the Committee of Experts writes. This is a benefit that should be fully utilized in the sake of quality education.

## REVIEW OF LITERATURE

**Mladen Djuric, Ana Horvat, Maja Krsmanovic (2012):** Maja Krsmanovic, Mladen Djuric, and Ana Horvat The World Academy of Science, Engineering and Technology International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering, Vol:6, No:6, "Differences in Students' Satisfaction with Distance Learning Studies," 2012.

The rapid development of separation learning has played a part in direct study into the success of students by separation learning because of subject comparisons. Fulfillment may impact educational open doors to be learned in an appropriate environment on the Internet. This paper manages the completion of students with the separation module at the Faculty of Organizational Sciences in Serbia as well as certain variables that affect the fulfillment of contrasts. We have researched a population of 68 separation learning students from the Faculty of Organizational Sciences for the first years. We also observed that the satisfaction of students with the separation learning program is a major distinction between women and men by using objective structures.

**Ajay Kumar Attri (2012):** "Distance Education: Problems and Solutions" by Dr. Ajay Kumar Attri. Issn: 2277-7547, Volume 1, Issue 4, October 2012, International Journal of Behavioral, Social, and Movement Sciences. The article deals with separation education-related difficulties and associated conditional arrangements. First of all, it acknowledges the problems that distant students had to deal with while they were studying. Additionally, it makes a distinction between the problems associated to the framework for separation education. Finally, it provides preliminary solutions to these problems along with a few recommendations for the development of separation education.

**Dr. Mujibul Hasan Siddiqui (2012):** Dr. Mujibul Hasan Siddiqui "Effectiveness of Non-Print media For Distant Learning", Volume: 1 | Issue: 5 | Oct 2012 • ISSN No 2277 – 8179.

This paper provides information on the rotative work of unprinted media in inaccessible non-print learning composed of a computer, remote coordination, video disks, and video text and so on. It is an important tool to affect the teaching of any degree. Computer aided teaching slowly grows in the field of the learning process. Videotext assumes huge work in the transfer

of general and explicit information courses and two route guidance. Non-print media is currently part of our educational framework, particularly for removed learning.

***Sadhasivam Panchabakesan (2011):*** In Problems Of Education In The 21st Century, Volume 30, Sadhasivam Panchabakesan (2011) published "Problems And Prospectives In Distance Education In India In The 21st Century."

The purpose of this research study is to discuss the opportunities and problems of India's distance education system. This essay begins with a deeper analysis of the Distance Learning Education's distance learning frameworks. The non-concurrent strategy is more adaptable than synchronous instruction, according to this analysis and investigation of the synchronous and unconventional types of distance education conveyance. Additionally, it highlights how crucial the structure, innovation, and planning assistance are to any effective remote learning program.

The development of distant learning is shown in the history of distance learning, which also explains how a choice solution was found for the then-created effective structure that bound the students to a single subject and required a single acquisition from one of the instructors. It demonstrates how the pioneers of distant education employed the most cutting-edge technology available to them at the time to open educational doors for people who were unable to join the traditional, mainstream organizations. It also looks into and addresses difficulties including understudies' lack of cooperation, conducting tests, describing results, and other relevant problems. Additionally, it aims to investigate the background, notable achievements, and innovations of distant learning in India. It also examines the four guiding principles and suggestions for the design of the distance learning structure. In addition, it broadens the scope of any investigation to further investigate the opportunities and challenges of remote learning and to enhance estimates of the distance learning system in India. Finally, it analyzes the problems raised by distance education and offers remedies. Distance learning has been widely used since the 1960s for pre-service and in-service training of medical and allied health students and professionals worldwide.

After completing distance education programs, these professionals have occasionally shown improved knowledge scores and performance in the workplace, but overall, there aren't many evaluation studies of education programs—distance or otherwise—that make use of rigorous and impartial evaluation methodologies. The Quality Assurance (QA) Project examines the present body of published and unpublished research on the application and impact of distant learning in the healthcare industry in the article that follows. Studies that employ objective assessment methodology, their application in developing countries, and the areas of study that the QA Project believes should be addressed are all given particular attention.

## OBJECTIVE OF THE STUDY

1. Analyzing the effect of distance education on Indian education systems.
2. Review of women's participation in distance education.

## RESEARCH METHODOLOGY

In this analysis, we look at the difficulties of distant learning, its role in the Indian educational system, the dedication of women to distance learning, and the standard of instruction delivered remotely. We will work with students to learn about their opinions on the distance education framework and their perspectives on brain research as we focus on the inquiry of distance education learning. The exams involved two different types of examination. Chi-Square Test for Independence will be used for the quantifiable analysis of the examination.

## DATA ANALYSIS

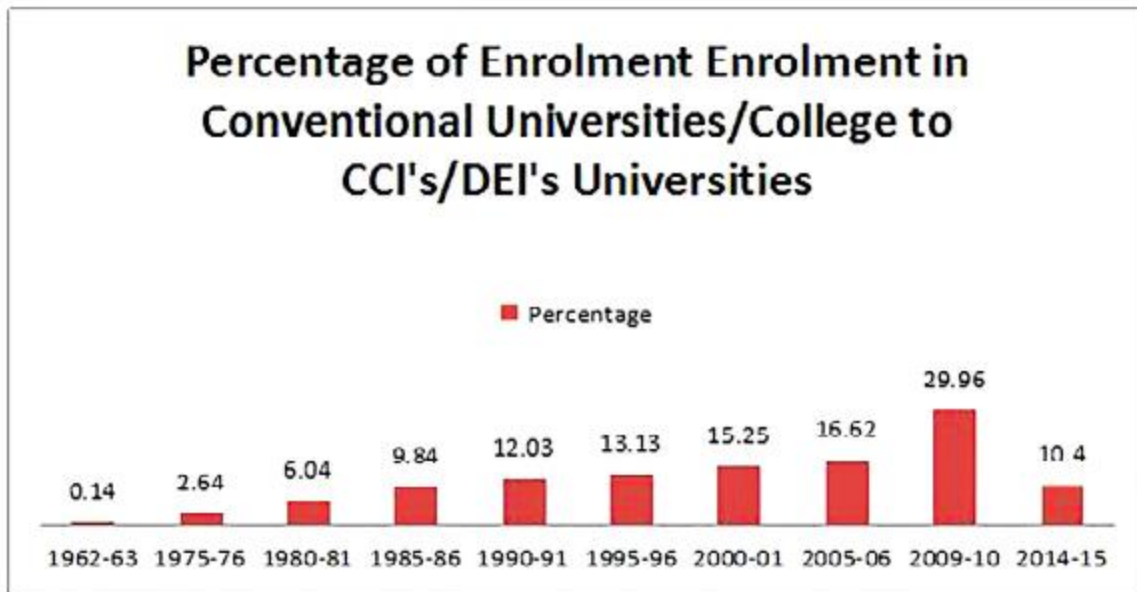
For many students who live in remote locations and for whom traveling to institutions on a regular basis is still a pipe dream, distance learning has emerged as an effective means to earn degrees. India has the qualification of having presented distance education, as correspondence education, almost forty years back at the tertiary level and 35 years prior at the auxiliary level. Considering the expanded interest for advanced education, numerous colleges were not in a situation to give quality education. A plan of correspondence education was remembered for the Third Five Year Plan (1960-1965) and a specialist panel was established in year 1961 to work out. India has had great accomplishment in further developing its education framework, especially in growing offices and expanding interest. The mind boggling extension in the quantity of establishments at various levels has prompted a marvelous expansion in access and understudy numbers.

This section includes data acquired from tests taken at 83 institutions offering distant learning in various parts of the country, including the Indira Gandhi National Open University in New Delhi (IGNOU), ten state open universities, and 83 other double mode colleges in different Indian provinces. To consider the role of distant education in the Indian educational system, it is necessary to understand Total Number of Students in Distance Learning Distance learning, overall enrollment rates in higher education, and the enrollment of female students each count. Looking at the state-wide diversity, only one National Open University, 13 State Open Universities, and 98 Dual mode Universities offer education through distance mode in addition to the fully announced selected students seeking after studies through distance education. In Tamil Nadu, there are 18 dual-mode universities out of 112. Jharkhand is one of the notable States where neither an Open University nor a Dual Mode University exist.

**Table 1 Total enrolment in Conventional and CCI's/DEI's University**

Year	Conventional University/College	CCI's/DEI's University	Percentage
1962-63	752095	1112	0.14
1975-76	2426109	64210	2.64
1980-81	2752437	166428	6.04
1985-86	3606029	355091	9.84
1990-91	4924868	592814	12.03
1995-96	6113929	803176	13.13
2000-01	6574005	1003000	15.25
2005-06	11028020	1833524	16.62
2009-10	12468560	3736744	29.96
2014-15	34211637	3559559	10.4

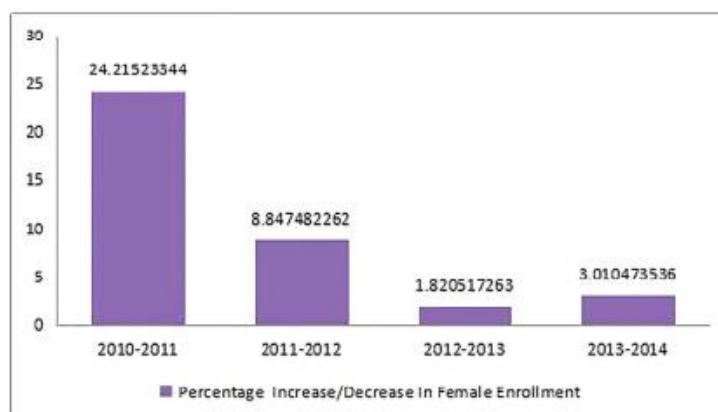
It expanded during the following twenty years to around 6 lakh in 1990-91. In 2000-01, there were around 14 lakhs understudies concentrating through distance mode which further went up to around 18 lakhs understudies in 2005-06. The understudy enrolment further rose to around 37 lakhs in the year 2009-10. Along these lines, with new enrolment in ODL programs at around 40 lakh yearly. Truth be told, the enlistment in distance education has been expanding around at the pace of over 10% in most recent twenty years. The number of colleges has increased significantly since the 1962s, which is another reason for the current situation. There have been significant improvements made to the from one open college in 1992 to 256 open colleges in 2009, however after a lengthy period of time now in 2014–15 this figure has decreased to 114 open colleges in India. It is therefore not surprising that an increasing number of institutions are currently struggling with enrollment. The rate of enrollment in advanced education has steadily increased over the past few years; in 2009, the total investment in this field was over 30%; in 2014–15, it was just 10.4%.



**Figure 1: Percentage of enrolment in Conventional and CCI's/DEI's University**

**Result:** Showing the pattern we can infer that there is huge impact of distance education in Indian education framework.

During the underlying years the understudy enrolment expanded gradually - from 1,112 understudies in 1962 to 29,500 understudies in 1970-71 (Report by Distance Education Council (DEC)). It expanded during the following twenty years to around 6 lakh in 1990-91. In 2000-01, there were around 14 lakhs understudies concentrating through distance mode which further went up to around 18 lakhs understudies in 2005-06. As displayed in the above table, the enlistment for advanced education in India uncovers that there was 81,538 female were taken enlistment for distance education in the year 2009-10, and it has expanded up to 11,56239 female in the year 2013-14.



**Figure 2: Percentage Increase/Decrease in Female Enrolment**



There had been a remarkable development in the quantity of ladies understudies took a crack at advanced education since year 1960. The ladies enrolment which was under 10% of the absolute had ascended to 40.57 percent in the scholarly year 2013-2014. As in the above table 1 female understudies enlistment is expanded inexact 24.21% most elevated in most recent long term in 2010-11. But get-togethers a little increment has been displayed in last three scholastic year 8.84% in 2011-12, very few 1.82% in 2012-13 and just 3.01% expanded in year 2013-14. Therefore we can see that by contrasting with the male enlistment for distance education is higher than the female enlistment for distance education in India since from 2009-10 to 2012-13.

## CONCLUSION

With the ultimate goal of enhancing the learning and achievement of our students of today and tomorrow, distance education is not about technology; rather, it is about strengthening the instructors' knowledge, abilities, attitudes, aptitudes, and values. Distance learning programs must offer teachers ongoing opportunities to enhance their subject-matter expertise, instructional abilities, understanding of student learning from the perspective of the student, and knowledge of the characteristics of effective teaching outlined in chapter 8 in order to support teachers in developing these qualities. The careful design of distance learning programs will require a foundation in what we already know to be best practices in teaching and learning: content that is connected to instructors' regular classroom practice, and distant instruction that focuses on encouraging high-quality teaching. Continuous support must be incorporated, teachers must be assisted in developing into not only a community of learners but also a community of practitioners, and quality distant education must offer ongoing professional development based on tried-and-true best practices. Through orientation, preparation, support, and leadership, distance learning programs must ensure that both teachers and students are ready to flourish in a remote context.

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