

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**CC:6466 Unit # 9**

# **Comparison: Distance Education System**

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# Introduction

**The term distance education is a fairly recent one, but the concept it expresses is 150 years old.**

**It gained formal recognition in 1982 when the four decades old International Council for Correspondence Education (ICCE) changed its name to the International Council for Distance Education (ICDE).**

**This was an acceptance of the fact that distance education was no longer primarily associated with the printed word and had successfully incorporated the use of multi-media in the teaching-learning process.**

**Distance education originated in different forms and at different times to meet the needs of different countries.**

**The idea of Correspondence Education is said to have originated in the 19th century when institutions were established in some European countries to undertake coaching of external students reading for a degree or otherwise.**

**With the founding of the International Council of Correspondence Education (ICCE) in 1938, the idea caught the attention of educationists throughout the world.**

**After the Second World War, the method of correspondence education was adopted to suit the special educational needs and requirements of countries in the Afro-Asian region.**

**By the 1960's, it was considered a viable alternative system to supplement the conventional system of education and gained further recognition.**

# Outline: What we are going to discuss.

## 1. Concept and scope of Distance Education System

## 2. Comparative Distance Education System:

- a. • Canada
- b. • UK
- c. • Pakistan
- d. • India

**(1)**

**Concept and Scope  
of Distance  
Education System**

# 1. Distance Education System - Concept

- Distance Education has been defined as an educational process in which a significant proportion of the teaching is conducted by **someone removed in space and/or time from the learner**.
- Distance Education programs have often used a **combination of educational media**, old and new, varying from print to broadcasts to audio and video recordings, and included opportunities for face to face study as well as learning from recorded material.
- Newby, Stepich, Lehman and Russell (2000 p. 210)**
- “An organized instructional program in which teacher and learners are physically separated.”
- Nikky (2010)**
- A modern system of non- formal education which imparted through correspondence or postal courses, contact, electronics media like radio, television, video and audio cassettes etc. and other audio-visual aids.
- Different terms used for distance learning:**

a) Distance Education	b) Distance Teaching	c) Open Education
d) Open Learning	e) Open School	f) Open University
g) University of the Air	h) University without Walls	i) Tele University
j) Out of School Education	k) Correspondence Learning	l) Correspondence Teaching
m) Correspondence School		
- Distance education is the method of learning at one's own pace in one's own time, without the boundaries of the formal class room and without the formal presence of the teacher.
- The concept of distance learning has emerged in various advanced countries of the world.

# 1. Distance Education System - Concept

## ■ UNESCO (2002, pp 8-10)

- The historical evolution of distance learning systems has been in **four main phases**.
- Made up of a **range of components** such as:
  - the mission or goal of a particular system, programs and curricula, teaching/learning strategies and techniques, learning material and resources, communication and interaction, support and delivery systems, students, tutors, staff and other experts, management, housing and equipment, and evaluation.
- Used for school-age children and youth (unable to attend ordinary schools).
- Support teaching in schools, both at primary and secondary level.
- Most courses and programs are targeted at the adult population.
- Open schools that use a variety of media are of particular interest to high-population countries.
- Teacher training is an important area where open and distance learning has made a major contribution.
- Initial training for formal qualifications, in-service supplementary training for formal upgrading, and continuing in-service training in particular subjects and topics.
- Use the new technologies in the training program for teachers.
- Support large-scale campaigns, e.g. in the field of HIV/AIDS education, is significant.
- Non-formal education and community development is catered via distance learning is increasingly used.
- Programs reach substantial numbers of women, in societies where women lack equal opportunities.
- Teaching of complex issues of the modern world, in which input from a variety of disciplines is necessary.
- Tertiary level in DE shows a two-fold development pattern.

# 1. Distance Education System - Concept

- Numerous single mode open universities have emerged to absorb large numbers of new learners.
- Traditional universities have begun to offer their programs also through distance education.
- The development of new ICTs has reinforced this trend.
- Generate new patterns of teaching and learning.
- Development of new learning needs & new patterns of information access, application and learning.
- Lead to innovation in mainstream education.
- Plays an especially decisive role in the creation of the global knowledge-based society.



# 1. Distance Education System - Scope

- Scope is wider as very little number of individuals is able to get suitable amount of education.
- In developing countries, due to lack of infrastructure, suitable budget line, lack in the foundation of education process and funds for education- all these are the basic and primary reasons that forces the individuals to be the part of distance education.

## ▪ Distance education has its scope for:

- |   |   |                   |
|---|---|-------------------|
| ▪1. Women                                     | 2. Adults   | 3. Working people |
| ▪4. Youth                                     | 5. Professionals and the community at large         |                   |
| ▪6. Out of school children                    | 7. Rural population                                 | 8. Housewives     |
| ▪9. Economically backward sections of society |   | 10. Drop-outs     |
| ▪11. Handicapped persons                      | 12. People living in remote and inaccessible areas, |                   |

## ▪ Spodick (1996)

- |                  |                           |                                |
|------------------|---------------------------|--------------------------------|
| • Adult learning | • Disabled and Home-bound | • Non-Native Language Speakers |
|------------------|---------------------------|--------------------------------|

## ▪ Nikky (2010)

- |                                   |                                  |                        |
|-----------------------------------|----------------------------------|------------------------|
| ▪ Explosion of knowledge          | Population Explosion             | Varied Needs           |
| ▪ Earning while Learning          | Desire to Improve Qualifications | Geographical Isolation |
| ▪ Social Isolation                | For Different Ages               | Universal Education    |
| ▪ Democratic Aspirations          | Self – Improvement               | Easy Access            |
| ▪ Boon for In - Service Aspirants |                                  |                        |

**(2)**

**Distance Education  
System in  
Comparative  
Perspectives**

# a. Canada

## ■ **Srivastava (2002)**

- 1. 1889 – 1960s - Correspondence education phase
- 2. 1970s – 1980s - Open and Distance Education phase
- 3. 1990s – Onwards - Online education phase.
- Coincide with the rise of the mail service.
- Provide access to education across the vast expanses of the country.
- Queen's University in Kingston, Ontario, was the first to offer correspondence courses in 1889.
- Canadian North West Mounted police was to deliver of courses in areas without mail service.
- 1907 DE off campus courses were introduced by the University of Alberta.
- Several institutions opted for DE to serve populations living away from major centers of learning.
- e.g. Francis Xavier University (1935) and, University of British Columbia (1950).
- Memorial University 1967, University of Waterloo 1968 and Athabasca University 1972.
- AU was Canada's first Open University and also the first autonomous DE institution.
- 1972 Tele-university in Quebec.
- Open Learning Institute 1978 later named as Open Learning Agency.
- There were many more players in the field by the 1990s.

# a. Canada

# Contd...

- Presently there are about 90 university level institutions and more than 200 colleges.
- About 70 of these grant degrees in all of their own programs.
- Canadian universities are generally publicly supported.
- For demographic reasons, more than half of the universities are located in two provinces.
- Virtually all provinces have developed various communication media to study through DE.
- 1999-98 there were 826361 learners enrolled in Universities 580376 full time 245985 part time.
- 494955 were enrolled in colleges, 403516 full time and 91439 part time.
- Since the 1990s, many universities and colleges have begun to explore the use of networked learning strategies such as computer conferencing and web-based resourcing as part of regular courses which can be taken by on or off campus based students.
- There has been a rapid growth in Internet based courses.
- Several consortia arrangements have emerged which include :
  - Tele- Education NB,
  - Contact South,
  - Atlantic Note-makers Consortium,
  - Contact North etc.
- In fact Canada is emerging as a world leader in promoting e-learning and supporting distributed learning environments.

## **b. UK**

- **British Council (2015)**
- Distance learning conducted online via forums, instant messaging, social media, blogs and email.
- Some have 'virtual' lectures and seminars, where students participate through webcams.
- Students might also receive course materials in print or on CD.
- Courses are ideal for part-time study, with assignments and projects.
- MOOC (Massive Open Online Course) is an online week-by-week course.
- Free to take part in a MOOC, although you have to pay for a certificate at the end.
- Mostly, students won't be able to do an entire degree as a MOOC.
- UK universities are offering students the chance to convert MOOCs into degree credits.
- Successful course takers get a special offer if they want to go on to enroll at the university.
- Scholarships or part-scholarships for students who do extremely well in their MOOC.
- 1969, British Open University of UK is the largest university in terms of student numbers.
- Other institutions also increasingly offer courses on this basis.
- The Open University, offers both taught master's and research master's degrees.

# b. UK

# Contd...

- **AECT (2001)**
- Three programs: undergraduates, postgraduates, and associate students.
- Course materials were primarily print based, they were supported by a variety of technologies.
- No formal educational qualifications required to be admitted to the British Open University.
- Courses are closely monitored and have been successfully delivered to over 100,000 students.
- BOU model has been adopted by many countries in both the developed and developing world.
- International Centre for Distance Learning, at BOU, maintains the most complete holdings. of literature in both research and practice of international distance learning.
- Research studies, evaluation reports, course modules, books, journal articles, and ephemeral material concerning distance education around the world are all available through quarterly accessions lists or on line.

# c. Pakistan

- **OGPBB (2006)**
- Main institution offering distance education is Allama Iqbal Open University.
- Act of the Parliament (22 May, 1974) People's Open University in June 1974. under an.
- It was the first institution of distance education in Asia.
- The University was renamed as Allama Iqbal Open University (AIOU) in 1977.
- The University was established with the purpose to:-
  - 1. Provide educational facilities to the people who cannot leave their homes and places of job;
  - 2. Provide facilities to the masses for their educational uplift;
  - 3. Provide facilities for the training of teachers; and
  - 4. Provide education to all without any discrimination.
- The Philosophical foundation of the AIOU lies in its "OPENNESS".
- Reaches the doorsteps of those who wish to broaden their horizons of Knowledge.
- Jurisdiction touches the geographical boundaries of Pakistan.
- Particularly suited to the female population as it provides them an opportunity to study at home.
- People living in the tribal and far-flung areas also get an opportunity to be educated.
- This system is flexible in terms of age, and even time.
- The University develops specialized textbooks and reading material to study.
- Supports of radio and television programs.

## c. Pakistan

Contd...

- University's Institute of Educational Technology produces educational audio and video-cassette.
- Information Technology is making the system of distance Education even more effective.
- Personal Computers and internet made teaching through Distance Education more effective.
- The outreach system in the form of Regional Campuses/Centers is backbone of its methodology.
- The President of the Islamic Republic of Pakistan is the Chancellor of AIOU.
- Federal Minister for Education is pro- Chancellor and vice-Chancellor is its Principal Executive.
- AIOU uses Correspondence materials, Radio and television, Satellite transmission, Non-broadcast media, Tutorial instruction, Face to be teaching, and Group training workshops as tools.
- Another notable DE institution is Virtual University.
- Free-to-air satellite television broadcasts and the Internet.
- VU holds a Federal Charter, making its degrees recognized all over the country and overseas.
- **Establishment of New Distance Education Universities:** HEC (2015, pp2- 1)
- 70% of the total candidates are registered as private candidates in particular universities.
- This practice of appearing as private candidates are not observed anywhere in the world.
- DE is there to improve the quality of private candidates by providing better education facilities.
- DE is most effective tool to provide educational facilities to maximum population cost effectively.
- Guidelines for Directorate of Distance Education (DDE) at six selected Universities of Pakistan:
  - • Clear and written mission statement.
  - • Adherence to the policy guidelines provided by the HEC.



## c. Pakistan

Contd...

- • DE facilities to all private candidates without any discrimination.
- • Committed to provide quality distance education facilities.
- • Organized system for training its faculty members.
- • Competent faculty.
- • Recruit highly qualified and experienced faculty.
- • Suitably structured.
- • Sustain adequate financing.
- • Academic advising, financial support, and instructional materials,
- • Evaluate in routine, the quality of distance learning programs on students' achievement.
- **Challenges in Distance Education in Pakistan:** Jalal (2015)
  - - Need for support staff for training and technical assistance.
  - - Adequate assessment of distance education classes.
  - - Adequate student services for DE students.
  - - Operating and equipment budgets.
  - - Faculty acceptance and
  - - Organizational acceptance
- These challenges can be categorized as:
  - 1. Administrative related challenges
  - 2. Faculty related challenges
  - 3. Student related challenges

# c. Pakistan

# Contd...

## ▪ Administrative related Challenges:

- -High quality course content
- -Delivering quality with most difficult classes
- -Specification of educational objective
- -Online class and course registration
- -Adequate assessment of distance education classes
- Availability of technology
- Online admission and examination system
- Suitable fee
- Online library and text book sales

## ▪ Faculty related Challenges:

- -Training on subject and technologies
- -Help desk and technical support for faculty synchronous and asynchronous learning
- Workload problems
- Compensation issues

## ▪ Students related Challenges:

- -Online counseling and advising services
- -Assessment of student learning and performance
- -Online application system
- -Student completion rate
- Campus testing center for students
- Orientation and preparation
- Online tutoring services
- Reducing cheating/ unfair means

## ▪ Issues in DE:

- -Lack of technology adoption
- -Funding
- -Management issues
- -Relevance of education
- Societal recognition
- Quality assurance of academic programs
- Instructional delivery method

# d. India

- **UNESCO (2002, p.49)**
- Open and distance learning in India dates back to the 1960s.
- By the 1980s there were 34 universities offering correspondence education.
- Open University was established in Andhra Pradesh in 1982.
- Indira Gandhi National Open University (IGNOU), in Bihar, Rajasthan, Maharashtra, Madhya Pradesh, Gujarat, Karnataka, West Bengal, and Uttar Pradesh (established throughout the 1980s and 1990s).
- 1995 enrollment of 200,000 students in open and distance learning, 3% of total HE enrollment.
- Most open and distance learning universities in India follow the model of the UK Open University.
- Distance Education Council (DEC), founded in 1992.
- DEC is responsible for the promotion, co-ordination, maintenance of quality and standards.
- ICTs, liberalization, privatization and globalization amplified open and distance learning.
- Government funding on open and distance learning is more than 90%.
- Plans are underway to involve the private sector more closely, permitting the increase of fees.
- **Growth of Distance Education System in India: Reddy (2015)** at school and tertiary levels:
  - **1. School Level:** India's National Open School has following objectives:
    - • Opportunities for continuing and developmental education at the school stage.
    - • Consultancy services and to engage in model building.

## d. India

## Contd...

- • Serve as an agency for effective dissemination of information about DE & Open Learning.
- • Identify and promote standards of learning in DE Systems and Open Schools.
- • Exercise normative and coordinating functions while promoting standards in DE & OL.
- **Radio** has been in use since the early fifties as supplement to the regular curriculum.
- **Television** has been used for educational purposes right from its introduction in 1959.
- Satellite Instructional Television Experiment (SITE) supplemented by face to face instruction.
- INSAT program followed SITE and provides educational programs to primary school children.
- Correspondence courses at secondary level started in 1965 when CIBE recommended.
- Board of Secondary Education, Madhya Pradesh started correspondence courses in 1965.
- This is now referred to as the M.P. Open School.
- Patrachar Vidyalaya, Delhi was established in 1968.
- Boards of Secondary Education, Rajasthan, Orissa, Tamil Nadu and Uttar Pradesh.
- First open school was established in New Delhi in 1979.
- Started offering senior secondary courses (class XII) in September, 1988.
- In November 1989, this institution was upgraded to the ' National Open School (NOS).
- Punjab and Andhra Pradesh have also established Open Schools recently.
- Maharashtra is in the process of establishing an Open School.
- 1985 the enrolment at the Secondary and Senior Secondary stage was 62,962 just 0.31%.
- National Open School enrolls about 50,000 students annually.

# d. India

# Contd...

- **Status of Distance Education at School Level:**
- Boards of Secondary Education offer same courses and exams as are for formal schools.
- National Open School offer need based flexible curricula in English and Hindi above aged 14.
- All except Bhopal, organize personal contact programs.
- Some institutes provide facilities for science students to conduct practicals.
- National Open School has a cumulative active enrolment of approximately 200,000 .
- Most of the students are young adults between 18-24 years with a mean age between 20-21.
- 41% are females and 17% belong to the Scheduled Castes (SC) and Scheduled Tribes (ST).
- Ex-servicemen and handicapped students, are provided fee exemptions.
- 80% of students of NOS study through the medium of Hindi and the remaining through English.
- National Open School also offers a few vocational and community education courses.
- NOS has decentralized academic and administrative responsibilities to 302 Study Centers.
- **2. Tertiary Level:** 1962 Correspondence Courses vide Open Universities with the objectives :
  - • Provide an alternative cost-effective non- formal channel for tertiary education.
  - • Supplement the conventional university system and to reduce the pressure on it.
  - • Provide "second chance" education.
  - • Democratize higher education by providing access to large segments of the population.
  - • Strengthen and diversify the degree, certificate and diploma courses.
  - • Provide continuing and life-long education to enrich the lives of the people.
  - • Provide an innovative, flexible and open system of university level education.

## d. India

## Contd...

- Delhi University started School of Correspondence Courses and Continuing Education in 1962.
- Education Commission (1964-66) recommended the expansion of correspondence education.
- University Grants Commission (UGC) formulated guidelines for correspondence courses.
- Three more Institutes of Correspondence Studies were established in the late sixties.
- Twenty one more universities introduced correspondence programs during the seventies.
- In the early eighties seven more universities started institutes of correspondences studies.
- At present there are 45 universities including four deemed universities.
- Mysore and Andhra University adopted open admission policies in the mid-seventies.
- Andhra Pradesh Open University (Dr. B.R. Ambedkar Open University) at Hyderabad in 1982.
- 1985 vide Act of Parliament established the Indira Gandhi National Open University (IGNOU).
- Kota Open University in Kota (Rajasthan), Yashwant Rao Chavan Maharashtra Open University at Nasik (Maharashtra) and Nalanda Open University at Patna (Bihar).
- States of Madhya Pradesh and Karnataka have also established Open Universities recently.
- From 1962-63 enrolment rose to 65,000 in 1975-76 and in 1990-91 it was 600,000.
- 2.6% of the enrolment in higher education in 1975-76 to 11.5% in 1990-91.
- During 1992-93 the enrolment for distance education programs was over 800,000.
- **Status of Distance Education at Tertiary Level:**
- 45 institutes of correspondence/distance education attached to the formal universities.
- 6 open universities including IGNOU.

## d. India

## Contd...

- Karnataka and Gujarat are in the process of establishing Open Universities.
- The instructional system consists mainly of printed lessons.
- Students are required to submit assignments .
- Contact programs are organized for short durations, mostly during summer vacations.
- IGNOU and the state open universities are autonomous institutions.
- Radio, TV, audio and video cassettes to supplement print material.
- Face to face contact between students and teacher are provided at the study centers.
- IGNOU has established 16 Regional Centers and 220 Study Centers.
- IGNOU offers Bachelor's degree programs in 13 disciplines.
- Master's degree in Business Administration, and several diploma and certificate programs.
- Postgraduate Diploma in Journalism and Mass- Communication Bachelor's Degree in Nursing and Library and Information Science launched shortly by IGNOU.
- Programs for training teachers at primary and secondary school levels are under development.
- State Open Universities: Electronics, Horticulture, Education and Communication.
- Institute of Correspondence Education of conventional universities: Business Management, Law, Journalism, Library and Information Science, Tourism, Hotel Management, Environmental Studies, Rural Development and Computers.

# d. India

# Contd...

- **Strengths:**

- 41 % of the students studying through distance education at the tertiary level are women.
- 68% of IGNOU's enrolment is in the age group of 25 + and a majority are employed adults.
- The enrolment of rural students in IGNOU rose from 5,723 in 1989 to 13,707 in 1992.
- More than 25,000 students, without school leaving qualifications, enrolled in Bachelor's Degree.

- **Weaknesses:**

- Not yet been able to reach the rural areas and the disadvantaged sections of society.
- Enrolment is still concentrated in under graduate courses in arts and humanities.
- The functioning of the institutes of correspondence studies have not shown improvement.
- Mobility between the Open Universities and the Conventional Universities is restricted.
- Not been able to meet the demand for more courses in Regional Languages.
- Facilities of Study Centers of Open Universities are underutilized.
- The monitoring system of distance education is weak resulting in lack of feedback.
- The rapid increase in enrolment in open universities has led to slippages in the delivery system.



# Comparisons of different Distance Education Systems:

## ▪ AECT (2001)

- Drawing upon the well-known model of the British Open University, countries such as Pakistan, India, and China have combined modern methods of teaching with emerging technologies.
- Bangladesh is also striving for DE.
- Turkey in only 12 years has 1 million students and is 6<sup>th</sup> largest distance education program.
- Program materials from North America, Australia, Great Britain, and Europe that were purchased but never used in Africa and Asia because the material was not relevant in those countries.
- Universities adopt a variety of administrative structures, academic support systems, technologies and instructional methods, for teaching at a distance.
- These differences in approach are important, because they influence the level, and to some degree the kind, of resources required to support their distance teaching programs.
- Institutions at tertiary level are categorized on the basis of whether they teach solely at a distance, commonly called 'open universities', or are 'dual-mode' i.e. teach students both 'on-campus' and 'at a distance'.
- Dual-mode institutions are by far the most common form of distance teaching university; however the number of students they teach at a distance is usually a small proportion of their total enrolment.



Thank you!