M.E.S.-111

Growth and Philosophy of Distance Education

Chapter Wise Reference Book
Including Many Solved Sample Papers

Based on

I.G.N.O.U.

& Various Central, State & Other Open Universities

By: Anand Prakash Srivastava

MRP ₹ **280/-**

Content

GROWTH AND PHILOSOPHY OF DISTANCE EDUCATION

S.No.	Chapterwise Reference Book	Page

BLOCK-1: SOCIO-ACADEMIC ISSUES

BLOCK-2: PHILOSOPHICAL FOUNDATIONS

■■

QUESTION PAPER

June – 2023

(Solved)

GROWTH AND PHILOSOPHY OF DISTANCE EDUCATION

M.E.S.-111

Time: 3 Hours] **[Maximum Weightage : 70%**

Note: All four questions are compulsory. All questions carry equal weightage.

Q. 1. Answer the following question:

Explain the Wedemeyer theory of 'independent study' in the context of distance education.

Ans. Ref.: See Chapter-6, Page No. 59, 'Independent Study: Charles Wedemeyer'.

Or

Describe the genesis of distance education.

Ans. Ref.: See Chapter-10, Page No. 114, 'The Genesis of Distance Education'.

Q. 2. Answer the following question:

Distance education is an effective and purposeful educational strategy. Discuss it in Indian context.

Ans. Ref.: See Chapter-3, Page No. 29, 'Distance Education: An Effective and Purposeful Educational Strategy'.

Or

Discuss, distance education as a reformative movement in education.

Ans. Ref.: See Chapter-4, Page No. 43, 'Distance Education: A Reformative Movement'.

Q. 3. Answer any four of the following questions:

(a) **Discuss, distance as a function of 'dialogue' and 'individualization' as explained by Moore.**

Ans. Ref.: See Chapter-6, Page No. 62, 'Moore's Notion of Independent Study'.

(b) **Explain correspondence education, distance education and open education by highlighting their differences.**

Ans. Ref.: See Chapter-5, Page No. 50, 'A Clarification of Terms'.

(c) **Describe the development of distance education in England.**

Ans. Ref.: See Chapter-10, Page No. 117, 'England'.

(d) **Discuss in brief the various systems of distance education in Africa.**

Ans. Ref.: See Chapter-11, Page No. 128, 'Africa'.

(e) **Discuss the role of personal contact programmer as an important academic input in distance education system.**

Ans. Ref.: See Chapter-3, Page No. 33, 'Duration of Personal Contact Programme'.

(f) **What are the functions of an educational system?**

Ans. Ref.: See Chapter-3, Page No. 27, 'Functions of an Educational System'.

Q. 4. Answer the following question:

What is networked collaborative learning? Discuss its role in distance education system in India with examples.

Ans. Ref.: See Chapter-8, Page No. 87, 'Networked Colloborative Learning'.

■■

QUESTION PAPER

December – 2022

(Solved)

GROWTH AND PHILOSOPHY OF DISTANCE EDUCATION

M.E.S.-111

Time: 3 Hours]   **[Maximum Weightage : 70%**

Note: All four questions are compulsory. All questions carry equal weightage.

Q. 1. Answer the following question:

Explain distance education as an industrialised form of education.

Ans. Ref.: See Chapter-7, Page No. 70, 'Distance Education: An Industrialized Form of Teaching and Learning – Otto Peters'.

Or

Describe 'distance education' as an individualised form of education.

Ans. Ref.: See Chapter-6, Page No. 62, 'Individualization'.

Q. 2. Answer the following question:

Discuss the evolution of education system in India at various stages of its history.

Ans. Ref.: See Chapter-9, Page No. 101, 'Socio-Political Chenges vis-a-vis Educational System: A Case Study'.

Or

Explain the socio-historical compulsions that led to the spread of distance education in developing countries.

Ans. Ref.: See Chapter-9, Page No. 99, 'Social History of Distance Education'.

Q. 3. Answer any *four* of the following questions:

(a) **What are the basic factors to be considered in planning a relevant training programme?**

Ans. Ref.: See Chapter-1, Page No. 9, 'A Relevant Training Programme – Basic Considerations'.

(b) **Discuss students' assignment responses as an 'academic input' in distance education.**

Ans. Ref.: See Chapter-3, Page No. 31, 'Micro Issues'.

(c) **Differentiate between quality assurance in industry and quality assurance in distance education.**

Ans. Ref.: See Chapter-8, Page No. 91, Q. No. 3 and Page No. 88, 'Quality Issues'.

(d) **Discuss distance education vis-a-vis traditional education in the context of learner-centredness.**

Ans. Ref.: See Chapter-5, Page No. 49, 'Learner-Centredness – Learner Autonomy'.

(e) **What are the distinct characteristics of distance education practices in China and Republic of Korea?**

Ans. Ref.: See Chapter-11, Page No. 129, 'China' and Page No. 130, 'Republic of Korea'.

(f) **How is 'learner autonomy' practised in distance education systems in North America?**

Ans. Ref.: See Chapter-6, Page No. 63, 'Learner Autonomy'.

Q. 4. Answer the following question:

What do you think about distance education from socio-economic perspective? Write your experience as a distance education practitioner.

Ans. Ref.: See Chapter-3, Page No. 28, 'Distance Education Systems: A Socio-Academic Perspective'.

■■

GROWTH AND PHILOSOPHY OF DISTANCE EDUCATION

BLOCK-1: SOCIO-ACADEMIC ISSUES

Socio-Political Issues

1

INTRODUCTION

The terms "Distance Education" and "Open Learning" are currently hot topics in academic circles all over the world. There were 103 nations and 1117 distinct types and sizes of remote and open learning institutions as of January 1998. Together, these institutions are home to 30 million students from eight different regions of the world. A total of 34,000 courses are available to distant learners. However, there are concerns regarding the practicality, feasibility, legitimacy, and quality of distance education (formerly known as correspondence) programmes that are provided in a variety of fields and contexts. Although the answers to these questions have already been provided, depending on the contexts and pacts in which remote education is used, it may still be necessary to ask the same questions twice.

Distance education is constantly scrutinized. Cultural and intellectual prejudices require socio-political justification for our acceptance and promotion of distant education as an effective reformative method. We used a case study to provide socio-political rationale for remote education's reformative potential. The first two sections will focus on English Language Teaching (ELT) in India and teacher training. We do not wish to argue for the necessity for educated teachers, which has been recognized, nor do we need to reinstate the fact that a majority of English language teachers in India at various levels are untrained, despite decades of efforts. Instead, we will explore socio-cultural restrictions on ELT teacher training institutes. We will explore two significant institutional issues:

1. The issue of the "numbers" that need training, which keep expanding; and

2. The "relevance" of the training programmes.

This debate reveals that these issues have persisted and will do so mostly due to "Unconscious Culturally Induced Bias(es)" (UCIB), which decision-makers and teacher-trainers find difficult to eliminate. Can distance learning solve these issues? Through an examination of the teacher-training programme at the Central Institute of English and Foreign Languages (CIEFL), Hyderabad, India, we will investigate these difficulties.

CHAPTER AT A GLANCE

THE PROBLEM OF 'NUMBERS'

We will quickly discuss the history of the specialized teacher training institutions in India before we get into the topic of the absurdly large number of teachers that need to be trained.

The first English Language Teaching Institute (ELI) was founded in Allahabad in 1954, while the State Institute of Language Studies in Rajasthan was the last major ELTI to be founded, in 1966. In the interim, 8 other institutes were founded in various regions of the nation. In the following table, a breakdown by year is provided:

Table 1 : Specialist institutes: year-wise break up

Year	No. of Institutes established
1956	1
1958	1
1962	1
1963	3
1964	1
1965	2
1966	1

Table 1 shows that all ten institutes were founded between 1956 and 1966, within a ten-year span, that there has only been one addition since 1966, and that as of 1998, there are only 11 such institutions operating in the nation. It is unlikely that this stance will alter very soon. The purpose of the specialized institutes was to enhance and modernize the available human resources when they were first established. We'll check to see if this goal has been attained right now. We quote from the Supplementary Note on the Priorities and Strategies of CIEFL to start off our debate (1978). (In 1998, the situation hasn't changed all that much.)

(i)	Estimated number of English teachers in secondary and intermediate schools nationwide (based on the number of high schools and middle schools listed in the Times of India Directory and Year Book, 1978)	4,00,000
(ii)	Teachers that have completed regular courses at ELTIs/RIEs	10,610
(iii)	Teachers trained by ELTIs through their campaign centres/short courses	1,02,926
(iv)	Teachers who have completed the regular courses at CIEFL and can be used as resource people	925
(v)	CIEFL trained instructors for short-term courses	1,044

This information can be summed up as follows:

(i)	The total number of teachers to be trained	4,00,000
(ii)	The total number of teachers who completed regular training at ELTIs, RIEs and CIEFL: (*ii+iv*) above.	11,535 (10,610+925)
(iii)	Number of teachers trained through campaign centres, extension services, and short courses: (*iii+v*)	1,03,970 (1,02,926+1,044)
(iv)	Total number of teachers trained till 1978	115,505 11535+103,970)

Till 1978, the nation trained close to 26% of the projected population of 4,00,000 teachers, assuming that the training provided at ELTIs, RIEs, and the CIEFL is relevant to the requirements of the nation and hence effective. That is to say, just 26% of the overall task was done by the national effort, which was spread out over a 15 year period (1963-78), assuming that all Institutes began operations in 1963. It shouldn't be difficult to reach the level of saturation - train all the untrained instructors - by about 2023 AD, i.e., in about 45 years, from 1978 AD to 2023, assuming we maintain the same number of teachers and work at the same rate as during the fifteen years from 1963 to 1978. However, if we take the course of reasoning outlined in the Supplementary Note, we'll reach a more precise number.

According to the Supplementary Note, "These are approximations based on the assumption that there are 2 teachers in middle schools and 4 instructors in high schools respectively. The number of schools is calculated using data from Education in India, a 1978 publication of the Union Ministry of Education.

Since these numbers pertain to 1971-1972, we made the assumption that there had been 20% more schools since then."

The number of English teachers 45 years from now (counting from 1978, the year it would take to train every teacher at the current rate of training, if their number remained constant) should be 4,00,000 [1 + 20/100]45/7, or 13,13,839. This is assuming that the number of schools increases at a rate of 20% every seven years.

To continue the example, it will take (15 × 1313839)/1,15,505 years, or 171 years, to train all 13,13,839 teachers at the rate of 1,15,505 teachers trained every fifteen years (see above). For obvious reasons, such a situation is undesirable; in 171 years, the number of teachers will reach enormous proportions.

Solutions

1. There appear to be three options for dealing with this issue: Expanding the number of ELTIs in the nation);

2. Developing resource personnel at the current ELTIs and utilizing their services for the "multiplier effect"; and

3. Using distance education methods for teacher training across the nation.

The first two of these alternate options will be discussed separately in the order listed above. We should be able to reach a decision regarding the third option after the discussion.

Increasing The Number of Specialist Institutions

It must be made clear right away that expanding the capabilities of the current ELTIs is equivalent to expanding the total number of ELTIs. Both programmers fundamental concept is that in order for teacher training initiatives to be successful, the capacity for educating teachers must increase proportionately to the increase in the number of teachers who need to be trained. What sort of funding is then necessary to launch new institutes or grow existing ones? Let's calculate a preliminary estimate of the increase in budgetary provisions that would likely be required to meet the demands indicated above.

Let's assume that by the end of this century, all English teachers should have received training based on

(i) The 21-year period between 1978 and 1999, and

(ii) The 400,000 teachers who were engaged in ELT in 1978.

At a pace of 20% growth every seven years, there will be 400,000 instructors in 1999 A.D. $[1+20/100]^{21/7}$ i.e., 692,000.

Of these, 115,505 teachers have already been trained (see above). The number to be trained therefore, is $6,92,000 – 115,505 = 576,495/21 = 27,452$ teachers in a year. Moreover, the leverage number of teachers trained in one year during a period of 15 years (i.e., from 1963 to 1978) is $115,505/15 = 7,700$ (see above). Briefly, in order to train 27,452 teachers every year till 1999, the budgetary provision will have to be increased nearly four-fold ($27,452/7,700 = 3.6$).

A four-fold increase in the budgetary provision for only a portion of the whole educational programme can be justified on the basis of economics, taking into account the level of "social cover investment in higher education" in India.

The conclusion is that it would be economically unfeasible and therefore impossible to try and expand the already existing training centres or to create more of them in order to provide teacher training using conventional training methods. The fact that only one new ELTI has been founded since 1966 significantly supports this exclusion.

Operating the 'Multiplier Effect'

The term "multiplier effect" simply refers to the fact that a small number of teachers or other properly trained employees will gradually train larger numbers of their coworkers, resulting in the eventual training of the entire group in question without additional budgetary or physical infrastructure needs being met by the training institutions.

Most ELTIs, including the CIEFL, have been experimenting with the method of producing multiplier effects for a while now. It was believed that new training methods would be required for teacher training on a broad scale and that this might be accomplished via a "pyramid" structure. That is, a very small group of individuals whose services are later used for training teachers should receive rigorous training on how to train teacher-trainers for at least one academic year. These individuals can then continue the process until all the untrained instructors are trained. The following three suppositions serve as the foundation for this idea of the "multiplier impact" of training provided by specialized institutions:

(i) If training of any kind is made available to teachers, they will be able to perform better in actual classroom settings. They only need to receive the designation of "trained," and that alone will make them skilled in their line of work.

(ii) That a trainee must necessarily become a teacher trainer after completing a year of "thorough" training at a specialized ELTI, such the CIEFL, regardless of the trainee's personal characteristics or the course material.

(iii) In order to create the "multiplier effect," there is a ready-made academic infrastructure that can house all the teacher-trainers that are available.

(Short) Training Programmes - a misnomer

The Supplementary Note acknowledges that the short course training at campaign centres has not always been of a high enough standard, but it does not explain why this is the case. Perhaps it was poorly organized, or perhaps the training's very subject-matter was irrelevant.

Organizational problems can be fixed once they are recognized, but if training material is irrelevant, it may be difficult to identify because short courses offered by specialized institutes (ELTIs, etc.) are frequently just abridged versions of full-length courses.

What must not happen is for the student (the student-teacher) to think that the lecturer (the trainer-

teacher) is demonstrating how she/he expects 40 minutes to be filled. This point is particularly important for demonstrations given on short vacation courses by visiting lectures, especially if these visitors come from other countries and have only a limited knowledge of the conditions in which the teachers they are lecturing have to operate.

(Forrester, 1974: Emphasis added).

Forrester (Ibid) further adds

On any course, there are teachers from a variety of backgrounds who will teach in very different schools, and the demonstrations should be varied to help all kinds of teachers. But those who most need help are those from the 'deprived areas. They are the ones who get most discouraged. (Emphasis added).

In brief training sessions, it is obviously impossible to provide a variety of demonstrations and the victims are "those who most need aid." It can be proposed that, in order to get around this problem, we should hold more demonstrations and TP (Teaching Practise) sessions at the expense of theory lessons. But how can we square this approach with the notion that the best kind of "teaching practise" is one which is supported by a sound theory and that which forms the core of both pre-service and in-service training? Can teach practise in short-term courses then be eliminated? It is a touchy subject. The imbalanced mixture undermines the fundamental goal of these training sessions.

Therefore, is it not unlikely that a brief teacher-training programme would be useful? Without a question, it is when viewed from an idealistic stance. As per Lee (1974),

I don't see any reason why a prospective graduate teacher of English as a foreign language shouldn't commit to his or her profession from the moment, they enter the university (just as doctors, dentists, and engineers do). Their courses are always both theoretical and practical, with practise serving as the main focus. It is acknowledged that while having hastily trained doctors would likely be preferable to having none at all, good training requires time and should not be rushed.

Short refresher or supplemental courses do not count as training. This conversation shows that short courses cannot replace "complete" instruction. Refresher courses aren't training, and they're best used as supplements. The trainee must have had "complete" training to take a refresher course. To call a two-day or two-month instructor "trained" is to mock "training." The duration of a training course is simply one of many aspects that affect "training," but it directly affects other factors like content, quality, and strategy. If the "duration" isn't right, nothing else is. Mini-training programmes have their place, but they should not be confused with full-training courses.

With these considerations in mind, the evidence that was previously presented takes on a whole new appearance. Only 11,535 (10,610 + 925) English teachers remain after excluding those who attended brief training programmes over the fifteen years between 1963 and 1978, meaning that only 3% of the teachers (as of 1978) had obtained proper training. In other words, out of a total of 400,000 teachers, just a pitiful 11,535 received meaningful training.

According to item *(iv)*, section 1.2, 925 of the previously listed 11,535 fully trained teachers are considered resource persons teacher-trainers. These are the educators who underwent CIEFL training. Unless we accept the idea that they are such by virtue of the kind of institution they have been trained at and logically, therefore, of the kind of training they have gone through, it is difficult to understand why these 925 out of all the certified instructors should be branded "resource personnel." This viewpoint may be accepted, but it is disproved the instant we look at the system of grading that the institute under review uses to award its diplomas and certificates. About 5% of trainees receive the highest overall grade in the system, the "A," each year, and quite a number receive the "D" (the lowest). The remainder receives a mix of "B" and "C" grades.

What good is a weak "resource person"? A "resource person" should be exactly what the word indicates, i.e., a "resource person," and not a very sound "resource person" or a weak "resource person."

There wouldn't be "A" grades as opposed to "D" grades if the creation of a "resource person" depended solely on the type of institute one attends and the type or duration of training one receives. It goes without saying that there is something in the "person," i.e., the trainee, as well. This something may either be identified or both identified and sharpened by a specific type of institute or training. This something might be a trainee's character traits. In other words, a person's success or failure is influenced by factors such as age, maturity, temperament, intelligence, experiential learning, and desire to become a teacher, among others. These "attributes" will also, at least in part, affect the effectiveness of the training and the type of "resource person" the learner will develop into.