

## CHAPTER - I

### 1. Introduction

In most of the developing countries of the world, due to the inadequate resources, it is almost impossible to educate all citizens through on-campus teaching (Mwansa 2010-16). A huge investment is needed to establish the infrastructure for on-campus teaching, which is out of the reach of the developing countries. In order to educate the majority of their people, developing countries need to depend on open learning and distance education system. Modern development in educational technology has made it possible to bring useful education nearer to the learner more conveniently. This education is free from all formalities of our traditional classroom education and this emerging system of education is known as distance education (Baruah J 2006, p 100). Distance education is being called upon to meet some of the felt needs in several countries of the world. The nature of felt needs varies from country to country, depending upon the stage of its development, but the needs for distance education is being recognized for a variety of reasons, some of which are common to all, but others are specific to particular countries depending on their individual needs. For instance, in all countries, it is felt that quality of opportunities for education should be provided and that there should be a greater access to higher education. Further, there is a need to provide continuing education to meet the changing requirements of people working in various walks of life. Moreover, the quality of education has to be improved so that it can meet all these demand to make the system innovative and flexible (Reddy G. Ram 1998, p. 5). Though distance education has been catching up very fast in all countries – developed and developing, socialist and capitalist, western and non-western, it is still little known and little studied. There is no one meaning of the term ‘Distance Education’. It is known by a variety of names viz, ‘Correspondence Education’, ‘Home Study,’ ‘Off Campus Study,’ ‘Open Learning’, ‘Open Education’ etc. But there are also several correspondence institutions that depend only on one

medium viz - the print material. Distance education today lays emphasis not only on various print medium, but also on other various media. In fact, the multi-media approach is the corner stone of distance education system.

### **1.1 History of Distance Education in the World**

It is well-known that distance education has been a part of the European education scene for about 150 years. Teaching by correspondence education originated in the private sector as enterprising individuals realized that existence of a cheap and efficient postal service, would enable them to provide a teaching service to home based students (Rumble 1998). By the end of the nineteen century several publicly funded institutions along with private colleges offering correspondence education had come into existence in many European Countries and the USA. For example, Skerry's College, Edinburg (1878), Foulks Lynch Correspondence Tuition Service, London (1884), University Correspondence College Cambridge (1887) taken over by the National Extension College(1965) Diploma Correspondence College, Oxford(1894) presently known as Wolsely Hall, are some of the well-known Institutions that came up in England (Dinsdale 1953).

During the first half of the twentieth century distance education made at the tertiary level in Australia dates as far back as 1911 when the University of Queensland entered the field of correspondence education (Store and Chick, 1984).Australia can claim to be the first country to have shown in a systematic way, and on a large scale,that it was possible to provide by correspondence, a complete primary and secondary education,for children who had never been to school. It is interesting to note that this Australian supervised correspondence education began as a result of individual initiatives (Rayner, 1989).The movement spread to the other provinces of Australia, to New Zealand, to West Africa, to Canada and to USA. Today these countries educate thousands of children by this method.

In Russia, distance education was born in the post 1917 revolution period out of the necessity to train thousands of volunteers who offered to teach illiterate adults throughout the country in which about 76 per cent of the population was illiterate in the early 1920s. As a result of this massive campaign illiteracy was completely eradicated within two decades (Huin, 1983).

In 1939 the French Government set up the Government Correspondence College, now the Centre National De Tele- Enseignement, with the objective of providing education to school children. After the outbreak of the Second World War, the education of school children was at risk as teachers were called up and children evacuated. After 1945 the centre continued as a regular part of the state education system (Perration, 1978).

Distance education took deep roots in several countries of the world in the 1930. The Founding of the International Council of Correspondence Education (ICCE) in 1938 is indicative of the fact that the idea caught the attention of the Educationists throughout the world. The first world conference of this Council was held in Victoria, British and Columbia, in August 1938 and 88 delegates mostly from Canada and the USA attended the conference. Australia, New Zealand and Scotland were also represented; Mr. Rex C High was elected the first president of ICCE. After the Second World War, the method of correspondence education was adopted to suit the particular educational needs and requirements of countries in the Afro-Asian region and elsewhere by 1960s, it was considered as vital to supplement the conventional system of education and gain further recognition.

The foundation of the British Open University in 1969 marks the beginning of a new era, in which degree giving distance teaching universities with full-fledged degree programs, sophisticated courses, new media and systematic systems of evaluation cropped up in various parts of the world. Whereas up to the 1960s the large scale distance teaching organizations had with a few exceptions been private

correspondence schools. The new era saw publicly supported and established universities and schools becoming more and more important. An outstanding pioneer in this respect is the University of South Africa, which emerged as a development of the University of Cape of Good Hope, founded to start teaching at a distance in 1946. The University of South Africa was definitely established as a distance teaching university through a governmental decree of 1962 (Boucher, 1973).

In commonwealth countries in particular, distance education has become a priority for International cooperation's and an example of this trend is the establishment in 1988 of the Commonwealth of Learning (COL) in Vancouver, Canada, by Commonwealth Governments. The prime concern is to promote cooperation among Universities, Colleges and other institutions within the Commonwealth countries applying new technologies and furthering distance education (COL, 1991).

## **1.2 History of Distance Education in India**

Since independence in 1947, Indian adult education has been dominated by an ideology of westernization. In an environment of changing policies for adult education in India, in the historical context of shifting educational priorities has been undergoing a transition in response to the changing nature of the individual state and its developmental approach. In the Indian context, adult education in general deals narrowly with adult literacy education. Hence, the focus is on adult literacy policy and programme and not on adult education in the broad sense. Nevertheless, an effort is made to highlight the extent to which general education policy has paid attention to non-formal education with the formal education (Daswami. C.G et. AI. 2000, pp. 3.68).

After so many years of independence, though many changes have been brought about in the formal education system, it is criticized that the existing system of

education is largely unrelated to life and there is a wide gulf between its content, purpose and concerns of national development. The Indian Education Commission (1964-66) stated the nature of the transformation needed in our education system as, what we wish to emphasize is its urgency. Thus, there is the imperative need to explore the methods of improving literacy rate along with the required achievement level through systems other than formal. In this effort, the concepts and practice of non-formal, adult and continuous education have emerged. Now, the concept of education is not restricted to formal education and distance education and it is education for all through qualitative and scholastic development (Singh Mubarak, 2004, pp.7-9).

In the light of the observations of the Planning Commission and the Central Advisory Board of Education, the Ministry of Education Government of India constituted an expert committee in the year 1961 headed by D.S. Kothari to look into the suitability of correspondence course for expanding and equalizing educational opportunities. The committee recommended the introduction of correspondence course in the art and commerce facilities as a pilot project at Delhi University in 1962. This elicited a very encouraging response from thousands of learners who could not go to the traditional institutions for receiving higher education.

Distance education as a mode of teaching has become popular in India with the establishment of two open universities in our country. In 1982, the Andhra Pradesh Government gave a lead to the country by starting the first State Level Open University in India, Andhra Pradesh Open University located in Hyderabad, now known as Dr. B.R. Ambedkar Open University and in 1985 Indira Gandhi National Open University was established with a Parliamentary Act.

This mode of teaching stands for both distance teaching and learning. The institution which provides distance education must have a well-organized setup to

provide two types of functions namely 'academic' and 'industrial'. 'Academic' means developing and preparing course materials according to the needs of the learners. Industrial implies timely publication and distribution of these study materials. The two open universities in our country are supported by distance mode of teaching and consequently distant education is very often referred to as open learning (Goswami, Renu, 2000.P.152).

Coming to the Indian scenario, three terms are generally used, 'external appearance' or 'private appearance', 'correspondence education' (printed media) and 'distance education' (Multimedia) which are most popular. Correspondence course was started first by Delhi University in the year 1962. Today, many institutions offer correspondence course to distance learners and it has become a very popular method of teaching in informal sectors of education. Now, some of the Universities have designated it as 'distance education' and 'open university system' (Sarma, R.A. 1985, P.1).

### **1.3 History of Distance Education in Assam**

In Assam, with a motive to increase the rate of literacy and make education reachable to the nook and corner of the state, Indira Gandhi National Open University(IGNOU) has introduced its regional centre in Guwahati in the year of 1996 with a total of six study centres and 35 programmes with approximately 1100 learners. As on date regional centre Guwahati has 30 learners support centre 588 academic counselor and 68 academic programmes for offering different degrees. Since the establishment of regional centre Guwahati a cumulative total of 93429 learners have been registered with Regional Centre Guwahati.

The Institute of Distance and Open Learning (IDOL) formerly known as Post Graduate Correspondence School (PGCS) under Gauhati University was established in May 1998 with the objective to ensure the opportunity to pursue

quality higher education to the large number of students who could not pursue higher education through conventional mode of education. IDOL strives to accommodate the students who can not enroll in the conventional system of higher education due to various factors like limited number of seats in Post Graduate classes, livelihood compulsion etc. and aims to impart quality education in an intellectually challenging learning environment.

IDOL completed 18 years of successful existence in May 2016 and aims to continue the mission of spreading and providing quality education to the students. Starting with 514 students and 6 courses, IDOL now witnesses its growth in all capacities with an enrollment of more than 15000 students and 25 programmes in a learning environment equipped with latest technologies. IDOL is the only institution in the country to offer Post Graduate courses in five 8<sup>th</sup> Schedule languages viz Assamese, Nepali, Bengali, Bodo and English. With the commitment to ensure quality education to the masses, IDOL has launched 'undergraduate programmes' from the academic session 2011-2012 and the journey from 'correspondence school' to 'open and distance learning' is not only a leap in quantity but also in quality. Moreover the Directorate of Distance Education, Dibrugarh University also provides distance education in the state of Assam.

Krishna Kanta Handiqui State Open University (KKHSOU) is the first Open University in North East India as such; it has a huge social responsibility for the people inhabiting this region. According to the 2011 census the literacy rate in North East India is 68.5% with female literacy at 61.5%. According to the UGC data over 5 lakhs students from the 8 states of the North East went outside the region in recent time due to lack of proper higher educational facility in North-East region. Krishna Kanta Handiqui State Open University (KKHSOU) has been looked upon as the torch bearer of open and distance education in the North

Eastern Region in general and Assam in particular. Established by an Act of the Legislative Assembly of Assam in 2005, the University started functioning from December, 2006 as the 14<sup>th</sup> Open University in the country and the first state Open University of the North-East India and launched its first academic programmes in January 2008. The KKHSOU is recognized by the Distance Education Bureau (DEB), University Grants Commission (UGC), Ministry of Human Resource Development (MHRD) and National Council for Teacher Education (NCTE). The University was established with six schools of studies and one institute of research for the smooth conduct of its academic activities and research. The University is running with six Bachelor's Degree Programmes, twelve Master's Degree Programmes, seven Post-Graduate Diploma Programmes, nine Undergraduate Diploma Programmes, two-year Diploma in Elementary Education for Primary School Teachers and twenty four Vocational Certificate Programmes, through 300 study centres. The Ph.D Programme, for a very limited number of students is provided at the head quarter only as per the UGC guidelines of 2009. The University has completed 11 years of its existence and within this short span of time it has been able to make its roads into every nook and corner of the state of Assam to reach the unreached providing quality education through open and distance mode. There has been a phenomenal rise in the number of learners, from 2623 during 2007-2008 academic session to 102 230 during 2013-2014. KKHSOU also provides free education to differently able persons including the visually impaired, as well as the Jail inmates of three central Jails of the State located at Guwahati, Jorhat and Abhayapuri. A Community Radio programme popularly known as Jnan Taranga was set up by the University in 2010. This was later converted into e-radio for enabling anyone from anywhere to get the benefits of the Jnan Taranga radio service through internet.



In recent years, technology which means “application of knowledge to the practical aims of human life has been used in particularly every field of study. However for a variety of reasons, the field of education has been reluctant to make use of it. Nevertheless it has greatly changed the educational scenario in the distance courses by its enriched teaching in substantial measure (Sarma, R. A. page 75).

#### **1.4 Definition of Distance Learning**

Distance education, simply and broadly defined, is the system of education in which education is imparted to students from a distance. It contains two basic elements: (a) the physical separation of teacher and learner; and (b) the changed role of the teacher, who may meet the students only for selected tasks such as counseling, giving tutorials or solving students’ problems. The system is heavily dependent today upon the printed material or instructional material, supplemented partly by the electronic media, radio, television, and computer, in addition to limited face- to-face contact sessions (Manjulika, S.V & V. Reddy).

The important characteristic of distance education is its industrialization of the teaching process. Distance teaching/education is a method of imparting knowledge, skills and attitude which are rationalized by the application of division of labour and organizational principles as well as by the extensive use of technical media, especially for the purpose of reproducing high quality teaching material which makes it possible to instruct great numbers of students at the same time wherever they live. It is an industrialized form of teaching and learning. (Peters, 1973)

Distance education is that field of educational endeavor in which the learner is quasi-permanently separated from the teacher throughout the length of the learning process: a technological medium replaces the inter-personal

communication of conventional oral,group-based education, the teaching / learning process institutionalized (thus distinguishing it from the teach-yourself programmes).Two-way communication is possible for both student and teacher(thus distinguishing it from other forms of educational technology) .It represents an industrialization of the educational process(Kengan 1983). Rumble (1997) defined open and distance learning system comprising at least of three sub-systems:

- The regulatory sub-system: such as human resources, purchase, finance, equipment and building;
- The material sub-system: such as production and distribution of learning material;
- The students support system: such as to enroll students, collection of fees, allocation of study and examination center.

The above classifications on the concept of open learning and distance learning shall facilitate to study the cost analysis of distance education system.

Maxwell (1995) makes the following distinction of distance education, “Open learning is defined as a student-centered approach to education that removes all barriers to access while providing a high degree of learner autonomy. Distance Education refers to a mode of delivering a course of study in which the majority of communication between teachers and students occurs non-continuously, and the two-way communication between teacher and student necessary for the educational process is technologically mediated.

## **1.5 Components of Distance Education**

The main components of distance education are as follows -

1. Courses and curricula define the profile of a system or institution. They should be related to the mission and to defined needs or markets. Generally course are set in the same manner as in conventional education in terms of content, admission and assessment.
2. Teaching strategy and technique
3. Learning materials and resources
4. Communication
5. Support delivered locally
6. The student and staff management
7. Effective management and administration
8. Housing and equipment
9. Evaluation

(UNESCO,2002)

## **1.6 Meaning of Cost Effectiveness**

Cost effectiveness is a concept borrowed from the Lexicon of Economics which is concerned with comparing different ways of achieving the same objectives such that the most cost-effective choice will be the least costly of the alternatives being compared. (Thomas & Martin,1996).

Greville Rumble (1997) explains effectiveness in a general way: Effectiveness is concerned with outputs. An organization is effective to the extent that it produces outputs that are relevant to the needs and demands of its clients. This implies the existence of criteria by which the organization's success in this respect can be measured. There are different kinds of effectiveness and cost effectiveness is only one of them. An area where much research has been conducted much research is

that of learning effectiveness. Learning effectiveness will in many cases be closely related to cost effectiveness. If programmed learning leads to learning effectively it has the potential of being cost effective.

NG (2000) states that it is important not to mix the concept of efficiency and cost effectiveness. It is possible for a programme to be efficient but not cost effective if the output which are actually produced do not contribute to the programmed objectives. In that case, it may be efficient at doing the wrong things.

UNESCO (2002) stated that open and distance learning is not necessarily the most cost-efficient approach – but then there is no reason why it should be necessary. Distance education methods may be the only way to reach some target audiences in which case lowering the cost of education will not necessarily be an objective of distance education. This will allow for the enhancement of opportunities that will support education for all and lifelong learning for all and also provide avenues for the acquisition of flexible and qualitative education for all categories of learners to justify the carve for learners' achievement.

We can describe a strategy as cost effective if it is, less costly and at least as effective, more costly and more effective with an added efficacy that is worth paying the additional price for, less effective and less costly, where the additional cost of the alternative is too high for the additional benefits provided. However it does not just mean the cheapest strategy.

The high cost of education affects students in higher education, to which distance education may be an alternative in order to provide some relief. Distance education has been a more cost effectiveness form of learning and can sometimes save students a considerable amount financially by removing the cost of transportation. In addition, distance education may be able to save students from the economic burden of high-priced course text books, by providing e-text books, which can offer digital text-books for a reduced price in comparison to traditional text books. Also the increasing improvements in technology have resulted many

school libraries to have having a partnership with digital publisher that offer course materials for free, which can help students significantly with educational cost. It is important to know that whether the cost effectiveness of distance learning programmes are the actually cost efficient. A study by Phelps et al (1991) found that “the potential cost-effectiveness of using online technologies in distance education is still uncertain” (page 303). The study further showed that the concepts of cost and effectiveness are not as simple as they first appear. Atkinson (1983) notes, it is possible for a programme to be efficient but not cost efficient if the output which are actually produced do not contribute to the programme objectives, that is it may be efficient at doing the wrong thing( page 303).

### **1.7 Quality in Distance Education**

Assurance and sustenance of quality in education is a complex phenomenon. Different educationists have perceived quality education in different ways. Thus, quality of education means quality of teachers, quality of learners, quality of courses, quality of planning and management, quality of infrastructure / resources and quality of teaching and evaluation methods. In terms of the system approach the quality of input and process will shape the quality of outputs that the graduates of the education system. Therefore, the quality of distance education is not a one-time affair. It is a continuous process involving sustained efforts. Open Distance Learning (ODL) in the present form is an emerging mode of imparting knowledge, skills and attitudes to learners in a non-contiguous situation. Information and communication technologies (ICTs) have provided various options of imparting education which is an essential component of any system to succeed. As a result, distance educators today are equipped with a variety of means and methods of education and training to make the education resources

accessible to all those who want to have it as per their needs and convenience. Distance education institutions in any country are established with the main objective to democratize education as a resource and provide every citizen, irrespective of sex, caste and creed, easy and affordable access to quality education. It is desirable for the distance education institutes to proceed by maintaining high quality standard. Quality dimension of ODL system is more complex as it requires the integration of a large number of activities, processes and operations. Various academic and administrative units are involved in the teaching, learning and evaluation process. ODL system, therefore, has to commit itself in maintaining high quality in pedagogy, content as well as learner support services.

### **1.8 Principles of Quality in ODL**

Chickering and Gamson (1987) discussed seven principles for good practice in Open Distance Learning. These are:

- ❖ Encouraging and maximizing contact between learners and teachers: Communication between the learners and the teachers is important for enhancing motivation and involvement and hence facilitate learning.
- ❖ Developing relationship and Promoting collaboration among learners: Peers can be invaluable in the learning process. Sharing ideas, resources, problems, etc. promotes higher level learning among them. Quality distance education should promote collaborative learning.
- ❖ Incorporating active learning: Active learning involves application and solving, research and simulation.

- ❖ Giving rich and rapid feedback to learners: The learners therefore should be able to assess their own learning as well as get feedback from others about their strengths and weaknesses.
- ❖ Giving stress on time-on-task: Distance learning environment should be rich with reading, activity and interaction. The learning points should be easily accessible to the learner.
- ❖ Setting high standards for learners' performance: Distance learning materials should be challenging in providing opportunities for interaction, collaboration and activity. Objectives should be clearly set for the learners to achieve.
- ❖ Paying to respect individual differences and allowing opportunities for learning that acknowledge those differences: Learner characteristics, learning styles and learner challenges in ODL are considered while designing learning materials so that the learners feel self-motivated, focused and assertive, willing to assume responsibility for their own learning. Distance learning should be organized in such a way that based on their experience and learning context / environment learners find their own ways for approaching problems, completing tasks and using learning materials.

### **1.9 Concept of Quality Assurance in Open and Distance Learning**

Quality has always been an issue in open and distance education and distance learning. The Commonwealth of Learning (1999) defines quality assurance as approaches to organizing work that;

- ❖ Ensures the institution's mission and aims are clear and known to all.

- ❖ Ensures the systems through which work will be done are well thought out, fool proof, and communicated to everyone.
- ❖ Ensures every one's responsibilities are clear and understood.
- ❖ Defines and documents the institution's sense of 'quality'.
- ❖ Sets in place systems to check that everything is working as per plan and
- ❖ When things go wrong – and they will – there are agreed ways of putting them right.

Quality Assurance should therefore be an integral part of any open and distance learning operational systems and processes. Since the inception of open and distance learning programmes and its subsequent widespread diffusion, it has increased considerably the access to education for many students seeking in university education and this reality that has compelled many countries to adopt the distance learning mode as part of their educational system. According to Deshpande & Mugridge (1994) and Tait (1997), numerous reports have been published to share ideas, experiences, and articulate the 'how and how not to' and also the 'best practices' of quality assurance implementation in open and distance learning educational contexts from around the world as a result of pressures for quality emerging from both internal and external parties. Internally, open and distance learning institutions are being challenged to undertake continuous improvement from within. Externally, stakeholders (i.e., users, consumers, educational founders) are persistently questioning the quality, accountability, effectiveness and efficiency of educational endeavour in which they have interest. Generally, quality assurance in open and distance learning covers a number of aspects, which includes the physical products, pedagogical processes, production and delivery systems, and philosophy COL, (1997). Quality of products include



course materials, number of graduates, examination pass rates, admission in further studies, and so forth. Quality of processes cover areas such as learning and teaching processes, advising students, coordinating external course and test item writers, networking with regional offices, managing student information. Quality of production and delivery systems includes course production, print and multimedia production, test item production, scheduling, warehousing and stock control, getting materials to students, and broadcast transmissions. Quality of philosophy cover such things as ODL vision, mission and policy statements, institutional culture, governance, corporate culture, and public image COL, (1997). Koul (2006) remarked that considerable emphasis should be given to the learning design aspect of distance education. He identified ten factors grouped into three dimensions to contribute to quality assurance in open and distance learning. The core dimension includes two factors viz. one, course materials, instructional design, teaching-learning including evaluation practices and learner support services and two, learner centricity of support services, research and capacity building. While there are several factors under the 'systems' and 'resources'.

### **1.10 Statement of the Problem**

The conventional system and the distance education system are placed in Assam like other regions. There are different costs in the different parameters, from learner's point of view. It is now important to examine the cost effectiveness of Distance Education as compared to Conventional Educational system in relation to the quality aspect. This will enable the researcher to put forward the logical understanding of the cost and quality relationship from the learner's perspective.

### **1.11 Significance of the present study**

We are now in the 21<sup>st</sup> Century, a new century of challenges and opportunities. India is dreaming to be a developed and leading nation of the world by 2030 for which the right type of higher education is a must. Again, it also must be recognized that college education, which is the starting point of higher education, essentially forms the gamut of effective higher education. The college sector accounts for over 88% of the total enrolment in higher education in India. Although few Autonomous colleges are there in India but most of the colleges are affiliated to various Universities. Quality and effectiveness of higher education entirely depends on the collegiate education. It is seen that after independence and more particularly after 1990, the number of higher education institutions in India has been rapidly increased. The major strength of Indian higher education today is 704 Universities of degree awarding institutions more than 36,000 colleges and over 20 million students. Indian higher education is the third largest higher education system in the world next to the USA and China. There has also been a remarkable growth of higher education institutions in Assam in recent years resulting in about 20 University level institutions including IITs and private universities. There are about 517 affiliated colleges under Gauhati University, Dibrugarh University and Assam University. About 94% higher education students in Assam are in the affiliated colleges. Although there has been remarkable growth of higher education in Assam, College education is under severe stress. Although we have 517 colleges in Assam, but all colleges are still not eligible for the UGC financial grants as only 259 colleges have so far been recognised by the UGC under section 2(f) and 12(b). There are only 189 provincialized colleges in Assam; recently few more colleges have been newly provincialized. A considerable number of colleges are running without government assistance. The National Knowledge Commission has suggested for

more autonomous colleges but in Assam there is only one autonomous college which was granted recently. The gross enrolment ratio of higher education in Assam is far below than the national average, which is only 13% as against 19% of the national average GER. Even in Manipur, the GER in higher education is 35%. The number of colleges in Assam is only 13 colleges per lakh population whereas it is 23 colleges per lakh population in India. There is a remote possibility of attaining 30% by 2020 through the conventional Universities. The present trend suggests a vast scope for capacity enhancement of the ODL system. It would thus require additional infrastructure and ICT support. The greater use of new ICT is supportive of the paradigm shifts in education sector from Conventional to ODL system of education. Learners of the future will not be passive recipients but active processors of information and consumers of varied knowledge products. Paradigm shifts in education has implication on learners' autonomy- it is becoming not only possible but also a passion for today's learners to select courses and curriculum from anywhere in the world. The Open and Distance Learning (ODL) system has been the key dispersal agent in the movement towards a post-industrial society characterized by globalization (International conference on promotion of open schooling GOA-III ,23-25 Jan 2005).

In the context of the above, the proposed study will certainly reflect the attitude of learners of Assam towards open education system and conventional mode of education system regarding cost effectiveness and quality. This study will also build a foundation for promoting more and more learners into the open education system and apart from this it will fill up the gap in existing literature regarding cost effectiveness and quality in both ODL and conventional mode of education.