

Open Distance Learning in Andhra Pradesh

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Abstract: In this paper, we have presented the status of Open Distance Learning (ODL) system in Andhra Pradesh. There are 13 universities from within and 19 institutions/universities from outside the state offering programmes through distance mode at certificate, diploma, graduate and post-graduate levels. Student enrolments in various ODL institutions and conventional systems have been analysed and compared. The demand for Bachelor's and Master's level programmes has been very high over the certificate and diploma level programmes. The study reveals that the distance learners account for 75% of the total students enrolled for PG programmes. Nearly 40% of the total students are enrolled in Bachelor's Degree and MBA programmes offered through ODL. Though a wide variety of teaching-learning strategies are available, only some institutions are using all of them. There are variations in organisation and management of ODL system in different institutions. While some have a sizeable full-time staff, others are solely dependent on deputation staff. While BRAOU has a well-established networking and collaborative arrangements, other institutions are yet to establish partnerships and collaborations. This paper also covers some of the issues and concerns of the ODL system. The last section of the paper, we present some suggestions to strengthen the ODL system in Andhra Pradesh.

Introduction

Andhra Pradesh, with an area of 2,75,069 sq.km, is the fifth largest State in the Indian Republic. The State broadly comprises three regions: Coastal Andhra, Rayalaseema and Telangana. The nine districts of Srikakulam, Vijayanagaram, Visakhapatnam, East Godavari, West Godavari, Krishna, Guntur, Prakasam and Nellore form the Coastal Andhra region. The four districts of Rayalaseema are Kurnool, Cuddapah, Anantapur and Chittoor. Hyderabad, Ranga Reddy, Nalgonda, Mahaboobnagar, Khammam, Warangal, Karimnagar, Nizamabad, Medak and Adilabad districts form the Telangana region. The State capital is located at Hyderabad.

According to Census-2001, the population of the State is 7,57,27,541 out of which 3,82,86,811 are males and 3,74,40,730 are females. The density of population is 275 persons per sq.km. The sex ratio is 978 females for 1000 males (Provisional Population Totals, Census of India, 2001; Director of Census Operations, Andhra Pradesh, 2001).

Agriculture is the main occupation of the people and 72.92% people live in countryside. The rate of literacy (aged 7 and above) is 61.11%; male literacy is 70.85%, female literacy is 51.17%.

There are 21 universities imparting general, technical, medical, agricultural and legal education. Among these, there are five national level institutions, three institutions with Deemed University status, and the remaining 13 have been established by the State Legislature. Of the 21 institutions, 10 are located in the capital city of Hyderabad alone. Classification based upon the region shows that there are three universities in Coastal Andhra region, seven universities in Rayalaseema region and the remaining 11 universities in Telangana region.

Starting with the School of Correspondence Courses of Andhra University, Visakhapatnam and the Institute of Correspondence Courses in Sri Venkateswara University, Tirupati in 1972, the Government of Andhra Pradesh established Andhra Pradesh Open University in 1982 to serve the cause of Open Distance Learning (ODL). (This university was renamed as Dr. B.R. Ambedkar Open University in 1991). Enthused by the success of ODL System, conventional universities were encouraged to start their own units. Now there are eleven Schools / Directorates / Centres of Distance Education in dual mode Universities in Andhra Pradesh.

The list of institutions / universities offering programmes through ODL in Andhra Pradesh in 2002-03 academic year is given in Appendix 1.

A number of institutes, outside the university system, are also offering programmes through distance mode. MeDVARISITY Online Limited, a sister concern of Apollo Hospitals, is offering a PG Diploma in Accident & Emergency Care. The Andhra Pradesh Productivity Council (APPC) offers 13 PG Diploma programmes of one year duration. The APPC also offers Diploma programmes of six months duration. It also offers advanced level Post Diploma programmes.

To know the details of institutions / universities offering distance programmes in Andhra Pradesh, a survey of admission notifications and advertisements issued by various institutions in two leading news papers – *The Hindu* and *Deccan Chronicle*, during February 2002 and January 2003 was undertaken. The findings of the survey are as follows:

- All India Institute of Management Studies (AIIMS), Indian Institute of Management & Technology (IIMT), National Institute of Labour Education & Management (NILEM) and Bharatiya Sikshana Parishad (BSP) don't have their study centres anywhere in Andhra Pradesh.
- In all, 37 programmes, ranging from general undergraduate to a technical degree such as B.Sc. (Biotechnology) and B.Tech. (Software) are being offered through distance mode at the undergraduate level.

An analysis of Bachelor level programmes of these 19 institutions shows that:

- Madurai Kamaraj University is offering the largest number of 10 programmes in the faculties of Arts, Science, Business Administration, Commerce and Computer Science. MKU is the only university offering Bachelor's programme in General Laws.

- B.Sc. (IT) is being offered by seven universities.
- B.Sc.(Maths), B.Tech.(IT), B.B.A., B.B.M., B.Com., and B.C.A. seem to be popular programmes through distance mode.
- Punjab Technical University is offering nine B.Sc. programmes in IT, Bio-Technology, Clinical Microbiology, Computer Science, Medical Laboratory Technology and the like.
- Pondicherry University is concentrating on Management programmes (Business Management, Hospital Management) and Computer Science B.Tech.(IT), and B.C.A..

There are 15 institutions offering 42 postgraduate programmes and 19 M.Phil. programmes. The PG programmes range from M.A. in Public Administration and English to specialised branches of Science leading to the degrees of M.Sc. (Bio-Informatics), M.Sc. (e-Business) and M.Sc. (Software Technology).

Analysis of programmes offered by different institutions / universities shows that:

- Karnataka State Open University, Madurai Kamaraj University, Makhanlal Chaturvedi Rashtriya Patrakarita Viswavidyalaya are offering nine, eight and eight programmes respectively and are the leaders in the Arts faculty.
- M.B.A. programme is being offered by 10 universities.
- M.Sc. / M.Tech.(IT) is being offered by seven universities, whereas six universities are offering the MCA programme.
- The range of programmes is very wide as varied programmes such as – Bio-Technology and Clinical Microbiology of PTU, Advertisement & Public Relations of MKU, Financial Management and Tourism Management of BDU, Foreign Trade, Human Rights, e-Business of PON, Marketing Management of ALU, Psychology of UM, are being offered.
- Bharatidasan University is leading with 13 programmes at Master's level.
- Only three universities i.e. Alagappa University, Madurai Kamaraj University and Makhanlal Chaturvedi Rashtriya Patrakarita Viswavidyalaya are offering M.Phil. programmes.
- MKU is offering as many as 15 M.Phil. programmes.
- M.Phil. programmes in Physics, Information Technology and Life Sciences of MSU, Computer Science of MSU and ALU, are unique.

The range of subjects is very large covering the subjects like Telugu, Computer Science, Library & Information Science, Entrepreneurship, Life Science, Philosophy & Religion, and Tourism. 87 programmes are being offered at Diploma and 44 at P.G Diploma levels by various institutes/universities in Andhra Pradesh. Conference Management, Medical Transcription, Aeronautical Engineering, Chemical Engineering, Cyber Laws, Health & Hospital Management, Multimedia Technology,

WAP & Wireless Applications, and Bioinformatics are some of the areas where these Diploma programmes are available.

An analysis of the Diploma programmes offered by the seven institutions reveals that:

- Three institutes viz., All India Institute of Management Studies (AIIMS), Indian Institute of Management & Technology (IIMT), National Institute of Labour Education & Management (NILEM), based at Chennai, are very actively engaged in offering Diploma and PG Diploma programmes in the fields of Management viz., Conference & Event Management, Banking & Import Management, Business Management, Environmental Management, Export & Import Management, Finance Management; Engineering viz., Aeronautical Engineering, Chemical Engineering, Computer Hardware Engineering, Electrical & Electronics Engineering; and Computer Science viz., Computer Application, Architectural CAD, Computers in Office Management, Internet & Intranet Security, Networking & Internet Applications and the like.
- Even in PG Diploma programmes, IIMT, NILEM and AIIMS are the major providers imparting education in 28, 17 and 12 programmes respectively.
- PG Diploma programmes are mostly in the fields of Management, Computer Science, Engineering and Medicine.

The number of certificate programmes is very small. There are only 14 programmes at this level. They are mostly in the areas of computers and medicine.

Compilation of data shows that:

- Annamalai University is offering as many as nine certificate level programmes.
- Certificate programmes are mostly in two areas viz., Computer Science and Para Medical Sciences.

It is interesting to note that Computer Science and Management courses are very popular. Areas such as paramedical sciences, teacher training and life sciences deserve greater attention. Fields such as Agricultural Sciences are yet to receive the attention of Distance Education Institutions.

ODL in the University System

In conventional colleges and universities, B.A / B.Com / B.Sc are more popular programmes. There are fixed combinations as Maths & Physical Sciences, Biological Sciences & Chemistry, Commerce, Economics & Civics, Languages & Social Sciences. At the undergraduate level, programmes have been introduced recently leading to B.C.A. and B.Sc. (IT) degrees. Apart from the conventional B.A., B.Com., B.Sc., B.L.I.Sc., B.C.A., B.Ed. programmes, some specialised programmes are also offered through distance mode. For example, Bachelor of Public Relations offered by BRAOU and Bachelor of Tourism Studies by IGNOU are two unique

programmes. Except the Master of Tourism Management programme of IGNOU, programmes being offered at the P.G. level are in no way different from the ones being offered in conventional universities.

The programmes on offer through distance mode may be classified on the basis of the award given to the students as Certificate, Diploma, Bachelor's Degree and Master's Degree programmes. 24 Certificate programmes are being offered by various institutions under ODL system in Andhra Pradesh in 2002-03; IGNOU is offering 16 Certificate programmes, Kakatiya University is offering one programme, CIEFL is offering the Postgraduate Certificate in Teaching of English. The CPFN programme of IGNOU has been adopted and translated into Telugu and Urdu by BRAOU. MANUU is offering the CPFN Programme developed by BRAOU in Urdu medium and Certificate courses in Proficiency in Urdu (through English / Hindi) and a certificate course in Functional English for Urdu speakers.

Certificate in Computing offered by IGNOU and SPMVV are the only technical programmes in this category. There are several professional development programmes in fields such as Library and Information Science, Guidance, Teaching of English, Teaching of Primary School Mathematics and Tourism Studies.

It can be seen from Table 1 that 26.55 percent enrolment in certificate programmes is only in Certificate course in Computing being offered by IGNOU. The PGCTE programme of CIEFL is able to attract 19.85 percent students. It can be seen from Figure 1 that IGNOU alone is catering to 32.63 percent students who opted for certificate programmes in the year 2002-03. However, the CIC enrolment of IGNOU dropped drastically – from 2469 in 2001 to 777 – in 2002, due to general slow down in IT. MANUU entered this field in 2002 contributing 43.26% of the student enrolment in Andhra Pradesh.

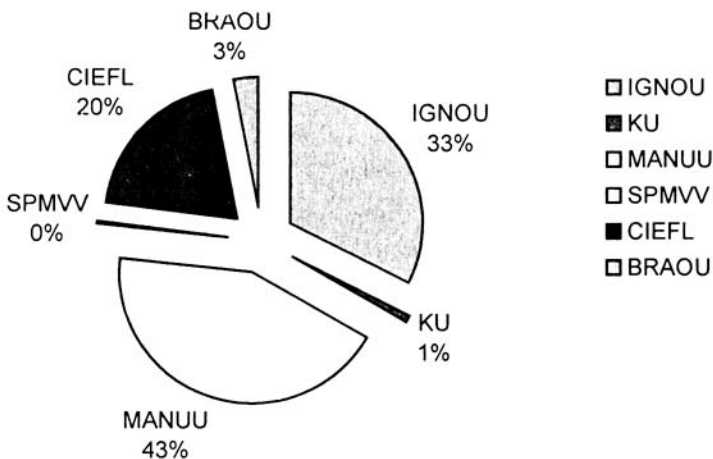


Figure 1: Enrolment in certificate programmes in ODL in A.P. in 2002-03

Table 1: Enrolment in certificate programmes in ODL in Andhra Pradesh in 2002-03

Programme	IGNOU	KU	MANUU	SPMVV	CIEFL	BRAOU	Total ODL
Cert. Course in Computing	777						777
Cert. Course in Library and Information Science		22					22
Cert. Course in Computers (JAVA)				3			3
Cert. Course in Computers (C++)				8			8
Cert. in Consumer Protection	4						4
Cert. in Disaster Management	10						10
Cert. in Empowering Women through Self-help Groups	6						6
Cert. in Women's Empowerment & Development	2						2
Cert. in Environmental Studies	6						6
Cert. in Guidance	12						12
Cert. in Human Rights	1						1
Cert. in Labour Development	5						5
Cert. in Laboratory Techniques	5						5
Cert. in Nutrition & Child Care	13						13
Cert. in Participatory Forest Management	1						1
Cert. in Rural Development	1						1
Cert. in Teaching of English	60						60
Cert. in Teaching of Primary School Mathematics	36						36
Cert. in Tourism Studies	3						3
Cert. Programme in Food and Nutrition	13		298			91	402
Cert. Course in Proficiency in Urdu (Through English)			385				385
Cert. Course in Proficiency in Urdu (Through Hindi)			185				185
Cert. Course in Functional English for Urdu Speakers			398				398
PG Cert. in Teaching English					581		581
	955	22	1266	11	581	91	2926

Note: SPMVV figures pertain to 2001-02.

As many as 43 Diploma/Postgraduate Diploma Programmes were offered by the ODL system in Andhra Pradesh in 2002-03 (Table 1). As may be noted, Diploma programmes in technical areas are in the fields of Information Technology, Chemical Analysis and Quality Management, Computer Programming and Applications, Computer Science, Information Science, Library Automation & Networking, Telecommunications and Television Production. Some of the professional Diploma programmes are in the areas of writing in English, Early Childhood Care and Education, Management, Nutrition and Health Education, Tourism Studies, Business Administration, Cyber Laws & Legal Information Systems, Environmental Studies, Human Rights, Journalism, Translation and Travel & Tourism Management.

Table 2: Enrolment in diploma/PG diploma programmes in ODL in Andhra Pradesh in 2002-03

Programme	AU	SVU	CIEFL	OU	IGNOU	KU	UH	SKU	SPMVV	BRAOU	Total
Adv. Dip. in Bio-Informatics				34							34
Dip. in Creative Writing in Eng.					38						38
Dip. Creative Writing in Hindi					3						3
Dip. in Early Childhood Care and Education					57						57
Dip. in Nutrition & Health Edu.					108						108
PG Dip. in Business Admn.								23			23
PG Dip. in Business Finance										24	24
PG Dip. in Business Mngmt				305		90					395
PG Dip. in Computer Application				174							174
PG Dip. in Chemical Analysis & Quality Management							220				220
PG Dip. in Computer Programming and Applications	45										45
PG Dip. in Computer Science							236				236
PG Dip. in Cooperation & Rural Studies	54										54
PG Dip. in Cyber Laws and Legal Information Systems							161				161
PG Dip. in Distance Education					24	7					31
PG Dip. English Language Teaching				137							137
PG Dip. in Environmental Economics							48				48
PG Dip. in Environmental Education & Management							116				116
PG Dip. in Environmental Studies	49									27	76
PG Dip. in Functional English	55										55
PG Dip. in Family & Health Counselling									9		9
PG Dip. in Higher Education					12						12
PG Dip. in Human Rights							88			35	123
PG Dip. in Industrial Relation & Personnel Management		85									85
PG Dip. in International Business Operations					49						49
PG Dip. in Journalism & Mass Communication					40						40
PG Dip. in Library Automation Networking							184				184
PG Dip. in Marketing Management								14		42	56
PG Dip. in Maternal & Child Health					30						30
PG Dip. in Mathematics				143							143
PG Dip. in MS-Office											0
PG Dip. in Personnel Mngmt. & Industrial Relations	303										303
PG Dip. in Planning & Project Management							233				233
PG Dip. in Professional Ethics							26				26
PG Dip. in Rural Development					62			18			80
PG Dip. in Teaching English			119								119
PG Dip. in Telecommunications							131				131
PG Dip. in Translation	12				7						19
PG Dip. in Translational Studies in Hindi							102				102
PG Dip. in Travel & Tourism Management	42										42
PG Dip. in Voluntary Welfare Organisations	27										27
PG Dip. in Women's Studies										2	2
PG Dip. in Writing for Mass Media										46	46
	587	85	119	759	430	97	1545	55	9	176	3862

Note: SPMVV figures pertain to 2001-02

University of Hyderabad, Osmania University and Andhra University are major stakeholders in Diploma/PG Diploma programmes.

A drop in enrolment in Diploma/PG Diploma programmes has been observed from 2001 to 2002. UH has increased its share of enrolment to 40.00% (see Figure 2) from 32.69% share in the previous year's. PG Diploma in Personnel Management & Industrial Relations offered by the AU continues to attract students and has an enrolment of 303. The enrolment in PG Diploma in Computer Science of UH has dropped from 426 in 2001 to 236 in 2002. It has the third single largest enrolment in 2002. PG Diploma programme in Business Management offered by OU has enrolled the highest number of 305 students in the Diploma/PG Diploma programmes during 2002.

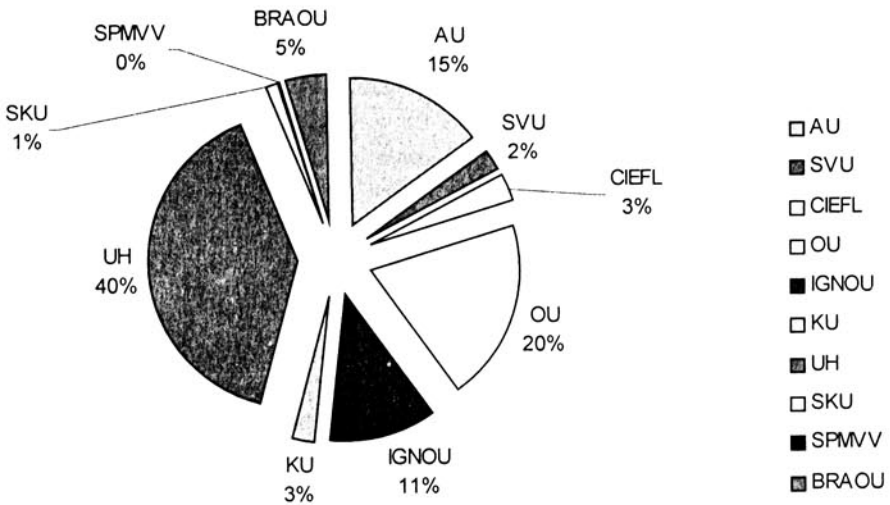


Figure 2: Enrolment in diploma programmes in ODL in A.P. in 2002-03

It can be observed from Table 2 that at the Bachelor's Degree level there are 14 programmes in 2002-03. Here again, IGNOU offers 10 programmes. In addition to the general undergraduate programmes (B.A., B.Com., B.Sc.), there are some technical programmes like Computer Applications, Information Technology, Technology, Construction Management and Water Resource Engineering being offered by IGNOU. B.L.I.Sc. seems to be a popular professional development programme and is being offered by SVU, IGNOU, KU and BRAOU.

BRAOU is a major contributor to the enrolment in undergraduate programmes (Table 2). Its BA./B.Com./B.Sc programmes alone constituted 56.52% of the total enrolment at the undergraduate level. A substantial increase in enrolment has been observed from 2001 to 2002 in undergraduate programmes. There is a sudden rise from 7294 in 2001-02 to 35269 in 2002-03 in AU in B.A. programme. It can be seen from Figure 3 that AU is the second largest provider of Distance Education in the state at this level (23.15%), after BRAOU (56%).

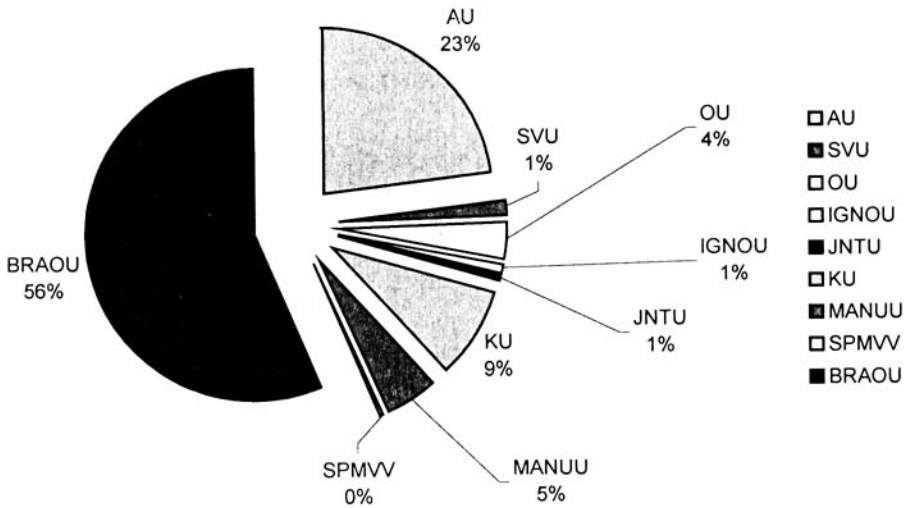


Figure 3: Enrolment in undergraduate programmes in ODL in A.P. in 2002-03

There are as many as 24 subjects being offered at the Masters level in 2002-03 (Table 3). While Osmania University offers 13 programmes, Andhra University offers 11 programmes. Sri Krishnadevaraya University that is offering only PG programmes, has eleven PG programmes on offer. Besides the popular languages and Social Sciences, there is a technical programme (MCA) and professional development programmes in areas like Business Administration, Library & Information Science, and Tourism Management at the Masters level.

Table 3: Enrolment in postgraduate programmes in ODL in Andhra Pradesh in 2002-03

Programme	AU	SVU	OU	IGNOU	KU	PSTU	SKU	BRAOU	Total ODL
MA - Astrology						420			420
MA - Economics	1343	314	1486		1134		124	791	5192
MA - English	5822	1120	5211	85	2619		618		15475
MA - Hindi	1036		1176		628				2840
MA - History	416	75	198		34		22	218	963
MA - Philosophy	202		191						393
MA - Political Science	1346	259	1275		765		98	722	4465
MA - Public Administration	2051				363			731	3145
MA - Public Personnel Mngmt.			1222						1222
MA - Sanskrit			165		155				320
MA - Sociology	1015	132	240		949		86	406	2828
MA - Telugu	1458	365	1639		772		139		4373
MA - Urdu			328						328
Master of Business Administration				587	219			4604	5410
Master of Business Finance				81					81
Master of Commerce	6326	906	10056		2322		214		19824
Master of Computer Applications				2898					2898
Master of Labour Laws (LLM)					14				14
Master of Library & Information Sciences				11				168	179
MSc - Psychology		260							260
Master of Science/Arts - Mathematics	3575	670	10579		1409		229	1200	17662
Master of Science (IS)					42				42
MSc (Environmental Science)					107				107
Master of Tourism Management				42					42
	24590	4101	33766	3704	11532	420	1530	8840	88483

Note: PSTU figures pertain to 2001-02.

M.Com., M.A/M.Sc.(Mathematics), and M.A (English) programmes were able to attract 22.40%, 19.96% and 17.48% of the total enrolment in postgraduate programmes during 2002-03 emerging as the three most popular PG programmes . It can be observed from Figure 4 that OU is a major contributor to the enrolment (38.16%). AU comes next with its share of 27.79%. There is a marginal increase in the total enrolment in postgraduate programmes in Andhra Pradesh from 78,508 in 2001-02 to 88,483 in 2002-03. There is a substantial increase in enrolment in AU during 2002 as its share has increased from 15.91% in 2001-02 to 27.79% in 2002-03. There is a slide in OU from 41.37% to 38.16%.

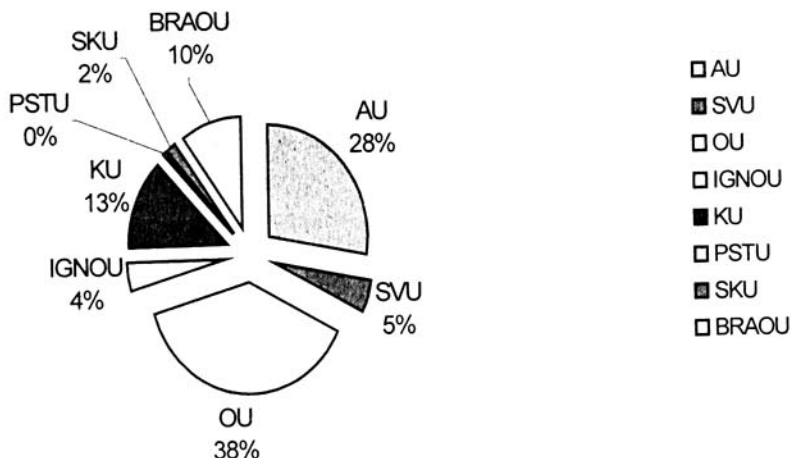


Figure 4: Enrolment in postgraduate programmes in ODL in A.P. in 2002-03

Access and Equity

According to the A.P. State Council of Higher Education Annual Report 2002, nearly three lakh students are enrolled in Degree courses in on-campus programmes in 1187 colleges. The total number of students enrolled in ODL during 2002-2003 in various undergraduate programmes is 2,02,340 constituting 40.28% of the total enrolment at that level.

The Annual Report, cited earlier, shows that about 27,159 postgraduate students have been enrolled in 253 colleges during 2002. Enrolment in various postgraduate programmes in ODL during 2002-03 is 80,137. ODL thus accounts for 74.69% of the total enrolment in PG programmes indicating the trend that more and more number of students opt for ODL at the post graduate level compared to on campus programmes.

Enrolment in various certificate and Diploma programmes is relatively small.

Of the total enrolment in ODL in Andhra Pradesh, 68.58% of the students are in undergraduate programmes. BRAOU alone was able to attract 1,16,428 students constituting 56.52% of the total enrolment in undergraduate programmes in ODL.

Enrolment in various postgraduate programmes during 2002-03 is 88,533, constituting 29.47% of the total enrolment in ODL in Andhra Pradesh. Among the ODL institutions, OU alone has enrolled 33,766 students constituting 38.13% of the total (Figure 5). In OU, M.Com. and M.Sc. (Maths) programmes are dominating the scene with an enrolment of 10,168 and 10,586 respectively.

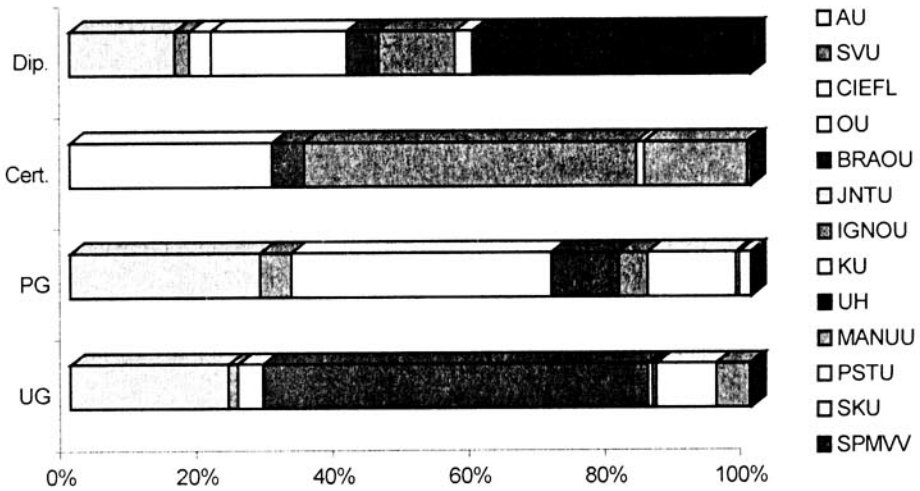


Figure 5: Student enrolment in ODL at various levels in 2002-03

Enrolment in Certificate programmes constitutes just 0.65% of the total enrolment in ODL in Andhra Pradesh. The Certificate in Computing offered by IGNOU alone seems to have attracted the students considerably accounting for 48.80% share of the total enrolment in various certificate programmes during the year.

The percentage of enrolment in Diploma programmes is also not very significant (1.29%). Though IGNOU is offering 11 Diploma programmes, the total enrolment is only 430. University of Hyderabad with 1545 students emerges as the largest producer for this category of programmes.

Profile of Learners

Classification of students on the basis of gender in programmes at various levels reveals some interesting trends. The proportion of men and women in programmes at various levels are – Certificate (70:30); Undergraduate (60:40); Postgraduate (57:43); and, Diploma (65:35).

Classification of student enrolment on the basis of social status shows that enrolment of scheduled caste students is high in Postgraduate programmes (18.47) per cent in Postgraduate programmes. Scheduled Tribe students constitute 3.73 per cent in Bachelors programmes. Backward Class students are opting for Bachelors and Masters Programmes over certificate and Diplomas. O.C students are dominating with 73.43% and 72.5% in Certificate and Diploma programmes respectively.

A comparison of enrolment in conventional and ODL systems in A.P. in 2002-03 shows that the conventional colleges have succeeded in attracting students at Degree, Engineering, M.C.A., and B.Ed. programmes (Figure 6). In Degree programmes about 59.72% of total enrolment is in conventional system. In contrast, at the Master's level ODL enrolled more than 74.69% of the students clearly indicating ODL mode is preferred by at the post graduate level in M.B.A. programme the conventional institutions account for around 62%, with then show in Engineering and B.Ed. programmes showing almost a monopoly accounting for 97.60% and 85.02% respectively.

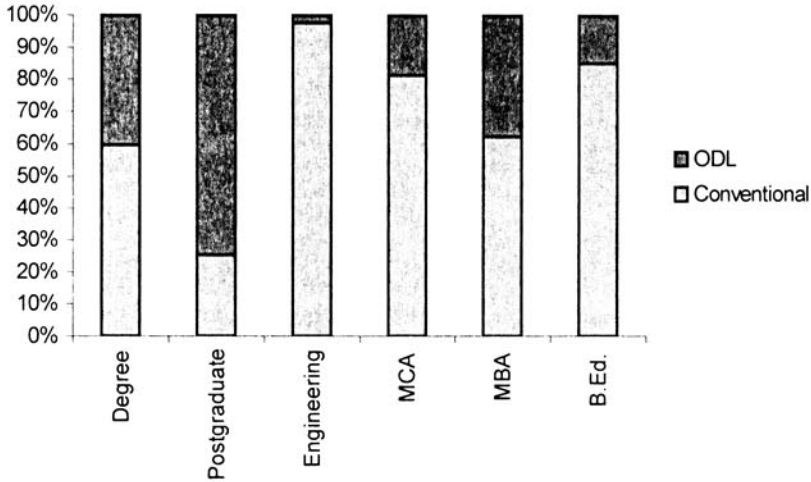


Figure 6: Comparison of enrolments in conventional and ODL systems on select courses in 2002-03

There is a 15% increase in enrolment in the conventional system in Degree programmes from 4,35,860 in 2001-02 to 5,02,340 in 2002-03. There is an increase of 47% in ODL during this period.

More than 16% increase in enrolment has been noticed from 2001-02 to 2002-03 academic years at the postgraduate level with ODL system.

There is a sharp rise in enrolment in Engineering programmes in the conventional system from 47,874 in 2001-02 to 64,579 in 2002-03. The percentage in ODL in Engineering programmes shows a drop, dipped to 2.4% in 2002-03.

An increase in enrolment can also be noticed in MCA programme (15,731) during 2002-03 from the previous year 2001-02 (13,282). A slide in percentage from 24.15% in 2001-02 to 18.66% in 2002-03 can be observed.

There is a decrease in enrolment in MBA programme in ODL system from 2001-02 to 2002-03. During this period the percentage of MBA students in ODL dropped from 47.66 in 2001-02 to 37.69 in 2002-03. A marginal increase (i.e. 1.47%) can be noticed in B.Ed. programme during this period.

Teaching-Learning Strategies

In conventional colleges / universities the most predominant mode of instruction is the classroom lecturing. Whereas in ODL, there is a limited face-to-face counselling. The learners are taught through a multiple media package of printed course material that is self-instructional in nature, supplemented by audio-visual cassettes, radio and Television broadcasts, audio and video teleconferencing and, of late, CD technology.

The teaching / learning strategies employed by institutions in ODL in Andhra Pradesh show a usage of various combination of seven media components. All the institutions are providing the printed Course Material. It forms the basic component of learning support. In addition to the IGNOU and BRAOU, four other institutions namely AU, KU, OU and CIEFL offer instruction through audio cassettes. The IGNOU and BRAOU and two DEIs attached to KU and OU also provide video cassettes. JNTU and OU besides the IGNOU are using CD technology in teaching learning process. Only the IGNOU and BRAOU use T.V Broadcasts, Radio Phone-in and Video conferencing to augment the learning package. AU and KU in addition to the IGNOU and BRAOU broadcast their lessons over the Radio.

Organisation and Management of ODL Institutions

Like any other university, BRAOU is an autonomous body. It is independent in offering its programmes, developing course material, conducting counselling classes and examinations and awarding degrees. There are 75 Academic / Professional, 94 Technical / Production, and 437 Administrative / non-academic staff members in the university. There are 4,912 academic counsellors working in 144 study centres. There are 6 full time Joint/Deputy/Assistant Directors and 138 part-time coordinators heading the study centres. Assistant Coordinators are also appointed one each at the Regional Coordination centres to assist the coordinators in the management of the study centres.

IGNOU Regional Centre is a local administrative unit of the University coordinating the offering of IGNOU programmes in the state admitting students, organising counselling and exams, and liaisoning between the students and the headquarters of the university. Appointment of staff, payments, and other major financial decisions are taken at the headquarters. There is a Regional Director, three Assistant Regional Directors, an Assistant Registrar, a Section Officer assisted by eleven Secretarial Staff members. There are 1324 part-time counsellors/tutors employed by the University and coordinated by the Regional Centre.

Various schools/centres/directorates of distance education are working under the umbrella of the conventional universities they are representing. The School of Distance Education, Andhra University has 28 full-time Teachers, five Administrative Officers assisted by 139 secretarial staff members.

SDLCE, Kakatiya University has 22 teachers (18 regular and 4 temporary), three Administrative Officers assisted by 36 secretarial staff, employed on temporary basis.

The CIEFL has 13 teachers. JNTU and SVU have eight teachers each on regular basis. Other institutions are managing with skeleton staff.

Other than BRAOU, only two other institutions, viz. GRRCDE, Osmania University and SDLCE, Kakatiya University have employed audio-visual production staff.

An analysis of staff – student ratio in these Distance Education Institutions (Table 4) shows that the CIEFL and JNTU have the least staff-student ratio of 1:30 and 1:38 respectively. In SKU it is 1:93. KU has the highest number of students per staff member which is 1:584.

Table 4: Staff-student ratio in ODL in Andhra Pradesh

S.No	Name of the University	Staff	Students	Ratio (Staff: Students)
1	B. R. Ambedkar Open University	606	1,25,535	1:207
2	Indira Gandhi National Open University	21	6332	1:301
3	Andhra University	219	72,878	1:333
4	Kakatiya University	51	29,795	1:584
5	Central Instt. of English and Foreign Languages	23	700	1:30
6	Jawaharlal Nehru Tech. University	36	1379	1:38
7	S.V. University	25	7,108	1:284
8	Osmania University	131	41,914	1:320
9	University of Hyderabad	8	1545	1:193
10	Sri Krishna Devaraya University	17	1585	1:93

Note: Staff strength of MANUU, SPMVV and PSTU is not available.

It is observed that there are different models of organisation in ODL in A.P. BRAOU has a strong contingent of people managing highly structured system. Among the dual mode institutions, AU and KU have a good number of teaching staff members on regular basis. In contrary the UH does not have any full time teachers and they are managing with only 3 administrative staff members.

Network and Coordination of Student Support System

BRAOU has a network of 23 Regional Coordination Centres and 144 study centres. Under the IGNOU Regional Centre there are 29 study centres spread over the entire State of Andhra Pradesh. Andhra University has 33 study centres, 29 in the Andhra region, two in Telangana region i.e. Secunderabad and Hyderabad, one each in Rayalaseema region i.e. at Kurnool and New Delhi. Kakatiya University has 77 study centres. Four of them are located outside the State which are located in Mumbai, New Delhi, Kolkatta, and Bangalore. The University also has three overseas study centres located at Dubai, Kuwait and Bahrain. Osmania University has study centres in four Telangana towns of Nalgonda, Nizamabad, Siddipet and Mahaboobnagar.

Though different ODL institutions have set up Regional Centres / Study Centres at the same places, no collaboration or joint use of the facilities is found to be existing. The learning resources are created independently by each institution. There is no policy of pooling of resources or sharing of resources as far as study centre facilities are concerned.

However, there are some examples of sharing of learning materials. The following examples reveal the policy in place in this regard.

- MBA course material developed by IGNOU has been adopted by BRAOU to launch its own MBA programme. Similarly the CIC programme of IGNOU has been adopted by BRAOU. CPFN programme of IGNOU has been translated into Telugu and Urdu and launched in the State by BRAOU.
- The B.A./B.Sc.course material in Urdu medium developed by BRAOU has been adopted by MANUU.
- The P.G.Diploma in Human rights developed by UH has been translated and offered in Telugu medium by BRAOU.
- M.A History course material developed by BRAOU has been adopted by KU to launch its own programme.
- The Course on 'Accounting for Management' of M.B.A. Programme developed by BRAOU has been adopted by Andhra University.

Staff Development

Staff development in distance education is a challenging task. The system of distance education itself is a novel system of education and needs trained manpower to run the system. There are several institutes to train teachers for conventional modes of teaching whereas the training facilities are limited for the emerging system of distance education. Therefore a survey of facilities available and the institutions active in this field in A.P. was felt necessary and hence this attempt to find out the latest situation in this regard.

BRAOU established the Centre for Staff Training & Development (CSTD) in April 1993 to provide in-service training to all its fulltime employees. Since 1993 CSTD organised more than 50 programmes for faculty and staff at various levels of the university viz., administrative staff, academic counsellors, principals & coordinators of study centres, teaching staff, and producers. The broad areas covered under these programmes are – Administration in Open University System, Development of Audio-Visual Materials, Development of Course Materials, Study Centre Management, Computer Training and Planning and Instructional Design for Interactive Television.

SDLCE, Kakatiya University has established the Distance Education Quality Support & Training Institute (DEQSTI) recently. Its main function is training and development of human resources of SDLCE.

These are the very limited facilities available for staff training. It may be noted that there are no in-house facilities in any other ODL institution apart from than BRAOU and KU.

Conclusion

There has been a phenomenal growth in ODL in Andhra Pradesh since the establishment of the Schools of Correspondence Courses at Andhra University and Sri Venkateswara University in 1972. The ODL system received an impetus with the establishment of the Andhra Pradesh Open University, the first Open University in India later renamed as Dr. B.R. Ambedkar Open University (BRAOU), the first Open University in India. There are 13 universities offering programmes through ODL mode in the State, in addition to BRAOU.

Though most of these institutions started with the general undergraduate programmes i.e., B.A/B.Com./B.Sc., they now offer programmes at various levels – Certificate, Diploma, PG Diploma, Bachelor's Degree and Master's Degree. The courses offered range from six months certificate programme in Food and Nutrition to a highly technical three year Master's Degree in Computer Science.

Though printed course material continues to be the prime medium of instruction, several electronic media are being used to augment teaching- learning process.

In spite of impressive development of ODL in Andhra Pradesh there are certain problems faced by the system. Some of the issues and concerns emerging from this study are presented hereunder.

Programmes: Programmes being offered through ODL are mostly conventional in nature. Technical, vocational and skill-oriented programmes are limited in number. There is an urgent need to offer diversified programmes including technical, vocational and skill-oriented programmes, targeted at improving the employment potential of the students.

Teaching-learning strategies: Electronic media are being sparingly used by the institutions in Andhra Pradesh. Using modern communication technologies in learning viz. audio-conferencing and video-conferencing are being used only by BRAOU and IGNOU. The Distance Education Centres of conventional universities are yet to make extensive use of electronic media. Similarly, the use of Information and Communication Technologies is not optimal. Core and well trained staff may be necessary for the effective use of technologies and to provide quality services to the students.

Learner services: Though the ODL institutions have made considerable improvement in the quality of self-instructional materials, there are some deficiencies in the learner services. The learner support services in the state needs to be strengthened.

Networking: There is very limited effort on the part of the institutions in networking and collaborative arrangements. Sharing of resources is not taking place among these institutions. Sharing of resources should be encouraged. This brings various members of ODL system closer and enables them to synergise the available expertise and resources.

Staff development: BRAOU, IGNOU and KU are the only institutions providing staff training on a continuous basis. Staff development activities should be taken up on a continuing basis in other ODL institutions also. There is a need to continually train staff at various levels for tasks and capabilities that are specific to ODL.

Structural gaps: Owing to lack of interface and coordination between the school level and tertiary level ODL institutions, there is a structural gap. It is necessary to establish linkages among the ODL institutions offering programmes at secondary and higher education levels.

Quality concerns: Adequate attention is not paid to maintain quality of the programmes and delivery systems. There is an urgent need to keep a watch on quality of instructional materials and learner services being provided by various ODL institutions in the State.

Suggestions

Following suggestions may help in strengthening the ODL system in Andhra Pradesh.

- Open Universities, while making entry levels flexible, should ensure more qualitative and rigorous processes during the course and at the exit level.
- Quality of distance courses should be monitored and improved continuously, through a system of constant feedback and comparison with established quality benchmarks.
- Quality Assurance Centre / Cell may be established in every ODL institution to promote quality culture in the organisations.
- Students who have studied some courses in one of the two modes may be allowed to continue their study of the remaining courses in the other mode by transferring credits.
- Wherever it adds to effectiveness and efficiency the use of appropriate technologies in teaching – learning processes should be encouraged.
- To make the programme offerings more complete, programmes in the areas of teacher education, agricultural science, para medical services, should be started.
- Professional Programmes also should be offered through distance mode to the in-service professionals by accrediting them prior learning through jobs experience and allowing relaxed entry requirements and flexible academic regulations.
- The resources generated through the distance education system should be consistently re-invested in distance education to improve its quality and reach.

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Appendix I

List of institutions / universities offering programmes through ODL in Andhra Pradesh in 2002-03 (Abbreviations used in this paper are given in parentheses)

1. School of Distance Education, Andhra University, Visakhapatnam (AU) 1972
2. Directorate of Distance Education, Sri Venkateshwara University, Tirupati (SVU)1972
3. School of Distance Education, Central Institute of English and Foreign Languages, Hyderabad (CIEFL) 1973
4. Prof. G. Ram Reddy Centre for Distance Education, Osmania University, Hyderabad (OU) 1977
5. Dr. B.R. Ambedkar Open University, Hyderabad (BRAOU) 1982
6. School of Continuing and Distance Education, Jawaharlal Nehru Technological University, Hyderabad (JNTU) 1983
7. Indira Gandhi National Open University (Regional Centre), Hyderabad (IGNOU) 1987
8. School of Distance Learning & Continuing Education, Kakatiya University, Warangal (KU) 1989
9. Centre for Distance Education, University of Hyderabad, Hyderabad (UH) 1994
10. Directorate of Distance Education, Moulana Azad National Urdu University, Hyderabad (MANUU) 1998
11. Department of Astrology (Jyothisham), Potti Sreeramulu Telugu University, Hyderabad (PSTU) 1998
12. Centre for Distance Education, Sri Krishnadeveraya University, Anantapur (SKU) 1999
13. Sri Padmavathi Mahila Visva Vidyalayam, Tirupathi (SPMVV) 2001

Appendix II

List of Institutions from outside the state offering programmes in Andhra Pradesh in 2002-03

1. Alagappa University (ALU)
2. All India Council for Management Studies (AICMS), Chennai
3. All India Institute of Management Studies (AIIMS), Chennai
4. Allahabad Agricultural Institute (AAI, Deemed University), Allahabad
5. Annamalai University (ANU), Annamalainagar
6. Bharathidasan University (BU), Tiruchirappalli
7. Bhartiya Shiksha Parishad (BSP), Uttar Pradesh
8. Indian Institute of Management & Technology (IIMT), Chennai
9. Karnataka State Open University (KSOU), Mysore
10. Madurai Kamaraj University (MKU), Madurai
11. Maharshi Dayanand University (MDU), Rohtak
12. Makhanlal Chaturvedi Rashtriya Patrakarita Viswavidyalaya (MCR)
13. Manonmaniam Sundaranar University (MSU), Tirunelveli
14. National Institute of Labour Education & Management (NILEM), Chennai
15. Pondichery University (PU), Pondicherry
16. Punjab Technical University (PTU), Jalandhar
17. Punjabi University (PUP), Patiala
18. Sikkim Manipal University of Health, Medical & Technological Sciences (SMU), Sikkim
19. University of Madras (ICE), Chennai

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