Open and Distance Learning at Secondary Level

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Why study Open and Distance Learning (ODL)?

- Right to Education → universalisation of elementary education → higher demand for secondary education

- Very low transition rates
    - Supply is low
    - Rigid System
    - Individual constraints (to supplement household income + care-work)

- Open and Distance Learning Model:
    - Flexible Model – facilitates access and inclusiveness
    - Lower costs

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ODL System in India: National and State level

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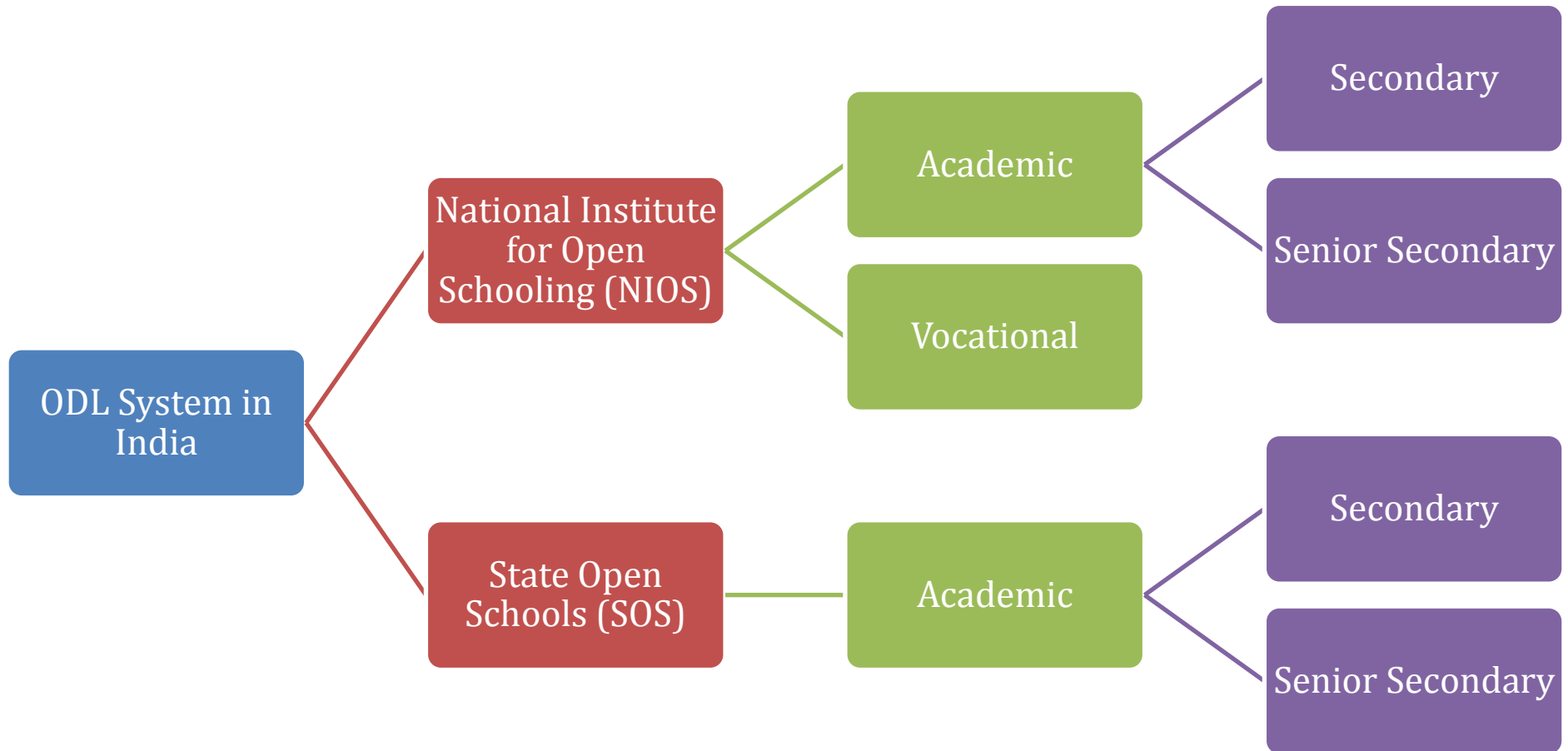
What is ODL in India – NIOS and SOS

- Targetting Marginalised Sections

- Flexibility – Subject, Stream, Duration

- Accessible Processes

- Self Explanatory Curriculum

- Institutional accreditation (AI, SAIED, AVI)

- Future Prospects

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Present Study

- Review of processes, practices and impact, especially on marginalised sections -- physically, socially, geographically and economically

- Analyse quality of education provided in ODL system vis-à-vis conventional education

- Three focus States: Rajasthan, Gujarat and Andhra Pradesh

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How the Study is being conducted

Status Review
- ODL Literature Review
- Secondary Data Analysis
- Curriculum Review
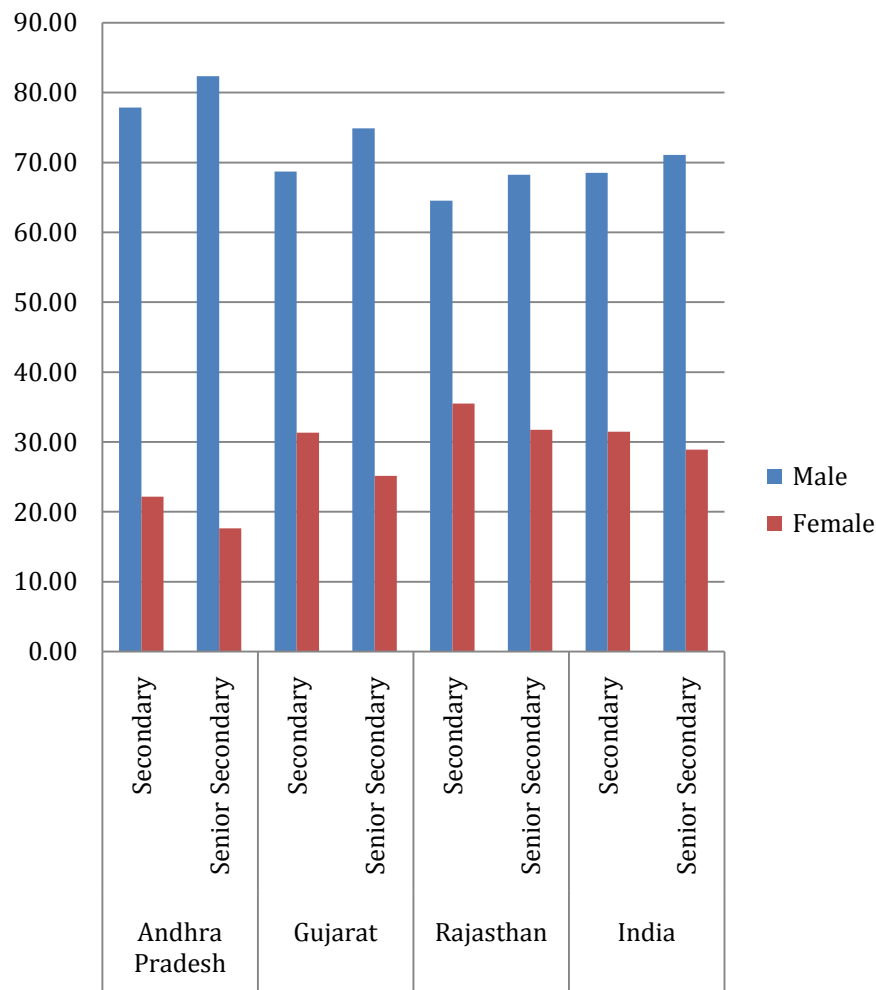- ODL Process Review

Current Scenario
- NIOS Student Data for 2008-13
- Student Survey
- Tutor and Principal Survey
- ODL Officials interviews
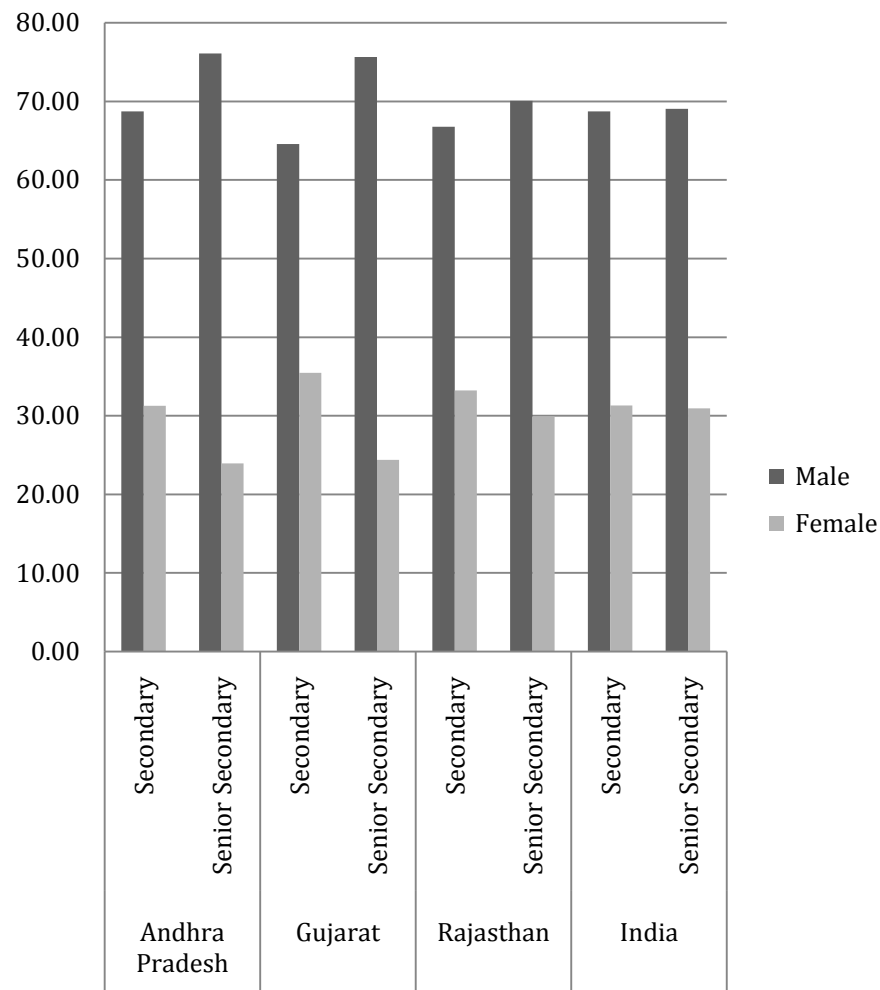
Assessment of Future Prospects
- Higher Education Eligibility Criteria of Universities
- Career Trajectories through interviews of past learners

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NIOS Learner: Course and Sex wise Enrolment (%)

NIOS Enrolment 2008

NIOS Enrolment 2013

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NIOS Learner: Social Category Wise (2013)

NIOS Enrolment
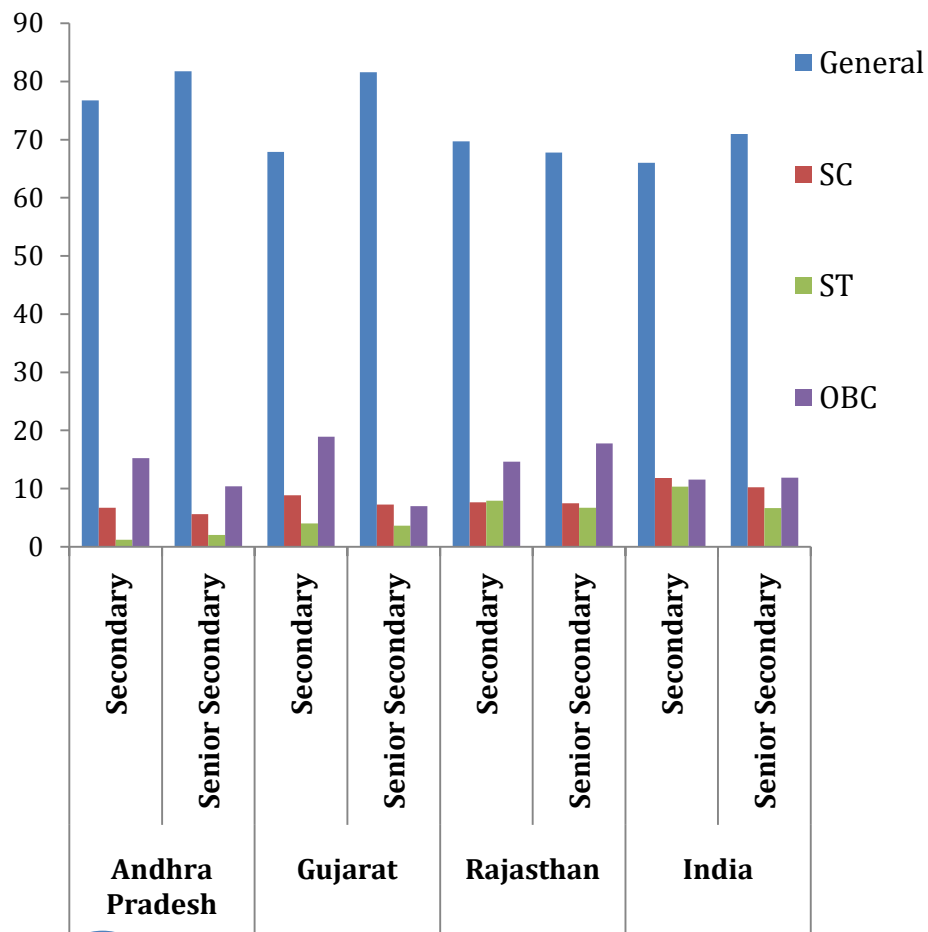
Population Distribution

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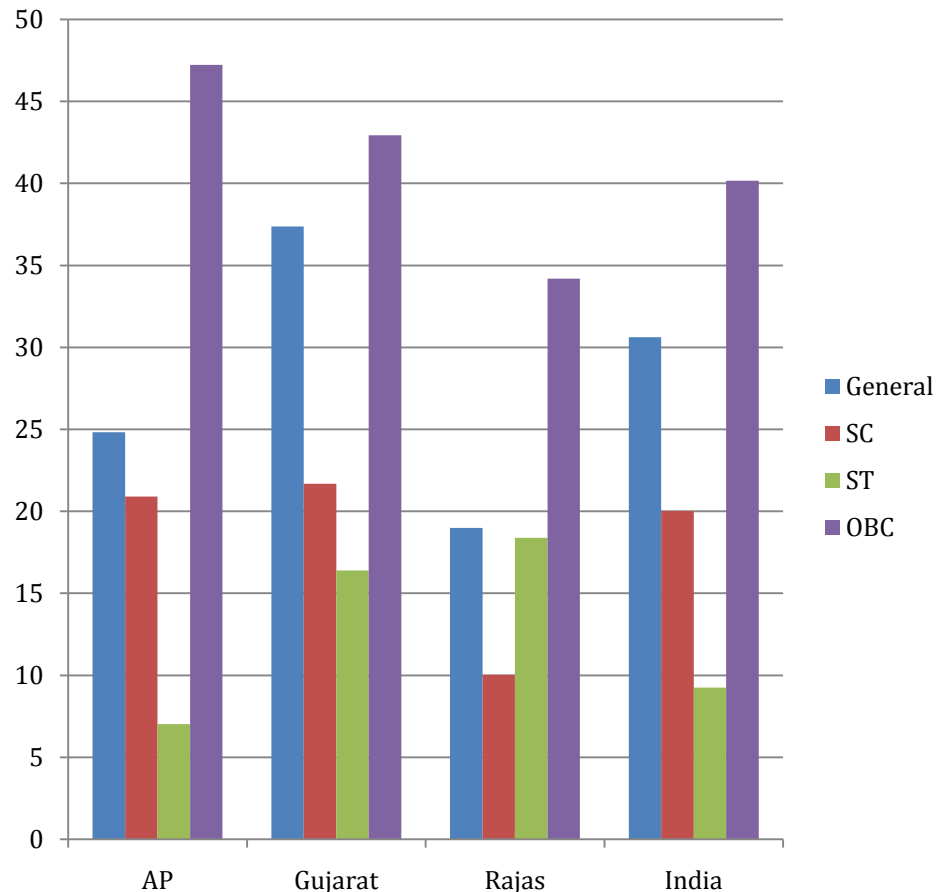
NIOS Learner: Sector Wise (2013)

NIOS Sector-wise Enrolment (%) 2013

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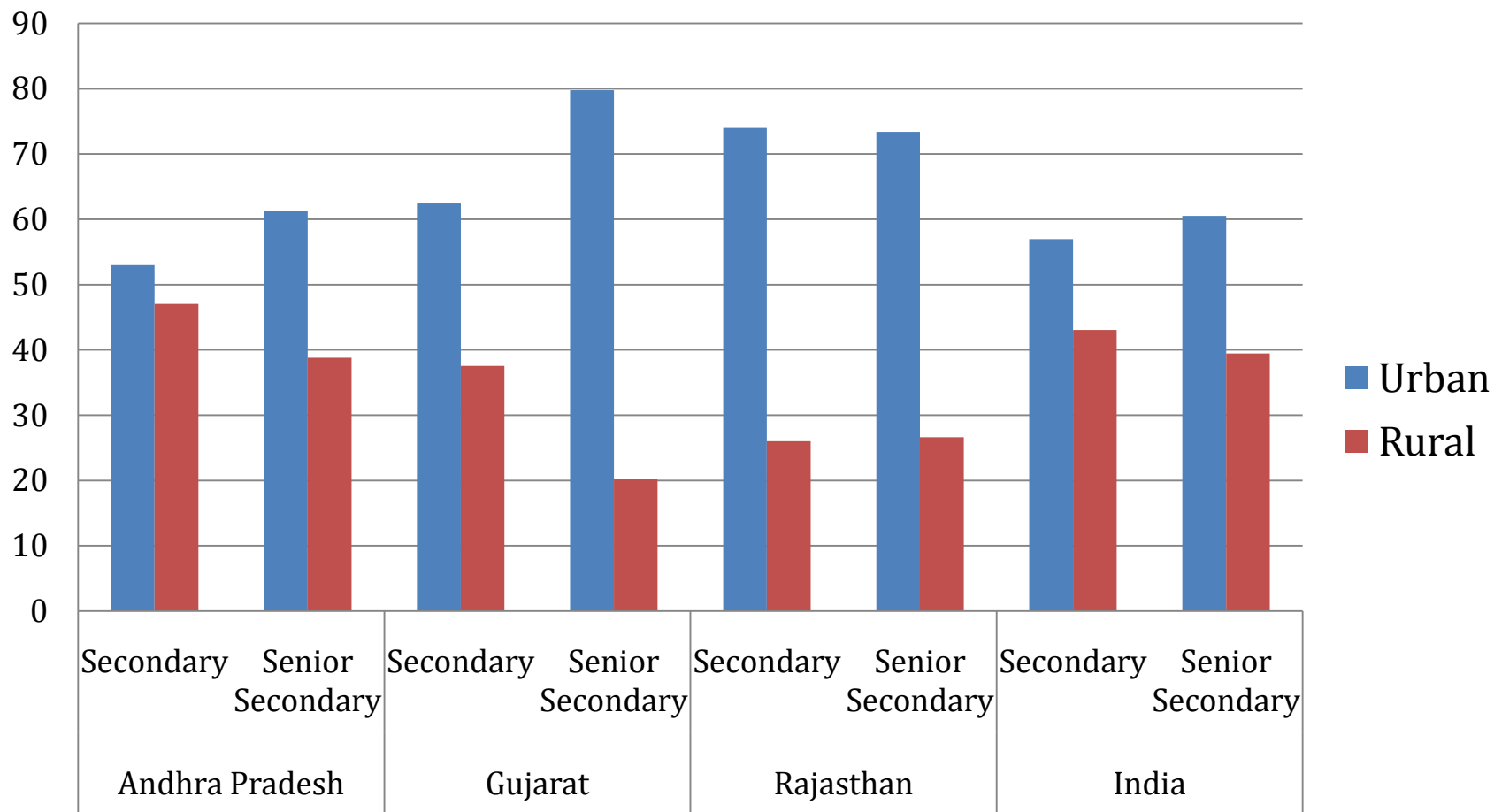
So, is NIOS reaching its desired population?

Different types of NIOS Learners

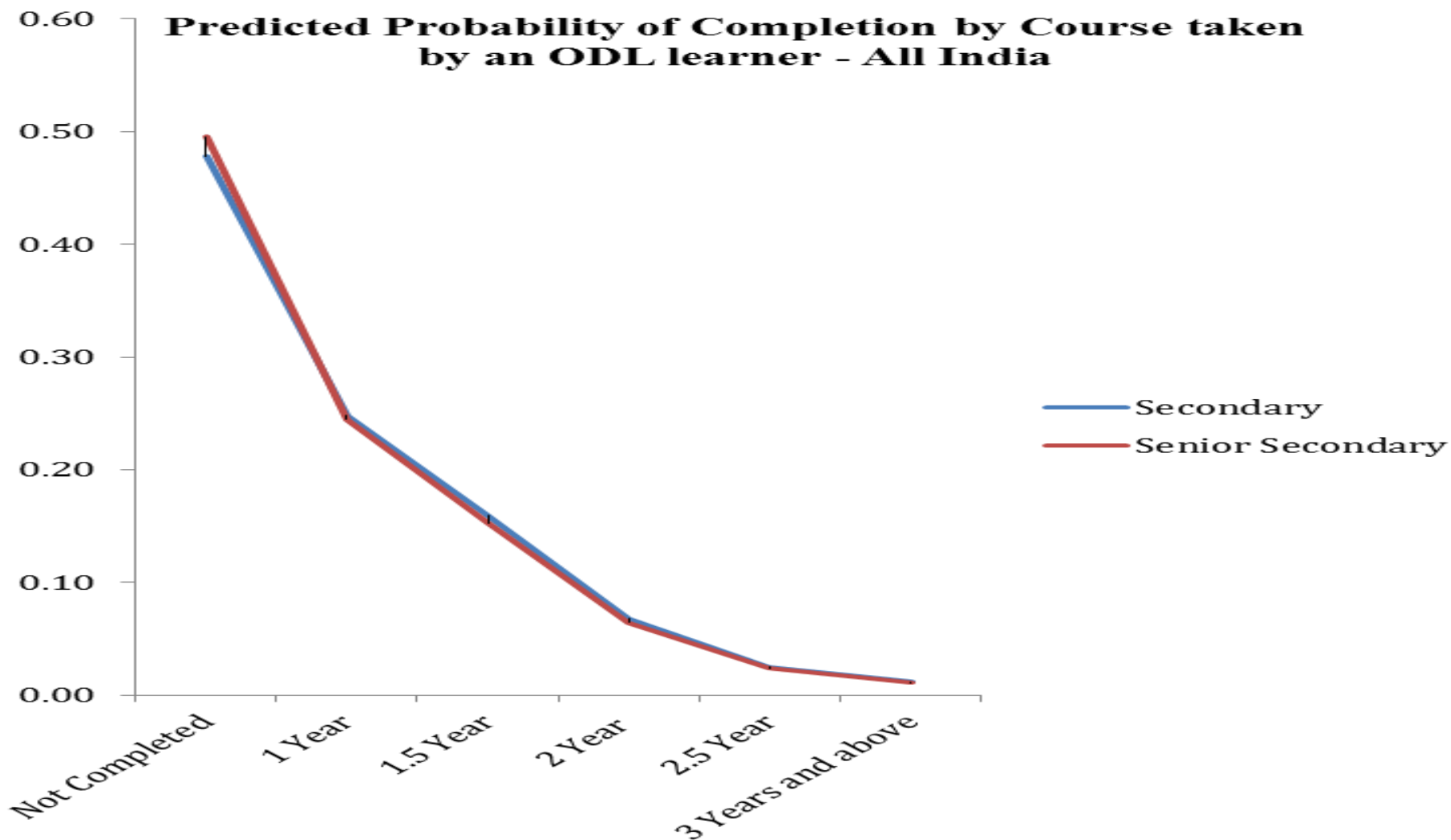Individuals who enroll independently

Agent Enrolled Learners

Coaching Institutes Driven Learners

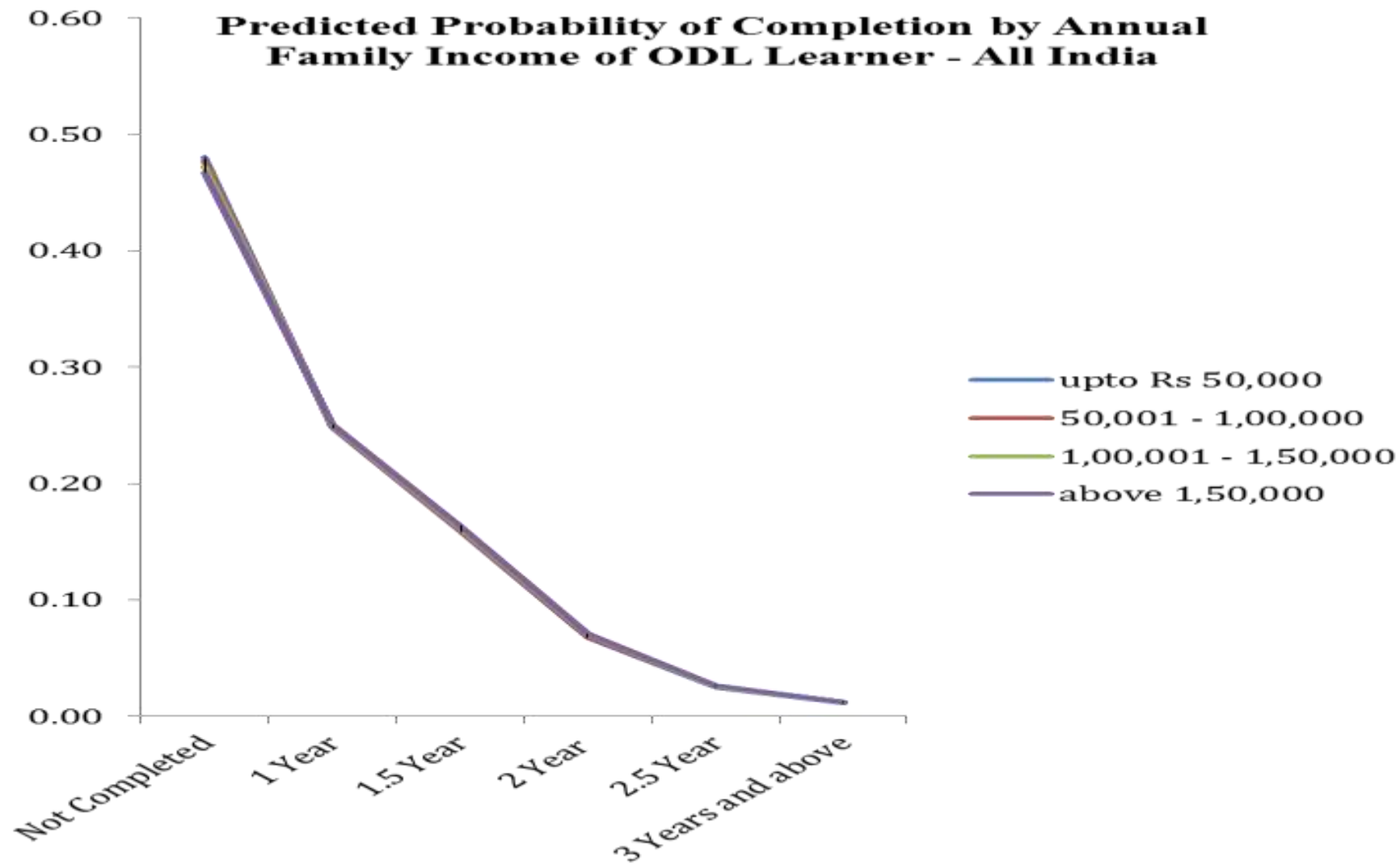So-Called Elite Schools Driven Learners

NIOS Learner: Choice of Subject, Stream and Medium

- Flexibility wrt transfer of credits:
  - About 12 % of students took <5 subjects in Secondary
  - In Andhra Pradesh, about 30% took <5 subjects in Senior Secondary – used more by Females and English Medium Learners

- Choice of Stream:
  - Concentration around Science subjects in Andhra Pradesh
  - Fair-mix of subjects across streams in Gujarat and Rajasthan

- Choice of Medium
  - Secondary – majority non-English
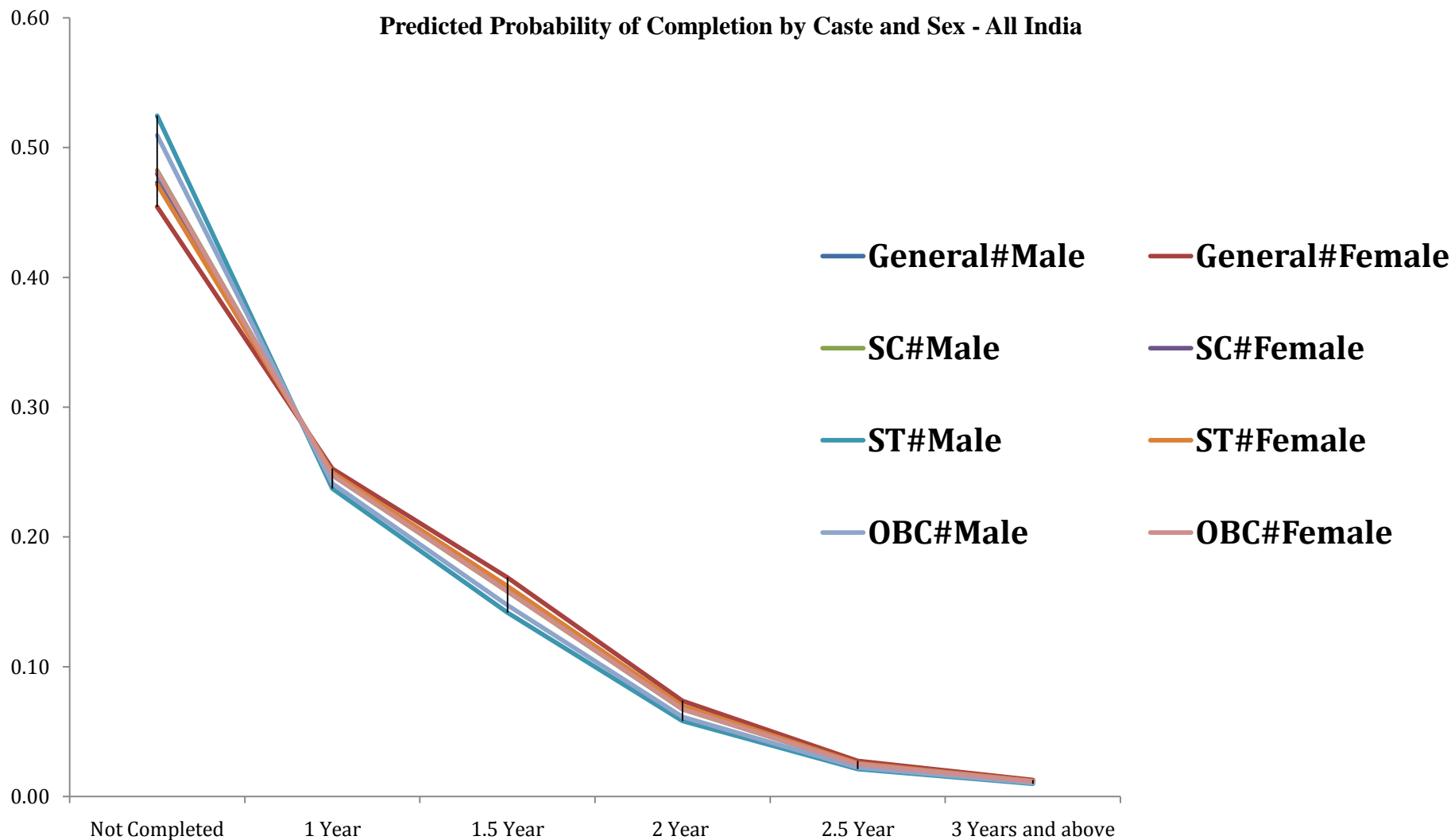 - Senior Secondary – majority English (except Rajasthan)

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Predicted Probabilities of completion by Course

Predicted Probability of Completion by Course taken by an ODL learner – All India

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Predicted Probabilities of completion by Income

Predicted Probability of Completion by Annual Family Income of ODL Learner – All India

Legend:
- upto Rs 50,000
- 50,001 - 1,00,000
- 1,00,001 - 1,50,000
- above 1,50,000

X-axis: Not Completed, 1 Year, 1.5 Year, 2 Year, 2.5 Year, 3 Years and above

Y-axis: 0.00, 0.10, 0.20, 0.30, 0.40, 0.50, 0.60

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Predicted Probabilities of completion by Caste and Sex

Predicted Probability of Completion by Caste and Sex - All India

Legend:
- General#Male
- General#Female
- SC#Male
- SC#Female
- ST#Male
- ST#Female
- OBC#Male
- OBC#Female

X-axis: Not Completed, 1 Year, 1.5 Year, 2 Year, 2.5 Year, 3 Years and above

Y-axis: 0.00, 0.10, 0.20, 0.30, 0.40, 0.50, 0.60

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Predicted Probabilities of completion by Past Education

Predicted Probability of Completion by ODL Learner's Past Education - All India

Legend:
- No Education
- Primary
- Upper Primary
- Secondary

X-axis: Not Completed, 1 Year, 1.5 Year, 2 Year, 2.5 Year, 3 Years and above

Y-axis: 0.00, 0.10, 0.20, 0.30, 0.40, 0.50, 0.60

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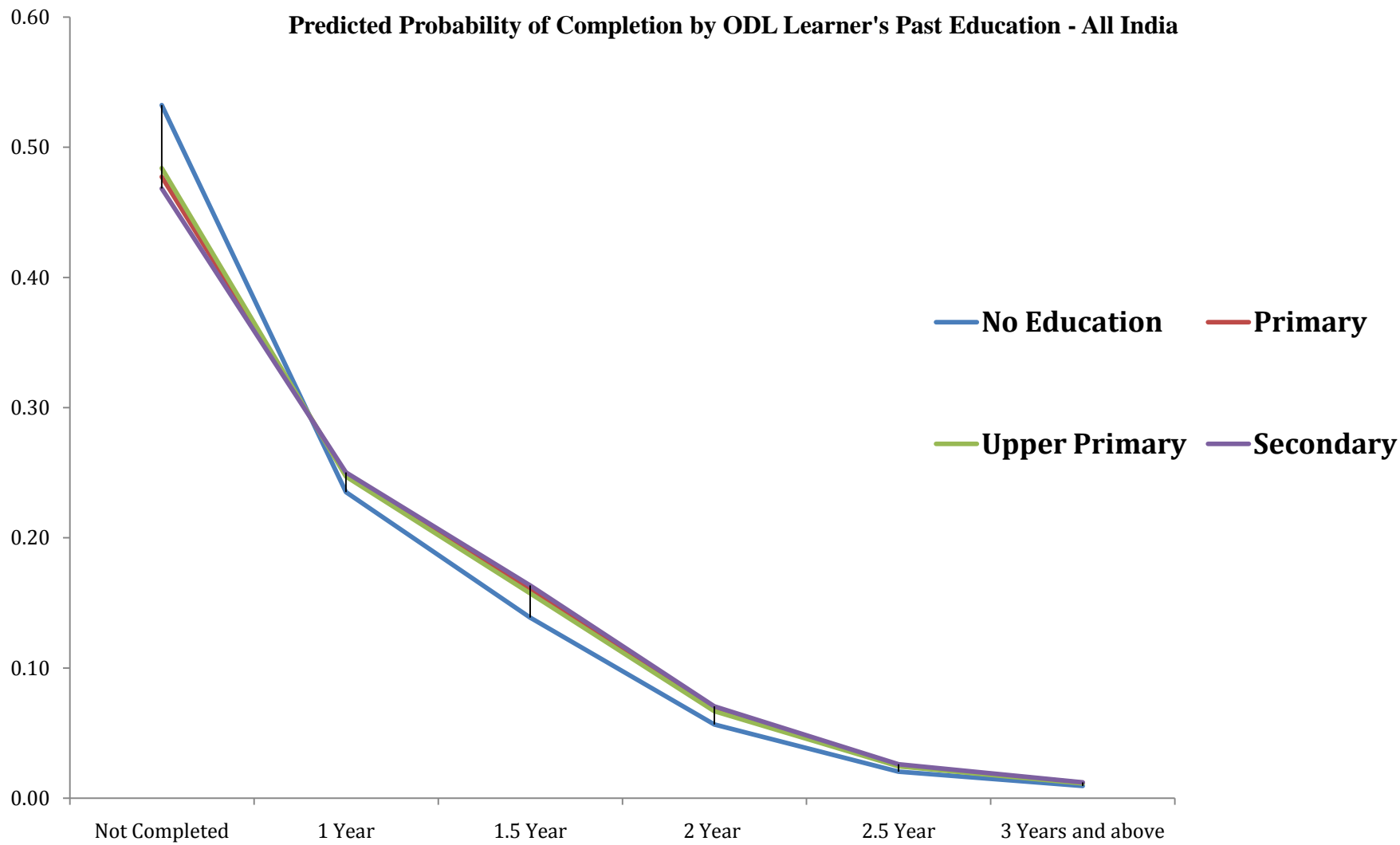
Snapshots from Primary Data Analysis (1)

1. Four kinds of Subversions in the System

- Presence of Intermediaries (Agents, Coaching Institutes etc)

- Motivations seems to be instutitionalised (except for organised groups like Mahila Shikshan Kendra and Pratham)

- Equivalence to other systems lacking – e.g. use of guidebooks as reading materials are too difficult

- Deficit in the proper implementation of processes

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Snapshots from Primary Data Analysis (2)

2. Training versus Certification

- Certification – major reason for enrolment in NIOS
- Most learners had failed their last class in regular school
- Accredited Institutions promote NIOS as an time-saving option for failures

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Who is a State Open School Learner?

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Rajasthan SOS Learner: Sex Wise

Rajasthan SOS Enrolment -- Sex Wise and Social Category Wise (2013)

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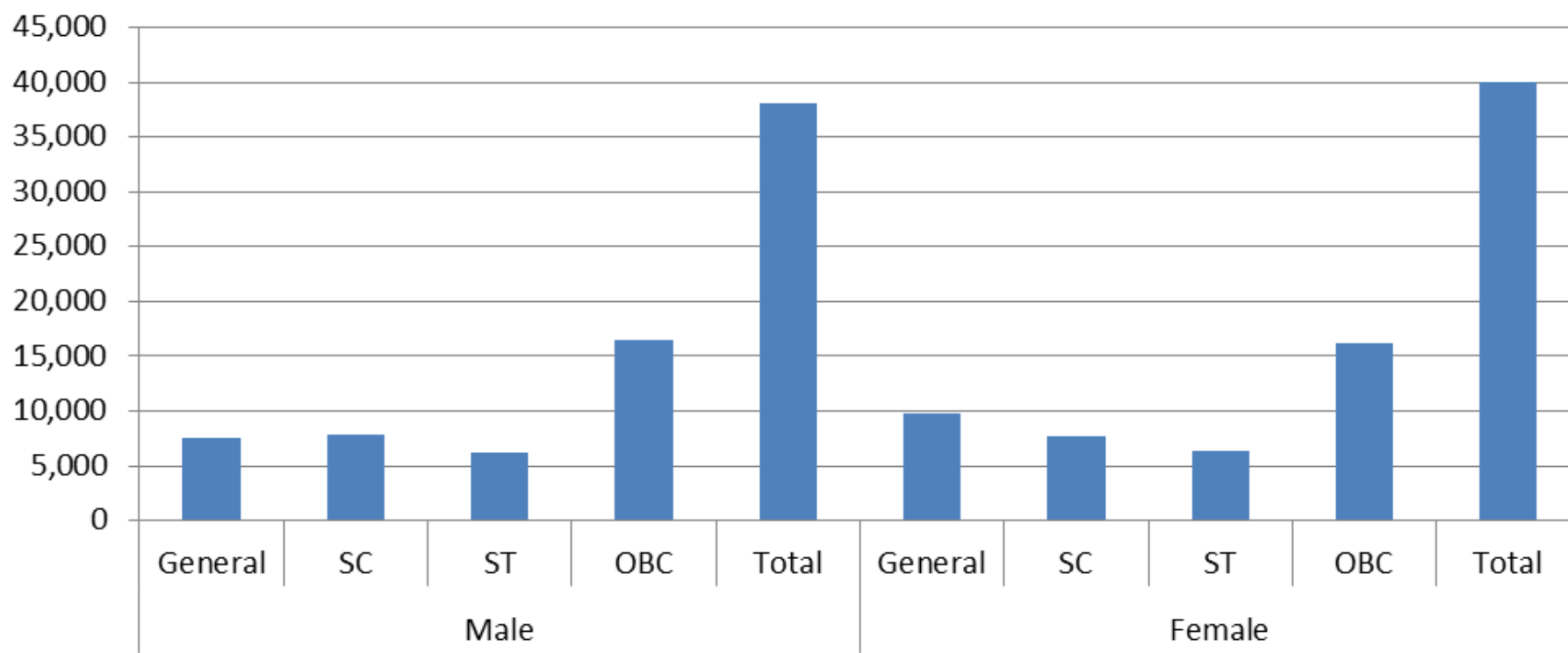
Rajasthan SOS Learner: Social Category Wise

Course Wise Rajasthan SOS Enrolment (2013)

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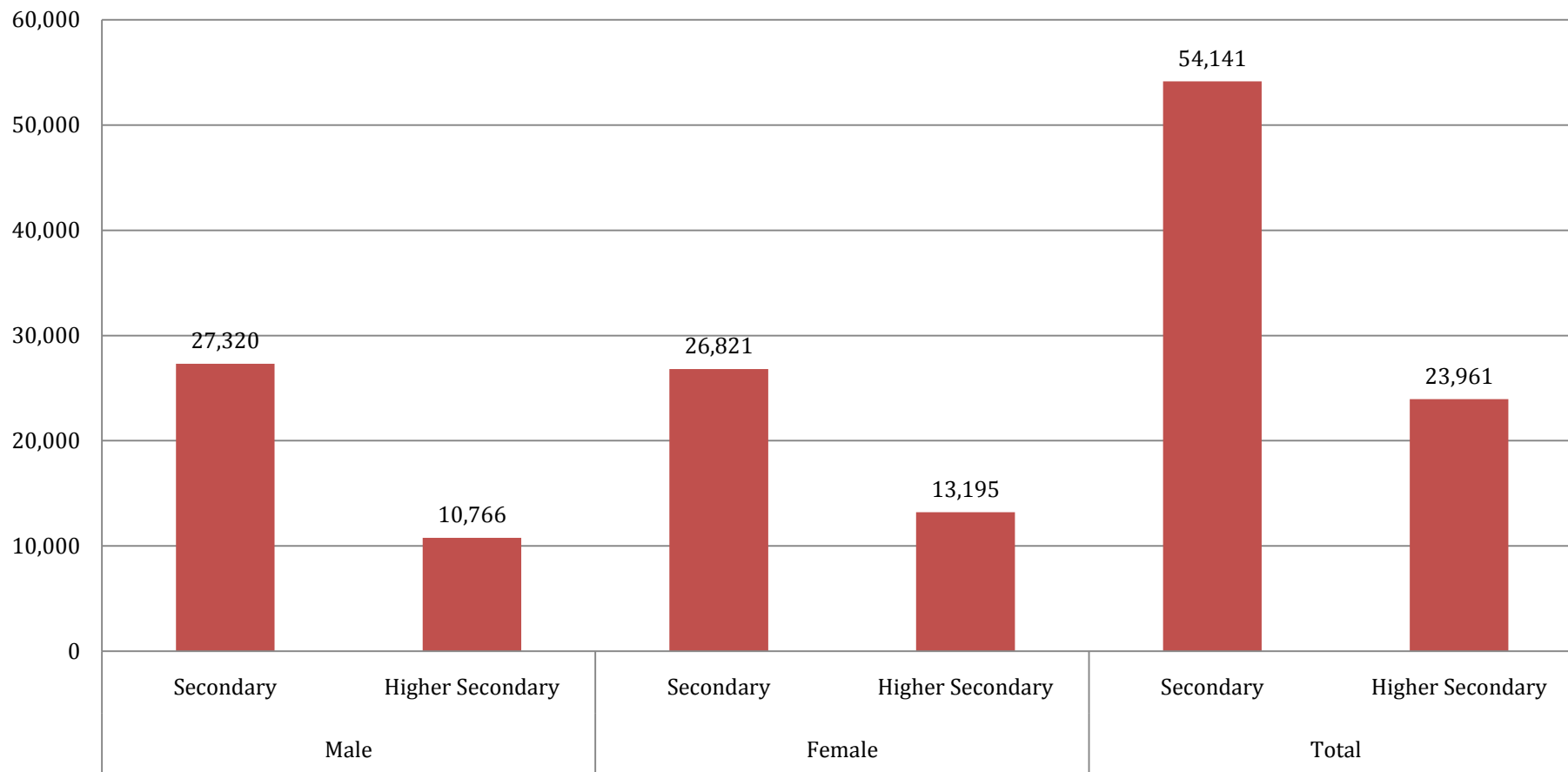
Rajasthan SOS Learner: Sector Wise

Sector Wise Rajasthan SOS Enrolment (2013)

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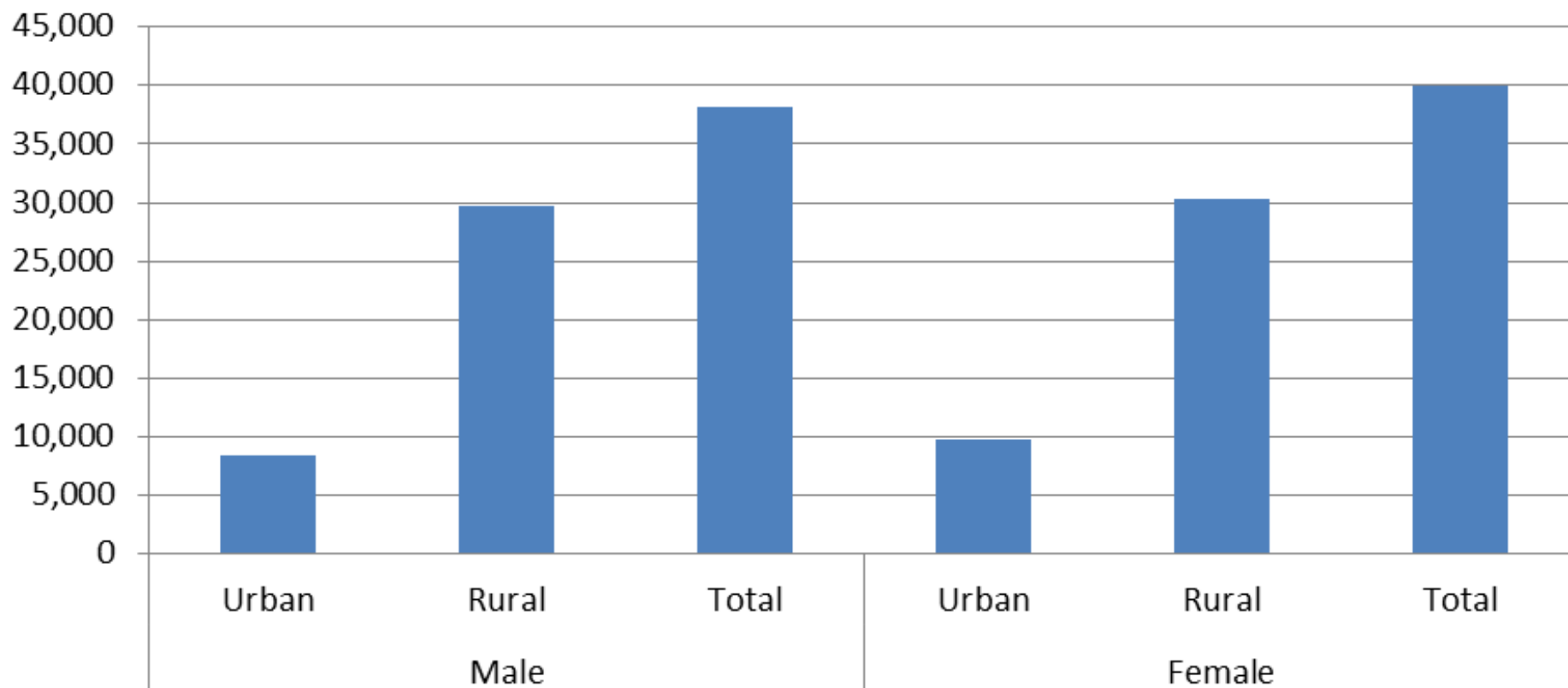
Preliminary Conclusions (1)

Feature of ODL Model	Criterion	Norm Prescribed	Actual Practice
Flexibility	All year admissions	√	√
	Choice of Subjects and Streams	√	Sometimes
	Number of Attempts / Duration	√	√
	Transfer of Credit	√	√ - highest in AP
Accessible Processes	No Role for Middlemen	√	Significant Role
	Reading Materials Sent	√	Not Always
	Contact Classes	√	Rarely (for Academic)
	Tutor Marked Assignments	√	Sometimes
	Stringent Examination and Evaluation	√	Sometimes

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Preliminary Conclusions (2)

Feature of ODL Model	Criterion	Norm Prescribed	Actual Practice
Easy Self-Explanatory Curriculum	Parity with NCERT/NCF	√	To some extent
	Ease of Self-Study	√	Reliance on Guide Books
Profile of Learners	Marginal Population	√	Difference in NIOS and SOS profiles
Future Prospects	Collaborations with certain Universities/Institutions	√	Not specified explicitly
	Acceptance of NIOS Certificate	√	Not Always

Questions?