

Rethinking the Role of ODL in Secondary Education in India

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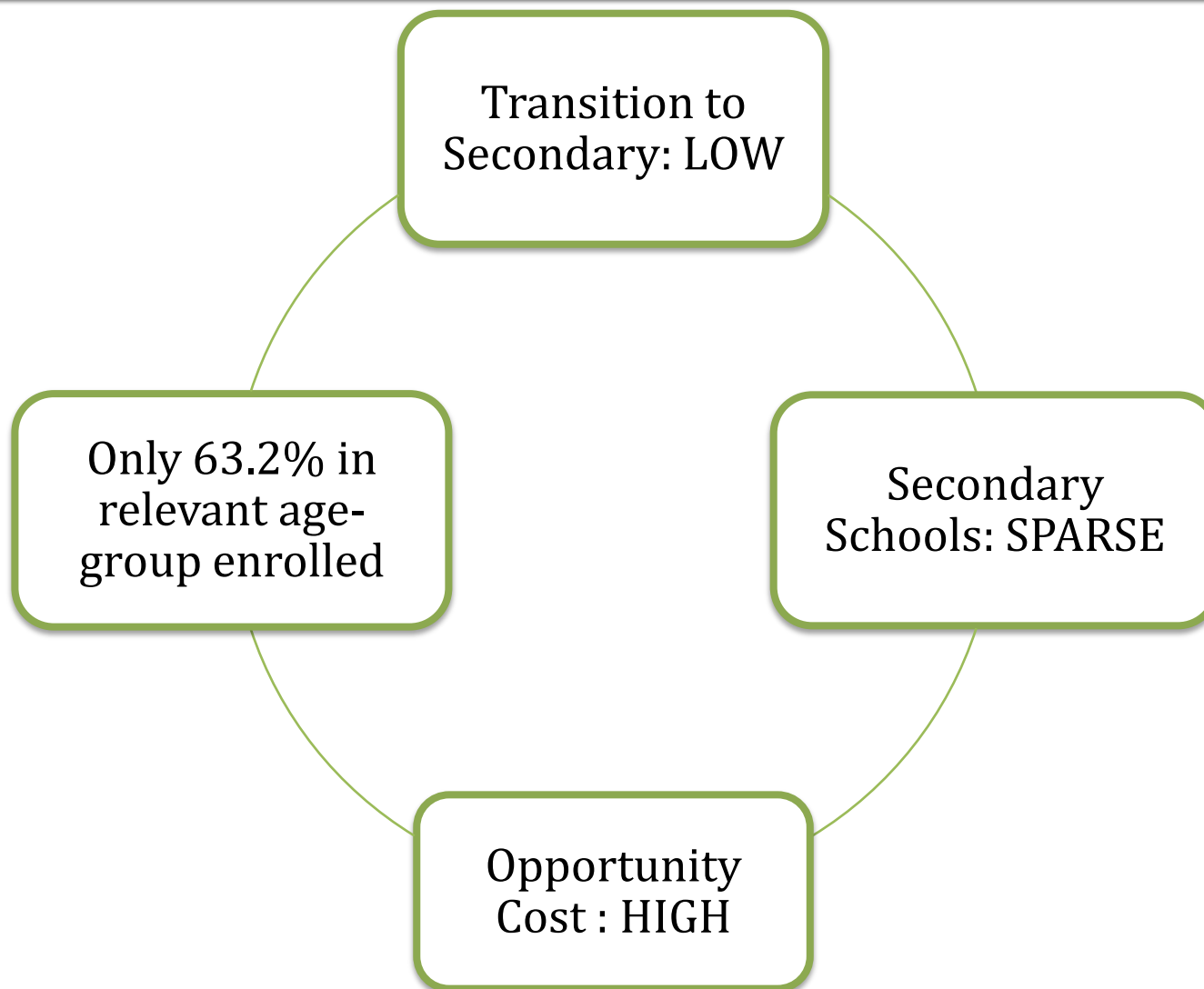


COMMONWEALTH of LEARNING



**Centre for Budget
and Policy Studies**

Why Open and Distance Learning



Research Questions

- To examine if the present ODL system has the capacity and potential to enroll educationally disadvantaged and provide them with quality secondary education
 - To examine the representation of girls and whether the course structure, content and delivery are gender sensitive and responsive
 - To analyse the pre-requisites the policy, budgets and institutional arrangements needed to enhance the capacity and potential of ODL institutions
- All India Study – samples from AP, Gujarat, Rajasthan and some elements from Delhi and Karnataka

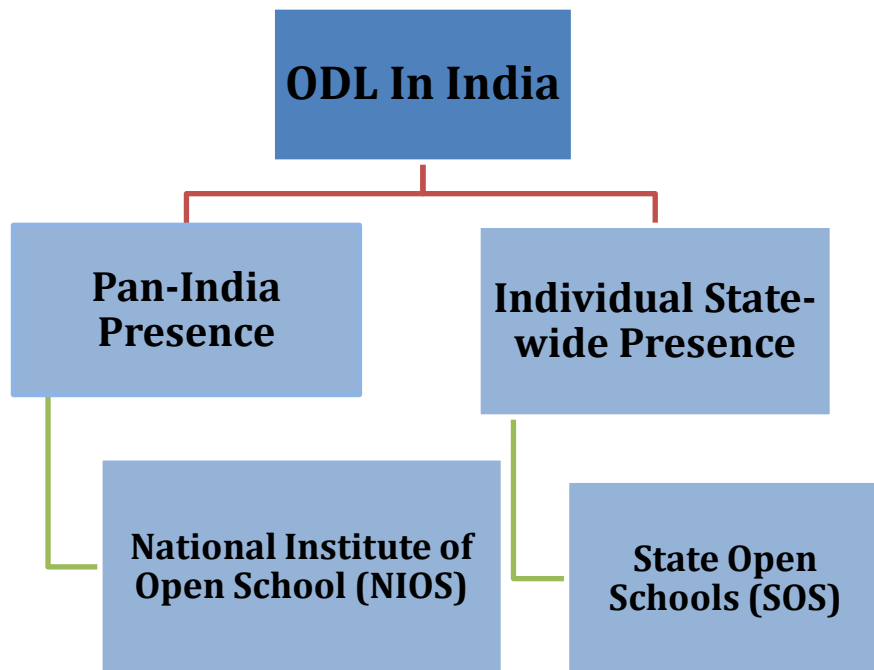
Research Methods

- Review: a) Literature, b) NIOS delivery processes c) NIOS Content and d) University prospectus and admission criteria
- Raw Student Data of National Institute of Open Schooling (NIOS) for the period 2008-2013
- Telephonic Survey of close to 1000 NIOS certified learners who completed secondary or/and senior secondary education during 2008-2012
- Survey Data of nearly 2,000 currently enrolled students studying in either NIOS or SOS in two states - Rajasthan and Andhra, in 2015-16
- Focus Group Discussions-FGDs with students and with providers
- Consultation Workshops with diverse stakeholders including employers and Non-Governmental Organisations
- Case studies – Kota

Enrolment, Profile, Flexibility and Occupational status

ODL in India at secondary /senior secondary level

Features of ODL System in India



Flexibility

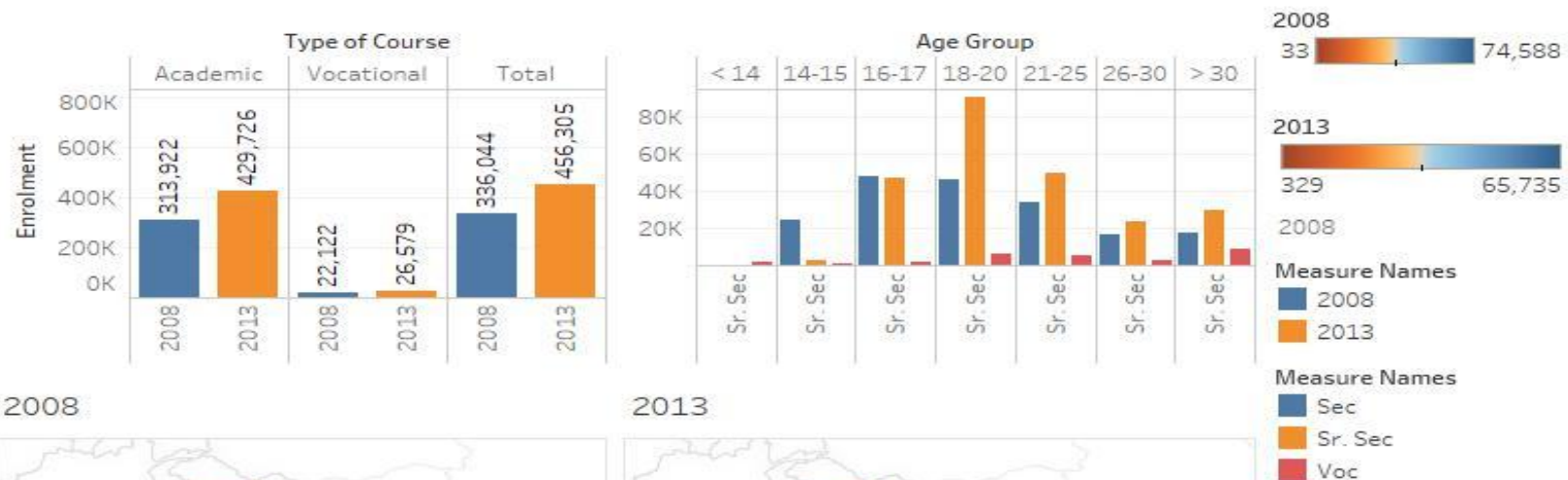
- All year Admissions
- Wide Range of Subjects
- Bi-Annual and On-Demand Examinations
- Five Years for completion

Accessibility

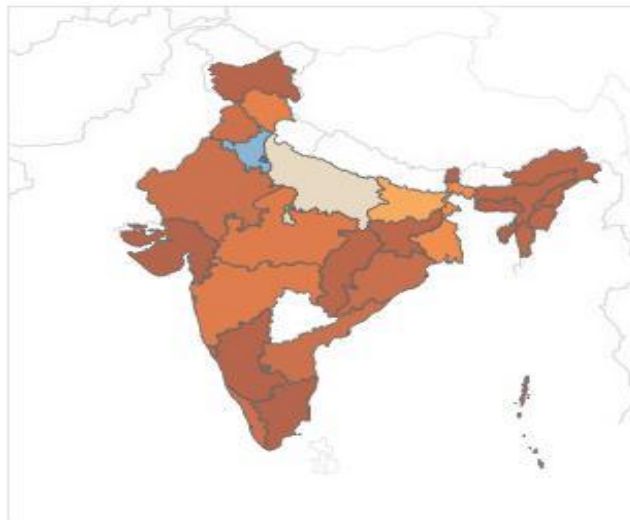
- Rural and Urban Centers
- Different languages
- Online resources

Enrolment in NIOS

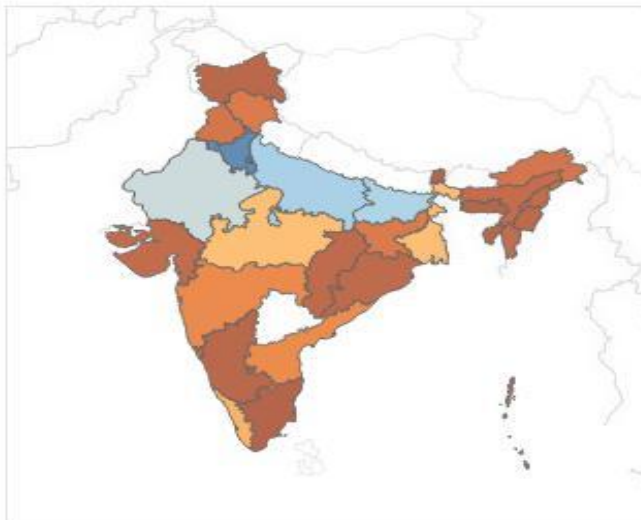
Enrolment in NIOS has grown by 7.6 per cent per year from 2008, mostly driven by higher levels of enrolment in Academic courses. Academic constitutes about 94 percent of enrolment in 2013. Within Academic courses, enrolment in Sr. Sec constitutes 57 percent of total enrolment.



2008



2013



Who Accesses ODL- Social Category wise Analysis

Caste (Social group)	Secondary			Senior Secondary		
	Rural	Urban	Total	Rural	Urban	Total
General	58.55	73.72	67.53	63.48	78.12	72.77
Scheduled Caste	13.05	12.97	13.00	11.68	10.89	11.18
Scheduled Tribe	14.48	5.50	9.16	10.74	3.94	6.43
Other Backward Caste	13.50	7.18	9.76	13.65	6.58	9.16
Others	0.42	0.63	0.55	0.44	0.47	0.46
Total (Numbers and percentage in brackets)	5,39,297 (40.79)	7,82,996 (59.21)	13,22,293 (100)	5,20,759 (36.51)	9,05,395 (63.49)	14,26,154 (100)

Distribution of Student Enrolment across Streams

Stream	Year of Enrolment						Total
	2008	2009	2010	2011	2012	2013	
Secondary							
Stream 1 (%)	94.51	89.96	91.16	90.45	87.90	84.50	89.50
Stream 2 and 3(%)	5.49	10.04	8.84	9.55	12.10	15.50	10.50
Total (Numbers)	1,75,500	2,13,525	2,22,336	2,34,317	2,39,163	2,37,458	13,22,299
Senior Secondary							
Stream 1(%)	1.76	0.99	7.85	9.49	1.66	1.56	4.00
Stream 2 and 4(%)	98.24	99.01	92.15	90.51	98.34	98.44	96.00
Total (Numbers)	1,67,082	2,05,407	2,35,719	2,59,217	2,71,625	2,87,108	14,26,158

Probability of completion

An estimation of the probability of completion over the course of the stipulated five years using the ordinal logistic model indicates that:

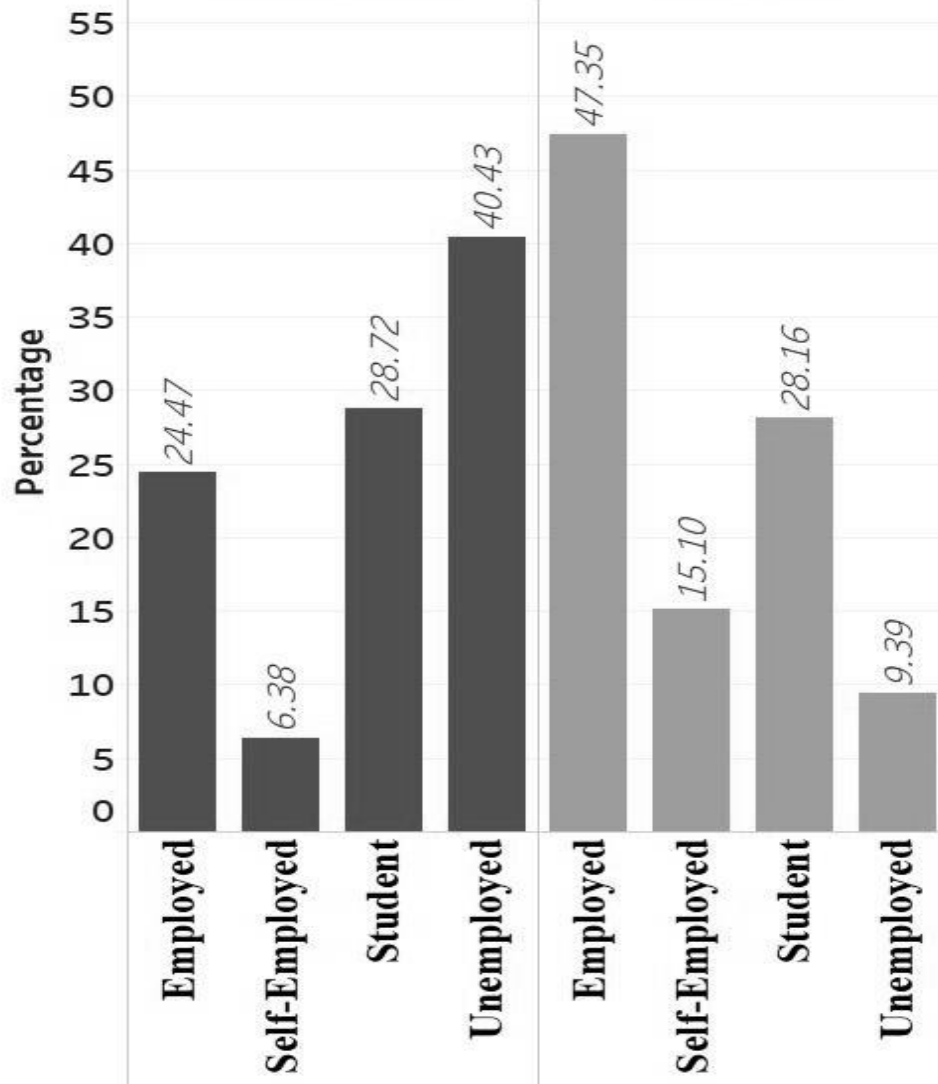
- An average learner faces a higher probability of non-completion, of about **45 percent**, even with the five-year flexibility
- The probability of successful completion is highest in the first year of enrolment (about 25 percent). After which, the probability decreases to 17 percent at the first one and half year of enrolment, and falls alarmingly to 7 percent in the second year of enrolment, and then to 2 percent thereafter

Current Occupational Status of ODL Graduates

Secondary

% Female

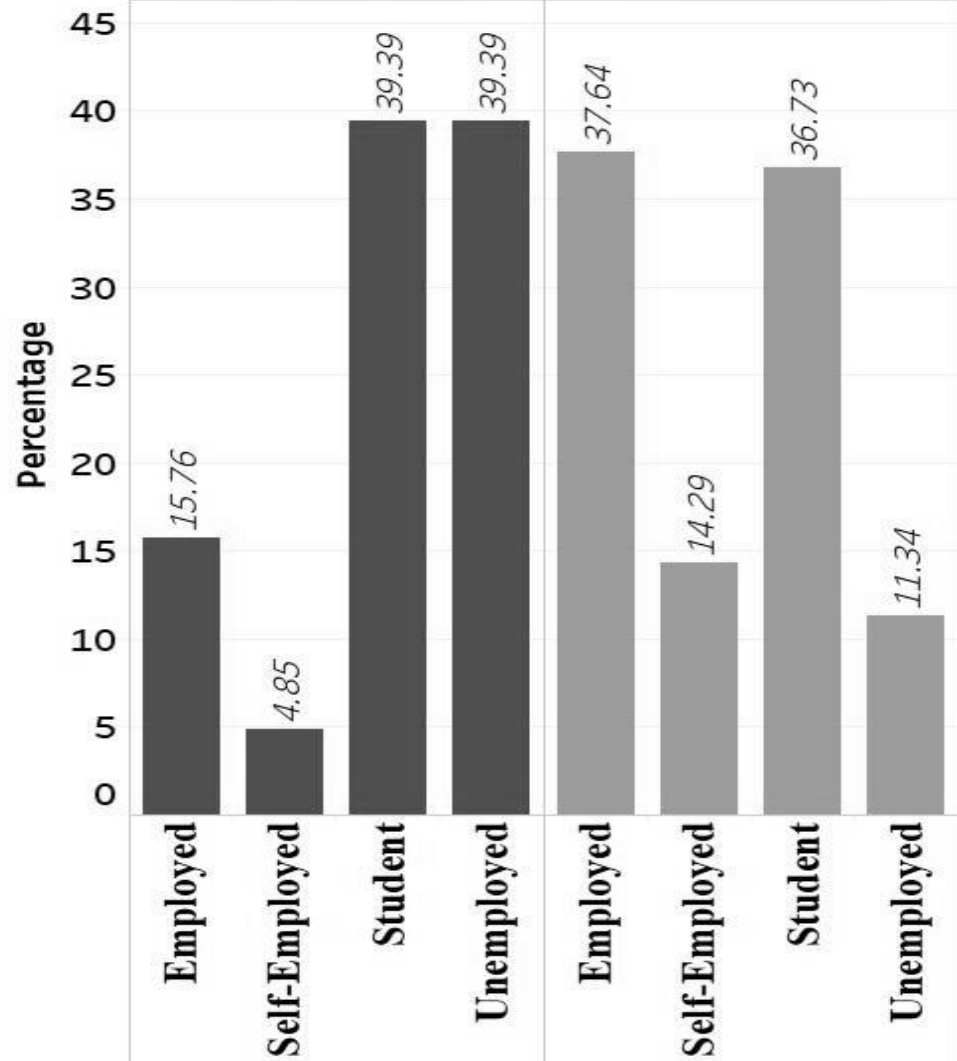
% Male



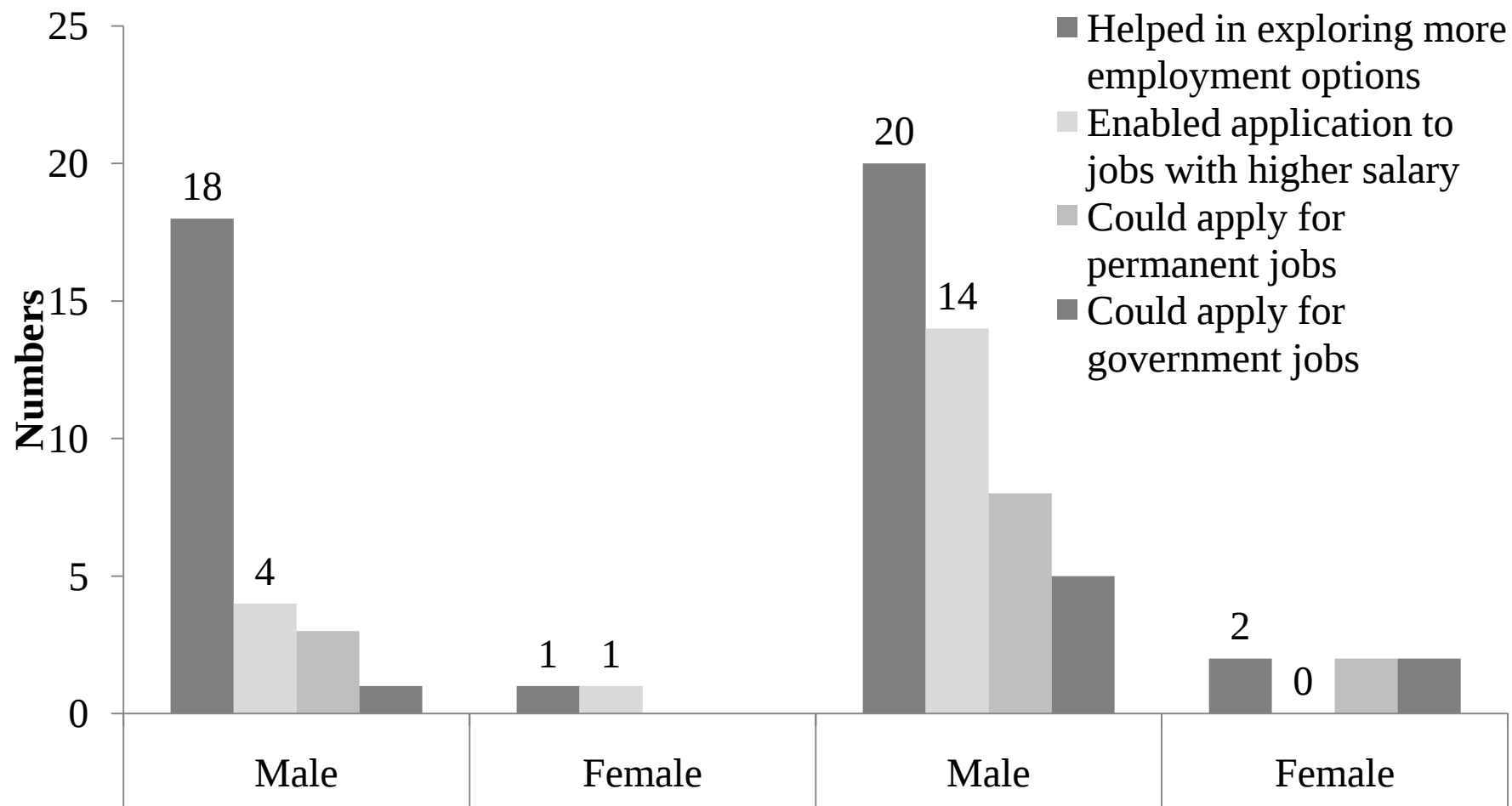
Senior Secondary

% Female

% Male



How did NIOS help in gaining employment and mobility for Currently Employed ?



Did NIOS add value?

- 60 per cent of self-employed said – NO
- Those among self employed who said yes – the reason was that it helped access loans
- 90 per cent of women, currently unemployed, found it useful – linkages with the marriage market?

Employers' perspective

These included Taxi Service Agency, Cash Replacement Agency, Automobile and Sales Service Industry (consultative workshops in Bangalore and in Hyderabad)

- They are more stable as they have less opportunities in the labour market
- less confident and have limited knowledge / skills
- lack in time management, not punctual, not used to routine and discipline

Feedback from Reviews

Literature:

- High population countries using this mode for teacher training and for literacy programmes,
- At school level, India is the only country with this kind of scale; has worked at tertiary level well in many contexts

Learning resources:

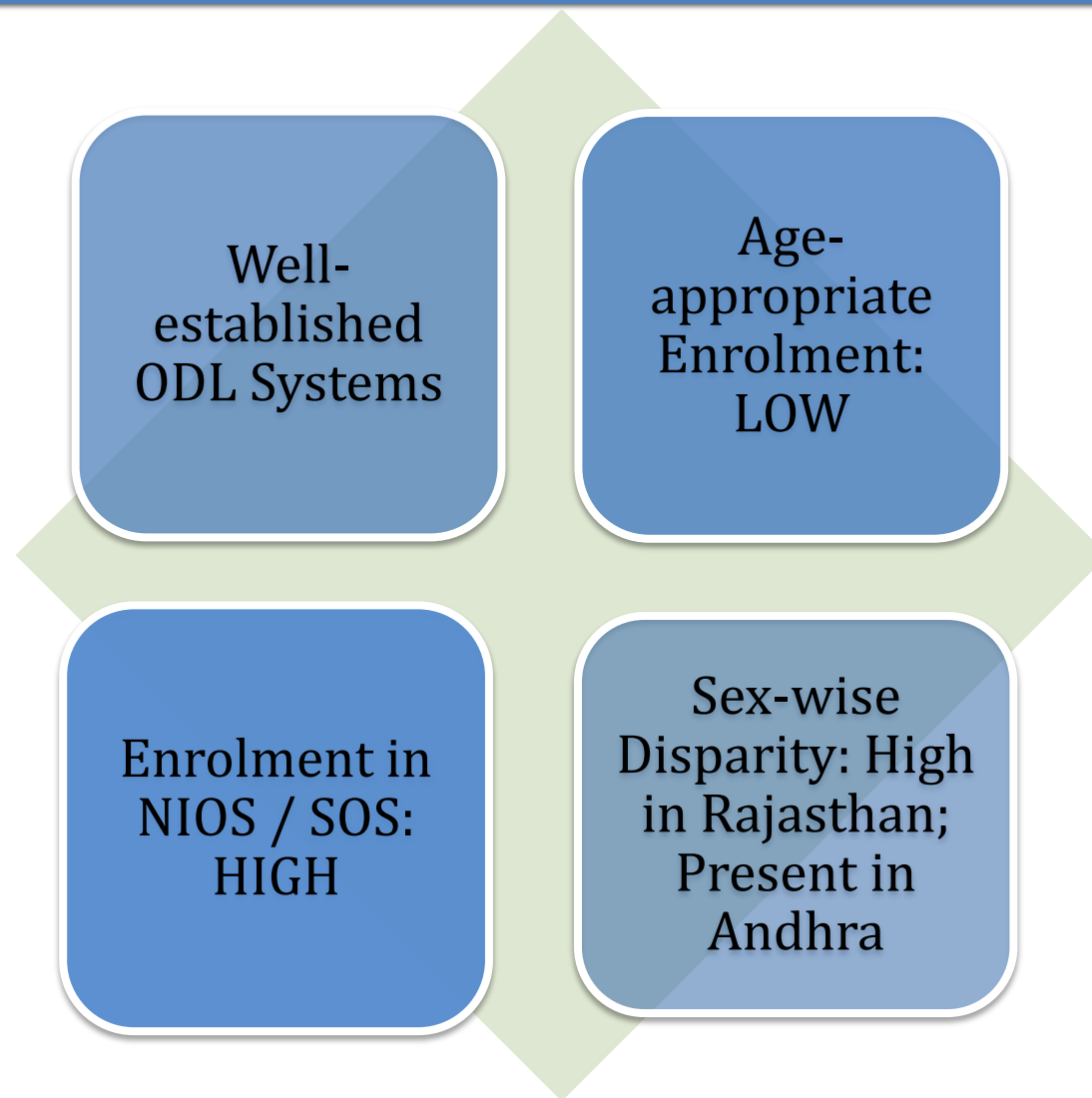
- Self learning focused; content heavy and dense
- No overt gender bias; comparable with NCERT textbooks, follows NCF guidelines broadly

University admission prospectus:

- No overt bias
- Eligibility criteria do not disadvantage ODL graduates

Delivery Process: Envisaged and Practiced

Why Rajasthan and Andhra ?



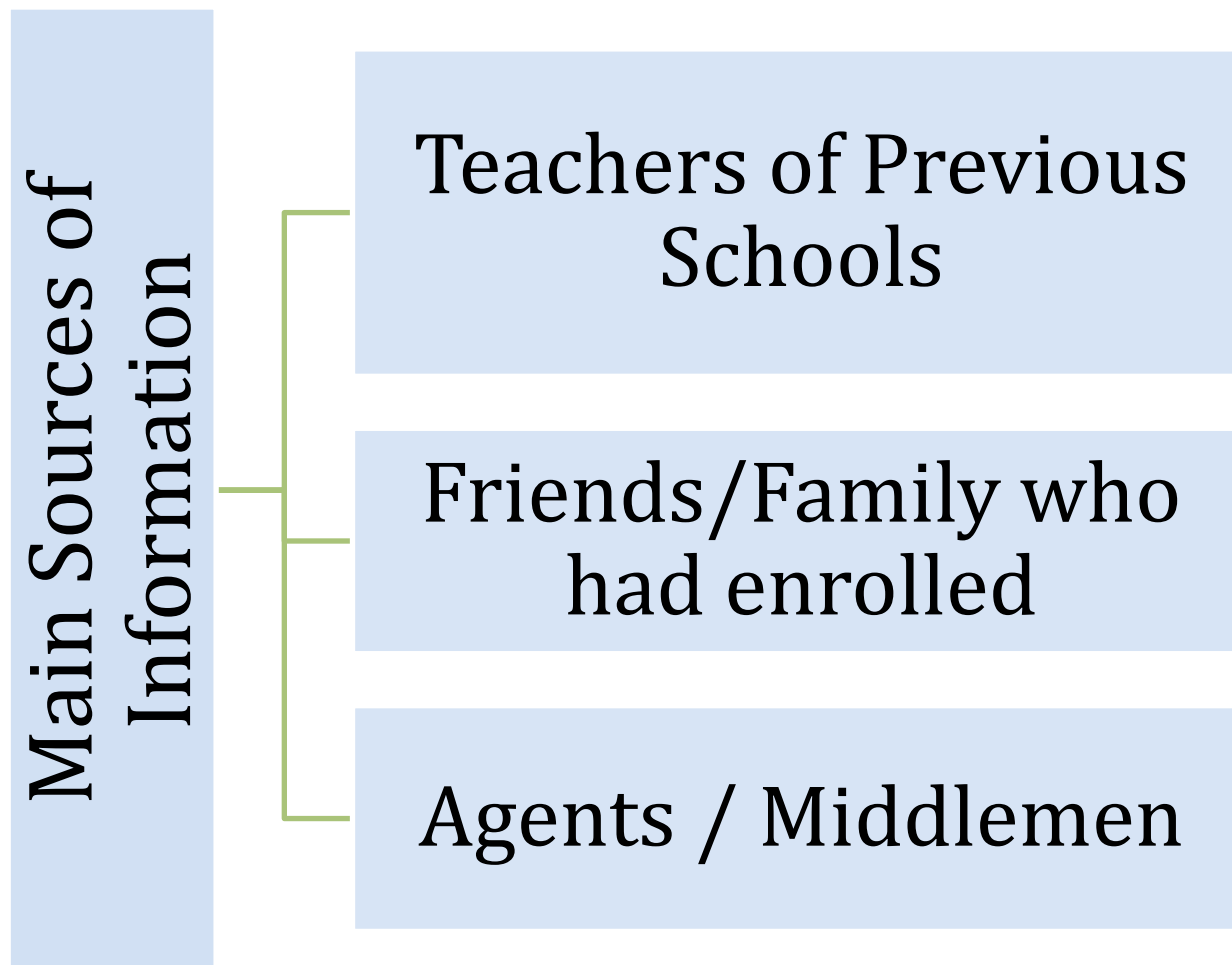
Who accesses the ODL System?

Rajasthan	Andhra
Self-employed in non-agricultural activities-35% Full time students-33%	Self-employed in non-agricultural activities- 11% Full time students-34%
32% <u>passed</u> the last class attended (higher for SOS)	71% <u>passed</u> the last class attended (equal for NIOS and SOS)
Age group % 15 to 18 years - 47.8% 19 to 30 years - 42.4% 31 to 40 years - 6.8%	Age group% 15 to 18 years - 64.36% 19 to 30 years - 13.96% 31 to 40 years - 2.11%

Reaching Prospective Learners: Design/Intended vs Actual

Intended Means of Reach (Source: Institutional documents)	Actual reach (Source: Primary Survey)
Mass Media (Newspaper / Radio / TV)	NIOS: 6.7% in Rajasthan and 4.5% in Andhra had seen advertisement in national daily SOS: 1% in Rajasthan and Andhra
Awareness drives by Accredited Institutions (AIs)	Teachers (15.95) in AIs acted as important source of information
Website for Information	NIOS : 30% in Rajasthan and 4% in Andhra Rajasthan SOS: 9% Andhra SOS: 1.8 %

Main Source of Information



Flexibility Features as visible in the field

INTENDED	ACTUAL PRACTICES
All-year Round	✓
Transfer for Credits	✓
Different Streams for those who passed/failed previous class	✓
Wide Range of Subjects without pre-categorisation	✓
Minimal fee with concessions for disadvantaged groups	✓
No Maximum Age specified	✓
Easy Availability of Prospectus	✓
Easy-to-fill Form	10% in Rajasthan 50% in Andhra self-filled forms

Academic Support

INTENDED	ACTUAL PRACTICES
Self-learning materials	Available but learners find it difficult to understand on their own
Contact Classes at registered Accredited Institutions	NIOS: Not conducted in both states. Rajasthan SOS: Not conducted Andhra SOS: Regular contact classes
Website for different resources	NIOS: 23% (Raj); 20% (AP): 23% Rajasthan SOS: 16.7%
Tutor-Marked Assignments	No uniformity across Rajasthan AIs APSOS learners – at least submitted one assignment
Special Tutor Training for ODL classes	None of the Tutors interviewed had attended any such training

Examinations

INTENDED PRACTICES	ACTUAL PRACTICES
Bi-Annual Public Examinations	✓
Weekly On-Demand Examinations for NIOS	✓
Can appear for as many number of subjects per public examination	✓
Five years / Nine attempts per subject to complete the course	✓ Probability of completion is highest in Year 1; declines sharply in next 4 years (Paper presented by CBPS in PCF)
Local Language allowed for writing examinations	✓
Examination center close to the learner	NIOS: Learners reported that they had to travel longer distances
Strict and rigorous monitoring	Accredited Institute Management officials hinted at non-substantial monitoring Agents had guaranteed completion

Out of Pocket Expenditure for ODL Learners

Item of expenditure	Rajasthan (INR)		Andhra Pradesh (INR)	
	Average	Max.	Average	Max.
Tuition	1695.67	75000	890.53	3200
Examination	1406.47	80000	1030.95	12000
Other	1236.29	74000	1145.65	7700
Books	142.30	6600	273.16	5000
Stationary	127.83	1900	554.46	5000
Uniform	17.19	3000	11.00	4000
Transport	192.36	7000	2022.70	6000
Private tuition	17.65	6000	47.40	5000
Total (NIOS)	5505.81	80000	6332.25	15500
Total (SOS)	3217.17	10500	5512.95	16200

Guaranteed Certification!

10वीं फेल विद्यार्थी साल बचायें
 NIOS बोर्ड का Authorised स्टडी सेंटर (R.K. Public Sr. Sec. School मान्यता प्राप्त संस्थान से NIOS (National Institute of Open Schooling) राष्ट्रीय मुक्त विद्यालयी शिक्षा संस्थान (भारत सरकार द्वारा एक मात्र परीक्षा बोर्ड))

10वीं फेल केवल 3 विषयों की परीक्षा अक्टूबर में देकर 10वीं इसी वर्ष पास करें
 विशेष : 10वीं फेल इसी वर्ष उत्तीर्ण कर 11वीं में प्रवेश लें।
8वीं/9वीं फेल 10वीं में प्रवेश लेकर अप्रैल में परीक्षा दें।

प्रवेश हेतु दस्तावेज (Documents)

1. Xth फेल की मूल अंकतालिका
2. 5 पासपोर्ट साईज रंगीन फोटो।
3. पता-कोई एक आधार कार्ड/बिजली/पानी/टेलीफोन बिल
4. SC/ST जाति प्रमाण पत्र
5. 8वीं/9वीं की अंकतालिका।

100% परीक्षा हिन्दी व अंग्रेजी
 माध्यम
 Registration open
 अभिलेखित विधि पूर्व सम्पन्न करें सीट सीमित

NIOS बोर्ड की वेबसाइट पर जाकर NIOS के बारे में जानकारी प्राप्त करें।
 NIOS के बारे में जानकारी प्राप्त करने के लिए NIOS के बारे में जानकारी प्राप्त करें।
 NIOS के बारे में जानकारी प्राप्त करने के लिए NIOS के बारे में जानकारी प्राप्त करें।

कक्षा 7वीं, 8वीं, 9वीं, 11वीं

फेल

विद्यार्थी निराश न हों

10वीं, 12वीं पास करें।

अपना साल Confirm बचाएं

X-XII

Call on. [Redacted]

फेल छात्र पास करें X, XII इसी वर्ष
 Through NIOS (CBSE pattern)

[Redacted] H-11, 2nd Floor, Connaught Place, New Delhi

Call: 09999-13-7674, 0844-764-7644, 09911-96-7635

www.nios.com

8वीं, 9वीं, फेल 10वीं करें। 11वीं फेल 12वीं पास करें।

Also Available Coaching Classes

NIOS

राष्ट्रीय मुक्त विद्यालयी शिक्षा संस्थान
 National Institute of Open Schooling
 (The Largest Open Schooling System in the World) ISO 9001:2008 CERTIFIED

8वीं, 9वीं, फेल 10वीं करें।
 11वीं फेल 12वीं पास करें।

9618889741

ADMISSION FOR FAIL CBSE, ICS OR WBBSE CANDIDATES CLASS X & XII !!!!

NIOS EDUCATION HAS BEEN THE LAST HOPE FOR A FAILED STUDENTS OF CBSE, ICS OR WBBSE BY HELPING THEN PASS THROUGH NIOS BOARD

HURRY!!!! HURRY!!!! HURRY!!!!
LIMITED SEATS FOR ADMISSION

प्रवेश प्रारण Admission प्रवेश प्रारण Admission प्रवेश प्रारण Admission

राष्ट्रीय मुक्त विद्यालयी शिक्षा संस्थान
 National Institute of Open Schooling
 (भारत सरकार, मान्यता प्राप्त विद्यालयी शिक्षा संस्थान)

CBSE के समकक्ष पाठ्यक्रम

10वीं एवं 12वीं सभी विषय का प्रवेश एवं परीक्षा फार्म
 नेशनल ओपन स्कूल के द्वारा भरे

परीक्षाएं हर 6 माह में हिन्दी एवं अंग्रेजी संचालित माध्यम

कोई अधिकतम आयु सीमा नहीं कक्षा 5, 8, 9, 10 फेल या पास छात्र/छात्राओं के लिये

अधिक जानकारी के लिये सम्पर्क करें - [Redacted]

New Delhi: 110027-96 [Redacted]

Fresh Batch For CBSE & NIOS Students
 Starts from 1st April, 2013
 Class Available X, XI, XII CBSE
 Class Available X, XII NIOS Students
 Special Classes for Students of CBSE, ICS & NIOS
 Morning Batch 7 AM to 11 AM
 Evening Batch 4 PM to 7 PM

राष्ट्रीय मुक्त विद्यालयी शिक्षा संस्थान
 National Institute of Open Schooling
 (The Largest Open Schooling System in the World) ISO 9001:2008 CERTIFIED

10 वीं व 12 वीं फेल विद्यार्थी इसी वर्ष माह अक्टूबर-नवम्बर में मात्र 3 विषयों की परीक्षा देकर साल बचायें।

Contact: [Redacted]

Major Conclusions and Inferences

NIOS student data and tracer analyses: major inferences

- 'General' category male learners from urban and peri-urban areas are the main users (girls underrepresented/ SC, ST underrepresented, rural underrepresented though increasing)
- Secondary and senior secondary users come from different social segments
- It has helped those who had to discontinue due to personal circumstances
- Means of certification rather than learning leading to certification
- Flexibility main attraction but flexibility features under-used
- A number of gender related issues: stereotypical courses, technology a bigger barrier, confinement, marriage market

Delivery Mechanisms, Processes and Barriers: Major Feedback from Primary Survey

- Major variations between the ODL model as conceived and detailed out in the NIOS prospectus and the actual practices, and this leads to distortions in the delivery
- Heavy reliance on technology and internet based processes tend to act as barriers for potential learners from disadvantages sections in general and those from rural areas in particular
- Those coming from disadvantaged sections or with low social positioning, need intermediaries to negotiate the process of schooling, especially if they are young

Intermediaries

Coaching Centres

Individual Agents

NGOs

Private Schools

Direct admission

Main Inferences and Arguments 1

The use of Open and Distance Learning (ODL) Mode as an alternative for regular schooling at secondary and senior secondary needs a rethinking because of the following:

- it is not reaching those who are left out in large numbers (e.g., girls in rural areas, marginalised socio-economic groups)
- it is not functioning as as a direct delivery model to individual learners as envisaged;
individual, social, technological and other barriers at play making it almost impossible to function without some sort of intermediaries

Main Inferences and Arguments 2

ODL seems to work well when certain **thresholds** exist (literacy, agency, motivation, access to and ease of using technology) but that seems to be lacking in most cases

Autonomy and Motivation: 15-18 year olds, especially for those coming from disadvantaged situations, not 'autonomous'. Worse for girls.

Transactional Distance: diversity in locations and kinds of learners coupled with low access to resources (information, finance, technology) prevent reducing the transactional distance.

Role of technology: poor access and ease – simple access does not translate itself into real access to be able to be used for autonomous learning

Main Inferences and Arguments

NIOS is being used by students mainly for certification

Some also use for flexibility and not just as an easy route, but learning resources rarely used; Flexible Certification Boards definitely needed but the process of certification needs to be rigorous.

Why not move towards making the mainstream boards more flexible?

Developing this mode for rigorous score based certification is an option – like SATs

In light of the New Education Policy –

- This can be one mode for those who cross the threshold: not a complement or substitute to a comprehensive Right to Education for ten years of schooling through face to face mode.

Thank You!