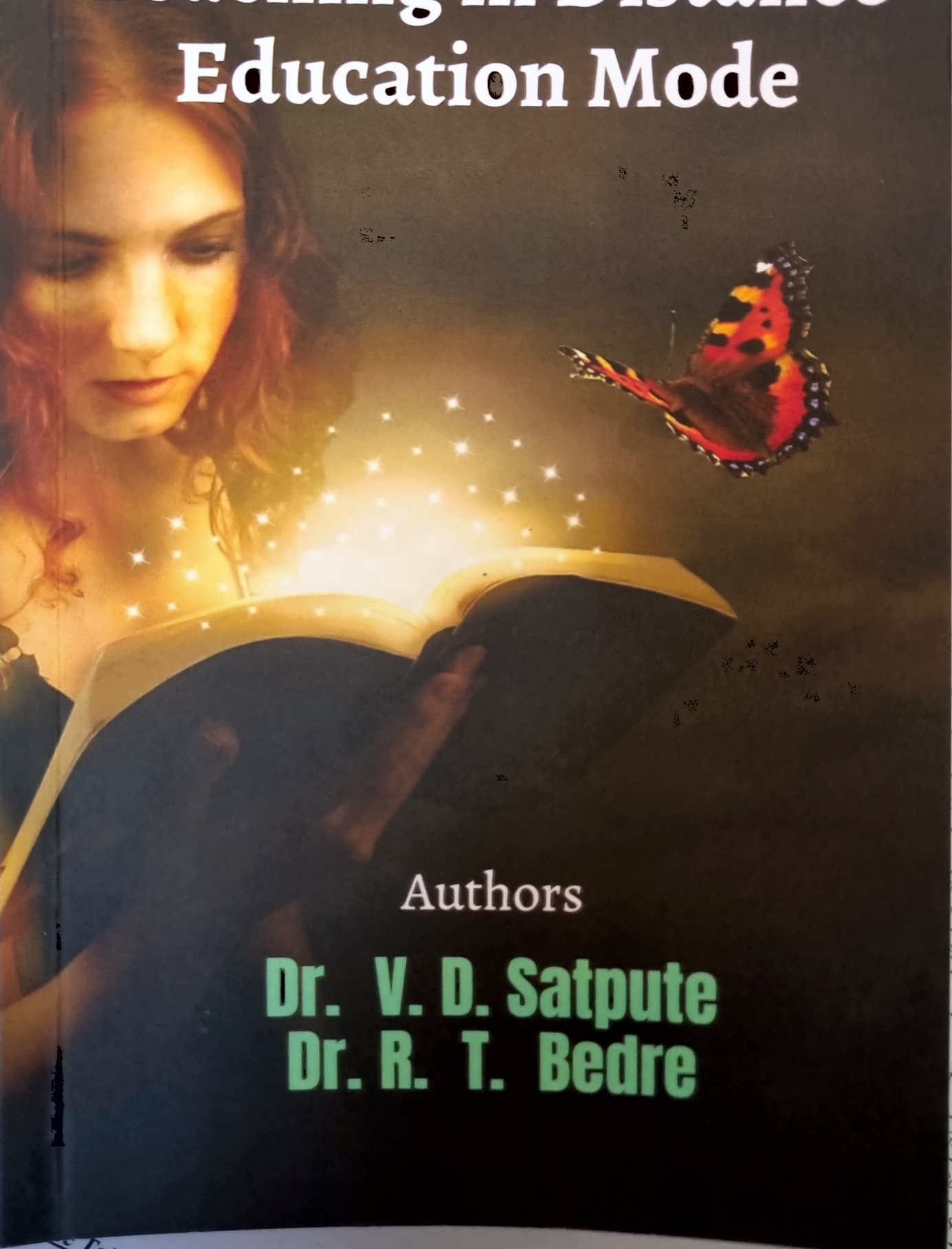


# English Language Teaching in Distance Education Mode



Authors

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# Contents

<b>Chapter I: Introduction to Distance Education</b>	<b>1-14</b>
1. Introduction to Distance Education	
2. Distance Education: Theory	
3. Distance Education: Open Education and Correspondence Education	
4. Need of Re-naming DE and Conventional Face to Face Education	
5. Objectives of the Project	
6. Statement of the Problem	
7. Overview of Literature	
8. Conceptual Framework	
9. Research Questions or Hypotheses	
10. Research Methodology	
11. Implications	
<b>Chapter II: Higher Education Scenario of Conventional Universities in Maharashtra</b>	<b>15-35</b>
1. State Universities	
2. Educational Regulatory Authorities	
3. The Questionnaire	
4. Composition of the Questionnaire	
5. Analysis of the Data Collected	
6. Observations after the Analysis	

## CONTENTS

<b>Chapter III: Quality of English Language Teaching in Distance Education Mode in State Universities: its Analysis</b>	<b>36 - 49</b>
1. Introduction	
2. Objective Based Composition of the Questions	
3. Analysis of the data collected	
<b>Chapter IV: Findings and Recommendations</b>	<b>50 - 56</b>
1. Overall Findings of the Study	
2. Recommendations	
<b>Bibliography</b>	<b>57 - 61</b>

## Preface

The process and institution called Education has been changing and renewing it, rather mutating itself like the COVID 19 virus, over the times. The age-old **Gurukul** system could cover /select very few lucky ones in its sphere as it was birth and caste based system. The unlucky aspirants like **Eklavya** had to learn studying at distance. Over the centuries, the need for literacy was begun to be felt in the masses, thanks to the efforts of the seers born in the last three centuries in India. The arena of the Gurukul system widened and took new name called public education system. However, it could not and cannot accommodate all the aspirants in its compass due to the various socio-economic factors. Once again, many Eklavyas were at the threat of being deprived of the education.

As the result of the attempts to overcome these issues of the prevailing public education system, various forms of learning sprouted with different names like postal (correspondence) learning, private learning, external learning, etc. All these forms of learning, more than education, shared one common thing among themselves i.e., they were away from the visible, concrete abode of

learning called school/college and were not in the frequent contact of the teachers. In brief, the learners were at the distance, therefore, it is commonly known as the distance mode of learning. Over the years, open education system was evolved where the pre-requisite eligibilities set for the school/college based education, commonly called regular mode, were relaxed. In fact, these two modes may be exactly called campus based learning (CBL) and off-campus learning (OCL) considering its mode and method.

Today, the terms like digital education, online education , virtual education with various national and international platforms are the extended and advanced forms of the off-campus learning where learners play the central role like Eklavya in learning process, others performing as either the tools or assistants in learning process.

The present booklet, if not a full length book, addresses a very small segment of the off-campus learning (Commonly known as distance mode of education) i.e., English Language Teaching at the UG level in the conventional universities in Maharashtra. It inquires into the quantity, quality and mechanism of this issue, a small step towards studying the education in the off-campus mode of learning.

My sincere thanks are due to the Western Regional Office of the University Grants Commission (now ready to work with new nomenclature) for the timely financial assistance to undertake this study under minor research project scheme.

At home, the support of Shri Parmeshwarji Kadam, chairman of Hanuman Shikshan Prasarak Mandal and other office bearers is to be sincerely acknowledged. The helping hands of the college colleagues, off and then, relived me of the administrative responsibilities as and when required are worth mentioning here. The efforts of Dr R T Bedre, the co-investigator for field study and analysis of data deserve, carry and share the equal credit for this academic venture. My colleague, Dr Mukundraj Patil, has a lion's share in getting this book published from Notion Press. Lastly, my spouse Dr Sunita and kids Eshwari and Shreya deserve special mention here for their patience and sacrifice of the quality time this work claimed of their share.

I hope, this booklet, though as a small step, will help and encourage the researchers desirous of working in this widely growing area of education in the new form, particularly in the times of the COVID pandemic. I am indebted towards the publishers of the Notion Press for

## PREFACE

allowing me to publish this booklet in a short span of time.

Date: June 2021

Place: Sonpeth (Maharashtra)

**Prin. Dr. V. D. Satpute**  
Principal Investigator

# Chapter I

## Introduction to Distance Education

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### 1. Introduction

In a vastly populated country like India giving access of higher education to all eligible youths (18-23 age groups) is a highly challenging task for the government. Though the growth of HE in last 70 years has been remarkable and commendable having 864 universities, 40026 colleges and 11669 standalone institutions (<http://currentaffairs.gktoday.in>), it is inadequate to include all of them in the mainstream of HE. The statistical data published by NITI Ayog based on AISHE for 2017-18 is 21.1 at the national level, Tamil Nadu topping among the states with 42 and Chandigarh among the union territories with 51.3 (<http://niti.gov.in>). The target set by the government is 30% by the year 2020 which is still far behind the countries like USA with 85.8 % and China 43.39%. (<http://currentaffairs.gktoday.in>). In the given number of institutions and infrastructural constrains, the conventional mode (campus based/ regular/ face to face) of HE will be

unable to meet the challenge of the growing young population of the country. The policy makers in the country have been exploring and devising other modes of HE to achieve the target. In the recent times, Distance Education has emerged as a viable complementary in the beginning and competent alternative in recent times to the conventional formal mode of HE in the country.

### 2. Distance Education: Theory

There have been several efforts to define distance education based on its characteristics distinct from the conventional mode of education. Educationists like Charles Wedemeyer, Michael Moore, Borje Dohmen, Otto Peters, and Holmberg have defined DE focusing on one or other aspect of DE.

Wedemeyer (1977) in his article 'Independent Study' favors this term to other terms like Open Learning and Distance Education. The same is used and preferred in USA to mean the both. He writes:

Independent study consists of various forms of teaching-learning arrangements in which teachers and learners carry out their essential tasks and responsibilities apart from one another, communicating in a variety of ways. Its purposes are to free

# About Authors

Dr. V. D. Satpute is presently working as a principal of Late Ramesh Warpudkar ACS College, Sonpeth Dist Parbhani. (MS) He has been teaching undergraduate students for last twenty three years. He has worked as a member of BOS in English, S.R.T.M.University Nanded during 2009-12 & 2012 to 2017. Five research scholars have completed Ph.D. under his guidance and six are pursuing their Ph.D. work. Ten research students have completed their M.Phil degree under his guidance. He has authored two books, edited six and written more than forty research papers in various books and journals. He has completed one Minor Research Project sanctioned by UGC. He has organized 20 seminars, conferences and workshops at various levels.

Dr. R. T. Bedre is presently working as a Director, UGC-HRDC Dr. Harisingh Gour Vishwavidyalaya, Sagar. (MP) He has taught to undergraduate students for twenty three years. He has worked as a Principal for six years at Shri Panditguru Padikar Mahavidyalaya Sirsala Dist Beed. 8 Ph.D and 4 M.Phil scholars have completed their research work under his supervision. Five Minor Research Projects and one Major Research Projects have been on his credit. He has published 101 research papers in various journals, proceedings and books. He has organized 21 seminars, conferences and workshops at various levels. He has authored 07 books and edited 11. His area of specialization is ELT, Indian English Drama and Higher Education.

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