



Research & Development of Distance Education in Asia: A Comparative Study between Korea National Open University, South Korea and Indira Gandhi National Open University, India

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ABSTRACT :

The objective of the present paper is to analyse the research and development of distance education in two mega universities of Asia i.e. Korea National Open University (KNOU), Seoul, South Korea and Indira Gandhi National Open University (IGNOU), New Delhi, India. The first part of the paper compares the growth of distance education through analysis of the admission policies, enrolment trend, students support services and instructional system of both these institutions. The second part of the paper highlights the status, review and areas of research and research policies of these institutions. The findings of the paper are based on primary and secondary source of information.

INTRODUCTION :

The historical relationship between Korea and India dates back since 48 AD. Queen Suro (Princess Heo Hwang –ok) was actually an Indian princess from Ayodhya (a town located in Northern India) . The other connection between Korea and India is Buddhism, which has been active agent of cultural collaboration between the two countries. The Korean vocabulary absorbed many Sanskrit words and concepts. At present, there have been acknowledgements in the Korean public and political spheres that expanding relations with India should be a major economical and political priority for South Korea. Much of the economic investments of South Korea have been drained into China. However, South Korea is currently the fifth largest source of investment in India (Madhavappallil and Baek,

2006).The relationship between these two countries improved further when the President of South Korea Mr. Roh Moo Hyun visited to India in 2004, followed by visit of former President of India Dr. A.P.J. Abdul Kalam to South Korea in February, 2006. At present economic position of these countries indicate that the per capita income of South Korea is much higher (US \$ 16, 291) in contrast to India (US \$ 630). On the other hand, India's population is much higher (1112 Million (Projected, 2006)) in contrast to South Korea (49 Million (2006)). The literacy rate of South Korea is higher (98%) in comparison to India (65%, GOI, 2001) as presented in Table 1. Therefore, there is a huge difference between these two countries so far their education standard is concerned. Another distinction exists in these countries

is educational system. South Korea adopts USA pattern of educational system, whereas India follows UK pattern of educational system. With this brief historical, educational and economical background, authors analysed the research and development of two national open universities of these respective countries.

KOREA NATIONAL OPEN UNIVERSITY
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Korea National Open University was established in 1972 with a two-year junior college located as a section (Department) of Seoul National University (SNU). It is locally known as the Broadcasting University. KNOU reorganised its

Table 1: Population, Literacy Rate and Per Capita Income of South Korea and India

	South Korea ¹	India ²
Population	49 Million (2006)	1112 Million (Projected, 2006)
Literacy rate	98% (2004)	64.8 % (2001) ⁴
Per Capita income	US \$ 16, 291 (2005)	US \$ 630 (2004) ³

Source: 1. www.state.gov/r/pa/ei/bgn ; 2. <http://indiabudget.nic.in>;
3. <http://www.worldbank.org> 4. <http://www.censusindia.net>

programme from two years to five year BA degree programme in 1981 and separated from SNU in 1982. It had changed again to four year curriculum in 1991. The graduate school was opened at KNOU in 2001. It focused on improving the quality through research and training. KNOU is the first and largest distance university in Korea. KNOU brings learner goals to realization by providing advanced and professional knowledge and continually upgraded lifelong education. KNOU is a young university for young people who are preparing themselves for a better tomorrow. In the initial stage, KNOU served as an institution that provided later opportunities to obtain a bachelor degree for those who could not afford to higher education. At present, it attracts many students with a university degree, who enter KNOU to boost their competitiveness by getting professional education (KNOU, 2006a).

INDIRA GANDHI NATIONAL OPEN
UNIVERSITY :

The Indira Gandhi National Open University established in 1985 and has emerged as the largest mega University in the democratic world. The university is mandated to: (a) widen access by offering high quality innovative and need-based programmes at different levels, especially to

disadvantaged segments of society at affordable costs by using a variety of media and technology; and (b) promote, coordinate and regulate the standards of education offered through open and distance learning in the country. To achieve the objectives of widening access to all sections of society and provide for continuing professional development and training in all sectors of the economy. The Vision and Mission of IGNOU have been reformulated from time to time. IGNOU, as world leader in distance education, was conferred the Centre of Excellence Award in Distance Education in 1993 and the Award of Excellence for Distance Education Materials in 1999 by the *Commonwealth of Learning* (COL), Canada. It is committed to quality in teaching, research, training and extension activities, and acts as national resource centre for expertise and infrastructure in the ODL system. Presently, emphasis is being laid on developing interactive multimedia and online learning, and value adding the traditional distance education delivery with modern technology enabled education (IGNOU, 2007).

VISION AND MISSION OF KNOU AND IGNOU : The vision and mission of both national open universities (NOUs) is presented in Table 2.

Table 2: Education Model/Profile of KNOU and IGNOU

	KNOU	IGNOU
Established	1972	1985
Vision	To lead the way toward an open learning society in the 21 century where one’s full potentials can be realized.	The National Resource Centre for Open and Distance Learning with international recognition and presence, shall provide seamless access to sustainable and learner centre quality education, skill up gradation and training to all by using innovative technologies and methodologies and ensuring convergence of existing systems for massive human resource required for promoting integrating national development and global understanding.
Mission	- Pioneering University leading the future - Open University for all - National University Uniting Korean people.	To advance frontiers of knowledge and promote its dissemination through sustainable open and distance learning systems seamlessly accessible to all, including hitherto unreached, from among whom the leaders and innovators of tomorrow will emerge.

Source: <http://www.ignou.ac.in> (For IGNOU) & Choi, Hyo Seon (2006) (for KNOU)

The above table indicates that both the Open Universities have different vision and mission as per their respective needs and context. But, the goal is same i.e. provide education to everyone. Another common concern of both these open universities is that they have given an importance to system based research i.e. institutional research. Hence, both the open universities established separate research institute for ‘Research in ODL system’ i.e. Institute of Distance Education (IDE) at KNOU and Staff Training & Research Institute of Distance Education (STRIDE) at IGNOU. The present study is focusing on research and development in both these institutions.

OBJECTIVES OF THE STUDY :

The major objective of the study is to

investigate the research and development activities of KNOU and IGNOU. For this, the growth of distance education system has been investigated by formulated the following broad objectives:

- analyse the pedagogy of distance education in both the open universities;
- examine the demand for distance education programmes of both the institutions;
- find out learners profiles i.e gender, employment status etc;
- assess the instructional and evaluation system of both open universities; and
- analyse research policies of KNOU and IGNOU.
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RESEARCH DESIGN :

The study is based on primary and secondary source of information. The published and unpublished documents are used for the purpose of analysis. For primary information, researchers collected information from the concerned divisions of both open universities. In fact, the primary information was collected by the first author visited KNOU in November 2006 sponsored by COL under the attachment programme scheme.

PEDAGOGY OF DISTANCE EDUCATION IN KNOU AND IGNOU :

KNOU provides support services through its 14 Regional Campus (Centers) and 35 local Study Centers (SCs) set up in 14 major cities (as of 2006) and smaller cities across the country. Study centers provide study materials and related information. Regional Centers (Campus) are equipped with classroom lecture rooms; online classrooms, video-conferencing lecture rooms, computer rooms, multimedia libraries, self-study rooms, laboratories and recreation rooms and also child care room. The RCs were also cultural centers for local public people by providing special programmes and lectures and book discussion to contribute for the development of their regions. There was a student service center at each regional campus that provides one stop service to KNOU students such as information, educational counselling, issuing of certificates, placement services etc. Correspondingly, IGNOU was providing support services through the networking of 59 RCs and 1621 SCs. It is understandable because India's distance learners were scattered in larger geographical area than South Korea. These SCs of IGNOU includes Tele Learning Centers, Special SCs for specific programmes, Work Centers, Skill development for specific programmes and Partner Institutions. These centers were normally located in academic institutions and function during weekend's holidays, although some of them function during weekend days. The centers were equipped with audio / video aids / teleconferencing facilities. Most of the centers had library and laboratory facilities. Face to face counselling was provided by the part time academic counsellors hired from the concerned host institution.

The focus of both these universities is on 'Quality of its Programmes'. Both these universities developing well designed self- instructional material for their respective students. The availability of information related to utilisation of media was almost

nil in both these institutions. Both the OUs were in different while delivery of programmes and courses.

PROGRAMMES/COURSES :

KNOU aims at creating 'open learning society' where anyone can learn and enjoy the benefits of lifelong learning. KNOU strives to achieve the goals of a 'pioneering university' that provides educational opportunities for all the people, and as a 'national university' that unites the whole nation. Whereas, IGNOU had been mandated to (a) widen access by offering high quality innovative and need-based programmes at different levels, especially to the disadvantaged segments society at affordable costs by using a variety of media and technology; and (b) promote, coordinate and regulate the standards of education offered through open and distance learning society.

There were four types of programmes being offered at KNOU. These are degree and non-degree programmes. Undergraduate programmes are being offered through 21 departments in four colleges (Liberal Arts, Social Sciences, Natural Sciences and Educational Sciences). The graduate programmes (postgraduate programmes) offered through 9 departments. Non-degree programmes are being offered by Center for Lifelong Education and Integrated Education & Training Institute. Center for Bachelor's Degree Examination Programme for the Self-Education offers twelve courses. Students must take four tests to get the degree. The self-educated who pass the comprehensive tests for degree are given a bachelors' degree equivalent to other university's degree by the Ministry of Human Resource Development. KNOU introduced a part-time enrollment programme since 2006 to offer more opportunities for people. This system allowed students to take classes and earn credits at KNOU even though they were not a registered student of the university. The Students who earned certain credits can get a bachelor's degree through an academic Credit Bank System.

Like KNOU, IGNOU also provides general, professional and technical courses. IGNOU offered, Doctorate of Philosophy, Master Degree, Bachelor Degree and Post Graduate Diploma, Diploma, Post Graduate Certificate and Certificate Programmes. The programmes of both these institutions varied. Consequently, different procedures for the students' registration (admission) in both these universities adopted. For instance, numbers of seats were fixed for each programme at KNOU. Students have to appear written examination (Entrance test) for the registration (admission) in their respective programmes. On the other hand, the numbers of seats were fixed for few programmes at IGNOU like Bachelor Degree in Education, Bachelor of Science (Hospitality and Hotel Administration) etc. but not all the programmes as in the case of KNOU. The another distinction is that students were registered in MBA programme through written examination in IGNOU but seats were not limited.

PROFILE OF LEARNERS :

At present, students are on roll (Cumulative) of KNOU were less (179, 998 students), in comparison to IGNOU (1,484, 769 students). The students' background of both these institutions was also quiet different. Of the total enrolment of KNOU, 68 per cent of them were female students in comparison to 26 percent of IGNOU during 2005. On the hand, the percentage of employed students of KNOU was higher (81%) in comparison to IGNOU (28 percent) in all the programmes as presented in Figure 1. However, some professional programmes of IGNOU like Bachelor degree in Education (B.Ed.) and Master Degree in Business Administration (MBA) offered to employed students only.

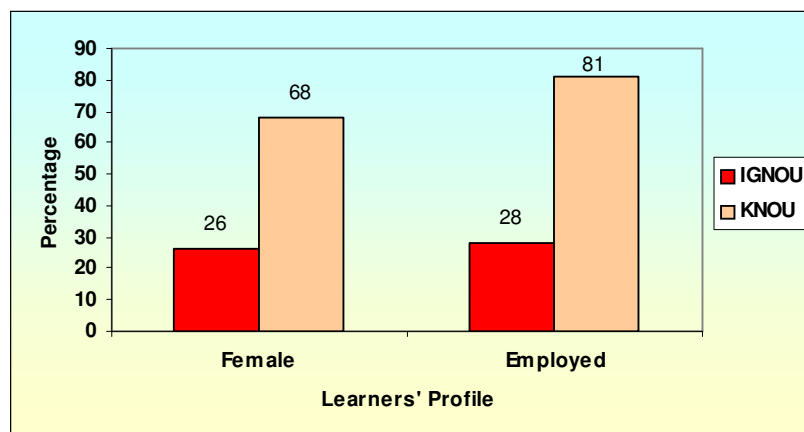


Figure1: Learner's Profile of KNOU and IGNOU

The student faculty ratio of KNOU was less (1,403) in comparison to IGNOU (4,242). The total number of faculty members was 133 (As on March, 2006) corresponding to 350 of IGNOU (As on March, 2007). Similarly, the number of non-teaching staff of KNOU was also less (In between 500-600, March, 2005) in comparison to IGNOU (1141 as on March, 2007). The number of successful students (Annually) who had completed their respective programmes was also less in KNOU (25,713 students in 2006) than IGNOU (111699 students as on March 17, 2007).

THE TREND OF ENROLLMENT OF UNDERGRADUATE PROGRAMMES :

The trend of enrollment of undergraduate programmes show that demand for undergraduate programmes declined since 2002 onwards as presented in Table 3. The number of applicants for the admission (enrolment) was less than the number of fixed seat available. Of the total fixed seats, the percentage of vacant seats increased from

38.02 percent in 2002 to 55.07 percent in 2006. It was due to less number of applicants who applied for registration in under-graduate programmes. In contrast to KNOU, IGNOU had only selected programmes of which students registered through written examination (Entrance test) i.e Bachelor of Education and Bachelor of Science (Hospitality and Hotel Administration).

For comparative analysis, we have taken enrolment trend of Bachelor Degree programme (three and four year programmes) and Master degree programme of IGNOU instead of all the certificate and diploma programmes of IGNOU.

Table 3: Trend of Undergraduate (Degree Programme) in KNOU

Year	Number of Departments (No. of programmes)	Fixed Number of Students (Seat Available)*	Applicants	Successful Applicants		Actually Students Enrolled	
				Number	Success Rate	Number	Vacant Seat
	(a)	(b)	(c)	(d)	(e)	(f)	(b-f)
2002	18	152,340	136,477	123, 397	90.4	94, 413	57,927 (38.02)
2003	18	152,385	121,530	112, 072	92.2	84, 632	67,753 (44.46)
2004	20	157,056	110, 047	103, 248	93.8	76, 652	80,404 (51.19)
2005	21	161,493	104, 724	94, 050	89.8	72,717	88,776 (54.97)
2006	21	156,346	99,061	90, 406	91.3	70, 240	86,106 (55.07)

Source: (i) KNOU (2006a) Annual Report, KNOU, Seoul.

(ii) KNOU (2006b) Annual Statistics of KNOU, Seoul

Note*: Includes freshmen (fresh students) and Transfer students (re-registration)

Figures in the brackets are percentage to total fixed seats.

The growth rate of enrolment of KNOU's three year degree programme was negative in comparison to IGNOU' programme from the year 2002 to 2006 as shown in Table 4. However, the trend of growth rate

of enrolment of KNOU was improving since 2002-03 onwards. In contrast, the growth rate of enrolment of IGNOU's degree programme increased from 0.63 percent to 8.55 percent.

Table 4: Growth Rate of Enrolment of undergraduate programme of KNOU and IGNOU

Year	KNOU (In Number)	Growth rate (In %)	IGNOU (In Number)	Growth rate (In %)
2002	94413	-	138046	-
2003	84632	-10.36	138914	0.63
2004	76652	-9.43	145256	4.57
2005	72,717	-5.13	151804	4.51
2006	70240	-3.41	164777	8.55

THE TREND OF ENROLMENT OF POSTGRADUATE PROGRAMMES :

KNOU offered postgraduate programmes in seven subjects (disciplines) in comparison to eighteen subjects of IGNOU. Recently, KNOU and IGNOU had introduced new programmes and set up new departments and schools at their respective institutions. KNOU introduced two more departments of graduate programmes (Department of Practical English and e-Learning). IGNOU has also set up nine new schools in different disciplines like schools of vocational studies, gender studies etc. It is worth noting here that postgraduate programmes in KNOU are being offered through e-learning mode only. Whereas, in IGNOU these programmes are being offered through traditional distance mode. As mentioned earlier, the registration had been done through written test (GPA) in KNOU. On the other hand, these programmes are being offered without any entry test except MBA in IGNOU. But the seats are not limited for this programme.

The demand for graduate (post-graduate/master degree) programmes in KNOU increased in KNOU since 2002 onwards. But, the success rate was less in comparisons to undergraduate programme of KNOU. The actually enrolled students for postgraduate programmes were higher than the undergraduate programme. Few seats were vacant due to less number of successful students in written test (GPA) as presented in Table 5.

The growth rate of enrolment of KNOU's master degree programmes was fluctuating as in the case of IGNOU's master degree programme as presented in Table 6. In the case of KNOU, there was no change from 2002 to 2003 but it was increased 44.44 percent from 2003 to 2004. This increase was due to the increase number of master degree programmes from 4 to 6 subjects in KNOU. But it declined 4.55 percent from 2004 to 2005. This negative growth rate was due to less number of successful students in written examination. But it had marginally improved in 2006. On the other hand, in the case of IGNOU, the annual growth rate was increased 5.04 percent from 2002 to 2003. But, it was declined 3.37% from 2003 to 2004. This was due to the change in admission cycle (academic cycle) in IGNOU during 2004. Earlier, the academic session was started from January to December of every year. But, it had been changed from January to July of every year since 2004 onwards. The growth rate was increased 42.43 percent for the period 2004 to 2005 and 11.88 percent in 2005 to 2006. This increasing trend of growth rate was due to the increase in number of master degree programmes from 6 in 2003 to 18 in 2006.

Table 5: Trend of graduate programme (post graduate programme) in KNOU

Year	Number of Departments (Discipline)	Fixed Number of Students (Seat Available)	Applicants	Successful Applicants		Actually Students Enrolled	
				Number	Success Rate (%)	Number	Seat Vacant
	(a)	(b)	(c)	(d)	(e)	(f)	(b-f)
2002	4	200	1056	200	18.9	198	-
2003	4	200	1082	198	18.3	198	2
2004	6	300	1264	286	22.6	286	14
2005	6	300	1045	278	26.6	273	27
2006	6	300	980	282	28.8	275	25

Source: As Table 1.

Table 6: Growth Rate of Enrolment of Graduate Programme (Master Degree) of KNOU and IGNOU

Year	KNOU		IGNOU	
	Enrolled Student Number	Annual Growth rate (%)	Enrolled Student Number	Annual Growth rate (%)
2002	198		58,339	
2003	198	0.00	61,280	5.04
2004	286	44.44	59,215	-3.37
2005	273	-4.55	84,342	42.43
2006	275	0.73	94,364	11.88

It has been observed from above analysis that the demand for KNOU’s undergraduate programmes is less than IGNOU. In contrast, the demand for master degree programmes in both open universities is increasing. In KNOU, actually students enrolled were less than the number of students applied for registration because they could not succeed in written (GPA) examination.

INSTRUCTIONAL SYSTEM :

KNOU offers its programme through various media such as TV lecture (20 lecture per course per semester), two way video conferencing, learning on demand system through cyber lectures, LMS and LCMS; and Internet courseware as well as face to face classroom lectures, radio broadcasts printed textbooks, ebooks and CD-ROMs. KNOU has its own Educational Media Development Center, Press and e-Learning Center to support these activities.

KNOU provides educational programmes for everyone not only to Korean people but also to everyone in the world through its online programmes ‘cyber education’ as it is popularly know in the part of the world. Classroom lectures are being taken at 14 regional campuses and 35 study centres located in local cities and counties(KNOU, 2006). On the other hand, IGNOU’s programmes were being offered through multi-channel, multiple media teaching-learning packages for instruction and self-learning. Different components used for teaching/learning include self-instructional

print and audio-video materials, radio television broadcast, face to face counselling/tutoring, laboratory and hand on experience, teleconferencing, video conferencing, interactive radio counselling, interactive multi media and CD-ROM (IGNOU, 2007). Both the open universities were using multiple media while delivering their respective programmes.

EVALUATION SYSTEM :

KNOU’s students were assessed on the basis of their performance in the final examination, which carries 70 percent weightage, and mid term examination which carries 30 percent weightage. Post graduate students must submit a satisfactory graduate thesis in order to successfully graduate from KNOU. The mid term end examination generally had essay type questions and only multiple-choice question in the final exam. On the other hand, IGNOU’s followed continuous evaluation through TMA/CMA, project work, and Term-End examination. Both types of evaluation system had essay type and objective type questions. Proportionate was given to both the components for calculation of the final grade. Learners who successfully completed the prescribed credits in a particular programme were awarded Certificate, Diplomas and Degrees.

SOURCES OF INCOME OF KNOU AND
IGNOU

The major sources of income of both the OUs are 'student fees' as presented in Table 7.

Table 7: Sources of income of KNOU and IGNOU (In Percentage)

Year	Student Fee		Government Grants		Others	
	KNOU*	IGNOU@	KNOU*	IGNOU@	KNOU*	IGNOU@
2005	78	68	1	28	21	4
2006	82	67	11	26	7	7

Source: KNOU (2006a) Annual Report, KNOU, Seoul

IGNOU (2006-07) Financial Estimates, IGNOU

Note: * Includes University Supporting Association Accounts i.e. Alumni Association and General Accounts; @: Estimated

RESEARCH AND DEVELOPMENT IN OPEN
UNIVERSITIES :

Research and Development (R & D) had become an integral part of any educational institution. Open distance education institutions are no exception to this. Needless to say that R&D is the backbone of educational system development and innovative educational practices, including that of open and flexible learning systems. Only a few institutions of distance education around the globe have been able to develop a comprehensive policy of research, and to undertake regular research and development activities. The importance to R & D has been given more weightage by the different scholars. For example, Otto Peters (1999) said that

“the university of the future will have to be the result of a fundamental process of transformation in which it changes into a university, which mainly enables self-studying in all its form oriented towards the research process, support this and in the end makes it into the foundation of its curricula and teaching. A strict orientation towards research must in fact be presupposed for all three forms of learning”.

As Daniel (2002) described three reasons for the need of research in distance learning with letter E. He explained that

“The first E stands for evidence, which we as academics should seek out and respect. The second E stands for expectations, which the development of distance learning has created. The third E stands for environment, which is changing. He further said that those of us who work in universities have made a personal commitment to the academic mode of thinking. This is an approach that weighs the evidence, if necessary conducting experiments to gain more evidence, and tries to form hypotheses about the way the world works that have general application. Usually the formulation of hypotheses allows us to conduct further experiments in order to test them. This is the basis of the research activity of universities”.

Towards this direction, KNOU and IGNOU have formulated their research policies which focuses on system based research.

RESEARCH & DEVELOPMENT
ACTIVITIES AT KNOU :

Research and development (R & D) activities at KNOU were reported in Korean language.

The content of these activities were translated in English language and presented below for analysis purpose.

R & D activities were conducted at different divisions and centres in KNOU. For instance, *Digital Media Center of KNOU* is playing a central role in multi-media education, researches and develops new media for distance education, and produces programmes. The focus of research of this Center was to maintain database related to TV transmission, Cable & Satellite Network and TV subscription rate rather than any empirical research studies. The major focus of research in this Center was on (a) Contents Type Development; and (b) Contents Quality Management. Research on Contents Type Development focused on the area of multimedia lecture, tutorial, inquiry learning (problem based learning, goal base learning, case base learning and resource base learning, simulation) and learning guidance. On the other hand, research on Contents Quality Management focused on contents development (survey on demands, faculty interview & content analysis, prototype evaluation, final evaluation and lecture evaluation). Research methods were being used as (1) Content Analysis, (2) Case Study, (3) Need Analysis, and (4) Satisfaction Survey. Online questionnaire technique was used for survey and related study.

The Center for Lifelong Education:

This center offered high quality programmes to improve quality of life regardless of one's academic background or age. By promoting cyber education through the Internet, it created an educational environment where people can study without the limitation of time and space. The programme consists of vocational training programmes and re-education programmes for professionals. The focus of the research activities was on need analysis, curriculum and content analysis and programme evaluation. The major focus of planning affairs division of KNOU was on system improvement.

Institute of Distance Education:

As mentioned earlier, KNOU had separate IDE, conducting research in different aspects of distance education such as, system and process, evaluation, educational methods and their utilization, study methods, e-learning etc. It was an institution for theory & practice in the fields of life-long learning and distance learning. It is providing practical evidences to support the decision of policies & strategies for the improvement of educational quality of KNOU. IDE was also being developed as a major documentation center for DE. The number of research & development projects in KNOU increased from 8 in 1998 to 26 in 2006 (Jung, 2006).

There were two ways to conduct research studies at KNOU i.e. (i) internal and (ii) external demand. *Internal demand:* All the faculty members of IDE (researchers) proposed research topics. *External demand:* research proposals proposed other than faculty members of IDE. IDE's research priorities were on: (1) Policy & Management (2) Teaching and Learning Methods (3) Learners' Support and Counselling and (4) International Comparative Studies. IDE usually invite research topics from all the faculty members of IDE, faculty members of other schools of studies and other educational institutions in the country. Research projects were being funded after taking comments from various commissions and committees. Case study and action research methods were used in most of the studies. Descriptive Statistics were used for quantitative analysis. The findings of the studies were being used by the policy makers for day to day decisions.

GABA & KOO

The following steps were adopted while conducting research studies at IDE, KNOU:

- *First step:* Research proposal were invited for the next year. All the research topics were discussed in a brainstorming sessions in the internal meeting. After the deliberations, suggestions, the topics were finalized accordingly.
- *Second step:* All the final topics were being submitted to Dean's Association (faculty and regional Centers) for their suggestions and recommendations.
- *Third step:* The next step was to send these research topics to 'Research Evaluation Commission' (REC). This commission was constituted by the President of KNOU. The members for the commission were selected from the Professors of the university. Director, IDE was the convener of this Commission. This commission finalized the research topics and recommended to academic commission for the final approval.
- *Fourth step:* the final authority for the approval was Academic Commission. The Academic Commission gave approval along with budget.

After the research proposals approved by the competent authority, these were distributed among the respective researchers along with budget to continue their respective research studies. The following research studies are progress at IDE, KNOU:

- A Study on Development and Implementation of Tutoring Training System in KNOU
- The Development of a Model and a System for Predicting Student Retention in KNOU
- Development of Programs of Integrated Study Strategies at KNOU
- Design of guidebook for part-time Lecturers of KNOU
- Reorganizing of the Curriculum of KNOU

- Research on the Models of Textbook's System in Accordance with the Type of Lectures at KNOU
- A Study on Students' Use of Instructional Media
- The Transformation of National University into a Corporation and Counter plan of KNOU
- Development of University Preparatory Program for North Korean Students in South Korea
- Developing Student-student Mentoring Program for KNOU Students

RESEARCH AND DEVELOPMENT IN IGNOU :

IGNOU research policy differs from KNOU's research policy. Earlier Distance Education Council (DEC- an apex body for coordinating distance education system in the country located at IGNOU) was funding the faculty members of State Open Universities (SOUs), Dual mode distance teaching institutions (DMDTIs) for research studies. At present 13 SOUs and about 120 DMDTIs exist in the country. Recently research-funding scheme extended to IGNOU faculty members too. DEC invited research proposals from the faculty of SOUs & DMDTIs and IGNOU. The focus of the research area was: subject specific, online education; media, communication and satellite technology. Research grants: for major research projects –was up to approximately US \$ 25,000 and for minor research projects –up to approximately US \$ 2,500. The objectives of this scheme were to provide opportunities for creation and preservation of knowledge promote research activities in the university, strengthen the research capabilities of the academics/technical professionals in

the equivalent rank in the various schools, divisions, units and centers of the University. Like former Open University Network of KNOU, Education Research & Training (ERT) unit of Electronic Media Production Centre, IGNOU conducted feedback research studies on the utilisation patterns of media.

Staff Training and Research Institute of Distance Education (STRIDE):

The objectives of the STRIDE were: staff development, programme evaluation and research, and contributing to system development in distance education within the country and abroad. STRIDE undertakes research and programme evaluation activities on various functional areas of distance education for system development. The focus was on conceptual development, processes of distance education, student learning, management of distance education and impact of distance education. Most of the studies completed at STRIDE were largely survey based, which aim at improving the academic programmes of the university. The following research studies were completed and are in progress:

English as A Medium of Instruction in Distance Education

- A Tracer Study on the Utility of MBA Programme of IGNOU
- A Tracer Study on the Utility of BLISc Programme of IGNOU
- Need Analysis of TOT Programme on Developing Self-Instructional Materials (SIM) for Use in Distance Education in Asia, Africa and South Pacific Region
- Exploration of Strategies to Meet the Needs of the Disabled in India
- Survey of Partner Institutions
- Distance Education and Job Market: A Case Study of IGNOU Graduates
- An Exploratory Study into the Use of Activities in SIM by Distance Learners
- Collaboration and Cooperation among DE Institutions /OUs Consortium of SAARC Countries
- Study of Models of Material Development in Distance Education: Cost Effectiveness and Development of Performance Indicators
- The Will to Learn: Counsellors' Perceptions of Academic Counselling
- Online Graduates and Job Market: A Case Study of BIT Programme
- Students' Perceptions of their Experiences on Workload: A case study of IGNOU Programme

- Programme Completion, and Learner Persistence and Dropout in Distance Education
- Objectives in Self-Learning Materials: A Critical Analysis of their Expected Roles, Learner Perception and Usage
- Benefits Derived from Distance Education: Experiences of Successful IGNOU Learners
- Learners' Perception towards employability
- Student (Private) Costs in ODL: A Case Study of IGNOU's students.

DISCUSSION :

Distance education has expanded horizontally and vertically in both these countries. But, the demand for distance education programmes in these countries varies. For instance, the growth rate of enrollment of undergraduate programmes was declined in KNOU during the period under study. It was less than IGNOU's growth rate. It was due to the entry examination for the enrollment of these programmes in KNOU. As mentioned earlier, there is no entry examination for IGNOU's undergraduate programmes except few professional programmes. The analysis of the learners profile indicates that the proportion of female learners to total enrolment in KNOU was higher than the IGNOU's female learner. It is very interesting to note here that the demand for distance education programme is higher by female learners in KNOU than IGNOU. The analysis further indicates that the proportion of employed learner was also higher in total enrolment in KNOU than IGNOU. The student faculty ratio of KNOU was less than IGNOU. It was due to less number of students enrolled in KNOU than IGNOU in undergraduate (degree) as well as post graduate programmes. The major contribution in total income was 'students fee' in both the open universities.

Both OUs provide distance education programmes through an innovative methodology for learning. They provide learning opportunity through a flexible learning mode and high quality support services. The components of pedagogy of the distance education are same in both OUs i.e self-learning materials, recorded audio video programmes, live satellite based tele-learning resources with internet, online interactive chat with faculty, electronic library and so on. One of the databases indicates that among 17,391,932 households in Korea, 75.7% have Cable TV subscription, 10.9% have Satellite TV and 14.4% other connection. KNOU students who subscribe cable connection got 50% fee discount. It is mandatory for Cable TV service provider to provide KNOU programmes through its Cable service network. But no information is available in both the open universities which show how many students are using these facilities. The unique feature of KNOU was that it provide subsidy to its students for Cable Connection to view KNOU's programmes. It was mandatory for Cable operator to broadcast all Open University Network (OUN) programmes. Another feature of KNOU is that faculty members take face to face classes at Regional and Study Centers. The major problem of both these universities is the retention of learner within the system. Both the open universities have set up separate institute for distance education research. But the objectives of these institutions are quite different. STRIDE (IGNOU) gives more focus on training than research. On the other hand IDE (KNOU) focus on research and development activities.

Recently, distance learning, manifested as 'e-learning', and its future direction is towards m-learning. The overwhelming challenge to the system is one of maintaining a high quality learning experience, while catering to an ever-going heterogeneous student population. It is realized that all the desired learner experience may not adequately be generated or supplied by a single institution. Therefore, IGNOU should go for collaboration with KNOU particularly for delivering e-learning programmes and system based research.

The demand for courses and learners profile of Korean and Indian distance learners as noted in the present paper may have important implications for both the NOUs to develop a distance guidance practice that are suitable to specific group of learners. The uniqueness specific to distance education comes not from the its curriculum as such, not from a students evaluation process, but whether from the instructional process proper to it. We should have

institutional policies through which priority is given, and real support to be provided to distance education research. Therefore IGNOU should have to redesign its system based research policy as like KNOU model, specially in view of the explosion of opportunities emerged by the technological evaluation by the conversion of ICT and learning.

CONCLUSION :

To conclude: the distance education system in both these countries has been emerged as an alternative channel of education and training. The growth of distance education has been phenomenal during the last two decades. The application of ICT gave a major fill up to the accelerated development of distance education. IGNOU should adopt KNOU model for delivery of its programme through e-learning mode. IGNOU has acquired vast experience of working collaboration with a variety of institutions and organizations at international level. The past experience will definitely help it to prepare well for collaboration.

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