



Assessment of Propagation of Higher Education through ODL in Tribal Districts of Madhya Pradesh

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ABSTRACT:

Dissemination of higher education through open and distance education (ODL) in tribal areas in state Madhya Pradesh is a challenging task mainly due to their socio-economic condition and ethno cultural settings for the Government of India. In the present paper an attempt has been made to develop effective ODL practices based on delivery mechanism model for the dissemination of higher education in predominantly tribal areas of Madhya Pradesh. It has been seen especially in the state of Madhya Pradesh, one-fifth (21.08 percent) of its population constitute tribal population which is very high as compared to any other state of our country except North Eastern States of India where the tribal population is also considerably high. On the other hand, the enrolment share of ODL of tribal population in higher education is approximately 2 per cent which is significantly low considering the population share of tribal people. As far state of Madhya Pradesh is concerned, the concentration of tribal population is relatively more than 20% in various Districts of MP Alirajpur(89%), Jhabua (87%), Badwani (69.4%),Dindori (64.73%), Mandla (57.95%), Dhar (55.9%), Anuppur (47.84%), Umaria (46.72%), Shahdol(44.70%), Betul (42.3%), Khargon earlier known as west Nimar (39%), Seoni (37.7%), Chindwara (36.38%), Khandwa earlier known as east Nimar (35%), Singrouli (32.59%), Bhuranpur(30.4%), Ratlam(28.2%), Harda (28.0%) Sidhi (27.81%), Katni (24.60%) Shopur (23.47%), Balaghat (22.52%) and Agarmalwa (21.10%) Districts. IGNOU and Madhya Pradesh Bhoj Open University Bhopal (MPBOU) have made sincere attempt to disseminate higher education through ODL by establishing its Regular Study Centres and Special Study centres (SSCs) in Tribal areas and these centres are mainly activated for under graduate programmes, Bachelor Preparatory Programme (BPP), and Computer Literacy Programme (CLP). In this paper information collected from secondary sources will be analyzed besides taking the perception of key informants into consideration by visiting tribal districts. Paper also seeks to analyze the involvement Open and Distance Learning (ODL) institutions in addressing the issues of Higher education in the tribal area. Further In this paper an attempt will also be made to assess how information and communication technology (ICT) can enhance the accessibility with equity. Attempt will also be made to suggest suitable strategy to enhance access and equity of quality higher education in the tribal area through ODL mode. The paper will chalk out a detailed strategy to make wide spread use of MeLT Van in the tribal areas to higher education accessible through ODL intervention in order to bridge the existing gap so that knowledge and skill of the youth can be enhanced and this will have cascading effects on the living standard of this unreached section of populace.

Keywords: Higher Education, Assessment, Open and Distance Learning, Information and Communication Technology, Computer Literacy Programme, Bachelor Preparatory Programme, MPBOU

INTRODUCTION:

The focus of this paper is to examine the role of ODL in higher education in tribal areas. The appearance of ODL has fundamentally changed the practices of not only business and governance but education as well. While the world is moving rapidly towards digital media, the role of information and communication technology (ICT) in ODL has become increasingly important for imparting education. There has been an unprecedented growth in the use of ICTs in ODL teaching, research and extension activities. India has innumerable challenges in terms of infrastructure, socio-economic, linguistic and physical barriers for people who wish to access education (Bhattacharya & Sharma, 2007). However, it is hoped that ICT can transform the educational scenario in the country. The emancipatory and transformative potentials of ICT in higher education in India have helped increase the country's requirement of higher education through part-time and distance-learning schemes. It can be used as a tool to overcome the issues of cost, less number of teachers, and poor quality of education as well as to overcome time and distance barriers (McGorry, 2002). Mooij

(2007) states that differentiated ICT based education can be expected to provide greater reliability, validity, and efficiency of data collection and greater ease of analysis, evaluation, and interpretation at any educational level. UNESCO (2002) highlights how the application of ICT could benefit the students, employers and the government. While technology can bring about a learner-centered approach, it could also be harnessed for multiple purposes such as increasing the capacity and cost effectiveness of education and training systems and enhance the quality of higher education.

HIGHER EDUCATION SCENARIO IN INDIA:

Indian higher education system is one of the largest in the world. There were only 20 universities and 500 colleges with 0.1 million students at the time India attained independence. India has one of the largest higher education systems in the world consisting of over 789 universities according to UGC as on 2017 (Table 1). However, this growth in numbers does not reflect much improvement in the delivery of higher education in the country.

Table 1: Composition of Universities in India

Universities	Total No.	Percentage
Central Universities	47	05.96%
Deemed to be Universities	123	15.59%
Private Universities	260	32.95%
State Universities (Including 14 State Open Universities)	359	45.50%
TOTAL	789	100%

Source: UGC

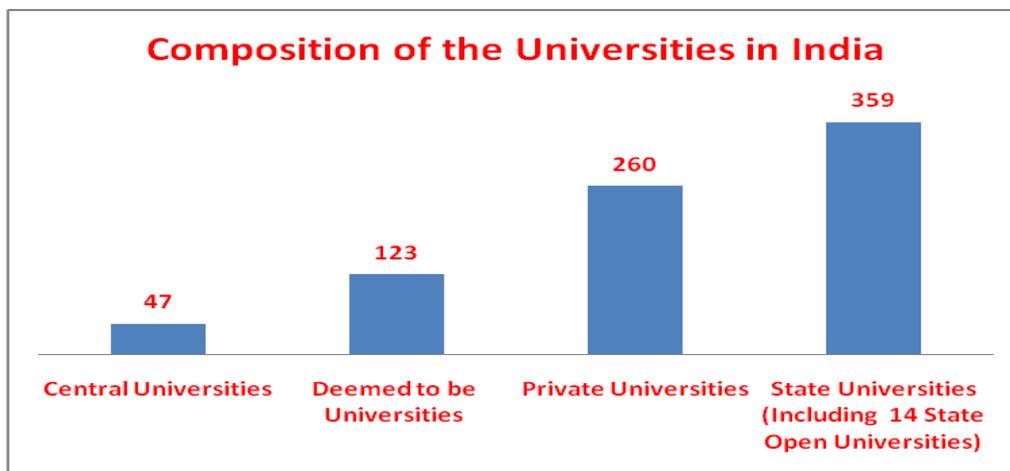


Figure 1: Composition of Universities in India

The higher education system in India continues to suffer due to inadequate access to technology and inequity. The large numbers of state universities (45.50%) out of total Universities were established in India followed by Private Universities (32.95%), Deemed Universities(15.59%) but on the other hand the percentage share of Central Universities(05.96%) in our country is significantly very low in our country. As far as open universities are concerned, only one central university ie IGNOU and 14 state open universities in the entire country are functioning and disseminating the higher education through the ODL mode.

In the state Madhya Pradesh, one state Open University namely MP Bhoj Open University (MPBOU) and two Regional Centres of IGNOU one at Bhopal and other at Jabalpur are propagating the Higher Education through ODL in Tribal Districts of Madhya Pradesh

OPEN AND DISTANCE LEARNING (ODL) ERA IN INDIAN HIGHER EDUCATION:

India has established Indira Gandhi National Open University (IGNOU) in 1985 to enhance access and equality of higher education through distance mode and to promote, coordinate and determine standards in ODL systems. IGNOU provides innovative and need based general as well as continuing education to: the person from disadvantaged groups such as schedule cast, schedule tribes, minorities, transgender, Jail inmates, weavers communities, physically challenged; homemakers; and, those, who are based in remote areas for their educational and professional development. The university practices a flexible and open system of education in regard to methods and place of learning, combination of courses and eligibility for enrolment, age for entry and methods of evaluation, etc. IGNOU has adopted an integrated strategy for imparting instruction. This consists of providing print materials, audio video tapes, broadcast on radio through interactive radio counselling and Gyan vani and educational TV Channels i.e Gyan Darshan, teleconferencing, video conference and web conferencing as also the face-to-face counselling at its study centres located throughout the country (Kumar, Sharma & Vyas, 2003). The University has adopted the method of continuous assessment and term-end examination for evaluation of the

performance of its students enrolled in various subjects. The University began its journey through ODL mode by offering two academic programmes in 1987, i.e., Diploma in Management and Diploma in Distance Education, with strength of 4,528 students. Today, it serves the educational aspirations of over 3 million students in India and other countries through 21 Schools of Studies and a network of 67 regional centres, around 2,667 learner support centres and 29 overseas partner institutions. The University offers about 228 certificate, diploma, degree and doctoral programmes, with a strength of nearly 810 faculty members and 574 academic staff at the headquarters and regional centres and about 33,212 academic counsellors from conventional institutions of higher learning, professional organisations, and industry among others (IGNOU Profile, 2014).

With the launch of Edu-Sat (a satellite dedicated only to education) on 20th September, 2004, and the establishment of the Inter-University Consortium, the University has ushered in a new era of technology-enabled education in the country. All the regional centres and high enrolment study centres have been provided with active two-way video-conferencing network connectivity, which has made it possible to transact interactive digital content. Emphasis is now being laid on developing interactive multimedia and online learning, and adding value to the traditional distance education delivery mode with modern technology-enabled education within the framework of blended learning. Over the years, IGNOU has lived up to the country's expectations of providing education to the marginalised sections of society. Free of cost education is being provided to all jail inmates across the country. A large number of SC/ST students have been admitted to various programmes of the University (IGNOU Profile, 2014).

IGNOU Regional Centre Bhopal is the first Regional Centre in India. It was established on 5th September, 1986. The region has seen tremendous growth over the past few years. After the high growth of enrolment the university envisaged the need of creation of one more Regional center at Jabalpur for the eastern districts of MP. Now Madhya Pradesh has two Regional Centres Bhopal and Jabalpur. Regional Centre Bhopal is looking after 31 districts of Madhya Pradesh and

having 150 study centres, programme centres and special study centres under its jurisdiction on the other hand 20 districts of Madhya Pradesh are under the umbrella of IGNOU Regional centre Jabalpur.. There are more than 250 courses run by the Regional Centre in almost every part of the state. We are trying to propagate and disseminate education to every part of our region (Tiwari, 2011).

Regional Centre Bhopal caters to some of the most disadvantaged socio economic settings across the country. In state of Madhya Pradesh, 23 districts have more than 20% of tribal population, which is really a main concern of State as well as Central Government for the up-liftment of education especially in tribal areas.

Table 2: Tribal Population Dominated District in Madhya Pradesh

SL. NO.	DISTRICT	POPULATION	Schedule Tribe POPULATION	PERCENTAGE OF Schedule Tribe POPULATION
1	Alirajpur	7,28,677	6,48,638	89.02%
2	Jhabua	10,24,091	8,91,818	87.08%
3	Badwani	13,85,659	9,62,145	69.44%
4	Dindori	7,04,218	4,55,789	64.72%
5	Mandla	10,53,522	6,10,528	57.95%
6	Dhar	21,84,672	12,22,814	55.97%
7	Anuppur	7,49,521	3,58,543	47.84%
8	Umaria	6,43,579	3,00,687	46.72%
9	Shahdol	10,64,989	4,76,008	44.70%
10	Betul	15,75,247	6,67,018	42.34%
11	Khargoon	18,72,413	7,30,169	39.00%
12	Seoni	13,78,876	5,19,856	37.70%
13	Chhindwar	20,90,306	7,69,778	36.83%
14	Khandwa	13,09,443	4,59,122	35.06%
15	Singrouli	11,78,132	3,83,994	32.59%
16	Burhanpur	7,56,993	2,30,095	30.40%
17	Ratlam	14,54,483	4,09,865	28.18%
18	Harda	5,70,302	1,59,678	28.00%
19	Sidhi	11,26,515	3,13,304	27.81%
20	Katni	12,91,684	3,17,699	24.60%
21	Sheopur	6,87,952	1,61,448	23.47%
22	Balaghat	17,01,156	3,83,026	22.52%
23	Agar malwa	4,79,559	1,01,187	21.10%

Source: 2011 Census

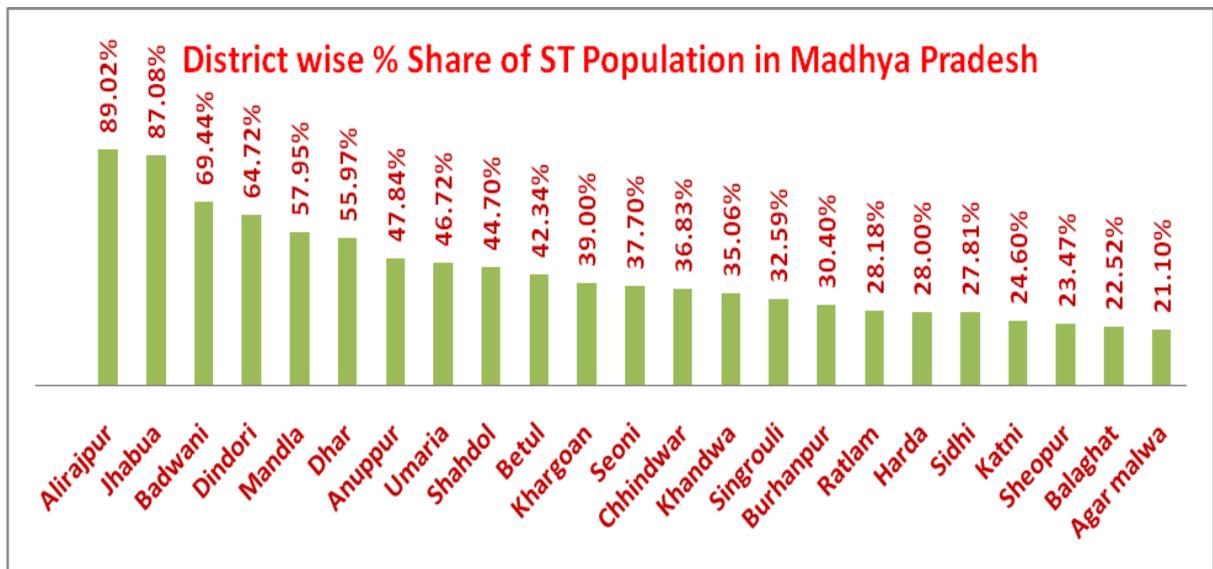


Figure 2: Tribal Population Dominated District in Madhya Pradesh

As far as tribal population in Madhya Pradesh is concerned, Alirajpur District is highly dominated district where the tribal population is considerably very high i.e 89.0.% followed by Jhabua (87.0%), Barwani (69.4%), Dindori (64.44%), Mandla (57.95%), Dhar (55.9%). The districts Alirajpur, Jhabua, Barbani, Dindori, Madla and Dhar have more than 50% tribal population of the total population of the district. Where as Betul (42.3%), Khargone earlier known as west Nimar (39.0%), Khandwa earlier Known as East Nimar (35.0%), Buranpur (30.4%), Ratlam(28.2%) and Harda (28.0%) have more than 25% but less than 50% tribal population of total population of the districts. In such districts, the opportunities of higher education are very low as the number of Universities and Institution of Higher education of repute are not significantly established by the State Government. The ODL can play a significant role for the dissemination of higher education

by the establishing its **dedicated ICT based learner support centres** especially in tribal dominated districts **alternatively the MeLT Van highly equipped with latest ICT** can also play a leading role for providing the education in highly tribal areas.

GROWTH OF ENROLMENT IN MPBOU AND IGNOU IN TRIBAL AREA OF MP :

As far as growth of enrolment in MPBOU and IGNOU in tribal area of MP are concerned, the enrolment is considerably significantly low because of lack of educational opportunities at primary, secondary and higher secondary due to socio economic condition in densely populated tribal areas of the state. Both the universities are making the best efforts and has made a road map for providing the educational opportunities in Higher education in tribal areas by creating more avenues.

Table 3: MPBOU: District wise Enrollment status of Schedule Tribal students in 2015-17

Sl. No	Districts	ST Population	Admission in 2015	Admission in 2016	Admission in 2017	Total
1	Alirajpur	6,48,638	NA	NA	NA	NA
2	Jhabua	8,91,818	732	944	803	2479
3	Barwani	9,62,145	87	35	336	458
4	Dindori	4,55,789	683	682	559	1924
5	Mandla	6,10,528	3646	4359	3980	11985
6	Dhar	12,22,814	2488	1697	4396	8581
7	Anuppur	3,58,543	577	913	900	2390
8	Umaria	3,00,687	747	750	610	2107
9	Shahdol	4,76,008	603	716	716	2035
10	Betul	6,67,018	124	177	154	455
11	Khargone(West Nimar)	7,30,169	671	779	710	2160
12	Seoni	5,19,856	360	450	402	1212
13	Chhindwara	7,69,778	1537	1823	1655	5015
14	Khandwa(East Nimar)	4,59,122	231	295	279	805
15	Singruoli	3,83,994	419	640	603	1662
16	Burhanpur	2,30,095	178	232	180	590
17	Ratlam	4,09,865	357	353	264	972
18	Harda	1,59,678	NA	NA	NA	NA
19	Sidhi	3,13,304	571	668	595	1834
20	Katni	3,17,699	169	194	183	546
21	Sheopur	1,61,448	NA	NA	NA	NA
22	Balaghat	3,83,026	282	382	376	1040
23	Agarmalwa	1,01,187	NA	NA	NA	NA
	Total	1,15,33,209	14,462 (0.13)	16,089 (0.14)	17,701 (0.15)	48,252 (0.42)

It is evident from the table 3, although the enrolment trends in tribal area is increasing but it is not encouraging in MPBOU from 2015, 2016 and 2017. The Government of MP has announced major incentives to promote higher

education. In 2015 only 14,262(0.13%) enrolment in Higher education, followed by 16089(0.14%) in 2016, and 17,701 (0.15) in 2017 against the population 1,15,33,209 tribal population in 23 districts.

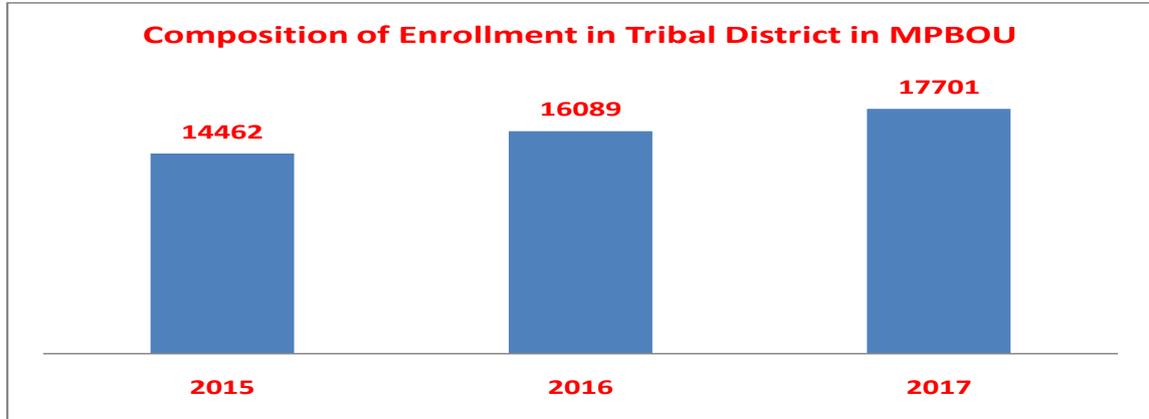


Figure 3: Composition of Enrollment in Tribal Districts of MPBOU

Table 4: IGNOU: District wise Enrollment status of Schedule Tribal students in 2015, 2016 and 2017

Sl. No	Districts	2015		2016		2017		Total
		January 2015	July 2015	January 2016	July 2016	January 2017	July 2017	
1	Alirajpur	165	35	24	102	122	06	454
2	Jhabua	108	25	09	29	23	05	199
3	Barwani	21	12	02	03	05	05	48
4	Dindori	NA	07	34	138	129	73	381
5	Mandla	NA	05	08	12	05	11	41
6	Dhar	44	29	07	14	35	05	134
7	Anuppur	NA	03	04	14	13	01	35
8	Umaria	NA	00	00	00	00	00	0
9	Shahdol	NA	12	07	29	03	40	91
10	Betul	23	03	03	04	09	01	43
11	Khargone(West Nimar)	21	15	15	08	23	04	86
12	Seoni	NA	40	32	340	168	102	682
13	Chhindwara	NA	40	28	99	112	166	445
14	Khandwa(East Nimar)	06	05	03	07	20	02	43
15	Singruoli	NA	01	00	00	06	00	7
16	Burhanpur	05	00	00	02	06	03	16
17	Ratlam	03	00	00	00	01	02	6
18	Harda	02	00	00	00	02	01	5
19	Sidhi	NA	00	00	00	00	00	0
20	Katni	NA	02	01	03	01	01	8
21	Sheopur	00	00	00	00	00	00	0
22	Balaghat	NA	08	13	57	47	58	183
23	Agarmalwa	00	00	00	00	00	00	0
	Total	398	242	190	861	730	486	2907
	Total	640		1051		1216		

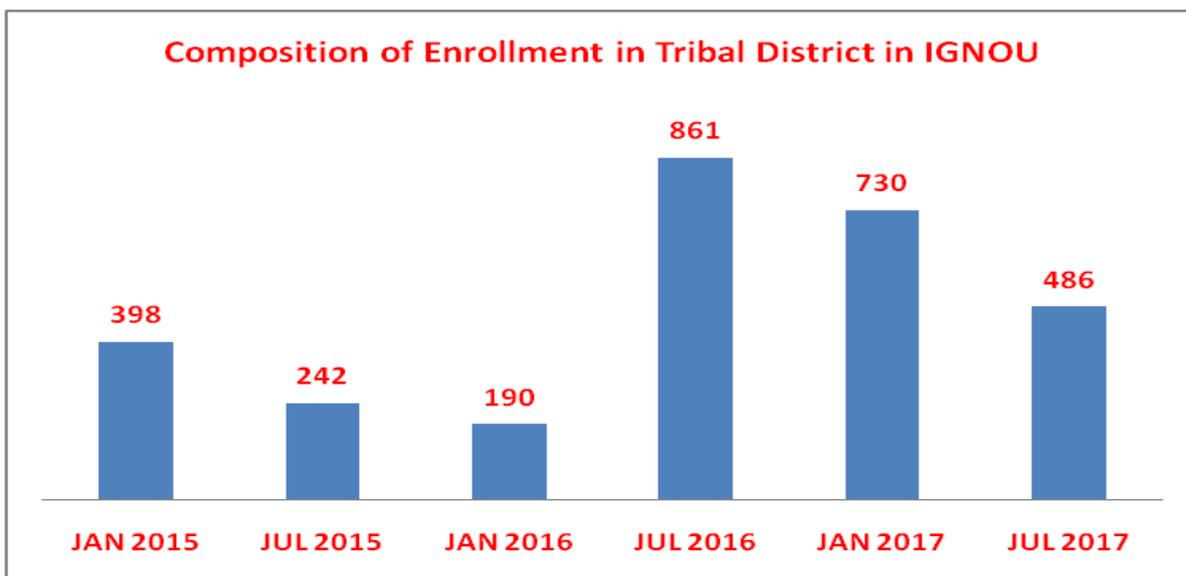


Figure 4: Composition of Enrollment in Tribal Districts of IGNOU

Through 23 districts are more than 20% of tribal population dominated in Madhya Pradesh and but these districts have little or no presence of IGNOU in terms of Enrollment during the last six admission cycles. Total 801

students belongs to the schedule Tribe were admitted in last six admission cycle as against 1,15,33,209 tribal population. The percentage (.00695%) of belongs to schedule tribes population is really a very cause concern.

Table 5: District wise Enrollment status of Schedule Tribal students in last three Year (2015, 2016, 2017)

Sl. No	Districts	Total No of ST Population	Total ST Enrolment in MPBOU Programmes in District	Total ST Enrolment in IGNOU Programmes in District	Total MPBOU+ IGNOU	Percentage of admission of Schedule Tribe students in total ST Populat,ion
1	Alirajpur	6,48,638	0	454	454	0.07%
2	Jhabua	8,91,818	2,479	199	2,678	0.30%
3	Barwani	9,62,145	458	48	506	0.05%
4	Dindori	4,55,789	1,924	381	2,305	0.51%
5	Mandla	6,10,528	11,985	41	12,026	1.97%
6	Dhar	12,22,814	8,581	134	8,715	0.71%
7	Anuppur	3,58,543	2,390	35	2,425	0.68%
8	Umaria	3,00,687	2,107	0	2,107	0.70%
9	Shahdol	4,76,008	2,035	91	2,126	0.45%
10	Betul	6,67,018	455	43	498	0.07%
11	Khargone (West Nimar)	7,30,169	2,160	86	2,246	0.31%
12	Seoni	5,19,856	1,212	682	1,894	0.36%
13	Chindwara	7,69,778	5,015	445	5,460	0.71%

14	Khandwa (East Nimar)	4,59,122	805	543	1,348	0.29%
15	Singroli	3,83,994	1,662	7	1,669	0.43%
16	Burhanpur	2,30,095	590	16	606	0.26%
17	Ratlam	4,09,865	972	6	978	0.24%
18	Harda	1,59,678	0	5	5	0.00%
19	Sidhi	3,13,304	1,834	0	1,834	0.59%
20	Katni	3,17,699	546	8	554	0.17%
21	Sheopur	1,61,448	0	0	0	0.00%
22	Balaghat	3,83,026	1,040	183	1,223	0.32%
23	Agar Malwa	1,01,187	0	0	0	0.00%
	Total	1,15,33,209	48,252	2905	51,157	0.44%

Table 5 shows that IGNOU programmes is considerably more popular in Tribal area of Alirajpur District where 454 Schedule tribe students has taken admission out of 2905 which is approximately 15.63%. But in the remaining districts programme of M.P Bhoj Open University courses are more popular. There might be many reasons behind the high enrollment of M.P Bhoj Open University in the tribal dominated districts but one major reason is the medium of the instruction of the programme. In the of M.P Bhoj Open University each and every programmes are offered in Hindi medium. As all of us are aware Mandhya Pradesh is one of the Hindi spoken belt so obviously learners will be prefer to pursue their study in Hindi medium. Though IGNOU offers maximum courses are in dual mode (Hindi and English medium) still many courses are offered only in English medium. For example Masters of Arts in Education (MAEDU) & Bachelor of Library and Information Science (BLIS) programmes are very demandable but IGNOU offers in only in English medium.

Though University has issued clear cut instruction in the common prospectus that however students can write assignments, Term-end-Examination and Dissertation in Hindi. Still the perspective learners have been facing problem to pursue the above mentioned course. During the pre admission counseling we usually interact the perspective learner who are interested to purse these programme but when we inform them that the programme is in English medium only but students write assignments, Term-end-Examination and

Dissertation in Hindi as per university norms. Maximum of learners quickly reply us that throughout their career they have been pursuing studies in Hindi medium only so its not possible to them to translate English study materials in Hindi for ther understanding and submission of assignments and TEE.

Second major reason is the accessibility/reach of the tribal district because in the maximum of tribal districts IGNOU doesn't have Regular/Special study centre. There is also a strong reason behind it as a central university we have to strictly follow the norms/guidelines of the university to establish a study centre. Regional Centre has been constantly trying to the principals of Govt. P.G/Degree colleges located in the tribal dominated districts but the principals are not showing much interested to establish the study centre in their colleges due to the shortages of staff in the prospective colleges. Though they have staffs in their colleges but regular teachers/staffs are very less comparison to contact teaches. Though its Tribal districts we will find colleges only in the district headquarters only not in any interior or other locations, therefore they don't have any access to take services of the teachers of other higher education institutions.

M. P. Bhoj Open University as a state university they don't follows strictly their guideline of the establishment of Study Centre as a result you may find the study centre at every corner and villages of interior areas of tribal dominated districts and their results are more higher side of remaining tribal districts except Alirajpur. though IGNOU has presence

in few districts but the existing Learner Support Services Centers (LSCs) are not able to attract good enrolment which indicates very poor level of sensitization and awareness of IGNOU Programmes. We therefore feel that a lot needs to be done to sensitize the communities in these areas. We feel that there is a great need **to use out of box approaches** to sensitize these communities and give them academic support right at their villages. The target population is highly vulnerable and cannot comprehend their problems. We need to approach them right at their doorsteps, inform them about the livelihoods opportunities linked to our programmes and risks attached to these options. They cannot be expected to travel long distances, spending their hard earned money, to approach our Support Services Centers mostly located in urban locations.

There has been several initiatives has been taken by IGNOU and MPBOU. The major focus of the programme was to develop direct rapport with rural and tribal communities, to involve their representative organizations and give them personal guidance through face to face interaction in real life setting. For example Regional Centre Bhopal started a new initiative of '*Khula Munch*' under which face to face meetings with group of community members are organized. The Regional Centre's officials make presentations on the programmes and policies of the university which is followed by initiative interaction and free discussion about the issues involved. Such open session has proved to be extremely useful for confidence building with disadvantaged communities. Similarly a range of new initiatives have been taken by IGNOU in Madhya Pradesh by way of involving community based organizations for sensitizations among rural, tribal and slum dwellers. IGNOU recently initiated another innovative initiative of Mobile e Learning Terminal (MeLT) which has been provided at selected Regional Centres and Regional Centre Bhopal is one of them. The initiative was launched by the University to enhance the reach of their support services to remote, tribal and rural areas. These mobile learning vans are equipped with computers, power back systems and multimedia projection system

Table No. 5 describes about the session wise (2016-2017) enrollment share of Schedule tribe students. The table no. 5 clearly reflects

that Enrollment of schedule tribe has increased in July, 2016 session (302) in comparative to January, 2016 session (152), it's almost double i.e. sharp increase in July, 2016 session (302) & January, 2017 session (345). There is a strong reason behind it, the reason is, if we remember notification no. IG/PDD/2016/353, dated: 12th May, 2016 vide which the Planning and Development Division of University was recommended Direct Benefit Transfer (DBT) Scheme under the SCSP and TCP Plan grant for the financial year 2016-17 by way of fee exemption of programme for students belonging to SC/ST Category freshly registered in BDP (B.A, B.Com, B.Sc) BSW, BTS & BSW programme and re-registered students in BDP (B.A, B.Com, B.SC) BSW, BTS and BCA who were registered in July, 2015 & January, 2016 session. The scheme of fee exemption was introduce in the pilot basis initially limited to July-16 and January, 2017 two batches of under graduate students as referred above. Regional Centre did wide publicity of the scheme through our study centre representative, electronic media, print media, SMS service and organized awareness programme in various area of the above mentioned tribal dominated districts under its jurisdiction, as a result in July, 2016 & January, 2017 session enrollment share of schedule tribe students becomes double.

As all of us we know many schools in tribal areas suffer from high dropout rates. Children either never enroll or attend for the first three to four years of primary school, only to lapse into illiteracy later. Very high percentage of population among tribal communities attained the primary schooling rather than higher level of education. The main factor responsible for low level of literacy and educational backwardness among tribal communities are acute indigence of the tribal people, want of positive motivation for education, lack of adequate educational infrastructure in their neighborhood, and deficient in communication system. Besides these factors, a large proportion of the poorer tribal children, on account of the rising cost of the schooling and economic burden cannot afford to benefit from them. IGNOU offer a bridge programme is called Bachelor Preparatory Programme (BPP). The eligibility for this programme is the candidate must have attained 18 years and no formal education is required, i.e. candidate may be school dropout or literate. Medium of instructions is English, Hindi and other seven

regional languages. Duration of the programme in minimum six months and maximum 2 years, the programme fee is Rs. 1000/-. The programme having 3 courses (preparatory course for general Mathematics, Commerce & Social Sciences) the learner has to choose any two of these courses. The beauty of the programme is after completion of the programme get chance to enroll in graduation programme (B.A, B.Com, BTS, BSW only) in IGNOU only and after completion of three year graduation programme learner may apply master degree programme in any university across India and abroad. Another programme is Computer Literacy Programme (CLP), eligibility of the programme is candidate must have completed 10+2. The programme basically teaches basic computer literacy and use.

In the January, 2017 session IGNOU has offered free-of-cost admission opportunity in BPP & CLP Programme to Bunkar community as a special initiative with Ministry of Textile, Government of India. Regional Centre did wide publicity of the scheme through our study centre representative & use of ICT (electronic media, print media, SMS service) and organized awareness programme to disseminate the information in various area of where bunker community was dominated and few of the tribal districts also have largest number bunker community are resides under its jurisdiction, as a result in January, 2017 session enrollment of BPP & CLP programme enhanced remarkably. Regional Centre has decides to give these communities academic support services right at their doorsteps or in their villages with the help approved academic counselors and proper use of Mobile e Learning Terminal (MeLT) van. Regional Centre prepared the academic counseling schedule as per prescribed norms for the March and April and sending one officer along with academic counseling and MeLT Van. Their economic condition is not so good therefore they cannot be expected to travel long distances, spending their hard earned money. At the same time the use of MeLT van and trained/experienced subject expert may bring qualitative changes in their knowledge and education.

CONCLUSIONS:

Most tribe tends to use their children for ancillary services that would bring in some

added income for their staying families. It is therefore important to examine the policies and programmes being followed and their effective implementation in the state, as well as to undertake special studies to identify the socio-cultural factors inhibiting faster progress in literacy and education among the scheduled tribes communities and constraints relating to infrastructure and funds on education, to make satisfactory progress in increasing literacy among these population groups. The tribal dropout rate is extremely high relative to the mainstream population. Majority of the tribal parents are not showing much interest to send their children to the school due to economic reasons and they considered their children as economic asset to them. The main reason is that the school timing and the working hour of the tribal normally clash and since the tribal children help support their parents in earning, they either do not enroll in the school or dropout if enrolled. Here ODL system plays very important role to penetrate higher education in the tribal dominate districts or belt. Intervention of ICT i.e. use of MeLT van will increase the interest of tribal population to access higher education available at their door step. But we should be very careful to selection of academic counselors for tribal dominated districts/belts. We should engage the person as academic counselors who should be fulfilling the university eligibility norms and he/she must be belongs from tribal community itself and having vast knowledge of area as well as must speaks tribal language (local dialect). If study materials are supplied to them in their language or dialects then of course the enrollment will go high and the ODL systems will gain more popularity in comparison to conventional system. After 67 years of independence our tribal hamlets are still remaining in their original stage i.e. lack of basic amenities, lack of health facility, lack of communication facility, lack of clean drinking water, lack of electricity supply. As all of us know that tribal area are running with lack of communication, electricity supply. If university can make a pilot basis experiment to give support services to these people with fully ICT equipped MeLT van with facility of broadband and power back up facility to help them learn without any interruption (electricity cut, poor broadband etc). To attract the tribal population university should develop more certificate and diploma programme related to their day to day activities like on tribal sports and games like archery, identification of plants

of medicinal value, crafts art and culture, folk dance and folk songs, folk paintings, forestry, horticulture, dairying, veterinary sciences etc. Unless the educational level and participation

tribal not increase in higher education than the development of nation will bound to be slow and will not give the significance growth in the level of education.

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