

GLOBALISING EDUCATION: THE INTERSECTION OF VIKASIT BHARATH AND ODL

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Abstract:

The present endeavour explores Vikasit Bharath's concept and its synergistic relationship with open and distance learning in an attempt to globalise the education. ODL is necessary for assuring that everyone has access to high-quality education, thus helping India to reach its objectives of Vikasit Bharat and educational globalisation. The ODL platform offers flexible, reasonably priced, individually paced education by using modern digital technologies including e-learning platforms, digital media, virtual classrooms, self-learning materials, and others, so closing the accessibility gap for working women, rural students, and people with physical disabilities. Apart from providing many students with a sustainable educational experience, ODL is beyond physical infrastructure limits. Though ongoing issues like the digital divide and quality control persist, innovative initiatives by governments, improvements to digital infrastructure, and intra- and corporate partnerships at the national and international levels may serve to address ODL education. The ODL's initiatives to transform education using academic skills and competencies, development trends, adaptable dissemination strategies, contact sessions with self-study packages, and other teaching-learning tools will be addressed in this paper. Increasing access to inclusive, skill-oriented, lifelong education would help to link the worldwide educational ecosystem greatly as India moves to a knowledge-based economy.

Key words: *Globalisation of Education, Vikasit Bharath, Open and Distance Learning, knowledge-based economy.*

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Introduction

The corner stone of every developed nation is its education system. We believe that education, which is the cornerstone of any nation's development, will be essential to this endeavour. In 2047, India will celebrate the 100th anniversary of its independence. In order to empower all Indians, foster inclusive growth, and equip them for the opportunities and challenges of the twenty-first century, we must establish an educational system (Puntambekar, 2025). At the moment, everyone in India is unable to obtain high-quality education due to socioeconomic inequality, regional restrictions, and infrastructure limitations. Since Open and Distance Learning (ODL) makes high-quality educational services accessible to everybody, it is crucial to the democratization of education. The goal of the Viksit Bharat initiative is to guarantee that all citizens have equal access to education, regardless of their socioeconomic status or geographic location. With the second-largest population in the world

and the third-largest higher education system after the US, India is a multicultural and densely populated nation. At the moment, everyone in India is unable to obtain high-quality education due to socioeconomic inequality, regional restrictions, and infrastructure limitations. Since Open and Distance Learning (ODL) makes high-quality educational services accessible to everybody, it is crucial to the democratisation of education. It aids in identifying the disparity in economic and social elements within a geographic area, particularly for the working class, women, people with disabilities, and rural residents. The goal of the Viksit Bharat program is to guarantee that all citizens have equal access to education, irrespective of their socioeconomic status or geographic location. With the second-largest population in the world and the third-largest higher education system after the US, India is a cosmopolitan and densely populated nation (**Qayyum & Olaf Zawacki-Richter, 2020**). To meet the growing need for education in society and the workplace, India has improved its Open and Distance Learning (ODL) system. ODL is innovative because it improves and changes the system of higher education. By maintaining the pertinent superstructure of higher education, which includes accessibility, equity, quality, innovation, and research, it has the ability to provide equity to millions of people.

Through ODL, citizens can develop their skills in a positive way, increasing their productivity and sense of empowerment. Since ODL encourages inclusivity and accessibility in education, it significantly advances the educational objective (**Fozdar, 2015**).

1. Objective

With a vision to build a Viksit Bharat, this work seeks to explore Open and Distance Learning (ODL) as it exists, and its complementary interaction with the concept of globalisation of education.

Methodology:

This conceptual article explores the ODL initiatives and accomplishments in altering educational pedagogies, abilities and competencies through the use of growth patterns, flexible modes of distribution, contact sessions with self-study packages, field work, internships and other ways for improving teaching learning process with a view to globalise education.

The Concept of ODL:

Open & distant Learning (ODL) is the provision of distant learning opportunities with the goal of lowering or eliminating access barriers, including financial constraints, prior knowledge, age, social, professional, or familial responsibilities, handicap, incarceration, or other comparable obstacles. "Open" denotes a dedication to eliminating any needless obstacles to educational access. Distance education is described as instruction that is offered through a variety of media, involves two-way communication, and may occasionally involve in-person meetings for tutorials and learner-to-learner interaction, but otherwise involves the teacher and student being separated in time and/or location. Although distance learning and open learning are complementary, they are not the same thing, which is why the terms are commonly used interchangeably (**Kennedy* & Duffy, 2004**). A flexible educational system that offers learning opportunities outside of traditional classroom settings is called open and distance learning, or ODL. ODL serves a diverse range of learners, including working professionals, pupils in rural areas, women, and individuals with disabilities, by leveraging technology, multimedia material,

and online platforms. In India, organisations like Yashwantrao Chavan Maharashtra Open University (YCMOU), IGNOU, and NIOS have led the way in ODL (Jena, 2020), showcasing the potential to democratise educational access. Open and remote learning, or Thus, Open and Distance Learning (ODL), is a flexible educational system that provides learning possibilities outside of conventional classroom settings. ODL uses technology, multimedia content, and online platforms to support a wide spectrum of learners, including women, students in rural regions, working professionals, and people with impairments. Organisations like NIOS, IGNOU, and YCMOU have set the standard for ODL in India (Jena, 2020), demonstrating the ability to democratise access to education.

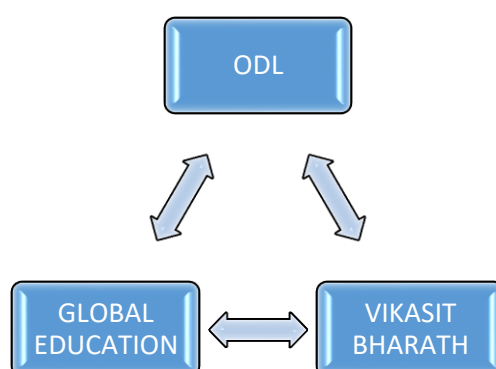


Fig. 1. Triangular Process of Development

Viksit Bharat and the ODL

An inclusive and accessible educational system that reaches all citizens is essential to achieving Viksit Bharat, the goal of a developed and self-sufficient India. ODL is crucial for expanding learning opportunities and tackling systemic educational barriers. In India, open and distance learning (ODL) isn't just a method—it's reshuffling the whole education scene. It gives rural students a chance to tap into digital resources, remote lessons, and virtual classrooms that they might otherwise miss out on. Sometimes, it even reconfigures the way education works for women by offering study schedules that mesh with their lives, a point Singh et al. (2021) have somewhat highlighted. It also backs skill-building, whether through vocational courses, higher studies or even professional certifications, nudging lifelong learning into everyday reality.

ODL also breaks free from the tight confines of traditional classrooms, opening doors to people who've often been side-lined economically challenged groups, folks with disabilities, and other marginalized communities. By leaning on digital platforms and tech, this cost-effective, scalable model manages to deliver quality instruction for less, enabling, in many cases, a significant spread of educational opportunities (Atkins, et al., 2007). Assistance with National Development Projects: ODL supports national development programs such as Skill Development and Digital India

Globalisation of Education: According to Apparadurai (1990), globalisation encompasses five cultural flows: ethnoscaples, mediascaples, technoscaples, finances capes, and ideoscaples. It also includes political-economic, socio-cultural, and technological dimensions, as well as links, institutions, culture, and consciousness. It also involves communications technology, ecology, economics, work organisation, culture, and civil society. People

shall require new knowledge and abilities to regulate and govern their own professional lives. In today's globalised environment, we need learner-friendly education. To accomplish this challenge, the institution must supply four abilities necessary by the learners. DE accomplishes the objective by enlightening learners about the necessary abilities including scientific and technological skills.

Global Initiatives:

ODL is a strategic tool for accomplishing India's development globally since it is in line with national development programs like Digital and skill India. Education would soon take on a new face, modernised for a 'knowledge economy' centred on digital technology, with changing values, preferences, and tastes. The necessary preparation can be accomplished by allowing learners to acquire the necessary information, skills, and intellectual capacity to face the challenges of rapid change and uncertainty. This is the age of technological and scientific revolutions. Because of the rapid rate of change in the workplace, people must re-equip themselves with new information and abilities in order to compete, survive, and thrive.

Technological Integration in ODL and Global Connect:

ODL dives right in to support India's national initiatives. It supports initiatives like Digital India and Skill Development, integrating itself with initiatives like Skill India (Singh et.al.2021). Many people view it as a useful instrument that easily fits into the nation's larger objectives, making the process of development more approachable.

Additionally, digital technology has completely changed distance learning by dismantling previous obstacles and placing course materials right at our fingertips. You may now manage lessons, monitor progress, and maintain a lively conversation between professors and students thanks to fast internet, easy-to-use online platforms, and learning management system (LMS) technologies (Rai, 2019). Video conferences combined with interactive simulations, podcasts, and movies bring distant learners closer together and give learning a human, unpredictable feel. Government-led initiatives like SWAYAM, DIKSHA, and NPTEL provide free access to high-quality educational resources. Mobile learning apps have given students greater convenience and flexibility. Virtual labs and simulations help bridge the gap between academic knowledge and real-world applications. Virtual labs and simulations help bridge the gap between academic knowledge and real-world applications. Block chain technology eliminates phoney credentials and improves reliability by ensuring tamper-proof certifications. Cloud-based learning management systems like Moodle and Google Classroom provide enhanced student interaction, seamless content distribution, and performance tracking. Augmented and virtual reality (AR/VR) offers immersive learning experiences that are especially useful for challenging subjects like medical sciences and engineering. These technologies make education more accessible and efficient (Bordoloi, 2018).

Bottlenecks of ODL :

Open and Distance Learning (ODL) has plenty of potential, but it also has issues. These include the digital divide in rural areas, inconsistent quality assurance, difficulties in developing self-discipline and motivation, learners' and teachers' lack of technological literacy, continuous assessment and evaluation problems, and barriers related to language and accessibility. These challenges include poor internet connectivity, inconsistent ODL course

quality and standardisation, trouble staying motivated and disciplined, and a lack of English-language resources, which limits their accessibility to a larger audience (Tomei, 2007).

Policy Recommendations in ODL:

The strategy calls for funding digital infrastructure to increase internet access in rural areas, working with the government, tech companies, and academic institutions to improve online learning environments, offering training in digital pedagogy, and incorporating blended learning models into regular classroom instruction. In order to make ODL a valuable tool for lifelong learning, it is now required to broaden its reach by integrating technology, rather than concentrating just on increasing access. The ability of ODL to promote innovation in instruction and increase the effectiveness and significance of education must be recognised by policymakers. The "openness" and "flexibility" that ODL offers should be carefully considered by policymakers rather than limiting its appeal as a refuge for degree seekers. Unfortunately, many who participate in the ODL system's decision-making process in India are still unable to break free from their traditional educational environment and orientation.

ODL is mostly used by dual-mode and single-mode open universities in India, according to a brief summary of ODL practices discussed above. Although the programs range in nature from certificates to research degrees in a variety of fields, the trend from various ODL institutions shows that the majority of students enrol in general undergraduate and graduate degree programs in the humanities, social sciences, commerce, education, and professional programs in computer sciences and management. This replicates the usual enrolment pattern in higher education. The potential of ODL to provide authentic opportunities for lifelong learning has not yet been fully explored.

Unfortunately, a lot of people who take part in the ODL system's decision-making in India still struggle with their traditional upbringing and educational orientation. Knowledge has changed dramatically as a result of new technology, which makes it possible to obtain information from anywhere in the world with just a mouse click. To create efficient strategies for enhancing the ODL system's utilisation, policymakers must carefully take into account not only the new technology but also the evolving learning settings, shifting demography, and cultural changes. (Srivastava & Basu, 2015)

Conclusion:

Aiding Viksit Bharat's vision of accessible, inclusive, and egalitarian education for all is ODL's pioneering force in Over-Distance Learning (ODL). With the right policies, technical shifts, and stakeholder involvement, ODL can empower millions and bridge the educational gap. As India works towards becoming a knowledge based economy, ODL will be increasingly important in shaping its future. It must be said, however, that ODL has also tremendously improved access to India's prosperous high education in the last four decades, emerging as a viable substitute to traditional pedagogic systems. The ODL system is rapidly expanding the country, especially in higher education, with IGNOU in New Delhi and Yashwantrao Chavan Maharashtra Open University (YCMOU) in Nashik, India spearheading the movement.

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