

ABSTRACT

THEME Unleashing the Potential of ODL Reaching the Unreached

Abstract Presented By Dr Harpreet Singh Aurora MD/PRESIDENT Baba Deep Singh Indo American Institute Of Medico Technicals (SISTER CONCERN OF FEDERATION OF SKILL DEVOLPMENT,AND SELF EMPLOYMENT EDUCATION DEVOLPMENT AND ACA VOICE OF VOCATIONAL EDUCATORS AND JOURNALISTS) Apex Body Of Education UNESCO is trying hard to PERPETUATE Open Distance Education ALL OVER WORLD INSPITE OF many Technical Hurdles.

I was strongly motivated to do something for Students as well as Educators & who are striving hard to have a few liters of Oxygen of Distance Education Inspite of Heavy Restrictions of Jurisdiction, Territories & Doctorial role of Distance Education Bureau & UGC w.e.f. in current scenario when almost 99 percent Educators in distance education had lost jobs in private sector as well as Govt universities as enrollment of students in their State due to territorial jurisdiction and repeated selective courses granting to all Universities has caused super saturation of IT and computer related courses hence stagnancy and more unemployment and unrest Almost 99% of Study Centers owners had closed their distance education centers & Educators are Deprived of Livelihood as closing down of all desired courses not offered by concerned Universities at behest of Dictatorial role of UGC /DEB without any National consensus and suggestions from all sections of society and Educators association

Problem we want to solve is that like liquor consumption which is never banned all over world causes Cirrhosis & Liver Damage on using without appropriate controls on one hand but is main source of Revenue of Govt. On the other hands if used in moderate amount all over world over centuries for stress busting and Fatigue reliever. But in India ODL is seen as most notorious thing as pear pressure of too much PILs by vested interest self styled VITM hungry associations, Govt. servants fear of sliding of their promotions from competitive distance education students and certain private universities whose shops showed sharp decline or recession after roaring success of distance education proliferation especially when certain universities offered technical courses through distance education. Maximum damage has seen to growth of Allied Health sector courses as DEB on name of practical hands course requirement banned their offering in name of Human health concerns. Only one side of coin was shown to respectable authorities and self employment and job oriented courses of allied health courses come to complete halt without taking into confidence any transparent volunteer organizations study centre owners students employers. Regular students considered themselves superior to distance educations students and inequality surfaced due to improper implementation and lack of Public interest gestures

Although Digitalization of Education main Aim of ODL was to Provide Unrestricted Literacy to all Rural Urban Special Disadvantage Groups Through OPEN AND DISTANCE EDUCATION Industry integrated Education,(IIEP), Non Formal Education, Vocalization of Education as per Policies of UNESCO, ICDE & Govt. Of India but on contrary practically approach OF APEX BODY DEB is opposite. There are Govt. Policies NEP1986, NEF2005, NVEQF, NEP2015, and NSD2015 but all in vain . On other side From Last 5 years UGC DEB have seen more & more people want Non Attending Degrees from UGC Recognized PVT. Universities because taste of people that is OPEN DISTANCE EDUCATION PROVIDING EASY EMPLOYBILITY WAS STOPPED.. Behind Such Bogus External PRIVATE Degrees There

is One Reason Govt. Authorities UGC DEB AICTE callous approach and dictatorship towards Distance education. Annamalai Universities, Madurai Kamaraj university, Karnataka State Open University, Punjab technical universities were disaffiliated not due to private ownership but they are State Govt. run Universities. So central University IGNOU overshadowed all State open Universities.

Until unless territorial jurisdiction is not diluted there is no meaning of ODL. There cannot be regulatory over a regulatory .You cannot give oxygen to asphyxiated individual by suffocating throats and strangulating hard on hyoid bones of study centre owners/Educators who had once established prolific breeders of network of vast students and accessibility flexibility miscibility's with ongoing technological advances. Without study centres learning centers involvement there cannot be growth OF ODL SYSTEEM. Allied health ODL SHOULD BE REVIVED ON PATTERNS OF IIEP AND PART TIME EVENING COURSES WITH PARTNERSHIP OF PUBLIC PRIVATE COLLOBORATION OF VOLUNTEERS ORGS/NGOs on pattern OF RPL. Refresher certificate courses in allied health should not be given to traditional regular universities if there is hurdle for diploma degree levels of allied health through distance open learning. Whenever there is regulatory authority it's too much monopoly lead to Dictatorship as we have seen vast number cases of Misappropriate assets case in various State councils and National councils in Developing countries including India. Even in NEET there is entrance test but last cutoff is shamefully 33 percent to attract students as seats remain vacant

In today India Regulatory body DEB UGC policies and narrow vision are main threat to ODL delivery. INDUSTRY INTEGRATED EDUCATION PROGRAMMES ON CHOICE BASED CREDIT TRANSFER, part time evening classes, RECOGNITION PRIOR LEARNING and online methodology can only revive cyanosed OPEN DISTANCE LEARNING and policies should be revised in context with INDUSTRY INTEGRATED EDUCATION with Collaboration with industry based learning centers otherwise everything would remain on paper and act as simple formalities. LAWS ARE MADE FOR PEOPLE COMFORT AND NOT FOR SUFFOCATING SOMElike small fish AND giving monetary Gifts to larger Sharks IIEP's vision is rooted in the understanding that **education is a basic human right**. No child, youth or adult should be excluded from learning opportunities that will allow him or her to live decently, access and exercise their rights, and engage in civic life. IIEP is particularly concerned with **expanding quality education to provide equitable and relevant learning opportunities** to all. Therefore IIEP envisages a world in which all children and youth benefit from **quality learning opportunities for sustainable development and peace**.

The Medium-Term Strategy (MTS) of the institute explains IIEP's **vision and strategic priorities for 2014–2017** to support the continued fulfillment of the institute's mission: **to strengthen the capacities of UNESCO Member States to plan and manage their education systems**.

This strategy is informed by the debates surrounding the post-2015 development agenda. It supports UNESCO's eight-year overarching objectives of "Peace and Equitable and sustainable development" and "contributing to sustainable development and the eradication of poverty".

RECOGNITION OF PRIOR LEARNING IS NEXT FUTURE OF ODL.

Recognition of prior learning (RPL), prior learning assessment (PLA), or prior learning assessment and recognition (PLAR), describes a process used by regulatory bodies, adult learning centres, career development practitioners, military organizations, human resource professionals, employers, training institutions, colleges and universities around the world to evaluate skills and knowledge acquired outside the classroom for the purpose of recognizing competence against a given set of standards, competencies, or learning outcomes.

RPL is practiced in many countries for a variety of purposes, for example an individual's standing in a profession, trades qualifications, academic achievement, recruitment, performance management, career and succession planning.

Methods of assessing prior learning are varied and include: evaluation of prior experience gained through volunteer work, previous paid or unpaid employment, or observation of actual workplace behavior. The essential element of RPL is that it is an assessment of evidence provided by an individual to support their claim for competence against a given set of standards or learning outcomes.

RPL is sometimes confused with Credit Transfer, assessments conducted in order to recognize advanced standing or for assigning academic credit. The essential difference between the two is that RPL considers evidence of competence that may be drawn from any aspect of an applicant's professional or personal life. Credit Transfer and advanced standing deal primarily with an evaluation of academic performance as it relates to a particular field of study and whether or not advanced standing may be granted towards the gaining of additional qualifications. Some academic institutions include Credit Transfer within their overall RPL umbrella, as the process still involves assessment of prior learning, regardless of how achieved.

RPL is known by many names in different countries. It is APL (Accreditation of Prior Learning), CCC (Crediting Current Competence), or APEL (Accrediting Prior Experiential Learning) in the UK, RPL in Australia and New Zealand, and PLAR (Prior Learning Assessment and Recognition) in Canada (although different jurisdictions within Canada use RPL and RCC (Recognition of Current Competence). France has a more sophisticated system in which assessment is known as 'Bilan de competences', 'Bilan des competences approfondi', or 'Validation de Acquis des Experiences (VAE)'. Regardless of the title, all are the same and all are RPL.

History

RPL has been the mainstay of all assessments conducted under national vocational education and training systems since the late 1980s and continues to evolve as different VET systems evolve

Benefits

RPL is a very simple and straightforward process of assessing someone's skills or knowledge, regardless of where and how these were learned. Unlike other forms of assessment it doesn't judge someone's evidence of competence solely by the credentials or qualifications they have achieved, although this can form part of their claim. Nor does it consider where a person worked, their age, gender or physical attributes.

What RPL does is allow people to demonstrate that they are capable of undertaking specific tasks or working in certain industries based on evidence of skills and knowledge gained throughout their life.

RPL is similar to criterion-referenced assessment –

In teaching or traditional training, the criteria against which formative and summative assessments are conducted is known as teaching or training objectives. (Sometimes these are also referred to as learning objectives but these are really the outcome the learners seeks to achieve, not the teacher or trainer.) They may be written in different ways but in all cases they include the behaviour to be observed, the conditions under which such behaviour is to be performed, and the standards or criteria which the performance must meet. These are the standards to be achieved as a result of the learning or training activity.

Literacy is noble cause and there should not be exploitations of improper bias of any kind. Dissemination of knowledge is not limited to handful of people but TO ALL and for facilitating this practice HONEST AND BOLD INNOVATIVE STEPS SHOULD BE TAKEN WITHOUT POLARITY TOWARDS ANY LOBBY AS ARTICLE 19 6 G Honorable Fundamental LAW PROVIDE US RIGHT TO GIVE EDUCATION AND WITHOUT DISCRIMINATION ERADICATION OF ILLITERCY

Acknowledgements

DR SUMEDH RATHORE NIMS UNIVERSITY ASSISTANT REGISTRAR DISTANCE EDUCATION DEPTT

**INTERNATIONAL ASSOCIATION OF EDUCATORS FOR WORLD PEACE NGO AFFILIATED TO UNESCO
UNIOCEF ECOSOC LOCAL PATIALA CHAPTER CHAIRMAN SANOUR DIVISION YADWINDER SAPPAL**

NIOS AVI 660024 COORDINATOR AVI MANDEEP KAUR PANNU

DR SATDEV BATISH PHD GENETICS ATHENA DIAGNOSTICS BOSTON USA

Philanthropic educational and research society for world peace India Chairman Rashmilpreet Singh

DR HSA Intensive Affiliate Member Canada criticare Society

ALLIED HEALTH PROFESSIONALS BODY

WORLD NANNY ASSOCIATION MANAGED BY PERWP

DUKHBHAJINI HOSPITALS MANAGED BY PERWP

INDIAN PARAMEDICAL YOUTH FORUM CLUB

BABA DEEP SINGH YOUTH CLUB

**ST JOHN AMBULANCE DIVISION AND INSTITUTE MEMBE BABA DEEP SINGH INDO AMERICAN
INSTITUTE**

OF MEDICOTECHNICALS

**RTI ACTIVISTS ADVISORS TO ALL INDIA PVT UNIVERSITIES AND PVT EDUCATIONAL CENTRES
ASSOCIATION MANAGED PERWP**