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Tanusree Das, Faculty, Department of Sommerce (Evening), Shri Shikshayatan College
Part-time Faculty, Department of Management & Finance,
Dinabandhu Andrews Institute of Technology & Management, Kolkata
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S. Kavitha,

Faculty, Department of Commerce (Evening), Shri Shikshayatan College
Kolkata - 700 071, West Bengal, India

Contact No. : 9163530963, E-mail : skofficial700029@gmail.com

Tanusree Das

Faculty, Department of Commerce (Evening), Shri Shikshayatan College
Kolkata - 700 071, West Bengal, India and

Part-time Faculty, Department of Management & Finance,
Dinabandhu Andrews Institute of Technology & Management, Kolkata

Contact No. : 9681913596, E-mail : mailmetanusree@gmail.com

Sovik Mukherjee

Faculty, Department of Commerce (Evening), Shri Shikshayatan College
Kolkata - 700 071, West Bengal, India

Contact No. : 8017572055, E-mail : sovik1992@gmail.com

ABSTRACT

India has witnessed an extraordinary expansion in the field of education. The rise in the number of engineering colleges, business schools, private universities, distance-education institutes has indisputably boosted the enrolment numbers across the Indian subcontinent. However, much needs to be done in this area, if the target of gross enrolment ratio (GER) in higher education of 30 percent is to be achieved by 2020. Advocates of Open and Distance Learning (ODL) are of the opinion that this mode is amongst the best to augment the gross enrolment ratio in higher education. ODL covers all teaching-learning concepts and methodologies wherein the learner and the teacher are separated by space and time, but at the same time impart flexibility to the learner to pursue an education programme with a particular amount of ease. This paper is an attempt to underline the nexus between growth, measured by means of change in the GDP with the level of enrolment in distance education in India. It proposes a theoretical framework to unearth the role of ODL in supplementing economic growth. The focal point of this paper is to highlight the impact of adoption of specific methodologies at different levels of courses offered and their role in the teaching-learning mechanism under ODL system. Also, it seeks to establish the dependence of growth in ODL in the near future on the implementation of appropriate teaching-learning methodologies.

Keywords: Open and Distance learning, Gross Enrolment Ratio, Economic Growth Jel Classification

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