
UNIT 2 PHILOSOPHICAL FOUNDATIONS-1

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2.0 OBJECTIVES

Under the philosophical foundations of distance education, we shall try to acquaint you with the most general issues and principles of distance education. In this attempt we shall discuss some significant ideas and our perceptions pertaining to this discipline. We shall, therefore, survey the seminal literature on distance education and identify the various distinct lines of thought that attempt to provide philosophical foundations to the discipline under consideration.

The distinct lines of thought presented here coupled with those given in the following unit will enable you to get acquainted with underlying philosophies of distance education. Besides, you will develop useful insights into the efficacy of the distance mode of teaching and learning. In essence, after completing this unit, you will be able to:

- clearly state what independent study and autonomous learners mean; and
- knowledgeably discuss the implications of the term 'distance' in distance education.

2.1 INTRODUCTION

We have chosen six important theories – of which two will be discussed in this unit and the remaining four constitute the following unit – in order to give you a comprehensive overview of the philosophies that underlie distance education.

The proponents of the 'theories' we have chosen are listed below for easy reference.

Table 1: Distance Education: Thinkers and Theories

S.No.	Name	Major theoretical contribution
1)	Charles A. Wedemeyer	<ul style="list-style-type: none"> • Independent study
2)	Michael G. Moore	<ul style="list-style-type: none"> • Distance: a function of 'dialogue' and 'individualisation' • Learner autonomy
3)	Otto Peters	<ul style="list-style-type: none"> • Distance education: an industrialized form of teaching and learning
4)	Borje Holmberg	<ul style="list-style-type: none"> • Guided didactic conversation
5)	John A. Baath	<ul style="list-style-type: none"> • Significance of two-way postal communication
6)	David Sewart	<ul style="list-style-type: none"> • Human element in an industrialised form of learning and teaching

Of the six thinkers, we have already touched upon the views of four: Wedemeyer, Moore, Peters and Holmberg. We shall elaborate here their views at some length and consider the views of Baath and Sewart.

2.2 INDEPENDENT STUDY: CHARLES WEDEMEYER

A professor of education at the University of Wisconsin, Madison, Wedemeyer was associated with distance education at the university level in the USA from early 1960s to late 1970s. He retired in 1977. His liberal outlook is manifested in his work in the field of distance education. His contribution to the theoretical foundations of distance education comprises his analysis of the differences between distance education and conventional face-to-face education. His analyses of the major distinctions/differences between the two present three key notions:

- i) **autonomy of the learner,**
- ii) **distance between the teacher and the learner, and**
- iii) **structural system.**

These three notions have since become the very bases of the overall concept of distance education. We shall discuss these notions in the following sections and thus introduce you to what may be called Wedemeyer's theory of 'independent study'.

2.2.1 Autonomy of the Learner

Wedemeyer's writing popularised the expressions '**independent study**', '**open learning**' and '**distance education**'. (The first of these expressions is used extensively in the USA for correspondence courses and distance education programmes at higher levels of education.) 'Open education' is an expression which has given meaning to the term 'open university' though there is no 'open university' in the United States as such, and

'distance education' is the expression which replaced the expression 'correspondence education' officially in the year 1982 (see unit 1, block 3). At the core of all the three expressions is the notion of 'learner autonomy'. Wedemeyer's definition of independent study (see Sub-section 1.4.1) gives us a clue for understanding the concept of learner autonomy. The learners study independently in their own environment free from the constraints of 'inappropriate class placing' and develop in themselves a capacity and maturity that enables them to carry on '*self-directed learning*'.

Wedemeyer has outlined his ideas about 'independent study' as follows:

- i) It consists of teaching/learning arrangements, and these arrangements have various forms. The special feature of these arrangements, is that, the teachers and learners stay away from each other, and didactic communication takes place in various ways.
- ii) Its purposes are to facilitate learning activities of both the on-campus and the off-campus students.

On the one hand, it relieves an on-campus learner from the tyranny of inappropriate face-to-face teaching; on the other, it provides learning opportunities in one's own familiar situation and helps one in building up, through self-directed learning, the maturity which characterises an educated person.

Besides, it may be noticed, Wedemeyer has introduced the notion of 'continuing education' as one of the purposes of 'independent study'. The obvious basis of 'independent study' is Wedemeyer's liberal educational philosophy. He thinks that factors like geographical remoteness, poverty or any other type of social disadvantage, poor health or disadvantageous physical conditions, or any psychological conditions that inhibit one from undergoing institutionalised education should in no way stand in the way of one's achieving the desired educational goals.

The immediate pedagogical implication of such a philosophy is that we look for unorthodox means and modes of educating all those who are willing to be educated. If one cannot go away from one's place of work or residence because of economic or physical conditions, if one cannot attend a class because the classroom atmosphere is psychologically or sociologically hostile to one or just because of compelling social commitments one cannot fit into the traditional school, college or university modes of education, then the state must bring education to one's doorstep. This is possible, only and only if the basic characteristic of that unorthodox system is to allow the teachers and the learners work apart from one another. Consequent upon accepting this basic characteristic, we must admit that in this system, word of mouth cannot be the major means of communication. By implication, the teacher learner communication must take different forms: the printed word, a telephone talk, a radio talk, etc. We should keep in mind that the context here is the United States, and when we have to put these concepts into practice we must take into account the specific situations obtaining in our own countries, our social set up, growth of the economies, educational provision, cultural factors, academic traditions, etc.

Advantages of ‘Independent Study’

Some of the advantages of this approach may be debated against some of the disadvantages it may suffer from, but of these advantages, the few which Wedemeyer has highlighted are given below:

- i) The student will be able to work on her/his own pace; she/he will not be forced to get into the straitjacket of the classroom, nor forced to undermine her/his social obligations against the restrictive academic schedule of a college or a university.
- ii) The student will be able to choose her/his educational goals; s/he will not opt for courses that do not suit her/him, not the activities that do not suit her/his purposes.
- iii) Besides, the student will go about learning in her/his own way utilising her/his resources to the maximum; s/he will take on to herself/himself the responsibility of engaging herself/himself in self-instruction and also decide the way her/his achievements may be assessed.

The student of the above description is the autonomous student – an educated person in the real sense of the word. Whatever is done by the educational institutions for such a student will be by way of providing educational facilities, which cannot be made available on the above terms through conventional face-to-face teaching. It is the distance mode of teaching that goes with the above student characteristics (see unit 4 of block 1).

2.2.2 Distance between the Learner and the Teacher

As indicated above, student autonomy has many pedagogic implications. The strongest of them all is that the learner has to learn apart from the teacher. How different is this proposition from orthodox classroom teaching?

A classroom situation comprises five components:

- i) *the teacher,*
- ii) *the learner,*
- iii) *the subject-matter which is taught and learned,*
- iv) *a communication system, and*
- v) *the classroom, i.e., the pedagogic site.*

Wedemeyer sums up this description graphically as follows

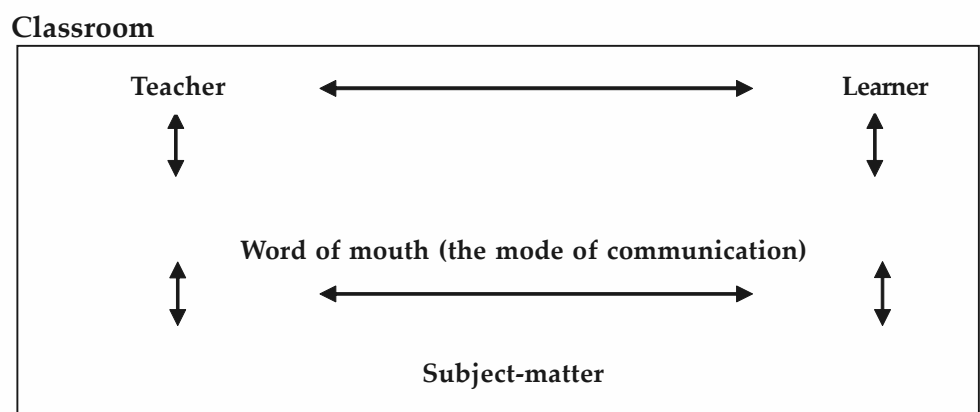


Fig. 1: The formal classroom situation

This model of teaching and learning has a prestige which is the result of centuries of socially acceptable practice. It is a universally accredited socio academic norm. In the new proposition articulated above, Wedemeyer is challenging this age-old socio-academic norm, a cultural artifact which by virtue of its existence over the centuries does not appear to have any need for reform or alternatives. And then, Wedemeyer points to the gradual but definite process of social evolution which has built viable alternatives to this potent cultural artifact. This process of social evolution is outlined below:

- i) The invention of writing broke down the absolute monopoly of speech as the medium of communication; besides, writing made it possible to record communications and transfer them over space and time.
- ii) The invention of printing broke down the monopoly of single-copy-written communications. Printing allowed the same communication to be passed on at the same or differing time(s) over distances to as many receivers as one wanted.
- iii) The development of telecommunications and computers collapsed the dimensions of time and space; and when applied to education, telecommunications open up hitherto unknown possibilities of teacher learner contacts.
- iv) The development of democratic philosophies ended the monopoly of elitist and sectarian forms of education.
- v) The introduction of correspondence education was the result of sheer social needs and pressures. In the beginning it was not a movement sponsored by the state, nor was it the result of a deliberate effort made by educationists individually or collectively.
- vi) The development of programmed learning and teaching machines pointed to the possibility of self-instruction, and learner-based education.

These issues you would be learning in detail in the course MDE-412 of this programme.

These changes have made it possible to organise teaching and learning in ways considerably different from what is represented by the model presented in Figure 1. One of the possible new ways of organising teaching and learning is represented in Figure 2.

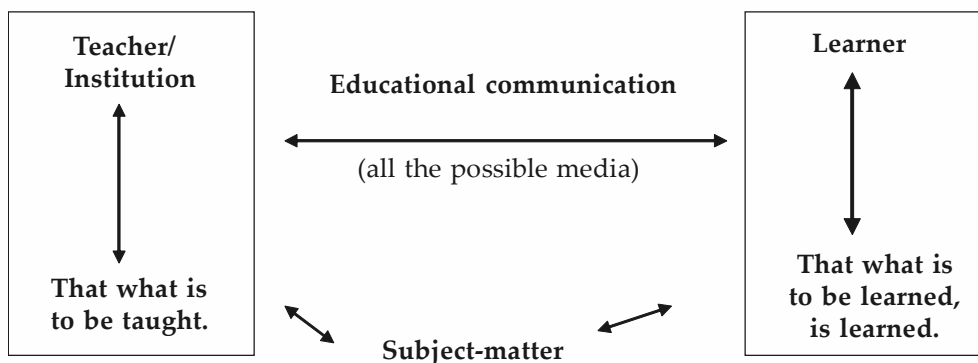


Fig. 2: A departure from the formal classroom situation

Reformation of conventional socio-academic norms

From Figure 2, it may be understood that the essential components that comprise a teaching-learning communication have remained intact. The

difference suggested above is that instead of one box (see Figure 1) we have two boxes now, both of them independent of each other. And the distance between the two boxes is filled by non-traditional means of educational communication which do not entirely do away with the traditional means of face-to-face (single box) communication. Thus the above model is not different from the one presented in Fig. 1, as far as the basic components of a teaching-learning situation and their purposeful interaction are concerned. But if we use the proximity of these components as the major criterion for characterising the situation, the above model marks a complete departure from the traditional classroom model, which is a convenient concomitant of face-to-face educational communication. Obviously, then, if the obsession with face-to-face educational communication is shaken off, i.e., a judicious variety of systems of communication is adopted and perfected for purposes of being pedagogically effective, the confines of the classroom can be broken; and it will be possible for the learners to learn on their own, away from their teachers, and for teachers to teach even when they are away from learners. This situation, which is basically characterised by distance between the teacher and the learner has a few significant applications for the overall teaching learning process. The more significant of these are :

- i) the learner has the freedom to start, pace and stop his learning activities – it is he/she who is responsible for his/her progress or failure;
- ii) the learner is not necessarily move away from his/her environment physical, socio-cultural or geographical;
- iii) media other than the spoken word, such as the printed word, audio-visuals, etc., are exploited for the benefit of both the teacher and the learner; and
- iv) learning can be made more and more relevant to individual needs and it is the learning activity which becomes more significant than the teaching effort.

Thus, distance education necessitates a change in both the learner-culture and the teacher-culture. The learner has to take on responsibilities and roles which traditionally did not belong to his/her culture and the same holds true for the teacher. This change has already occurred in the developed world. It will take some time for the developing countries to accept this change. That the process has already begun in many developing countries is clear evidence that it will gain momentum. If the communication technologies are imaginatively used, the strong oral traditions and the cultural identities too can be preserved and developed further. The interactive element which is the main strength of face-to-face education can be taken to a higher level in distance education. But all these should be done with a sense of realism.

2.2.3 Structural System

The expected cultural changes which have been suggested above obviously necessitate redefining the characteristics of learners, teachers and the education system in order to make non-contiguous educational communication pedagogically effective. These characteristics of distance study means that the learner is physically at a long distance from the teacher for much, most or even all of the time during the teaching/ learning process, in contrast to educational communication in a

classroom situation which is 'contiguous'. Such a redefinition of these characteristics forms the basis of a system that is structurally different from the traditional formal system of education. This new system may be visualised in the following features:

- i) The learners have to take much greater responsibility for learning than they were used to;
- ii) Wider choice of the content and the methods has to be provided to the learners;
- iii) Individual differences among the learners have not only to be recognised, but also catered to;
- iv) Learners have to be allowed their own pace to complete or working through the courses—they may start, stop and/or complete the courses according to their own convenience and abilities;
- v) Evaluation of student performance should be independent of the consequence, methods and place
- vi) Teachers should concentrate on educational tasks by withdrawing from social and administrative tasks—they should function more as managers of educational materials than as the traditional sources of all correct information and/or knowledge.
- vii) Teachers should accept the role of the educational media as a role complementary to their own—the implication is that the courses/materials have to be reconceived and designed afresh;
- viii) The educational operation should effect a judicious media-mix—using all the media and methods should be one of the major principles of course design and production; and
- ix) The system should operate wherever the learner(s) may be – it should be independent of the domicile and grouping characteristic of the learners.

A system of education that incorporates the above characteristics is an independent study system, according to Wedemeyer.

Check Your Progress 1

Notes: a) Space is given below for your answer.

b) Check your answer with the one given at the end of this unit.

Give two reasons why an 'independent study system' is claimed to have potential to change the 'cultures of learners and teachers'.

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Having completed this exercise, let us now turn to the second significant line of thought.

2.3 INDEPENDENT STUDY REVISITED: MICHAEL MOORE

Moore has worked at the University of Nova Scotia and the University of Wisconsin at Madison. Besides, his experience as a senior counsellor of the British Open University (1981) has contributed to his insights immensely. He is at present with the Pennsylvania State University, USA, and the editor of *The American Journal of Distance Education*. His contribution to the theory of distance education does not consist in the presentation of a new concept thereof, but in a more insightful and analytical model which, while essentially confirming the notions of Wedemeyer, sharpens them to build broad taxonomies to quantify the various degrees and types of independent study. His taxonomies can be applied to the educational transactions of both distance and face-to-face modes. But here we look at them in the context of distance education only.

2.3.1 Moore's Notion of Independent Study

For Moore, independent study is a generic term which describes all such educational transactions as may be distinguished from the traditional formal education in terms of the variables of 'distance' or 'apartness' and 'autonomy'. He describes the traditional formal system by the expression 'school environment' which is characterised by the classroom lecture or seminar and a setting in which teaching and learning activities are not only 'contemporaneous' but also 'coterminus'. And all other educational transactions which allow 'distance' and 'autonomy' are forms of independent study, be they open university programmes, correspondence courses, external degree programmes or teach-yourself programmes. Any, and all of these educational programmes can be classified in terms of two variables, namely 'distance' and 'autonomy'. Being variables, both 'distance' and 'autonomy' can be expressed/represented as continuum on the basis of two critical characteristics of the system of independent study namely,

- i) dialogue, and
- ii) individualisation

Here we should remind ourselves that it is the difference in the degree of 'dialogue' and 'individualisation' that differentiates a distance learner, a distance teacher, and distance teaching/learning from their counterparts in the traditional formal education. We shall elaborate on this.

i) Dialogue

For Moore, 'dialogue' is a broad term which may best be interpreted by the expression 'academic interaction' aimed at effecting teaching and learning; teaching as far as the teacher or the institute is concerned, and learning as far as the learner is concerned. This 'dialogue' may take place in a face-to-face situation, by individual or group telephone, individual or group correspondence, computer assisted instruction or may be mainly one sided, as in the case of programmed instruction, television, radio and text materials. Dialogue, in this sense can take place between the learner and the learning materials even without the presence of a teacher. On the other side, even without the presence of a teacher, 'dialogue' may not take place if the learner lacks motivation and the teacher fails to communicate effectively.

An educational programme is said to be highly 'individualised' if its curricular components, namely objectives, methods, materials and evaluation have a very high correlation with the curricular components of the learner's learning programmes.

In order to understand the concept of 'individualisation' more clearly we would like to bring in another important concept here – the concept of 'structure'.

Traditional academic programmes are highly 'structured', i.e., their curricular components, namely, objectives, methods, materials and evaluation are usually predetermined irrespective of what the needs of a particular learner may be. A graduate programme, for example, assumes that all the students who opt for the combination Physics-Chemistry-Mathematics are, more or less, at the same level of mental ability, have the same study skills and motivation for learning, irrespective of their socio-cultural backgrounds. An academic programme of this kind, i.e., one which does not take into consideration the divergence in learner-characteristics, and is therefore prepared for a hypothetical average learner, may be called a 'structured' programme. On the contrary, an academic programme which is flexible enough to cater to diverse learner-characteristics, cannot have a rigid structure; and a programme that lacks structure (in the sense in which the term has been used above) will make 'individualisation' of learning possible, as its objectives, methods, materials and evaluation can be adapted to those which the learner is fit for and is seeking.

Let us consider a hypothetical situation. A learner with the ability to complete a three year degree programme in one year has to unnecessarily wait for two years more than necessary to get the degree because the "structure" of the programme does not allow individualisation. In another situation, a learner, for whatever reasons, takes more than three years to complete the programme but gets the degree with a stigma that he/she "failed" to complete the programme within the stipulated period, and therefore is not worthy of being considered a first rate student, whatever the scoring in the individual courses/papers. In both cases individualisation is neglected because of the rigid structures. As soon as efforts are made to take care of individual needs of learners, the structures begin to relax. This is true of every other aspect of learning – styles of learning, forms and methods of study, examination, evaluation etc.



We may now use the expressions 'individualisation' and 'lack of structure' synonymously, for 'individualisation' may be achieved through 'lack of structure' in an academic programme, and 'lack of structure' assures 'individualisation'. Having studied Moore's notions of dialogue, individualisation and structure in his analysis of the notion of 'independent study' we show you now how he uses these notions to expound his concept of distance and autonomy.

2.3.2 Distance: A Function of 'Dialogue' and 'Individualisation'

A particular combination of the features *dialogue* and *structure* in an academic programme will give it a character of its own. And different combinations of these features will give us differing categories of academic programmes.

Using letter symbol +D for high dialogue, -D for lack of dialogue, -S for lack of structure, and +S for highly structured, Moore categorised the possible educational programmes as follows:

Table 2: Programme types in terms of 'dialogue' and 'structure'

Distance as the variable	Type	Programmes Type	Examples
Most distant   Least distant	-D+S	1) Programmes with no dialogue but with structure	Programmes in which the communication method is radio or television
	-D-S	2) Programmes with no dialogue and no structure	Independent reading/study programmes of the 'self directed' kind
	+D+S	3) Programmes with dialogue and structure	Programmes using two-way communication methods
	+D-S	4) Programmes with dialogue and no structure	A tutorial programme

Besides using these variables, dialogue and individualisation, for purposes of categorising the academic programmes, Moore uses them to formulate his notion of distance. He says that the actual distance between the learner and the teacher/institution should not be measured in terms of the *spatial distance between the two, but in terms of the degrees of dialogue and individualisation* which the academic programmes offer. On the basis of the differing degrees of 'dialogue' and 'individualisation' the continuum of 'distance' may be represented as follows:

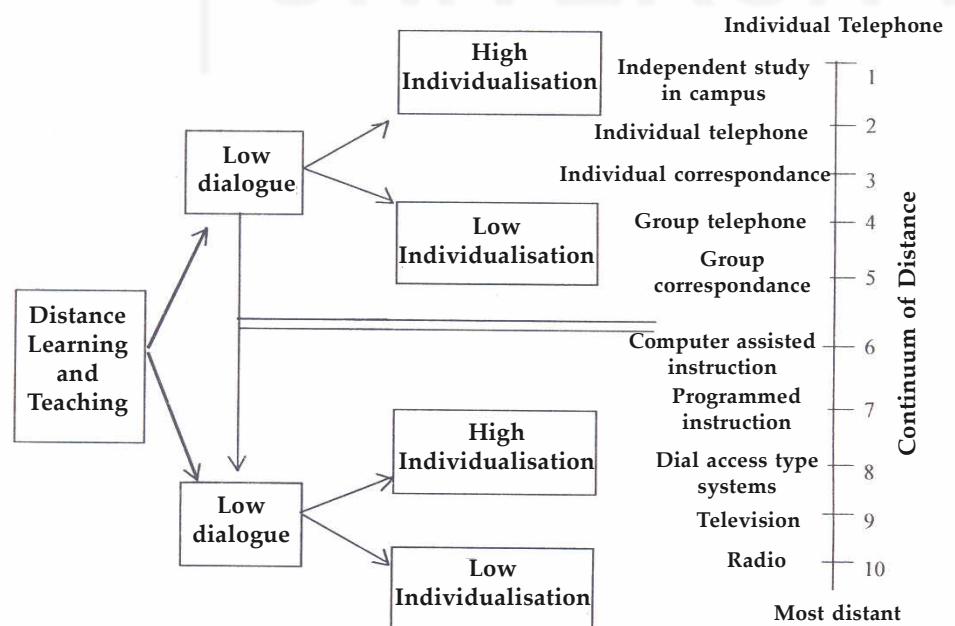


Fig. 3: Continuum of 'distance' in terms of 'dialogue' and 'individualisation'

This classification of distance teaching/learning methods on the basis of variability of 'dialogue' and 'individualisation' makes it clear that the term 'distance' is not to be confused with, the degree of physical 'contiguity'. A learner X may be physically further removed from the source, depending on a particular combination of the degrees of 'dialogue' and 'individualisation' arranged for X. For example, learner X may be 400 miles away from his/her distance teaching institute and learner Y just 4 miles away from his/hers; but there are arrangements which make it possible for learner X to interact with his/her institute and/or the teachers by telephone as many times a day as he/ she would like to, as against learner Y who has to depend entirely on text materials sent to him/her by his/her institute which does not make any arrangements for additional academic interaction. In such a case, we shall say that relatively learner Y is more distant from his/her institute than learner X. Thus 'distance' in this context is to be seen as a function of 'dialogue' and of 'individualisation'. That is to say, the higher the degree of 'dialogue' and 'individualisation' the less distant the learner is from his/her teacher/institute, and the lower the degree of 'dialogue' and 'individualisation', the more distant the learner is from his/her teacher/institute.

So far, we discussed Moore's concept of 'distance' as one of the characteristics of distance education. Now we turn to its second characteristic, namely 'learner autonomy'.


2.3.3 Learner Autonomy

Before you start reading this sub-section, it would be a good idea to have a quick glance at sub-section 1.2.1, where we have very briefly explained what learner autonomy is. In the traditional educational system, education is thrust upon learners from above, in which sense it is a top-down model. The curricular components are chosen and/or decided upon by the institute and/or the teacher, which/who prescribes the line to be followed by the learner. Let us elaborate on this point.

We have indicated earlier that a curricular unit is constituted by the statements of objectives, the methods that suit those objectives, the materials which may suit those methods, and the evaluation-system which may help achieving those objectives through the agencies of the suggested methods and the prescribed materials. Accordingly, an academic programme for which the objectives, methods, materials and evaluation are decided by the institute/teacher may be termed 'institute/teacher determined'. Against this background, it should not be difficult to visualise a programme which may be called 'learner-determined'. We shall call a programme 'learner-determined' if its objectives, methods, materials and evaluation (all the four curricular components) are determined by the learner himself/herself. Put differently, a 'learner-determined' programme may be said to allow 'learner autonomy'. Depending on the degree of 'learner autonomy' which a particular programme may allow, we can classify it in a typology ranging from, 'learner-determined' or 'autonomous' to 'institute/teacher determined' or 'non-autonomous'. What follows is an illustration to exemplify what we have said above:

Table 3 shows that learning programmes may range from 3N types to 3A. types. Let us explain this further by taking a B.A. Degree programme as an example. The objectives of this programme are

Table 3: Programme types in terms of learner autonomy

Range of Programme types	Sl. No.	Programme types	Setting of objectives	Procedure (Methods + Materials)	Evaluation
Teacher-determined (non-autonomous) (N)  Learner-determined (autonomous) (A)	1	Most correspondence courses	N	N	N
	2	Many private study courses	N	A	N
	3	Studies in which the learner controls evaluation only	N	N	A
	4	Studies in which learner controls – course content and evaluation	N	A	A
	5	Learning car driving			
	6	Learning sports skills	A	N	N
	7	Studies for personal improvement	A	A	A

A= Autonomous N= Non-autonomous

predetermined by the university concerned. Thus, as far as the objectives of the programme are concerned, they do not allow autonomy to the learner and we indicate it by the letter 'N' (non-autonomous). The methods adopted and the material used to effect teaching are also determined by the university and/or the teacher; so, on this account either the learner is not allowed any autonomy and again we indicate this by the letter 'N'. The same is the case with evaluation which is determined by the university. Thus, a B.A. degree programme is through and through a 'non-autonomous' programme. On the other hand, a qualified engineer may join a course for purposes of his /her personal improvement in his/her profession, i.e., to keep himself/herself abreast of the latest in his/her field of specialization. Assuming that many such courses are available, this engineer will choose a course, keeping in view his/her requirements and/or interests, i.e., he/she will decide on the objectives of the course, he/she will also decide on and follow the methodology and the materials according to his/her choice, and finally he/she will decide when his/her objective is achieved. A course of this kind is completely 'autonomous' and we may call it a 3A type course. And between the two types illustrated above there can be a range of course/programme types, some more and some less autonomous than others.

Walk-in admissions, on demand examinations, computer conferencing, collaborative networked learning, evaluation, examination, etc., which are currently practised in a number of open distance learning institutions around the world are basically rooted in the notions of learner autonomy, individualisation, dialogue and multi-channel learning. What at first appear to be ideas in the work of educational thinkers eventually become possibilities and practices, thanks to the advancement of communication technologies which gradually become educational technologies. But even without sophisticated technologies, it is possible to ensure learner autonomy and 'individualisation' leading to a reasonable degree of 'dialogue', if efforts are made to relax the conventional structures of institutions and programmes. In this sense, the physical distance of distance education becomes less important as the notion of distance is viewed more and more in terms of 'communication' and 'dialogue'. Quite legitimately, the concept of distance education is thus being identified with 'open education' and 'open learning'.

Check Your Progress 2

Notes: a) Space is given below for your answer.

b) Check your answer with the one given at the end of this unit.

Why has item 5, i.e., 'learning car driving' (Table 3), been categorised as an 'ANN' type programme?

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2.4 LET US SUM UP

In this unit, we discussed the contributions of Wedemeyer and Moore in the field of distance education more elaborately than what we have done in unit 1. Wedemeyer's liberal educational philosophy is reflected in his contention that the learner should be allowed to be autonomous. He is of the opinion that being manipulated as pawns in the straitjacketed classroom situations, the learners will be prevented from selecting suitable courses for themselves and thus fail to utilise their own resources to the maximum. He, therefore, contends that a need for the reformulation of conventional socio-academic norms is not only desirable but also imperative. This aim can be achieved through the practice of distance education as it promotes 'learner autonomy'.

Moore suggests that 'physical distance' alone is not significant in conceptualising 'distance education'. What matters, besides, are the variables of 'individualisation' and 'dialogue', as a very high degree of both these variables makes a course/programme less distant pedagogically and, conversely, a very low degree of both the variables

will make a course/ programme greatly distant. In this context, we explained what Moore means by dialogue and individualization.

For him dialogue is 'a measure of the degree to which the communication medium in a distance education programme permits learner-teacher interactions', and individualisation is 'a measure of the extent of the responsiveness' of a teaching programme to the objectives of an individual learner. Thus an educational programme in which the learning programme occurs separately in terms of time and place from the teaching programme allowing the learner control (of varying degrees) over the objectives of learning, learning tools, methods and evaluation, is an 'independent study' programme.

2.5 CHECK YOUR PROGRESS: POSSIBLE ANSWERS

Check Your Progress 1

An independent study system is claimed to have the potential to change the learner and teacher cultures primarily because of the following two reasons:

- i) In an independent study system, the learner has the freedom to start a programme, to go at his/her own pace and stop his/her learning activities whenever he/she wants to. That is to say, it is he/she who is responsible for his/her progress or failure. On the contrary, in a traditional system of education the learner is controlled by many variables – teacher, classroom situation, examination patterns, time schedule, etc.
- ii) Learning in an independent study system can be made more and more relevant to individual needs and it is the learning activity which becomes more significant than the teaching one. And so the teacher has a completely different role to play in the teaching/ learning process.

Check Your Progress 2

As far as learning 'car driving' is concerned, the objectives are set by the learner himself/herself and not by any external agencies (you can compare it with any traditional teaching programme, in which the learning objectives are set by external agencies – material-designer, teacher, etc.), whereas methods, materials, and evaluation are determined by the instructor. Thus, the learner is autonomous (A) as far as his/her objectives are concerned, but non-autonomous (N) as far as the procedures of learning and the final evaluation are concerned. So we label the programme 'ANN'.