

As a result of advances in science and technology, the concept of education in the modern world is changing rapidly. Now the task of educators is to educate more people and to disseminate more knowledge. Therefore, conventional system of education although very effective in an institutional set up, is undemocratic, considering the low proportion of those who can get a formal education to those who cannot. It is also quite expensive and is unable to cope with the magnitude of the problem of the masses. This has given birth to alternate the problem of the masses. This has given birth to alternate models, conventionally called 'non-formal', 'open' or 'distance education'. It is, therefore, not surprising that by the end of this century, teaching in the world would be conducted by highly sophisticated media and distance education.

The open University has not come to replace or oust the conventional University nor, indeed, to compete with it. This system of education is very appropriate for solving the problem of illiteracy and of those who have inadequate resources and lack of educational opportunity.

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The need of Open University

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ing system, the University goes to the students of age group ranging from 16 to over 60 years. In the open learning system, in other words, in a distance education system, a University is without any walls.

Distance education, over the last two decades, has been recognised as a significant form of education, both in developed and developing countries. It has now made its way deep into the educational, social and economic mainstreams of many societies in the world. This learning through distance education goes to meet the real life needs in the most effective and economic way. With great promise for the future, it has increased accessibility to help meet personal, economic, social and vocational objectives of teeming millions, irrespective of geographical barriers.

Print and communication play a very vital role in distance education. In developed countries, print is supported by broadcasting, while in developing countries video cassettes, video-disc and audio cassette services are used for the students by distance education institutions.

In a developing country like Bangladesh, broadcasting is more favourable; because it has the ability to reach every home with lower cost than video-cassette distribution cost. Developed countries are also considering the use of satellite and cable television as they provide more channels, better coverage and better transmission times. Television, Telephone and computer, in developed countries are merging into single technology, called telematics. This communication

system presages fundamental changes in distance education. The first step of a distance education institution is to create the necessary structures for development and production of course books and radio and television programmes. In Bangladesh this could be done in collaboration with Radio Bangladesh and Television. And, eventually, the University has to produce its own radio and television programmes. The University must have purpose-built studio for both radio and television production, with professional staff, including non-broadcast media section.

There should be net work of Regional Offices and Model Study Centres all over Bangladesh. These should be supplied to broadcasting stations. Programmes are to be monitored by production and aca-

demic staff. The countrywide infrastructure will make it possible for tutorial, information and counselling systems to work. This means large-scale logistic support and an efficient organisation. There should be inter-locking departments. These could be grouped as:— (i) Academic; (ii) Service and (iii) Administration.

The Academic Departments should be concerned with planning and writing of teaching materials and with the supervision of course being offered. The Service Departments will include the Regional Services net work, course production, examinations, printing and publications, mailing and radio and television programmes.

The Administrative set up will comprise of the Vice-Chancellor as the Principal Executive and academic officer, the

Registrar, his office and its various divisions.

Adhering to the following framework, the open University could have more objectives into its fold successfully developing into a non-formal counterpart of already existing formal Universities in Bangladesh:

- To provide basic education to the masses;
- To provide education to the people who cannot leave their jobs and homes
- To provide vocational and technical training, and
- To undertake researches concerning various educational problems.

Education, both on individual and national level, is fundamental to any development. It improves the quality of life, helps the individuals to achieve a better life and nations a better civilisation. One would generally agree that many of our problems result, in the one hand, from illiteracy and on the other, from poor or lack of proper education and training. A person cannot be trained well for his profession unless he is functionally literate. It is high time to give attention towards distance education for this work in areas of rural and urban skill and of women's education. It really brings all round national development in Bangladesh.