CHAPTER – III

3.1 Introduction : In order to fulfill the research gap as discuss in the chapter   II, this chapter is aimed at presenting the detail objectives and research designed.

3.2 Objectives of the study

The Objectives of the present study are mentioned as follows-

1. To study the quality of conventional vis-à-vis open and distance learning mode of education system.

1. To study the reasons for joining conventional/open and distance learning mode of education

2. To study the effectiveness of study materials/text book of conventional vis-à-vis open and distance learning mode of education

3. To study the usefulness of ICT in the conventional as well as distance education.

4. To find out the cost effectiveness of existing B.Com, BBA, and BCA courses in conventional and open and distance learning system in the study area.

3.3 Hypotheses

The following hypotheses have been formulated for the present study.

A.   From learners point of view :

H1:   There is no significant difference between the qualities of the structure of course in Conventional / ODL mode of education system.

H2:   There is no significant difference between Conventional / ODL mode of education system in case of the quality of support given by the teachers/counselors.

H3: There is no significant difference between the qualities of teacher/counselors in Conventional/ODL mode of education system.

H4: In case of the quality of learning experiences there is no significant difference in Conventional/ODL mode of education system.

H5: There is no significant difference between the comparative views in Conventional/ODL mode of education system.

H6: There is no significant difference between Conventional/ODL mode of education system in comparative view in case of examination system.

H7: There is no significant difference between Conventional/ODL mode of education system in case of learner's attitude towards the quality of Conventional/ ODL system of education .

H8: There is no significant difference in case of the reasons of joining to Conventional/ ODL system of education.

H9: There is no significant difference in the effectiveness of study materials / text book between ODL and conventional mode of education system.

H10: In the usefulness of ICT,there is no significant difference between conventional /ODL mode of education system.

H11: There is no significant difference between Conventional/ODL mode of education system in case of cost effectiveness.

B. From Teachers/Counselors point of view :

H1: In case of comparative view there is no significant difference between Conventional/ODL mode of education system.

H2:   There is no significant difference in case of comparative view in connection to the examination system in Conventional/ODLmode of education system.

H3:   There is no significant difference between Conventional/ODL mode of education system in case of effectiveness of study materials / text book.

H4:   In case of the usefulness of ICT there is no significant difference between Conventional / ODL mode of education system.

3.4 Method of Study

This study is an empirical one based on primary survey. The Descriptive statistical tools are used for the analysis of data. T test has applied to show the significance difference between the two groups of independent variables and the correlation has applied to show the strength of relationship between variables. SPSS 16.0 has applied for analysis of data.

3.5 Sources of data

In this study the primary as well as secondary data are used. The primary data has been collected by administering questionnaires from the Centre-in-charge/coordinator, learners, and counselors/teachers of the distance and conventional study centres/colleges. Apart from these, secondary data has been collected to supplement the study from various publishing sources relating to the concerned subjects like reports of various Universities of conventional as well as distance education, Economic Survey Reports, IDOL's Reports, KKHSOU's report, Report of Educational Research, Journals,websites etc.

3.6 Method of Primary data collection

Primary data has been collected by visiting 18 colleges / study centers under Guwahati University, Dibrugarh University, Assam University and Krishna Kanta Handiqui State Open Universityin the different District head quarters of Assam. Taking appointment from the co-ordinators of each of the study centre, arrangement were made to meet the distance as well as the conventional learners and the teachers/counselors, Centre-in-charge of the respective study centres/colleges. All the data collected from the above mentioned sources have helped in the successful complication of the study without any treats to duplication or biasedness to complete the study.

3.7 Sample Design

3.7.1 Population

All the provincialized colleges of Assam (till Dec 2012)and the study centre of K. K. Handiqui State Open University are the population of the present study. At present (December 2012) 189 Numbers of provincialized colleges throughout the State under Gauhati University, Dibrugarh University, and Assam University and 300 numbers of study center under KKHSOU.

The teachers/counselors and learners of under graduate courses BCA, BBA and BCOM has the Population of the present study.

Table 3.1: Tabular representations of various numbers of Provincialized Colleges of Assam and study centres under KKHSOU are as follows.

Number of provincialized colleges under conventional mode University of Assam				Number of study center under distance mode University of Assam	
GU	DU	AU	Total	KKHSOU	Total
101	74	14	189	300	300

3.7.2 Sample Size

On the basis of non-probability sampling out of the total learners of conventional and ODL mode, 400 students from conventional mode (from GU 150, DU 150 and AU 100) and 400 from distance mode (from KKHSOU) has taken as sample from various select under graduate BBA,BCA and B.COM courses and 250 teachers/counselors from conventional and 250 teachers/counsellors from ODL mode (from GU, DU, AU and KKHSOU) has been selected as sample.

Table 3.2 Sample size of respondents selected for the study.

UNIVERSITY		No of Students/ Learners	Teachers/ Counselors	Grand Total
Conventional Mode	GU	150		
	DU	150		
	AU	100	250	
Distance Mode	KKHSU	400	250	
		800	500	1300

3.7.3 Sample Technique

In the present study four Universities has been considered on the basis of providing both the courses of distance education and conventional education in Assam. Out of these four Universities, three Universities are providing conventional education and one University providing distance education in Assam. On the basis of judgment sampling, three conventional Universities which has selected namely – Gauhati University, Dibrugarh University and Assam University and for distance education one University which has selected namely KKHSOU, the only State Open University of Assam. Under the three conventional Universities, there are 189 Provincialized colleges in Assam (GU-101, DU-74, AU-14) out of this 189 provincialized colleges , 150 colleges has the

study centres of KKHSOU and only 74 colleges/study centers providing BCOM, BBA and BCA courses. Out of 74 colleges, 18 colleges(i.e. 24.23%) has selected geographically for drawing sample size for the study.

Table 3.3: Tabular presentation of the sample selected for study-

Name of conventional mode University selected as sample	Name of provincialized colleges of Assam selected as sample.	Name of distance mode University selected as sample	Name of study Centre under KKHSOU selected as sample.
Gauhati University	Dispur College	KKHSOU	Dispur College
	KarmashreeHiteswar Saikia College.		KarmashreeHiteswarsaikia College.
	Beltola College		Beltola College
	Paschim Guwahati College		Paschim Guwahati College
	Pragjyotish College		Pragjyotish College
	S.B.Deora College		S.B.Deora College
	Kaliabor College		Kaliabor College
	Nalbari Commerce College		Nalbari Commerce College
	Chhaygaon College		Chhaygaon College
	Nowgong College		Nowgong College
Dibrugarh University	Cinamara College		Cinamara College
	D.H.S.K Commerce College		D.H.S.K Commerce College
	J.B. College		J.B. College
	Golaghat Commerce College		GolaghatCommerce College
	D. R. College		D. R. College
	Kokajan College		Kokajan College
Assam University			
	Cachar College		Cachar College
	RK Nagar College		RK Nagar College

3.8 Tools of Data Collection

The interview schedule for the study consisted of

(a) Interview schedule for Learners/ Students of Conventional / ODL mode have been prepared with question items throwing light on various aspects of learners' cost effectiveness and quality of distance education.

(b) Interview schedule for teachers/counselors of conventional/ODL mode have been prepared with a number of question items evaluating their opinion regarding the learners' cost effectiveness and quality in distance education under selected under graduate courses in Assam.

The first schedule consist of various aspects of cost incurred for study, quality of the structure of the course, reasons for joining the course, quality of support given by the teacher/counselor, quality of teacher/counselors, effectiveness of text book/SLM, comparative view of various aspects, quality of learning experience, students behavior and attitude towards the use of technology under open and distance education system and conventional system etc. All these aspects have questions to be marked in five likert scale with options as Excellent, Very Good, Good, Average, and Unsatisfactory with grading point 5, 4, 3, 2 and 1 respectively. This schedule is to be filled up by the learners of distance education and students of conventional education system from the selected colleges and study centers providing under graduate courses of conventional and distance education in Assam.

The 2nd interview schedule consists of effectiveness of study materials/text books, quality of the structure of the course, use of information and communication technique in teaching process, comparative view of the various factors to run the under graduate courses. All these aspects have some questions to be marked in

five likert scale as Excellent, Very Good, Good, Average, Unsatisfactory with grading points 5, 4, 3, 2, 1 respectively. This schedule is to be filled up by teachers/counselors of ODL and conventional mode of education system.

3.9 Classification and Tabulation of Data

Data so collected are classified and tabulated on the basis of respondents of conventional as well as distance mode using five point likert scale as excellent, very good, good, average and unsatisfactory with the grading point as 5,4,3,2,1 respectively.

Data so classified and tabulated are interpreted by application of certain statistical techniques like t-test, co-relation and descriptive statistics.

3.10 Parameters used

The questionnaires has constructed by the researcher collected from different studies has used to meet the research questions.

1. To measure the quality of the structure of the courses from learners point of view.

    ✓ Clear learning goal

    ✓ Realistic learning goals

    ✓ Comprehensive analysis of cognitive fields

    ✓ Includes recent literature

    ✓ Adequately connected to relating fields

    ✓ Interesting subordinate subjects

✓ Helps skills development

✓ Caters for a holistic development of the field

✓ Content - goal relation

2. To measure the quality of the support given by the teachers/counselors from learners point of view.

- Teachers/Counselors encouraged my participation

- Eager to help

- Teachers/Counselors guided me to the comprehension of the learning material

- Teachers/Counselors was available to instruct

- Teachers/Counselors watched my progress

- Teachers/Counselors offered feedback with a view to improvement

- Teachers/Counselors reinforced the group dynamics

- Teachers/Counselors realized the difficulties and helped me out

3. To measure the quality of the teachers /counselors from learners point of view.

➕ Scientific background

- Emphasis on analytical thinking

- Teaching capability

- Instructional thoroughness of the learning material

- Ability to communicate knowledge

4. To measure the quality of the learning experience from learners from point of view.

    - Conception from SLM/text book

    - Benefit from Assignment

    - Support provided by the teachers/advisors

    - Teacher/ Counselor quality

5. For comparative view in conventional/ODL system of education from learners and teachers/counselors point of view.

    - Programme is effective

    - Economy / Cost effective

    - Useful in Understanding

    - Acquisition of More Knowledge

    - Organized Approaches

    - Easy access to Communication

- ❖ Effective use of information and communication technology

- ❖ Effective SLM(print/audio-visual)

- ❖ Effective student support services

- ❖ Timely holding of Seminar/Workshop

- ❖ Adequate and effective counseling session/class

- ❖ Good Governance

6. For comparative view in conventional/ODL system of education in respect of examination.

- • Effective examination System

- ▪ Timely holding of examination

- ▪ Timely declaration of results

- ▪ Transparent examination system

7. To find out the reasons for joining Conventional/ODL mode of education.

- o Economic.

- o No-age bar

- o Give quality education

- o Procedural delay

- Counseling /class not compulsory

- Provide exam oriented education

- Systematic regular study

- Chances to get good job through campus interview

- Provide opportunity for Extra-curricular activities

- Easy to get admission

- Provide learning opportunity while you earn

- Provide excellent study materials and other support services

- Offer valid degree

- Self-learning is innovative and creative

- Flexibility of time

- Non –availability of courses

8. To study the effectiveness of study materials /text book of conventional/ODL mode of education from learners and teachers/counselors point of view.

- User Friendly

- Real life situation analysis

- Interactive

- Self-Instructional

- Easy and lucid language

9. To study the usefulness of ICT in the study area from learners and counselors/teachers point of view.

- ❖ Learning through the Internet/website

- ❖ Learning through sms/radio /television

- ❖ Learning through phone in programme

- ❖ Learning through Toll free phone service

- ❖ Supplementary learning material in video tapes

10. To find the cost effectiveness of existing undergraduate courses under conventional and ODL system from learners point of view.

a. Cost incurred for text books/SLM

b. Cost incurred for transportation

c. Cost incurred for accommodation

d. Cost incurred for seminar/workshop

e. Cost incurred for excursion/fieldtrips

f. Cost incurred for library

g. Cost incurred for laboratory

h. Cost incurred for computer lab

i. Cost incurred for technology

j. Cost incurred for information & communication

3.10 Reliability and validity of constructed questionnaires:

Guttman spilt-half method and Internal Consistency method has applied for obtaining the reliability coefficient of the questionnaires. The questioner was measured by administering on a group of 240 learners and 150 Teachers/Counsellors which are 30% of total sample of each group. The reliability coefficient was found to be as given in the following table-

Table 3.4: Reliability for questionnaires of learners of ODL/Conventional mode of education

	Cronbach's Alpha	N	Guttman spilt-half coefficient	No of items
Total	0.823	240	0.824	
Conventional	0.69	120	0.679	119
ODL	0.765	120	0.936	

Table3.5: Reliability for questionnaires of Teachers/Counselors of ODL/Conventional mode of education

	Cronbach's Alpha	N	Guttman spilt-half coefficient	No of Items
Total	0.770	150	0.916	
Conventional	0.72	75	0.747	119
ODL	0.814	75	0.948	

From the Table 3.4 and Table 3.5 it is depicted that the Guttman split half coefficient for learners of ODL/Conventional system is 0.824 and for teacher/counselors it is found that 0.916. The internal consistency for learners in case of ODL/Conventional system is 0.823 and that for teachers/counselors is found 0.770. The reliability of these questionnaires found to be satisfactory as the value of cronbach's Alpha is >= 0.7(Nunnally, 1978).

3.12 The Limitation of Present Study

1. The study is restricted to specific under graduate programme only. Other courses are not covered under the study.

2. The data collected regarding cost and quality is on recall basis and hence the common error of such data collection exists.