CHAPTER - V

5. Introduction

In this chapter, the percentage of sample groups are distributed in the percentage analysis table on the basis of the value obtained through the questionnaire from the Teachers/Counselors point of view in conventional and ODL mode of education. The values have been classified in various levels as specified in the manual of the questionnaire. The result has been based on responses of distance as well as conventional teachers/counselors in respect of different components of the Questionnaire which are presented in different objectives.

From teachers / counselor point of view the following parameters have been considered:

5.1(a): The Comparative view of Conventional / ODL mode of education system.

5.1(b): The Comparative view of Convention/ODL mode of education in respect of examination system.

5.1(c): Effectiveness of study materials/ textbooks.

5.1(d): Usefulness of ICT.

5.1 (a) Comparative view for Teachers/ Counselors point of view

Table : 5.1 - Data representing the percentage of the response of the learners in comparative view form teachers/ Counselor's point of view

Comparative view	Conventional										ODL									
	Excellent		Very Good		Good		Average		Unsatisfactory		Excellent		Very Good		Good		Average		Unsatisfactory	
	N of respondents	%	N of respondents	%	N of respondents	%	N of respondents	%	N of respondents	%	N of respondents	%	N of respondents	%	N of respondents	%	N of respondents	%	N of respondents	%
Programme in effective	32	12.8	78	31.2	67	26.8	34	13.6	39	15.6	25	10	69	27.6	63	25.2	45	18	48	19.2
Economy Cost effective	10	4	79	31.6	73	29.2	51	20.4	37	14.8	30	12	83	33.2	77	30.8	56	22.4	4	1.6
Useful in Understanding	32	12.8	67	26.8	73	29.2	35	14	43	17.2	10	4	57	22.8	70	28	30	12	83	33.2
Acquisition of More knowledge	22	8.8	77	30.8	70	28	32	12.8	49	19.6	20	8	72	28.8	65	26	29	11.6	64	25.6
Organized Approaches	27	10.8	75	30	78	31.2	67	26.8	3	1.2	22	8.8	75	30	75	30	60	24	18	7.2
Easy access to Communication	23	9.2	87	34.8	72	28.8	45	18	23	9.2	20	8	82	32.8	69	27.6	42	16.8	37	14.8
Effective use of information and communication technology	20	8	50	20	89	35.6	75	30	16	6.4	12	4.8	35	14	79	31.6	83	33.2	41	16.4
Effective SLM/ print audio - visual	12	4.8	45	18	65	26	75	30	53	21.2	25	10	67	26.8	87	34.8	62	24.8	9	3.6
Effective student support services	23	9.2	75	30	65	26	45	18	42	16.8	13	5.2	70	28	60	24	41	16.4	66	26.4
Timely held of Seminar Workshop	20	8	70	28	57	22.8	45	18	58	23.2	9	3.6	45	18	40	16	34	13.6	122	48.8
Adequate and effective counseling session/ class	19	7.6	72	28.8	78	31.2	50	20	31	12.4	5	2	30	12	41	16.4	49	19.6	125	50
Good Governance	21	8.4	78	31.2	79	31.6	67	26.8	5	2	10	4	50	20	65	26	35	14	90	36

** Source : field study

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5.1(a): The Comparative view in Conventional/ODL mode of education system

To study the comparative view from teachers/counselors point of view the investigator has considered the following parameters.

5.1.1 Programme is effective

From table 5.1 and figure 5.1 it has been observed that 12.8% respondents of conventional system reported as excellent, 31.2%as very good, 26.8% as good, 13.6% as average, 15.6% are unsatisfactory in case of effectiveness of the programmewhile in ODL system of education 10% as excellent, 27.6% as very good, 25.2% as good, 18% as average and 19.2 % as unsatisfactory as reported by the respondents.From this analysis it can be concluded that the conventional education system shows better performance than open and distance mode of education system except in average percentage.
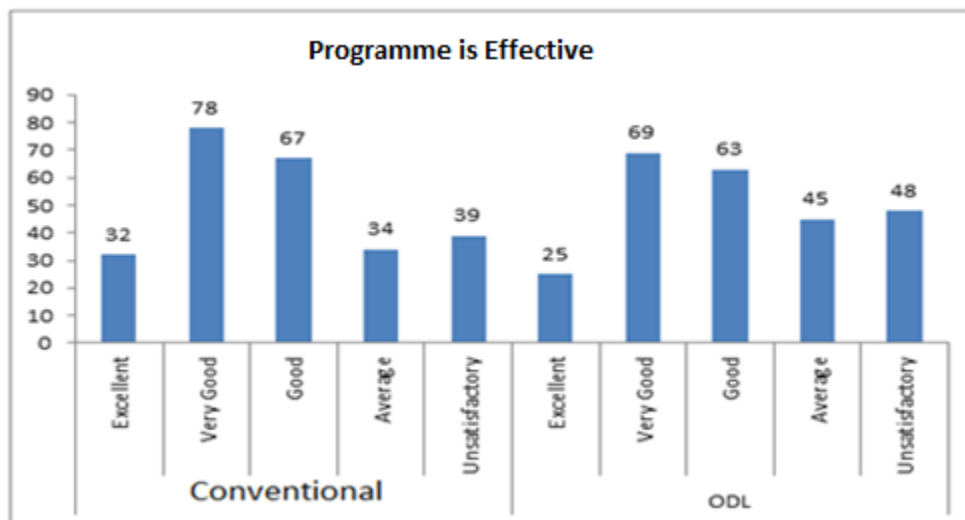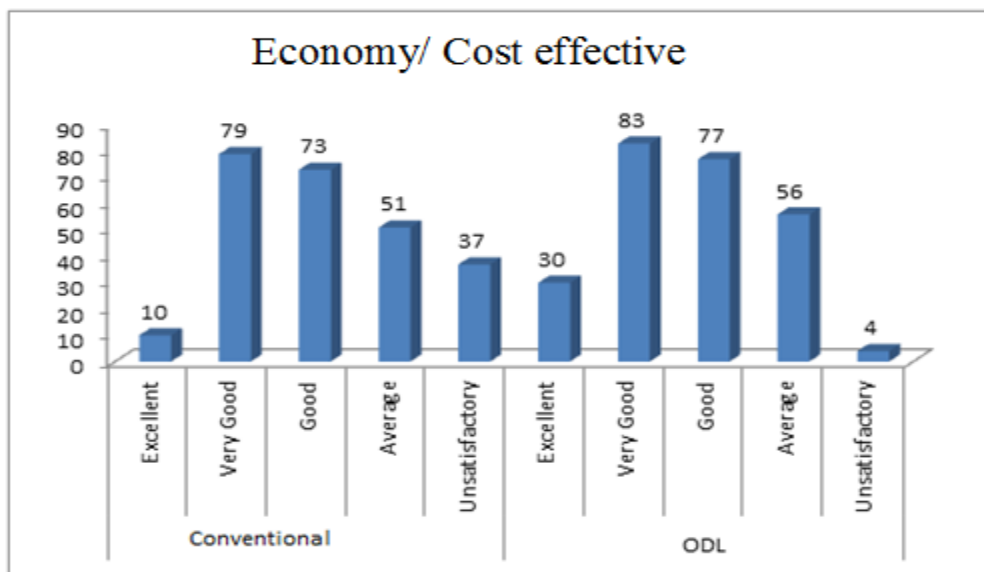

Figure 5.1: Graphical representation of comparative view of programme is effective in case of conventional/ODL mode of education system

5.1.2 Economy/Cost effective

From table 5.1 and figure 5.2 it has been observed that 4% respondents of conventional system reported as excellent, 31.6% as very good, 29.2% as good, 20.4% as average, 14.8% are unsatisfactory in case of effectiveness of economy/cost whilein ODL system of education 12% as excellent, 33.2% as very good, 30.8% as good, 22.4% as average and 1.6 % as unsatisfactory as reported by the respondents.As a result it can be concluded that the ODL education system shows better performance than conventional mode of education except in average percentage.

Figure 5.2: Graphical representation of comparative view of Economy/Cost is effective in case of conventional/ODL mode of education system

5.1.3 Useful in understanding

From table 5.1 and figure 5.3 it has been observed that 12.8% respondents of conventional system reported as excellent, 26.8% as very good, 29.2% as good, 14% as average, 17.2% are unsatisfactory while in case of ODL system of

education 4% as excellent, 22.8% as very good, 28% as good, 12% as average and 33.2% as unsatisfactory as reported by the respondents from teachers/counselors point of view in the usefulness of understanding .From the observation it reveals that the conventional education system shows better performance than open and distance mode of education.
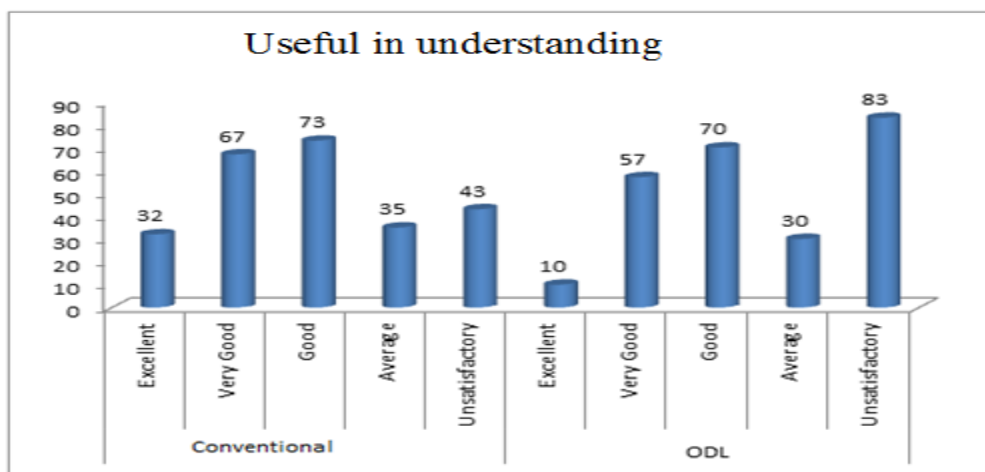

Figure 5.3: Graphical representation of comparative view of useful in understanding in case of conventional/ODL mode of education system

5.1.4 Acquisition of more knowledge

From table 5.1 and figure 5.4 it has been observed that in comparative view, 8.8% respondents of conventional system reported as excellent, 30.8% as very good, 28% as good, 12.8% as average, 19.6% are unsatisfactory in case of acquisition of more knowledge while 8% as excellent, 28.8% as very good, 26% as good, 11.6% as average and 25.6 % as unsatisfactory as reported by the respondents. Thus it implies that the conventional education system shows better performance than open and distance mode of education.
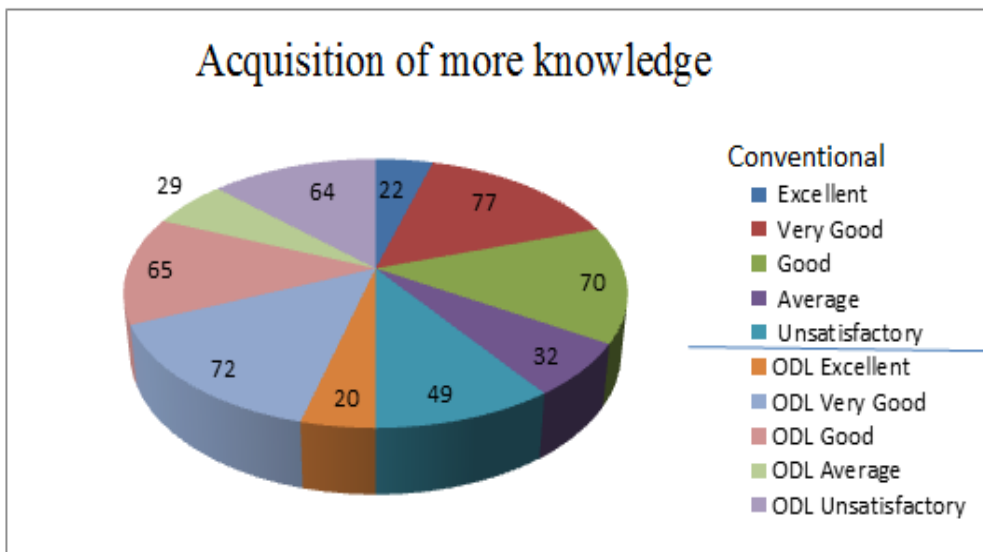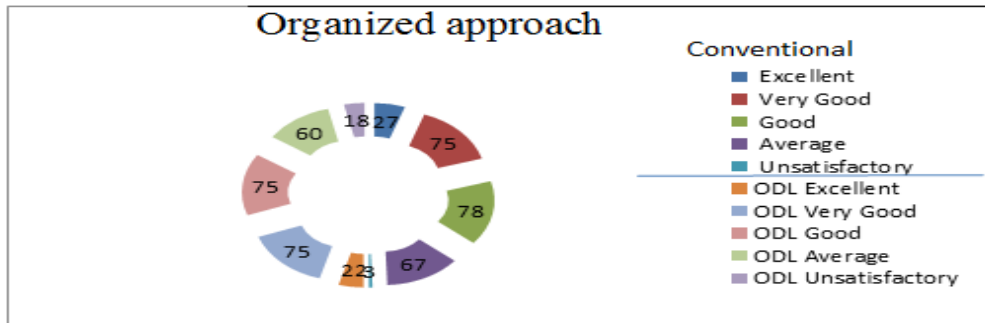
Figure 5.4: Graphical representation of comparative view of acquisition of more knowledge in case of conventional/ODL mode of education system

5.1.5 Organized Approaches

From table 5.1 and figure 5.5 in case of organized approaches 10.8% respondents of conventional system reported as excellent, 30% as very good, 31.2% as good, 26.8% as average, 1.2% are unsatisfactory while in ODL, 8.8% as excellent, 30% as very good, 30% as good, 24% as average and 7.2 % as unsatisfactory as reported by the respondents. From the analysis it reveals that the conventional education system shows better performance than open and distance mode of education.

Figure 5.5: Graphical representation of comparative view of organized approaches in case of conventional/ODL mode of education system

5.1.6 Easy access to communication

From table 5.1 and figure 5.6 it can be observed from the analysis that in comparative view, 9.2% respondents of conventional system reported as excellent, 34.8% as very good, 28.8% as good, 18% as average, 9.2% as unsatisfactory in easy access to communication while 8% as excellent, 32.8% as very good, 27.6% as good, 16.8% as average and 14.8 % as unsatisfactory as reported by the respondents. Form the above observation it has concluded that the conventional education system shows better performance than open and distance mode of education.
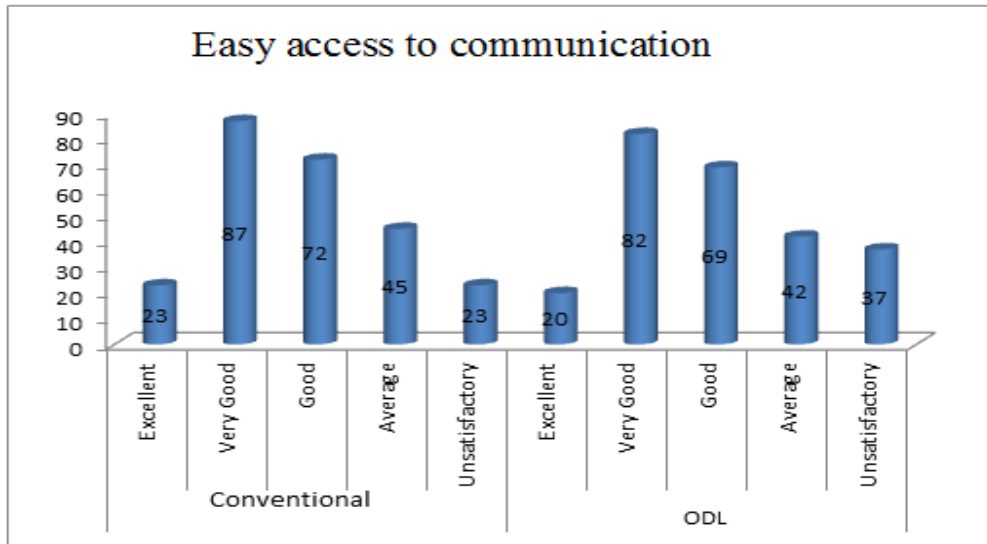
Figure 5.6: Graphical representation of comparative view of easy access to communication in case of conventional/ODL mode of education system

5.1.7 Information and Communication Technology

From table 5.1 and figure 5.7 in comparative view , 8% respondents of conventional system reported as excellent, 20% as very good, 35.6% as good, 30% as average, 6.4% as unsatisfactory in effective use of information and communication technology while in case of ODL system of education 4.8% as excellent, 14% as very good, 31.6% as good, 33.2% as average and 16.4 % as unsatisfactory as reported by respondents and it can be concluded that the conventional education system shows better performance than open and distance mode of education except average percentage.
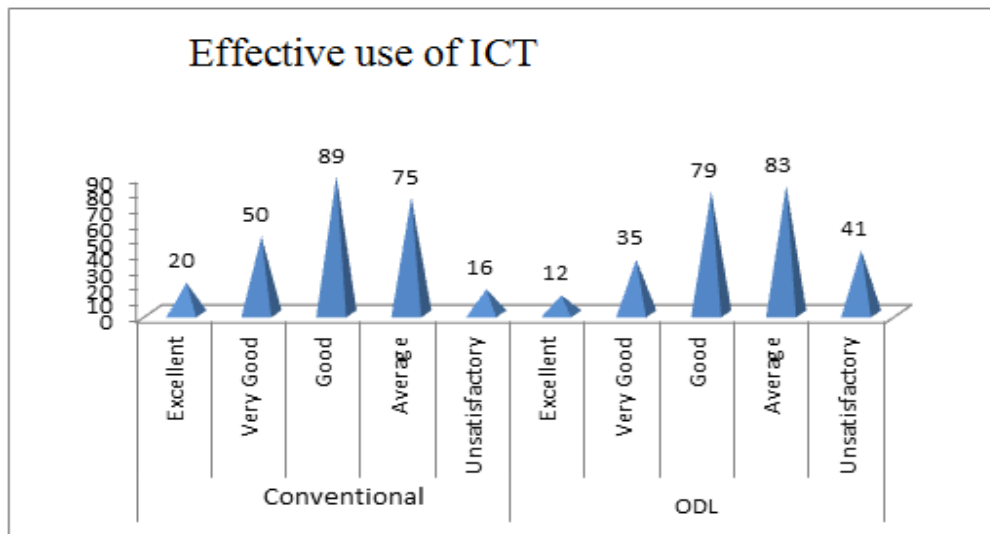
Figure 5.7: Graphical representation of comparative view in effective use of information and communication technology in case of conventional/ODL mode of education system

5.1.8 Effective SLM

From table 5.1 and figure 5.8 in case of effectiveness of SLM, 4.8% respondents of conventional system reported as excellent, 18% as very good, 26% as good, 30% as average, 21.2% as unsatisfactory in comparative view, while in case of ODL system of education 10% as excellent, 26.8% as very good, 34.8% as good, 24.8% as average and 3.6 % as unsatisfactory reported by respondents. As a result it can be concluded that the conventional education system shows better performance than open and distance mode of education.
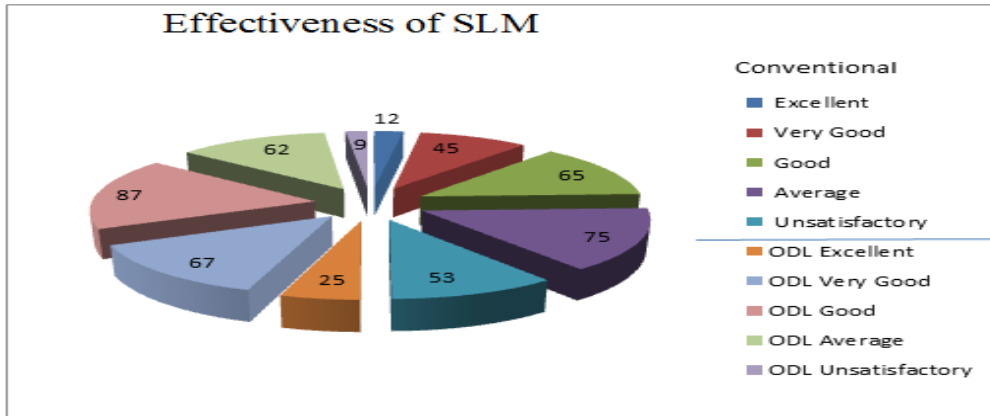
Figure 5.8: Graphical representation of comparative view in effective SLM (print/ audio-visual)in case of conventional/ODL mode of education system

5.1.9 Effective student support services

From table 5.1 and figure 5.9 it has been observed that, 9.2% respondents of conventional system reported as excellent, 30% as very good, 26% as good, 18% as average, 16.8% as unsatisfactory in effective student support service while in case of ODL system of education 5.2% as excellent, 28% as very good, 24% as good, 16.4% as average and 26.4 % as unsatisfactory as reported by respondents. From the observation it can be concluded that the conventional education system shows better performance than open and distance mode of education.
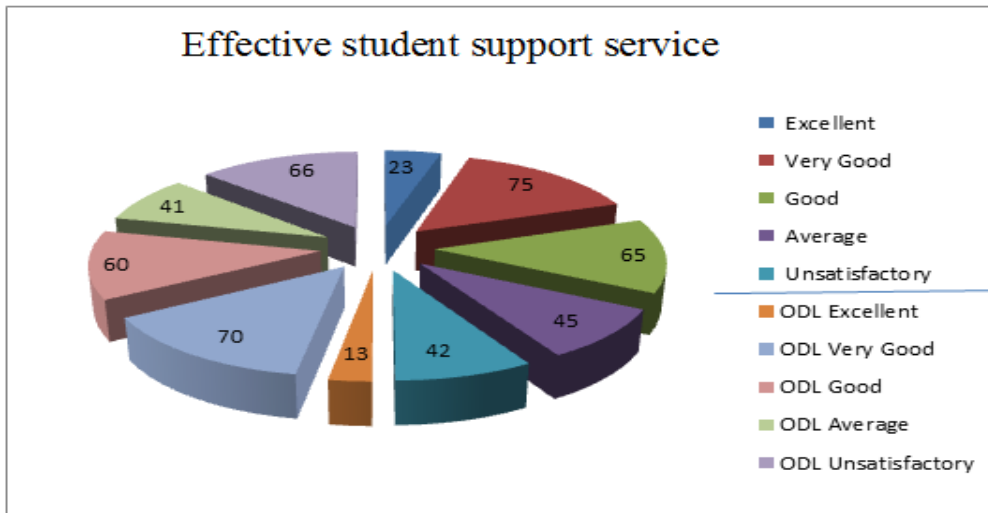
Figure 5.9: Graphical representation of comparative view in effective student support servicesin case of conventional/ODL mode of education system

5.1.10 Timely held seminar/workshop

From table 5.1 and figure 5.10 it has been observed from the analysis that, 8% respondents of conventional system reported as excellent, 28% as very good, 22.8% as good, 18% as average, 23.2% as unsatisfactory in case of timely held seminar/workshop while in case of ODL system of education 3.6% as excellent, 18% as very good, 16% as good, 13.6% as average and 48.8 % as unsatisfactory as reported by the respondents. The results imply that the conventional education system shows better performance than open and distance mode of education.
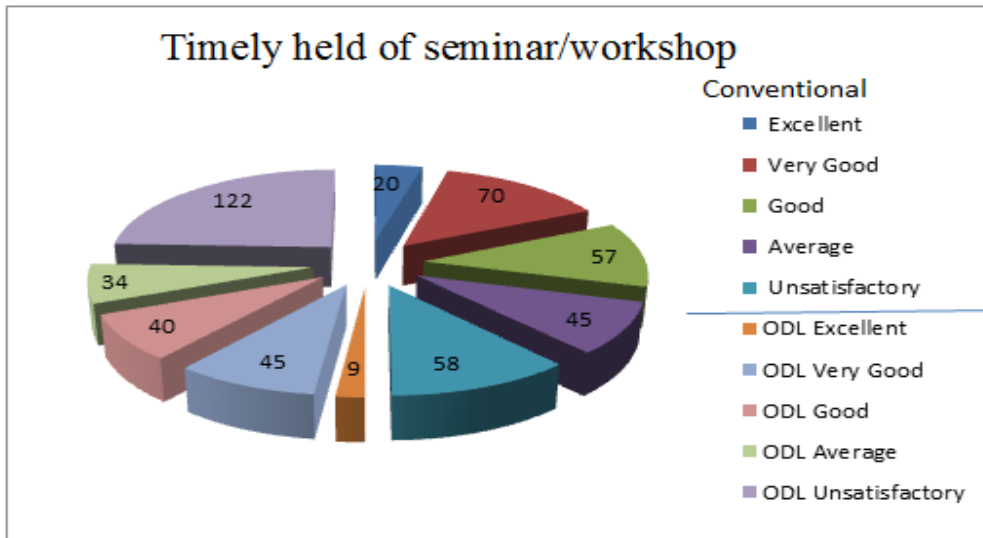
Figure 5.10: Graphical representation of timely holding seminar/workshop in comparative view in conventional/ODL mode of education system

5.1.11 Counseling session/class

From table 5.1 and figure 5.11 in conventional education system, 7.6% respondents reported as excellent, 28.8% as very good, 31.2% as good, 20% as average, and 12.4% as unsatisfactory in case of counseling session / class while in ODL mode of education 2% as excellent, 12% as very good, 16.4% as good, 19.6% as average and 50 % as unsatisfactory. It can be revealed that the conventional education system shows better performance than open and distance mode of education in comparative view responded by teachers/counselors.
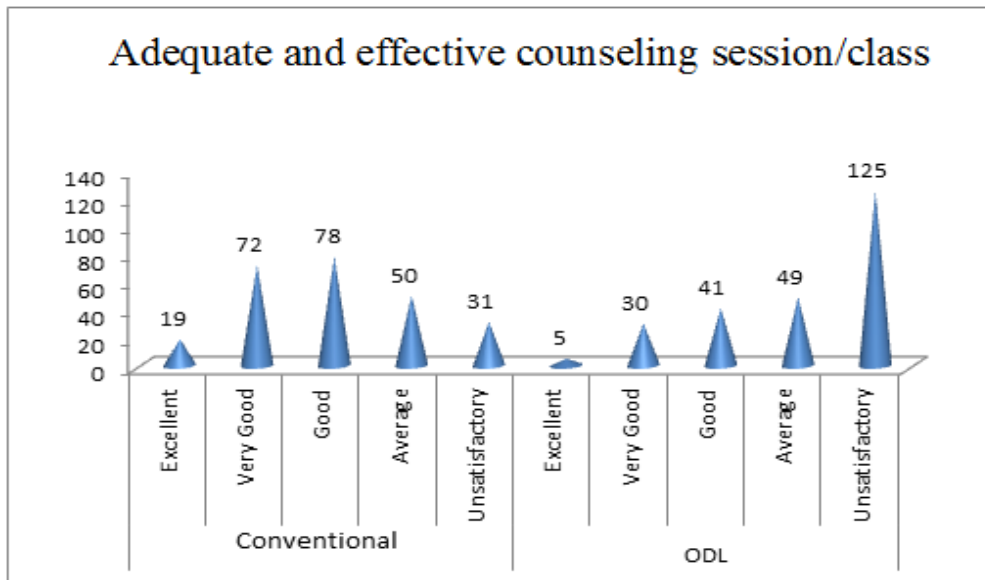
Figure 5.11: Graphical representation of comparative view in adequate and effective counseling session/ class in conventional/ODL mode of education system.

5.1.12 Good Governance

From table 5.1 and figure 5.12 in good governance, it has been observed that 8.4% respondents of conventional system reported as excellent, 31.2% as very good, 31.6% as good, 26.8% as average, 2% as unsatisfactory while in case of ODL system of education 4% as excellent, 20% as very good, 26% as good, 14% as average and 36 % as unsatisfactory as reported by the respondent.Hence the result reveals that the conventional education system shows better performance than open and distance mode of education.
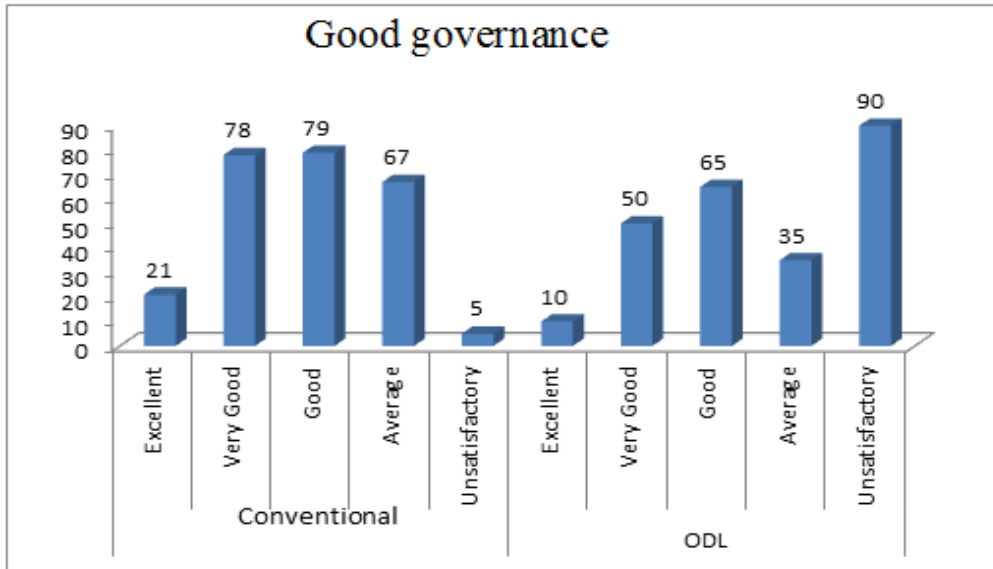
Figure 5.12: Graphical representation of comparative view in good governance in case of conventional/ODL mode of education system

5.1.13 Test of Hypothesis

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

T-Test:

Table 5.2: t-value for comparative view for conventional/ODL from teachers/counselors point of view

Course	N	Mean	Sd. deviation	t	df	Sig.
CONVENTIONAL	250	35.82	5.897	7	498	.000**
ODL	250	32.63	4.164			

**Significant level is at P<0.01

The graphical representation of the mean value of T-test for the comparative view in Conventional/ODL system of education from teacher/counselors point of view is as given below
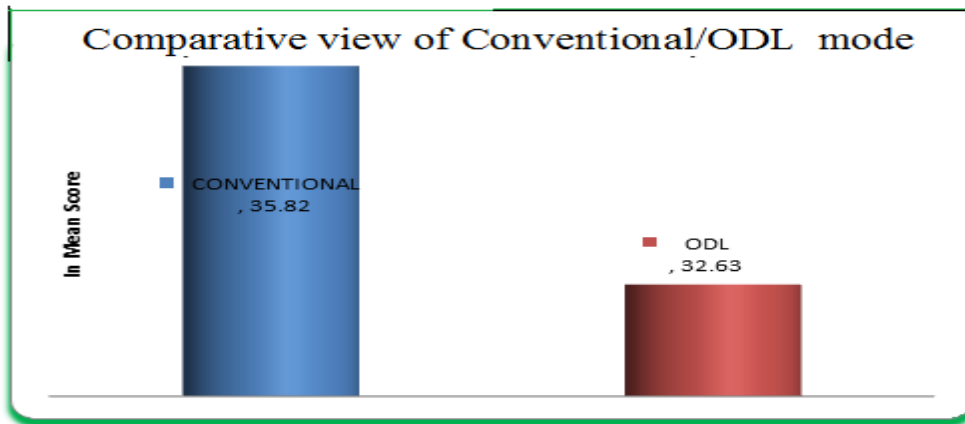

Figure 5.13: Graphical representation of the mean value of T-test for the comparative view in Conventional/ODL system of education

5.1.14 Observation: In comparative view the above table depict that the both system of courses i.e. Conventional and ODL has the mean scores 35.82 and32.63, SD are 5.897 and 4.164 respectively. The t-value is 7, df=498 and P=0.000 is highly significant at 0.01 level. Thus it can be concluded that the difference is highly significant and the comparative view in conventional system is higher than the ODL system of education. Thus, the hypothesis can be rejected.

5.1 (b) Comparative view in respect of Examination System from Teachers/ Counselors point of view

Table : 5.3 - Data representing the percentage of the response of comparative view of the Conventional / ODL system of education in respect of education system from teachers/Counselor's point of view

Comparative view in respect of examination system	Conventional										ODL									
	Excellent		Very Good		Good		Average		Unsatisfactory		Excellent		Very Good		Good		Average		Unsatisfactory	
	No of respondents	%	No of respondents	%	No of respondents	%	No of respondents	%	No of respondents	%	No of respondents	%	No of respondents	%	No of respondents	%	No of respondents	%	No of respondents	%
Timely holding of examination	0	0	75	30	75	30	75	30	25	10	0	0	100	40	90	36	25	10	35	14
Timely declaration of results	0	0	50	20	100	40	76	30.4	24	9.6	0	0	60	24	75	30	50	20	40	16
Transparent examination system	24	9.6	50	20	113	45.2	50	20	13	5.2	30	12	82	32.8	78	31.2	25	10	35	14

** Source : field study

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5.2: The comparative view in connection to the examination system in Conventional/ODL system of education

To study the comparative view in conventional/ODL mode of education in case of examination system the investigators has considered the following points.

5.2.1Timely holding of examination

From table 5.3 and figure 5.14 in Timely holding of examination no respondents of conventional as well as ODL mode of education system reported as excellent, 30% as very good, 30% as good, 30% as average, 10% as unsatisfactory while in case of ODL system of education, 40% as very good, 36% as good, 10% as average and 14 % as unsatisfactory as reported byrespondents in comparative view from teachers/counselors point of view. As a result it can be concluded that the ODL system shows better performance than conventional mode of education system, except average percentage.
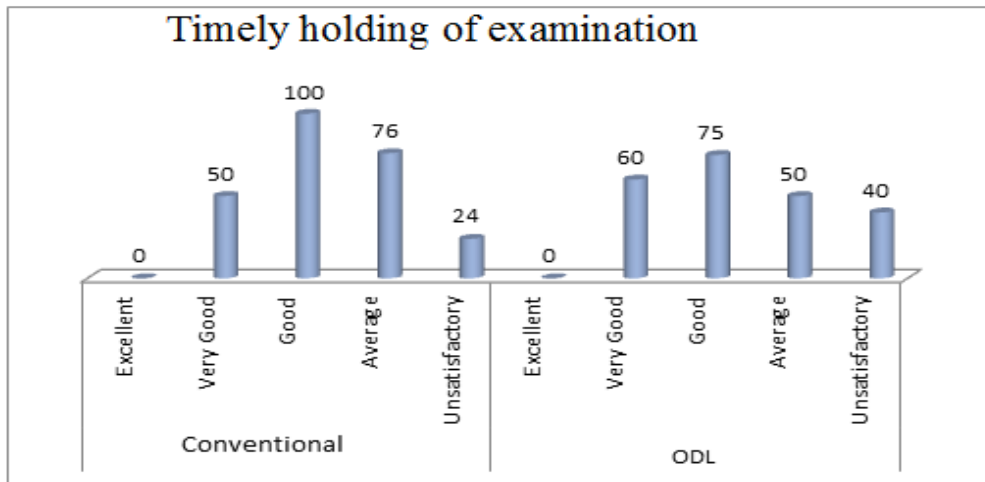

Figure 5.14: Graphical representation of comparative view in timely holding of examination in conventional/ODL mode of education system

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5.2.2 Declaration of examination result

From table 5.3 and figure 5.15 it has been found from the percentage table that no respondents of conventional system reported as excellent, 20% as very good, 40% as good, 30.4% as average, 9.6% as unsatisfactory in case of declaration of examination result while in ODL system of education,no one as excellent, 24% as very good, 30% as good, 20% as average and 16 % as unsatisfactory as reported by the respondents. The result implies that the conventional education system shows better performance than open and distance mode of education.
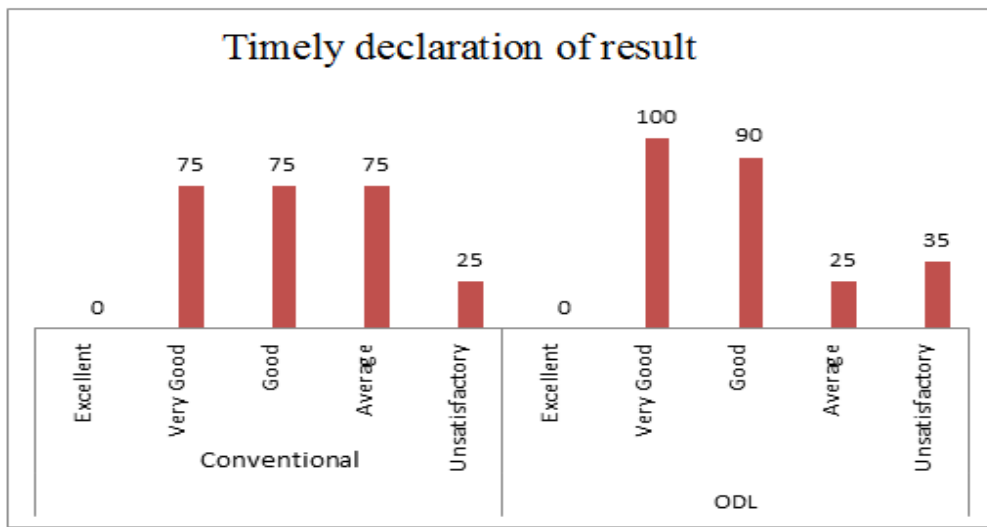

Figure 5.15: Graphical representation of comparative view in declaration of examination result of examination in conventional/ODL mode of education system

5.2.3 Transparent examination system

From table 5.3 and figure 5.16 teachers/counselors point of view 9.6% respondents of conventional system reported as excellent, 20% as very good, 45.2% as good, 20% as average, 5.2% are unsatisfactory in case of transparent examination system while in ODL system of education, 12% as excellent, 32.8%

as very good, 31.2% as good, 10% as average and 14 % as unsatisfactory as reported by respondents. From the analysis it implies that the conventional education system shows better performance than open and distance mode of education.
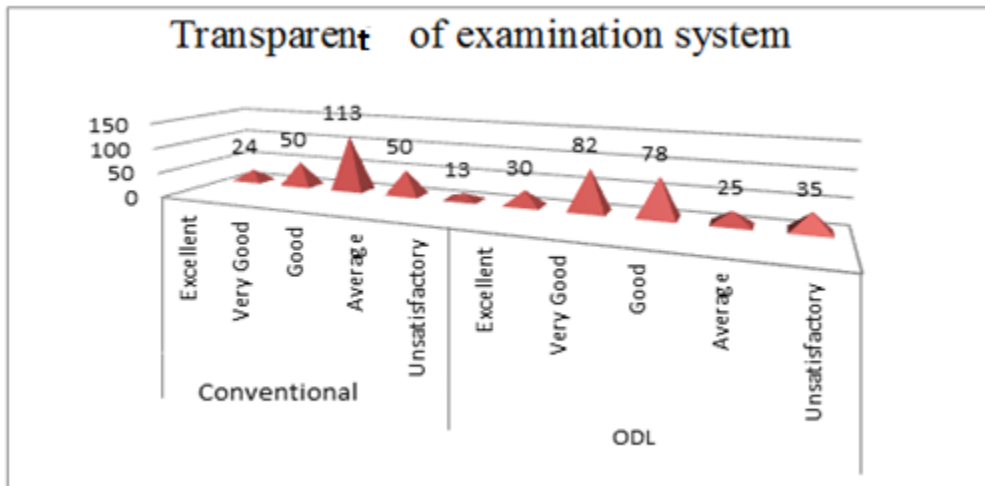

Figure 5.16: Graphical representation of comparative view of transparent examination system in conventional/ODL mode of education system

5.2.4 Test of Hypothesis

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

T-Test:

Table 5.4: t-value for comparative view in connection with examination system from teachers/counselors point of view

Course	N	Mean	Sd. deviation	t	df	Sig.
CONVENTIONAL	250	9.03	1.413	3.924	498	.000**
ODL	250	8.58	1.15			

**Significant level is at P<0.01

The graphical representation of the mean value of T-test for comparative view in connection to the examination system in Conventional/ODL system of education from teacher/counselors point of view is as given below
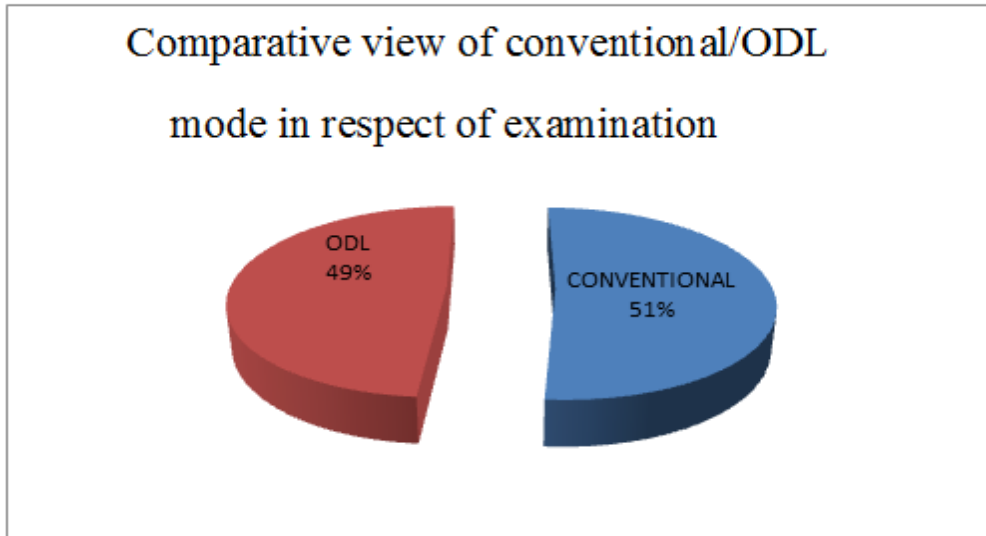
Figure 5.17: Graphical representation of the mean value of T-test for the comparative view in connection with examination system

5.2.5 Observation:It has been implied that the comparative view in connection to the examination system of Conventional/ODL has the mean scores 9.03and 8.58, SD are 1.413 and 1.15 respectively. The t-value is 3.924, df=498 and P=0.000 is highly significant at 0.01 level. Thus it can be concluded that the difference is highly significant and the comparative view in connection to the examination system, conventional system shows better performance than ODL system of education. Hence, the hypothesis is rejected.

Table 5.5 Data representing the percentage of the response to study the effectiveness of study materials / text book of Conventional/ODL mode of education from Teacher/Councilors point of view.

Interaction of the learning material	Conventional										ODL									
	Excellent		Very Good		Good		Average		Unsatisfactory		Excellent		Very Good		Good		Average		Unsatisfactory	
	No of respon dents	%	No of respon dents	%	No of respon dents	%	No of respon dents	%	No of respon dents	%	No OF respon dents	%	No OF respon dents	%	No OF respond ents	%	No OF respond ents	%	No OF respon dents	%
User friendly	35	14	120	48	65	26	24	9.6	6	2.4	65	26	125	50	25	10	20	8	15	6
Real life situation analysis	65	26	45	18	101	40.4	12	4.8	27	10.8	25	10	25	10	125	50	45	18	30	12
Interactive	56	22.4	102	40.8	34	13.6	21	8.4	37	14.8	35	14	65	26	73	29.2	13	5.2	64	25.6
Self-Instructional	25	10	75	30	74	29.6	50	20	26	10.4	50	20	75	30	50	20	56	22.4	19	7.6
Easy & Lucid language	75	30	102	40.8	25	10	25	10	23	9.2	100	40	65	26	25	10	24	9.6	36	14.4

** Source: field study

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5.3: The effectiveness of study materials / text book of Conventional /ODL mode of education in the study area

To study the effectiveness of the study material/text books the investigators has considered the following parameters

5.3.1User friendly

From table 5.5 and figure 5.18 in user friendly, 14% respondents of conventional study reported as excellent, 48% as very good, 26% as good, 9.6% as average, 2.4% are unsatisfactory while in ODL system 26% as excellent, 50% as very good, 10% as good, 8% as average and 6% as unsatisfactory as reported by the respondents. Thus it can be concluded that the conventional education system shows better performance than open and distance mode of education.
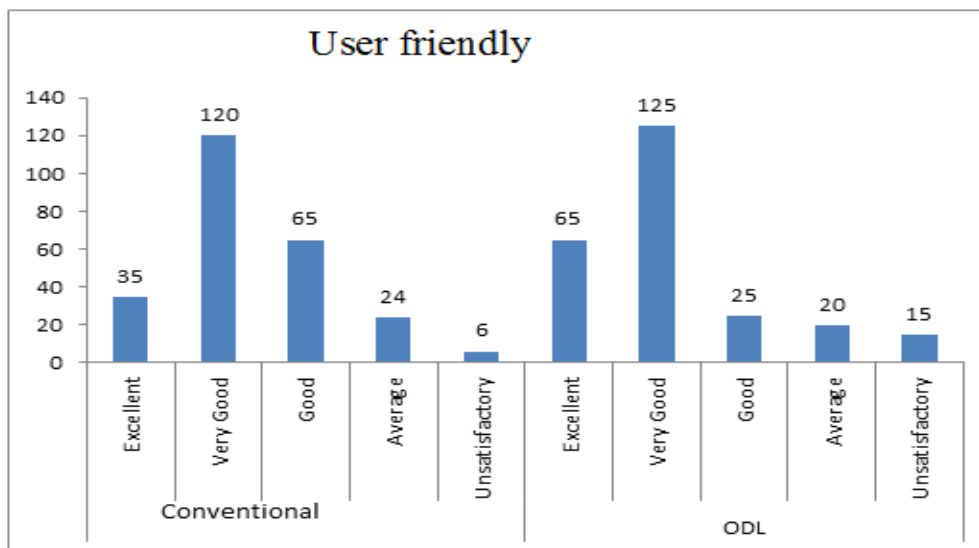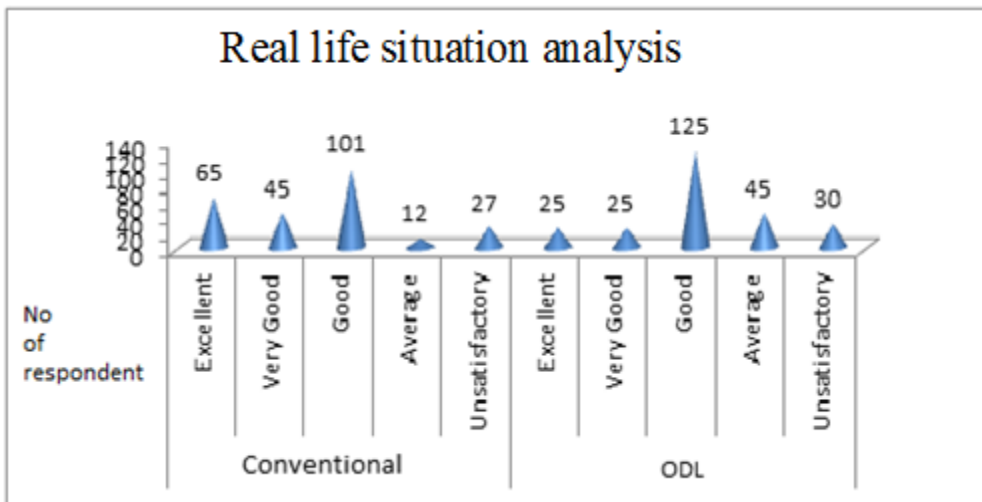

Figure 5.18: Graphical representation of user friendly from teachers/counselors point of view.

5.3.2 Real life situation analysis

From table 5.5 and figure 5.19 in case of real life situation analysis, 26% respondents of conventional system reported as excellent, 18% as very good, 40,4% as good, 4.8% as average, 10.8% as unsatisfactory while in ODL system 10% as excellent, 10% as very good, 50% as good, 18% as average and 12% as unsatisfactory as reported by respondents. Hence it reveals that the conventional education system has better performance than open and distance mode of education.

Figure 5.19: Graphical representation of real life situation analysis from teachers /counselors point of view.

5.3.3 Interactive

From table 5.5 and figure 5.20 it can observed that, 22.4% respondents of conventional study reported as excellent, 40.8% as very good, 13.6% as good, 8.4% as average, 14.8% are unsatisfactory in case of interactive while in ODL system of education, 14% as excellent, 26% as very good, 29.2% as good, 5.2% as average and 25.6% as unsatisfactory as reported by respondents. As a results it

can be concluded that the conventional education system shows better performance than open and distance mode of education.
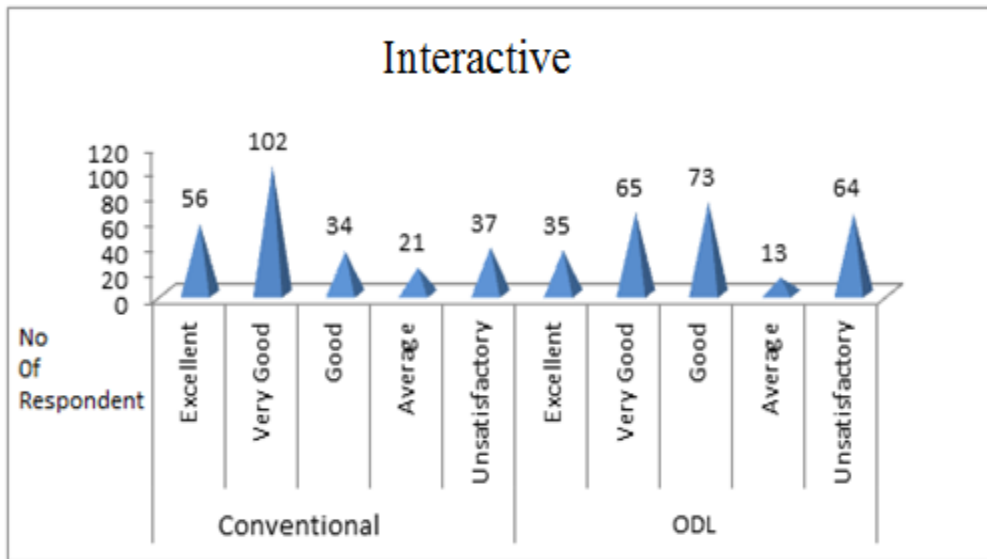

Figure 5.20: Graphical representation of interactive in case of Conventional/ODL mode of education system

5.3.4 Self Instructional

From table 5.5 and figure 5.21 it has been observed that, 10% respondents of conventional study reported as excellent, 30% as very good, 29.6% as good, 20% as average, 10.4% are unsatisfactory in case of self-instructional while in ODL system 20% as excellent, 30% as very good, 20% as good, 22.4% as average and 7.6 % as unsatisfactory as reported by respondents. From the observation it is revealed that the conventional education system shows better performance than open and distance mode of education.
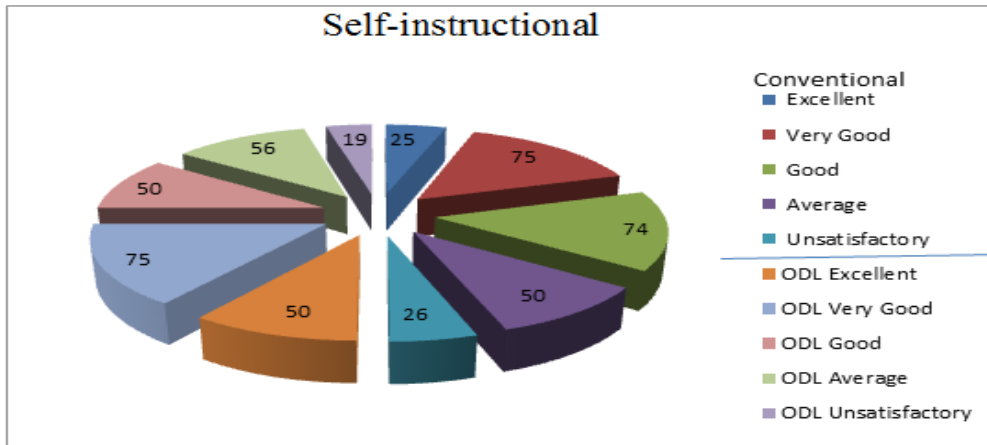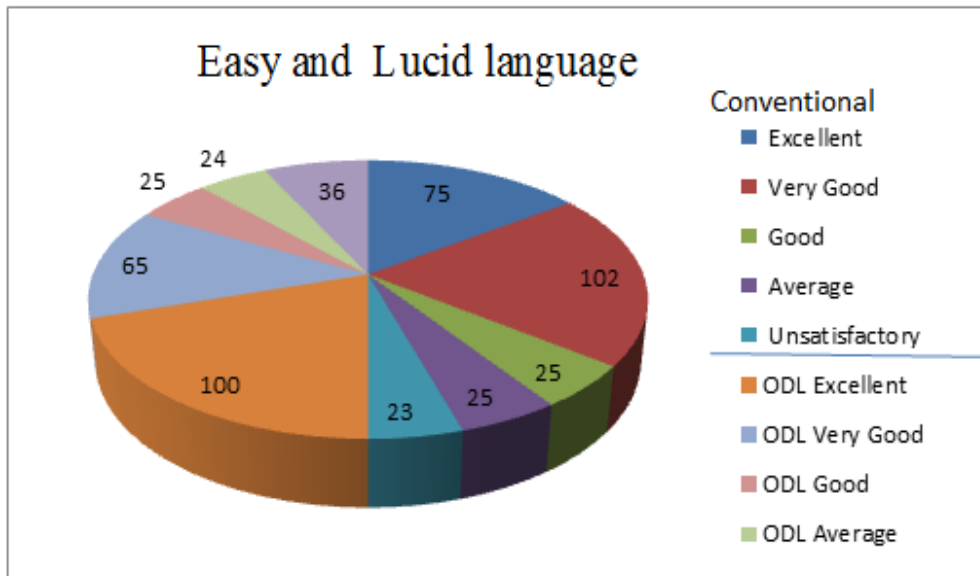
Figure 5.21: Graphical representation of comparative view inself-instructional from teachers /counselors point of view.

5.3.5 Easy and lucid language

From table 5.5 and figure 5.22 in easy and lucid language, 30% respondents of conventional study reported as excellent, 40.8% as very good, 10% as good, 10% as average, 9.2% are unsatisfactory while in ODL 40% as excellent, 26% as very good, 10% as good, 9.29% as average and 14.4 % as unsatisfactory as reported by respondents. Hence it implies that the conventional education system shows better performance than open and distance mode of education.

Figure 5.22: Graphical representation in easy and lucid language in case of Conventional/ODL mode of education system from teachers/counselors point of view.

5.3.6 Test of Hypothesis

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

T-Test

Table 5.6:   t-value for the effectiveness of study materials/text books of conventional/ODL mode of education

Course	N	Mean	Sd. Deviation	T	df	Sig.
CONVENTIONAL	250	16.69	2.086	0.061	498	0.951
ODL	250	16.68	2.31			

**Significant level is at P<0.01

The graphical representation of the mean value of T-test for the effectiveness of study materials / text book of Conventional/ODL mode of education from teachers/Counselors point of view is as given below:
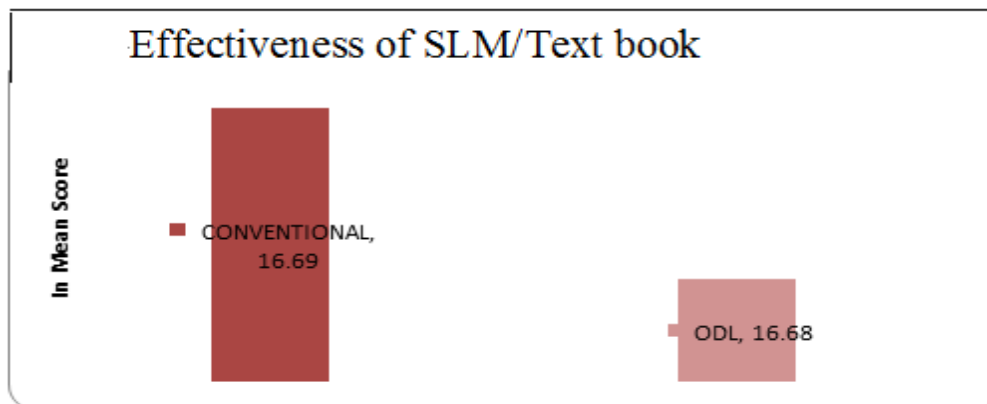
Figure 5.23: Graphical representation of the mean value of T-test for the effectiveness of study materials / text book of Conventional/ODL mode of education.

5.3.7 Observation:In case of effectiveness of study material/text book the above table depicts that both the courses i.e. Conventional and ODL have the mean scores 16.69 and 16.68, SD are 2.086 and 2.31 respectively. The t-value is 0.061, df=498 and P=0.951, it is not highly significant at 0.01 level. Thus it can be concluded that the effectiveness of study materials / text books of Conventional mode of education is almost the same with the ODL mode of education system. Thus, the hypothesis can be accepted.

5.4: The usefulness of ICT from teachers/counselors point of view

To study the usefulness of ICT the investigator has considered the following parameters.

5.4.1 Computer

From table 5.7 and figure 5.24 in computer, 10% respondents of conventional study reported as excellent, 30% as very good, 30% as good, 20% as average, 10% as unsatisfactory while in ODL system 8% as excellent, 22.4% as very good, 26.8% as good, 18% as average and 24.8% as unsatisfactory as reported by respondents. As a result it can be concluded that the conventional education system shows better performance than open and distance mode of education.
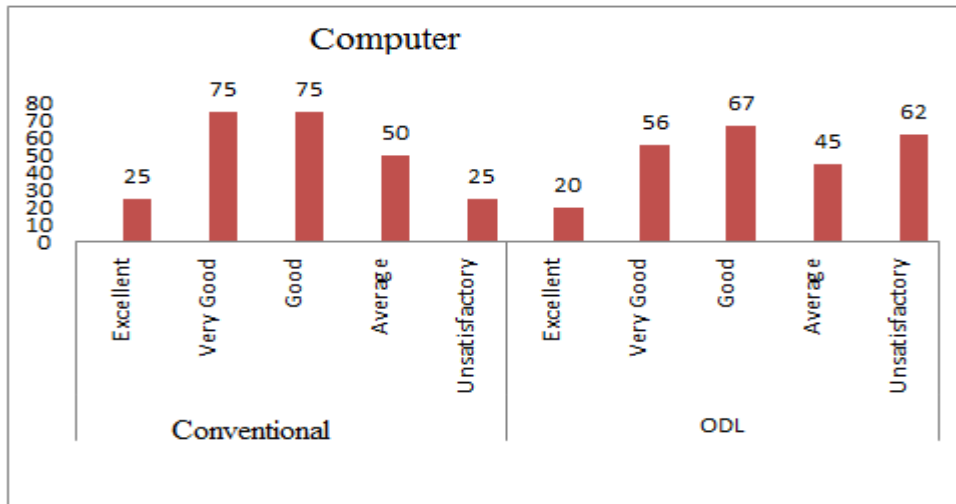
Figure 5.24: Graphical representation of the usefulness of computer in conventional/ODL mode of education from teachers/counselors point of view.

5.4.2 Video conference

From table 5.7 and figure 5.25 in video conference, no one respondents of conventional study reported as excellent, as very good, as good, as average, 100% are unsatisfactory while in ODL system no one as excellent, very good, good, average and 100 % as unsatisfactory as reported by respondents.From the observation it can be concluded that the conventional education system and ODL system has shown the unsatisfactory result.
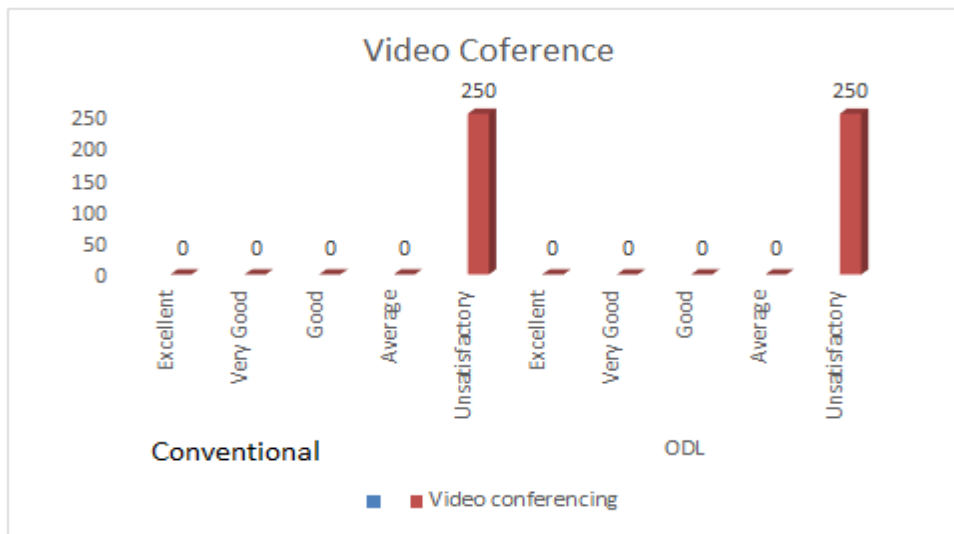
Figure 5.25: Graphical representation of the usefulness of video conference in conventional/ODL mode of education from teachers/counselors point of view.

5.4.3 Internet

From table 5.7 and figure 5.26 it has been found that 9.2% respondents of conventional study reported as excellent, 20% as very good, 40% as good, 20% as average, 10.8% are unsatisfactory in internet while in ODL system 5.6% as excellent, 12.4% as very good, 34.8% as good, 26.8% as average and 20.4% as unsatisfactory as reported by respondents and it implies that the conventional education system shows better performance than open and distance mode of education.
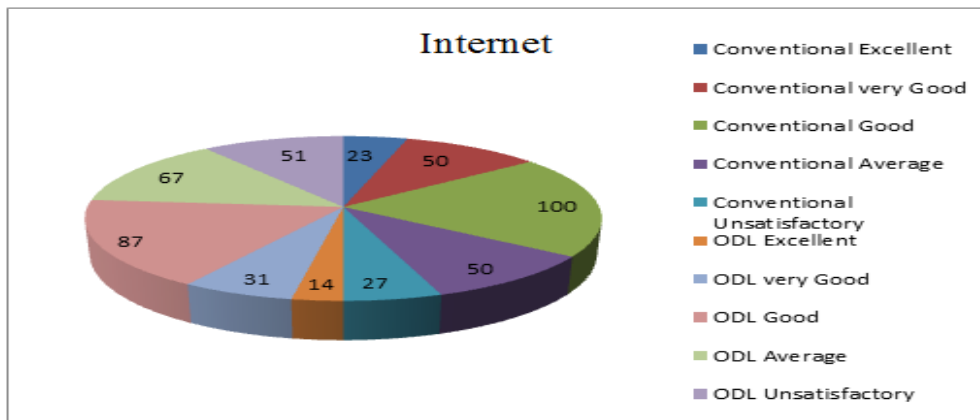
Figure 5.26: Graphical representation of the usefulness of internet in conventional/ODL mode of education from teachers/counselors point of view.

5.4.4 Radio

From table 5.7 and figure 5.27 it has been observed that in case of radio programme, no respondents of conventional study reported as excellent and very good, 10% as good, 12.4% as average, and 77.6% as unsatisfactory while in ODL system 4.8% as excellent, 5.6% as very good, 20.4% as good, 4.8% as average and 64.4 % as unsatisfactory as reported by respondents. As a result it can be concluded that the conventional education system shows better performance than open and distance mode of education.
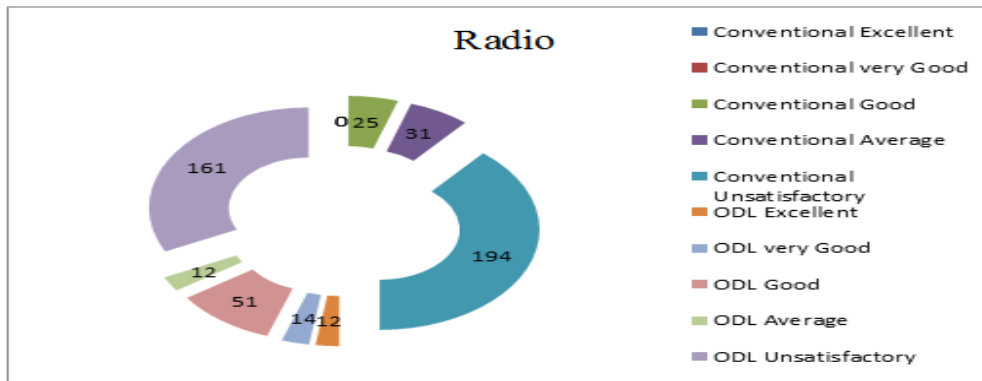
Figure 5.27: Graphical representation of the usefulness of radio in conventional/ODL mode of education from teachers/counselors point of view.

5.4.5 Television

From table 5.7 and figure 5.28 it has been found that, 4% respondents of conventional study reported as excellent, 22.4% as very good, 26.8% as good, 31.2% as average, 15.6% are unsatisfactory in television while in ODL system 2.4% as excellent, 20% as very good, 30.4% as good, 21.6% as average and 25.6 % as unsatisfactory as reported by respondents. It can be concluded that the conventional education system shows better performance than open and distance mode of education except percentage of good scale..
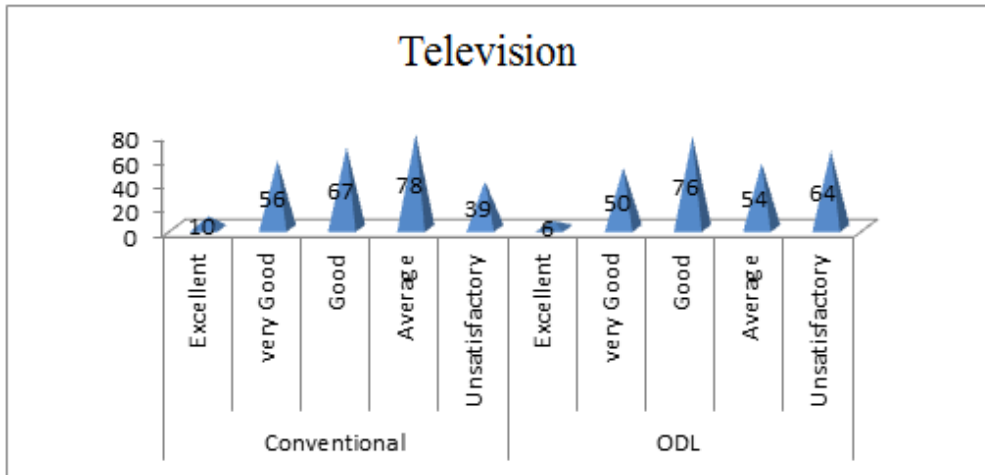
Figure 5.28: Graphical representation of the usefulness of television in conventional/ODL mode of education from teachers/counselors point of view.

5.4.6 Website

From table 5.7 and figure 5.29 it has been observed that, 10% respondents of conventional study reported as excellent, 26.8% as very good, 31.2% as good, 13.6% as average, 18.4% are unsatisfactory in website while in ODL system of education, 12% as excellent, 22.4% as very good, 23.6% as good, 19.2% as average and 22.8 % as unsatisfactory as reported by respondents. Hence the result implies that the conventional education system shows better performance than open and distance mode of education except in average percentage.
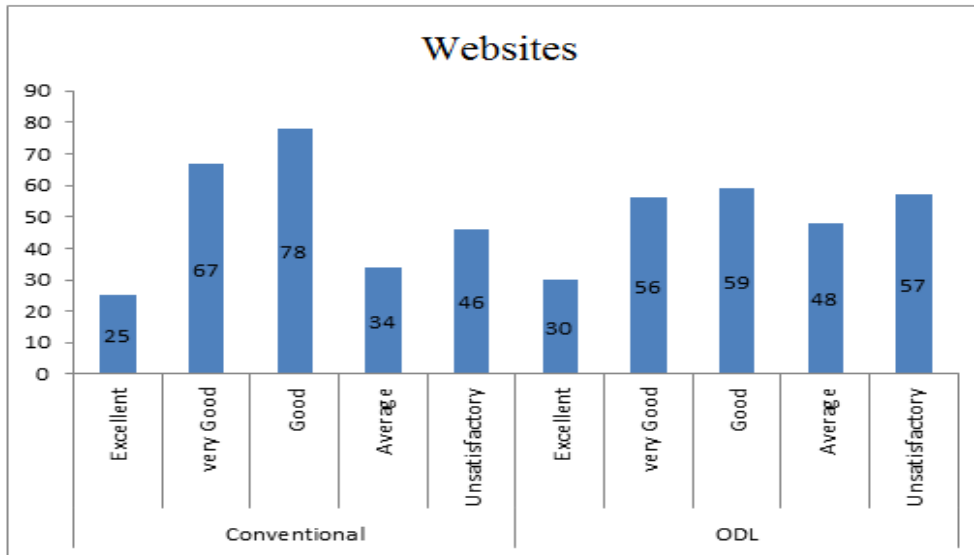
Figure 5.29: Graphical representation of the usefulness of website in conventional/ODL mode of education from teachers/counselors point of view.

5.4.7 Test of Hypothesis

H4:In case of the usefulness of ICT there is no significant difference between conventional system and ODL system of education.

T-Test

Table 5.8: t-value for the usefulness of ICT from teachers/counselors point of view

Course	N	Mean	Sd. deviation	t	df.	Sig.
CONVENTIONAL	250	14.04	1.253	4.686	498	.000**
ODL	250	13.42	1.658			

**Significant level is at P<0.01

The graphical representation of the mean value of T-test for the usefulness of ICT in conventional/ODL mode of education system from teachers/counselors point of view is as given below:
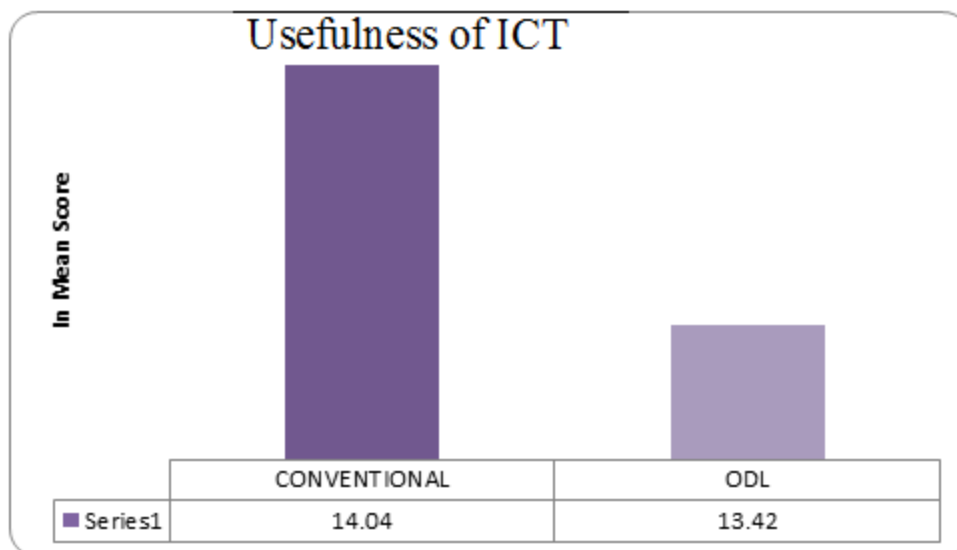

Figure 5.30: Graphical representation of the mean value of T-test for usefulness of ICT from teachers/counselors point of view.

5.4.8 Observation:In case of usefulness of ICT the above table implies that the Conventional and ODL mode of education system has the mean scores 14.04 and 13.52, SD are 1.253 and 1.658 respectively. The t-value is 4.698, df=498 and P=0.000 is highly significant at 0.01 level. Thus it can be concluded that the usefulness of ICT in conventional system is better than ODL. Thus, the hypothesis can be rejected.