

CHAPTER – VI

6. Introduction

The present study, conducted with the objectives to investigate the “Learner’s cost effectiveness and quality in distance education –A study on select under graduate BBA, BCA and B.Com courses in Assam”. Taking into consideration some aspects like, the quality of conventional vis-a-vis ODL, the reasons for joining, effectiveness of text book/SLM, usefulness of ICT, cost effectiveness of existing under graduate courses in Conventional /ODL mode of education system. The data are collected through a set of schedules for learners and teachers/counselors are listed by descriptive techniques.

6.1 Major Findings:

The major findings that are obtained from the analysis and interpretations of the study are as follows:

The quality of structure of both the system of courses i.e. Conventional and ODL has the mean scores 26.37 and 21.76, SD are 1.281 and 2.886 respectively. The t-value is 29.156, $df=498$ and $P=0.000$ is highly significant at 0.01 level. Thus it can be concluded that the difference is highly significant and the quality of structure of the conventional course is better than quality of structure of ODL course.

The quality of support given by the teachers/counselors i.e. Conventional and ODL has the mean scores 27.14 and 19.79, SD are 2.33 and 2.564 respectively. The t-value is 45.921, $df=798$ and $P=0.000$ is highly significant at 0.01 level. Thus it can be concluded that the difference is highly significant and the quality of the support given by the teachers/counselors is better than the quality of support of ODL course.

The quality of teacher/counselors in both the system of course i.e. Conventional and ODL has the mean scores 17 and 16.35, SD are 1.793 and 1.046 respectively. The t-value is 6.31, $df=798$ and $P=0.000$ is highly significant at 0.01 level. Thus it can be concluded that the difference is highly significant and the quality of teachers in conventional course is better than quality of teachers in ODL course.

The quality of learning experience in both the system of course i.e. Conventional and ODL has the mean scores 14.05 and 13.5, SD are 1.287 and 0.909 respectively. The t-value is 6.916, $df=798$ and $P=0.000$ is highly significant at 0.01 level. Thus it can be concluded that the difference is highly significant and the quality of learning experience of conventional course is better than quality of learning experience of ODL course.

It has been observed that in comparative view in both the system of course i.e. Conventional and ODL has the mean scores 33.87 and 31.43, SD are 5.305 and 4.054 respectively. The t-value is 7.309, $df=798$ 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 of the conventional course is better than quality of structure of ODL courses.

In comparative view in case of examination system in both the system of course i.e. Conventional and ODL has the mean scores 10.15 and 9.53, SD are 1.456 and 1.577 respectively. The t-value is 5.848, $df=798$ and $P=0.000$ is highly significant at 0.01 level. Hence it can be concluded that the difference is highly significant and the comparative view in respect of examination in conventional course is better than the ODL system.

In case of learner's attitude towards the quality of Conventional and ODL system of education has the mean scores 129.17 and 112.35, SD are 7.896 and 7.852

respectively. The t-value is 30.217, $df=798$ and $P=0.000$ is highly significant at 0.01 level. Thus it can be concluded that learners attitude towards the quality of conventional system is better than ODL system of education.

In case of reason of joining in both system of courses i.e. Conventional and ODL has the mean scores 8.77 and 10.85, SD are 3.553 and 4.975 respectively. The t-value is 6.829, $df=798$ and $P=0.000$ is highly significant at 0.01 level. Thus it can be concluded that the reasons of joining the ODL courses are higher than that of conventional courses.

In case of effectiveness of study material/text books both system of courses i.e. Conventional and ODL has the mean scores 13.39 and 13.95, SD are 2.774 and 2.295 respectively. The t-value is 3.069, $df=798$ and $P=0.000$ is highly significant at 0.01 level. Thus it implies that the the effectiveness of study materials/text book in case of ODL course is better than Conventional courses

In case of usefulness of ICT both the system of courses i.e. Conventional and ODL has the mean scores 8.67 and 8.25, SD are 1.659 and 0.697 respectively. The t-value is 4.694, $df=798$ and $P=0.000$ is highly significant at 0.01 level. Thus it can be concluded that the usefulness of ICT in case of conventional mode of education is higher than ODL mode of education.

In case of cost effectiveness of both the system i.e. Conventional and ODL has the mean scores 5.95 and 3.69, SD are 1.321 and 1.702 respectively. The t-value is 20.32, $df=798$ and $P=0.000$ is highly significant at 0.01 level. Thus it can be concluded that the cost effectiveness of existing BBA,BCOM and BCA Courses under ODL system is better than Conventional system.

The mean value of correlation between quality and cost in conventional system are 129.17 and 5.94, sd. deviation 7.896 and 1.321 at Pearson correlation. 170**.

In case of conventional system of education the quality is directly proportional to the cost of the course that is, when cost increases quality is also increases from learner's point of view and which is significantly correlated at 0.01 level.

The mean value of correlation between quality and cost in ODL system are 112.35 and 3.69, sd. deviation 7.852 and 1.702 at Pearson correlation .042. In case of ODL quality is directly proportional to the cost of the course that is when cost is increased then the quality of the courses also increases from learner's point of view which is not significantly correlated.

The mean value of correlation between quality and cost in both the system are 120.76 and 4.81, sd. deviation 11.523 and 1.891 at Pearson correlation .487**. Thus in case of overall learner's point of view, the quality is directly proportional to the cost of the course that is when cost is increased the quality has also increased and it is significantly correlated.

In comparative view both the system of courses i.e. Conventional and ODL has the mean scores 35.82 and 32.63, 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 comparative view in conventional system from teachers/counselors point of view is better than the ODL system.

The quality in connection with examination system of both system of courses i.e. ODL and Conventional has the mean scores 8.58 and 9.03, SD are 1.15 and 1.413 respectively. The t-value is 3.924, df=498 and P=0.000 is highly significant at 0.01 level. Thus it implies that the the comparative view in connection with examination system conventional is better than ODL system of education from teachers/counselors point of view.

In case of effectiveness of study material/text book in both the system of courses i.e. Conventional and ODL has 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 is not significant. Thus it can be conclude that the effectiveness of study materials / text book of Conventional mode of education has almost the same view in both the education system.

In case of usefulness of ICT in both the system of course i.e. Conventional and ODL 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 from teachers/counselors point of view the conventional course is better than ODL course.

Table 6.1 :Consolidated statement of major findings :

Sl no	Parameters	Major findings
From learners' point of view		
1	The quality of structure of both the system of courses	The quality of structure of the conventional course is better than quality of structure of ODL course.
2	The quality of support given by the teachers/counselors	The quality of the support given by the teachers/counselors is better than the quality of support of ODL course
3	The quality of teacher/counselors in both the system of courses	The quality of teachers in conventional course is better than quality of teachers in ODL course.
4	The quality of learning experience in both the system of courses	The quality of learning experience of conventional course is better than quality of learning experience of ODL course.

5	The comparative view in both the system of courses	The comparative view of the conventional course is better than that of ODL courses.
6	The comparative view in case of examination system in both the system of courses	The comparative view in respect of examination in conventional system is better than the ODL system.
7	learner's attitude towards quality of courses in both the system of Conventional and ODL	The learner's attitude towards quality of conventional system of education is better than ODL system.
8	In case of reason of joining in both system of courses	The reasons of joining the ODL courses is higher than that of conventional course.
9	In case of effectiveness of study material/text books both system of courses	The effectiveness of study materials/text book of ODL system of education is better than conventional courses.
10	In case of usefulness of ICT in both the system of courses	The usefulness of ICT from learner's point of view in conventional mode of education is higher than ODL system of education.
11	In case of cost effectiveness of conventional/ ODL system of education	The cost effectiveness of existing BBA, BCOM and BCA Courses under ODL system is better than conventional system.
12	Correlation between quality and cost in conventional system	The quality is directly proportional to the cost of the course that is, when cost increases quality is also increases which is significantly correlated at 0.01 level

13	Correlation between quality and cost in ODL system	The quality is directly proportional to the cost of the course that is, when cost increases quality is also increases which is not significantly correlated.
14	Correlation between quality and cost in both the syetm	The quality is directly proportional to the cost of the course that is, when cost increases quality is also increases which is significantly correlated.
From teachers/counsellors' point of view:		
15	The comparative view both the system of courses	The comparative view in conventional system is better than the ODL system.
16	The comparative view in connection with examination system of both system of courses	The comparative view in connection with examination conventional is better than ODL system of education.
17	In case of effectiveness of study material/text book in both the system of courses	The effectiveness of study materials / text book of Conventional mode of education has almost the same with the ODL mode of education system
18	In case of usefulness of ICT in both the system of courses	The usefulness of ICT conventional course is better than ODL course.

6.2 Suggestion

Though the present study some points have come into the picture for the improvement and better prospects in the field of undergraduate courses in Conventional and ODL mode of education system . Some problems related to the students and staff also came to be known. For this, remedial measures are suggested to be implemented as soon as possible to improve the further status of courses like BBA, BCA and B.COM in Assam.

- Provision should be provided by the study centre for campus selection of deserving students for different jobs and for that mechanism should be developed in the distance education mode.
- More workshop and orientation programme to the counselors are required from the university so that counselors are aware of each and every nook of the courses and rules of the university.
- More courses should be vocational nature, which are more useful for rural, female and poor population to make them self-employed.
- Examination system needs to be improved that timely arrange the examination and timely declared the results.
- Library facilities, reading room should be available and that should be provided by the university and study centre.
- Distance education is a common venture of central and state government to educate its population in a mass and this education should be quality education.
- To improve the e-learning system, the university and the study centre should provide maximum ICT facilities to the distance learners. The university should provide the digital classroom facility, conference classes/video classes and CD of learning material.

- To improve the quality of the support given by the teachers/counselors in the distance education counseling classes should be provided in the evening shift of the working days in the study centre due to that students can also utilize the lab, library facility etc.
- More orientation programmes for counseling of the counselors should be provided by the distance education providing university.
- Inter university transfer facility should be provided by the authority for the distance learners to the conventional mode of education and vis-a-vis.

6.3 Conclusion:

The main idea behind distance learning is to reach out to people who are left-out of the conventional method of education. It gives opportunities to people who are caught in other things like job and family issues and have missed out on getting education of their choice. By allowing students with the facility to learn in more convenient locations and often at more convenient times, distance education provides educational opportunity to learners for whom education was unreachable earlier. It changes the traditional hierarchy among teachers and students and creates a more equal and open learning environment.

The present study reveals that the quality of Conventional/ODL mode of education system score over the ODL courses in terms of quality of structure of courses, quality of support given by the teachers/counselors as well as the quality of teachers/counselors, quality of learning experience, learners attitude towards to quality of courses.

The comparative view of both the system of courses and the examination system also reveals that the conventional education system is better than the ODL mode of education. Considering the reasons for joining, cost effectiveness and the

effectiveness of study materials, the ODL mode of education scores higher than the conventional mode of education.

Coming to the relationship between cost and quality of both the system, it has been found from the learner's point of view that when cost increases quality also increases in conventional system. This is significantly correlated. However in case of ODL system there is no significant correlation. A comparison between the two systems reveals that when cost is increased than the quality has also increased. This is also significantly correlated.

From the comparative point of view of teachers/counselors ,the conventional system again scores higher than the ODL system. With respect to the examination system the comparative view of teachers/counselors reveals the conventional system to be better than the ODL system.

The effectiveness of study materials/text book has been found to be the same in both the systems. However, the usefulness of ICT is found to be better in conventional system.

Therefore, the present study has found that the cost effectiveness and quality of conventional as well as ODL mode of education system has had an impact on select under graduate BBA, BCA and BCOM courses in Assam. However, in some aspects already mentioned above, the conventional system has made a more pronounced impact.

However, the potential for growth of distance education is immense. The ever growing need for an educated workforce in the global forum requires a system of education that will facilitate its reach to all learners .Thus education provided under distance mode should be able to strengthen the quality of structure of courses, quality of the support given by the teachers/counselors, quality of

teachers/counselors, quality of learning experiences, examination system and usefulness of ICT, use of virtual class room, web learning and online evaluation system.

In the case of Assam , distance education assumes significance in the years ahead because of its cost effectiveness and its facilitation for independent learning by working adults. There is thus an imperative need for the development of distance education to fulfill the ever-growing need of creating an educated workforce.

6.4 Scope for Further Research

The research work is just the steps of a long process in which ones string joints another to form a chain to eradicate the problems in a particular field. Hence, the researchers take some particular area or fields for their investigations and the investigator suggest some problems which are for further research work and may also stimulate prospective research workers to undertake some useful research. The few mains points are as follows

- This research can be implemented by other statistical techniques which will give more accuracy in the hypothesis.
- This can be expanded in greater India considering all undergraduate courses and their cost effectiveness.
- A study can be conducted for functioning of the Institutions in both conventional and ODL mode of education.
- A study may be conducted to ascertain the level of satisfaction of distance learners with distance education courses.
- Comparative studies may be undertaken between conventional and distance education courses in relation to providing professional courses.

- Studies may be carried out to investigate cost effectiveness of various distance education courses.
- Studies may be conducted to identify various problems faced by distance learners during their course of study.
- Studies may also be planned and executed to explore the influence of motivational factors on accomplishment of distance learners.