

LIST OF FIGURES

Figure 4.1: Graphical representation for clear learning goal in case of quality of the structure of courses in Conventional/ODL mode of education system.

Figure 4.2: Graphical representation for realistic learning goal in case of quality of structure of course of Conventional/ODL mode of education system.

Figure 4.3: Graphical representation of comprehensive analysis of cognitive fields in case quality of the structure of the course of Conventional/ODL mode of education system.

Figure 4.4: Graphical representation of include recent literature in case of quality of the structure of the course of Conventional/ODL mode of education system.

Figure 4.5: Graphical representation of adequately connected to related field in case of quality of the structure of the course of Conventional/ODL mode of education system.

Figure 4.6: Graphical representation of interesting subordinate subjects in case quality of the structure of the course of Conventional/ODL mode of education system.

Figure 4.7: Graphical representation of skill development in case of quality of the structure of the course of Conventional/ODL mode of education system.

Figure 4.8: Graphical representation of holistic development in case of quality of the structure of the course of Conventional/ODL mode of education system.

Figure 4.9: Graphical representation of content goal relation in case of quality of the structure of the course of Conventional/ODL mode of education system.

Figure 4.10: Graphical representation of the mean value of T-test for the quality of the structure of the course in case of Conventional/ODL mode of education system.

Figure 4.11: Graphical representation of Teacher/Counselors encouraged my participation related to the quality of support given by teachers/counselors in case of Conventional/ODL mode of education system.

Figure 4.12: Graphical representation of eager to help related to the quality of support given by teachers/counselors in case of Conventional/ODL mode of education.

Figure 4.13: Graphical representation of Teachers/Counselors guided me to the comprehension of the learning material in case of Conventional/ODL mode of education system.

Figure 4.14: Graphical representation of teachers/counselors available to instruct in case of Conventional/ODL mode of education system.

Figure 4.15: Graphical representations of teachers/counselors watch my progress in case of Conventional/ODL mode of education system.

Figure 4.16: Graphical representation of teachers/counselors offered feedback with a view to improvement in case of Conventional/ODL mode of education system.

Figure 4.17: Graphical representation of teachers/Counselors reinforced the group dynamics in case of Conventional/ODL mode of education system.

Figure 4.18: Graphical representation of teachers/counselors realized the difficulties in case of Conventional/ODL mode of education system.

Figure 4.19: Graphical representation of the mean value of T-test for the quality of structure of the course in case of Conventional/ODL mode of education system.

Figure 4.20: Graphical representation of scientific background of the teachers/counselors in case of Conventional/ODL mode of education system.

Figure 4.21: Graphical representation of emphasis on analytical thinking in case of quality of the structure of the course of conventional/ODL mode of education.

Figure 4.22: Graphical representation of teaching capability in case of Conventional/ODL mode of education system.

Figure 4.23: Graphical representation of Instructional thoroughness of the learning materials in case of Conventional/ODL mode of education system.

Figure 4.24: Graphical representation of ability to communicate knowledge in case of Conventional/ODL mode of education system.

Figure 4.25: Graphical representation of the mean value of T-test for the quality of teachers/counselors in case of Conventional/ODL mode of education system.

Figure 4.26: Graphical representation of conception from SLM/Text book in case of Conventional/ODL mode of education system.

Figure 4.27: Graphical representation of benefit from assignment in case of Conventional/ODL mode of education.

Figure 4.28: Graphical representation of support provided by the teachers/counselors in case of Conventional/ODL mode of education system.

Figure 4.29: Graphical representation of teachers/counselors quality in Conventional/ODL mode of education system.

Figure 4.30: Graphical representation of the mean value of T-test for the quality of learning experience in case of Conventional/ODL mode of education system.

Figure 4.31: Graphical representation of programme is effective in case of comparative view of Conventional/ODL mode of education system.

Figure 4.32: Graphical representation of economy/cost effective in case of comparative view of Conventional/ODL mode of education system.

Figure 4.33: Graphical representation of Useful in Understanding in case of comparative view of Conventional/ODL mode of education system.

Figure 4.34: Graphical representation of Acquisition of more knowledge in case of comparative view of Conventional/ODL mode of education system.

Figure 4.35: Graphical representation of Organized Approaches in case of comparative view of Conventional/ODL mode of education system.

Figure 4.36: Graphical representation of easy access to communicate in case of comparative view of Conventional/ODL mode of education system.

Figure 4.37: Graphical representation of effective use of ICT in case of comparative view of Conventional/ODL mode of education system.

Figure 4.38: Graphical representation of effectiveness of SLM/print audio-visual in case of comparative view of Conventional/ODL mode of education system.

Figure 4.39: Graphical representation of effective student support system in case of comparative view of Conventional/ODL mode of education system.

Figure 4.40: Graphical representation of timely holding of seminar/ workshop in case of Conventional/ODL mode of education system.

Figure 4.41: Graphical representation of adequate and effective counseling session/class in case of comparative view of Conventional/ODL mode of education system.

Figure 4.42: Graphical representation of Good governance in case of comparative view of Conventional/ODL mode of education system.

Figure 4.43: Graphical representation of the mean value of T-test for the comparative view in comparative view of Conventional/ODL system of education system.

Figure 4.44: Graphical representation of timely holding of examination in case of Conventional/ODL mode of education system.

Figure 4.45: Graphical representation of timely declaration of result of examination in case of Conventional/ODL mode of education system.

Figure 4.46: Graphical representation of transparency of examination system in case of Conventional/ODL mode of education system.

Figure 4.47: Graphical representation of the mean value of T-test for the comparative view in Conventional/ODL system of education in respect of examination system.

Figure 4.48: Graphical representation of the mean value of T-test for the learners attitude towards the quality of Conventional/ODL mode of education system.

Figure 4.49: Graphical representation of economic in case of joining to Conventional /ODL mode of education system.

Figure 4.50: Graphical representation of age no bar in case of joining to Conventional/ODL mode of education system.

Figure 4.51: Graphical representation of give quality education in case of joining to Conventional/ODL mode of education system.

Figure 4.52: Graphical representation of Procedure delay in case of joining to Conventional /ODL mode of education system.

Figure 4.53: Graphical representation of counseling/class not compulsory in case of joining to Conventional /ODL mode of education system.

Figure 4.54: Graphical representation of Provide examination oriented education related to the reason of joining in conventional/ ODL mode of education system.

Figure 4.55: Graphical representation of systematic regular study in case of joining to Conventional/ODL mode of education system.

Figure 4.56: Graphical representation of job through campus interview in case of joining to Conventional/ODL mode of education system.

Figure 4.57: Graphical representation of extra-curricular activities in case of joining to Conventional /ODL mode of education system.

Figure 4.58: Graphical representation of easy to get admission in case of joining to Conventional /ODL mode of education system.

Figure 4.59: Graphical representation of learning opportunity in case of joining to Conventional/ODL mode of education system.

Figure 4.60: Graphical representation of excellent study materials in case of joining to Conventional/ODL mode of education system.

Figure 4.61: Graphical representation of offer valid degree in case of joining to Conventional /ODL mode of education.

Figure 4.62: Graphical representation of self-learning is innovative and creative in case of joining in conventional/ODL mode of education system

Figure 4.63: Graphical representation of flexibility of time in case of joining to Conventional/ODL mode of education system.

Figure 4.64: Graphical representation of non-availability of the course in case of joining to Conventional /ODL mode of education system.

Figure 4.65: Graphical representation of the mean value of T-test for the reasons of joining in Conventional/ODL mode of education system.

Figure 4.66: Graphical representation of user friendly related to the effectiveness of study materials / text book of Conventional/ODL mode of education system.

Figure 4.67: Graphical representation of real life situation analysis related to the effectiveness of study materials / text book of Conventional/ODL mode of education system.

Figure 4.68: Graphical representation of Interactive related to the effectiveness of study materials / text book of Conventional/ODL mode of education system.

Figure 4.69: Graphical representation of Self Instructional related to the effectiveness of study materials / text book of Conventional/ODL mode of education system.

Figure 4.70: Graphical representation of Easy and Lucid language related to the effectiveness of study materials / text book of Conventional/ODL mode of education system.

Figure 4.71: Graphical representation of the mean value of T-test for the effectiveness of study materials / text book of Conventional/ODL mode of education system.

Figure 4.72: Graphical representation of learning through the Internet website related to usefulness of ICT in conventional/ODL system of education.

Figure 4.73: Graphical representation of learning through sms/radio/television related to the usefulness of ICT in conventional /ODL system of education.

Figure 4.74: Graphical representation of learning through the phone in programme related to the usefulness of ICT in conventional /ODL system of education.

Figure 4.75: Graphical representation of learning through Toll free phone number related to the usefulness of ICT in conventional /ODL system of education.

Figure 4.76: Graphical representation of learning through supplementary learning material in video tapes related to the usefulness of ICT in conventional /ODL system of education.

Figure 4.77: Graphical representation of the mean value of T-test for the usefulness of ICT in conventional /ODL system of education.

Figure 4.78: Graphical representation of cost incurred for textbook/SLM in case of conventional/ODL system of education.

Figure 4.79: Graphical representation of cost incurred for transportation in case of conventional/ODL system of education.

Figure 4.80: Graphical representation of cost incurred for Accommodation in case of conventional/ODL system of education.

Figure 4.81: Graphical representation of cost incurred for seminar/workshop in case of conventional/ODL system of education.

Figure 4.82: Graphical representation of cost incurred for excursion/fieldtrip in case of conventional/ODL system of education.

Figure 4.83: Graphical representation of cost incurred for library in case of conventional/ODL system of education.

Figure 4.84: Graphical representation of cost incurred for laboratory in case of conventional/ODL system of education.

Figure 4.85: Graphical representation of cost incurred for computer laboratory in case of conventional/ODL system of education.

Figure 4.86: Graphical representation of cost incurred for technology in case of conventional/ODL system of education.

Figure 4.87: Graphical representation of cost incurred for Information and communication.

Figure 4.88: Graphical representation of the mean value of T-test for the cost effectiveness of existing education under conventional and open and distance learning system

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

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

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

Figure 5.4: Graphical representation of comparative view of acquisition of more knowledge in case of conventional / ODL mode of education system.

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

Figure 5.6: Graphical representation of comparative view of easy access to communication in case of conventional / ODL mode of education system.

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.

Figure 5.8: Graphical representation of comparative view in effective SLM/ print audio-visual in case of conventional / ODL mode of education system.

Figure 5.9: Graphical representation of comparative view in effective student support service in case of conventional / ODL mode of education system.

Figure 5.10: Graphical representation of timely holding seminar/workshop in case of conventional / ODL mode of education system.

Figure 5.11: Graphical representation of comparative view in adequate and effective counseling session/ class in case of conventional / ODL mode of education system.

Figure 5.12: Graphical representation of comparative view in good governance in case of conventional / ODL mode of education system.

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

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

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

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

Figure 5.17: Graphical representation of the mean value of T-test for the comparative view in connection with examination system in case of conventional / ODL mode of education system.

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

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

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

Figure 5.21: Graphical representation of comparative view in self-instructional in case of conventional / ODL mode of education system.

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.

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.

Figure 5.24: Graphical representation of the usefulness of computer in case of conventional / ODL mode of education system from teachers/counselors point of view.

Figure 5.25: Graphical representation of the usefulness of video conferencing in case of conventional / ODL mode of education system from teachers/counselors point of view.

Figure 5.26: Graphical representation of the usefulness of internet in case of conventional / ODL mode of education system from teachers/counselors point of view.

Figure 5.27: Graphical representation of the usefulness of radio in case of conventional / ODL mode of education system from teachers/counselors point of view.

Figure 5.28: Graphical representation of the usefulness of television in case of conventional / ODL mode of education system from teachers/counselors point of view.

Figure 5.29: Graphical representation of the usefulness of website in case of conventional / ODL mode of education system from teachers/counselors point of view.

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