Chapter Five

Summary, Conclusion, Recommendations and Implication of the Study

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5.0 Introduction
Summary of the present study, conclusion drawn on the basis of the results of this study and recommendations are presented in this chapter.

5.1 Summary of the Study
Distance learning is an idea or approach to education which has experienced an explosive growth in the last few years. Distance education was an educational mode supplementary, complementary and alternative to conventional/traditional System of education, depending on the situation it was practiced. Today it has evolved into an independent system of education and equipped with variety of means and methods of education and training to make the education resources accessible to all those who want to have it as per their needs and convenience. Distance education institution in any country are established with the main objective to democratize education as a resource and provide every citizen, irrespective of sex, caste and creed, easy and affordable access to quality education. Present day distance learning is based on ideology of creating human capital.

For India’s magnitude and diversity, the conventional education system cannot meet the needs and demands of higher education in the country. The policymakers realized that unless education is made open to the deprived, unless structural rigidities are removed from the educational system and unless it is integrated with the developments of communication technology, the country may not be able to make and headway in realizing the uphill task of education the large section of the population with diverse educational and social needs. The Education Commission (1964-66) recommended for correspondence education and The First National Policy of Education (1968) highlighted that, “education through part time and correspondence courses should be given the same status as full time education. The National Policy on Education (NPE) 1986 stressed that distance education is a significant medium for the development and promotion of higher education .The Report to UNESCO of the

National Knowledge Commission (2006-2009) believes that a radical reform of the system of Open and Distance Education (ODE) is imperative to achieve the objectives of expansion, inclusion and excellence in higher education. As per the Twelve Five Year Plan, the number of Distance Education Institutes has been growing at a healthy pace in the country (2011-12), almost 200 Institutes are approved for offering distance education programme. Enrollment in distance education has grown at an annual rate of 11% in the last three decades and now student enrolment in distance education is 4.2 million.

The present study has made efforts to compare the different objectives, course content and study material, instructional strategy, evaluation, finance, opinion of director, course coordinators, teachers (academic counselors), students, and socio-economic background of students of distance education at post graduate level between uni mode and dual-mode universities. With such intention the study was undertaken and is titled as: A Comparative study of Distance Education at the Post-Graduate Level between Uni-Mode and Dual-Mode Universities.

Objective of the study

1. To study the objective of distance education of uni- mode and dual- mode universities.
2. To study the course content and study materials of uni-mode and dual- mode universities.
3. To study the instructional strategies and methodology followed by two types of universities.
4. To compare the academic qualifications of the students of distance education between uni –mode and dual- mode universities.
5. To compare the number of students enrolled in different subjects in regular course and distance education mode.
6. To find out the educational achievement of the students of regular course and distance education mode.
7. To study the opinions of teachers (academic counselor), students, directors and administrator /course-coordinator of the DE mode about the course.
8. To study the finance of Distance Education.
9. To study the evaluation systems of both types of universities.
10. To find out the socio-economic background of the students of distance and regular courses.

**Hypotheses**

1. There is no difference regarding pre requisite academic criteria of students for getting admission in P.G courses for perusing there study in either uni-mode or dual-mode university.
2. There is no difference in educational achievements of the students of regular courses and distance education mode.
3. There is no difference in the satisfaction level of the teachers (academic counselor) of the distance education among different universities.
4. There is no difference in the satisfaction level of the teachers (academic counselor) of the distance education according to their designation.
5. There is no difference in the satisfaction level of the students of the distance education among different universities.
6. There is no difference in the satisfaction level of the male female students of the distance education among different universities.
7. There is no difference in opinion of students of distance education according to their age-group
8. There is no difference of socio-economic background of students of regular courses and distance learning.
9. There is no difference in educational level of the family of the students of distance and regular mode
10. There is no difference in occupational level of the family of the students of distance and regular mode
11. There is no difference in monthly income of the family of the students of distance and regular mode

**Methodology**

This is an empirical study. Students of different courses of arts faculty of distance education at the post-graduate level in the Rabindra Bharati University (RBU), Vidyasagar University (VU), Netaji Subhas Open University (NSOU) and Indira Gandhi National Open University (IGNOU) were considered as population for the study.
Purposive and random sampling techniques were adopted for the study. (a) The Rabindra Bharati University and Vidyasagar University and (b) Netaji Subhash Open University and Indira Gandhi National Open University were selected as dual-mode and uni-mode universities respectively. 250 students, 43 teachers 4 directors and 4 course coordinators of distance education were chosen for the study. Among 250 students, 163 were in distance mode and 87 were in regular mode. Four tools namely (1) Opinionnaire of the teachers (academic counselors) about distance education, (2)Opinionnaire of the directors and administrarors/ course coordinators about distance education,(3) Opinionnaire of the students about distance education and (4)Socio-Economic Scale for students were used for collecting data.

Both qualitative and quantitative analyses have been done. For variables yielding quantitative results, percentage, mean, standard deviation, t-value, z-value, chi-square value and F-value were calculated and graphically presented. Qualitative analysis was made on the basis of the visit to four universities and discussion with the teachers, students, directors, and also with course coordinators of the distance education program and the feedback of the opinionnaire was also studied and critically analyzed.

5.2 Conclusion

On the basis of findings of the present study, following conclusions can be drawn:

1. Objectives of distance education of all the sample universities had some common objectives. Besides them, each university had their own specific objectives (table 4.1).

2. There existed some differences in uni-mode and dual-mode universities about course contents and study materials of two subjects namely History and Education. IGNOU covered more areas of the NET syllabus than other three universities in both subjects (table 4.2 and 4.3).

3. There remained certain differences among different universities regarding instructional strategy and methodology. Various facilities were available in different universities. All the four universities provided study materials to their students. The nature and mode of distribution of the study materials were different in different universities. Instruction was imparted through Personal contact program (PCP) by all the four universities. Except Vidyasagar University, other
three universities provided assignment for their students. The learning package of IGNOU contains audio and video CDs, GYAN DARSHA and GYANVANI. Presently GYAN VANI and GYAN DARSHAN programs are postponed or withdrawn due to some reason. The feedback of the students revealed that they had no experience about the use of audio and video CD in classroom situation and they were ignorant about also GYAN VANI and GYAN DARSHAN also.

4 The researcher found that there existed differences regarding pre requisite academic criteria required for any student seeking admission to P.G courses for perusing their studies in either uni-mode or dual-mode university. It was observed that the Honours degree is mandatory to get admission in two dual-mode universities but it is not compulsory for the two uni-mode universities (table .4.4).

5. Regarding the academic qualification of the students of distance education of uni-mode and dual-mode universities, percentage of marks in secondary, higher secondary and under graduate degree were collected and it was found that the number of Honours graduate students who enrolled in P.G course in RBU was greater than other three universities (table 4.4 -4.17 and figure 4.1 and 4.2). The number of pass students is larger in NSOU and it is 58.62%. (Table 4.14 and figure 4.2).

6. It was found that the percentage of marks in secondary, higher secondary and under graduate degree of IGNOU students are better then other three universities/Table 4.15). In addition to that, it was also found that the results of the students of uni-mode universities is better then the students of dual-mode universities (table 17).

7. There are also some differences in educational achievements of the students between regular mode and distance education mode. From the Mean and SD of the Madhamik, HS and Honours marks of the students enrolled in uni-mode and dual-mode universities, it is found that there was no difference in their educational achievement. But it was found by the researcher that the obtained number of Honours graduate students who enrolled in P.G course in RBU was greater than other three universities. The number of pass students is larger in NSOU and it is 58.62%. So there is a difference regarding pre requisite academic criteria for
getting admission to student in P.G courses for perusing their studies in either uni-
mode or dual-mode university (table 4.5-4.17)

8. It is observed that the student’s enrollment in distance mode is greater than regular mode in RBU and VU. It is also observed that the number of students in distance mode is more than 8 to 9 times greater than regular mode in two respective dual-mode universities. That means distance education have significant contribution in higher education (table 18 and 19, figure 4.3 and 4.4 and appendix X).

9. The success rate of Post graduate students of distance mode in RBU is better in the subject Education, Pol. Science, Bengali, English and Sanskrit than that of regular mode. Whereas, it is less than the regular mode in the subject History, Geography and Environmental study. The success rate of regular course is better than distance mode in VU University (table 20 to 24). So there is a difference in educational achievement of the students pursuing their studies in regular and in distance education mode.

10. It is found that there is a difference of opinion of VU teachers with other three university teachers in regard to objective, course content, instructional strategy and evaluation procedure of distance education (table 25-27).

11. In case of comparison of opinion regarding the objective, course content, instructional strategy and evaluation procedure of distance education among four categories of teachers (academic counselor) it is found that there is no difference in the satisfaction level of the teachers of the distance education according to their designation(table 28-32).

12. It is observed that there is a difference in the satisfaction level of the students of the distance education among different universities (table 33, 35, 37, 39, 41 and figure 4.5).

13. It is found that there is no difference in the satisfaction level of the male and female students of the distance education among different universities students studying through distance education mode (table-4.34, 36, 38, 40, 42 and figure 4.6).
14. An interesting finding is that there is no significant difference in the opinion of the students because of age variation (table. 4.43-4.44).

15. In case of fee structure the researcher observed that the fee structure of NSOU is less than other three universities (table 4.67).

16. It is revealed from the study that there is a difference in evaluation system among different universities. The system of evaluation in IGNOU is also different from the conventional universities.

17. The selected four universities definitely have their own grading system and there are certain differences in it also. The IGNOU uses both the letter grade and point grade and give a comment on the grade. Whereas NSOU uses the letter grade and mention the class of the student in their results. But both the RBU and VU universities mention only the ‘classes’ of the student in their result.

18. The no. of female students is greater in both regular and distance mode. (table 4-72)

19. The number of married students is greater than the regular mode both in male and female. The another observation is that the number of married female students of distance education is more than the number of male student (table 4.73).

20. There is a difference in age of the students of distance and regular mode. The regular groups are more homogenous then distance mode which is expected in our present system of education. The age verity is more in uni mode universities then dual-mode universities (table 4.74-4.77 and figure 4.7).

21. There is a difference in the community of the students of distance and regular mode. The researcher has observed that the percentage of general Hindu in both regular and distance mode is greater than other community. The percentage of minority is greater in distance mode than regular mode (table 4.78).

22. There is no difference in the family pattern of the students of distance and regular mode. It is observed that the number of nuclear family is greater in both distance and regular mode. The number of joint family is greater in distance mode than regular mode (table 4.79).
23. There is no difference in the family size of the students of distance and regular mode. The maximum families consist of four members both in distance and regular mode (table 4.80-4.81).

24. There is no difference in physical fitness of the students of distance and regular mode (table 4.82).

25. There is no difference in Education levels of the families of distance and regular mode (table 4.83 and figure 4.8).

26. There is a difference in the occupational level of the families of the students of distance and regular mode. The occupation level of the families of distance mode is better than regular mode (table 4.84 and figure 4.9).

27. There is a difference in the income level of the families of the students of distance and regular mode. The income level of the families of distance mode is better than regular mode (table 4.85 and figure 4.10).

28. There is a difference in SES of regular and distance Mode. SES of Student in Distance and Regular Mode reveals that more students of distance mode belongs in high and upper high SES group. The obtained marks were also better in high SES level in uni-mode universities. But SES and opinion of students of distance mode reveals that there is no difference in opinion of students regarding distance education between three SES groups. The difference also detected by comparison of education, occupation and income of the families of the students of distance education (table 4.86 to 4.90). So it can be conclude that there is a difference in socio-economic background of students of regular mode and distance education.

5.3 Recommendations

On the basis of the study the following recommendations can be made:

1. The quality of study material should be improved; it should be bi-lingual, error free as much as possible and delivered to the students in time. Many of the students and teachers (academic counselors) commented in this regard. Timely delivery of study material is also very important.
2. While investigating about the difference of the number of enrolment of the students in regular and distance mode of two dual-mode universities of West Bengal, it is observed that the student’s enrolment in distance mode is greater than regular mode and some times the enrolment in distance mode is 8 to 9 times greater than that of regular mode in two universities. It refers that a large number of students enrolled in distance education in the state of West Bengal which is very significant phenomenon and need proper attention and encouragement for the development of distance education in our country.

3. The study reveals that a large number of students demanded more number of classes to fulfill their various quarries related to the syllabus. The concerned universities should take proper step in this regard.

4. The present study also recommends that there should be review facility of the answer script. According to the students it will be beneficial for them. The Rabindra Bharati University has such facility. But other universities must have this facility. Another problem is about the irregularity of the timing of examination. It should be held in time. Otherwise the students have to suffer a lot.

5. It is recommended that there should be assignment for the VU students because they don’t have assignment in this course. The role of assignment is very important in distance education systems.

6. It reveals from the discussion with the teacher and the students that bi-lingual, short answer type, multiple choices and mixed-type question papers should be there. So it is also recommended for the betterment of distance education.

7. It is recommended that the publication of result should be in time. The researcher finds from the feedback of the teachers (academic counselors) and the students that the students suffer a lot due to the delayed publication of results. They have to lose the opportunity of jobs or higher study for this reason.

8. From the study it is observed that the use of modern techniques like slide, video, different media and modernized methods etc are lacking in the classroom instruction of every university including IGNOU. Not a single university uses such measure for their classroom instruction. The feedback of the teachers (academic counselors) and students taken as sample confirm the fact.
9. In the present day context when providing on-line facility is the need of the hour to meet the diverse requirement of the students, it was found that such type of facilities are not available in any of the four universities taken for the study. It is also recommended that on-line submission of assignment, video-conferencing opportunity and proper updating of web-site should be there to improve the teaching learning process of distance education.

10. There are the suggestions from the part of teachers (academic counselors) and students about library facility and there should be more relevant books in the library. They also added that the On-line library facility should be there. While visiting to the different universities the researcher found that the situation of library was very poor and it is recommended that the improvement of library facility is needed.

11. The quality of education in regular and distance mode should be equal and the student should be treated equally in the field of service. One of the directors of a university compared the students of distance education with the Ekalavya of Mahabharat who has to prove his efficiency through his own effort. So it can be recommended that the status of distance education should be raised for the improvement of higher education in India.

5.4 Implication of the study

1. Those who are interested to study in the area of distance education will get a detailed and authentic picture regarding present status of objective of distance education, study material, instructional strategy, enrollment, success and evaluation, fee structure and socio economic background of the students studying distance education in IGNOU, NSOU, RBU, and VU.

2. A large number of students (eight to nine times greater than regular mode) enrolled in distance education in the state of West Bengal which is very significant phenomenon and need proper attention and encouragement for the development of distance education in our country. Quality has always been an issue in open and distance education (ODE) and distance learning (DL). So not only quantitative expansion is required for the development of distance education. Quality is also an important issue in the improvement of distance education.
There is a scope of investigation for the new researcher who wants to work on this area.

3. There is a scope of investigation for further research in the area of expenditure of distance and regular mode students.

4. According to the philosophy and objective of distance education it should be cost effective. There is a scope to find out whether it is really cost effective or not.

5. Many studies were found regarding the position of women in distance education. But the position of SC, ST and minority in distance education should be considered for further study.

6. On the basis of the findings of the study, the central government and state government may take necessary steps for the development of distance education.

7. Tools and procedure of this study can be used by the further researchers for studying various problems related to distance education.

8. The research will help the educational planners, policy makers and administrators for planning at the different levels of distance education.

9. The teachers (academic counselors) will get a vivid knowledge related to distance education.