Chapter –VI

SUMMARY OF THE STUDY

6.1.0 Rationale of the Study

Distance education occupies an important place in our country’s educational set-up. It has emerged as an important form of education in the last few decades. In the present century, distance mode of education is seen as an alternative and viable mode to cater to educational needs of the learners (Khan, 2005). Distance education is an innovative, effective, non-traditional and unorthodox system of education in the modern times. Hegde (2008) stated that the open and distance learning system has emerged as a vibrant and dynamic component of higher education infrastructure in the country. Pradeep (2009) viewed that distance education is regarded internationally as a viable and cost effective way of providing individualized instruction. Knowledge is the basis of development of human resources. So, education should be for each and every one to see and understand the world. Distance learning system has emerged as a flexible and effective education system without much compulsories and rigidities, which fulfill the people’s desire for attaining knowledge. In this regard, Pandit (2008) stated that ‘learner friendly’ approaches in terms of access, prior knowledge, place and pace of study, instructional system responding to the learning styles of learners’ made distance education system popular and acceptable by the learners of the 21st century.

Distance education is that mode of education which frees the students from the necessity of travelling to a fixed place, at a fixed time, to meet a fixed person in order to be trained. In this context, Rastogi (2007) stated that distance education has provided openness to learning and students have a freedom to learn at own rate, pace and time. The ODL system provides learner centered education at their doorsteps with in-built flexibility (Sharma, 1995). The growing population of a country demands a system of education, which brings education to the doorsteps of learners. In this regard, Selvam (1999) said that distance learning system has revolutionized the present mode of education.

Distance education is a new stage of evolution, which can transport knowledge to people rather than transport people to the world of knowledge (KulandaiSwami, 1993). This is the era of techno-scientific revolution where the magnitude of knowledge is expanding exponentially, when the demand of students is growing increasingly with varied student population, the higher education demands top priority. The emerging new and specific needs of the people today cannot be met fully satisfactorily through the conventional mode of teaching-learning. It has neither the capacities nor the resources to meet the needs of the growing number of students (Goel and Goel, 1997). In this context, distance education is an effective alternative to the formal
education, which has immense significance to create knowledge or learning society in general and developing society in particular. In this regard, **Mohanty (2002)** stated that distance education system has become increasingly significant mode in almost all countries of the world as it widens the horizons of education, opens new frontiers of knowledge and democratizes the teaching-learning process. The International Commission on education has also strongly supported distance education system in adoption of learning as a process of human growth towards fulfillments in individual as well as member of many groups in the society.

Distance education is becoming popular mode of education day by day among the new generation learners as it is flexible and covers all categories of people particularly the disadvantage group. In this context, **Villi (1999)** stated that distance education opens opportunities for those who have missed the ‘bus’ due to one or other reason. This system can fulfill the educational needs of all categories of society like school dropout, housewives, employed, people who want to learn while earning some livelihood, people from rural and urban areas etc. **Sahoo (1985)** said that the students preferred distance education because of – (a) acquiring higher education specialization in a particular field, to broaden outlook and a good use of leisure time, (b) economic factors,(c) lack of adequate time, mental maturity, higher cost of formal education, non-existence of college in their locality. As distance education is open for all groups, therefore, distance education is the first choice of new generation. Now a days several countries of the world like USA, USSR, UK, Spain, Japan, Korea, Canada, China, India etc. practice distance education (**Taylor,1986**). For millions of those people who wants to stand upon their own feet very early in life and struggle for survival, distance education is a way to them.

Distance education is that type of learning system in which the student and the instructor are separated by physical distance (**Washlstrom, Williams, and Shea, 2003**). Physical separation is the main criteria of distance learning system .The distance education is essentially a self-study system (**Gujral and Kumar, 2006**). In the open and distance learning system there is a distance between the learners and the education provider. In this regard **Udayani (2006)** stated that as the ODL system is off campus, there is no possibility of face-to-face interaction between teacher and the taught as in the case of conventional system of education. In the open and distance learning system the learner gets an opportunity to interact with the counselor once in a week if he or she attends the weekend counseling sessions. **Dohmen (1977)** defines distance education as a systematically organized form of self-study in which student counseling, the presentation of learning material and securing and supervising of students’ success is carried out by a team of teachers, each of whom has responsibilities. It is made possible at a distance by means of media which can cover long distances. Dohmen emphasizes the two aspects of distance education; these are self-study and the use of media for educational communication. **Peters (1971)** defines
distance education “as a method of imparting knowledge, skills and attitudes which is rationalized by the application of division of labour and organizational principles as well as by the extensive use of technical media, especially for the purpose of reproducing high quality teaching materials which makes it possible to instruct great members of students at the same time wherever they live. It is an industrialized form of teaching and learning”. Peter’s definition lays emphasis on the use of technical media and mass education as well as a specific ethos which relates distance education to the nature of the industrial society. Keegan (1986) has attempted to synthesize most of the definitions and draws the following important characteristics of open and distance education-

- the quasi permanent separation of teacher and learner throughout the length of the learning process; this distinguishes it from conventional face-to-face education.
- the influence of an educational organization both in planning and preparation of learning materials and in the provision of student support services; this distinguishes it from private study and teach-yourself programmes.
- the use of technical media-print, audio, video or computer unites teacher and learner and carries the content of the course.
- the provision of two-way communication so that the student may benefit from or even initiate a dialogue; this distinguishes it from other uses of technology in education.
- the quasi-permanent absence of a leaning group throughout the length of the learning process so that people are usually taught as individuals and not in groups with the possibility of occasional meetings for both didactic and socialization purposes.

The above characteristics enumerated by Keegan are basic concepts of distance education. Keegan (1986) stated that distance education institutes have two distinct characteristics academic and industrial. The ‘academic’ represents the development and preparation of course materials whereas ‘industrial’ refers to production and distribution of these materials.

The above definitions clarify that the concept of distance education is basically a democratic concept. Open and Distance education implies the provision of educational opportunity for the learners from a distance through the use of multiple media such as self-learning materials, audio-video programs and short-term personal contact programs (Khan, 2005). ODL system has provided openness in learning and the students have a freedom to learn at their own rate, pace and time. The system of distance education has the potential to fulfill the enormous responsibility of universalization and democratization of education as it holds the promise of checking the falling standards at reasonable costs, making the optimum use of media and technology and providing education relevant to the needs of the country. The major objectives of distance education are-
• to provide an alternative cost effective non-formal channel for higher education.
• to supplement the conventional university system and to reduce the pressure on it.
• to democratize higher education by providing access to large segments of the population in particular the disadvantaged groups such as those living in remote and rural areas, including working people, women and other adults who wish to acquire and upgrade their knowledge and skills.
• to provide a second chance at education for those who have had to discontinue their formal education or could not join regular colleges/universities.
• to provide a means for continuing and lifelong education for enriching the lives of the people.
• to provide an innovative system of university education which is both flexible and open in terms of methods and pace of learning, combination of courses, eligibility for enrollment, age of entry, conduct of examination and operation of the programmes with a view to promoting learning and encouraging excellence in new fields of knowledge (IGNOU Act, 1985; APOU Act, 1982; KOU Act, 1987; IGNOU project report, 1985; UGC annual report, 1981-82).

The popularity and attractiveness of any educational system depends upon the quality and design of its learning process. It provides the foundation for development of individual as well as nation. Learning process is the heart of an educational system. An effective educational system cannot be operated without the existence of a good learning process. Learning process is interactive and involves the interactive communication between the teacher and the learner. Learners need a suitable learning process to enhance their motivation, participation, performance and success. Therefore, learning process should be according to the needs and demands of the learners. As active participants in the learning process, students affect the manner in which they deal with the material to be learned. Learners must have a sense of ownership of the learning goals (Savery and Duffy, 1995). They must be both willing and able to receive instructional messages.

Learning success plays a pivotal role in an educational setting. It largely depends upon the quality of the learning process. The success rate of any system largely depends on the satisfaction of its learners, not only in terms of the quality of the academic support but also in the point that up to what extent the learners are empowered during the learning process. Therefore, learning process should be sound so that it can enhance the motivation of the learners. Learning success of a system can be measured not only in terms of its learning process but also with the satisfaction of its assessment process.

Thus the learning process and learning success are the integral part of an educational system. The quality of any educational system depends largely on its
learning process and learning success. In Open and Distance Learning system also these learning process and success play a pivotal role. Open and Distance Learning system is a self-instructional system. The flexible and innovative characteristics of the ODL system allow for meeting the educational requirements of heterogeneous groups of learners at low costs. ODL institutions are therefore offering all types and levels of courses for self-motivated students through independent study programs. Effective distance education programmes cannot be operated without the existence of a good learner support system. As the distance students are lonely, therefore, the learning process should be according to the needs, demands and satisfaction of the learners. The success of ODL system largely depends on the satisfaction of its learners. The basic desire of every learner joining an educational programme is to learn something new and benefit from the efforts put-in. This means experiencing success is very essential in future endeavors of one’s life. When the Open University System began with the paradigm shift from ‘Teacher Centric’ education to ‘Learner Centric’ was effected, much progress has been seen in enrolment into this system of study. However, even these systems are not able to show significance figures in ‘successful rate’ in completion of a programme (Sudhindra, 2005). Assessing student performance is a problem area in distance learning process. It is a commonly held belief that distance students perform more poorly in assessment than do internal students because of the additional pressures and burdens of distance study (Galusha, 2004). However, a study of the results of 67 science subjects at California State University (CSU) over a six-year period showed conclusively that there was no difference between distance and internal students in the proportions of students in each grade category (Harden, Barnard, and Donnan, 1994). However, objective testing does not reward soon enough for adequate reinforcement. Since one key to a successful learning campaign is positive reinforcement, testing methods must be developed to interactively test distance students. All these discussions clearly state that learning process and learning success are regarded as the key point of an educational system including open and distance learning system.

Distance learning is relatively a new form of education from the point of view of the time it appeared. In the early stage, distance education is known as correspondence education. With the increase in demand for higher education and the emergence of a system of awarding university degrees to private students, it has been realized that correspondence education can help in expanding and equalizing educational opportunities (Srivastava and Reddy, 1996). The idea of correspondence course emerged for the first time in the meeting of CABE held on January 16-17, 1961 realizing the needs and requirements of the society and the arising challenges due to globalization and liberalization policies (Shah, 2008). The follow up committee was formed under the chairmanship of Dr. D.S. Kothari. The Expert Committee recommended the institution of correspondence course in view of the greater flexibility, economic viability and the innovative method of imparting education through well prepared, pre-tested and constantly revised course materials. In 1962, the University of Delhi started the school of correspondence courses and continuing education. This correspondence mode of education allows the learners to study at
their place of work or living. Correspondence institutes supplied learning materials to students through different delivery modes like postal service, media facilities (Radio & Television) etc. Many working adults and those who cannot go for regular school/college/university education take advantage of the correspondence system of education. However, the correspondence mode of education suffered from a lot of drawbacks such as the learning materials in print were mostly in the form of text books which hardly help the students, the restrictions imposed on the students by the formal education system were not overcome by the correspondence education except that it allowed its students to learn outside the four walls of a classroom and the potential of the mass-media was hardly used for educational purposes. The correspondence institutions did not care much for the effectiveness of their instructional materials. Correspondence education essentially remained conventional due to its structural rigidities (Koul and Ramanujam, 1989). In this context correspondence education takes its new birth as distance education. In 1982 at its 26th conference, the International Council for Correspondence Education (ICCE) changed its name to International Council for Distance Education (ICDE). In 1975 a committee headed by Dr. G. Parthasarathi the then Vice Chancellor of Jawaharlal Nehru University, New Delhi strongly favored the setting up of a National Open University. Surveying the scenario in higher education in India, the committee observed that the resources available for higher education to cope with such a tremendous expansion were comparatively limited, and were leading to the lowering of standards and other undesirable results. The committee was firmly of the view that it was necessary to start an Open University not only to meet the current pressures on the system but also to impart quality education (Srivastava and Reddy, 1996). In 1982 the first Open University was established in the state of Andhra Pradesh with Prof. G. Ram Reddy as its first Vice-Chancellor. Looking into the success of Andhra University, the Govt. of India has established IGNOU (Indira Gandhi National Open University) at New Delhi in 1985. This University has been charged with the dual responsibility of providing opportunities for higher education to large segments of the population, particularly those for whom access to the formal system is difficult or impossible, and also for developing the Open University and distance education systems in the country and to coordinate and determine standards in such system (Singh, 1992). With the rapid development at present, India has 13 State Open University (SOU) and one National Open University the IGNOU and about 12 Open Schools including National Institutes of Open Schooling (NIOS) at New Delhi. Besides these, India has almost 119 Correspondence Course Institutes (CCIs) (Hegde, 2008). Open Universities are very popular mode among the new generation learners. The different components like electronic media, self-instructional materials, two-way communication and student support services make these universities as the first choice of the learners.

The National Policy on Education, 1986, emphasized the role of Open University and distance education in the process of democratization of education in the country. The Open Universities aim at transcending the limitations of traditional universities in terms of their administrative structure, curricular framework, support
services, jurisdiction and mode of evaluation. The main objectives of an open university as laid down in the National Policy on Education (1986) are:

- To reverse the tide of admission in formal institutions.
- To offer education to people in their own homes and at their own jobs
- To enable the students to earn while they learn.
- To provide counseling and guidance to people
- To take education to the remotest villages, through radio, television and correspondence courses (GOI, 1986).

There is a rapid growth in the student enrolment in the country. ODL system is fast becoming the mainstream in the higher education due to its flexibility and accessibility. During the 10th plan the ODL system grew at the rate of 20% in enrolment. There are as many as 3.6 million students under ODL system, accountability for 25% of the student population in higher education (Pani, Satpathy, and Mishra, 2009). Various academic programmes ranging from Humanities to Professional courses are imparted through different modes of ODL system. Effective support services in the form of study materials, personal contact programmes, counseling sessions, multimedia instructions and different communication technologies etc. are the commonly used medium/media for these academic programmes. The ODL system runs with the following facilities which are called as the Pillars of distance education. They are -

- Study centers
- Study materials popularly known as lecture scripts
- Students assignments, i.e. Response sheets
- Personal guidance: casual visits by the students to meet the faculty
- Personal Contact Programmes
- Audio-visual aids

Pillars of Distance Education system

A network of study centre is of vital importance to distance education institutes for providing useful support to learners in their learning pursuits. Study centers are the places where distance students get the basic support. A study centre is usually located within a college or school and it should be
within reasonable distance for the students to visit from their homes or places of work. Sudalaimuthu and Malliga (2008) stated that study centre is a part of an overall system of support for learners, it is pivot around which the entire student support services revolve and these are the ambassadors for the open and distance learning institutes in dealing with learners. They are responsible for providing information relating to programmes available, counseling, admission schedule, learning materials, conduct of Personal Contact Programmes and providing library facilities and scheduling examination. Thus these centers have an indispensable place in the distance education system. Effective functioning of study centers helps the distance learners in more than one way. The learners get not only assistance to complete their academic programmes but also inspiration from their counselor and fellow students to learn without getting frustrated because of isolation (Evans,1994).

The main duty of study centre is to deliver the study materials to the learners at intervals of about 4-6 weeks. Course materials in print as well as the audio-video programmes are specially prepared by the university to suit the needs of distance learners. Each package will contain a sequence of correspondence and other materials, accompanied by study notes, private exercise and self-administered test which the student can take to help satisfy himself and also included a set of written home assignments which the student will be expected to return within a specified time period. The print materials are self-instructional i.e. the lessons are written in such a way that students can read and comprehend them without the help of a teacher.

Printed materials initiated with submission of assignment responses, their evaluation by tutors giving constructive suggestions forms a two-way non-contiguous communication channel in distance education (Rathore, 1991). This non-contiguous two-way communication forms the backbone of efficiency in teaching and learning in distance education. Every distance teaching institutes sends a set of assignments along with the course materials. Although the course materials are in the self-instructional format, there should be some means of feedback from the students. Unless the institutions get the feedback it won’t be in a position to assess the learning of the students as well as the effectiveness of the instructional materials.

Personal contact programmes are considered as a significant academic input in the ODL system, where the learners learn at their own pace and time (Anand, 1985). Mullick (1987) stated that PCPs has been introducing for removing the difficulties of distance learners who have no access or could not clarify their doubts completely by using the new technologies. PCPs have been introduced for the convenience of learners. PCPs are necessary to clarify the doubts and to meet the requirements of compulsory submission of assignments. Besides academic aspects, related difficulties, problems and other important points are also discussed.
The main educational techniques used by distance institutes are printed materials and short-period (5 to 10 days) contact programmes with students. Sometimes this material is an excellent piece of work but quite often the materials presented in the lessons do not follow the techniques of self-learning modules (Srivastava and Reddy, 1996). The system hardly uses new educational technologies (UGC, 1990). Printed text has been the main source of information for long, both for teachers and students (Gujral and Kumar, 2006). But distance education wants to break the barriers of the four walls of the classroom and it has to make use of the print medium as well as the other media to impart education. The growth of distance education, to a great extent, depends on the growth of media-technology. It should always be kept in mind that “neither among themselves nor in relation to the printed word, the electronic technologies are mutually exclusive” rather “each one of them makes a contribution of its own, quite distinct from the others” (Bhatnagar, 1997). Pradeep (2009) stated that distance education uses all forms of technology from print to computer, this range includes radio, television, audio-video conferencing, computer aided instruction, e-learning or on-line learning through internet etc. The emerging Information Technology has revolutionized the entire communication system and has transformed the whole human society into a global village (Brindley, Walti, and Zawacki-Richter, 2004). The audio-video programmes, produced by the joint efforts of academics and media persons of the university render additional help to the students by explaining or illustrating the difficult points and complex concepts in the subjects. An effective combination of the media and the printed materials aim to provide the students what a good classroom teacher could do for them if they were students of a conventional university. Kurhade (2009) stated that the technologies used in ODL are broadly divided into two groups: synchronous and asynchronous. Synchronous technology is used in distance education lessons in which learning is occurring in different places but at the same time and asynchronous technology is used in lessons on which learning is occurring in different places but also at different times.

**Synchronous technologies are –**

- a) Telephone
- b) Video conferencing
- c) Web conferencing etc.

**Asynchronous technologies are –**

- a) Audio & Video cassettes
- b) E-mail
- c) Message Board Forums
- d) Print materials
- e) Voice mail/Fax etc.
More so than traditional students, distance learners are more likely to have insecurities about learning (Knapper, 1988). These insecurities are in the area of costs and motivation, feedback and teacher contact, student support services, alienation and isolation, lack of experience and training etc. These problems need analysis and review for raising the standard of distance learning system. With these problems there is a danger of the system becoming stereotyped leading to inertia and learning success cannot be improved with these problems. If the success level could not be improved, the ODL system certainly be failed in contributing meaningfully in the development of individuals, society as well as the nation and the soul objectives of education will be ruined.

Though a few studies have been conducted in the area of growth and development, curriculum, instructional process, media and technology, learners and learning, evaluation system of distance education, but hardly any study has been conducted to examine the learning process and learning success under different modes of ODL system. Therefore, the researcher is interested to study the learning process and learning success under different modes of ODL system comparatively.

6.2.0 Statement of the Problem
The problem of the present study can be stated as “Learning Process and Learning Success under Different Modes of Open and Distance Learning System: A Comparative Study”

6.3.0 Operational Definition of the Terms Used
Open and Distance Learning System: Conceptually Open and Distance Learning system is defined as a learning system, which is open /flexible to the learner and here the learner is provided the learning from a distance. The contact between the learner and the teacher/ preceptor/ academic guide under the open and distance learning system is less in comparison to contact under conventional educational system, and in this system many alternative support services are provided to the learner in order to meet his/her multiple needs required for his/her fullest development. This Open and Distance Learning is popularly called as ODL system.
by its stake holders. In the present study, Open and Distance Learning system refers to the learning system provided by the open and distance learning institutes like open universities, centre for correspondence/ distance education of conventional universities, institute of open schools and centre for correspondence /distance education of conventional school boards.

Modes of Open and Distance Learning System: Open and distance learning are provided through different institutional modes. Present study will cover two categories / modes of open and distance learning system as given below:

- Open Universities
- Centre for Correspondence/ Distance Education of Conventional universities

Learning Process of Open and Distance Learning System: In general, learning process refers to the way /means/ mechanism of learning. Learning process of open and distance learning system refers to the means/mechanism/ techniques of learning covered by Open and distance learning system. In this study, the term ‘learning process’ is used comprehensively and includes many parameters relating to learning. In this study learning process of distance education covers the parameters like:

i. Admission procedure,
ii. Course offered,
iii. Providing of curriculum and study materials,
iv. Learner support services, and
v. Examination and certificates.

Learning Success of Open and Distance Learning System: Learning success means the success in learning or in other words favorable outcome of the learning process. Generally learning success is measured in terms of the performance / achievement of the learner. In this study, the learning success of Open and Distance Learning System is understood in terms of performance/ achievement of the learners in Open and Distance Learning System.

6.4.0 Objectives of the Study

The followings are the objectives of the present study

1. To compare the learning process of the learners under different modes of ODL system.
2. To compare the learning success of the learners under different modes of ODL system.
3. To compare the enrolment of the learners under different modes of ODL system.
4. To compare the dropout of the learners under different modes of ODL system.
5. To compare the study skill of the learners of ODL system.
6. To compare the problems of learning of the learners of ODL system.
7. To compare the attitude of the learners of ODL system towards ODL system.

6.5.0 Hypotheses of the Study

The hypotheses of the study are:
1. There exists no significant difference in learning success of the learners under different modes of ODL system (to meet 2nd objective).
2. There exists no significant difference in the enrolment of learners under different modes of ODL system (to meet 3rd objective).
3. There exists no significant difference in the dropout of learners under different modes of ODL system (to meet 4th objective).
4. There exists no significant difference among the learners of ODL system with regard to their study skills (to meet 5th objective).
5. There exists no significant difference among the learners of ODL system with regard to their problems of learning under different modes of ODL system (to meet 6th objective).
6. There exists no significant difference among the learners of ODL system with regard to their attitude towards ODL system (to meet 7th objective).

6.6.0 Delimitation of the Study

The study is delimited to the following points:
1. The study is delimited to the university level institutions considered under Open and Distance Learning system.
2. The study is delimited to the two categories of institutional modes of Open and Distance Learning system like-
   a) Open universities
   b) Center for correspondence/distance education of conventional universities.
3. The sampling area of the study is delimited to the institutes of Open and Distance Learning situated in eastern and north-eastern part of the country (i.e. Assam, West Bengal and Orissa).

6.7.0 Site of the Study

The present study studied the learning process and learning success under different modes of ODL system in Indian set up. The study is conducted on ODL institutions of the country. The site of the study covered six ODL institutions belonging to three states located in Eastern and North-Eastern parts of the country. From the Eastern part of India, the states of West Bengal and Orissa and from North-Eastern part of India, the state of Assam were purposively selected by the researcher for the present study. The main consideration of selecting these states as the site of the study is that ODL system of these states is the representative of ODL system of whole country; and these states have both single and dual mode ODL institutions which are taken as the major parameters for conducting the present study.

The study was conducted on six ODL institutions. Among those six institutions, 3 institutions are single mode institutions and remaining 3 institutions are dual mode institutions.
The details of the statewise locations of the institutions are given below:

### Statewise Location of the Institutions

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Name of the States</th>
<th>Name of the Institutions</th>
<th>Mode of the Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assam</td>
<td>Krishna Kanta Handique State Open University (KKHSOU)</td>
<td>Single Mode</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Institute of Distance and Open Learning, Gauhati University (IDOL)</td>
<td>Dual Mode</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Indira Gandhi National Open University Regional Centre, Guwahati (IGNOURC, Guwahati)</td>
<td>Single Mode</td>
</tr>
<tr>
<td>2</td>
<td>West Bengal</td>
<td>Netaji Subhas Open University (NSOU)</td>
<td>Single Mode</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Directorate of Distance Education, Rabindra Bharati University (DDERBU)</td>
<td>Dual Mode</td>
</tr>
<tr>
<td>3</td>
<td>Orissa</td>
<td>Directorate of Distance and Continuing Education, Utkal University (DDCEUU)</td>
<td>Dual Mode</td>
</tr>
</tbody>
</table>

### 6.8.0 Design of the Study

Present piece of study falls on the area of survey-cum-comparative research. It falls on the area of survey research, because, in the study, the researcher collected data from a large number of participants through the use of survey method. It falls under a comparative type research, because in this study, the researcher compared the different aspects of ODL system under different modes of ODL system.

### 6.9.0 Sample /Participants

Present study is basically a descriptive survey-cum-comparative type of research. The study is conducted in ODL system of Indian set up. The ODL institutions of Eastern and North-Eastern states of India were covered under the study. The sampling area of the present study covered three states of India i.e Assam, West Bengal, Orissa; and from these three states, six ODL institutions were selected as sample institutions. Since there is a restriction in getting the sampling units in this kind of research, therefore, the researcher followed purposive method of sampling in selecting the states as well as institutions for collecting the data.

While selecting the institutions, the researcher gave weightage to both modes of ODL institutions (Single mode and Dual mode). Out of 6 ODL institutions, 3 were Single mode ODL institutions and other 3 were Dual mode ODL institutions. From each sampling institution, one administrator/ head of the centre/institution and 80 learners were taken as participants for collection of data. In total, data were collected from 6 administrators/ heads of the centre/institution and 480 learners from 6 sample institutions of Eastern and North-Eastern states.

The detail distribution of the sample/ participants is given below.
### Description of the Sample/ Participants

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Name of the States</th>
<th>No. of Institutions</th>
<th>Name of the Institutions</th>
<th>Mode of Institutions</th>
<th>No.of Administrator/Head of the Centre/Institute</th>
<th>No. of Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assam</td>
<td>3</td>
<td>Krishna Kanta Handique State Open University (KKHSOU)</td>
<td>Single Mode</td>
<td>1</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Institute of Distance and Open Learning, Gauhati University (IDOL)</td>
<td>Single Mode</td>
<td>1</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Indira Gandhi National Open University Regional Centre, Guwahati (IGNOURC, Guwahati)</td>
<td>Dual Mode</td>
<td>1</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>West Bengal</td>
<td>2</td>
<td>Netaji Subhas Open University (NSOU)</td>
<td>Single Mode</td>
<td>1</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Directorate of Distance Education, Rabindra Bharati University (DDERBU)</td>
<td>Dual Mode</td>
<td>1</td>
<td>80</td>
</tr>
<tr>
<td>3</td>
<td>Orissa</td>
<td>1</td>
<td>Directorate of Distance and Continuing Education, Utkal University (DDCEUU)</td>
<td>Dual Mode</td>
<td>1</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td><strong>Total- 6</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>6</strong></td>
<td><strong>480</strong></td>
</tr>
</tbody>
</table>

### 6.10.0 Tools Used

The present study is concerned with the comparison of the learning process and learning success under different modes of ODL system. The study intended to achieve seven objectives. For achieving all seven objectives of the study no any ready made tool was used for collection of data. For achieving all the seven objectives of the study five self developed tools (developed by the researcher) were used. Such Tools are:

- **Tool-I** (Interview Schedule-Cum-Document Analysis): Interview schedule-cum-document analysis (for administrator/head of the Centre/Institution) for knowing the learning process of the learner under different modes of open and distance learning system.
- **Tool-II** (Information Blank): Information Blank (for administrator/head of the Centre/Institution) for knowing the learning success, enrolment and dropout of the learners under different modes of Open and Distance Learning system.
- **Tool-III** (Interview Schedule): Interview schedule(for learners) for knowing the study skills of the learners of open and distance learning system.
- **Tool-IV** (Self expressive rating scale): Self expressive rating scale (for learners) for studying the problems of learning of the learners of open and distance learning system.
Tool-V (Attitude Scale): Attitude Scale for studying the attitude of learners of ODL system towards open and distance learning system.

6.11.0 Procedure for Collection of Data
Present study is concerned with seven objectives. For achieving all the objectives of the study the researcher personally visited the sample institutions and from there she herself collected data from the participants with the administration of the tools as well as collecting the documents of the institutions.

6.12.0 Procedure of Analysis of Data
The researcher followed both qualitative and quantitative approaches of data analysis, for analyzing the data of the present study. For analyzing the data relating to first objective of the present study, the researcher used qualitative method of data analysis and for analysis of data relating to all other objectives of the study (i.e. from 2nd objective to 7th objective of the study) the researcher used quantitative method of data analysis. For quantitative analysis of data, the researcher used different statistical techniques like
   a. Percentage,
   b. Graphical representation of data,
   c. ‘t’ test, and
   d. ANOVA (Analysis of Variance).

6.13.0 Major Findings of the Study
The details of the major findings of the study are given under the following headings.

1. Comparison of the Learning Process of the Learners Under Different Modes of ODL System
   • Admission advertisement through newspapers, institutional noticeboards and institutional websites is a common feature of both single mode ODL system and dual mode ODL system. Provision of pre-admission counseling facility is a common feature of both single mode ODL system and dual mode ODL system. For admission into the courses which have no intake limit of seats, past achievement of the students is considered, and for admission into the courses which have intake limit of seats, past achievement, screening test result and entrance test result are considered under both single mode ODL system and dual mode ODL system. Two times admission in a year is a common feature of single mode ODL system whereas one time admission in a year is a common feature of dual mode ODL system. Online admission system along with face to face admission system is a common feature of single mode ODL system whereas face to face/walk in admission system is a common feature of dual mode ODL system.
   • Offering of different levels of courses like Certificate course, Diploma course, Undergraduate course, Post graduate course is a common feature of both single mode ODL system and dual mode ODL system. Offering of different types of courses like Theory based course and Practical based course is a common feature of both single mode ODL system and dual mode ODL system.
system. Availability of study materials for a variety of courses in printed and web format is a common feature of both single mode ODL system and dual mode ODL system. Preparation of study materials by both inhouse faculties and outside experts is a common feature of both single mode ODL system and dual mode ODL system. Availability of supplementary materials like reference books, guide books and diagnostic materials for learners is a common feature of both single mode ODL system and dual mode ODL system. Offering of different types of vocational and innovative courses is a common feature of single mode ODL system whereas offering of traditional courses like B.A., M.A., M.Sc. etc. is a common feature of dual mode ODL system. Despatching of study materials in the beginning of the session (in one lot) is a common feature of single mode ODL system whereas despatching of study materials in different time of the session(in two or more lot) is a common feature of dual mode ODL system.

- Face to face counselling, group counselling, telephonic counselling and handbook based counselling for learners is a common feature of both single mode ODL system and dual mode ODL system. Frequent use of audio-visual aids by counsellors and resource persons is a common feature of both single mode ODL system and dual mode ODL system. Organization of teaching learning activities like workshops, seminars and special lectures for the professional development of the counsellors is a common feature of both single mode ODL system and dual mode ODL system. Online counselling/Internet based counselling is a common feature of single mode ODL system whereas individual counselling is a common feature of dual mode ODL system. Course specific academic counselling by part time academic counsellor is a common feature of single mode ODL system but no such feature is found under dual mode ODL system. Compulsory attendance in Personal Contact Programme is a common feature of dual mode ODL system whereas attendance in Personal Contact Programme is not compulsory for the learners under single mode ODL system.

- Compulsory submission of assignment for attending the Term End Examination is a common feature of both single mode ODL system and dual mode ODL system. Compulsory attendance in practical sessions for attending the Term End Examination is a common feature of both single mode ODL system and dual mode ODL system. Practical laboratory class for practical based course is a common feature of both single mode ODL system and dual mode ODL system.

- Paper pencil type evaluation and computer based evaluation is a common feature of both single mode ODL system and dual mode ODL system. Reporting of examination results to the learners through institutional noticeboard and website is a common feature of both single mode ODL system and dual mode ODL system. Maintainance of different records like achievement record, cumulative record, equipment record and study centre record manually and electronically is a common feature of both single mode
ODL system and dual mode ODL system. Conducting the Term End Examination twice in a year is a common feature of single mode ODL system whereas conducting the Term End Examination once in a year is a common feature of dual mode ODL system. Conducting the Term End Examination in the study centre is a common feature of single mode ODL system whereas conducting the Term End Examination in the main centre is a common feature of dual mode ODL system.

- Availability of multimedia accessories like Radio, T.V, Computer, Internet, Multimedia Projector etc. is a common feature of both single mode ODL system and dual mode ODL system. Transaction of learning materials through face to face interaction and through the use of multimedia is a common feature of both single mode ODL system and dual mode ODL system. Facility of multimedia based learning (like audio-video based conferencing, mobile based learning, online/internet based learning) is a common feature of single mode ODL system but no such feature is found under dual mode ODL system.

- In both single mode and dual mode ODL system learners are not issued the books and other materials but allowed to study the books in the library. Digital library system is a common feature of single mode ODL system but no such feature is found under dual mode ODL system.

2. Comparison of the Learning Success of the Learners under Different Modes of ODL System

- Under single mode ODL system, in all the three years of 2008, 2009 and 2010, the no. of students enrolled in M.A. course of History was 6070, out of which 2107 students successfully completed the course and this completion percentage was 34.71%. But, under dual mode ODL system, in all the three years of 2008, 2009 and 2010, the no. of students enrolled in M.A. course of History was 5908, out of which 2809 students successfully completed the course and this completion percentage was 47.55%.

- Under single mode ODL system, in all the three years of 2008, 2009 and 2010, the no. of students enrolled in M.A. course of Pol. Science was 1361, out of which 633 students successfully completed the course and this completion percentage was 46.51%. But under dual mode ODL system, in all the three years of 2008, 2009 and 2010, the no. of students enrolled in M.A. course of Pol. Science was 4600, out of which 1959 students successfully completed the course and this completion percentage was 42.59%.

- Under single mode ODL system, in all the three years of 2008, 2009 and 2010, the no. of students enrolled in M.A. course of English was 3187, out of which 745 students successfully completed the course and this completion percentage was 23.58%. But under dual mode ODL system, in all the three years of 2008, 2009 and 2010, the no. of students enrolled in M.A. course of English was 5624, out of which 2224 students successfully completed the course and this completion percentage was 39.54%.
• Under single mode ODL system, in all the three years of 2008, 2009 and 2010, the no. of students enrolled in M.A. courses of History, Pol. Science and English was 10618, out of which 4385 students successfully completed the courses and this completion percentage was 41.30%. But under dual mode ODL system, in all the three years of 2008, 2009 and 2010, the no. of students enrolled in M.A. courses of History, Pol. Science and English was 16132, out of which 6992 students successfully completed the courses and this completion percentage was 43.34%.

3. Comparison of the Enrolment of the Learners under Different Modes of ODL System

• Under single mode ODL system, in comparison to 2008, in 2009 and 2010 together, average of 989 students more were admitted in the M.A. course of History (72.51% increased). But under dual mode ODL system, in comparison to 2008, in 2009 and 2010 together, average of 613 students more were admitted in the M.A. course of History (39.27% increased).

• Under single mode ODL system, in comparison to 2008, in 2009 and 2010 together, average of 137 students less were admitted in the M.A. course of Pol. Science (25.14% decreased). But under dual mode ODL system, in comparison to 2008, in 2009 and 2010 together, average of 803 students more were admitted in the M.A. course of Pol. Science (80.46% increased).

• Under single mode ODL system, in comparison to 2008, in 2009 and 2010 together, average of 254 students more were admitted in the M.A. course of English (28.44% increased). But under dual mode ODL system, in comparison to 2008, in 2009 and 2010 together, average of 550 students more were admitted in the M.A. course of English (36.47% increased).

• Under single mode ODL system, in comparison to 2008, in 2009 and 2010 together, average of 1106 students more were admitted in the M.A. courses of History, Pol. Science and English (39.47% increased). But under dual mode ODL system, in comparison to 2008, in 2009 and 2010 together, average of 1966 students more were admitted in the M.A. courses of History, Pol. Science and English (48.34% increased).

4. Comparison of the Dropout of the Learners under Different Modes of ODL System

• Under single mode ODL system, in all the three years of 2008, 2009 and 2010, the no. of students admitted in M.A. course of History was 6070, out of which 2107 students successfully completed the course and the rest 3963 students were dropped out from the course which accounts for 65.29% of dropout. But under dual mode ODL system, in all the three years of 2008, 2009 and 2010, the no. of students admitted in M.A. course of History was 5908, out of which 2809 students successfully completed the course and the rest 3099 students were dropped out from the course which accounts for 52.45% of dropout.
• Under single mode ODL system, in all the three years of 2008, 2009 and 2010, the no. of students admitted in M.A. course of Pol. Science was 1361, out of which 633 students successfully completed the course and the rest 728 students were dropped out from the course which accounts for 53.49% of dropout. But in dual mode ODL system, in all the three years of 2008, 2009 and 2010, the no. of students admitted in M.A. course of Pol. Science was 4600, out of which 1959 students successfully completed the course and the rest 2641 students were dropped out from the course which accounts for 57.41% of dropout.

• Under single mode ODL system, in all the three years of 2008, 2009 and 2010, the no. of students admitted in M.A. course of English was 3187, out of which 745 students successfully completed the course and the rest 2442 students were dropped out from the course which accounts for 76.62% of dropout. But in dual mode ODL system, in all the three years of 2008, 2009 and 2010, the no. of students admitted in M.A. course of English was 5624, out of which 2224 students successfully completed the course and the rest 3400 students were dropped out from the course which accounts for 60.46% of dropout.

• Under single mode ODL system, in all the three years of 2008, 2009 and 2010, the no. of students admitted in M.A. courses of History, Pol. Science and English was 10618, out of which 4385 students successfully completed the courses and the rest 6233 students were dropped out from the courses which accounts for 58.7% of dropout. But in dual mode ODL system, in all the three years of 2008, 2009 and 2010, the no. of students admitted in M.A. courses of History, Pol. Science and English was 16132, out of which 6992 students successfully completed the courses and the rest 9140 students were dropped out from the courses which accounts for 56.66% of dropout.

5. **Comparison of the Study Skill of the Learners of ODL System**

• There exists no significant difference between the study skill of the learners of single mode ODL system and the study skill of the learners of dual mode ODL system.

• The study skill of the learners under different institutions of ODL system differs from institution to institution.

• There exists no significant difference between the study skill of the high aged learners of ODL system and the study skill of the less aged learners of ODL system.

• The study skill of the male learners of ODL system is better in comparison to the study skill of the female learners of ODL system.

• There exists no significant difference between the study skill of the employed learners of ODL system and the study skill of the non-employed learners of ODL system.
• The study skill of the learners of practical base course of ODL system is better in relation to the study skill of the learners of non-practical base course of ODL system.

• There exists no significant difference between the study skill of the Post-Graduate learners of ODL system and the study skill of the Under-Graduate learners of ODL system.

6. Comparison of the Problems of Learning of the Learners of ODL System
• Learners under single mode ODL system have more problems of learning in comparison to the learners under dual mode ODL system.

• Problems of learning of the learners under different institutions of ODL system differs from institution to institution.

• The problems of learning of the high aged learners of ODL system are more in comparison to the problems of learning of the less aged learners of ODL system.

• There exists no significant difference between the problems of learning of the male learners of ODL system and the problems of learning of the female learners of ODL system.

• There exists no significant difference between the problems of learning of the employed learners of ODL system and the problems of learning of the non-employed learners of ODL system.

• There exists no significant difference between the problems of learning of the learners of practical base courses of ODL system and the problems of learning of the learners of non-practical base courses of ODL system.

• There exists no significant difference between the problems of learning of the Post-Graduate learners of ODL system and the problems of learning of the Under-Graduate learners of ODL system.

7. Comparison of the Attitude of the Learners of ODL System towards ODL system
• Learners under single mode ODL system have better attitude than the learners under dual mode ODL system.

• The attitude of the learners of ODL system towards ODL system differs from institution to institution.

• The attitude of the high aged learners of ODL system is better in comparison to the attitude of the less aged learners of ODL system.

• There exists no significant difference between the attitude of the male learners of ODL system and the attitude of the female learners of ODL system.
• There exists no significant difference between the attitude of the employed learners of ODL system and the attitude of the non-employed learners of ODL system.

• There exists no significant difference between the attitude of the learners of practical base courses of ODL system and the attitude of the learners of non-practical base courses of ODL system.

• There exists no significant difference between the attitude of the Post-Graduate learners of ODL system and the attitude of the Under-Graduate learners of ODL system.

6.14.0 Conclusions of the Study
The details of the conclusions are given below.

• Common features of learning process of the learners of single mode ODL system are: two times admission in a year; online admission along with face to face admission; offering of different types of vocational and innovative courses; despatching of study materials in the beginning of the session (in one lot); online counselling/internet based counselling; course specific academic counselling by part time academic counsellor; attendance in personal contact programme is not compulsory; conducting the Term End Examination twice in a year; facility of multimedia based learning (like audio-video based conferencing, mobile based learning, online/internet based learning); and digital library system. Common features of learning process of the learners of dual mode ODL system are: one time admission in a year; face to face/ walk in admission system; offering of traditional courses like B.A., M.A., M.Sc. etc.; despatching of study materials in different time of session (in two or more lot); individual counselling; compulsory attendance in personal contact programme; and conducting the Term End Examination once in a year.

• Under single mode ODL system, in all the three years of 2008, 2009 and 2010, the no. of students enrol in M.A. courses of History, Pol. Science and English was 10618, out of which 4385 students successfully completed the courses and this completion percentage was 41.30%. But under dual mode ODL system, in all the three years of 2008, 2009 and 2010, the no. of students enrol in M.A. courses of History, Pol. Science and English was 16132, out of which 6992 students successfully completed the courses and this completion percentage was 43.34%. Hence, it is concluded that the learning success of the learners under dual mode ODL system is better than the learning success of the learners under single mode ODL system.

• Under single mode ODL system, in comparison to 2008, in 2009 and 2010 together, average of 1106 students more were admitted in the M.A. courses of History, Pol. Science and English (39.47% increased). But under dual mode ODL system, in comparison to 2008, in 2009 and 2010 together, average of 1966 students more were admitted in the M.A. courses of History, Pol. Science and English (48.34% increased). Hence, it is concluded that the
Enrolment of the learners under dual mode ODL system is better than the enrolment of the learners under single mode ODL system.

- Under single mode ODL system, in all the three years of 2008, 2009 and 2010, the no. of students admitted in M.A. courses of History, Pol. Science and English was 10618, out of which 4385 students successfully completed the courses and the rest 6233 students were dropped out from the courses which accounts for 58.7% of dropout. But in dual mode ODL system, in all the three years of 2008, 2009 and 2010, the no. of students admitted in M.A. courses of History, Pol. Science and English was 16132, out of which 6992 students successfully completed the courses and the rest 9140 students were dropped out from the courses which accounts for 56.66% of dropout. Hence, it is concluded that the dropout of the learners under single mode ODL system is more than the dropout of the learners of dual mode ODL system.

- There exists no significant difference between the study skill of the learners under single mode ODL system and the study skill of the learners under dual mode ODL system. The study skill of the learners under different institutions of ODL system differs from institution to institution. The study skill of the learners of ODL system is significantly influenced by personal variables like ‘gender’ (male and female) of the learners, and ‘practical/non-practical base of courses’ (practical base and non-practical base) of the learners; and not significantly influenced by personal variables like ‘age’ (high aged and less aged) of the learners, ‘employment status’ (employed and non-employed) of the learners, and ‘level of course’ (PG and UG) of the learners.

- Learners under single mode ODL system have more problems of learning in comparison to the learners under dual mode ODL system. Problems of learning of the learners under different institutions of ODL system differs from institution to institution. The problems of learning of the learners of ODL system is significantly influenced by personal variables like ‘age’ (high aged and less aged) of the learners; and not significantly influenced by personal variables like ‘gender’ (male and female) of the learners, ‘employment status’ (employed and non-employed) of the learners, ‘practical/non-practical base of courses’ (practical base and non-practical base) of the learners and ‘level of course’ (PG and UG) of the learners.

- Learners under single mode ODL system have better attitude than the learners under dual mode ODL system. The attitude of the learners towards ODL system under different institutions of ODL system differs from institution to institution. The attitude of the learners of ODL system towards ODL system is significantly influenced by personal variables like ‘age’ (high aged and less aged) of the learners; and not significantly influenced by personal variables like ‘gender’ (male and female) of the learners, ‘employment status’ (employed and non-employed) of the learners, ‘practical/non-practical base of courses’ (practical base and non-practical base) of the learners and ‘level of course’ (PG and UG) of the learners.
of courses’ (practical base and non-practical base) of the learners and ‘level of course’ (PG and UG) of the learners

6.15.0 Implication of the Study
This kind of research work provides a lot of implications for the stakeholders of education/distance education in these ways:

1. It helps to bridge the existing gaps and differences between single mode ODL system and dual mode ODL system.
2. It helps to remove the existing limitations of both single mode ODL system and dual mode ODL system for the overall development of ODL system.
3. It helps to improve/ enhance the status of both single mode ODL system and dual mode ODL system in comparison to conventional education.
4. It helps to improve the learning process and strategies of both single mode ODL system and dual mode ODL system.
5. It helps to enhance the success of learning of learners under both single mode ODL system and dual mode ODL system.
6. It helps to enhance the enrolment rate of the learners under both single mode ODL system and dual mode ODL system.
7. It helps to decrease the dropout rate from different institutions under both single mode ODL system and dual mode ODL system.
8. It helps to improve study skills of the learners under both single mode ODL system and dual mode ODL system.
9. It helps to remove the problems of learning of the learners under both single mode ODL system and dual mode ODL system.
10. It helps to develop the positive attitude among the stakeholders of ODL system towards ODL system.
11. It helps to use and implement variety of media and materials including ICT for enhancing the quality of both single mode ODL system and dual mode ODL system.
12. It helps to enhance the library and the related facilities of both single mode ODL system and dual mode ODL system.
13. It helps to bring positive change on the infrastructure, human resource development, activities etc. of both single mode ODL system and dual mode ODL system.
14. It helps to develop the principles of best practices for the both single mode ODL system and dual mode ODL system.
15. It helps to monitor and evaluate the works, activities, policies, practices etc. of the both single mode ODL system and dual mode ODL system for their internal and external change and development.
16. It helps to organise different seminars, workshops, symposiums, training programmes etc. for the capacity building of different aspects of both single mode ODL system and dual mode ODL system.

6.16.0 Suggestions for Further Study/Research

The study has the following suggestions for further study/research-

1. The present study was conducted in ODL institutions situated in eastern and north-eastern part of India (i.e. Assam, West Bengal and Orissa). This kind of investigation may be extended to other parts of the country as well as abroad.

2. The present study is delimited to the university level institutions considered under ODL system. This kind of study may be extended to the school level institutions also.

3. In the present study, the researcher has taken the the administrators/heads and learners under ODL system as the source of data collection and analysis. On the otherhand, there is a scope of including the experts, coordinators, counsellors and tutors of ODL system as the source of data collection and analysis.

4. The present study compares the learning process and learning success of learners under different modes of ODL system. Comparative studies on learning process and learning success of the learners of traditional universities and open universities can also be done.

5. Present study didn’t include the factors that influence the learning process and learning success of the learners under different modes of ODL system. Therefore, factorial studies may be undertaken to find out the factors that influence the learning process and learning success of the learners under different modes of ODL system.

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