



A Comparative Study on the Quality of Conventional / Open and Distance Learning mode of Education System with Special Reference to Mehsana

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Abstract:

Assurance and sustenance of quality in education is a complex phenomenon. Different educationists have perceived quality education in different ways. The quality of education means quality of teachers, quality of learners, quality of courses, quality of planning and management, quality of infrastructure/resources and quality of teaching and evaluation methods. In terms of the system approach the quality of input and process will shape the quality of outputs that the graduates of the education system. Therefore, the quality of distance education is not a one-time affair. It is a continuous process involving sustained efforts. Open Distance Learning (ODL) in the present form is an emerging mode of imparting knowledge, skills and attitudes to learners in a non-contiguous situation. Quality dimension of ODL system is more complex as it requires the integration of a large number of activities, processes and operations. Various academic and administrative units are involved in the teaching, learning and evaluation. ODL system, therefore, has to commit itself in. maintaining high quality in pedagogy, content as well as learner support services.

Keywords: *Quality of Teaching, ODL, Conventional*

1. Introduction

Quality has always been an issue in open and distance education and distance learning. The Commonwealth of Learning (1999) defines quality assurance as approaches for organizing work that;

- Ensures the institution's mission and aims are clear and known to all;
- Ensures the systems through which work will be done are well thought out, fool proof, and communicated to everyone;
- Ensures all one's responsibilities are clear and understood;
- Defines and documents the institution's sense of 'quality':
- Sets in place systems to check that everything is working to plan; and
- When things go wrong and they will there are agreed ways of putting them right.

Quality Assurance should therefore be an integral part of any open and distance learning operational systems and processes. Since the inception of open and distance learning programmes and its subsequent widespread diffusion, it has increased considerably the access to education for many students seek in university education and this reality that has compelled many countries to adopt the distance learning mode as part of their educational system.

2. Methodology

In this study the primary as well as secondary data are used. The primary data are collected by administering questionnaires from the centre-in-charge/co-ordinator, learners, and counselors of the

distance and conventional study centre/colleges. Apart from these, secondary data are collected to supplement the study from various publishing sources. Primary data has been collected by visiting 18 colleges/study centres H. N.G. U. Patan.

The teachers/counselors and learners of undergraduate courses, BCA, BBA and BCOM are the Population of the present study. On the basis of non-probability sampling out of the total learners of conventional and distance mode, 400 students from conventional mode and 400 from Distance Mode are taken as sample from various select under graduate courses, 250 teaching faculty from conventional and distance mode.

2.1 Objectives

To study the quality of Conventional/ODL mode of education system. In this regard the following points have been considered:

- Quality of the structure of courses.
- Quality of learning experience.

2.2 Hypotheses

Ho₁: There is no significant difference between the qualities of the structure of courses in Conventional/ODL mode of education system.

Ho₂: In case of the quality of learning experiences there is no significant difference in ODL system of education and conventional system of education.

2.1.1 The quality of the structure of courses

To study the quality of the structure of courses the investigator has analyzed the following parameters.

- **Clear Learning Goal**

It has been observed from the analysis of clear learning goal that 15.3% respondents of conventional learning are reported as excellent, 10% as very good, 50.3% as good, 20% as average, 4.5% as unsatisfactory while in case of ODL system of education 5.25% as excellent, 6% as very good, 36.25% as good, 32.25% as average and 20.25% as unsatisfactory reported by the respondents. From the observation it can be concluded that the learners of conventional system has been shown better result than in open and distance mode of education.

- **Realistic Learning Goal**

It reveals that, 5% respondents of conventional learner reported as excellent, 15% as very good, 40% as good, 31.25% as average, 8.75% as unsatisfactory in realistic learning goal while in case of ODL system of education. 4% as excellent, 12% as very good, 36.25% as good, 36.25% as average and 11.5% as unsatisfactory reported by respondents. From the observation, it is observed that in case of the realistic learning goal, better performance is recorded in conventional education system in excellent, very good and good categories compared to ODL system but in average percentage ODL system is better than conventional education.

- **Comprehensive Analysis of Cognitive Fields**

It has been found that, 7.75% respondents of conventional learning were reported as excellent, 11.25% as very good, 37.5% as good, 28% as average, 15.5% as unsatisfactory in case of comprehensive analysis of cognitive fields while in ODL system of education, 3.5% as excellent, 8% as very good, 33.5% as good, 31.25% as average and 28.75% as unsatisfactory reported by respondents. So it can be concluded that the conventional education system shows better performance than open and distance mode of education except in average percentage.

- **Includes Recent Literature**

It has been observed that, 17.3% respondents of conventional study reported as excellent, 17.5% as very good, 30% as good, 34% as average, 1.25% as unsatisfactory in recent literature while ODL system of education, 9.25% as excellent, 14% as very good, 26.25% as good, 33% as average

and 17.5 % as unsatisfactory as reported by respondents. From the analysis, it can be concluded that the ODL learners shows less performance than conventional mode of education.

- **Adequately Connected to Related Fields**

It has been observed that, 16.75% respondents of conventional study were reported as excellent, 19.5% as very good, 30.75% as good, 27.5% as average, 5.5% as unsatisfactory while in ODL system of education 10.3% as excellent, 12.75% as very good, 28% as good, 25.5% as average and 23.5% as unsatisfactory as reported by respondents in case of adequately connected to related fields. Result implies that to justify the quality of structure of the course in case of adequately connected to related fields, conventional learners show better performance than ODL system of education.

- **Interesting Subordinate Subjects**

It has been revealed that, 11.25% respondents of conventional study reported as excellent, 10% as very good, 36.5% as good, 30% as average, 12.25% are unsatisfactory while in case of ODL system of education 5.25% as excellent, 5.75% as very good, 30.75% as good, 30.25% as average and 28 % as unsatisfactory as reported by ODL respondents. So it can be concluded that in connection to interesting subordinate subjects ODL performance is less than the learners of conventional mode of education.

- **Skill Development**

It implies that, 14% respondents of conventional study reported as excellent, 10% as very good, 28% as good, 39% as average, 9% as unsatisfactory in skill development while in case of ODL system of education 3% as excellent, 8% as very good, 25.5% as good, 33% as average and 30.5% as unsatisfactory as reported by respondents. As a result, it can be concluded that conventional mode of education system has shown better performance than ODL mode of education.

- **Holistic Development**

It has been observed that, 5% respondents of conventional study reported as excellent, 7.5% as very good, 40% as good, 35% as average, 12.5% as unsatisfactory in cater for holistic development of the field while 2.25% as excellent, 3% as very good, 36.25% as good, 31% as average and 27.5% as unsatisfactory reported by respondents. From the analysis, it can be concluded that the conventional learners have given better performance than open and distance mode of education learners.

- **Content Goal Relation**

In content goal relation, it has been observed that 16.3% respondents of conventional study reported as excellent, 22.25% as very good, 44.5% as good, 13.75% as average, 3.25% are unsatisfactory while in ODL system of education, 5.25% as excellent, 8.5% as very good, 30.25% as good, 16.75% as average and 39.25% as unsatisfactory as reported by respondents. So in case of content goal relation, it has implied that ODL system has less performance but in average percentage ODL system has shown better result.

2.1.2 Test of Hypothesis Ho₁

Ho₁: There is no significant difference between the qualities of the structure of courses in Conventional/ODL mode of education system.

Table 1: t- value for the quality of structure of the courses

Course	N	Mean	Standard Deviation	t	Df	Sig 2-tailed)
Conventional	400	26.37	1.281	29.156	798	.000**
ODL	400	21.76	2.886			

**Significant level is at P<0.01

2.1.3 The quality of learning experiences in Conventional/ODL system of education

- **Conception from SLM/Text book:**

It has been observed that in connection with conception from SLM/Text book, 22.3% respondents of conventional study reported as excellent, 30.75% as very good, 31% as good, 11.25% as average, 4.75% are unsatisfactory while in case of ODL system of education 20% as excellent, 25.5% as very

good, 30.25% as good, 8.75% as average and 15.5 % as unsatisfactory reported by respondents. So implies that the conventional education system shows better performance than open and distance mode of education.

• **Benefit from assignment:**

In connection with in benefit from assignment, 19.5% respondents of conventional study reported as excellent. 26.25% as very good, 28.5% as good, 17.75% as average, 8% are unsatisfactory while in case of ODL system of education 30.3% as excellent, 27.5% as very good, 20% as good, 19.5% as average and 2.75% as unsatisfactory reported by respondents. As a result it imply that the conventional education system shows better performance in very good and average than open and distance mode of education but in excellent and good ODL is better than conventional.

• **Support provided by the teachers/counsellors**

It has been found that, 28% respondents of conventional study reported as excellent, 31.25% as very good, 19.8% as good, 16.75% as average, 4.25% are unsatisfactory in connection to support provided by the teachers/Councilors while in case of ODL system of education 20% as excellent, 28% as very good, 16.25% as good, 17.25% as average and 18.5% as unsatisfactory reported by respondents. So from the observation it can be concluded that conventional education system shows better performance than open and distance mode of education.

• **Teachers/Counsellors quality:**

It has also observed that in connection with the quality of the structure of the course, 25.3% respondents of conventional study reported as excellent, 31.75% as very good, 24.5% as good, 11.25% as average, 7.25% are unsatisfactory in teacher/councilors quality while in case of ODL system of education 25% as excellent, 33% as very good, 19.75% as good, 11.5% as average and 10.75 % as unsatisfactory reported by distance learning respondent. Hence the conventional education system shows better performance except average percentage than open and distance mode of education.

2.1.4 Test of Hypothesis Ho₂

Ho₂: In case of the quality of learning experiences there is no significant difference in ODL system of education and conventional system of education.

Table 2: t-value for the quality of learning experiences from learner's point of view

Course	N	Mean	Standard Deviation	t	Df	Sig 2-tailed)
Conventional	400	14.05	1.287	6.916	798	.000**
ODL	400	13.5	0.909			

**Significant level is at P<0.01

The graphical representation of the mean value of T-test for the quality of learning experience in conventional/ODL system of education from learner's point of view is as given below

3. Conclusion

From the table 1, it is depicted that the quality of the structure of courses of Conventional/ODL mode of education has the mean scores 26.37 and 21.76, SD are 1.281 and 2.886 respectively. The t-value is 29.156, df-798 and P=0.000 is highly significant at 0.01 level. Thus it can be concluded that the difference is highly significant and the quality of structure of the conventional course is better than the quality of structure of ODL course. Thus, the t-value is 29.156, df-798 and P-0.000 is highly significant at 0.01 level. Hypothesis can be rejected.

From table 2, it is depicted that the quality of learning experience in both the system of course i.e. Conventional and ODL has the mean scores (14.05 and 13.5, SD are 1.287 and 0.909) respectively. The t-value is 6.916, df-798 and P=0.000 is highly significant at 0.01 level. Thus we can say that the difference is highly significant and the quality of learning experience of conventional course is better than quality of learning experience of ODL course. Thus the hypothesis can be rejected.

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