

| | | |
|---|--|--|
|  <p>ISSN NO. 2320-5407</p> | <p>Journal Homepage: - www.journalijar.com</p> <h2 style="text-align: center;">INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)</h2> <p style="text-align: center;">Article DOI: 10.21474/IJAR01/3754 DOI URL: http://dx.doi.org/10.21474/IJAR01/3754</p> |  <p>INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR) ISSN 2320-5407 Journal homepage: http://www.journalijar.com Journal DOI: 10.21474/IJAR01</p> |
|---|--|--|

RESEARCH ARTICLE

STUDY THE ROLE AND EFFECT OF DISTANCE EDUCATION ON REGULAR COURSES.

Jay Ganesh Tripathi¹ and Dr. S. S. Chauhan².

1. Research Scholar (Ph.D Management), Shobhit University, Meerut, Anand Bagh Barahata Ayodhya, Faizabad-224123 (U.P.).
2. Associate Professor, & Co-ordinator Research Programme, Nice Management College, Shobhit University, Meerut.

Manuscript Info

Manuscript History

Received: 16 January 2017

Final Accepted: 09 February 2017

Published: March 2017

Abstract

This research addressed the effect of distance learning courses on regular courses. Distance Learning Courses are very popular now days and persons are much interested in distance learning courses because this is cheaper than the regular courses but we found that some they do not believe in this system because they think this will not help in grooming the personality of the executive. So that some people were satisfied with distance Learning System but still some people believe in regular studies. Regular class attendance keeps students on track with their course work in classroom courses. Distance learning courses do not have regular class meetings, so students must be self-disciplined enough to keep up with their studies. Distance learning has opened doors for many students, especially for those who cannot afford to pay for the high fees of full-time courses. Although online distance learning courses have many advantages over on-campus degree courses, many factors come into play in order to make this a success for students.

Copy Right, IJAR, 2017,. All rights reserved.

Introduction:-

Mukhopadhyay (1998) described distance education as “Distance education is a mode of delivery and not an educational system; open education is a system-distance education is often the delivery mode of open education”. The first three Open Learning Institutes were set up in Australia, Canada and New Zealand in 1916, 1919 and 1922, respectively. The success of Delhi University’s endeavor in distance education motivated other universities to introduce several kinds of programmes through correspondence courses.

As distance learning has evolved, various terms have been used to describe the particular technique being utilized. Moreover, distance learning techniques have become more widely diffuse across educational and organizational settings, spawning even more unique terms and definitions. Distance learning is training that takes place largely synchronously; that is, the material is delivered to all participants at the same time even though participants are separated by geographical distance. The US Distance Learning Association defines distance learning as “the delivery of education or training through electronically mediated instruction including satellite, video, audio, audiographic computer, multimedia technology etc.

Corresponding Author:- Jay Ganesh Tripathi.

Address:- Research Scholar (Ph.D Management), Shobhit University, Meerut, Anand Bagh Barahata Ayodhya, Faizabad-224123 (U.P.).

Literature Review:-

Mr. Wei Yuan Zhang at all from the open University of Hong Kong SAR, given their views on “A Preliminary study of current states of distance Education research in India”. They suggested that, In India, higher education through the distance mode was first offered by the School of Correspondence and Continuing Education, the University of Delhi, in 1962. At present there are 10 open universities and 62 conventional universities offering correspondence courses, little literature is available on the current state of distance education research in India. This study surveys 29 experts in 14 distance education institutions in India and examines their foci in tertiary distance education research. The data for each expert include gender, administrative positions, electronic mail address and homepage, research areas, recent research projects, and proposed future studies.

Mr. M.M Ansari from *Distance Education Council, IGNOU, New Delhi, India* wrote on “Best Practices in Open and Distance Learning Systems in India: An Assessment” The success of Open Distance Learning institutions has contributed to increased credibility and acceptance of distance learning systems as an effective mode of teaching and learning. This genre of education has made significant contributions to human resource development. At least 40 per cent of incremental students population at post-secondary level, of the total of about 0.5 million students per year, prefer to study through distance mode. They opt for different types and levels of degree/diploma programmes that are offered by the QOL institutions.

Mr. Satya Sundar SETHY from Staff Training and Research Institute of Distance Education Indira Gandhi National Open University Maidangarhi, New Delhi, India On “Distance Education In The Age Of Globalization: An Overwhelming Desire towards Blended Learning The aim of this paper is to discuss the nature and status of distance education in the age of globalization, i.e. how best it fits for the present educational scenario.

Dr. Ashok Kumar Gaba, Senior Research Officer, Staff Training and Research Institute of Distance Education Indira Gandhi National Open University given his view on “The Role of Distance Education in the Human Resource Development of India. The objective of this paper is to analyze the role of distance education in the human resource development (HRD) of India. The paper has been divided into three parts. First, part discusses the relationship between distance education and human resource development in general and conceptual context in particular. Indian rank in HRD corresponding to other countries has also been highlighted in this part. Second part highlighted how distance education helped to learners to bring changes economically in their personal life after getting degree from distance education institution. The third and last part discusses the futuristic model of distance training for on the job learners.

Research Objectives:-

The main aim of this study is to analyze effect of Distance education on regular courses. This research is an endeavor towards to analyze the attitude of the students towards distance education. Today number of distance institutions has crossed a number of 850 which offer more than 16,000 courses to over 15 million learners all around the world. During this research we conducted a survey among the youth of Uttar Pradesh in order to verify the roll and impact of distance education on regular courses.

Area of Research:-

For our convenience we have selected many area of *district of Uttar Pradesh (East)* as a research area that includes Faizabad, Lucknow, Gonda, Ambedkarnagar, Barabanki, Sultanpur for the research project.

Sample Unit:-

My sampling units were students of different *district of Uttar Pradesh (East)*. I have taken 150 respondents for my study.

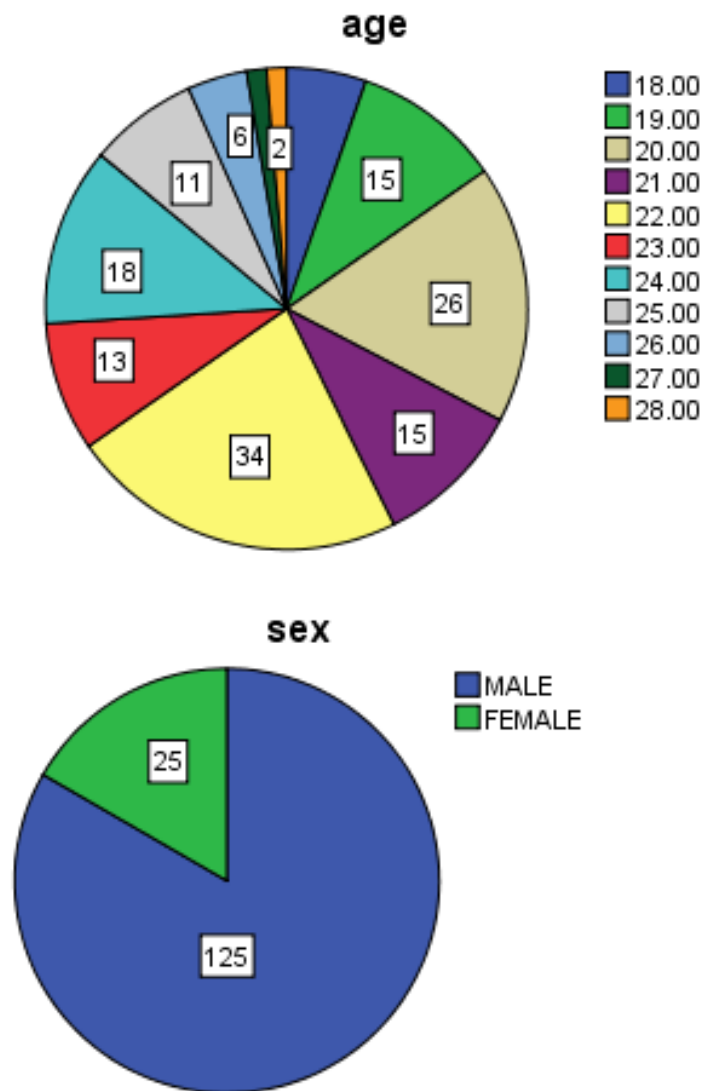
Hypothesis-Let us take the hypothesis that Distance education having no effect on regular courses.

I have used the conclusive Research Method in this study. As our project deals with the study of distance learning education so we need to meet the student. Our primary aim is to find the psychology of student for what they think about the distance learning education. We had interacted with students of different areas and came out with some conclusions, for that we had framed questions.

Statistical Analysis
Frequencies

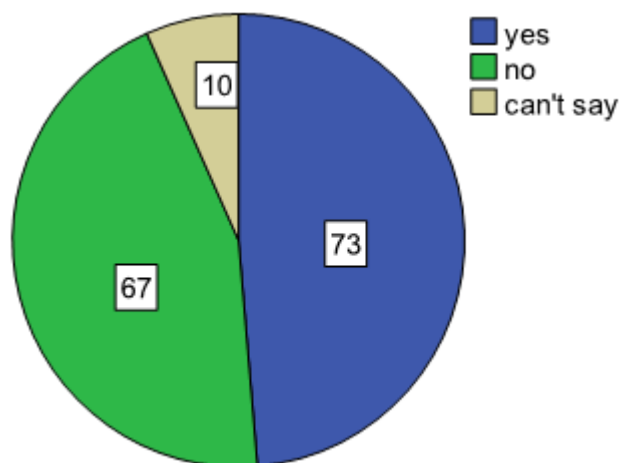
| Statistics | | | | | |
|-------------------|---------|-----------|---------|---------------|--------------------|
| | | age | | Sex | |
| N | Valid | 150 | | 150 | |
| | Missing | 0 | | 0 | |
| Age | | | | | |
| Age | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 18.00 | 8 | 5.3 | 5.3 | 5.3 |
| | 19.00 | 15 | 10.0 | 10.0 | 15.3 |
| | 20.00 | 26 | 17.3 | 17.3 | 32.7 |
| | 21.00 | 15 | 10.0 | 10.0 | 42.7 |
| | 22.00 | 34 | 22.7 | 22.7 | 65.3 |
| | 23.00 | 13 | 8.7 | 8.7 | 74.0 |
| | 24.00 | 18 | 12.0 | 12.0 | 86.0 |
| | 25.00 | 11 | 7.3 | 7.3 | 93.3 |
| | 26.00 | 6 | 4.0 | 4.0 | 97.3 |
| | 27.00 | 2 | 1.3 | 1.3 | 98.7 |
| | 28.00 | 2 | 1.3 | 1.3 | 100.0 |
| | Total | 150 | 100.0 | 100.0 | |

| Sex | | | | | |
|------------|--------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | MALE | 125 | 83.3 | 83.3 | 83.3 |
| | FEMALE | 25 | 16.7 | 16.7 | 100.0 |
| | Total | 150 | 100.0 | 100.0 | |



| Statistics | | | | | |
|-----------------|---------|--|-----|--|--|
| Response Table- | | | | | |
| N | Valid | | 150 | | |
| | Missing | | 0 | | |

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------|---------------|--------------------|
| Valid | Yes | 73 | 48.7 | 48.7 | 48.7 |
| | No | 67 | 44.7 | 44.7 | 93.3 |
| | can't say | 10 | 6.7 | 6.7 | 100.0 |
| | Total | 150 | 100.0 | 100.0 | |

**Chi-Square Test:-**

Hypothesis-Let us take the hypothesis that Distance education having no effect on regular courses.

Frequencies

| Table | | | |
|-----------|------------|------------|----------|
| | Observed N | Expected N | Residual |
| yes | 73 | 50.0 | 23.0 |
| no | 67 | 50.0 | 17.0 |
| can't say | 10 | 50.0 | -40.0 |
| Total | 150 | | |

Test Statistics

| Test Statistics | |
|--|---------------------|
| | QUESTION13 |
| Chi-Square | 48.360 ^a |
| Df | 2 |
| Asymp. Sig. | .000 |
| a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 50.0. | |

Finding/Interpretation:-

For two degree of freedom at 5% level of significance, the table value of $\chi^2=5.991$. The calculated of χ^2 is much greater than the table value and hence our hypothesis stands rejected. We, therefore conclude that Distance education having effect on regular courses.

The above diagram shows that exactly half of the percentage in yes and half in no that means students think that distance learning has effect on regular courses are equal in number as thinkers who think that it has no effect on regular courses. It happens generally as government give priority to regular courses in comparison of distance learning. Distance students can save costs because people do not have to travel to campus to attend classes on regular scheduled basis, nor live on campus, nor leave their current professional commitments, although they will have to pay for tuition fees and expenses for the purchase of learning materials. This relatively much lower cost of distance education on the parts of the students compared to the face-to-face mode of education should improve participation and expand greater opportunities for those socially and economically less advantaged groups of the society, particularly women to have access to quality education higher education at affordable costs. Those who thought that distance education was passé are in for a surprise as close to one-fourth of the country's students are getting educated through the distance mode. The Open Distance Learning (ODL) system, also known as Distance Education (DE) system, has evolved as one of the effective modes of education and training as the overall annual growth. In fact, the enrollment in distance education has been increasing approximately at the rate of more than 10% in last two decades. Enrollment in Open Universities (OUs) and Distance Education Institutions (DEI) has increased steadily at a higher pace than in conventional programmes. According to the report of a seven-member committee headed by NR Madhava Menon, the share of distance education increased

from 2.6% in 1975-76 to 8.9% in 1985-86 and further improved to 10.7% in 1990-91 and to 20.56% in 2008-09. "At present, close to 24% of all enrollments are in the ODL system and growing fast because of the reach of this mode and the opportunities it gives to those who are already employed and seek to enhance their qualifications.

Conclusion:-

Distance Education plays a vital role in the development and access to education. It is less expensive than the conventional system though the cost per student differs among the distance education institutions. The cost variations are due to the expenditure pattern and the enrolment trend. The fixed cost for the Open University is high because it has to create physical infrastructure and appoint teaching and administrative staff. But the CCIs utilize the physical infrastructure of the concerned university and hire the services of the resource persons from the formal system. Hence, the fixed cost is comparatively low in the correspondence course institutions. As far as the variable cost is concerned, where the enrolment is more, the per capita cost tends to reduce. This is due to large scale production of learning materials, and other expenditures like remuneration to lesson writers, payment to resource persons, rent and other expenditures to conduct PCPs. Hence, the per head cost is low in the institutions where the enrolment is high. To determine the cost in any distance education system following four factors need to be considered:

- ❖ Compare the cost per student in distance education system with the cost per student in the formal system.
- ❖ Quality of equipment/material used.
- ❖ Number of students enrolled in each system.
- ❖ Students' private costs.

Distance education has opened a new window of opportunities for those who craved for further studies. In a way it has helped numerous professionals, dropouts (school & college), housewives, etc to accomplish their unfinished dreams.

References:-

1. C.B.Gupta, Vijay Gupta "An Introduction to Statistical Methods" Vikas Publications, 23rd Revised Edition, 2012.
2. C.R.Kothari "Research Methodology: Methods and Techniques" New Age International Publishers, 2nd Revised Edition, 2012.
3. Dr. A.K. Gaba "The Role of Distance Education in the Human Resource Development of India" Report on Distance learning
4. D.N. Elhance, V.Elhance, B.M. Aggarwal "Fundamental of Statistics" KitabMahal Publication, 51st Revised Edition, 2007
5. D.R. Cooper, P.S. Schindler "Business Research Methods" TMH Publications, 9th Edition, 2009.
6. G.C.Beri "Marketing Research" TMH Publications, 4th Edition, 2011.
7. G. Keremidchieva, P. Yankov "Challenges and Advantages of Distance Learning Systems" Information & Security: An International Journal, 2001
8. K.Sujata "Distance Education at Secondary level in India: the National Open school" UNESCO Report, 2008.
9. M.Aslam "Scope of Open Learning and Distance Education in J&K State" Journal of Distance Education, 2008.
10. M.M. Ansari "Best Practices in Open and Distance Learning Systems in India: An Assessment" Indian Journal of Open Learning, 2002.
11. Mrs. Malathy "Open Distance Learning (ODL) for Vocational Education: an IGNOU Experience" 2008.
12. S.Gulati "Technology-Enhanced Learning in Developing Nations: A review" International Review of Research in Open and Distance Learning, 2008.
13. S.S. Sethy "Distance Education In The Age Of Globalization: An Overwhelming Desire towards Blended Learning" Turkish Online Journal of Distance Education, 2008.
14. UNESCO "Open and Distance Learning: Trends, Policy and Strategy Considerations" UNESCO: Division of Higher Education, 2002.
15. Wei Y. Zhang, V. Venkaiah "A Preliminary Study of Current State of Distance Education Research in India" The Malaysian Journal of Distance Education, 2000.