

A STUDY OF NIOS PROGRAMME IN VADODARA CITY

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EDUCATION
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CERTIFICATE

It is certified that, the dissertation entitled **“A STUDY OF NIOS PROGRAMME IN VADODARA CITY “**which is being submitted by **PROF.R.S.MANI** for the degree of Master of Education through the Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat, is carried out by her under my supervision and guidance. She has completed the thesis with best of his capacities. I certify that this is his original work and find it fit for the submission and evaluation.

Vadodara

April, 2021

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DECLARATION

DECLARATION I, Shirin Pathan hereby declare that the Dissertation study titled “A STUDY OF NIOS PROGRAMME IN VADODARA CITY is my original research work and no whole or partial part in the dissertation has been taken from anywhere. Wherever contributions of others are involved, every effort is made to indicate this clearly with due reference to the literature, acknowledgement of collaborative research and discussions. The work was done under the guidance of PROF.R.S.MANI

Investigator.

Shirin Pathan

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CHAPTER 1
CONCEPTUAL FRAMEWORK

CHAPTER 1: CONCEPTUAL FRAMEWORK

1. INTRODUCTION

India and China are the two most populated countries in the world. Very large numbers of literacy and school dropouts are found in India. Dropout's rate is up to 50% by the Graduate Level it comes to 25 %. Average literacy rate of Vadodara district is 78.92 percent. Male literacy rate in Vadodara district of Gujarat is 85.39 percent. Female literacy rate in Vadodara district of Gujarat is 72.03 percent. When population arises hunger and poverty also arises. For overcoming the problem of hunger and poverty people started to work, in this process of work they involved their kids, so at very little age kids were engaged in the money earning process. So kids have no time for study. They also have no reason behind study because study will not be capable of fulfilling hunger and poverty. Their parents feel that education is a waste of time. They think that time spent on study as compared to given to the job then they will earn some money for fulfilling their hunger. When a person feels hungry, how they can think about education. In this thinking strategy the aims of involving everyone in educational strength will not be possible. Students who were working have a lack of time. The kids coming from agriculture families and urban poor need flexible schooling time and curriculum with self-phase. Deprived levels of society like lower caste women were not able to study due to several obstacles. For solution of these problems an educational system required certain flexibility in teaching learning process. This flexible education is a "National Institute of Open school" (NIOS) Open Education Resources (OER) through ICT initiated by NIOS The National Institute of Open Schooling (NIOS) formerly known as National Open School (NOS) was established in November, 1989 as an autonomous organization in pursuance of National Policy on Education 1986 by the Ministry of Human Resource Development (MHRD), Government of India. NIOS is providing a number of Vocational, Life Enrichment and community oriented courses besides General and Academic Courses at Secondary and Senior Secondary level. It also offers Elementary level Courses through its Open Basic Education Programmes (OBE). Government of India through a gazette notification vested NIOS with the authority to examine and certify learners registered with it up to pre degree level courses. NIOS envisages schooling by providing a learning continuing based on graded curriculum ensuring quality of education for children; neo-literates, school dropouts. For implementation of OBE program.

The NIOS has partnership with about 341 agencies providing facilities at either study centers. It is a sort of academic input relationship with partnering agencies. The NIOS provides resource support (such as adaptation of NIOS model curricula, study materials, joint certification, orientation of resource persons and popularization of OBE) to the voluntary agencies and Zilla Saksharta Samities (ZSSs) etc. for implementation of its OBE program. The National Institute of Open Schooling (NIOS) initiated Open Educational Resources (OER) specifically for Vocational program to be offered at Secondary and Sr. Secondary (+2) levels, including standalone programmes, in partnership with state level institutions and organizations. These educational resources will not only be beneficial for the students pursuing their studies through Open and Distance Learning (ODL) system at school level, but also will be accessible to millions of learners interested in development of their skills in various vocations. This will also help in vocationalisation of the curriculum at Secondary and Sr. Secondary levels across the Boards in the country.

It is this concept of “self-learning” in a congenial ambience that is capitalized on in open schooling. NIOS learning serves as a source of education for marginalized and disadvantaged sectors of society besides being described due to its innate relation with human psyche and psychological development. In benefactor including the physically and mentally handicapped the female population school resident’s in the rural area and remote region. Open schooling is also preferred by students pursuing careers which require them to devote more time than what the compulsions can permit. Students who wish to choose a specific combination of subjects, which may not be possible under the formal system, also turn to open schools. The systems also contribute to the cause of adult literacy. The advent of Open Schooling in India was through the CBSE initiated Open School Project in 1979. A decade later, in the year 1989, the Ministry of Human Resource and Development set up an autonomous organization that took charge of the project and the new institution was named National Open School (NOS). The NOS was renamed as National Institute of Open Schooling (NIOS) in 2002. NIOS provides educational opportunities using distance and open learning methods to persons who wish to study and qualify for a better tomorrow. The Mission of NIOS is to provide education for all with special concern for girls and women, rural youth, working people, SC/ST physically and mentally challenged and other disadvantaged groups. NIOS envisages schooling by providing a learning continuing based on graded curriculum ensuring quality of education for children; neo-literates, school dropouts. For implementation of OBE programme, the NIOS has partnership with about 341 agencies providing facilities at either study centers. It is a sort of academic input relationship with partnering agencies.

The NIOS provides resource support (such as adaptation of NIOS model curricula, study materials, joint certification, orientation of resource persons and popularization of OBE) to the voluntary agencies and Zilla Saksharta Samities (ZSSs) etc. for implementation of its OBE program. NIOS has also taken special initiative to impart education to jail inmates by setting up study centers across the country. NIOS works through a network of twenty-two regional centers, two sub-regional centers, two NIOS Cells and more than seven thousand Accredited Institutions (AIs) and Accredited Vocational Institutions (AVIs). These centers are located in various parts of the world namely, India, Nepal and Middle – East.

TABLE 1. INTRODUCTION OF NIOS.

Features	Details
Full Name	National Institute of Open Schooling
Frequency of exams	Twice a year (April and October)
Mode of Exam	Offline
Exam Duration	3 Hours
Number of Study Centers	<ul style="list-style-type: none"> • Academic (AIs): 3530 • Vocational (AVIs): 1379 • Open Basic Education (OBE) (AAs): 1313
Official Website	nios.ac.in

- **NIOS Admission:** The NIOS admissions to the secondary and senior secondary levels are conducted twice a year. The first cycle (Block-I) usually happens around April/May while the second cycle (Block-II) of admission is during October/November.
- **NIOS Examination:** The examinations were conducted twice a year by the CBSE for open school students. The first examination session was organized in April, 1983.

There were initial hiccups in organizing the examinations, but in due course several issues concerning internal assessment and external examinations were sorted out through orienting the examiners in the open learning system.

7 Starting with an enrolment of 1672 in 1981, enrolment multiplied to reach more than 40,000 in 1989, given the public demand for senior secondary level courses, open school introduced the senior secondary level (XII Standard) in 1986 and launched registration for the same in 1987-88. The open school project continued this system until it was amalgamated with the National Institute of Open Schooling (NIOS) in 1989.

Table 1.1 DIFFERENCE BETWEEN NIOS, CBSC AND CISCE

	NIOS	CBSC	CISCE
Admission	Through Accredited Institutions on first come first serve basis. Accredited Institutions form student interface where learning is made easier through PCPs, TMAs. It had 2745 study center's functioning under itself till July 2007. There is a minimum age limit of 14 years for a student giving Secondary Level Exams, and 15 years for Sr. Secondary Level.	Through Affiliated Schools as per their selection procedures. Affiliated institutions (schools) are centers for regular classes. It had 8999 affiliated schools till July 2007. Age limits as specified by the government of the state in which the school is located as followed.	Through Affiliated Schools as per their selection procedures. Affiliated institutions (schools) are centers for regular classes. It had 667 affiliated schools till July 2007. Age limits as specified by the government of the state in which the school is located as followed.

Courses	Any choice can be made from a large list of available options. CLASS X and XII (I) Basic Requirement : Any combination of academic courses (minimum 5 in number, with at least one language) OR 4 academic courses and 1 vocational/life enrichment course (with at least 1 language.) (II) Additional Subjects 1 or 2 additional courses can be taken.	Only those courses which are taught in the school CLASS X (I)Basic Requirement : English, Second language and at least 3 more subjects CLASS XII English and at least 4 more subjects. Also required is the school's assessment in work experience, art education, and physical education. (II) Additional Subjects 1 additional subject which is taught in school or school has a department for it.	Only those courses which are taught in the school CLASS X (I)Basic Requirement English, 2nd language, Environmental Issues, Social Studies. (II) 2 subjects from group II10, 1 from group III11. CLASS XII (I) Basic Req.: 5 subjects with English and Environmental Education. (II) Additional 1 or 2 subjects which are taught in school.
Vocational courses	1 vocational course can be taken at each level, or can be taken independently.	It has started offering vocational courses as regularly taught courses at some affiliated schools. Private candidates can't appear for this exam.	It has a few skill based programs offered by certain schools and a candidate can take them up only when he/she attends regular classes in the same.
Syllabus	Based on the National Curriculum Framework (by NCERT) put together as comprehensive reading material by NIOS academicians.	Based on the National Curriculum Framework (by NCERT)	The Research, Development and Consultancy Division, a division of the board itself decides its syllabus.

Examination FIRST ATTEMPT	Biennially conducted exams. On-Demand Exam facility available too.	Annually conducted exams have a pre requisite of 75% attendance	Annually conducted exams have a pre requisite of 75% attendance
REPEATING A)DUE TO FAILURE IN FIRST ATTEMPT	A candidate has as many as 9 attempts in 5 years to clear the examination in each subject. Concept of Credit Accumulation (for 10 years) and Transfer of Credit is followed.	On failing in ONE subject in the first attempt (say Mar April 2007,) candidate has 3 chances to reattempt the paper: a) Compartment Exam (July 2007) b) CBSE annual exam (Mar-April 2008) c) Compartment Exam (July 2008) If he fails in more than one subject, he has to take all the exams again in the next year.	Out of 7 subjects that every student should take, passing in 6 ensures a pass Certificate. If he/she fails more than 2 subjects, they take the exams again the following year with the next batch.
B)TO IMPROVE PERFORMAN CE	Only one attempt for improvement is allowed after paying fees for the respective subjects within 5 years from the first attempt.	Single attempt for improvement in the subsequent year, provided the candidate hasn't pursued higher studies in the meantime. It can be taken as Regular candidate if all subjects have to be taken again Private candidate in case of few subjects.	No such attempts are allowed.

Pass Criteria	33% marks in each subject	33% marks in each subject	40% marks in each subject.
Funding & Fee Structure	Deficit funding by Government For a general candidate Rs.300- Rs.350 as fee to the board. The remaining expenditure is dependent on which school the candidate goes to.	Self-Funding For a general category candidate the fee for 5 compulsory subjects (including study material) is Rs.1000 at Secondary Level and Rs.1150 at Sr. Secondary Level. Every additional subject costs Rs.150 at Secondary and Rs.180 at Sr. Secondary Level.	Self-funding For a general category candidate, fee comes out to be around Rs.500.

1.2 OBJECTIVES OF NIOS

The National Institute of Open Schooling (NIOS) was set up with the mission of universalization of education, enhancing social equity and justice and creating a learning society. It aims to reach out to a prioritized client group, which includes school dropouts and marginalized groups, namely rural youth, urban poor, girls and women, scheduled castes and scheduled tribes, the handicapped and ex-servicemen. Besides, NIOS gives employed adults who are keen to improve their educational level, a chance to move upward in their jobs.

Thus the main objectives of the NIOS are envisaged as:

- To provide opportunities for continuing and developmental education at the school stage.
- To provide consultancy services to the Government of India and different states of India.
- To serve as an agency for effective dissemination of information related to distance education and open learning.
- To identify and promote standards of learning in distance education system and state open schools.
- To exercise normative and coordinating functions while promoting standards in distance and open learning system in the country,
- To provide an efficient and less expensive method of educational instruction at secondary level in the context of national development in India.
- To provide opportunities of academic pursuits to educated citizens through correspondence instruction without disturbing their present employment,
- To provide opportunities to students in geographically remote areas.
- To provide opportunities to students who had to discontinue education because of lack of aptitude and motivation but who may later on become motivated.
- To provide sound professional advice to the Government of India and to the states.
- To develop and prescribe or offer a wide spectrum of courses of study for purposes of general, vocational and continuing education.
- To take the responsibilities of researching, innovating and experimenting in the area of open schooling and open learning.
- To play a nodal and lead role in developing a network of open schooling in the country and help the states in adapting the course material as well as developing courses in regional languages.
- To plan and organize intensive training for capacity building in the area of open schooling at both national and international levels.
- To make arrangements for transfer of credits.
- To establish a data base on open learning.
- To develop study materials, using print, non-print and media.
- To establish Regional Centers for the purpose of promoting the proper functioning of the learning support or study centers.
- To publish or cause to be published and to print the learning and other materials developed by the NIOS.

- To prescribe rules and conditions for the registration of students for eligibility for appearing at the examinations, undertake studies, research and surveys in the aspects of open schooling.
- To organize training programmes of various kinds for various categories of persons both for the internal staff and for others.
- To provide consultancy services and to engage in model building in close collaboration with states and a variety of other agencies or institutions.
- To exercise normative and co-ordination functions while promoting standards in Distance and open learning system in the country.
- To purchase or otherwise acquire or take on lease or hire, premises for various work of the society.
- To invest and deal with funds of the society.
- To set up a Research and Learning Resource Library, containing books and learning materials in other media.
- To build, construct and maintain buildings and extend, improve or repair or modify any existing building.
- To provide universalization of education to the society.
- To establish greater equity of education and justice in society.
- To delegate any or all its powers to any of the officers or to any of the committees or sub-committees constituted by it.
- Education and redefining its objective and scope

1.3 FUNCTIONING OF NIOS.

NIOS operates through a network of 16 Regional Centers, 2 Sub-Regional Centers, five departments at Headquarters and more than 3,000 Accredited Institutions (AIs) about 1480 Accredited Vocational Institutes (AVIs) in India, Nepal and Middle East. NIOS has some Special Accredited Institutions for Education of the Disadvantaged (SAIED) to cater to the needs of physically and mentally challenged people, socially and geographically isolated, and disadvantaged sections of society such as street children, working children, rural women and SC/ST Admission in vocational education courses is Open round the year. One can seek admission in Vocational Courses through AVI or can directly register oneself through On-line mode.

A Self Learning package is provided to the learners which include printed material, audio and video programs. Selected Academic and Vocational Education programs are telecast nationwide on Durdarshan Channel Practical Training Programs (PTPs) are conducted by the AVIs/SAIEDs. Public Examinations are held twice a year in April May and October-November. NIOS started teacher education course online for primary teacher.

1.4 FEATURE OF NIOS

No Age Limit: There is no upper age limit for registration to NIOS courses .The minimum age for enrolment in Secondary Courses and for Vocational Courses is 14 years and for Senior Secondary Courses is 15 years and 18 years for some courses (completed on or before 31st July of the year of admission)

Choice in Medium of Instructions: NIOS offers its Courses mainly in Hindi, English, and Urdu mediums. Students may, however, write the examinations in any Indian language included in the Constitution of India.

Choice of Subjects: You can choose any subject combination from the subjects offered in the courses of study.

Combination of Academic and Vocational Subjects: One standalone vocational subject can be combined with academic courses at Secondary level and Senior Secondary level.

Validity of Registration: You can complete your course in a maximum period of five years from the year of registration.

Flexibility in Examination: You can avail maximum of nine chances to appear in public examinations spread over a period of five years.

Credit Accumulation: You can choose to appear in any one or more subjects in an examination and earn credit till all the subject(s) required for certification are successfully completed.

Transfer of Credit: Under this scheme, you may transfer your pass credits maximum of two subjects from CBSE and other selected Boards in the Academic courses.

Re-admission: The ex-students of NIOS who have completed their validity period of five years of admission, but could not complete the Course, are eligible to take Re-admission. The credits of a maximum of four subjects may be transferred for the fresh admission, if these subjects were passed during the last ten years.

Education of disadvantaged groups: To cater to the special needs of people who are physically, mentally, challenged socially and geographically isolated marginalized and are from disadvantaged section of the society such as the Street children , working children women and the NIOS has a special accredited institution called special accredited institution for education in disadvantaged.

Courses of Study in NIOS: To provide education up to pre-degree level to those who for one reason or the other could not or did not make use of the formal education system. NIOS offers the following courses to meet the needs and requirements of such a group of learners. (However it needs to be made clear that open schooling is for all learners of the society and offers the promise of being the mainstream learning system like the present day formal schooling system at some point of time in future)

1.5 NIOS courses

Secondary Course: This course is equivalent to the 10th standard of the formal schooling system. One can join this course irrespective of any formal pre-qualification. Successful completion of a minimum of five subjects is necessary for obtaining a certificate. Wide range of subjects is available to choose from. The course may be completed in a minimum period of one year to a maximum of 5 years.

Senior Secondary Course: This Course is designed for those who have passed 10 standard or equivalent examinations and would like to continue their education towards a Senior Secondary Certification, equivalent to 12 standards.

The course is recognized by many boards of school education and by several universities for admission to higher education. The list of Boards and Universities recognizing NIOS certificates is available at Annexure 'G.' Details of the above two courses are available in the Prospectus for Academic Courses.

Vocational programs: National institution open school launched its first vocational course in 1997-98 and has made significant progress since then the following table outlines the growth of the operation and also points to the popularity of this offering. NIOS board is the most concentrated board amount of all the other boards in the world. It is the main purpose to come into existence is "Sarva Shiksha abhiyan" which means education for all.

The NIOS board's main motivation was to increase the literacy rate by giving an opportunity to the school dropouts that they can continue their studies at home. NIOS has therefore intentionally not kept any criteria for age, so that more and more dropout students start purchasing their education again. This has drastically increased the literacy rate in India. The main reason for students stop the education at school level into the early life food and support their family the kids is in order learn some technical work join work at young age because this kind have lots more grasping power than the others. To stop this dropout rate from school in order to learn some technical work the NIOS has started stand-alone courses for secondary and senior secondary level courses separately which are given below.

TABLE 1.3 NIOS has started stand-alone courses for secondary and senior secondary level courses and vocational programme.

Serial No	6 month courses General vocational courses
1	Certificate in computer hardware maintenance
2	Certificate in yoga
3	Certificate in DTP
4	Beauty culture
5	Certificate in basic computing
6	Dress making
7	Cutting and tailoring

Serial No	1 year courses
1	Certificate in computer application
2	Electric technician
3	Cutting tailoring and dress making
4	Radio and T.V

Serial No	Package courses
1	Toy making and joyful learning
2	Diploma in basic rural technology
3	Certification in library science
4	Early childhood care and education

Serial No	Standalone courses for secondary level Vocational courses that can be clubbed with academic subjects
	Stand Alone courses second level
1	Word processing
2	Solar gas energy technician
3	Laundry service
4	Jute production
5	Bakery and confectionery

Serial No	Standalone courses for senior secondary level
1	Computer science
2	Hotel front office management
3	Food processing
4	Catering management
5	House keeping
6	Plant protection
7	Word processing
8	Typewriting English
9	Typewriting Hindi
10	Typewriting Urdu

1.6 BASIC ISSUES ON NIOS

NIOS offers study programmes prepares study materials & dispatches study materials to the learners. The students go through the materials and assimilate the information provided in them. Learner - centeredness has always been the focus of the open and distance learning system. The personal contact programmes and counselling are organized time to time by accredited institutions. The PCPs are specially meant for supporting or facilitating learners and solving the problems they face in their self-study. Through the PCPs learners get an opportunity to interact with the tutors as well as the peer groups and clear their doubts.

- The accredited institutions are provided with performing the following programmes for benefit of the students.
- To act as study centers for the NIOS learners so that the access to study through open-schooling using distance mode is easy and within their reach.
- To provide guidance to the learners, particularly, during the time of admission.
- To inform learners about the important dates, like the date of submission of application forms, with and without late fees and registration dates for appearing in the examinations etc.
- To prepare a timetable and organize classes for personal contact programmes as per schedule on Sundays and holidays.
- To arrange orientation programmes for learners. To organize other types of face-to-face interactive situations on regular basis to retain motivation of the learners.
- To provide library facilities to learners for reference work.
- To provide the audio-visual equipment available in the institution to learners for using the media support materials supplied by NIOS.
- To provide correct guidance and motivation to learners.
- To prepare learners for examination.
- To distribute the study materials to learners.
- To receive and issue identity cards to all learners.

- To issue receipts for all payments received from the learners.
- To maintain attendance registers of teachers and learners attending PCPs.
- To maintain liaison between NIOS and learners necessary for the proper functioning of the study center. Time to time investigations should be made in order to access the quality of distance education programme. It must be determined through suitable investigation so as to assess whether the distance education centers are functioning properly.
- Constant changes should be brought about in the policy of education and updated knowledge should be imparted to the learners and teachers, so as to equip them with the latest development of the system. In view of these considerations researches are essential and desirable to analyses the capacity, success and weakness of the programme from different angles and to bring improvement in the system of distance education programme at secondary level.

1.7 OPERATIONAL TERMS USED

Different words have their connotations according to their place of reference. In this study, certain terms and concepts have been used specifically. Their function is limited to the scope of this investigation. They are clarified as given below.

Instructional materials Instructional material is an inseparable part of the Distance Education system; it is the most essential requirement for providing learning experiences. It constitutes the core of the instructional system in distance education. The term instructional material and study material has also been used interchangeably. The term study material is used here to include print, audio, video, broadcast, computer software and experimental kits. Printed study material comprises texts or set books or self-instructional lessons or modules. Other components of study material are audio - visual materials and experimental kits, prepared as teaching material or as adjuncts to printed materials. For the purpose of this study instructional material means the printed support materials, audio and video-cassettes compact disks, concerning the subject contents of the syllabus units in various programmes.

- ❖ **Distance Mode** :The term ‘Distance mode’ used in this study means system transacting message between ends far away in space or time, its fashion or styles. Here, the university and the students being apart from each other physically operate to work, in a style suitable for the learners. Throughout the study the terms ‘distance’ and ‘distant’ have been used synonymously.
- ❖ **Programme** : The programme in this study means, “the set of course in which a student registers for a term or year that leads to different types of certificates, diplomas, degrees or majors such as the general diploma programme, programme for a bachelor degree etc.” Learner a person who is in process of learning in NIOS to pursue his course in different programmes. Throughout the study the ‘learner’ and ‘student’ have been used interchangeably.
- ❖ **Academic Counsellor**: Academic counsellor is to help students / learners to develop the necessary skill of learning and study and boost confidence in their ability to succeed. Academic counsellor / teachers / tutors who provide support through Personal Contact Programme (PCP) to clarify the difficulties of learners, come from the formal system of education. They normally conduct PCPs just like teaching in formal system; therefore, these teachers need to be oriented towards the philosophy of open learning to help the open learners to pursue self-study.
- ❖ **Resource Person**: A resource person is an informer, an advisor and a counsellor for the distant students who may be confronted with different problems academic, personal, psychological, social etc. A resource person possesses a good knowledge of the course, so that he/she can tackle the problems of the students efficiently and confidently. He/she must have a genuine and sustained interest in guiding the students.
- ❖ **Counselling**: Counselling is helping students to clarify their needs, feelings or motivations so that they can make the appropriate decision for themselves. Counselling is important for distant learners because it is the only way of clarifying real needs, reconciling conflicting demands of home and work and coming to terms with isolation and previous experiences.

Normally counseling sessions are held as per schedule drawn by the study center. These are mostly held during the nonworking hours of the host institutions of the study centers.

- ❖ **Personal Contact Programme (PCP):** The meaning of personal contact programme (PCP) in Open and Distance Education System is quite different from the formal classroom teaching. The 19 PCPs are specially meant for supporting or facilitating learners and to solve their problems which they face in their self-study. Through the PCPs learners get an opportunity to interact with the tutors as well as the peer group. The use of the word ‘contact’ rather than ‘teaching’ itself makes a categorical distinction between the traditional classroom teaching and the PCPs. In fact, this is a programme where learners come together to share their learning experiences, find solutions to academic problems and remove the barriers in their learning activity. Face-to-face interaction takes place both in and outside the classroom. Hence, depending upon the need of the individual learners, the PCP could mean personal contact programme or place to consult pupils, or programme for conducting practical or personalized center for problem solving, could be all these and more. Depending upon the course, these may be compulsory or optional but attending them is always a great help. NIOS has a provision of personal contact programmes (PCPs), but in a very limited number. Therefore, it becomes very important, first, to understand the function of PCPs in order to make the programme effective. These PCPs are spread over Saturdays, Sundays / other holidays or at such convenient times when most of the learners can draw benefit from them.

❖ **Student Support Services (SSS)** The student support services (SSS) are a cluster of facilities and activities that are started to make the learning process easier and more interesting for the learner. In distance education they serve as the interface between the institution and learner. The philosophy behind student support service is to help students to overcome barriers to learning which result from the loneliness of the student working on his own. It is felt that strong support service will help in the successful completion of a degree and improve the dropout rate. Evaluation In the distance education NIOS has adopted several innovations in student evaluation. The first innovation in the NIOS examination system is that, unlike in the conventional school system, a student is not required to take examinations in all subjects at the same time. The student has the freedom to take examinations in one or more subjects at a time and may take the other subjects 20 at a different time. Secondly, the students can spread the subjects over nine examination sessions during a five year period and credits are accumulated until the certification criteria are fulfilled. One more innovative benefit that NIOS offers is a credit transfer from formal schools. Those students who have passed in at least one subject from either the Central Board of Secondary Education or different State Boards of Education and State Open Schools but have not qualified in the course may seek admission in NIOS. They may receive credits for a maximum of two subjects, they have passed from other boards of education. However, the remaining subjects have to be taken with NIOS in order to obtain the final certificate. The fourth innovation in student evaluation is that NIOS uses a variety of tests including objective tests, short-answer tests, and short essays. These are type set in special blue ink, comprise various levels of understanding and are weighted according to the topics studied. A systematic approach is adopted in preparing the question papers along with a marking scheme and model answers by experts. The question papers are finalized after being moderated. Before evaluation of answer sheets the examiners are oriented and trained to assess student responses on the basis of the model answers and marking system, in order to reduce variability in marking during evaluation.

❖ **Regional Centre:** A regional center acts as the resource center of NIOS in that region. It is headed by a Regional Director for managing the NIOS and supervising study centers in the allotted region. The student support service, which makes the NIOS system a unique one, is conducted in the regional center through the network of study centers. It is a place for training of coordinators / counselors and other functionaries of the study centers. The library, audio-visual equipment, computer facilities have been provided at the Regional Centers. Regional Centers have to primarily perform three activities - academic, administrative and promotional. The Regional Centre is the chief administrative center in the region as regards organization of student services the academic activities are conducted at the study centers.

21 Work Centers For certain specialized programmes, work centers have been opened. Practical and demonstration based activities are organized in such a center, which relate to a specific programme. The activities in the work center are restricted to a specific period keeping in tune with the schedule of practical.

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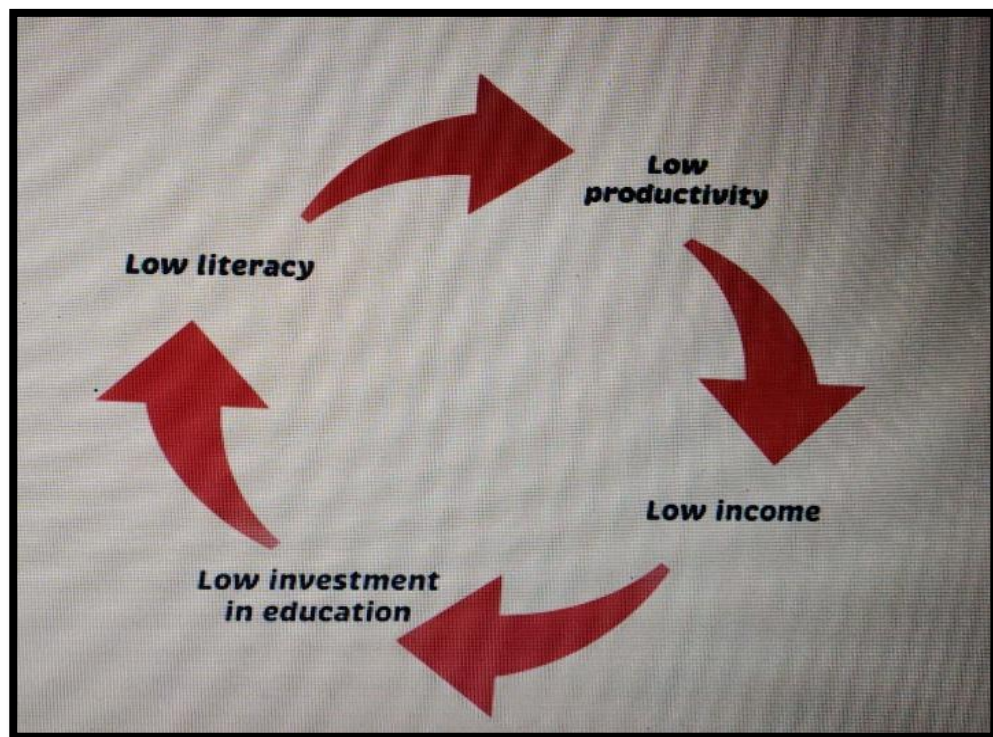
❖ **Study Centers.** A study center is a part of an overall system of support for students. This is a place, which is regularly open for the attendance of students. Usually the study centers are located in conventional Schools or other educational institutions which agree to provide space for their location. Those institutions are located in district headquarters or other important towns. They are managed mostly by local School teachers whose part-time services are hired by DE institutions as tutors or counsellors. Usually the times that students may attend the study centers are restricted for two main reasons. First, study centers are usually located in borrowed rooms in buildings of conventional educational institutions and second, staffs are usually part time. Study centers are often, therefore only open outside normal working hours in the evenings or at weekends. Study centers are headed by a co-coordinator who works under the overall supervision of the head of the institution where it is located. The coordinator coordinates the work of counselors and acts as a link between NIOS Regional Centre and Study Centre. Study centers help in promoting peer interaction, developing expansive skills and make the learner less solitary. At the study centers, the learners interact with the academic counselors and other learners, refer to books in the library, use the audio and video facilities in the laboratory and interact with the coordinator on administrative and academic matters. Overall the study centers are designed to provide student support services, which includes Information Service, Counseling Service, Library Service, Assignment, Evaluation and Term-end Examination.

❖ **Assignments:** Assignment aims at continuous monitoring of the progress of learning and at providing feedback to the students. At the end of each lesson (set of self-instructional materials), a set of assignments is given. There is no prescribed frequency for submission of assignments, It is mostly up to the students to send 22 the assignments as and when they complete them. However, a student has to submit at least four assignments in each subject to be eligible to sit for the external examinations. During the PCPs, the students are expected to submit the assignments and receive feedback from the tutors. Despite the importance attached to the assignment in practice neither the students nor the tutors take them seriously. The students try to complete the mandated number of assignments only to be eligible to sit for the examinations, rather than to improve quality of learning. Similarly, the tutors find little or no time for correcting and giving feedback to students. As the tutors are from the formal school system, they have no tradition of correcting such assignments and preparing comments for improvement etc.

1.8 NEED AND IMPORTANCE OF NIOS

Illiteracy in the third world countries is still a burning problem, in spite of a number of policies formulated and implemented to achieve the goal of 'Education for All'. "The NIOS or distance education is a visible alternative to reduce the pressure on the formal system of education and at the same time will meet the social demand for higher education. The educational institutes are considered as appendages of the conventional universities. They do not have the freedom designing their study courses. Their courses, rules for admission and other policies are in the hands of others. The courses are rigid and designed for regular students. Traditional higher education is too expensive that it is not in the reach of poor students. The traditional system suffering with the universal problem of unrest. The system of examination prevailing in higher education¹ is also not fair in the words of distance education.

We are trapped in a vicious cycle:



<https://www.teachtheworldfoundation.com/the-problem>

1.9 EMERGENCE OF DISTANCE EDUCATION

In the aforesaid circumstances distance education has emerged as an alternative channel in the higher education arena all over the world including in developing countries like India. The popularity of distance education (DE) is mainly attributed to its ability to accommodate a large number of aspirants, flexibility, and cost effectiveness besides the capacity to democratize higher education. For a country like ours DE is a potential agent to take care of the demand supply equation in higher education as the formal system of higher education (with its about 240 universities and above 9000 colleges) is in a position to meet only 7% of the learners in the age group of 18-23, which is very low compared to those of developed Countries. In view of this, D. E. has got prominent role to play in meeting the ever increasing demand towards the higher education and thereby contributing to the manpower development and economic growth.

1.10 NATIONAL POLICY ON EDUCATION:

National policy on education (1986) suggestion and also considering the successful experience of open school project, the State board of the secondary education Madhya Pradesh established an open school in 1987 by subsuming the existing institute of correspondence education and redefining its objective and scope. The Rajasthan state board of secondary education also converted its correspondence education institution into a state open school expanding its objective to provide access to education two objective to provide Access education for those who otherwise could not reach education rather than only serving the private students. However these schools follow the same syllabus and examination system as those of the formula system Rajasthan open school has introduced flexibility at secondary level by setting three years duration for completion of the secondary certificate course.

National policy on education (as updated in 1992): According to that the open learning system has been initiated in order to augment opportunities for education as an instrument of the demarcating education and to make it a lifelong process. The flexibilities and innovations of the open learning system are particularly suitable to the diverse requirements of the citizens of our country, including those who had joined the vocational system.

The National open school established in 1989 in fulfillment of those objectives and needs to be strengthened. IT has to provide support to the establishment of open schools in the states. Today distance education has emerged as an alternative mode to the conventional education system in meeting the requirements entitled “of those sections of people who are unable to avail it.

1.11 RATIONALE OF THE STUDY:

The National institute of open schooling (NIOS) standards is the largest open schooling system. The autonomous body established by the HRD ministry is popular across the country for secondary and senior secondary and vocational courses. NIOS is more useful for the students. Who failed in class 10th and 12th. They can complete their education in the same year with on the demand examination facility which was introduced in 2013. The ODE concept is much acclaimed and facilitates students to appear for the examination when they are prepared. Apart from the 10th and 12th students individuals who meet the eligibility criteria set by the board can apply for the codes to complete their education in private mode. Though there are many other options to complete the education in private mode there are 6 reasons that will make you and check 1) Flexibility 2) Freedom to learn 3) Examination chances 4) Relations 5) Transfer of credit 6) Quality of education.

Flexi schools in Karnataka have the features:

- Open for all
- It includes children working in non- formal sector dropouts from Karnataka schools and young adults working.
- Flexible time: According to students, they need a curriculum.
- It is a flexible but formal test conducted assessment. Examination at the end of the year too.
- No gender discrimination.
- Age differences.
- To create a successful student program.

1.12 GUJARAT GOVERNMENT PLANNING FOR ITS OWN OPEN SCHOOL SYSTEM ALONG WITH THE LINES OF NIOS.

The State Government is planning to start Open Schools in all the districts very soon to enable over-aged dropouts complete their schooling. The initiative is being taken under the Gujrat State Open School (GSOS) which proposes to set up the open schools on the lines of the National Institute of Open Schooling (NIOS). Students getting themselves enrolled in the open schools could either opt for a personal contact programme or a distance education programme to get quality education.

For the junior classes, the school would impart education in essential subjects, including arithmetic, reading and writing, alongside pre-vocational training to help them get employment in case they are unable to continue their education. These schools will also offer dozens of new courses so that students can opt for the professional skills best suited to their regional markets. “The idea has been mooted with an aim of drawing school dropouts back to classrooms by providing them an organized system of education outside of formal schooling”, School and Mass Education Minister Bhupendrasinh chudasama said talks are on with the higher authorities of NIOS to formulate the courses and schooling designs and the Department is expecting to start the open schools during the ongoing academic year. “The open schools are expected to draw a large number of dropouts in the state who want to complete their schooling. The duration of the courses for classes V, VII and X would be of six months each. The detailed modalities for the functioning of these schools are being worked out”, the Minister said. He added that extra care will be taken to ensure that quality of education in such schools is not compromised. The schools would function through a number of study centres which would be established in different districts. Several other state Governments have launched the open-school system to provide educational facilities to overage school dropouts to complete their education.

1.13 STATEMENT OF THE PROBLEM:

Developing awareness about NIOS in 10 and 12 standard and vocational programme.

1.14 RESEARCH OBJECTIVES:

To study the vocational programs are conducted in the NIOS of Vadodara.

To evaluate the students' learning

To find the reasons behind the dropouts

To identify the educational needs of the youth in the state who are outside the formal stream of school education.

To help the students who are the dropouts.

1.15 RESEARCH QUESTION

What vocational programs are conducted in the NIOS of Vadodara?

What are the students learning in NIOS?

What are the dropouts?

How many dropouts are reported and why?

What are the educational needs of the youth in the state who are outside the formal stream of school education?

1.16 DELIMITATION OF THE STUDY

The study will be conducted for the Vocational program of 10th and 12th standard NIOS students of Vadodara city.

1.17 DEFINITION OF TERMS:

Dropouts: Someone who leaves school or colleges without finishing their course of study.

Vocational courses: The definition of vocational is something related to employment or work.

1.18 RESEARCH METHODOLOGY:

Survey method was used in the present study. Following process of the survey method was used in the present study.

1.19 HYPOTHESIS:

Ho1 There will be no significant relationship in between rural and urban students of NIOS.

Ho2 There will be no significant relationship in between academic and vocational courses.

Ho3 There will be no significant relationship between male and female.

Ho4 There will be no significant relationship between employed and unemployed.

Ho5 There will be no significant relation between O.B.C, S.C, S.E.B.C., S.T and other.

CHAPTER 2

REVIEW OF RELATED LITERATURE

CHAPTER 2: REVIEW OF RELATED LITERATURE:

2.0 INTRODUCTION

This chapter deals with the review of a few related research studies that have been conducted in the area of NIOS, open and distance education. Before taking up any research, it is desirable that researches conducted previously in the particular field must be reviewed and findings must be taken into consideration. The gaps, which exist in the previous studies, should be tried to bridge up. The investigator can ensure whether there is problem vacuum or considerable work has already been done on topics, which are related to her proposed investigation. To highlight the special features of the present study, an attempt has been made to arrange the related literature in a comprehensive manner. The investigator has come across some studies conducted on open and distance education in India and abroad. Many of the studies of international and national levels selected for the review may not have direct bearing on the present study, but they lead to a comparatively better conceptual understanding of distance education. However, the investigator has tried his best to gather as many studies as possible on his part. The emphasis of this chapter is to bring to light those studies and other related materials, which are applicable for the present study. The National Institute of Open Schooling (NIOS) has made a positive departure from the instructional materials prepared in the past by different correspondence and distance education institutes, which were not much different from textbooks (Dewal, 1986). In distance education, the students have to learn by themselves through a self-study method. The most important aspect to be taken into consideration in distance education is that students do not have the stimulating environment and competitive spirit that are present in the formal system. Therefore, distance education and NIOS methodology has to incorporate easy and systematic learning procedures. Self-instructional materials are the mainstay of the learning package.

2.1 STUDIES CONDUCTED ON NIOS

Gupta (1985), Biswal (1979), and Rathore (1991). Have pointed out that the instructional materials supplied to the distance learners are not designed scientifically. The course materials are mostly written in essay type format lacking the pedagogy of self-learning. Moreover, the materials are sketchy and the contents are not fully elaborated and explained with sufficient examples or illustrations. The self- tests / exercises at the end of the course units are stereo typed and hardly develop interest among the students.

Amritavalli (1987) was of the opinion that the role of the technological gadgets should be supplementary to the traditional system. In the distance education system it is strongly advocated that various media need to be integrated for making instructional process effective. The audio-visual aids and their media like radio, TV etc. have a distinctive role in the open learning system

Cookson (1989) has observed that dropout or persistence of students enrolled in correspondence study constitute the most frequently scrutinized phenomenon. Research findings suggest a range of institutional interventions that can profitably be applied to optimize the satisfactory learning experiences of distance education students. He suggests that the nature of the adult learning process in the context of distance education need to be examined in detail.

Bhattacharya (1991) attempted to see how and to what extent an open university can would itself to satisfy the real needs of Indian people. The period between 1960 and 1985 was regarded as the most progressive period for the development of distance education in the developed and developing countries including India in his study.

Tyagi and Sahoo (1992) found that majority learner found that the print materials useful for presentation of contents answering through check exercise and presentation of unrelated materials were found to be easy. However learner's suggested that course materials should be more elaborative, comprehensive, lucid, easily understood, interesting and should reach out to the learners in right time.

Sharma R.P. (1994) in his paper 'Examination and Evaluation Approach' in the Kota Open University described that the origin of Distance Education is basically in the philosophy that the society has a responsibility to provide educational opportunities to those who for some reason or the other cannot go to the conventional system. Open University is not aimed at replacing the formal system of education. It is not a substitute to the formal system nor it makes the formal system of education infructuous. What is aimed at is to widen educational opportunities to those who have hitherto been denied access to education either for reasons of economic or social considerations or for familial reasons, by using the modern communication technology. Its programme will help in raising the standards of education in general and distance education in particular. Even those students who are not enrolled with it will be able to take advantage of its material and media programmes. We are breaking new ground in the field of education today, that we are taking a step which is full of promise and great potential. One can very naturally ask that what the need of Distance Education and Open Universities is when schools and colleges are engaged in this job of imparting knowledge where both are present physically. The answer is that our constitution has promised to provide equal opportunities to every individual. But in classroom situation only a few students can be benefitted and the students, who for one or other reasons cannot attend the school remain Neglected.

Manoher (1995), suggested more practical orientation of syllabus, compulsory counseling, and provision of computer based instruction, audio-video tending facilities, providing, supplementary materials and articles, intensive and compulsory counseling and grant of scholarship etc. for improvement of the 'programme.

Diaz and Cartnal (1999), successful distance education students prefer to look for abstract concepts to help explain the concrete experiences associated with their learning. That is, they wanted to know "why" certain things happened in conceptual or theoretical terms. But does this work the other way around? Will students who take all of their courses via distance education be able to take abstract concepts and put them into concrete practice? Diaz and Cartnal (1999) found that education students who possessed a more independent and conceptual learning style performed well in the distance learning class and education students who had a more social and applied learning style performed better on campus.

Kumar (1999) found that married students possessed significantly higher positive attitude towards distance education when compared with unmarried ones. However, no significant difference in the attitude was observed among distance learners varying on the other nine background variables of gender, age, local, social class, academic stream, educational level, employment status, experience in distance learning and discontinuity in studies. Significant differences in attitude existed with regard to parts of attitude towards admission procedures and self-instructional materials for distance learners of different material status.

Baron and Mc Cay (2001), like **Lloyd et al. (2001)** found that learning at a distance leads pre-service teachers to not only be more confident with technology, but more likely to later use technology in their own classrooms. In their study, students enrolled in primarily distance-based, Internet Applications in Science Education course offered by Stevens Institute of Technology reported that they better able to design an Internet-based lesson, more likely to use that lesson, and identify appropriate uses of the Internet in the classroom.

Lloyd et al. (2001), 72 elementary education majors from four Iowa universities enrolled in a required science methodology course in the spring semester of 1999. Students within each collaboration team used distance learning technologies during the course to communicate while creating a team curriculum unit for K-6 science. Results showed that those with a previous technology-in-teaching course started the semester with higher perceptions of skill and confidence, but by the end of the course, these differences disappeared. This reaffirmed the conclusion that greater exposure to distance education technologies does indeed produce greater levels of confidence, perceived skill, and performance with the technologies. In other words by doing it themselves, they are more comfortable using it.

Menlove, Hansford, and Lignugaris-Kraft (2003), Distance education can provide access to students in rural areas but could be stressful for students with less college experience and self-confidence. Merrill (2004) indicates remind us that for most young adults, computers, electronic games, and other digital devices are a way of life for them, but for older learners, computers often cause anxiety. Technological solutions to dissolving these sources of anxiety might include email links to the course instructor and possibility a campus technology expert, a chat-room where students can ask for support from fellow students, and the creation of study groups for students collaborate with others.

In this way, students would feel that they were getting the kind of support that they would normally get in a classroom. A logistical solution to dissolving anxiety is for institutions to select one of several course development platforms for faculty to use.

Shah (2004) remarked that, in distance education, the number of both continuing education students, adults and number of younger on-campus students is growing remarkably. The reasons for this remarkable growth includes efforts to expand access to more students, alleviate capacity constraints, capitalize on emerging market. Opportunities some other factors e.g. growth in continuing education, flexibility in delivery modes, economic changes, changes in job-potential and students age group etc. have significantly increased the enrolment of women and the disadvantaged groups.

Roblyer and Davis (2005), the vision that drove the first virtual schools was that of an affordable, consistent, and equitable access to high-quality educational opportunities for students who need them most: rural, underserved, and at-risk populations. A pilot program that took place at Purdue University is an example of how distance education can improve the quality of educational opportunities. In this study conducted by Lehman and Richardson (2004), beginning education majors partnered with an elementary school in East Chicago as part of a shared field experience required by two required courses, Exploring Teaching as a Career and Multiculturalism and Education. The purpose of the field experience was to expose pre-service teachers to an ethnically, socio-economically diverse student population. Because Purdue is not near a major urban center, the video-conferencing project was a way to bring classrooms/schools outside the area to the university students. Prior to videoconferencing, the university students visited their sister school. The purpose of this visit was to combat the impersonal nature of videoconferencing and for both parties to develop a more accurate picture of each other. Students not only reported that they felt more comfortable using technology, but that they now felt that they would be more comfortable understanding and teaching diverse learners. Affordable and equitable access to high-quality education also serves as a major marketing strategy when it comes to recruiting new teachers to the field or encouraging already certified teachers to continue their professional development.

Jennifer R. Banas (2006) the purpose of this literature review was to investigate distance education as a means of reaching and teaching education majors. More and more universities and colleges are offering distance education programs to individuals seeking teacher certification. Walden University (enrollment 12, 412), University of Phoenix (enrollment: 9,874), University of Nebraska-Lincoln (enrollment: 1,099), Pennsylvania State University – World Campus (enrollment: 903), and University of Georgia (enrollment: 678) are just some of the program now offering education programs online (Kingsbury and Galloway, 2006). Who are the individuals taking classes via distance education to become certified teachers or continue their professional development in education? What are the pros and cons of getting certified online? What measures need to be taken to ensure that these programs are producing teachers of the same caliber as on-campus programs? Exploring answers to these questions will help to validate the advantages of distance education programs that certify teachers, provide guidance to course designers (be they faculty or education consultants), and point administrators to the kinds of policies that need to be in place to guarantee equivalency in quality.

Abu Faraha, Majed M M, (2009) purpose of this study is to investigate the role of Open Learning Program in Palestine (Al-Quds Open University) and India (India Gandhi National Open University) in developing Palestinian and Indian women. This is a comparative study which also aims to study the effects of variables like the country, age, marital: status, place, residence, education (graduated or student), specialization, family size, family structure, occupation, salary variable on the- role of open learning program. The major research findings of the study are as following the role of open learning program in Palestine QOU is with high QOU is with high degree in developing Palestinian women. There were significant differences of the role of open learning program in developing Indian women due to age, marital status, place of residence, education, family size, occupation and salary, variables while there were no significant differences due to specialization and family structure variables.

Daniel R. Tau and G. Gatsha, (2009) explored Open Schooling in Botswana: The Case of Botswana College of Distance and Open Learning Open schooling in Botswana is a unique and flexible delivery mode of secondary education. The Botswana College of Distance and Open Learning (BOCODOL) were established through an Act of Parliament in 1998. It has developed self-learning materials to deliver the national secondary education curriculum through a network of five strategically placed regional centers. This has led to a decentralized learner support system that has enhanced retention of learners in the programmes'. Despite the impressive progress registered, a number of challenges associated with open schooling delivery have public policy and strategic planning implications.

Heroldt, Vekaama, Murangi, (2009) has done a study on Open Schooling in Educational Transformation: The Case of the Namibian College of Open Learning. Namibia faces numerous challenges with regard to the provision of education at different levels. Key amongst these is the provision of secondary education to those who cannot be accommodated through conventional schools primarily because of their limited capacity. To expand access and increase capacity at the secondary level, the government established the Namibian College of Open Learning (NAMCOL) through an Act of Parliament in 1997. NAMCOL is a single-mode open and distance learning (ODL) institution offering the programs of secondary education to those wishing to study for the Junior Secondary Certificate (which is third year of the junior secondary phase) and the Namibia Senior Secondary Certificate (which is the exit level of the school career). The governing Act also directs the college to develop and offer programs that would address the diverse training needs of the country. An average annual enrolment of 25,000 makes NAMCOL the largest educational institution in the country. The overall headcount at the secondary level equates to 40 percent of all learners enrolled in the secondary education phase in the country. For the secondary education program, NAMCOL follows the same national curriculum as offered in conventional schools and has to conform to the requirements laid down by the national examining body in order to enable learners to sit for national examinations. NAMCOL is funded on a per-subject enrollment formula basis and the fundamental principle guiding the funding to NAMCOL is that the provision of secondary education through NAMCOL is not be more expensive than for providing similar programs through the conventional school system. Currently, the cost of a NAMCOL learner is 65percent of a traditional school learner.

A blended learning approach is used in course delivery through self-instructional materials and face-to-face support. Print remains the primary teaching medium, with different multimedia used as supplementary to the print-based materials offered to learners. In developing and delivering its course content.

Mahesh Chandra Pant, (2009) National Institute of Open Schooling, India: A Case Study. The National Institute of Open Schooling (NIOS). set up as an autonomous body by the Government of India, Ministry of Human Resource Development in 1989, has emerged as an apex open and distance learning (ODL) organization with authority to enroll, examine and certify students up to pre-degree level. The open schooling (OS) programs of NIOS are meant for all, with special focus on school dropouts and students from disadvantaged sections of society. At a secondary stage, NIOS provides flexibility in choice of subjects, place and pace of learning, accumulation of credits, and transfer of credits from other Boards. The programme's delivery is through 3,260 study centers in India. About 1.5 million students are enrolled at secondary and senior secondary level, making it the largest open schooling (OS) organization in the world. Besides conducting two public examinations in each academic year, NIOS has also started offering on-demand examinations based on information and communication technology (ICT). With resource support from NIOS, 13 states have set up the State Open Schools (SOSs) and the remaining 16 states are being encouraged to establish them also. A National Consortium for Open Schooling, with inimitable relies heavily on teachers working in the conventional system. More than 1,300 teachers from that sector are also engaged by NAMCOL on a part time, contractual basis. Secretariat located in NIOS, has been discharging co-ordination and clearing-house functions. Multiple uses of ICT and certain other measures in operational aspects of NIOS programmes 'have contributed to their cost effectiveness, efficiency, sustainability and scalability. In order to put the OS program on a sound pedestal, NIOS strives to ensure quality in curriculum, materials and methods, intertwining general education, Vocational Education and Training (VET), and strengthening/up scaling VET. For motivating the clientele of OS, the prospective learners and their parents are apprised of the inherent flexibilities and usefulness of OS programs through publicity and counseling.

Given that universalization of secondary education within a reasonable period of time is the cherished goal before the nation, the Planning Commission has envisaged that “during the Eleventh Plan (2007–2012), the thrust of the Open Schooling system will be on (i) developing NIOS as a potential Resource Organization in Open Schooling at national and international level, besides offering courses of study, (ii) up scaling programmers of the existing 13 SOSs, and (iii) setting up SOSs in the remaining 16 states.

S. Mitra, (2009) explores student support service in open schooling. A case study of students need and satisfaction in India. This paper identifies the key factors that contribute to the Open school in India student’s satisfaction, considering student support elements at pre-entry startup learning evaluation certification and after certification phases. The study adopted Rekkedal and Eriksen’s importance - satisfaction model to recognize area that are important to student as well as their degree of satisfaction which each attribute. It is found that student group considered is generally satisfied with the support elements that they previous to be important there is a strong positive linear relationship ($r= 0.83$) between importance and satisfaction .However according to the group a priority needs to be given personal contact programs in study Centre, online tutorials and feedback on assignments, which are three primary support elements in the learning phases.

Anymir Orellana, (2011) Distance education is defined, the various approaches for effective research are summarized, and the results of major research reviews of the field are explained in this article. Additionally, two major areas of research are included— research on barriers to the adoption of distance education and research summaries that explain and support best practices in the field. This paper concludes with the summary statement that it is not different education, it is distance education; what is known about effectiveness in education is most often also applicable to distance education. To identify conceptual and methodological problems with the research dealing with online teaching and learning. One important conclusion reported in this review is the research finding that students have positive attitudes about online learning, and that computer anxiety is not a problem for most students. Well-designed online courses were reported to produce more positive learning outcomes and to be related to overall student satisfaction. Design and quality are important.

T. Punia, S.Rajan, (2012) done a Case Study of Learners Support Services in the National Institute of Open Schooling the paper would mainly focus on the support services in terms of motivating the learners, keeping them on the right track till the completion of their study, encouraging them to make use of the facilities provided and ensuring their access as well as success in learning. An indicator of the above is the satisfaction level of learners. Hence, this study was conducted to analyze the current trends and prospects of the support services of NIOS.

Gift Rupande, (2015) Open and Distance Learning: The Cornerstone of Economic Transformation. It is the intention of this article to examine how higher and tertiary education and ODL in particular can be used as a driver to socio-economic development as noted by Aristotle, centuries ago; who pointed out that the fate of empires depends on the education of the youth.

Shongwan Esther J.E, (2015) Counseling Of Open Learners In National Institute Of Open Schooling In East Khasi Hills District Of Meghalaya. This study is significant as it attempts to find out the different types of problems and difficulties faced by learners in their studies and how the student supports in the form of counseling influences the learners in both academic and non-academic aspects of their studies. The study is a 'Descriptive study' concerned with obtaining pertinent and precise information concerning the current and existing status or phenomena. Survey method was adopted for the purpose of gathering information concerning existing status or phenomena through data collection. The tools were used by the investigator to collect data for the study using interview schedule for the learners and Questionnaire for the Coordinators and Tutors respectively the study also found out that there are key problems acting as barriers to provision of counseling. The constraints faced by the study centers as well as the tutors in providing counseling to learners were also identified and which needs to be addressed for the benefits of learners. The study also found that in academic areas, the maximum impact of counseling is seen in a majority of 84.98% learners in retaining their interest in the subjects chosen by them to study. Similarly, in non-academic areas, the Maximum impact of counseling is seen in 92.70% learners in sustaining their interest to appear in the forthcoming examinations by increasing their self-confidence.

Yasmin, Sabina,(2015)Study on Design and Development of Self Learning Materials of the Open Schooling with particular emphasis on Gender Sensitivity A Case of Bangladesh Open University. The study concluded that what learners learn at SLMs (Self Learning Materials) therefore generally depends on ideologies about gender that are embedded in the curriculum in both explicit and hidden forms. The findings of this study should be disseminated to all concerned. Survey method was adopted for the purpose of gathering information concerning existing status or phenomena through data collection. For the purpose of this survey, ‘gender-sensitivity’ is defined as the ability to recognize gender issues and to recognize women’s different perceptions and interests arising from their different social position and gender roles.

Radhika Kapur (March 2018) There have been existence of three types of education; formal, non-formal and informal. Formal education is associated with schools and other educational institutions which include colleges, universities, community colleges and other educational centers which focus upon particular areas such as technology, business, Management etc. There have been existence of three types of education; formal, non-formal and informal. Formal education is associated with schools and other educational institutions which include colleges, universities, community colleges and other educational centers which focus upon particular areas such as technology, business, management etc. Formal education comprises of a hierarchically structured, chronologically graded educational system functioning from primary school to the university and includes in addition general academic studies and a variety of specialized programs and courses that aim at the full time professional training and development of the individual. Another type of education is non-formal education, this type of education normally takes place outside the formal system of education with the main purpose of developing the skills and aptitudes of the individuals that are required for their day to day existence; it is considered to be more flexible and learner centered. Third type of education is informal education, this type of education deals with the everyday experiences which are not planned or organized, in other words, it is also termed as incidental learning; when the day to day experiences are explained to the individuals by their teachers, mentors, guides or bosses then they constitute informal education.

Formal education takes place within the classrooms, non-formal education takes place within the organizations and associations where the problems faced are less and there are many opportunities and choices available for the people and informal education takes place when a young child learns to speak and interact with the people around him. In this research paper, attempt has been made to understand the meaning and significance of non-formal education, the main areas that have been highlighted are understanding non-formal education, the advancement of non-formal education, significance of non-formal education, types of non-formal education, and implementation of non-formal education. The main focus of understanding various aspects of non-formal education is to recognize that how it has proved beneficial to the individuals and communities for their effective development.

Tank, Sheetal D, (2019) Crowd Based Open Learning Environment in the Library. The process of the case study to develop a framework for the Crowd-based open learning environment in library at Atmiya Group of Institutions. Firstly the literature review was conducted to study the existing models of collaborative learning and open learning environment model used in academic libraries globally. Secondly, the case studies of Atmiya were studied which were attempts of crowd-based open learning environment in library and learning Centre and an analysis has been done on the parameters as to how library has played a role as an open learning environment and also how the crowd based collaborative learning has taken place along with its outcomes. Thirdly a survey was conducted to do a need analysis of the crowd common learning requirements and gap analysis of the existing collection, services and activities of the library along with a time-series data analysis to see the trend in one decade. Based on the case study analysis a framework has been designed to set up a crowd-based open learning environment in the library which can impact the library usage in terms of resources, space and expertise. The major Findings are the entire effort made in this research is to increase the library usage and restore its importance by adding the learning component to the existing set up.

2.2 Implication:

T. Punia, S.Rajan, (2012) done a Case Study of focus on the support services in terms of motivating the learners, keeping them on the right track till the completion of their study, encouraging them to make use of the facilities provided and ensuring their access as well as success in learning. Abu Farah, Majed M M, (2009) done a survey , The major research findings of the study are as following the role of open learning program in Palestine QOU is with high QOU is with high degree in developing Palestinian women Shongwan Esther J.E, (2015)descriptive study done a survey, For the purpose of this survey, ‘gender-sensitivity’ is defined as the ability to recognize gender issues and to recognize women’s different perceptions and interests arising from their different social position and gender roles. Tank, Sheetal D, (2019) a case study in done by survey .The major Findings are the entire effort made in this research is to increase the library usage and restore its importance by adding the learning component to the existing set up. Yasmin, Sabina, (2015) done by survey the findings of this study should be disseminated to all concerned. Survey method was adopted for the purpose of gathering information concerning existing status or phenomena through data collection. For the purpose of this survey, ‘gender-sensitivity’ is defined as the ability to recognize gender issues and to recognize women’s different perceptions and interests arising from their different social position and gender roles. Gift Rupande, (2015) done by case study this article to examine or finding how higher and tertiary education and ODL in particular can be used as a driver to socio-economic development as noted by Aristotle, centuries ago; who pointed out that the fate of empires depends on the education of the youth. Radhika Kapur (March 2018) done the case study case study main findings or purpose of understanding various aspects of non-formal education is to recognize that how it has proved beneficial to the individuals and communities for their effective development. Daniel R. Tau and G. Gatsha, (2009) done by survey despite the impressive progress registered, a number of challenges associated with open schooling delivery have public policy and strategic planning implications. S. Mitra, (2009) done by case study explores student support service in open schooling. A case study of students need and satisfaction in India. Anymir Orellana, (2011) done by survey Distance education is defined, one important conclusion reported in this review is the research finding that students have positive attitudes about online learning, and that computer anxiety is not a problem for most students.

The majority of the study was done outside the Vadodara, there are very less conductive study Vadodara city, and so present study is going in that direction to fill the gap of study in outside of Vadodara. There were very less study of conducted with the help of self-made tools because of majority of the researcher used standardized tool.

There were stratified random sampling. Only simple random were used all over the studies reviews by the researchers.

2.3 CONCLUSION :

IGNOU and NIOS both are the apex autonomous institutions which promote benefits of open education for the needy and unreached groups of Indian society. Apart from that NIOS has introduced 'Examination-on demand Scheme' to reduce the burden of examination for distance learners. The NIOS Claims that this step will take big change in open learning system in the country. The review of literature shows the usefulness of different components of instructional activities, evaluation system and functioning of the inspectional system, studies on instructional material was found to be helpful as recognize by the students in one or the other aspect. The study materials must be properly prepared and execute on time. A huge number of studies related for the approach of learners regarding advising and contact session's shows that the sessions were so helpful. However, most of the studies predict on the need for raising the number of sessions and creating session mandatory, enhance the facilities of study centers and a less focused on minimize the duration of sessions. Studies which concentrate on assignment and assessment shows usefulness of assignments and tutor comments, still they specify the need for timely announcement of results, return of assess assignments, and compute internal assessments towards final results. Most of the studies assume that, in spite of the technology used, NIOS programme are favorable to classroom based instruction and enjoy high students' satisfaction. The above areas of discussion make necessary research in these areas of NIOS at secondary education level. Yet a number of studies have been accepting NIOS A very few study has been on assessment of distance education on regional basis. It is useful for regional studies in certain important areas. In this circumstance, the researcher has made a required attempt to study NIOS programme at 10 and 12 standard and vocational programme in Vadodara

CHAPTER 3
RESEARCH METHODOLOGY

CHAPTER 3: RESEARCH METHODOLOGY

3.0 INTRODUCTION

Research in common parlance refers to a search for knowledge. One can also define research as a scientific and systematic search for pertinent information on a specific topic. In fact, research is an art of scientific investigation. In general, research is an activity that involves finding out, in a more or less systematic way, things we did not know. Research involves finding out about things that no-one else knew either. A more academic interpretation is that research advances the frontiers of knowledge (**Walliman, 2011**). As stated by **Kothari (2004)**, “research is an art of scientific investigation”. Research is a logical and systematic search for new and useful information on a particular topic, which is done with the help of study, experiment, observation, analysis, comparison and reasoning. For example, we know that cow dung is a useful source of bio-gas, but how did we know about this? We became aware of the information and gain knowledge about this only through research. Research is in fact ubiquitous. The **Advanced Learner’s Dictionary** of Current English lays down the meaning of research as a careful investigation or inquiry especially through search for new facts in any branch of knowledge. **Redman and Mory (1923)** define research as a systematized effort to gain new knowledge. Some people consider research as a movement, a movement from the known to the unknown. It is actually a voyage of discovery. We all possess the vital instinct of inquisitiveness for, when the unknown confronts us, we wonder and our inquisitiveness makes us probe and attain full and fuller understanding of the unknown. This inquisitiveness is the mother of all knowledge and the method, which man employs for obtaining the knowledge of whatever the unknown, can be termed as research.

This chapter pertains to the plan and procedure for the conduct of this study. It has been divided into different sections. Each different section deals with description of design of the study, population and sample, tools used, collection of data and plan of statistical techniques used.

3.1 METHODOLOGY:

Survey method was used in the present study. Following process of the survey method was used in the present study.

3.2 DESIGN OF THE STUDY:

The study has been designed as descriptive survey in order to analyze the NIOS at secondary and Sr.secondary level by collecting information on students, counsellors and coordinators on the major areas of objectives of course, course structure, enrollment status, instructional materials, personal contact programme, assignment, examination & evaluation. As most of the findings are based on the weightage of the opinion of students, counsellors and coordinators, therefore, descriptive survey was thought out to be an appropriate technique for this study.

3.3 POPULATION FOR THE STUDY:

All NIOS Institute of Vadodara city will be the population for research.

3.4 SAMPLE:

The sample of the research will be 10th and 12th standard students of NIOS Institutes, Vadodara. Hence, the sample comprised of 100 students of NIOS.

3.5 TOOL FOR DATA COLLECTION

To conduct research, the researcher and Observation of NIOS Institute and the researcher also prepare a Schedule for the purpose and a questionnaire.

3.6 DATA COLLECTION:

The researcher collect data by Observation of NIOS Institutes, Questionnaire for Teachers and Principal by taking teaching feedback and researcher also took Interviews of the NIOS students. Firstly I made my tool with 52 items. Secondly I covert to the questionnaire in to google forms present scenario of Covid - 19. I can't take data face to face mode. Thirdly I covert in google forms and send it WhatsApp and Gmail. Fourthly I send it to Aswin khatsuria. He is coordinators of NIOS center .Aswin khatsuria and he's team collected data from the study centers. They explained to the students and counsellors the procedure of filling these tools. Lastly After collection of data, I analysis and interpreted and find the conclusion.

3.7 PROCEDURE OF DATA ANALYSIS

Investigator used a percentile and compare the data. Pearson product moment collect variable like Rural and Urban, Female and Male, Employed and Unemployed, Academic and Vocational, General, OBC, SC, SEBC, ST, and Other. The data analysis reveals that is not much various among the variable choose for the study.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

CHAPTER 4: ANALYSIS AND INTERPRETATION OF DATA

4.0 INTRODUCTION

This chapter deals with analysis and interpretation of NIOS at secondary level and Sr. secondary level in Vadodara in terms of opinion of the students by using simple descriptive statistics and presented through tables, graphs and diagrams. Questionnaires contained mostly closed type of questions. In some items, the respondent was given scope to give more than one answer. Such cases have been indicated by a note 'Provision of Multiple Response' given at the bottom of the table in which data concerning the table is analyzed. Some of the questions contained the probable answers and the students were asked to choose the appropriate response or multiple responses. Data were thoroughly scrutinized for accuracy, usefulness and completeness. These data were grouped into different categories, classes and heads according to the requirement of the study. Numerical score had been assigned to different responses and thereby the qualitative responses have been converted to quantitative data for making tabulation. The detail procedure of calculating the weightage has been described while discussing the concerned table. Simple descriptive statistics were used for analyzing the data. Percentages were calculated according to the responses. On the basis of findings the data were interpreted, discussed and conclusions were drawn.

4.1 Descriptive Statistics

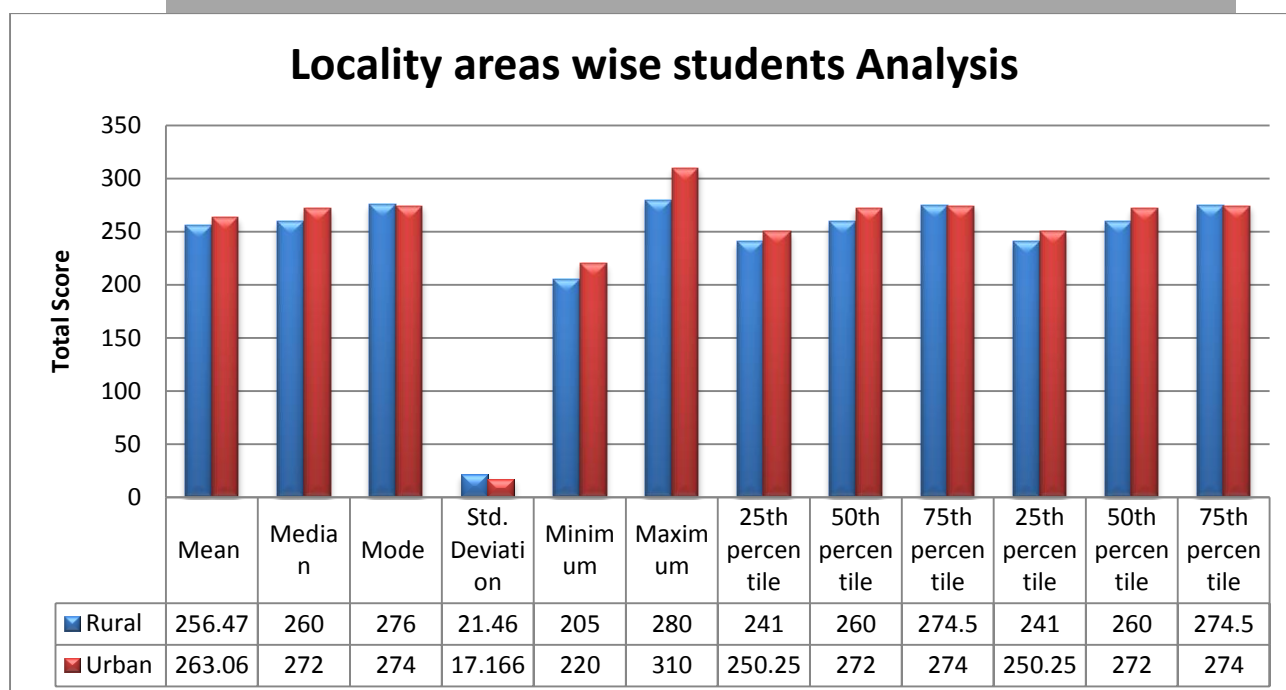
Descriptive statistics are numerical and graphical methods used to summarize data and bring forth the underlying information. The numerical methods include measures of mean, median, mode standard deviation, frequency and percentage.

TABLE 4.1.1 SHOWING RURAL AND URBAN

Descriptive Statistics				
		Total Score		
		Rural	Urban	
Valid		15	84	
Missing		0	0	
Mean		256.467	263.060	
Median		260.000	272.000	
Mode		276.000	274.000	
Std. Deviation		21.460	17.166	
Minimum		205.000	220.000	
Maximum		280.000	310.000	
25th percentile		241.000	250.250	
50th percentile		260.000	272.000	
75th percentile		274.500	274.000	
Note. Excluded 1 rows from the analysis that correspond to the missing values of the split-by variable Locality:				

- More urban students are there. Urban students are silently more than rural students.
- In analysis the mean of rural students score is found 256.467.and mean of urban students score is found 263.060.
- The median of rural students score is found 260, and the median of urban students score is found 272.
- The mode of rural students score is found 276. and the mode of urban students score is found 274.000
- The std. deviation of rural students score is found 21.460 and the std. deviation urban student's score is found 17.166.
- The Minimum rural students score is found 205 and the minimum score of urban students is found 220.
- The Maximum rural students score is found 280 and maximum urban students is found 310.
- In analysis the researcher also calculated 25th, 50th 75th percentile
- The score of rural student's 25th percentile found 241. and the score of urban students found 250.250
- The score of rural students 50th percentile found 260.and the score of urban students found 272.
- The score of rural students' 75th percentile found 274.500. and the score of urban students is found 274

4.2 Locality areas wise student's analysis



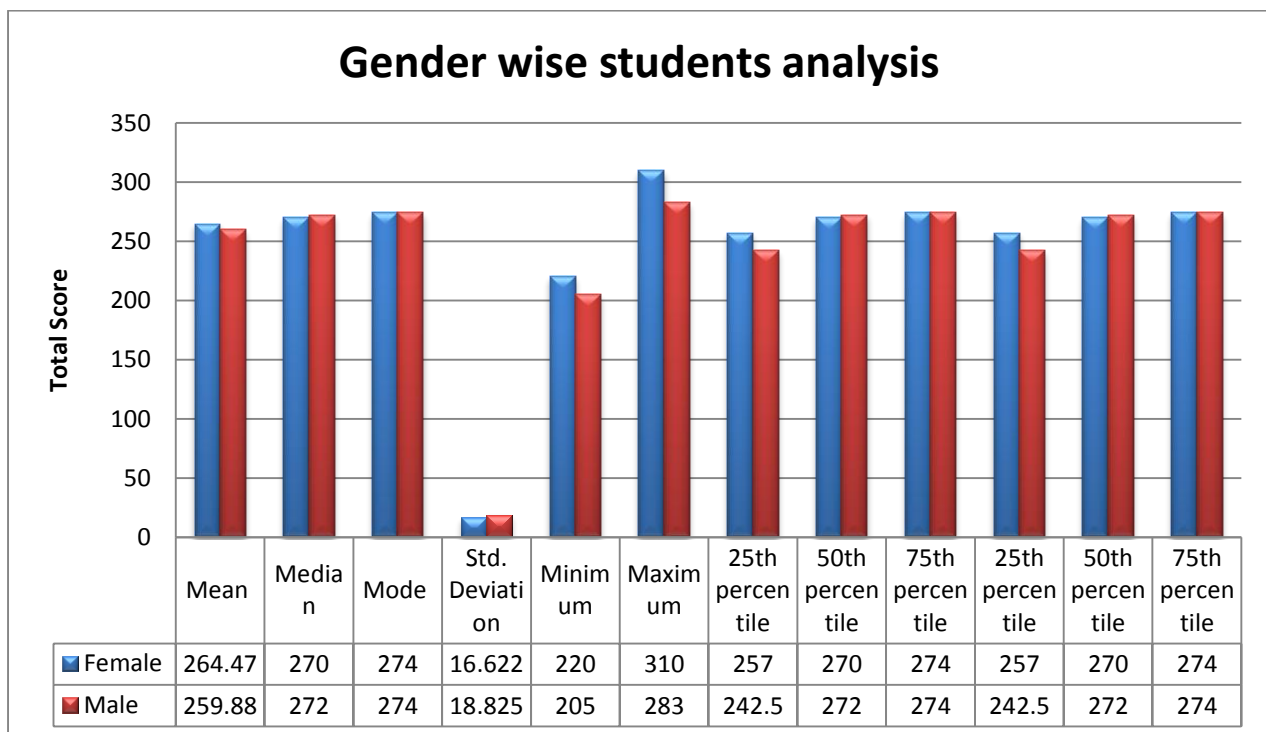
- X-axis Indicates all Measures and Y-axis indicates Total selected Score of students.
- From the above statistical data it shows that the Average score (Mean) of rural students are 256.47, median is 260, mode is 276, and S.D. is 21.46.
- From the above statistical data it shows that the Average score (Mean) of urban students are 263.06, median is 272, mode is 274, and S.D. is 17.17.

TABLE 4.1.2 SHOWING FEMALE AND MALE

Descriptive Statistics					
		Total Score			
		Female		Male	
Valid		49		51	
Missing		0		0	
Mean		264.469		259.882	
Median		270.000		272.000	
Mode		274.000		274.000	
Std. Deviation		16.622		18.825	
Minimum		220.000		205.000	
Maximum		310.000		283.000	
25th percentile		257.000		242.500	
50th percentile		270.000		272.000	
75th percentile		274.000		274.000	

- Male are slightly more than female. It is Male dominative society .so that male slightly more than female. It is national characteristics also.
- In analysis mean of female score is found 264.469 and mean of male score is found 259.882
- The median of female score is found 270 and mean of male score is found 272.
- The mode of female score is found 274.000 and mean of male score is found 274.000
- The std.deviation of female score 16.622 and std. deviation of male score is 18.825
- The minimum score of female is found 220.000 and minimum score of male is found 205.0000
- The maximum score of female is found 310.000 and maximum score of male is found 283.000
- In analysis the researcher also calculated 25th, 50th 75th,
- The score of female student's 25th percentile found 257.000nd the score of male students found 242.500
- The score of female students 50th percentile found 270.000 and the score of male students found 272.000
- The score of female students' 75th percentile found 274.000. and the score of male students is found 274.000

4.3 Gender wise student's analysis



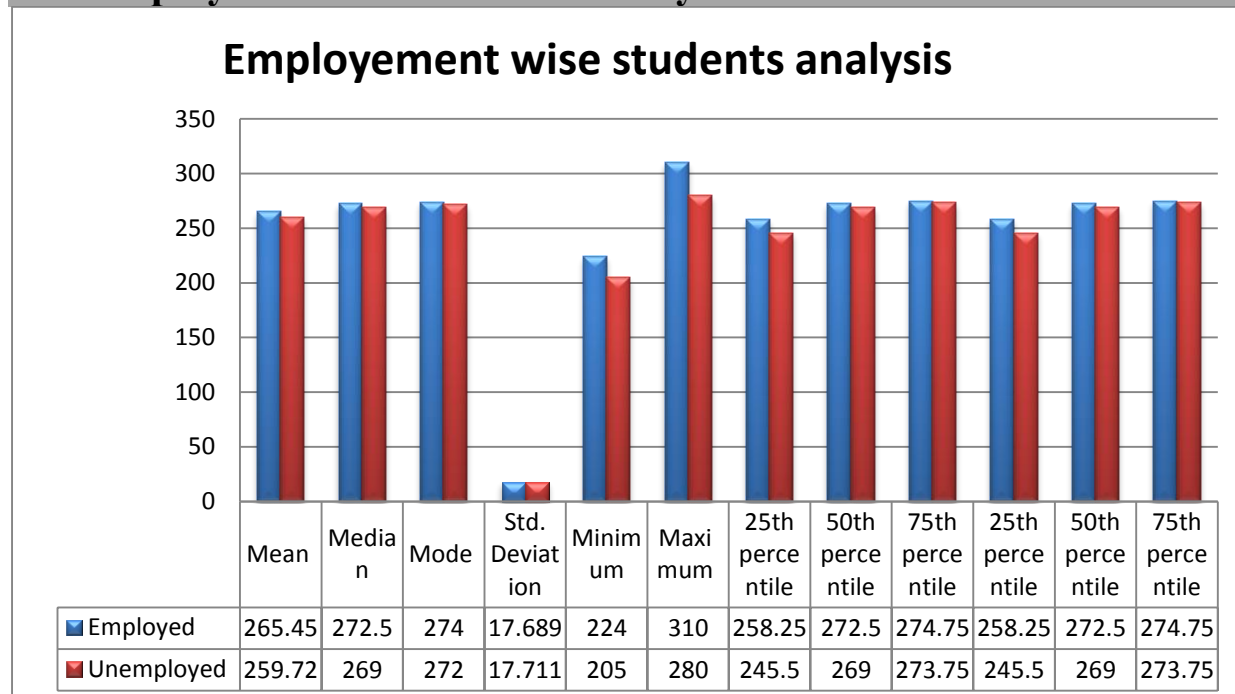
- X-axis Indicates all Measures and Y-axis indicates Total selected Score of students.
- From the above statistical data it shows that the Average score (Mean) of female students are 264.47, median is 270, mode is 274, and S.D. is 16.62.
- From the above statistical data it shows that the Average score (Mean) of male students are 259.88, median is 272, mode is 274, and S.D. is 18.83

TABLE 4.1.3 EMPLOYED AND UNEMPLOYED

Descriptive Statistics					
		Total Score			
		Employed		Unemployed	
Valid		42		58	
Missing		0		0	
Mean		265.452		259.724	
Median		272.500		269.000	
Mode		274.000		272.000	
Std. Deviation		17.689		17.711	
Minimum		224.000		205.000	
Maximum		310.000		280.000	
25th percentile		258.250		245.500	
50th percentile		272.500		269.000	
75th percentile		274.750		273.750	

- There is no significant different between employed and unemployed.
- In analysis the mean of employed students score is found 265.452 .and mean of unemployed students score is found 259.724
- The median of employed students score is found272.500 and the median of unemployed students score is found 269.000
- The mode of employed students score is found 274.000. and the mode of unemployed students score is found 272.000
- The std. deviation of employed students score is found 17.689 and the std. deviation unemployed student's score is found 17.711.
- The Minimum employed students score is found 224.000 and the minimum score of unemployed students is found 205.000
- The Maximum employed students score is found 310.000 and maximum unemployed students is found 280.000
- In analysis the researcher also calculated 25th, 50th 75th,
- The score of employed student's 25th percentile found 258.250and the score of unemployed students found 245.500
- The score of employed students 50th percentile found 272.500.and the score of unemployed students found 269.000
- The score of employed students' 75th percentile found 274.750. and the score of unemployed students is found 273.75

4.4 Employment wise student's analysis



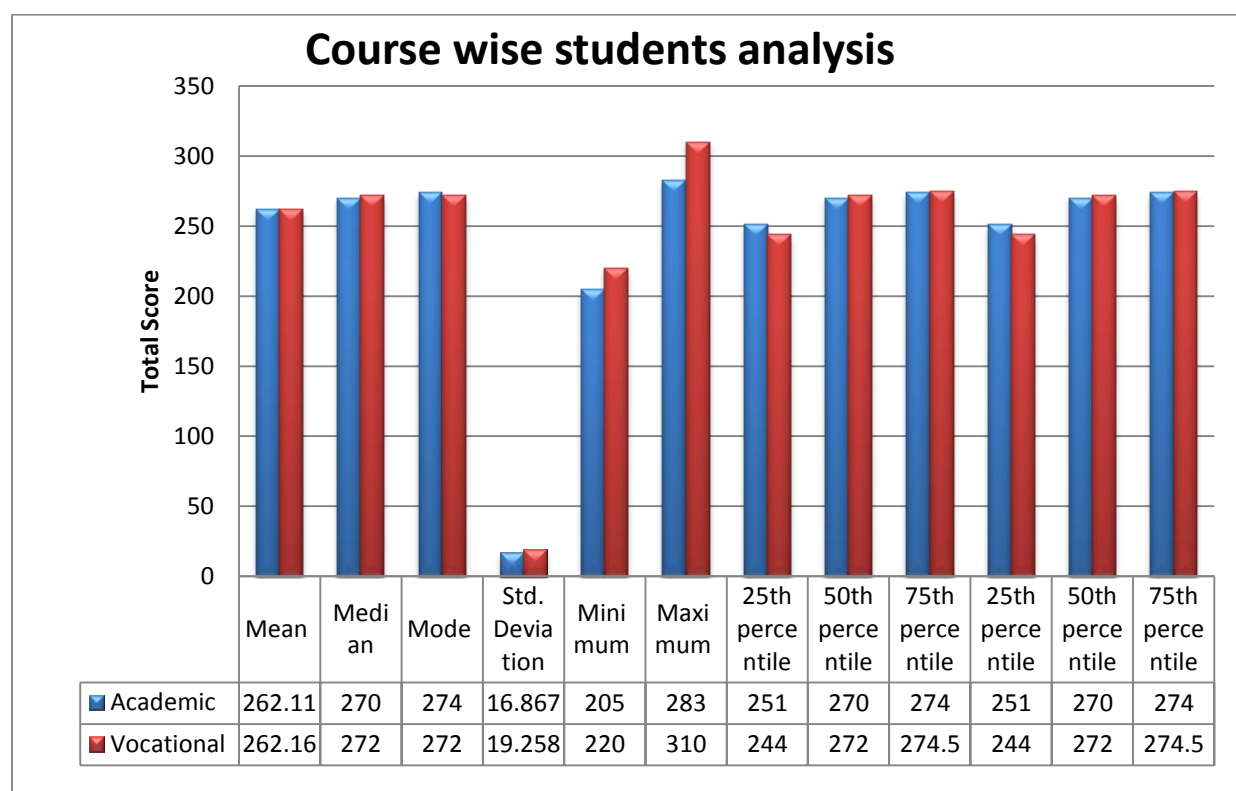
- X-axis Indicates all Measures and Y-axis indicates Total selected Score of students.
- From the above statistical data it shows that the Average score (Mean) of employed students are 265.45, median is 272.5, mode is 274, and S.D. is 17.69.
- From the above statistical data it shows that the Average score (Mean) of unemployed students are 259.72, median is 269, mode is 272, and S.D. is 17.71.

TABLE 4.1.4 COMPARISON OF ACADEMIC AND VOCATIONAL COURSE.

Descriptive Statistics					
		Total Score			
		Academic		Vocational course	
Valid		57		43	
Missing		0		0	
Mean		262.105		262.163	
Median		270.000		272.000	
Mode	^a	274.000		272.000	
Std. Deviation		16.867		19.258	
Minimum		205.000		220.000	
Maximum		283.000		310.000	
25th percentile		251.000		244.000	
50th percentile		270.000		272.000	
75th percentile		274.000		274.500	
^a More than one mode exists, only the first is reported					

- Their relatedly more close relation between Academic and vocational course. Choice of Academic is more and vocation is less.
- In analysis the mean of Academic students score is found 262.105 .and mean of vocational students score is found 272.000
- The median of Academic students score is found 270.000 and the median of vocational students score is found 272.000
- The mode of Academic students score is found 274.000. and the mode of vocational students score is found 272.000
- The std. deviation of Academic students score is found 16.867 and the std. deviation vocational student's score is found 19.258
- The Minimum Academic students score is found 205.000 and the minimum score of vocational students is found 220.000
- The Maximum Academic students score is found 283.000 and maximum vocational students is found 310.000
- In analysis the researcher also calculated 25th, 50th 75th,
- The score of Academic student's 25th percentile found 251.0000 and the score of vocational students found 244.000
- The score of Academic students 50th percentile found 270.000.and the score of vocational students found 272.000
- The score of Academic students' 75th percentile found 274.000 and the score of vocational students is found 274.500.

4.5 Course wise student's analysis



- X-axis Indicates all Measures and Y-axis indicates Total selected Score of students.
- From the above statistical data it shows that the Average score (Mean) of academic students are 262.11, median is 270, mode is 274, and S.D. is 16.86.
- From the above statistical data it shows that the Average score (Mean) of vocational students are 262.16, median is 272, mode is 272, and S.D. is 19.26

TABLE 4.1.5 DIFFERENT CATEGORIES REPRESENTED

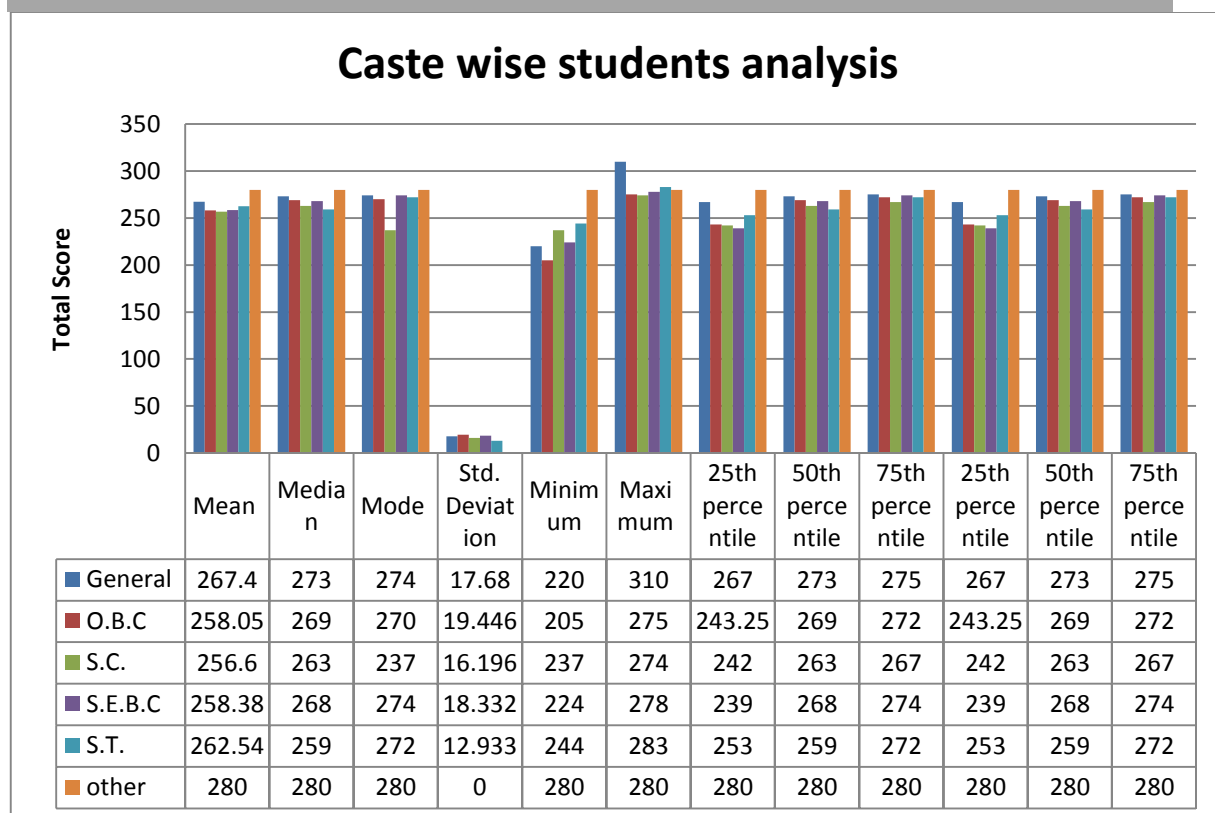
Descriptive Statistics								
		Total Score						
		General	O.B.C	S.C.	S.E.B.C	S.T.	other	
Valid		35	22	5	24	13	1	
Missing		0	0	0	0	0	0	
Mean		267.400	258.045	256.600	258.375	262.538	280.000	
Median		273.000	269.000	263.000	268.000	259.000	280.000	
Mode	^a	274.000	270.000	237.000	274.000	272.000	280.000	
Std. Deviation		17.680	19.446	16.196	18.332	12.933	Non	
Minimum		220.000	205.000	237.000	224.000	244.000	280.000	
Maximum		310.000	275.000	274.000	278.000	283.000	280.000	
25th percentile		267.000	243.250	242.000	239.000	253.000	280.000	
50th percentile		273.000	269.000	263.000	268.000	259.000	280.000	
75th percentile		275.000	272.000	267.000	274.000	272.000	280.000	

^a More than one mode exists, only the first is reported

- Here the other categories more than all other categories. Then general categories significant. Then comes S.T, .then comes O.B.C, then comes S.E.B.C, and SC.
- Main important categories prominent are other, general, ST and O.B.C.
- S.T, SC and S.E.B.C are very less on number and their probation also less. They are drop down. You can see the data they're studies not completed.
- They get some jobs, some other factors counted so they don't studies.
- The students belong to general category have mean 267.400 median 273.000 mode 274.000 standard deviation 17.680.
- The minimum score is 220.000 and the maximum score is 310.000.
- The students belong to O.B.C category have mean 258.045 , median 269.000 , mode 270.000 ,standard deviation 19.446
- The minimum score is 205.000 and the maximum score is 275.000.
- The students belong to S.C. category have mean 256.600 , median 263.000 , mode 237.000 standard deviation 16.196

- The minimum score is 237.000 and the maximum score is 274.000.
- The students belong to S.E.B.C category have mean 258.375 median 268.000 mode 274.000 standard deviation 18.332
- The minimum score is 224.000 and the maximum score is 278.000.
- The students belong to S.T. category have mean 262.538 ,median 259.000 , mode 272.000 standard deviation
- The minimum score is 12.933 and the maximum score is 283.000.
- The students belong to other category have mean 280.000 , median 280.000 , mode 2280.000 standard deviation Nan .
- The minimum score is 280.000 and the maximum score is 280.00
- In analysis the researcher also calculated 25th, 50th 75th %
- In 25th percentile score found general 267.000, O.B.C. 243.250, S.C. 242.000 S.E.B.C. 239.000 S.T. 253.000, Other 280.000.
- In 50th percentile score found 273.000 O.B.C 269.000, S.C. 263.000, S.E.B.C. 268.000, S.T. 259.000 and other 280.000.
- In 75th percentile score found general 275.000, O.B.C 272.000, S.C. 267.000, S.E.B.C. 274.000 , S.T. 272.000 , other 280.000

4.6 Caste wise student's analysis



^a More than one mode exists, only the first is reported

- X-axis Indicates all Measures and Y-axis indicates Total selected Score of students.
- From the above statistical data it shows that the Average score (Mean) of General Caste students are 267.4, median is 273, mode is 274, and S.D. is 17.68.
- From the above statistical data it shows that the Average score (Mean) of O.B.C. Caste students are 258.05, median is 269, mode is 270, and S.D. is 19.45.
- From the above statistical data it shows that the Average score (Mean) of S.C. Caste students are 256.6, median is 263, mode is 237, and S.D. is 16.2.
- From the above statistical data it shows that the Average score (Mean) of S.E.B.C. Caste students are 258.38, median is 268, mode is 274, and S.D. is 18.33.
- From the above statistical data it shows that the Average score (Mean) of S.T. Caste students are 262.54, median is 259, mode is 272, and S.D. is 12.93.
- From the above statistical data it shows that the Average score (Mean) of other Caste students are 280, median is 280, mode is 280, and S.D. is NaN

4.7 Co relational Analysis at 0.05 level of significance among different variables:

	<i>Male</i>	<i>Female</i>	<i>Rural</i>	<i>Urban</i>	<i>Employed</i>	<i>Unemployed</i>	<i>Academic</i>	<i>Vocational</i>	<i>Gen</i>	<i>OBC</i>	<i>SC ST SEBC</i>
Male	1.000										
Female	0.306	1.000									
Rural	0.001	-0.498	1.000								
Urban	0.045	0.086	0.174	1.000							
Employed	0.252	0.256	-0.221	0.038	1.000						
Unemployed	0.292	0.330	0.018	0.049	0.257	1.000					
Academic	0.296	0.118	0.166	0.216	0.261	0.089	1.000				
Vocational	0.164	0.396	-0.451	-0.195	0.125	0.293	-0.105	1.000			
Gen	0.064	0.384	-0.489	0.081	0.030	0.163	0.056	0.316	1.000		
OBC	-0.032	-0.242	0.147	-0.115	-0.195	0.175	0.047	-0.004	0.316	1.000	
SC ST SEBC	0.172	0.430	-0.673	-0.203	0.136	0.179	0.178	0.196	0.285	-0.089	1.000

- Correlation between male and female is found to be 0.306 at 0.05 level of significance, which shows that scores of male and female are positively correlated.
- Correlation between employed and unemployed is found to be 0.257 at 0.05 level of significance, which shows that scores of male and female are positively correlated.
- Correlation between urban and rural is found to be 0.174 at 0.05 level of significance, which shows that scores of male and female are positively correlated.
- Correlation between academic and vocational is found to be -0.105 at 0.05 level of significance, which shows that scores of male and female are negatively correlated.
- Correlation between General and OBC is found to be 0.316 at 0.05 level of significance, which shows that scores of male and female are positively correlated.
- Correlation between General and SC ST SEBC is found to be 0.285 at 0.05 level of significance, which shows that scores of male and female are positively correlated.
- Correlation between OBC and SC ST SEBC is found to be -0.089 at 0.05 level of significance, which shows that scores of male and female are negatively correlated.

CHAPTER 5

SUMMARY, DISCUSSION AND CONCLUSION

CHAPTER 5: SUMMARY, DISCUSSION AND CONCLUSION

5.0 INTRODUCTION

This chapter presents the summary of the entire study, major findings of the present study, discussions of the major findings and suggestions for the future endeavors. The findings are drawn out from the analysis of the data and the interpretations of the data arrived from the data analyzed. The findings of the study are based on the responses of NIOS learners, in Vadodara student support services, assignment and examination and evaluation. This chapter also includes the educational implications and recommendations for further research.

5.1 OVERVIEW OF STUDY

SI NO	OBJECTIVIES	SAMPLE	TOOLS	DATA COLLECTION PROCEDURE	ANALYSIS PROCEDURE
01	To study the of NIOS programme in Vadodara	–	Website Journals, Books and Magazine	Website of NIOS, Head Office of NIOS, Regional Office of NIOS.	–
02	To assess the status of programme NIOS with reference to objectives of the course, course structure, organizational pattern, enrolment status, instructional materials, and student support services, assignment, examination and evaluation.	100 students.	Questionnaire for students.	–	Percentage
03	To Study reaction of students towards different aspects of NIOS programme in Vadodara.	100 students	Questionnaire for students.	–	Percentage
04	To suggest measures for the improvement of NIOS programme in Vadodara	100 students	Questionnaire for students.	–	Percentage

5.2 STATEMENT OF THE PROBLEM:

Developing awareness about NIOS in 10 and 12 standard and vocational programme.

5.3 RESEARCH OBJECTIVES:

To study the vocational programs are conducted in the NIOS of Vadodara.

To evaluate the students' learning

To find the reasons behind the dropouts

To identify the educational needs of the youth in the state who are outside the formal stream of school education.

To help the students who are the dropouts.

5.4 RESEARCH QUESTIONS:

What vocational programs are conducted in the NIOS of Vadodara?

What are the students learning in NIOS?

What are the dropouts?

How many dropouts are reported and why?

What are the educational needs of the youth in the state who are outside the formal stream of school education?

5.5 DELIMITATIONS OF THE STUDY:

The study will be conducted for the Vocational program of 10th and 12th standard NIOS students of Vadodara city.

5.6 DEFINITION OF TERMS:

Dropouts: Someone who leaves school or colleges without finishing their course of study.

Vocational courses: The definition of vocational is something related to employment or work.

5.7 RESEARCH METHODOLOGY:

Survey method was used in the present study. Following process of the survey method was used in the present study

5.8 HYPOTHESIS:

Ho1 There will be no significant relationship in between rural and urban students of NIOS.

Ho2 There will be no significant relationship in between academic and vocational courses.

Ho3 There will be no significant relationship between male and female.

Ho4 There will be no significant relationship between employed and unemployed.

Ho5 There will be no significant relation between O.B.C, S.C, S.E.B.C., S.T and other.

5.9 DESIGN OF THE STUDY:

The study has been designed as descriptive survey in order to analyze the NIOS at secondary and Sr.secondary level by collecting information on students, counsellors and coordinators on the major areas of objectives of course, course structure, enrollment status, instructional materials, personal contact programme, assignment, examination & evaluation. As most of the findings are based on the weightage of the opinion of students, counsellors and coordinators, therefore, descriptive survey was thought out to be an appropriate technique for this study.

5.10 POPULATION FOR THE STUDY:

All NIOS Institute of Vadodara city will be the population for research.

5.11 SAMPLE:

The sample of the research will be 10th and 12th standard students of NIOS Institutes, Hence, the sample comprised of 100 students of NIOS.

5.12 TOOL FOR DATA COLLECTION

To conduct research, the researcher will do Observation of NIOS Institute and the researcher will also prepare a Schedule for the purpose and a questionnaire.

5.13 PROCEDURE OF DATA COLLECTION

The researcher will collect data by Observation of NIOS Institutes, Questionnaire for Teachers and Principal by taking teaching feedback and researcher will also take Interviews of the NIOS students. Firstly I made my tool with 52 items. Secondly I covert to the questionnaire in to google forms present scenario of Covid - 19. I can't take data face to face mood. Thirdly I covert in google forms and send it WhatsApp and Gmail. Fourthly I send it to Aswin khatsuria. He is coordinators of NIOS center .Aswin khatsuria and he's team collected data from the study centers. They explained to the students and counsellors the procedure of filling these tools. Lastly After collection of data, I analysis and interpreted and find the conclusion.

5.14 DATA ANALYSIS

Investigator views percentages used and compare the data.

The Pearson product moment correlation was find out variable rural and urban, female and male , employed and unemployed , academic and vocation course , General , OBC, SC, SEBC, ST, other.

The data analysis reveals that there is not much variable among the variable chosen for the study.

5.15 FINDINGS BASED ON ADMISSION AND ENROLMENT

Friends, parents, teachers and newspaper advertisements were the first source of information for students about NIOS programme.

With the help of study center the students took admission in the NIOS programme.

The people are attracted towards NIOS course only for the reasons to acquire degree with less expenses, acquire knowledge and expecting sure success.

Most of the students paid extra money on the conduct of practical classes.

NIOS gives preference to female candidates, rural group students, SC & ST and handicapped persons for admission.

Decentralized network of study centres are followed for admission in academic course and vocational course in NIOS.

✓ OBSERVATION

The NIOS should conduct admission by planning to introduce 'walk in admissions' i.e. possible at any time of year.

More decentralization should be done with regard to admission.

The data regarding students' admission should be available at Regional Centre

5.16 FINDINGS BASED ON COURSE STRUCTURE

The students have taken admission in distance mode to acquire knowledge and develop potentialities. NIOS satisfies the academic needs, provides flexible choices for learner, facilitates better job opportunity, promotes social status and gives instant pleasure while reading. There is more emphasis on theory papers in comparison to practical.

Due to presentation, explanation of different concepts, number of examples, number of figures and illustrations, comprehensiveness and quality of print, students are satisfied with the aspects of course materials. NIOS course produce more job & facility and provides self-satisfaction. In NIOS centers, sometimes the teacher acts as a substitute for course material. Therefore, faculty is not appointed on regular basis, rather expert faculty is hired for writing and developing course material. Guest faculty is engaged in the contact programmes for face-to-face interaction with students.

✓ **OBSERVATION**

Students have suggested that television, video, telephone; computer and internet facilities should be provided to them.

The number of days for counseling and PCP session should be increased.

Library facility along with issue of books should be available to students till the completion of course.

Campus selection should be made to improve the motivation of students and to ensure job security.

NIOS should develop new courses, which can generate employment for students.

The career and job prospective of a course to be notified and publicity to be made before admission.

5.17 FINDINGS BASED ON INSTRUCTIONAL MATERIALS

Print materials are mostly used by the student of NIOS programme. Reading materials of NIOS are highly appreciated by the students as the reading materials possess title of the topic objectives of the lesson, introduction, selection of the content, key words in bold capital letters, matters presented in diagram, chart & table, model questions and answers and relevant examples. Text books and reference books are used by majority of students whereas journals and workbooks are never used.

Students receive the reading materials once in a year from the institution.

The instructional materials provided by accredited institutions are adequate, useful examination oriented and knowledge based.

✓ **OBSERVATION**

As per students view, course material should be revised according to the current needs of that course.

Illustrations should be easier from language point of view.

Print materials should be supported with more facts, charts, maps, graphs, pictures and diagrams. Number of model questions and answers should be increased.

All the NIOS Centres should provide self-instructional print materials to the students.

5.18 FINDINGS BASED ON STUDENT SUPPORT SERVICE

Most of the NIOS centres in Vadodara provide study center, academic counselling and personal contact programme (PCP) facilities to the learner.

Library facilities, guidance facilities and counselling facilities are very unsatisfactory in most of the NIOS center.

The PCP and counselling initiate the learners to proper learning and helps them to solve difficulties, find out important questions for examinations and know about additional reference materials.

Most of the students view that the PCP does not containing multimedia facility.

The counseling and PCP sessions are not sufficient.

Most of the students got information about PCP through hand-book and Notice board of the study center.

Tutor Marked Assignments (TMAs) are submitted regularly in each subject.

Five practical sessions and audio-video programmes are not sufficient for students.

Personal attention is essential in PCP classes.

The coordinators viewed that students do not come prepared with relevant doubts and there is a lack of seriousness towards regularity in attending counseling.

✓ OBSERVATION

Study materials should be received by the students in time.

The number of days for counselling and PCP sessions be increased.

There is a need to improve the quality of counselling.

The study centers should arrange the multimedia facilities for the students.

All the audio-video cassettes should be provided to the study center so that student can get facility even if there is no counselling for them.

Adequate library facilities should be arranged for students with standard text and reference books.

Advance information on the topic should be provided.

Study center should be set up near the residence of the students. E-content should be developed on NIOS Course.

Required information should be given via student's e-mail & mobile phone.

Counselling allowance for part time academic counsellors and tutors should be increased.

At least one tutor should be present at the study center daily at fixed hours.

5.19 FINDINGS BASED ON ASSIGNMENT

Assignments help the students to modifying answers, check errors, encourage to improve response in future, and enable to guide their own standard, secure good marks grade in the final term-end examination. '

Assignment questions are not understood by the students.

The number of assignment given is inadequate.

Assignment helps the students to improve the skill of reasoning.

The coordinators viewed that the assignment helps the students to develop proper learning habits and study skills.

Students are not serious in submitting assignment regularly within stipulated time.

Academic facilitators are not motivated to accept the responsibility of evaluating the assignments as the reward is meager.

✓ OBSERVATION

Adequate learning materials should be supplied for the preparation of assignment by tutors. Assignments should be evaluated with some constructive suggestions.

Model answer and evaluation procedure for assignment should be provided to the learners and evaluators.

Duration of submitting the assignment should be increased.

Training and orientation be provided to evaluators regarding evaluation of assignment.

5.20 FINDINGS BASED ON EXAMINATION AND EVALUATION

The existing examination system helps in identifying learning difficulties.

Limited time is given for preparation.

The study materials are sufficient for securing good marks in public examinations.

On Demand Examination System (ODES) is appropriate for learners.

The subjectivity in evaluation are conducted.

There is no difficulty in conducting examination once in a year.

The delay in publication of result is a major problem.

✓ **OBSERVATION**

Sufficient time should be given for preparation.

Oral examination should be given weightage in final examination.

Evaluation should be based on marking besides grading.

Examination centers should be held on nearby Schools / Colleges.

The Centre Superintendent should be appointed by NIOS, necessarily not from parental Schools / Colleges, where there is study center.

Valuation and publication of results should be in time.

Questions should be specific, clear and criterion based.

Questions and activities included in student assignments should be specific and precise and should demand high order cognitive capabilities, like application, synthesis and organization.

5.21 CONCLUSION:

From the above study it was found that the course offered by the distance mode in NIOS are difficult in comparison to courses offered by formal mode.

It was also found that library facilities, counselling facilities are unsatisfactory, counselling and PCP sessions are not sufficient, there is lack of personal attention in most of distance education centers opened by NIOS.

It can be concluded that NIOS authorities should take necessary steps to remove these obstacles for expansion of programme education in distance mode.

✓ **SUGGESATIONS FOR FURTHER STUDIES**

The investigator out of his own experiences from the present study, strongly feels that researches conducted earlier on distance mode have not so far brought much impact on the total system.

The present study has covered most of the aspects of NIOS still a detailed study should be undertaken on many other important aspects like quality of programme, quality of instructional material etc,

Quality of student support services provided, impact of NIOS programme in tribal region, comparative study of technical education through formal and distant mode, benefit of NIOS programme in terms of cost etc.

Various characteristics of NIOS programme like study habits, perception, self-concept, achievement etc can be investigated.

A more comprehensive study of problems of learners in terms of employment status and age may be taken up.

A more comprehensive study of development and validation of self-instructional material for NIOS programme, impact of multi-media strategies on NIOS and organizing well-managed student support services may be taken up for the improvement of the NIOS programme in Vadodara.

APPENDICES

GENERAL INFORMATION:

01. Name :

02. Class: Secondary / Sr. Secondary

03. Enrollment No:

04. Employment Status: (a) Employed () (b) Unemployed

Which course are you enrolled in now? Write the name of the course

05. Age:

06. Sex: (a) Male () (b) Female

07. Marital Status: (a) Married () (b) Unmarried

08. Whether you belong to (a) S.C. () (b) S.T. (c) O.B.C. { } (d) S.E.B.C. () (e) General Are

09. You handicapped person? Yes / No

10. Locality: (a) Rural () (b) Urban

12. Name of the Educational Institution,

Address and Phone number:

13. Residential Address:

14. Which course are you enrolled in now? Write the name of the course

OBJECTIVES OF THE COURSE AND ADMISSION:

Please give answer to the following questions by putting (V) Tick marks. (1) How far do you think that the objectives of the distance education systems are fulfilled?

Sr No	Objectives	To large extent	To some extent	Not at all
A	To advance and disseminate learning and knowledge by diversity of means.			
B	To provide opportunities for higher education to large segment of population			
C	To democratic education			
D	To promote the educational wellbeing of the community			
E	To ensure equality of educational opportunities			
F	To provide educational opportunities at doorstep			
G	To bring uniformity in the system of education at higher level			
H	To bring a balance between conventional system of education and education through distance model			

2) Where did you get information about the Course of NIOS Programme?

- a. Through an advertisement ()
- b. Through friends ()
- c. Through teachers ()
- d. Through parents / family members ()
- e. Through newspapers ()
- f. Through radio announcement ()
- g. Through television ()
- h. Through NIOS study center notice board ()
- i. Any other (please specify)

(3) Which procedure have you followed to take admission?

- a. Register yourself online directly ()
- b. With the help of regional center ()
- c. With the help of study center / facilitation center ()

(4) What are the reasons for taking admission in NIOS course?

- a. Expecting sure success ()
- b. To acquire degree or certificate with less labor ()
- c. To acquire degree or certificate with less expenses ()
- d. Getting no other attentive for further studies ()
- e. To obtain social recognition or status ()
- f. To enjoy the Autonomy of learners
- g. Due to flexibility and suitability of time, age, examination systems ()
- h. To acquire knowledge ()
- i. To develop own potentiality ()
- j. Any other (Please specify)

(5) Why did you choose this institution as study center?

- a. Had to do household work during school hours ()
- b. Was employed ()
- c. Suited my work ()
- d. A less fee structure physically challenged could not join any school ()
- e. Quality and reputation of the institution ()
- f. Had no other choice ()
- g. A physically challenged ()
- h. Any other (Please specify)

(6) Which media do you find the most useful?

- a. Regional Newspaper ()
- b. National Newspaper ()
- c. Television ()
- d. Radio ()
- e. Any other (please specify) _____

(7) Do you pay extra money after taking admission?

- a. Receiving study materials ()
- b. PCP classes ()
- c. Issue on identity card ()
- d. Conduct on practical classes ()

(8) Are you satisfied with the facilities given to you by NIOS? If yes, Why reasons?

- a. Choice of subjects ()
- b. Integration of vocational subjects with academic subjects ()
- c. Transfer of credits ()

(9) Do you think more preference should be given to the different learners of NIOS? If Yes, Who should get more preference?

- a. Female candidate ()
- b. Rural group of students ()
- c. Persons in job / occupation ()
- d. SC and ST ()
- e. Handicapped ()
- f. Any other (please specify) _____

COURSE STRUCTURE:

(10) To what extent do you get benefits from the existing course structure?

Sl. No	Benefits	To large extent	To some extent	Not at all
A	It satisfies our academic needs			
B	It facilitates better job opportunities			
C	It provides flexible choices for learners			
D	It promotes our social status			

(11) Are you satisfied with the following aspects of course Materials and what extent?

Sl. No	Items	To large extent	To some extent	Not at all
A	Presentation			
B	Explanation of different concepts			
C	Number of examples			
D	Number of figures and illustration			
E	Comprehensiveness			
F	Quality of printing			
G	Clarity of thoughts or ideas			
H	Language style			

(12) In your opinion, what should the criteria for admission in to distance education course?

Sl. No	Benefits	To large extent	To some extent	Not at all
A	Academic qualification			
B	Individual assessment by interview board			
C	Entrance Test			
E	Job experience			
F	No prior academic qualification			

INSTRUCTIONAL MATERIALS:

(13) What type of instructional materials are used in your course?

- a. Print materials ()
- b. Audio materials ()
- c. Video materials ()
- d. Print with audio support ()
- e. Print with Audio-visual system ()

(14) To what extent do you appreciate the following aspects of reading materials of NIOS?

Sr.no	Aspects	To large extent	To some extent	Not at all
A	Title of the topic			
B	Objectives of the lesson			
C	Introduction			
D	Selection of the content			
E	Logical sequence of subject matter			
F	Presentation of content			
G	Key words in bold capital letters			
H	Matters presented in diagram, chart and table.			
I	Model questions and answers			
J	Relevant examples cited Self-assessment			
K	Question			

(15) What can be used besides the materials provided by NIOS?

Frequently Sometimes Not at all

- a. Text Book () () ()
- b. Reference Book () () ()
- c. Journal () () ()
- d. Magazines and Newspapers () () ()
- e. Model answer books () () ()
- f. Work books
- g. Any other (please specify) () () ()

(16) When does the institution provide reading materials to you?

- a. At the time of admission ()
- b. Once in a year ()
- c. Regular interval of 2/3 months ()
- d. Quarterly in a session () e. Irregular ()

(17) What suggestions would you like to give for the improvement of the course materials?

- a. Course materials should be written in the regional language ()
- b. Contents matter should be supported with more facts, charts, maps, graphs, pictures, diagrams etc. ()
- c. Name of the title, unit, sub-unit and pictures should be presented in colored form ()
- d. Number of model questions and answers should be increased ()
- e. Appropriate situational examples should be given ()
- f. Any other (Please specify)

(18) In your opinion, what more facilities should be provided by NIOS?

- a. Radio and Tape Recorder ()
- b. T.V, interactive T V. ()
- c. Audio and video programme ()
- d. Computer, internet and e-mail ()
- e. Seminar and group discussion ()
- f. Study tour, excursion and picnic ()
- g. Contact session ()
- h. Academic counseling ()
- i. Any other (Please specify)

(19) Have you avail the following facilities provided by NIOS?

Sl. No.	Media facilities	Always	Sometimes	Not at all
A	Radio lesson tape recorder			
B	T.V. / Tape Recorder			
C	Audio / Video programme			
D	Computer			
E	Seminar / Symposium and Group discussion			
F	Study tour / Excursions / Picnic			
G	Academic counseling			

(20) When does the Institution provide you the detailed syllabus?

- a. Before admission ()
- b. After admission ()
- c. Some days after the admission ()
- d. Just before the starting of contact programme ()

(21) When did you get the self- learning materials?

- a. Just after admission ()
- b. Before the PCP ()
- c. After the PCP ()
- d. Any other (please specify)

(22) Do you think that the self- learning materials required improvement in terms of making it?

- a. More comprehensive ()
- b. More structured ()
- c. Simplified in language ()
- d. Any other (please specify)

(23) Do you find any difficulty, while Referring to following materials?

(Yes / No) If yes, give your opinion

- a. Definitions and terms were not adequately clarified ()
- b. Lessons were written in complex style ()
- c. Lack of explanations with examples ()
- d. Lengthy presentation ()
- e. Too many printing mistakes ()

(24) How often do you avail yourself getting the opportunity of using the following materials?

Sl. No	Materials	Most frequently	Frequently	Not at all
A	Hand books			
B	Student programme guide			
C	Reference book			

25) To what extent do you face difficulties in utilizing the following facilities?

Sl. No	Facilities	To large extent	To some extent	Not at all
A	Radio lessons			
B	T V. lessons			
C	Audio cassette programme			
D	Video cassettes			
E	Computer assisted learning			

(26) What do you suggest for the improvement of media services of distance education institutions?

- a. The audio and video cassettes should be provided to the entire students ()
- b. The programmes should be dubbed to regional languages ()
- c. Programme should be based on regional culture ()
- d. Presentation should be made taking the reality in to consideration ()
- e. Radio programmes should be broadcasted in regional Languages ()
- f. Telecast time should be changed ()
- g. Computer assisted instruction should be provided ()
- h. Computer network to be made ()
- i. Any other (Please specify)

STUDY CENTRE, PERSONNEL CONTACT PROGRAMME & STUDENT SUPPORT SERVICES:

(27) To what extent the following facilities do you utilize at the study center?

SL. NO	Items	To large extent	To some extent	Not at all
A	Library facilities			
B	Laboratory facilities			
C	Photo copies			
D	Uses of charts			
E	Uses of models			
F	Other teaching aids			
G	Guidance Facilities			
H	Counseling Facilities			

(28) Which media do you find the most useful?

- a. Print media ()
- b. Radio ()
- c T.V. ()
- d. Teleconferencing ()

(29) To what extent do these following services provide you at study center?

SI No.	Services	To large extent	To some extent	Not at all
A	Issuing prospectus at the prescribed cost			
B	Accepting the examination form and fees			
C	Holding 30 PCP classes			
D	Counselling to solve your problem / queries related to the course			
E	Accept application for change of subject or additional subjects and forward the same to the Regional center of NIOS.			
F	Information the dates of payment of fees, examination, date sheet, examination center and important information			
G	Display the results			

(30) To what extent are you satisfied with the service provided by the institution?

SI No	Service	To large extent	To some extent	Not at all
A	Enrolment			
B	Fees payment			
C	Face to face tutorials			
D	Receiving marked assignment from the tutors			
E	Library facilities			
F	Organization of examination			

(31) What do you suggest for the better utilization of study center?

- a. Contact programme should be intimated with in advance { }
- b. Study Centre should be opened more in number ()
- c. Number of days for academic counseling programme should be increased ()
- d. Academic facilitators should be appointed at the study center on a full time basis ()
- e. Well-equipped library, laboratory related mechanical gadgets should be provided ()
- f. Any other (Please specify)

(32) In your opinion, what is the purpose of attending the contact session?

SL. No	Items	To large extent	To some extent	Not at all
A	Difficulties would be solved			
B	Full course would be taught			
C	To find out important questions for examinations			
D	To keep pace with the progress made by others e. To know about additional reference materials			
E	To know about additional reference materials			
F	To meet the fellow learners			
G	To collect course materials			

(33) How often do you attend the PCP in one academic year?

- a. Once a week during counselling ()
- b. Once a month ()
- c. Fortnightly ()
- d. Occasionally ()
- e. Not at all ()

(34) During the contact programme, what type of difficulties have you faced?

- a. Not well informed in advance ()
- b. Long distance to reach at PCP ()
- c. Not availing multimedia facility ()
- d. Not in proper time ()
- e. Any other (Please specify)

(35) How did you intimate about contact programme?

- a. Postal communication ()
- b. By personally contacting the study center ()
- c. Through Hand-Book ()
- d. Telephone communication ()
- e. Notice board of the study center ()
- f. Any other (Please specify)

(36) When do you get intimation about the contact programme?

- a. At the time of admission ()
- b. Well before the starting contact programme ()
- c. Just fifteen days before the contact programme ()

(37) To what extent do you perceive academic contact programme?

SL. No	Items	To large extent	To some extent	Not at all
A	Clarifying difficulties on different topics			
B	Participating in group discussion in among yourselves			
C	Participating in question answer sessions			
D	Getting feedback for your progress in self-studies			
F	Getting guidance for reference Library further studies			
G	Getting guidance for preparing lesson plan			

(38) To what extent does a teacher use the instructional materials during the PCP session?

Sl. No.	Items	To large extent	To some extent	No at all
A	Guide Books			
B	Models			
C	Charts			
D	Reference Books			
E	Specimen			
F	Audio Cassettes			
G	Video Cassettes			
H	Group Discussions			
I	Dictation Novels			

(39) What do you suggest for the improvement of PCP?

- Advance information on the topic should be taught ()
- Study center should be set up near their residence ()
- PCP classes should be more ()
- Number of books on NIOS topic to be kept in the library { }
- E-content should be developed on NIOS course ()
- Required information should be given on students' e-mail & mobile phone ()

(40) How many PCP classes are conducted for each subject?

- 20 ()
- 25 ()
- 30 ()
- 35 ()

(41) To what extent are you satisfied with the following aspects or PCP?

SI .No	Items	To large extent	To some extent	Not at all
A	Suitability of timing of contact session			
B	Duration of content lessons			
C	Teacher student contact during these session			
D	Following of the time table			
E	Counselling & guidance provided to the learner			

ASSIGNMENT

(42) To what extent do you get from the assignment system?

SI. No	Benefits	To large extent	To some extent	Not at all
A	It helps in modifying your answers			
B	It checks your error c. It encourages to improve our response in future			
C	It encourages to improve our response in future			
D	It enables us to guide your own standard			
E	It helps to secure good marks/grades in the final term and examination			
F	It helps in removing doubts and mistakes h. It helps in learning the subjects			
I	Any other (please specify)			

(43) What sort of difficulties do you face in your assignment work?

- a. Assignments are not given in time ()
- b. Duration for submitting the assignment is not adequate ()
- c. Assignments are not well understood ()
- d. Project work is expensive ()
- e. Not getting adequate guidance from the tutors / counsellors ()
- f. Questions are not from the content of instructional materials ()
- g. Do not get enough time to write the answer { }
- h. Assignments are not really helpful to me for examination ()
- i. Assignments are not sincerely evaluated ()

(44) To what extent does TMA helps you?

- a. You are satisfied with comments ()
- b. They are personally written printing ()
- c. The comments are very general ()
- d. The comments help me correct my defects ()
- e. They help me in learning better { }
- f. They guide me about additional reference materials ()

EXAMINATION

(45) Does your study center make certain announcement through the notice-board regarding the examination?

Yes ()

No ()

(46) To what extent the present evaluation system is suitable to you?

Sl. No	Aspects	To large extent	To some extent	Not at all
A	The lesson scripts and study materials are sufficient for securing good marks			
B	Attending PCPs are essential for distance education course			
C	The existing examination system helps in identifying learning difficulties			

(47) What difficulties do you face in present system of evaluation?

- a. Examination is held for frequently ()
- b. Subjectivity in evaluation ()
- c. Limited time give for preparation ()
- d. No appropriate linkage between learning materials, media activities in the examination ()

(48) What should you suggest for the improvement of examination system of NIOS?

- a. Sufficient time should be given for preparation
- b. Evaluation should be encouraged through group activity / pure evaluation
- c. Oral examination should be given weight age in final examination
- d. Any other (Please specify)

Some statements are given below. Please put (V) marks on the scale which best

49) COURSE STRUCTURE:

Sl. No	Items	To large extent	To some extent	Not at all
A	The course offered through distance mode are more difficult than courses of formal mode.			
B	There is more emphasis on theory papers than practical			
C	This course produce more job facility			
D	It provides self –satisfaction			

50) INSTR.UCTIONAL MATERIALS:

SL. No	Aspects	To large extent	To some extent	Not at all
A	The instructional materials provided by accredited institutions are adequate for learner's			
B	The instructional materials need revision and improvement			
C	The instructional materials supplied to learners are useful			
D	The instructional materials are examination oriented			
E	The instructional materials are knowledge based			

51) STUDENT SUPPORT SERVICE:

SL. No	Items	To large extent	To some extent	Not at all
A	Tutor Marked Assignments are submitted regularly in each subject			
B	PCPs are useful to students			
C	Five practical sessions are in sufficient to help properly to students.			
D	Personal attention is essential in PCP classes			
E	Teacher- Student rapport is satisfactory g- PCP can initiate the learners towards proper learning.			
F	Audio and video programmes are not sufficient to students			

52) SUGGESTIONS FOR IMPROVEMENT OF STUDENT SUPPORT SERVICE:

Sl. No.	Suggestions	To large extent	To some extent	Not at all
A	More training programme should be organized for the NIOS teacher			
B	Adequate number of books should be kept in library			
C	Special classes should be taken for slow learners			
D	Remuneration for staff should be enhanced			
E	More audio visual cassettes to be prepared in the contents of NIOS.			
F	Time to time supervision /inspection of classes should be done			

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