Is it Possible to Fulfil the Abundant Educational Demand through ODL System in Modern Era-Teachers' View

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Abstract:- **The present investigation has been conducted to study the teachers' perception about ODL system. The ODL system distinct from traditional education system and an open concept education system that offer an opportunity for everyone to study and attain degree credentials irrespective of age, qualification, race, creed etc. In modern time higher education demand is gradually increasing. To fulfil that demand, ODL system as well as traditional education system has gradually occupied a major role. In the early 1990s, only 5% of the total eligible population enrolled in higher education institutions of India. But as per AISHE (all India survey in higher education-2011-12) total enrolment in higher education has been estimated to be 28.56 million, among that distance enrolment 12.5% of the total enrolment in higher education. The study involved one hundred and twenty (120) secondary school teachers who are randomly selected. The collected data are analysed with suitable statistical techniques such as mean and percentile. The results indicate that very few teachers thought that ODL system is not enough for modern educational demand. On the other hand, most of the teachers think that ODL and formal education- both are essential for fulfil the huge modern educational demand.**

Key Words: - **Modern Educational Demand, Teachers, Traditional Education System, ODL System.**

I. INTRODUCTION

Time to time there has various changes in education. We all know that education has three medium like -formal, informal and non-formal.ODL system is one of the vital criteria of non-formal education. In educational literature, the study of Non-formal systems often mentions "open systems", "alternative education", "distance learning", "non-conventional studies", among other terms. In some cases these are employed as synonyms, whereas in others, there is no agreement as to their meanings, making it impossible to reach a consensus for their concepts.

Formal education system is inadequate to effectively meet the needs of the individual and the society. The need to offer more and better education at all levels, to a growing number of people, particularly in developing countries, the scant success of current formal education systems to meet all such demands, has shown the need to develop alternatives to learning. The rigid structure of formal schools are mainly because of rules and regulations than concentrating on the real need of the students, offering curriculum that leans away from the individual and from society, far more concerned with performing programmes than reaching useful objectives. This called for non formal education which starting from the basic need of the students, is concerned with the establishment of strategies that are compatible with reality.

The open and distance learning system had started in India and worldwide to relieve the pressure on institutions of learning following the traditional system of education. According to the Commonwealth of Learning (2004), most ODL systems have a philosophy that aims to: remove barriers to education and allow students to study what they want, when they want, where they want. There have been many attempts to define both open and distance learning. A recent discussion of these terms described them as 'approaches that focus on opening access to education and training provision, freeing learners from the constraints of time and place, and offering flexible learning opportunities to individuals and groups of learners.' (Moore and Tait, 2002, p.7)

It is statistically proved that the higher educational demand in present time is increasing. In the early 1990s, only 5% of the total eligible population enrolled in higher education institutions of India. In 2001-02 census gross enrolment ratio in higher education in India is 8.1, which is calculated for 18-23 years age group. Moreover In 2012-13 census gross enrolment ratio in higher education in India is 21.1, which is calculated for 18-23 years age group. As per AISHE (all India survey in higher education) 2011-12 total enrolment in higher education has been estimated to be 28.56 million with 15.87 million boys and 12.69 million girls, among that distance enrolment 12.5% of the total enrolment in higher education of which 39.9% are female students.

II. PROBLEM OF THE STUDY

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III. OBJECTIVE OF THE STUDY

1. To study the attitude of secondary schools teachers towards the traditional educational system in modern era.
2. To identify the attitude of secondary school teachers about the ODL system in modern era.

3. To study the importance of ODL system and traditional system in modern era.

IV. POPULATION OF THE STUDY

All the secondary school teachers in Durgapur Sub-division, paschim Burdwan (West Bengal) constituted the population of the study.

V. SAMPLE AND SAMPLING

The Sample consisted of twenty-one high schools from Durgapur sub-division of Burdwan district, 120 teachers are selected as sample through simple random sampling design.

VI. METHODOLOGY

In the present study the researcher made an attempt to understand & describe the present status of traditional educational system and ODL system in accordance with secondary school teachers. Therefore descriptive method has been used in this study. The study is associated with the present status of awareness of non-formal education hence the survey method is adopted.

VII. TOOL USED FOR THE STUDY

Interview was used for data collection. It was related with four facts-

(i)   Teacher's perception about ODL system.
(ii) Teacher's perception about traditional system.
(iii) Teacher's perception about present educational demand.
(iv) Teacher's perception about importance of ODL system and traditional system.

VIII. DATA COLLECTION AND ANALYSIS

Data was personally collected, tabulated & analyzed using percentage.

Sl. No.	Teacher's perception	Total teachers	Agree	Percentage
1)	ODL system is most important rather than traditional educational system.	120	17	14.17%
2)	Traditional educational system is most important rather than ODL system.	120	23	19.17%
3)	Only ODL system is enough for modern educational demand.	120	09	7.5%
4)	Only traditional system is enough for modern educational demand.	120	20	16.67%
5)	Both ODL system and traditional system are essential for modern educational demand.	120	51	42.5%

IX. RESULTS AND DISCUSSION

i)   14.17% of the school teachers are think that ODL system is most important rather than traditional

educational system.

ii)   19.17% school teachers said that traditional education is most important rather than ODL system; they also think that– though ODL system is necessary to fulfil the educational demand but it cannot become an alternative part of traditional education.

iii) 7.5% school teachers think that ODL system is enough rather than modern educational demand. According to them technological progress gave the educational opportunity easier to men. ODL system is the only medium of education to save time and money. And they also think that, in future, ODL system will be the only medium the education.

iv)   16.67% teachers think that only traditional system can fulfil the modern educational demand, ODL system is not necessary for that. According to them, ODL system has low efficiency, besides that this education is not structured like formal education.

v)   42.5% teachers said that ODL and traditional system both are equally important and necessary to fulfil the modern educational demand.

X. CONCLUSIONS

From the above interpretation, the highest percentage of sample (42.5%) is saying that both ODL and traditional education system are equally important and necessary to fulfil the higher educational demand. It is a very strong indicator that ODL system is too much popular in society. For that reason 7.5% teachers think that only ODL system is enough to fulfil the modern educational demand. However 16.67% teachers are not agreeing in this statement. They think that only formal educational system can fulfil the recent educational demand. Moreover, 19.17% teachers are comment that traditional educational system is most important rather than ODL system as 14.17% teachers maintain its opposite idea.

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