ATTITUDE OF COLLEGE STUDENTS OF MAMIT DISTRICT TOWARDS OPEN AND DISTANCE EDUCATION: A CRITICAL STUDY

Submitted by

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ROLL NO. 2021BA014

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2023

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CONCEPTUAL FRAMEWORK

1.01 OPEN EDUCATION

Open learning is an innovative movement in education that emerged in the 1970's and evolved into fields of practice study. The term refers generally to activities that either enhance learning opportunities within formal education systems or broaden learning opportunities beyond formal education systems. Open learning involves but is not limited to: classroom teaching methods, approaches to interactive learning, formats in work-related education and training, the culture and ecologies of learning communities and the development and used of open educational resources.

While there is no agreed-upon, comprehensive definition of open learning, central focused is commonly placed on the "needs of the learner as perceived by the learner." Case studies illustrate open learning as an innovation both within and across academic disciplines, professions, social sectors and national boundaries and in business and industry, higher education institutions, collaborative initiatives between institutions, and schooling for young learners.

Open Education is a philosophy about the way people should produce, share, and build on knowledge.

Proponents of open education believe everyone in the world should have access to high-quality educational experiences and resources, and they work to eliminate barriers to this goal. Such barriers might include high monetary costs, outdated or obsolete materials, and legal mechanisms that prevent collaboration among scholars and educators.

Promoting collaboration is central to open education. As the Open Education Consortium says: "sharing is probably the most basic characteristic of education: education is sharing knowledge, insights and information with others, upon which new knowledge, skills, ideas and understanding can be built."

1.02 NATURE OF OPEN EDUCATION

Open Education is education without academic admission requirements and is typically offered online. Open education broadens access to the learning and training traditionally offered through formal education system. The qualifier "open" refers to the elimination of barriers that can preclude both opportunities and recognition for participation in institution-based learning. One aspect of openness or "opening up" education is the development and adoption of open educational resources.

Open Educational Resources (OER) are any type of educational materials that are in the public domain or introduced with an open license. The nature of these open materials means that anyone can legally and freely copy, use, adapt and re-share them. Open Educational Resources range from textbooks to curricula, syllabi, lecture, notes, assignments, tests, projects, audio, video and animation.

Open learning are freely accessible, openly licensed text, media, and other digital assets that are useful for teaching, learning and accessing as well as for research purposes. There is no universal usage of open file formats in Open Educational Resources.

The term Open Educational Resources describes publicly accessible materials and resources for any user to use, re-mix, improve and redistribute under some licenses. The development and promotion of open educational resources is often motivated by a desire to provide an alternate or enhanced educational paradigm. The term "open learning" also refers to open and sharing of educational materials.

1.03 CHARACTERISTICS OF OPEN EDUCATION

- Open Education can either be in the public domain, or under a more tax intellectual property license.
- Open Education can be revised, remixed, added upon, translated, and then shared again to meet different needs.
- Open Education can take many forms, such as: syllabi, lesson plans, videos, software, tests, teaching techniques, group activities, writing prompts, textbooks, learning modules, experiments, simulations, and course designs. There are no platform restraints.

1.04 IMPORTANCE OF OPEN EDUCATION

Open Education are important for many reasons. Given the rising cost of tuition at many institutions, many students simply cannot afford to buy textbooks so that they can save a lot of money and benefit in financial management. Open Educational Resources is a way to make sure every student has access to course materials, with cost taken out of the equation. Open Educational Resources also follows faculty to create material that is customized for their classes. Where most textbooks will have their strengths and weaknesses, Open Educational Resources material allows a faculty member to pull only strong material into their classes.

Open Educational Resources also represents an opportunity to have one's own materials enhanced. By allowing material to be modified by other faculty around the world, an Open Educational Resources creator has the chance to see materials used in ways never imagined. New sections and chapters can be added and enhanced creating a work stronger than the original. That type of exposure and collaboration is simply not possible with material that lives on a local computer or only in print.

Finally, Open Educational Resources gives faculty a wide variety of material to draw upon for their own classes. Imagine being given a last-minute assignment for an unfamiliar class, a textbook might help the faculty to speed up about the syllabus, assignments and exams. It gives a wide variety of materials from which to build a class without having to start from scratch. Open learning is important because it provides affordable material to students, allows faculty to enhance their own work, and provides faculty with content for classes.

1.05 IMPLEMENTATION OF OPEN EDUCATION

In its purest for, "open educational resources" refer to materials that are free of cost and free of copyright restrictions. However, implementation of Open Educational Resources in a course could actually take many forms in your goals is primarily to reduce the cost of course materials for students. A distinction can be made between "open" materials-those which can be remixed, reused and redistributed without restriction-and "free" materials-those which do not cost the students anything but might

have copyright restrictions and/or be funded by the library/institution. For the purpose of these concern, the term Open Educational Resources will be used to refer to any materials that replace costly commercial textbooks. Open Educational Resources implementation in a course could take the form of:

- A single open textbook fully adopted as a replacement for a commercial textbook.
- A "remix" of chapters and content from several different open textbooks, organized to create a customized textbook.
- A combination of open textbook chapters and other free, online materials.
- A combination of free online materials and library subscription content (eBooks or articles accessed through the library's electronic resources).

1.06 NATIONAL INSTITUTE OF OPEN SCHOOLING

The National Institute of Open Schooling also 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 Academics Courses at Secondary and Senior Secondary Level. It also offers Elementary level courses through its Open Basic Education Programs (OBE). Government of India through a gazette notification vested NIOS with the authority to examine and certify learner registered with it up to pre degree level courses whether Academic, Technical or Vocational Association of Indian Universities.

The main vision of this institution is to provide sustainable inclusive learning with universal and flexible access to quality school education and skill development. The National Institute of Open Schooling are committed to provide Excellent Sustainable, Inclusive and Flexible Education up to Pre-Degree level through Open and Distance Learning mode & Compliance of requirements to ensure satisfactions of Learners and continual improvement of our Quality Management System.

The NIOS form a mission as functioning:

I. Providing relevant, continuing and holistic education up to pre degree level through Open and Distance Learning System.
II. Contributing to the Universalization of School Education.
III. Catering to the educational needs of the prioritized target groups for equity and social justice.

NIOS follows learner-centric approach of teaching, through the open school and distance education mode. The learners are free to choose subject combinations as per their needs and goals. They can study at their own pace from specially-designed self-instructional materials. They have the freedom to take the subject exams one by one as per their preparation.

NIOS's open learning is supplemented by audio-visual and face-to-face contact classes which are held at the study centers on holidays and weekends. The registration of the learner is valid for a period of five (5) years. Students can change their subjects during the admission period of five years, provided the total number of subjects does not exceed seven.

NIOS offers as many as 27 subjects (including English and 16 other language) at the secondary and 23 subjects (including English and five other languages) at the senior secondary levels. A cafeteria approach in the choice of subjects is offered. No subject in this school of open learning is compulsory except one language, which can be English. Learners can also opt for vocational subjects along with academic subjects. NIOS conducts two public open learning examinations in an academic year- in April-May and in October-November. It recently introduced the On Demand Examination System (ODES) under which learners can appear for the examination in any key subject as and when they feel ready for it.

This open learning program is largely targeted at children and adults in rural areas who do not have formal access to schools. NGO's and other bodies help out with some contact classes to help them with the open learning system.

Open Basic Education (OBE) program is available for:
- Children below 14 years of age.
- Adults above 14 years of age.

The OBE program is offered at three levels:

- OBE Level A :   Equivalent to class I-III
- OBE Level B :   Equivalent to class IV-V
- OBE Level C :   Equivalent to class VI-VIII

In urban areas, homeschooling is gaining popularity. Under homeschooling parents have the freedom to let their child learn in any way, whatever they wish to learn. They do not have to appear for regular exams at the end of which they move to the next grade or class.

For parents desirous of a more structured option under homeschooling, something that offers specific, streamlined lessons, the OBE program under NIOS is available. Homeschooling under NIOS syllabus or not, this open learning board offers all children the opportunity for appear for milestone examinations at the secondary and senior secondary levels, so that they have the necessary credentials to apply for undergraduate courses in India.

To conclude, open schooling has its advantages. Children become independent and good decision-makers. They are self-regulated and focus on the necessary learning, and are less stressed out. Yet, parents have to ensure that indiscipline does not creep in at any stage.

1.07 DISTANCE EDUCATION

Distance Education or learning is a way of learning remotely. It can be defined as a method of studying specifically designed for students who are separated from teachers or assistants by physical distance. It is a type of education that the students may not be physically presented at a school. It can be carried out by means of the internet and web technologies. It is often associated with the E-learning. (Electronic Learning)

Distance learning (education) is a modern system of non-formal education. It is imparted through correspondence or postal courses, contact, electronics media like radio, television, video and audio cassettes etc. and other audio-visual aids. Distance education is the method of learning at one's own pace in one's own time, without the boundaries of the formal class room and without the formal presence of the teacher.

1.08 NEED AND IMPORTANCE OF DISTANCE EDUCATION

Distance Education gets overwhelming response in India. However, even in this system, the actual aim of providing quality education is getting replaced by the aim of making more money from students by the institutes. The universities running distance education need to ensure the quality of higher education as we don't want to look back and take a fresh start again. The concept of distance learning has emerged in various advanced countries of the world. The following points highlight the need and importance of distance education: -

1. Explosion of knowledge: There is explosion of knowledge because of rapid scientific and technological developments. The formal system of education on account of its rigidity and high cost, finds it difficult to incorporate new changes speedily as desired.

2. Population Explosion: Unprecedented growth rate of population has resulted in the corresponding increase in students. The formal education system serves a selected and limited number of students.

3. Varied Needs: Distance learning is needed to satisfy the varied need of varied students.

4. Earning while Learning: Distance education is especially needed for those who want to learn while learning.

5. Desire to Improve Qualifications: There are many people who want to improve their education qualification while they are in jobs. Distance learning provides opportunities to such people to improve their qualifications.

6. Geographical Isolation: People may be geographical isolated because distance or because a communication system has not been developed.

7. Social Isolation: People may be socially isolated or disadvantages due to financial, physical, emotional or family circumstances.

8. For Different Ages: Distance learning can be used to teach people of different ages and to teach courses from a wide range of discipline areas.

9. Universal Education: Distance learning is needed to achieve the cherished goal of the nation for universalization of education.

10. Democratic Aspirations: Distance learning is needed to meet the great demand for democratization of education from those sections of societies that are neglected.

11. Self-Improvement: Distance education is needed from the point of view of self-learning and self-improvement of an individual who, otherwise is deprived of receiving proper education.

12. Boon for In-Service Aspirants: Open University is a boon for in-service aspirants. They can improve their educational qualifications and by doing so, they can brighten up their chances of promotion.

13. Easy Access: It provides opportunities to large number of people who had previously been denied such opportunities.

1.09 TYPES OF DISTANCE EDUCATION

Distance Learning began in India to bring education to those who could not afford to attend regular classes in conventional universities or colleges. Over the years, people have used various terms to refer distance education-correspondence education, independent study distributed learning, flexible learning, open learning and now with the introduction of technology into distance education, newer terms are cropping up-online learning, e-learning, Computer Based Training (CBT), Internet Based Training (IBT) or Web-Based Training (WBT). Distance education is learning through technical media (printed materials, audio materials, video material, digital material) when there is a separation or distance between the teacher and the learner.

Distance learning system in India can broadly be divided into the following types:

1. Open Universities

They were originally set up to only after programs of study through distance education mode. Examples of open universities in India include the Indira Gandhi National Open University (IGNOU), Dr. B.R. Ambedkar Open University (BRAOU), Yashwantrao Chavan Maharashtra Open University, Nashik etc. The Dr. B.R. Ambedkar Open University was the first Open University to set up in India in 1982. Now we have one national Open University (IGNOU) and 13 state open universities in India.

2. Dual Mode Universities

These universities offer regular campus-based programs as well as distance learning programs like the University of Delhi (DU) and University of Mumbai. After DU introduced correspondence courses in 1982, other conventional universities began to offer various programs through correspondence courses and thus set up Distance Education institutions (DEI) and/or Correspondence Courses Institutes (CCI).

These dual mode universities serve the educational needs of more than 15 million students in India. The total enrolments in correspondence/distance education in the dual mode universities are much larger than enrolment in the open universities. Other examples of such dual mode universities include Annamalai University (DDE), Acharya Nagarjuna University (CDE) and the ICFAI University Sikkim.

3. Mixed Mode Universities

Such universities offer a wide variety of modes of study to the learners-regular campus, programs, distance education through traditional methods like printed materials and contact classes, and now the increasingly popular technology-based online degrees. Amity University and Lovely Professional University (LPU) are examples of mixed mode universities.

However, it is interesting to note that with advances in technology and the increasing penetration of the internet in India, the thin line dividing these different types of distance learning system is slowly fading with open universities like IGNOU now offering online programs as well.

1.10 CHARACTERISTICS OF DISTANCE EDUCATION

Various terms have been used to describe the phenomenon of distance learning. Strictly speaking, distance learning and distance teaching together make up distance education. Common variations include e-learning or online learning, used when the internet is the medium; virtual learning, which usually refers to courses taken outside a classroom by primary-or-secondary-school pupils; correspondence education, the long-standing method in which individual instruction is conducted by mail; and open learning, the system common in Europe for learning through the open university.

Four characteristics distinguish distance learning:

First, distance learning is by definition carried out through instructions; it is not self-study or a non-academic learning environment. The institutions may or may not offer traditional classroom-based instruction as well, but they are eligible for accreditation by the same agencies as those employing traditional methods.

Second, geographic separation is inherent and distance learning, and time may also separate students and teachers. Accessibility and convenience are important advantages of this mode of education. Well-designed programs can also bridge intellectual, cultural, and social differences between students.

Third, interactive telecommunications connect individuals within a learning group and with the teacher. Most often, electronic communications such as e-mail are based but traditional forms of communication such as the postal system may also play a role. Whatever the medium, interaction is essential to distance education, as it is to any education. The connections of learners, teachers and instructional resources become less dependent on physical proximity as communications system become more sophisticated and widely available; consequently, the internet, mobile phones and e-mail have contributed to the rapid growth in distance learning.

Finally, distance education like any education, establishes a learning group sometimes called learning community which is composed of students, teachers and instructional resources- i.e., the books, audio, video and graphic displays that allow the students to access the content of instruction. Social networking on the internet promotes the idea of community building. On sites such as Facebook and YouTube, users construct profiles, identity members with whom they share a connection, and build new communities of like-minded persons. In the distance learning setting, such networking can enable students' connection with each other and thereby reduce their sense of isolation.

1.11 IMPLEMENTATION OF DISTANCE EDUCATION

The Indian government while realizing the need for distance education opened the prestigious Indira Gandhi National Open University (IGNOU) in 1985, which offers students degrees widely accepted in the job market as any other recognized Distance Education courses.

Since distance is no longer an impediment to pursue a course and complete them as most universities have study and examination centers in many cities, the interest in Distance Education is growing very rapidly in India and is expected to double up in the next decade. The Directory on Distance Education will serve the purpose of making it easy for students to choose course in Distance Education along with full details on universities offering them.

Indira Gandhi National Open University (IGNOU), New Delhi is a premier open university in India that has more than 750000 students with extremely varied profiles, spread throughout the length and breadth of the country. The University has an efficient and effective networking of 67 regional Centers and over 2667 learners Support Centers, all over India and 29 overseas partners institutions. As an Open University, IGNOU has come a long way since 1985, having cross national boundaries providing higher education as well as assisting other developing countries in this regard.

Open and Distance Learning system of the country consists of Indira Gandhi National Open University (IGNOU), State Open Universities (SOU's), Institution and Universities offering education and includes Correspondence Course Institutes (CCI's) in conventional dual mode universities. This is becoming more and more significant for continuing education, skill update of in-service personnel and for quality education of relevance to learners located at educationally disadvantageous locations.

Indira Gandhi National Open University known as IGNOU is a central university located at New Delhi, India. Named after former Prime Minister of India Indira Gandhi, the university was established in 1985.

IGNOU was founded to serve the Indian population by means of distance and open education, providing higher quality education opportunities to all segments of society. It also aims to encourage, coordinate and set standards for distance and open education in India, and to strengthen the human resource of India through education.

IGNOU has 21 schools and a network of 67 regional centers, 2667 study centers, and 29 overseas centers (in 15 countries). Approximately 20% of all students enrolled in higher education in India are enrolled with IGNOU. IGNOU offers 226 academic programs comprising courses at certificate, diploma and degree levels.

1.12 BRIEF PROFILE OF MAMIT DISTRICT

Mamit is one of the districts of Mizoram in India, the population of Mamit in 2023 is 120,046 (estimates as per AADHAR uidai.gov.in Dec 2023 data). Literate people are 60,191 out of 32,977 are male and 27,214 are female. People living in Mamit depend on multiple skills, total workers are 39,339 out of which men are 24,016 and women are 15,323. Total 26,937 Cultivators are dependent on agriculture farming out of 16,765 are cultivated by men and 10,172 are women. 1,963 people works in agricultural land as labour, men are 1,111 and 852 are women. Mamit sex ratio is 927 females per 1000 of males. The district has a total area of 3,025 sq. km., 41 sq. km is urban and 2984 sq. km is rural.

Mamit is the least urbanised Districts of Mizoram with 17.25 % of Total Population i.e., out of 86364 only 14,899 people are living in urban areas. Against the State level Sex Ratio of 976, Mamit district comprises of 927 sex ratio which is the lowest among all eight District in the State.In terms of Literacy rate Mamit District is the second least Literacy Rate with 84.9 out of all Eight District of the State. West Phaileng village is the most populated Village with population of2,1,309 while Saitlaw with a population of Only 59 persons is the smallest village in the Disrict. Against a total Population of 94.4 % Scheduled Tribes in the State, The Scheduled Tribes Population of Mamit is 95.0 %.

Rural areas are lacking proper health facilities. One-tenth of the villages of district Mamit have a PHC and only 1.2 per cent have MCW centre. Health facilities are very inadequate and none of the sample village has a PHC, hospital/dispensary, maternal and child care centre, and family planning clinic. Accessibility to health facilities is not satisfactory. Development and welfare orientation organizations are lacking in most of the villages.

There are two colleges in Mamit District

1.13 GOVT. MAMIT COLLEGE

The Govt. Mamit College was established under the patronage of local enthusiasts including local leaders, Village Council members and local educated persons longing for higher education. It was opened with a few students on 1st April 1983 by the then SDO (Civil) Pu R.Selthuama.

In the beginning, the College was known as Kaichhunga College, christened after Kaichhunga, an enthusiast in higher education from Aizawl who generously donated a sum of Rs. 40000/- (Rupees forty thousand), then a big amount, to run the college. Later it was renamed as Mamit College in March 1987.The College was run solely on the financial contributions made by the local people, imminent persons and Village Council leaders till the College was upgraded to Deficit Status in April 1993.

At present, the college has 158 students and was recently accredited B+ Grade by NAAC.

1.14 GOVT. ZAWLNUAM COLLEGE

Govt. Zawlnuam College is a college in Zawlnuam, Mamit district of Mizoram. The college is affiliated to Mizoram University. The College has 84 students at present Zawlnuam College was established in the year 1986, provincialized in 2007. It got NAAC accreditation "B" Grade in 2022.

Govt. Zawlnuam College is the only institution of higher education in the North West corner of Mizoram bordering Tripura and Assam. Located in the tranquil area surrounded by lush green landscape, the College was established in January 14, 1986. A place far distant from the state capital Aizawl, the founder of this college felt the necessity of an institution of higher education in this part of the state. Since then, this institution has remained a centre of quality learning and academic exchange and already gained a reputation of academic excellence by gaining higher positions in academic matters among the colleges of Mizoram. The motto of the college is "Ever Progressing".

1.15 LITERATURE REVIEW

Koca, F., Kılıç, S. & Dadandı, İ (2023) conducted a study to examine the mediator role of academic self-efficacy and the moderator role of gender in the relation between attitude towards distance education and academic life satisfaction. The Study Group consisted of 452 participants who were studying at 3 different state universities in Turkey. The Attitude Scale towards Distance Education Applied in the Period of the Outbreak, Academic Self-efficacy Scale, and Academic Life Satisfaction Scale were used as the data collection tools. The data were analyzed by using the SPSS package program. As a result of the analyses, it was found that academic self-efficacy plays a partial mediating role in the relation between the attitude towards distance education and academic life satisfaction. Another important finding of the study was that the mediating effect of academic self-efficacy was moderated by gender in the relation between attitude towards distance education and academic satisfaction. Although the attitude towards distance education in women had a significant impact on self-efficacy belief, it was not the same in men.

Yazgan, Ç.Ü. (2022) conducted a study aimed to evaluate the possibilities and limitations of emergency distance education conducted during the pandemic period, based on university students' approach-avoidance attitudes towards distance education and their distance education experiences. Quantitative data were collected through an online questionnaire (n = 684), and qualitative data were collected from 14 student participants through semi-structured online interviews. In the quantitative dimension, it was determined that students' avoidance attitudes towards distance education were stronger than their approach attitudes, and there were significant differences between student attitudes and various variables. In the qualitative dimension, it has been revealed that the interactions between both student-student and student-lecturer weakened with distance education during the pandemic period, but these interactions gained some new qualities. It was concluded that the interest towards the lessons conducted only through lecture notes weakened, the contents became functional at the point of clarifying the boundaries of the lessons, and increased the education load at the

point of concentration. It was revealed that distance education in home conditions includes both opportunities and limitations in terms of interactions.

Kaban, A. (2021) examined the attitudes of university students receiving distance education towards distance education in terms of various demographic characteristics. The survey method, one of the quantitative research methods, was used in the study. 764 university students who were selected by the criterion sampling method and who received distance education in the COVID-19 pandemic participated in the study. In the collection of data, the Attitude Scale towards Distance Education was used and the data were collected online with the prepared form. Various statistical analyses were made on the collected data and the results were discussed within the framework of research questions. As a result of the analysis, it was concluded that university students' attitudes towards distance education were low. It has been observed that the scores of the scale of attitude towards distance education differ in terms of gender and grade level. It was also observed in the study that having a computer and internet connection at home and the level of participation in the virtual classrooms had a positive effect on the attitude towards distance education. In this period when distance education is not a choice but a necessity, it is recommended that the education to be provided should be planned well to achieve the expected quality and to increase the level of success. It is thought that these results obtained from the study will contribute to distance education institutions and planners.

Özerbaş, M.A.,et.al. (2022) conducted a study to investigate teachers' attitudes toward distance education in Kyrgyzstan. It is based on survey research and the sample has included 3818 teachers. The data of the study were collected with the "Distance Education Attitude Scale" in the 2021-2022 academic year. The scale has revealed two factors which are the advantages and disadvantages of distance education. The data have been analysed with descriptive analysis, t-test and ANOVA. According to the teachers' opinion disadvantages of distance education prevail over its advantages. The participants' attitudes toward distance education have not differed as to their sex, seniority, and educational status. However, it has differed according to the branch, having their own computer, having an internet connection, daily internet usage time,

participating in distance education applications, and experiencing difficulties. Teachers' attitudes towards the limitations of distance education have not differed according to the branch, seniority, educational status, having their own computer, having an internet connection, daily internet usage time and participating in distance education applications. However, it has differed according to sex and the fact of experiencing difficulties. Information technologies teachers, teachers who have computers, teachers who have an internet connection, teachers who use the internet 5-10 hours daily, and teachers who participate in distance education applications have a positive attitude regarding the advantages of the distance education. Female teachers and teachers who have difficulties in the process of distance education have a negative attitude regarding the limitations of distance education. Considering the abovementioned results, it is seen that the activities carried out in the distance education process for teachers also have positive effects on their professional development. Therefore, it can be suggested to create environment where distance education activities and teachers will use information and communication technologies more.

Belousova, A. et.al. (2022) conducted research is to study the features of the subjective attitude of schoolchildren and students to distance learning. This research involved 140 secondary school students (average age M = 10.7, SD = 7.2 (66.3% men)) and 30 university students (average age M = 22.5, SD = 2.4 (20% men)). The methods used were a questionnaire, Chi-square test and Criterion φ*. Fisher angular transformation. The study showed that schoolchildren do not intend to continue studying in the distance form if they choose, with a generally positive attitude towards distance learning. The self-assessment of motivation to study in a distance format has not changed, both among schoolchildren and students. Students are more likely to have a positive attitude to distance learning than schoolchildren. The variety of choices of advantages and disadvantages of distance learning is greater among students than among schoolchildren.

Masalimova AR et.al. (2022) conducted a mini-review aims to ascertain students' attitudes about distant learning during COVID-19. Students' perspectives on distant education are classified into four categories: perception and attitudes, advantages of

distance learning, disadvantages of distance learning, and challenges for distance learning. In all studies, due of pandemic constraints, online data gathering methods were selected. Surveys and questionnaires were utilized as data collection tools. When students are asked to compare face-to-face and online learning techniques, they assert that online learning has the potential to compensate for any limitations caused by pandemic conditions. Students' perspectives and degrees of satisfaction range widely, from good to negative. Distance learning is advantageous since it allows for learning at any time and from any location. Distance education benefits both accomplishment and learning. Staying at home is safer and less stressful for students during pandemics. Distance education contributes to a variety of physical and psychological health concerns, including fear, anxiety, stress, and attention problems. Many schools lack enough infrastructure as a result of the pandemic's rapid transition to online schooling. Future researchers can study what kind of online education methods could be used to eliminate student concerns.

Illarionova, LP. Et.al. (2021) conducted a study aimed at identifying the peculiarities of students' attitude to distance education. As a leading method, the questionnaire method was used, which made it possible to identify the students' positive and negative attitudes regarding distance learning more effectively. The article considers students' ideas about distance learning, identifies the positive and negative aspects of the distance learning process. The authors of the article in the process of research revealed that many students of various fields of study are interested in participating in distance courses, but within the framework of mastering a second education. Some students note the usefulness of distance courses, the use of their materials at any time, and the convenience of going back to the materials they have completed at any time to fill in gaps or recall a topic. Some students reported a violation of the educational process in the distance format due to the repeated lack of Internet or its poor quality. Most of the students expressed dissatisfaction with the lack of contact communication in the distance learning process. It is proved that the majority of students believe that distance education will never replace traditional education. Mainly students of technical areas of study gave a negative assessment of the distance education system. It was revealed that students of various fields of study took distance courses that were held in other

cities or countries. From the point of view of many students, educational websites have an inconvenient interface.

Fidalgo, P, et.al. (2020) investigated learners' perceptions, attitudes and willingness to try DE can provide guidance and recommendations for IHEs that are considering expanding use of DE formats. Many universities offer Distance Education (DE) courses and programs to address the diverse educational needs of students and to stay current with advancing technology. Some Institutions of Higher Education (IHE) that do not offer DE find it difficult to navigate through the steps that are needed to provide such courses and programs. A survey was distributed to undergraduate students in Portugal, UAE and Ukraine. The results of this pilot study showed that in all three countries, students' major concerns about such programs were time management, motivation, and English language skills. Although students were somewhat apprehensive many indicated they were interested in taking DE courses.

Paliwal, D. (2019) conducted a study to analyse the satisfaction level of the students enrolled in Uttarakhand Open University, Haldwani (India) study centre with respect to counselling sessions, delivery of study materials & other relevant information related to students. Findings concluded that majority of the respondents were satisfied with Support Services and Programme Delivery, Self-Instructional Learning Material (SILM), Audio-Visual Material Aids provided to them, however majority of them were unfavourable towards the counselling sessions provided as most of the counsellors were not available.

Ahamad, E. & Aqil, Z. (2015) conducted a study know the current attitude of graduate students about distance education. The other objective is to compare the attitude of engineering and B. Sc students towards distance education. Self-made tool was used for this purpose on 200 graduate students of Lucknow district of Uttar Pradesh. Items of tool have both positive and negative type. The result shows that there is no difference in male and female graduate students on attitude towards distance education. Same result id found in different branches of Engineering students. They have favourable

attitude towards distance education. Religion has no role on attitude because Muslim and Hindu students also show the positive attitude. It is very important to those students who have no time for regular class because of some problems.

Smidt,E. et.al. (2014) conducted a study to understand student attitudes about distance education in a specific context, namely that of a Mid-Atlantic mid-sized state university. Findings suggest students favour blended learning format and value the flexibility of an online environment. This is especially true for students who are shy or introverted in the face-to-face classroom. Students also expressed interaction is key to course success not only with their instructor but also with their peers. On the other hand, instructors should provide clear structure and guidance in addition to educating students about course expectations and responsibilities in online courses. It's also important to offer well-designed and creative tasks such as audio-visual content for multiple learning styles.

Hakan IúÕk,A et.al. (2010) conducted a study to examine postgraduate students' attitudes towards web-based distance learning. For this purpose, web-based distance learning (WBDL) attitude questionnaire and demographic survey are applied to Gazi university information technology distance learning postgraduate students. 64 postgraduate students were attended the study. Students could mark questionnaire options such as strongly disagree, disagree, neutral (neither agree nor disagree), agree, strongly agree. Descriptive statistics, independent- sample t test, correlation, one-way ANOVA techniques are used for analysing data. The statistical significance level was accepted as 0.05 in the study. Results revealed that there is a general positive attitude towards distance learning. The attitudes of females towards web-based distance learning were found to be significantly more positive than males. The majority of students found themselves more comfortable in distance learning than traditional learning and they also found that distance learning was more efficient than traditional learning. However, the majority of students found that they felt bored while they are studying over the web.

Sinmsek, A. et.al. (2010) conducted a study to investigate attitudes towards distance education of junior and senior students at Computer Education and Instructional Technologies according to gender, grade level, and participation to distance education course. The sample is 56 students who had lesson related with distance education previously. Data collection tools included student information form and The Scale of attitudes towards distance education. In data analysis, descriptive statistics were performed. Attitudes towards distance education scores were significantly unrelated with gender and grade level (p>0.05). On the other hand, students' previous participation to a distance learning course significantly affect their attitudes scores related to distance education.

Celik, B. & Uzunboylu, H. (2015) conducted a study to determine changes of attitudes of high school students in 2010 and 2014 towards distance education. To achieve this study "Distance Learning Attitude Scale" (DLAS) and "Personal Information Form" (PIF) developed by Celik (2011) was utilized. As a result of the analysis, no significant difference (p<0.05) of student's gender on distance education attitudes detected. The time spent on the Internet in 2010 has a significant difference (p=0.04) on positive attitude but no significant difference on negative attitude. No significant difference for the time spent on Internet for both attitude scales. Socio-economic status of students has a significant difference (p=0.02) on positive attitude for the year 2010 but no significant difference for the year 2014. Additionally, no change detected on distance learning attitudes of students in comparison between the year 2010 and 2014.

Alam, Z.; (2012) conducted a study to investigate the perception held by individuals about distance learning offered by the two large universities of Khyber Pakhtoonkhawa (KPK) province of Pakistan i.e., Allama Iqbal Open University and Virtual University. Setting: In order to achieve EFA (education for all-1990) goal 4, a survey population was identified as individuals of Khyber Pakhtoonkhawa (KPK) who are/were the distance learners of Virtual University (VU) or Allama Iqbal Open University (AIOU). Materials: Data was collected from 104 respondents and using a structured questionnaire developed by the researcher. Results: The results of this study show that distance learning is most patronized by younger learner

1.16 RATIONALE OF THE PROJECT

Open and Distance education is an initiative of the Govt. to ensure that each and every citizen of India gets a chance to an education. However, this term is now popularly linked with the dropout and delinquents of the nations. Whenever we realise that someone has gotten a degree from such institutions there is a notion that said person might not be the brightest or the sincerest as he/she had to attend informal means of education to get a degree. While the whole concept of distance and open education strives for bringing education to the mass by providing cheaper and easier form of education to all, it seems as though majority of the population are still having a reserved attitude towards such type of education. The present study was undertaken to find out the level of attitude of college students towards such type education, to find out if they would be willing to enrol themselves in such type of education and to form a more generalized opinion towards such type of education.

1.17 STATEMENT OF THE PROJECT

The present study was taken up to find out the level of attitude of college students of two colleges within Mamit District i.e., Govt. Zawlnuam College and Govt. Mamit College towards open and distance education. A comparison of level of attitude between the two colleges will also be analysed. The problem under investigation is stated as:

"Attitude of College students of Mamit District towards Open and Distance Education: A critical study."

1.18 OBJECTIVES OF THE PROJECT

1. To assess the level of attitude of college students of Mamit District towards Open and Distance Education.
2. To assess the level of attitude of college students of Govt. Zawlnuam College towards Open and Distance Education.
3. To assess the level of attitude of college students of Govt. Mamit College towards Open and Distance Education.
4. To assess the level of attitude of Male college students of Mamit District towards Open and Distance Education.
5. To assess the level of attitude of Female college students of Mamit District towards Open and Distance Education.
6. To compare the level of attitude of college students of Mamit District towards Open and Distance Education.
7. To compare the level of attitude of college students of Mamit District towards Open and Distance Education w.r.t gender.

1.19 HYPOTHESIS OF THE PROJECT

1. There is no significant difference in the attitude of college students of Mamit District towards Open and Distance Education.
2. There is no significant difference in the attitude of college students of Mamit District towards Open and Distance Education w.r.t. gender.

1.20 DELIMITATIONS OF THE PROJECT

1. The present study is confined to only qualitative approaches.
2. The present study deals with college students of Mamit District.

CHAPTER-II

2.01 POPULATION AND SAMPLE

A research population is also known as a well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristics or traits.

The population of the present study consist of all College Students of Govt. Zawlnuam College and Govt. Mamit College

Total No. of students at Govt. Zawlnuam College – 85
Total No. of students at Govt. Mamit College – 158

Simple Random sampling method was used to collect samples.

Table 2.01: Sample distribution

Govt. Zawlnuam College		Govt. Mamit College	
Male	Female	Male	Female
15	15	15	15
Total- 30		Total- 30	
Grand Total - 60			

2.02 SOURCES OF DATA

Primary data was collected by the researcher by visiting the colleges in the population and asking the respondents to answer the questionnaire from the tool used

Secondary data was collected from reference book and the internet.

2.03 TOOLS USED

In the present study, qualitative type of questionnaire was administered. The details of the tools are: -

Name of the tool : Scale for Attitude towards Open and Distance Education

Name of the author : Dr. Vishal Sood.

Name of the publisher: Bhargava Bhawan, 4/230. Kacheri Ghat, Agra.

2.04 SHORT DESCRIPTION OF THE TOOL

Tools description

The tool or scale is intended to measure the attitude level of schools and colleges students towards open and distance education. The Scale for Attitude towards Open and Distance Education is constructed according to: -

1) **Attitude towards Open and Distance Education.**

In order to develop indicators of students' attitude as sample initially, 120 students were interviewed. A list of 44 questions was administered for 60 boys and 60 girls. The questions were given to randomly selected students from different schools. Five (5) points Rating Scale was used to judge the suitability of questions regarding the attitude of the students towards Open and Distance Education i.e., **Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree.** The method of summated rating was employed for conducting the present scale.

2) **Reliability**

The reliability of scale was established with the help of Split-Half Method by administering two halves of the attitude scale as well as complete attitude scale on a representation sample of Higher Secondary School students selected from Aizawl City. For this, positive and negative items of attitude scale were distributed to two halves of attitude scale by employing odd-even procedures.

3) **Validity**

The face validity was established by having the reactions of the student's attitude towards present scale attitude scale seemed to be valid enough for measuring attitude towards Open and Distance Education. Item validity was retrieved by finding out the

24

t'-differences between the mean of high scoring group and low scoring group and on the basis elimination of items and final selection of the items.

4) **Norms**

Z-score Norms for conversion of Raw Scores for the purpose norms for interpretation of the level of Attitude is given in Table 3.5.2.

The scale was administered to a representative sample of 120 Higher Secondary School students from Aizawl City. This was done in order to develop norms so as to interpret attitude scores.

Norms for interpretation of the Level of Attitude towards Open and Distance Education is shown as: -

Table 2.02: Norms for Interpretation of Attitude Scores

Sl. No	Range of z-Scores	Grade	Level of Attitude
1.	+2.01 and above	A	Extremely Favorable
2.	+1.26 to +2.00	B	Highly Favorable
3.	+0.51 to +1.25	C	Above Average Favorable
4.	-0.50 to +0.50	D	Average/ Moderate Favorable
5.	-0.51 to -1.25	E	Below Average Favorable
6.	-1.26 to -2.00	F	Less Favorable
7.	-2.01 and below	G	Extremely Less Favorable

5) **Scoring Procedure**

The scoring procedure for the present study is shows on the table below: -

Table No 2.03: Scoring System

Sl. No	Type	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Positive	5	4	3	2	1
2	Negative	1	2	3	4	5

2.05 DATA COLLECTION

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypothesis, and evaluate outcomes. The data collection components of research are common to all fields of study including physical and social sciences, humanities, business etc. While methods vary by discipline, the emphasis on ensuring accurate and honest collection remains the same. For the present study, data were collected through personal visits to the selected colleges and through personal approach to the different students. They were handed over with the questionnaire and were requested to give honest answers after they were made aware that the results of the questionnaire would be kept confidential.

2.06 ORGANIZATION OF DATA

Keeping the objectives of the project in view data was collected and organized accordingly. Data organization was done with the help of tables and pie charts.

2.07 ANALYSIS OF DATA

The data collected by the researcher was analysed quantitatively using descriptive statistics like t- test, frequency, mean and percentage.

CHAPTER -III

3.01 ANALYSIS OF DATA

Data collected was analysed with the help of tables and pie charts. Data was organised based on the objectives of the project and different tables were constructed for each objective. Data analysis was done with the help of percentages and comparison of data was done with the help of t-test.

3.02 INTERPRETATION OF DATA

There are 7 levels given for rating the different level of attitude of the students towards Open and Distance Education. The first or the highest level is **'Extremely Favorable'** which signifies that the subject has a very high flattering level of appreciation for the Open and Distance Education, **'Highly Favorable'** denotes the subject has a relatively high appreciation, **'Above Average Favorable'** indicates that the students has slightly high level of appreciation, **'Average/Moderate Favorable'** means that the students has a typical appreciation, **'Below Average Favorable'** means having a low appreciation, **'Less Favorable'** means having a high level of rejection and lastly, **'Extremely Less Favorable'** indicates that the students has an absolute rejection for Open and Distance Education.

A positive attitude indicates that students are aware of the importance of open and distance education and are in favour of implementing it. A negative attitude implies that students are not in favour of open and distance education and its implementation

An analysis of data collected with the help of the research tools and interpretation of result its beings presented in the following.

OBJECTIVE NO 1: To assess the level of attitude of college students of Mamit District towards Open and Distance Education.

Table 3.01: Attitude of college students of Mamit District towards Open and Distance Education.

Sl. No.	Level of Attitude	Grade	No. of students	Percentage
1.	Extremely Favorable	A	0	0%
2.	Highly Favorable	B	1	1.67 %
3.	Above Average Favorable	C	0	0%
4.	Average/Moderate Favorable	D	15	25.00 %
5.	Below Average Favorable	E	34	56.67 %
6.	Less Favorable	F	7	11.67 %
7.	Extremely Less Favorable	G	3	5.00 %
		Total No. of students- 60		

From **Table 3.01** we can see that out of 60 college students of Mamit District, 1 (1.67%) of the students have **highly favorable** attitude towards open and distance education, 15 (25 %) have **average/moderate favorable** attitude towards open and distance education, 34 (56.67 %) have **below average favorable** attitude towards open and distance education, 7 (11.67 %) have **less favorable** attitude towards open and distance education and lastly, 3 (5 %) have **extremely less favorable** attitude towards open and distance education, there are no students having **extremely favorable** and **above average favorable** attitude towards Open and Distance Education.

Overall

Highly Favorable
2%

Extremely Less
Favorable
5%

Extremely Favorable
0%

Above Average
Favorable
0%

Average/ Moderate
Favorable
25%

Less Favorable
12%

Below Average
Favorable
56%

- Extremely Favorable
- Highly Favorable
- Above Average Favorable
- Average/ Moderate Favorable
- Below Average Favorable
- Less Favorable
- Extremely Less Favorable

Fig 3.01: Attitude of college students of Mamit District towards Open and Distance Education.

OBJECTIVE NO 2: To assess the level of attitude of college students of Govt. Zawlnuam College towards Open and Distance Education.

Table 3.02: Attitude of college students of Govt. Zawlnuam College towards Open and Distance Education

Sl. No	Level of Attitude	Grade	No. of students	Percentage
1.	Extremely Favorable	A	0	0 %
2.	Highly Favorable	B	1	3.33 %
3.	Above Average Favorable	C	0	0 %
4.	Average/Moderate Favorable	D	6	20.00 %
5.	Below Average Favorable	E	18	60.00 %
6.	Less Favorable	F	3	10.00 %
7.	Extremely Less Favorable	G	2	6.67 %
			Total No. of students- 30	

From **Table 3.02** we can see that out of 30 college students of Govt. Zawlnuam College, 1 (3.33 %) of the students have **highly favorable** attitude towards Open and Distance Education, 6 (20 %) have **average/moderate favorable** attitude towards Open and Distance Education, 18 (60 %) have **below average favorable** attitude towards Open and Distance Education, 3 (10%) have **less favorable** attitude towards Open and Distance Education and lastly, 2 (6.67%) have **extremely less favorable** attitude towards Open and Distance Education. There are no students having **extremely favorable** and **above average favorable attitude** towards Open and Distance Education.
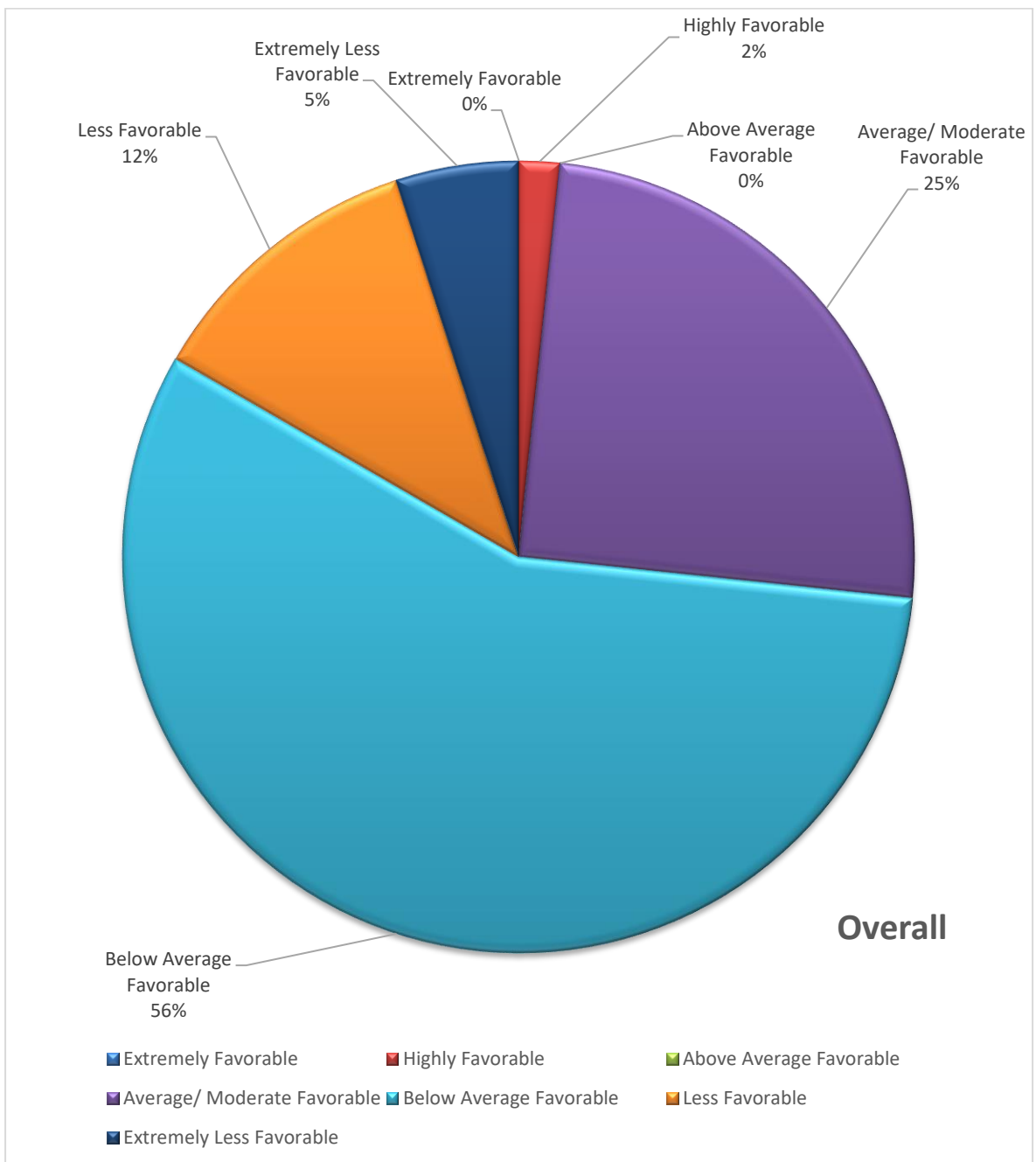
Govt. Zawlnuam College

- Extremely Favorable
- Highly Favorable
- Above Average Favorable
- Average/Moderate Favorable
- Below Average Favorable
- Less Favorable
- Extremely Less Favorable

Extremely Less Favorable 7%
Extremely Favorable 0%
Highly Favorable 3%
Above Average Favorable 0%
Less Favorable 10%
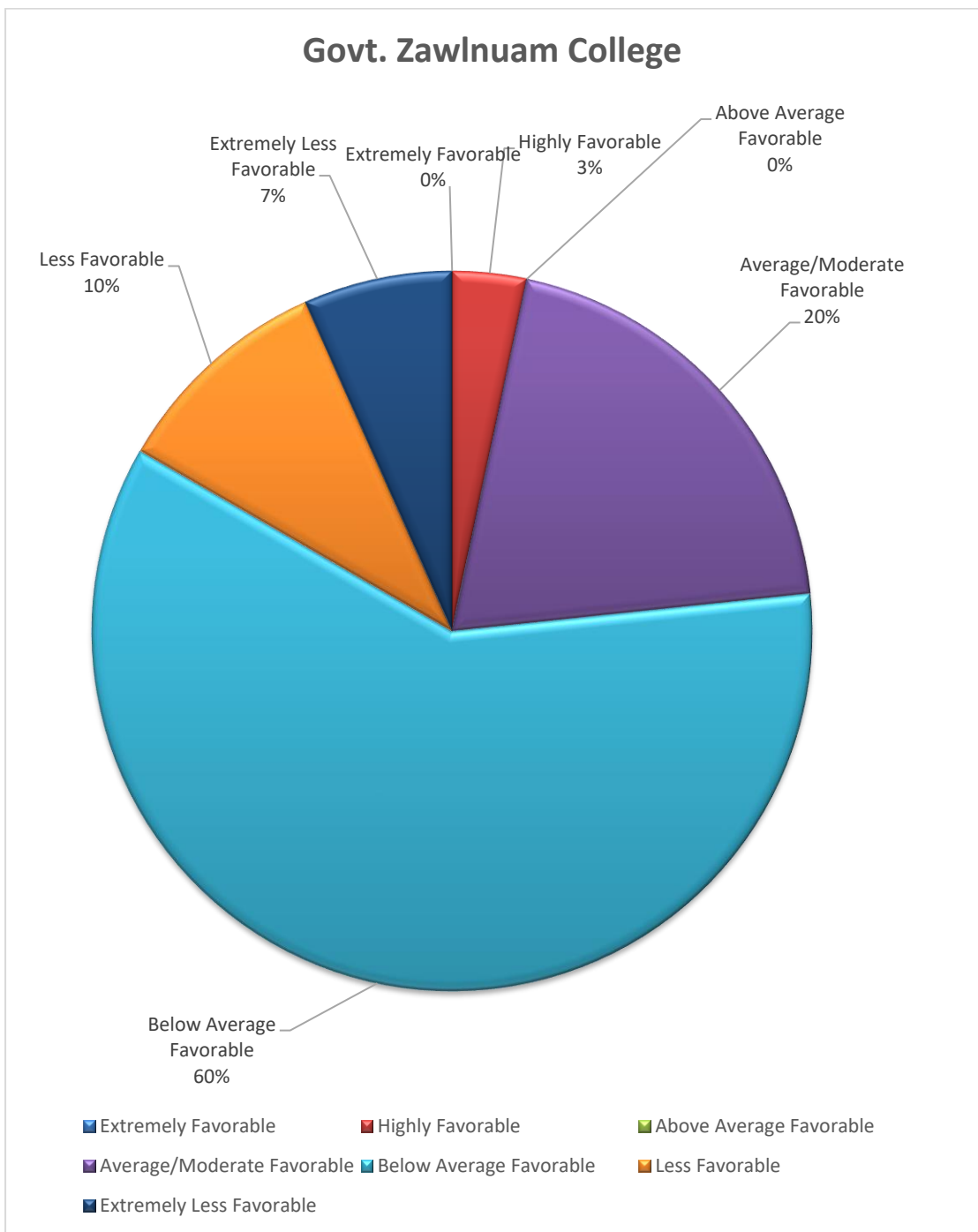Average/Moderate Favorable 20%
Below Average Favorable 60%

Fig 3.02: Attitude of college students of Govt. Zawlnuam College towards Open and Distance Education.

OBJECTIVE NO 3: To assess the level of attitude of college students of Govt. Mamit College towards Open and Distance Education.

Table 3.03: Level of Attitude of college students of Govt. Mamit College towards Open and Distance Education.

Sl. No	Level of Attitude	Grade	No. of students	Percentage
1.	Extremely Favorable	A	0	0%
2.	Highly Favorable	B	0	0%
3.	Above Average Favorable	C	0	0%
4.	Average/Moderate Favorable	D	9	30.00 %
5.	Below Average Favorable	E	16	53.33 %
6.	Less Favorable	F	4	13.33 %
7.	Extremely Less Favorable	G	1	3.33 %
		Total No. of students- 30		

From **Table 3.03** we can see that out of 30 college students of Govt. Mamit College, 9 (30 %) have **average/moderate favorable** attitude towards Open and Distance Education, 16 (53.33 %) have **below average favorable** attitude towards Open and Distance Education, 4 (13.33 %) have **less favorable** attitude towards Open and Distance Education and lastly 1 (3.33 %) have **extremely less favorable** attitude towards Open and Distance Education. There are no students having **extremely favorable, highly favorable** and **above average favorable** attitude towards Open and Distance Education.

Govt. Mamit College

- Extremely Favorable — 0%
- Highly Favorable — 0%
- Above Average Favorable — 0%
- Average/ Moderate Favorable — 30%
- Below Average Favorable — 54%
- Less Favorable — 13%
- Extremely Less Favorable — 3%

Legend:
■ Extremely Favorable ■ Highly Favorable ■ Above Average Favorable
■ Average/ Moderate Favorable ■ Below Average Favorable ■ Less Favorable
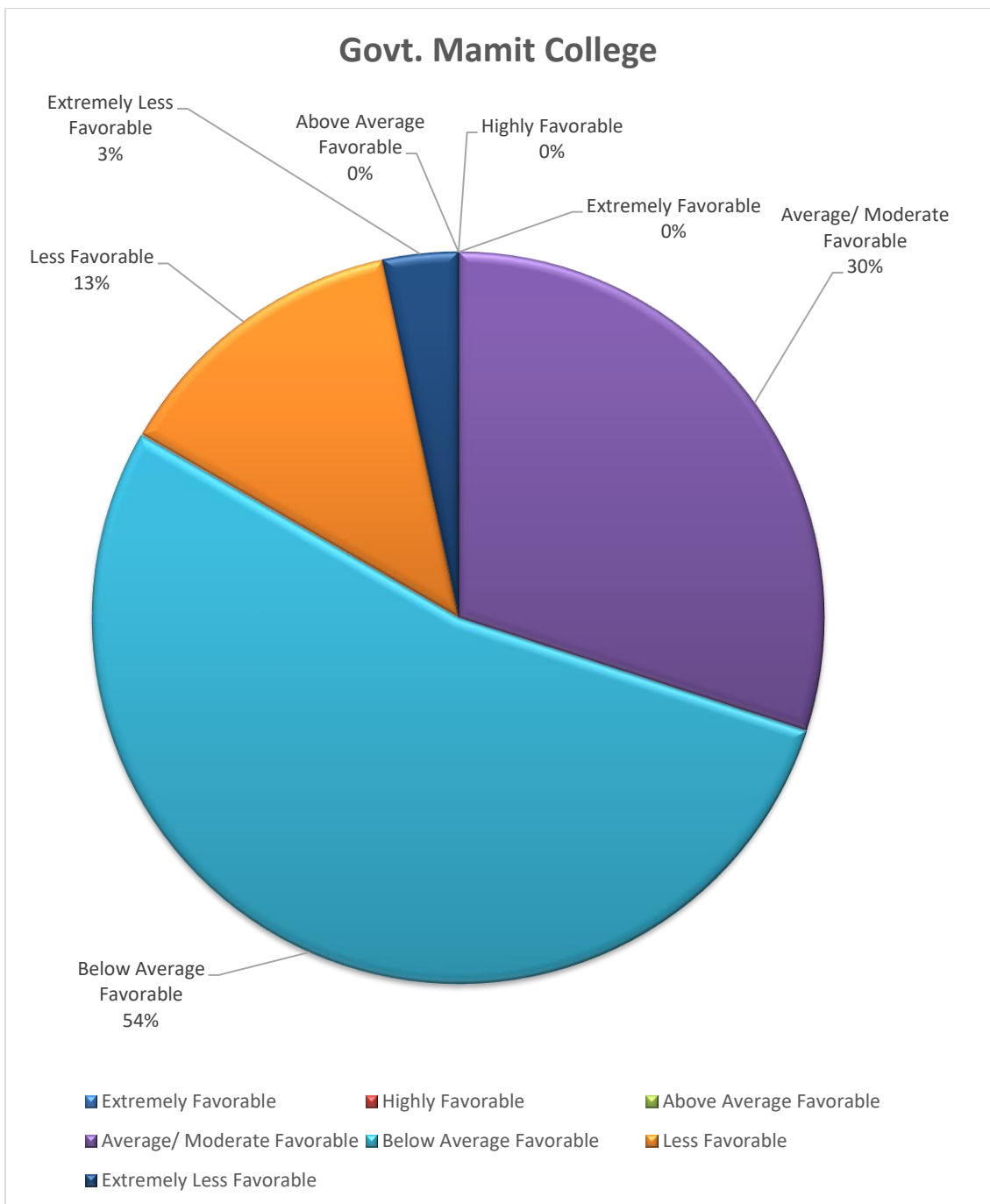■ Extremely Less Favorable

Fig 3.03: Attitude of college students of Govt. Mamit College towards Open and Distance Education.

OBJECTIVE NO 4: To assess the level of attitude of Male college students of Mamit District towards Open and Distance Education.

Table 3.04: Attitude of Male college students of Mamit District towards Open and Distance education.

Sl. No	Level of Attitude	Grade	No. of students	Percentage
1.	Extremely Favorable	A	0	0 %
2.	Highly Favorable	B	0	0 %
3.	Above Average Favorable	C	0	0 %
4.	Average/Moderate Favorable	D	5	16.67 %
5.	Below Average Favorable	E	20	66.67 %
6.	Less Favorable	F	2	6.67 %
7.	Extremely Less Favorable	G	3	10 %
		Total No. of students- 30		

From **Table 3.04** we can see that out of 30 male college students of Mamit District, 12 (40%) of the students have **average/moderate favorable** attitude towards Open and Distance Education, 14 (46.67 %) have **below average favorable** attitude towards Open and Distance Education, 4 (13.33%) have **less favorable** attitude towards Open and Distance Education. There are no students having **extremely favorable, highly favorable**, **above average favorable and extremely less favorable** attitude towards Open and Distance Education.
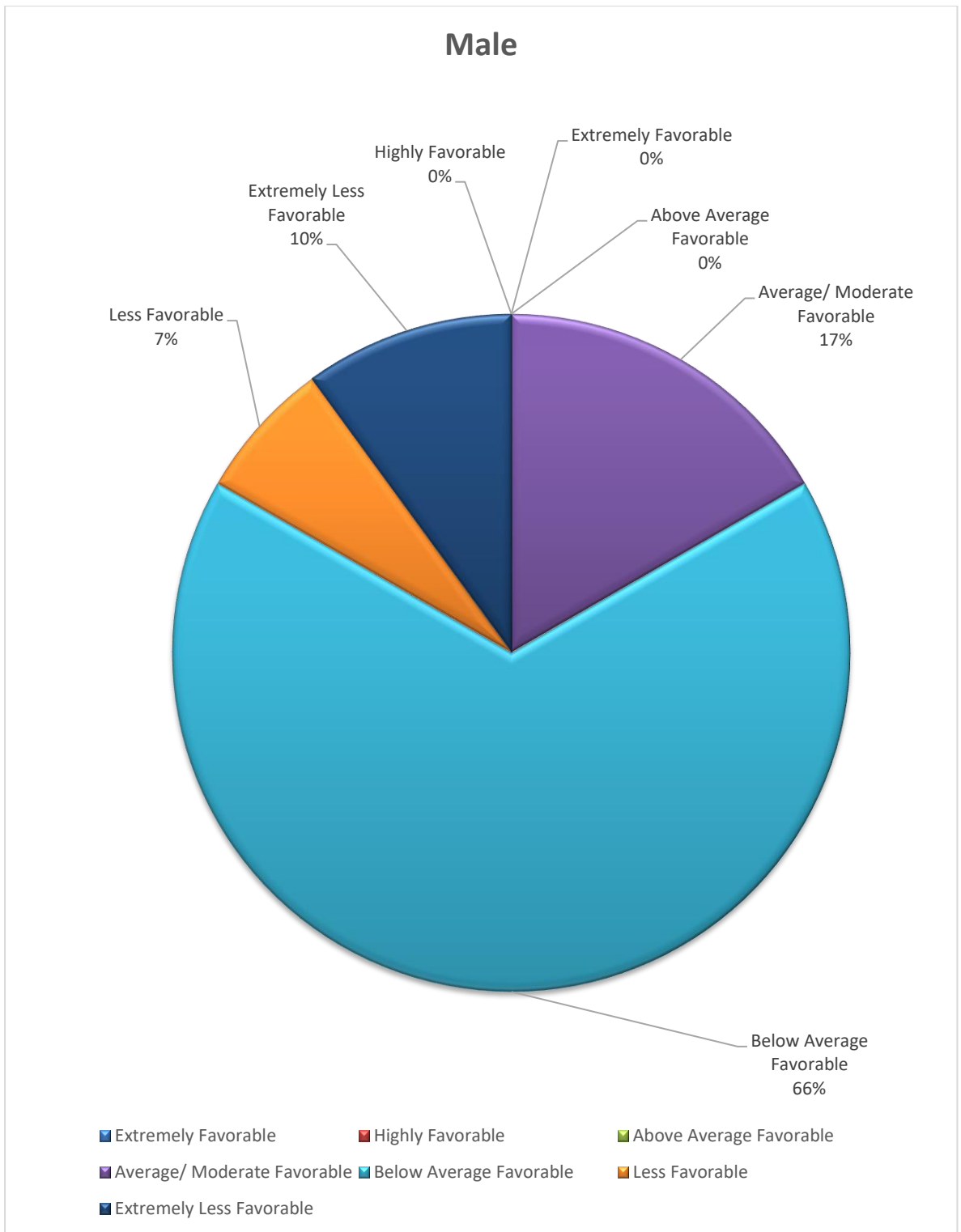
Fig 3.04: Attitude of Male college students of Mamit District towards Open and Distance education.

OBJECTIVE NO 5: To assess the level of attitude of Female college students of Mamit District towards Open and Distance Education.

Table 3.05: Attitude of Female college students of Mamit District towards Open and Distance education.

Sl. No	Level of Attitude	Grade	No. of students	Percentage
1.	Extremely Favorable	A	0	0 %
2.	Highly Favorable	B	1	3.33 %
3.	Above Average Favorable	C	0	0 %
4.	Average/Moderate Favorable	D	10	33.33 %
5.	Below Average Favorable	E	14	46.67 %
6.	Less Favorable	F	5	16.67%
7.	Extremely Less Favorable	G	0	0 %
		Total No. of students- 30		

From **Table 3.05** we can see that out of 30 female college students of Mamit District, 2 (6.67%) of the student have **highly favorable** attitude towards Open and Distance Education, 6 (20 %) of the students have **average/moderate favorable** attitude towards Open and Distance Education, 19 (63.33%) have **below average favorable** attitude towards Open and Distance Education, 3 (10%) have **less favorable** towards Open and Distance Education. There are no students having **extremely favorable**, **above average favorable** and **extremely less favorable** attitudes towards Open and Distance Education.
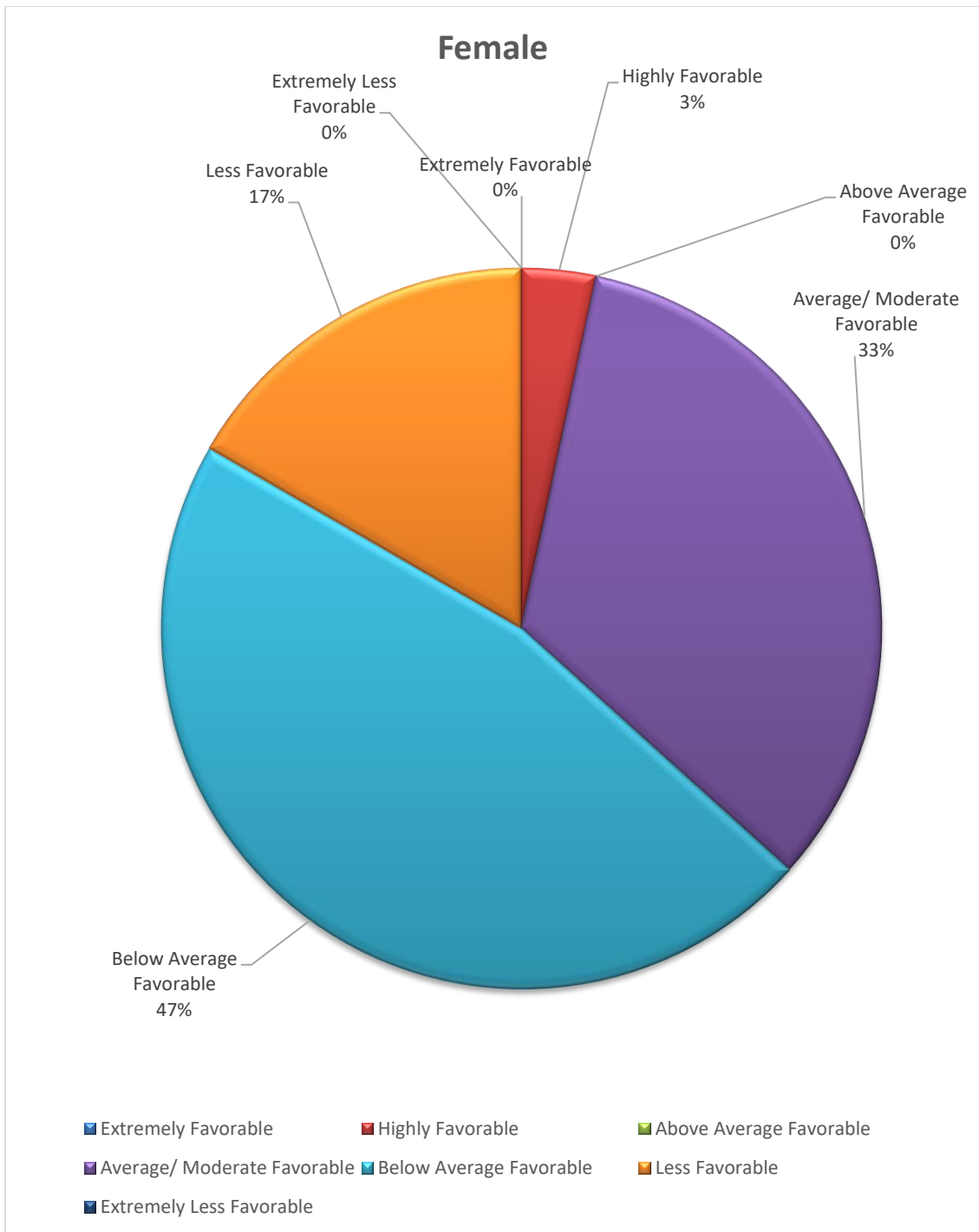
Fig 3.05: Attitude of Female college students of Mamit District towards Open and Distance education.

OBJECTIVE NO 6: To compare the level of attitude of college students of Mamit District towards Open and Distance Education.

Here we have the null hypothesis: *There is no significant difference in the attitude of college students of Mamit District towards Open and Distance Education.*

Table 3.06: Comparison of level of attitude of college students of Mamit District towards Open and Distance Education.

Types	N	Mean	σ	SeD	t-value	df	Level of significance	
Zawlnuam	30	130.5	13.5	2.87	0.70	58	0.05	0.01
Mamit	30	132.5	8.2				2.00	2.66

df	Required t-value		Calculated t-value	Interpretation	Conclusion
	0.05	0.01		Calculated t-value is less than the required t-value at 0.01 and 0.05 level	Null hypothesis is retained.
58	2.00	2.66	0.70		

Table 3.06 shows that the mean score of Govt. Zawlnuam College and Govt. Mamit College were 130.5 and 132.5 with standard deviation of 13.5 and 8.2 respectively. The calculated t-value do not exceed both the required t-value at 0.05 and 0.01 level of significance. Therefore, the null hypothesis "*There is no significant difference in the attitude of college students of Mamit District towards Open and Distance Education.*" is retained which means there is no significant difference between the attitude of college students of Mamit District towards Open and Distance Education.

OBJECTIVE NO 7: To compare the level of attitude of college students of Mamit District towards Open and Distance Education w.r.t. gender.

Here we have the null hypothesis: *There is no significant difference in the attitude of college students of Mamit District towards Open and Distance education w.r.t. gender.*

Table 3.07: Comparison of level of attitude of college students of Mamit district towards Open and Distance Education w.r.t. gender.

Types	N	Mean	σ	SeD	t-value	df	Level of significance	
Male	30	132.2	10.2	2.58	0.54	58	0.05	0.01
Female	30	130.8	9.8				2.00	2.66

df	Required t-value		Calculated t-value	Interpretation	Conclusion
	0.05	0.01		Calculated t-value is more than the required t-value at 0.01 and 0.05 level	Null hypothesis is rejected.
58	2.00	2.66	0.54		

Table 3.07 shows that the mean score of male and female students were 132.2 and 130.8, and the standard deviation was 10.2 and 9.8 respectively. The calculated t-value is less than both the required t-value at 0.05 and 0.01 level of significance. Therefore, the null hypothesis "*There is no significant difference in the attitude of college students of Mamit District towards Open and Distance Education w.r.t. gender.*" is rejected which means there is no significant difference between the attitude of male and female college students of Mamit District towards Open and Distance Education.

CHAPTER-IV

4.01 RESULTS

- Out of 60 college students from Mamit District, most of the students i.e., 34 (56.67%) students have **below average favourable** attitude which means they have a low appreciation for Open and Distance Education.

- Out of 30 college students from Govt. Zawlnuam College, most of the students i.e., 18 (60 %) students have **below average favourable** attitude, signifying that they have a low appreciation towards Open and Distance Education.

- Out of 30 college students from Govt. Mamit College, most of the students i.e., 16 (53.33 %) students have **below average favourable** attitude, which means that they have low appreciation towards Open and Distance Education.

- Out of 30 male college students of Mamit District, most of the students i.e., 20 (66.67 %) students have **below average favourable** attitude with low appreciation towards Open and Distance Education.

- Out of 30 female college students of Mamit District, majority of the students i.e., 14 (46.67 %) students have **below average favourable** attitude, which signifies that they have low appreciation towards Open and Distance Education.

- Upon comparison of attitude of college students of Govt. Zawlnuam College and Govt. Mamit College, it was found that there is no significant difference in the attitude towards Open and Distance Education.

- Upon comparison of attitude of male and female college students of Mamit District, it was found that there is no significant difference in the attitude towards Open and Distance Education.

4.02 DISCUSSION OF RESULTS

Out of 60 college students of Mamit District, majority of the students were on the Below average or Moderate level of attitude towards Open and Distance Education. A few cases were seen with students in the Less Favourable and Extremely Favourable level of attitude. Only 1 student was found to have Highly Favourable attitude towards Open and Distance Education. This indicates that most of the college students of Mamit District have low appreciation for Open and Distance Education.

The sample of the population was sub divided into male and female and students belonging to the two colleges within Mamit District. Majority of the students from Govt. Zawlnuam College have Below Average Favourable attitude towards Open and Distance education. Some students from Govt. Mamit College had Average favourable attitude while most of the students had below Average attitude.

The same case is seen on dividing the college students based on gender. While majority of the Male students had below average favourable attitude, some of the Female students were found to have average attitude as well as below average attitude.

Based on these findings it can be concluded that college students in Mamit District have Below Average Favourable attitude towards Open and Distance education. They were of the opinion that Open and Distance Education were services for the less privileged and that formal modes of learning are the most acceptable form of learning. Distance mode of education is seen as a last option for learning and they feel that this system of education does not provide real learning experiences. Given the choice between Open and Distance learning and formal system of learning, they would rather choose formal system of learning i.e., learning within the four walls of the classroom.

Upon comparison of attitude of college students of Govt. Zawlnuam College and Govt. Mamit College, and male and female students within Mamit District, it was found that there were no significant differences in the attitude towards Open and Distance Education.

4.03 EDUCATIONAL IMPLICATIONS

The present study has the following implications:

- Government officials can take measures to open up more Open and Distance education centres within Mamit District.
- Teachers can inform students that Open and Distance education should be seen as a prestigious institution and not just see it as a last-minute resort.
- Teachers can also make sure that their students are aware of the different courses that they can take up ang how it can have an impact on their job search in the future.

4.04 SUGGESTIONS FOR IMPROVEMENT

The following suggestions are made by the researcher regarding Open and Distance Education-

- There should be more awareness given to the masses regarding the importance and usefulness of Open and Distance Education.
- There should be more Open and Distance Education centres opened in Mamit District to ensure that more individuals can take up this course.
- Opening of more centres also brings with it more choices of subject. If individuals have more choices, then more people will be able to enrol themselves in Open and Distance Education courses.
- There should be more awareness regarding the fact that Open and Distance Education is not only for the drop outs or delinquents and that it is a prestigious form of study.

4.05 LIMITATIONS OF THE PROJECT

The present study had the following limitations

1. The present study could be conducted only among colleges students of Mamit District due to time and financial constraints.
2. The present study was limited to only descriptive statistics.

SUMMARY

The present study was conducted to find out the level of attitude of college students of Mamit District towards Open and Distance Education. The population of the study included all college students of Mamit District i.e., 243 students. Simple random sampling method was used to collect sample of 30 students each from two colleges within Mamit District i.e., Govt. Zawlnuam College and Govt. Mamit College. Scale for Attitude towards Open and Distance Education developed by Dr. Vishal Sood was used to collect data. Findings of the study indicate that most of the college students of Mamit District have below average favourable level of attitude towards Open and Distance Education. Comparison of attitude of college students was analysed using t-test and it was found that there are no significant differences in the level of attitude of college students of Mamit District towards sex education. It can be concluded that most college students of Mamit District have a low appreciation for Open and Distance Education. They were of the opinion that Open and Distance Education were services for the less privileged and that formal modes of learning are the most acceptable form of learning. Distance mode of education is seen as a last option for learning and they feel that this system of education does not provide real learning experiences. Given the choice between Open and Distance learning and formal system of learning, they would rather choose formal system of learning i.e., learning within the four walls of the classroom.

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