5.0 Introduction:

This chapter includes findings, discussions and the implications of the study. Findings of the study are discussed in the context of the objectives of the study and research questions. The suggestions and recommendations for future studies have also been presented in this chapter.

ODL mode learning has been considered as a legitimized mode of education in the present day world. Both the developing and developed countries of the world have embraced it as a cost effective model for providing higher education to a large segment of the population. In India also, since the establishment of a centre of correspondence education in Delhi University in 1962, this sort of institutions has gained popularity and acceptance. The ODL has become an integral part of higher education globally. In fact, the universal demand for education, thirst for knowledge and the failure of the mainstream education system in catering to the increasing popular demand for higher educations were the major contributory factors behind the emergence of the ODL system.

In response to the growing emphasis on professional development of untrained professionals continuing professional education, need to enhance professional skills of professionals. ODL mode education system played a wide role in developing professional skills of professionals. Now a day’s many open universities are catering professional courses. Through the professional programmes Open Universities are developing the professional skills among students of professional courses. IGNOU launched a two-year B.Ed. degree programme in 2001, through distance mode programme study centres all over the country. UPRTOU launched B.Ed. degree programme in 2003 all over UP state. Regarding management programme; IGNOU School of Management Studies Starting its operation in 1987 today offers a wide range of Programmes. Uttar Pradesh Rajarshi Tandon Open University was established in the year of 1999. UPRTOU School of Management Studies has been established with a view of imparting management education to persons of industry and fresh graduates.

Till date no comprehensive study has been conducted related to the learning styles of ODL mode professional courses learners in India. There is no comprehensive study related to the learning style and process of development of professional skills of
ODL mode learners. The presented study is an attempt to study the learning styles and process of development of professional skills among students of professional courses of open universities. The present study is relevant for professionals related with teacher education and management. The findings of the study have major implications for delivery of B.Ed. and MBA programme for professional already employed in government/private institutions. Findings will help the counsellors and mentors in understanding the different learning styles of students of professional courses. It will also help the curriculum developer for developing the curriculum according to the preferred learning styles of professional courses students. Process of development of professional skills should be according to the learning styles of students of professional programmes.

5.1 Major Findings of the study:

According to the objectives of the study the findings of the study is categorized and discussed under three sections:

**Section-I,** deals with the findings and discussions of the study in the context of the objective-1, i.e. ‘To study the learning styles of learners of professional courses offered by Open Universities in the context of nature of courses and universities’.

**Section-II,** deals with the findings and discussions of the study in the context of the objective-2, i.e. ‘To study the processes of development of professional skills among learners of professional courses offered by open universities: coursewise and university wise’.

**Section-III,** deals with the findings and discussions of the study in the context of the objective-3, i.e. ‘To study the association between the perceptions of students on ODL based instructional processes of professional programmes and their learning styles in the context of universities’.
5.1.1 Section-I: Findings and discussions related to objective-1:

Under this section's findings related with objective-1 i.e. "To study the learning styles of learners of professional courses offered by Open Universities in the context of nature of courses and universities" is presented and discussed.

The following findings are highlighted on the basis of the foregoing chapters presentation:

5.1.1.1 Major findings and discussion related with learning styles of IGNOU students and nature of professional courses:

- The independent learning style and nature of professional courses offered by IGNOU are significantly associated with each other. A large majority of IGNOU B.Ed. students (63.0%) possessing higher level independent learning style than that of their MBA counterparts (30.0%).
- The avoidant learning style and nature of professional courses offered by IGNOU are not significantly associated with each other. Only 33.5% to 36.67% students of B.Ed. and MBA possessing higher level avoidant learning styles.
- The collaborative learning style and nature of professional courses offered by IGNOU were significantly associated with each other. A large majority of IGNOU B.Ed. students (87.5%) possessing higher level collaborative learning style than that of their MBA counterparts (55.0%).
- The dependent learning style and nature of professional courses offered by IGNOU were significantly associated with each other. Majority of IGNOU B.Ed. students (51.5%) possessing higher level dependent learning style than that of their MBA counterparts (18.33%).
- The competitive learning style and nature of professional courses offered by IGNOU are significantly associated with each other. A large majority (91.5%) of IGNOU B.Ed. students possessing higher level competitive learning style than that of their MBA counterparts (81.67%).
- The participant learning style and nature of professional courses offered by IGNOU are significantly associated with each other. Majority of IGNOU B.Ed. students (50.5%) possessing higher level participant learning style than that of their MBA counterparts (20.0%).
Discussion on findings:

Above findings indicates that different learning styles and nature of professional courses of IGNOU students are significantly associated with each other. Majority of IGNOU B.Ed. students were possessing higher level Independent learning style, collaborative learning style, dependent learning style, competitive learning style and participant learning style than those of their MBA counterparts.

5.1.1.2 Major findings related to learning styles and gender of B.Ed. students of IGNOU:

- The independent learning style and gender background of IGNOU B.Ed. students are not significantly associated with each other. A large majority (61.0% to 65.0%) of IGNOU B.Ed. male and female students possessing higher level Independent learning style.

- The avoidant learning style and gender background of IGNOU B.Ed. students are significantly associated with each other. A large chunk of IGNOU B.Ed. male students (41.0%) possessing higher level avoidant learning style than that of their female counterparts (26.0%).

- The collaborative learning style and gender background of IGNOU B.Ed. students are not significantly associated with each other. A large majority (84.0% to 91.0%) of IGNOU B.Ed. male and female students possessing higher level collaborative learning style.

- The dependent learning style and gender background of IGNOU B.Ed. students are not significantly associated with each other. Majority (50.0% to 53.0%) of IGNOU B.Ed. male and female students possessing higher level dependent learning style.

- The competitive learning style and gender background of IGNOU B.Ed. students are not significantly associated with each other. A large majority (88 to 95%) of IGNOU B.Ed. male and female students possessing higher level competitive learning style.

- The participant learning style and gender background of IGNOU B.Ed. students are not significantly associated with each other. A large chunk (47% to 54%) of IGNOU B.Ed. male and female students possessing higher level participant learning style.
Discussion on findings:

Above findings indicates that different learning styles (except avoidant learning style) and gender background of IGNOU B.Ed. students are not significantly associated with each other. It means male and female students of IGNOU B.Ed. programme had similar pattern of learning style.

The avoidant learning style and gender background of IGNOU B.Ed. students are found significantly associated with each other. A large chunk of IGNOU B.Ed. male students possessing higher level avoidant learning style than that of their female counterparts.

5.1.1.3 Major findings related to learning styles and gender of MBA students of IGNOU:

- The independent learning style and gender background of IGNOU MBA students are significantly associated with each other. A large chunk (43.33%) of IGNOU MBA male students possessing higher level independent learning style than that of their female counterparts (16.67%).

- The avoidant learning style and gender background of IGNOU MBA students are not significantly associated with each other. Only 33.33% to 40.00% IGNOU MBA male and female students possessing higher level avoidant learning style.

- The collaborative learning style and gender background of IGNOU MBA students are not significantly associated with each other. Majority of (50.0% to 60.0 %) IGNOU MBA male and female students possessing higher level collaborative learning style.

- The dependent learning style and gender background of IGNOU MBA students are not significantly associated with each other. Only 16.67% to 20.0 % of IGNOU MBA male and female students possessing higher level dependent learning style.

- The competitive learning style and gender background of MBA students of IGNOU are not significantly associated with each other. Majority (80% to 83.33%) of MBA male and female students possessing higher level competitive learning style.
• The participant learning style and gender background of IGNOU MBA students are not significantly associated with each other. Only 16.67% to 23.33% of IGNOU MBA male and female students possessing higher level participant learning style.

Discussion on findings:

Above findings indicates that different learning styles (except Independent learning style) and gender background of IGNOU MBA students are not significantly associated with each other. Irrespective of gender differences majority of IGNOU MBA students possessing higher level collaborative learning style and competitive learning style. The male and female students had similar pattern of learning styles on these areas.

The independent learning style and gender background of IGNOU MBA students are significantly associated with each other. A large chunk of IGNOU MBA male students were having high level independent learning style than that of their female counterparts.

5.1.1.4 Major findings related to learning styles and subject area of B.Ed. students IGNOU:

• The independent learning style and subject area of B.Ed. students of IGNOU are not significantly associated with each other. A large majority (60.49%) of Science & Technology subject area IGNOU B.Ed. students as well as (64.71%) of Humanities & Social Science subject area IGNOU B.Ed. students possessing higher level Independent learning style.

• The avoidant learning style and subject area of B.Ed. students of IGNOU are not significantly associated with each other. Only 32.77% to 34.57% of Humanities & Social Science subject area and Science & Technology subject area IGNOU B.Ed. students possessing higher level avoidant learning style.

• The collaborative learning style and subject area of B.Ed. students of IGNOU are not significantly associated with each other. A large majority (82.72% and 90.76%) of Humanities & Social Science subject area and Science & Technology subject area IGNOU B.Ed. students possessing higher level collaborative learning style.
The dependent learning style and subject area of B.Ed. students of IGNOU are not significantly associated with each other. A large chunk (43.21% to 57.14%) of Humanities & Social Science subject area and Science & Technology subject area IGNOU B.Ed. students possessing higher level dependent learning style.

The competitive learning style and subject area of B.Ed. students of IGNOU are not significantly associated with each other. Majority of (87.65% to 94.12%) Humanities & Social Science subject area and Science & Technology subject area IGNOU B.Ed. students possessing higher level competitive learning style.

The participant learning style and subject area of B.Ed. students of IGNOU are not significantly associated with each other. A large chunk of (49.58% to 51.85%) Humanities & Social Science subject area and Science & Technology subject area IGNOU B.Ed. students possessing higher level participant learning style.

**Discussion on findings:**

Above findings indicates that different learning styles and subject area of IGNOU B.Ed. students are not significantly associated with each other. Irrespective of subject area majority of IGNOU B.Ed. students possessing higher level Independent learning style, collaborative learning style, Dependent learning style, Competitive learning style and participant learning style. The Humanities & Social Science subject area and Science & Technology subject area B.Ed. students had similar pattern of learning styles. In other words B.Ed. students coming from different streams were having similar pattern of learning styles.

**5.1.1.5 Major findings related to learning styles and subject area of MBA students of IGNOU:**

The independent learning style and subject area of IGNOU MBA students are not significantly associated with each other. Only 29.41% to 30.23% of Humanities & Social Science subject area and Science & Technology subject area IGNOU MBA students possessing higher level of Independent learning style.
• The avoidant learning style and subject area of IGNOU MBA students are not significantly associated with each other. Only 34.88% to 41.18% of Humanities & Social Science subject area and Science & Technology subject area IGNOU MBA students possessing higher level of avoidant learning style.

• The collaborative learning style and subject area of MBA students of IGNOU are not significantly associated with each other. Majority (53.49% to 58.82%) of Humanities & Social Science subject area and Science & Technology subject area IGNOU MBA students possessing higher level collaborative learning style.

• The dependent learning style and subject area of MBA students of IGNOU are not significantly associated with each other. Only 16.28% to 29.41% of Humanities & Social Science subject area and Science & Technology subject area IGNOU MBA students possessing higher level dependent learning style.

• The competitive learning style and subject area of MBA students of IGNOU are significantly associated with each other. A large majority (88.37%) of Science & Technology subject area IGNOU MBA students possessing higher level competitive learning style than that of their Humanities & Social Science subject area counterparts (64.71%).

• The participant learning style and subject area of MBA students of IGNOU are not significantly associated with each other. Only 16.28% to 29.41% of Humanities & Social Science subject area and Science & Technology subject area MBA students possessing higher level participant learning style.

**Discussion on findings:**

Above findings indicates that different learning styles (except Competitive learning style) and subject area of IGNOU MBA students are not significantly associated with each other. Irrespective of subject area majority of IGNOU MBA students possessing higher level collaborative learning style. In other words students coming from different streams were having similar pattern of learning styles except one area of learning style.

The competitive learning style and subject area of MBA students of IGNOU are significantly associated with each other. A large majority of Science & Technology subject area MBA students possessing higher level competitive learning style than that of their Humanities & Social Science subject area counterparts. The science and technology subject area encourages with competitive nature of learning.
5.1.1.6 Major findings related to learning styles of UPRTOU students and nature of professional courses:

- The independent learning style and nature of professional courses offered by UPRTOU are significantly associated with each other. A large majority (67.50%) of B.Ed. students possessing higher level Independent learning style than that of their MBA counterparts (26.67%).

- The avoidant learning style and nature of professional courses offered by UPRTOU are significantly associated with each other. A large chunk (43.33%) of MBA students possessing higher level avoidant learning style than that of their B.Ed. counterparts (25.0%).

- The collaborative learning style and nature of professional courses offered by UPRTOU were significantly associated with each other. A large majority (92.5%) of B.Ed. students possessing higher collaborative learning style than that of their MBA counterparts (71.67%).

- The dependent learning style and nature of professional courses offered by UPRTOU are significantly associated with each other. A large chunk (44.0%) of B.Ed. students possessing higher level dependent learning style than that of their MBA counterparts (21.67%).

- The competitive learning style and nature of professional courses offered by UPRTOU are significantly associated with each other. A large majority (94.5%) of B.Ed. students possessing higher level competitive learning style than that of their MBA counterparts (78.33%).

- The participant learning style and nature of professional courses offered by UPRTOU are significantly associated with each other. A large chunk (50.0%) of UPRTOU B.Ed. students possessing higher level participant learning style than that of their MBA counterparts (18.33%).
Discussion on findings:

Above findings indicates that different learning styles and nature of professional courses of UPRTOU students are significantly associated with each other. Majority of UPRTOU B.Ed. students were having higher level Independent learning style, collaborative learning style, competitive learning style and participant learning style than that of their MBA counterparts. There is a similar pattern of learning style of B.Ed. students of UPRTOU and IGNOU. They adopt varieties of learning styles than those of their MBA counterparts.

5.1.1.7 Major findings related to learning styles and gender of B.Ed. students of UPRTOU:

- The independent learning style and gender background of UPRTOU B.Ed. students are significantly associated with each other. A large majority (74.0%) of UPRTOU B.Ed. male students possessing higher level Independent learning style than that of their female counterparts (61.0%).

- The avoidant learning style and gender background of UPRTOU B.Ed. students are significantly associated with each other. A large chunk of UPRTOU B.Ed. male students (33.0%) possessing higher level of avoidant learning style than that of their female counterparts (17.0%).

- The collaborative learning style and gender background of UPRTOU B.Ed. students are not significantly associated with each other. Majority (84% to 91%) of UPRTOU B.Ed. male and female students possessing higher level collaborative learning style.

- The dependent learning style and gender background of UPRTOU B.Ed. students are not significantly associated with each other. A large chunk of B.Ed. male and female students (39.0% to 49.0%) possessing higher level dependent learning style.

- The competitive learning style and gender background of UPRTOU B.Ed. students are not significantly associated with each other. Majority (94.0% to 95.0%) of male and female students possessing higher level competitive learning style.

- The participant learning style and gender background of UPRTOU B.Ed. students are not significantly associated with each other. Majority (47.0% to 53.0%) of UPRTOU B.Ed. male and female students possessing higher level participant learning style.
Discussion on findings:

Above findings indicates that different learning styles (except Independent learning style and avoidant learning style) and gender background of UPRTOU B.Ed. students are not significantly associated with each other. Irrespective of gender differences majority of UPRTOU B.Ed. students possessing higher level collaborative learning style and competitive learning style. The male and female UPRTOU B.Ed. students had similar pattern of learning styles on these areas.

The independent learning style and gender background of UPRTOU B.Ed. students are significantly associated with each other. A large majority of UPRTOU B.Ed. male students were having high level Independent learning style than that of their female counterparts.

The avoidant learning style and gender background of UPRTOU B.Ed. students are significantly associated with each other. A large chunk of UPRTOU B.Ed. male students were having high level of avoidant learning style than that of their female counterparts.

Thus UPRTOU B.Ed. male students were possessing high level of independent learning style and avoidant learning style than UPRTOU B.Ed. female students.

5.1.1.8 Major findings related to learning styles and gender of MBA students of UPRTOU:

- The independent learning style and gender background of UPRTOU MBA students are not significantly associated with each other. Only 16.67% to 36.67% of UPRTOU MBA male and female students possessing higher level independent learning style.
- The avoidant learning style and gender background of UPRTOU MBA students are significantly associated with each other. Majority (56.67%) of UPRTOU MBA male students possessing higher level avoidant learning style than that of their female counterparts (30.0%).
- The collaborative learning style and gender background of UPRTOU MBA students are not significantly associated with each other. Majority (66.67% to 76.67%) of UPRTOU MBA male and female students possessing higher level collaborative learning style.
• The dependent learning style and gender background of UPRTOU MBA students are not significantly associated with each other. Only 16.67% to 20.0% UPRTOU MBA male and female students possessing higher level dependent learning style.

• The competitive learning style and gender background of UPRTOU MBA students are not significantly associated with each other. Majority (76.67% to 80.0%) of UPRTOU MBA male and female students possessing higher level competitive learning style.

• The participant learning style and gender background of UPRTOU MBA students are not significantly associated with each other. Only 16.67% to 20.0% of UPRTOU MBA male and female students possessing higher level participant learning style.

**Discussion on findings:**

Above findings indicates that different learning styles (except Avoidant learning style) and gender background of UPRTOU MBA students are not significantly associated with each other. Irrespective of gender differences majority of IGNOU MBA students possessing high level collaborative learning style and competitive learning style. The male and female students had similar pattern of learning styles on these areas.

The avoidant learning style and gender background of UPRTOU MBA students are significantly associated with each other. Majority of UPRTOU MBA male students were having high level avoidant learning style than that of their female counterparts.

**5.1.1.9 Major findings related to learning styles and subject area of B.Ed. students of UPRTOU:**

• The independent learning style and subject area of UPRTOU B.Ed. students are not significantly associated with each other. Majority (58.33% to 70.40%) of Humanities & Social Science subject area and Science & Technology subject area UPRTOU B.Ed. students possessing higher level independent learning style.

• The avoidant learning style and subject area of UPRTOU B.Ed. students are not significantly associated with each other. Only 20.83% to 26.32% of Humanities & Social Science subject area and of Science & Technology subject area UPRTOU B.Ed. students possessing higher level avoidant learning style.
• The collaborative learning style and subject area of UPRTOU B.Ed. students are not significantly associated with each other. A large majority (89.58% to 93.42%) of Humanities & Social Science subject area and Science & Technology subject area UPRTOU B.Ed. students possessing higher level collaborative learning style.

• The dependent learning style and subject area of UPRTOU B.Ed. students are not significantly associated with each other. A large majority (89.58% to 93.42%) of Humanities & Social Science subject area and Science & Technology subject area UPRTOU B.Ed. students possessing higher level collaborative learning style.

• The competitive learning style and subject area of UPRTOU B.Ed. students are not significantly associated with each other. Majority (89.58% to 96.05%) of Humanities & Social Science subject area and Science & Technology subject area UPRTOU B.Ed. students possessing higher level collaborative learning style.

• The participant learning style and subject area of UPRTOU B.Ed. students are not significantly associated with each other. A large chunk (45.83% to 51.32%) of Humanities & Social Science subject area and Science & Technology subject area UPRTOU B.Ed. students possessing higher level participant learning style.

Discussion on findings:

Above findings indicates that different learning styles and subject area of UPRTOU B.Ed. students are not significantly associated with each other. Irrespective of subject area majority of UPRTOU B.Ed. students possessing higher level Independent learning style, Collaborative learning style and Competitive learning style.

5.1.1.10 Major findings related to learning styles and subject area of MBA students of UPRTOU:

• The independent learning style and subject area of UPRTOU MBA students are not significantly associated with each other. Only 25.0% to 27.5% of Humanities & Social Science subject area and Science & Technology subject area UPRTOU MBA students possessing higher level Independent learning style.
• The avoidant learning style and subject area of UPRTOU MBA students are not significantly associated with each other. A large chunk of students (35.0% to 60.0%) of Humanities & Social Science subject area and Science & Technology subject area UPRTOU MBA students possessing higher level avoidant learning style.

• The collaborative learning style and subject area of UPRTOU MBA students are not significantly associated with each other. Majority (70.0% to 72.5%) of Humanities & Social Science subject area and Science & Technology subject area UPRTOU MBA students possessing higher level collaborative learning style.

• The dependent learning style and subject area of UPRTOU MBA students are not significantly associated with each other. Only 20% to 25% Humanities & Social Science subject area and Science & Technology subject area UPRTOU MBA students possessing higher level dependent learning style.

• The competitive learning style and subject area of UPRTOU MBA students are not significantly associated with each other. Majority (75.0% to 80.0%) of Humanities & Social Science subject area and Science & Technology subject area UPRTOU MBA students possessing higher level competitive learning style.

• The participant learning style and subject area of UPRTOU MBA students are not significantly associated with each other. Only 15% to 25% of Humanities & Social Science subject area and Science & Technology subject area UPRTOU MBA students possessing higher level participant learning style.

Discussion on findings:

Above findings indicates that different learning styles and subject area of UPRTOU MBA students are not significantly associated with each other. Irrespective of subject area majority of UPRTOU MBA students possessing higher level collaborative learning style and competitive learning style. In other words UPRTOU MBA students coming from different streams were having similar pattern of learning styles except.
5.1.1.11 Major findings related to learning styles of ODL mode B.Ed. students and university background:

- The independent learning style of ODL mode B.Ed. students and university background are not significantly associated with each other. Majority (63.0% to 67.5%) of ODL mode B.Ed. students possessing higher level Independent Learning Style.

- The avoidant learning style and university background of ODL mode B.Ed. students are not significantly associated with each other. Only 25.0% to 33.5% ODL mode B.Ed. students possessing higher level avoidant learning style.

- The collaborative learning style and university background of ODL mode B.Ed. students are not significantly associated with each other. A large majority (87.5% to 92.5%) of ODL mode B.Ed. students possessing higher level collaborative Learning Style.

- The dependent learning style and university background of ODL mode B.Ed. students are not significantly associated with each other. A large chunk (44.0% to 51.5%) of ODL mode B.Ed. students possessing higher level dependent Learning Style.

- The competitive learning style and university background of ODL mode B.Ed. students are not significantly associated with each other. A large majority (91.5% to 94.5%) of ODL mode B.Ed. students possessing higher level competitive learning style.

- The participant learning style and university background of ODL mode B.Ed. students are not significantly associated with each other. A large chunk (50.0% to 50.5%) of ODL mode B.Ed. students possessing higher level participant learning style.

Discussion on findings:

Above findings indicates that different learning styles and university background of ODL mode B.Ed. students are not significantly associated with each other. Irrespective of university background majority of ODL mode B.Ed. students possessing higher level independent learning style, collaborative learning style, competitive learning style and participant learning styles. There is a similar pattern of learning styles of B.Ed. students of UPRTOU and IGNOU. They adopt varieties of learning styles.
5.1.1.12 Major findings related to learning styles of ODL mode B.Ed. male students and university background:

- The independent learning style and university background of ODL mode B.Ed. male students are not significantly associated with each other. Majority (65% to 74%) of ODL mode B.Ed. male students possessing higher level independent learning style.

- The avoidant learning style and university background of ODL mode B.Ed. male students are not significantly associated with each other. Only 33.0% to 41.0% of ODL mode B.Ed. male students were of high level avoidant learning style.

- The collaborative learning style and university background of ODL mode B.Ed. male students are significantly associated with each other. A large majority (93.0%) of UPRTOU B.Ed. male students possessing higher level collaborative learning style than that of their IGNOU counterparts (84.0%).

- The dependent learning style and university background of ODL mode B.Ed. male students are significantly associated with each other. Majority (53.0%) of IGNOU B.Ed. male students possessing higher level dependent learning style than that of their UPRTOU counterparts (39.0%).

- The competitive learning style and university background of ODL mode B.Ed. male students are not significantly associated with each other. Majority (95.0%) of ODL mode B.Ed. male students possessing higher level competitive learning style.

- The participant learning style and university background of ODL mode B.Ed. male students are not significantly associated with each other. A large chunk (47.0% to 53.0%) of ODL mode B.Ed. male students possessing higher level participant learning style.

Discussion on findings:

Above findings indicates that different learning styles (except collaborative and dependent learning styles) and university background of ODL mode B.Ed. male students are not significantly associated with each other. Irrespective of university background majority of ODL mode B.Ed. male students possessing higher level
independent learning style and competitive learning style. It means IGNOU & UPRTOU B.Ed. programme male students had similar pattern of learning style.

The collaborative & dependent learning style and university background of ODL mode B.Ed. male students are significantly associated with each other. A large majority of UPRTOU B.Ed. male students were having high level collaborative & dependent learning style than that of their IGNOU counterparts.

5.1.1.13 Major findings related to learning styles of ODL mode B.Ed. female students and university background:

- The independent learning style and university background of ODL mode B.Ed. female students are not significantly associated with each other. Majority (61.0%) of ODL mode B.Ed. female students possessing higher level independent learning style.
- The avoidant learning style and university background of ODL mode B.Ed. female students are not significantly associated with each other. Only 17.0% to 26.0% ODL mode B.Ed. female students possessing higher level avoidant learning style.
- The collaborative learning style and university background of ODL mode B.Ed. female students are not significantly associated with each other. Majority (91.0% to 92.0%) of ODL mode B.Ed. female students possessing higher level collaborative learning style.
- The dependent learning style and university background of ODL mode B.Ed. female students are not significantly associated with each other. A large chunk (49.0% to 50.0%) of ODL mode B.Ed. female students possessing higher level dependent learning style.
- The competitive learning style and university background of ODL mode B.Ed. female students are not significantly associated with each other. Majority (88.0% to 94.0%) of ODL mode B.Ed. female students possessing higher level competitive learning style.
- The participant learning style and university background of ODL mode B.Ed. female students are not significantly associated with each other. A large chunk (47.0% to 54.0%) of ODL mode B.Ed. female students possessing higher level participant learning style.
Discussion on findings:

Above findings indicates that different learning styles and university background of ODL mode B.Ed. female students are not significantly associated with each other. Irrespective of university background majority of ODL mode B.Ed. female students possessing higher level independent learning style, collaborative learning style and competitive learning style. IGNOU and UPRTOU female students of B.Ed. programme had similar pattern of learning style.

5.1.1.14 Major findings related to learning styles of ODL mode B.Ed. Humanities & Social Science subject area students and university background:

- The independent learning style and university background of ODL mode B.Ed. Humanities & Social Science subject area students are not significantly associated with each other. Majority (64.71% to 70.4%) of ODL mode B.Ed. Humanities & Social Science subject area students possessing higher level independent learning style.
- The avoidant learning style and university background of ODL mode B.Ed. Humanities & Social Science subject area students are not significantly associated with each other. Only 26.32% to 32.77% of ODL mode B.Ed. Humanities & Social Science subject area students possessing higher level avoidant learning style.
- The collaborative learning style and university background of ODL mode B.Ed. Humanities & Social Science subject area students are not significantly associated with each other. Majority (90.76% to 93.42%) of ODL mode B.Ed. Humanities & Social Science subject area students possessing higher level collaborative learning style.
- The dependent learning style and university background of ODL mode B.Ed. Humanities & Social Science subject area students are significantly associated with each other. Majority (57.14%) of IGNOU B.Ed. Humanities & Social Science subject area students possessing higher level dependent learning style than that of their UPRTOU counterparts (42.76%).
- The competitive learning style and university background of ODL mode B.Ed. Humanities & Social Science subject area students are not significantly associated with each other. Majority (94.12% to 96.05%) of ODL mode B.Ed.
Humanities & Social Science subject area students possessing higher level competitive learning style.

- The participant learning style and university background of ODL mode B.Ed. Humanities & Social Science subject area students are not significantly associated with each other. A large chunk (49.58% to 51.32%) of ODL mode B.Ed. Humanities & Social Science subject area students possessing higher level participant learning style.

Discussion on findings:

Above findings indicates that different learning styles (except dependent learning style) and university background of ODL mode B.Ed. Humanities & Social Science subject area students are not significantly associated with each other. Irrespective of university background majority of ODL mode B.Ed. Humanities & Social Science subject area students possessing higher level independent learning style, collaborative learning style and competitive learning style. In other words Humanities & Social Science subject area B.Ed. students of IGNOU and UPRTOU were having similar pattern of learning style except one area.

The dependent learning style and university background of ODL mode B.Ed. Humanities & Social Science subject area students are found significantly associated with each other. Majority of IGNOU B.Ed. Humanities & Social Science subject area students having high level dependent learning style than that of their UPRTOU counterparts.

5.1.1.15 Major findings related to learning styles of ODL mode B.Ed. Science & Technology subject area students and university background:

- The independent learning style and university background of Science & Technology subject area ODL mode B.Ed. students are not significantly associated with each other. Majority (58.33% to 60.49%) of ODL mode B.Ed. Science & Technology subject area students possessing higher level independent learning style.
- The avoidant learning style and university background of ODL mode B.Ed. Science & Technology subject area students are not significantly associated with each other. Only 20.83% to 34.57% ODL mode B.Ed. Science &
Technology subject area's students possessing higher level avoidant learning style.

- The collaborative learning style and university background of ODL mode B.Ed. Science & Technology subject area students are not significantly associated with each other. Majority (82.72% to 89.58%) of ODL mode B.Ed. Science & Technology subject area students possessing higher level collaborative learning style.

- The dependent learning style and university background of ODL mode B.Ed. Science & Technology subject area students are not significantly associated with each other. A large chunk (43.21% to 47.92%) of ODL mode B.Ed. Science & Technology subject area students possessing higher level dependent learning style.

- The competitive learning style and university background of ODL mode B.Ed. Science & Technology subject area students are not significantly associated with each other. Majority (87.65% to 89.58%) of ODL mode B.Ed. Science & Technology subject area students possessing higher level competitive learning style.

- The participant learning style and university background of ODL mode B.Ed. Science & Technology subject area students are not significantly associated with each other. A large chunk (45.83% to 51.85%) of ODL mode B.Ed. Science & Technology subject area students possessing higher level participant learning style.

**Discussion on findings:**

Above findings indicates that different learning styles and university background of ODL mode B.Ed. Science & Technology subject area students are not significantly associated with each other. Irrespective of university background majority of ODL mode B.Ed. Science & Technology subject area students possessing higher level independent learning style, collaborative learning style and competitive learning style. In other words IGNOU and UPRTOU B.Ed. students of Science & Technology subject area were having similar pattern of learning style.
5.1.1.16 Major findings related to learning styles of ODL mode MBA students and university background:

- The independent learning style and university background of ODL mode MBA students are not significantly associated with each other. Only 26.67% to 30% of ODL mode MBA students possessing higher level independent learning style.
- The avoidant learning style and university background of ODL mode MBA students are not significantly associated with each other. Only 36.67% to 43.33% of ODL mode MBA students possessing higher level avoidant learning style.
- The collaborative learning style and university background of ODL mode MBA students are not significantly associated with each other. Majority (55.0% to 71.67%) of ODL mode MBA students possessing higher level collaborative learning style.
- The dependent learning style and university background of ODL mode MBA students are not significantly associated with each other. Only 18.33% to 21.67% of ODL mode MBA students possessing higher level dependent learning style.
- The competitive learning style and university background of ODL mode MBA students are not significantly associated with each other. Majority (78.33% to 81.67%) of ODL mode MBA students possessing higher level competitive learning style.
- The participant learning style and university background of ODL mode MBA students are not significantly associated with each other. Only 18.33% to 20.0% of ODL mode MBA students possessing higher level participant learning style.

Discussion on findings:

Above findings indicates that different learning styles and university background of ODL mode MBA students are not significantly associated with each other. Irrespective of university background majority of ODL mode MBA students possessing higher level collaborative learning style and competitive learning style. In other words IGNOU and UPRTOU MBA students were having similar pattern of learning style.
5.1.1.17 Major findings related to learning styles of ODL mode MBA male students and university background:

- The independent learning style and university background of ODL mode MBA male students are not significantly associated with each other. A chunk (36.67% to 43.33%) of ODL mode MBA male students possessing higher level independent learning style.
- The avoidant learning style and university background of ODL mode MBA male students are not significantly associated with each other. A large chunk (33.33% to 56.67%) of ODL mode MBA male students are of high level avoidant learning style.
- The collaborative learning style and university background of ODL mode MBA male students are not significantly associated with each other. Majority (60.0% to 66.67%) of ODL mode MBA male students possessing higher level collaborative learning style.
- The dependent learning style and university background of ODL mode MBA male students are not significantly associated with each other. Only 20.0% to 23.33% of ODL mode MBA male students possessing higher level dependent learning style.
- The competitive learning style and university background of ODL mode MBA male students are not significantly associated with each other. Majority (80.0%) of ODL mode MBA male students possessing higher level competitive learning style.
- The participant learning style and university background of ODL mode MBA male students are not significantly associated with each other. Only 20.0% to 23.33% of ODL mode MBA male students possessing higher level participant learning style.

Discussion on findings:

Above findings indicates that different learning styles and university background of ODL mode MBA male students are not significantly associated with each other. Irrespective of university background majority of ODL mode MBA male students possessing higher level collaborative learning style and competitive learning style. In other words IGNOU and UPRTOU MBA male students were having similar pattern of learning style.
5.1.1.18 Major findings related to learning styles of ODL mode MBA female students and university background:

- The independent learning style and university background of ODL mode MBA female students are not significantly associated with each other. Only 16.67% ODL mode MBA female students possessing higher level independent learning style.
- The avoidant learning style and university background of ODL mode MBA female students are not significantly associated with each other. Only 30.0% to 40.0% of ODL mode MBA female students possessing higher level of avoidant learning style.
- The collaborative learning style and university background of ODL mode MBA female students are significantly associated with each other. Majority (76.67%) of UPRTOU MBA female students possessing higher level collaborative learning style than that of their IGNOU counterparts (50.0%).
- The dependent learning style and university background of ODL mode MBA female students are not significantly associated with each other. Only 16.67% to 20% of ODL mode MBA female students possessing higher level dependent learning style.
- The competitive learning style and university background of ODL mode MBA female students are not significantly associated with each other. Majority (76.67% to 83.33%) of ODL mode MBA female students possessing higher level of competitive learning style.
- The participant learning style and university background of ODL mode MBA female students are not significantly associated with each other. Only 16.67% of ODL mode MBA female students possessing higher level participant learning style.

Discussion on findings:

Above findings indicates that different learning styles (except collaborative learning style) and university background of ODL mode MBA female students are not significantly associated with each other. Irrespective of university background majority of ODL mode MBA female students possessing higher level competitive learning style.
In other words IGNOU and UPRTOU MBA female students were having similar pattern of learning style except one area.

The collaborative learning style and university background of ODL mode MBA female students are found significantly associated with each other. Majority of UPRTOU MBA female students having high level collaborative learning style than that of their IGNOU counterparts.

5.1.1.19 Major findings related to learning styles of ODL mode MBA Humanities & Social Science subject area students and university background:

- The independent learning style and university background of ODL mode MBA Humanities & Social Science subject area students are not significantly associated with each other. Only 29.41% to 25% ODL mode MBA Humanities & Social Science subject area students possessing higher level of independent learning style.

- The avoidant learning style and university background of ODL mode MBA Humanities & Social Science subject area students are not significantly associated with each other. A large chunk (41.18% to 60.0%) of ODL mode MBA Humanities & Social Science subject area students possessing higher level avoidant learning style.

- The collaborative learning style and university background of ODL mode MBA Humanities & Social Science subject area students are not significantly associated with each other. Majority (58.82% to 70.0%) of ODL mode MBA Humanities & Social Science subject area students possessing higher level collaborative learning style.

- The dependent learning style and university background of ODL mode MBA Humanities & Social Science subject area students are not significantly associated with each other. Only 29.41% to 25% ODL mode MBA Humanities & Social Science subject area students possessing higher level dependent learning style.

- The competitive learning style and university background of ODL mode MBA Humanities & Social Science subject area students are not significantly
associated with each other. Majority (64.71% to 75.0%) of ODL mode MBA Humanities & Social Science subject area students possessing higher level competitive learning style.

- The participant learning style and university background of ODL mode MBA Humanities & Social Science subject area students are not significantly associated with each other. Only 29.41% to 25.0% of ODL mode MBA Humanities & Social Science subject area students possessing higher level participant learning style.

**Discussion on findings:**

Above findings indicates that different learning styles and university background of ODL mode MBA Humanities & Social Science subject area students are not significantly associated with each other. Irrespective of university background majority of ODL mode MBA Humanities & Social Science subject area students possess high level collaborative learning style and competitive learning style. In other words IGNOU and UPRTOU MBA students of Humanities & Social Science subject area were having similar pattern of learning style.

**5.1.1.20 Major findings related to learning styles of ODL mode MBA Science & Technology subject area students and university background:**

- The independent learning style and university background of ODL mode MBA Science & Technology subject area students are not significantly associated with each other. Only 27.50% to 30.23% ODL mode MBA Science & Technology subject area students possessing higher level independent learning style.

- The avoidant learning style and university background of ODL mode MBA Science & Technology subject area students are not significantly associated with each other. Only 34.88% to 35.0% of ODL mode MBA Science & Technology subject area students possessing higher level of avoidant learning style.
• The collaborative learning style and university background of ODL mode MBA Science & Technology subject area students are not significantly associated with each other. Majority (53.49% to 72.5%) of ODL mode MBA Science & Technology subject area students possessing higher level collaborative learning style.

• The dependent learning style and university background of ODL mode MBA Science & Technology subject area students are not significantly associated with each other. Only 13.95% to 20% ODL mode MBA Science & Technology subject area students possessing higher level dependent learning style.

• The competitive learning style and university background of ODL mode MBA Science & Technology subject area students are not significantly associated with each other. Majority (80.0% to 88.37%) of ODL mode MBA Science & Technology subject area students possessing higher level of competitive learning style.

• The participant learning style and university background of ODL mode MBA Science & Technology subject area students are not significantly associated with each other. Only 15.0% to 16.28% of ODL mode MBA Science & Technology subject area students possessing higher level of participant learning style.

Discussion on findings:

Above findings indicates that different learning styles and university background of ODL mode MBA Science & Technology subject area students are not significantly associated with each other. Irrespective of university background majority of ODL mode MBA Science & Technology subject area students possess high level collaborative learning style and competitive learning style. In other words IGNOU and UPRTOU MBA students of Science & Technology subject area were having similar pattern of learning style.
5.1.2 Section-II: Findings related to objective-2:

Under this sections findings related with objective-2 i.e. “To study the processes of development of professional skills as perceived by learners of professional courses offered by open universities: coursewise and universitywise” is presented and discussed.

Under this section major findings obtained through the analysis of students responses on different aspects of process of development of professional skills are discussed in two sub-sections:

5.1.2.1 Major findings related to Process of Development of Professional Skills among B.Ed. students:

In this sub-section findings on process of development of professional skills in B.Ed. course are discussed:

5.1.2.1.1 Major findings related to Micro-Teaching lesson plan prepared and University background of B.Ed. students:

ODL mode B.Ed. students response on number of micro-lesson plans prepared on different teaching skills (i.e. Writing of Objectives Skill, Introduction Skill, Questioning Skill, Probing questioning skill, Stimulus Variation Skill, Reinforcement Skill, Illustration With Examples Skill, Explanation Skill, Use of teaching support material skill, Demonstration Skill, Blackboard Writing Skill & Lesson Closure Skill) and university background are significantly associated with each other.

Discussion on findings:

On different teaching skills A large majority of IGNOU B.Ed. students prepared three or more than three micro lesson plans than that of their UPRTOU B.Ed. students counterparts. Thus above findings indicate that IGNOU B.Ed. students were more sincere on preparation of number of micro-teaching lesson plans than that of their UPRTOU counterparts.
5.1.2.1.2 Major findings related to Micro-Teaching lesson plan delivered and University background of B.Ed. students:

ODL mode B.Ed. students response on number of micro-lesson plans delivered on different teaching skills (i.e. Writing of Objectives Skill, Introduction Skill, Questioning Skill, Probing questioning skill, Stimulus Variation Skill, Reinforcement Skill, Illustration With Examples Skill, Explanation Skill, Use of teaching support material skill, Demonstration Skill, Blackboard Writing Skill & Lesson Closure Skill) and university background are significantly associated with each other.

Discussion on findings:

On different teaching skills A large majority of IGNOU B.Ed. students taught/delivered three or more than three micro lesson plans than that of their UPRTOU B.Ed. students counterparts. Thus above findings indicates that majority of IGNOU B.Ed. students were more sincere on delivery of number of micro-lesson plans than that of their UPRTOU counterparts.

5.1.2.1.3 Major findings related to Practice-Teaching lesson plan prepared and University background of B.Ed. students:

ODL mode B.Ed. students response on number of practice teaching-lesson plans prepared on first teaching subjects and university background are significantly associated with each other.

ODL mode B.Ed. students response on number of practice teaching-lesson plans prepared on second teaching subjects and university background are not significantly associated with each other.

Discussion on findings:

On first teaching subject A large majority of UPRTOU B.Ed. students (91.5%) prepared more than ten practice teaching lesson plans than that of their IGNOU B.Ed. students counterparts (87.0%).

While in second teaching subject both university B.Ed. students are sincere on preparation of number of Practice-teaching lesson plans. Majority (83.0%) of both university B.Ed. students prepared 16-20 practice-teaching lesson plans on second teaching subject.
Thus it is concluded that UPRTOU B.Ed. students are more sincere on preparation of number of Practice-teaching lesson plans than that of their IGNOU counterparts in one subject, while in another subject both university B.Ed. students are sincere on preparation of number of Practice-teaching lesson plans.

5.1.2.1.4 Major findings related to Practice-Teaching lesson plan delivered and University background of B.Ed. students:

ODL mode B.Ed. students response on number of practice-teaching lesson plans delivered and university background are significantly associated with each other in both first and second teaching subjects

Discussion on findings:

On first and second teaching subject a large majority of UPRTOU B.Ed. students delivered more than fifteen (16-20) practice teaching lesson plans than that of their IGNOU counterparts.

Thus it is concluded that majority of UPRTOU B.Ed. students are more sincere on delivery of number of Practice-teaching lesson plans than that of their IGNOU counterparts.

5.1.2.1.5 Major findings related to use of teaching aids and University background of B.Ed. students:

ODL mode B.Ed. students response on use of teaching aid (Self-made teaching aids) and university background are not significantly associated with each other.

ODL mode B.Ed. students response on use of different teaching aids (except Self-made teaching aids) during Practice-teaching by them and university background are significantly associated with each other.

Discussion on findings:

A large majority of IGNOU B.Ed. students used different teaching aids with average or high level than that of their UPRTOU counterparts.
Thus it is concluded that majority of IGNOU B.Ed. students are more sincere on use of different teaching aids during practice teaching than that of their UPRTOU counterparts.

5.1.2.1.6 Major findings related to use of classroom communication activities and University background:

ODL mode B.Ed. students response on use of different communication activities (except- use of teaching aids) of classroom communications and university background are significantly associated with each other.

Discussion on findings:

A large majority of IGNOU B.Ed. students used different classroom communication activities with high level than that of their UPRTOU counterparts.

Thus it is concluded that majority of IGNOU B.Ed. students are more sincere on use of different communications activities than that of their UPRTOU counterparts.

5.1.2.1.7 Major findings related to use of classroom motivation activities and University background of B.Ed. students:

ODL mode B.Ed. students response on use of three classroom motivation activities by them and university background are not significantly associated with each other.

ODL mode B.Ed. students response on use of two classroom motivation activities of classroom communications and university background are significantly associated with each other.

Discussion on findings:

On classroom motivation activity-a A large majority of UPRTOU B.Ed. students used activity-a with high level than that of their IGNOU counterparts.

On classroom motivation activity-e A large majority of IGNOU B.Ed. students used activity-e with high level than that of their UPRTOU counterparts.

Thus it is concluded that both university B.Ed. students are sincere on use of majority of classroom motivation activities. Majority of students of both university used classroom motivation activities with high level.
5.1.2.1.8 Major findings related to use of evaluation activities and University background of B.Ed. students:

ODL mode B.Ed. students response on use of different evaluation activities and university background are significantly associated with each other.

Discussion on findings:

Majority of IGNOU B.Ed. students used different evaluation activities with high level than that of their UPRTOU counterparts. Thus it is concluded that on use of majority of evaluation activities IGNOU B.Ed. students are more sincere than that of their IGNOU counterparts.

5.1.2.1.9 Major findings related to use of different source to complete assignment work and University background of B.Ed. students:

ODL mode B.Ed. students response on use of five sources by them and university background are not significantly associated with each other.

ODL mode B.Ed. B.Ed. students response on use of four sources by them and university background are significantly associated with each other.

Discussion on findings:

Majority of IGNOU B.Ed. students used different sources with high level than that of their UPRTOU counterparts. Thus it is concluded that on use of sources of assignment work IGNOU B.Ed. students are more sincere than that of their UPRTOU counterparts other than one source.

5.1.2.1.10 Major findings related to performance of School Planning & Management activities and University background of B.Ed. students:

ODL mode B.Ed. students response on performance of two school planning & management activities by them and university background are not significantly associated with each other. A large chunk of students of both university performed School Planning & Management activities with high level.
ODL mode B.Ed. students response on performance of *seven school planning & management activities* by them and university background are significantly associated with each other.

**Discussion on findings:**

Majority of IGNOU B.Ed. students performed many School Planning & Management activities with high level than that of their UPRTOU counterparts.

Thus it is concluded that on performance of School Planning & Management activities IGNOU B.Ed. students are more sincere than that of their UPRTOU counterparts other than two activities.

**5.1.2.1.11 Major findings related to Library as a Resource Centre and University background of B.Ed. students:**

ODL mode B.Ed. students response on use of *two activities* of Library as a Resource Centre (i.e. c & d) by them and university background are not significantly associated with each other. A large chunk of students of both university used Library as a Resource Centre with high level.

ODL mode B.Ed. students response on use of *three activities* of Library as a Resource Centre by them and university background are significantly associated with each other.

**Discussion on findings:**

A large chunk of IGNOU B.Ed. students used different library resources with high level than that of their UPRTOU counterparts. Thus it is concluded that on use of Library as a Resource Centre IGNOU B.Ed. students are more sincere than that of their UPRTOU counterparts.

**5.1.2.1.12 Major findings related to Library facilities and University background of B.Ed. students:**

ODL mode B.Ed. students response on use of *one library facility* by them and university background are not significantly associated with each other.

ODL mode B.Ed. students response on use of *three library facilities* by them and university background are significantly associated with each other.
Discussion on findings:

A large chunk of IGNOU B.Ed. students used different library facilities with high level than that of their UPRTOU counterparts. Thus it is concluded that on use of different library facilities provided by study centres/regional centres IGNOU B.Ed. students are more sincere than that of their UPRTOU counterparts other than one facility.

5.1.2.1.13 Major findings related to organization of co-curricular activities and University background of B.Ed. students:

ODL mode B.Ed. students response on organization of different co-curricular activities by them and university background are significantly associated with each other.

Discussion on findings:

A large majority of IGNOU B.Ed. students organised different co-curricular activities with high level than that of their UPRTOU counterparts. Thus it is concluded that on organization of different co-curricular activities IGNOU B.Ed. students are more sincere than that of their UPRTOU counterparts other than two co-curricular activities.

5.1.2.1.14 Major findings related to Information Communication Technology (ICT) and University background of B.Ed. students:

ODL mode B.Ed. students response on use of ICT by them and university background are not significantly associated with each other. A large majority of students of both university used Information communication Technologies (ICT) with high level.

ODL mode B.Ed. students response on three uses of ICT by them and university background are significantly associated with each other.

Discussion on findings:

A large majority of IGNOU B.Ed. students used ICT in different academic and professional activities with high level than that of their UPRTOU counterparts. Thus it is concluded that on use of Information communication Technology (ICT) IGNOU B.Ed. students are more sincere than that of their UPRTOU counterparts.
5.1.2.1.15 Major findings related to Face-to-Face Mode Counselling Process and University background of B.Ed. students:

ODL mode B.Ed. students response on *two uses of Face-to-Face Mode Counselling* by them and university background are not significantly associated with each other.

ODL mode B.Ed. students response on *three uses of Face-to-Face Mode Counselling process* and university background are significantly associated with each other.

**Discussion on findings:**

A large majority of UPRTOU B.Ed. students participated and used counselling process for their academic professional development with high level than that of their IGNOU counterparts. Thus it is concluded that on use of Face-to-Face Mode Counselling process UPRTOU B.Ed. students are more sincere than that of their IGNOU counterparts.

5.1.2.1.16 Major findings related to Broadcast/Telecast Programmes and University background of B.Ed. students:

ODL mode B.Ed. students response on *one use of Supporting broadcast/telecast Programme* by them and university background are not significantly associated with each other.

ODL mode B.Ed. students response on *two uses of Supporting broadcast/telecast programmes* by them and university background are significantly associated with each other.

**Discussion on findings:**

A large majority of UPRTOU B.Ed. students used different *broadcast/telecast programmes* with high or average level than that of their IGNOU counterparts. Thus it is concluded that on use of Supporting broadcast/telecast Programmes UPRTOU B.Ed. students are more sincere than that of their IGNOU counterparts.
5.1.2.2 Major findings related to Process of Development of Professional Skills among MBA students:

In this sub-section findings on process of development of professional skills in MBA course is discussed:

5.1.2.2.1 Major findings related to supervisor guidance in Project Work and University background of MBA students:

ODL mode MBA students response on use of supervisor guidance for completing Project Work and university background are not significantly associated with each other.

Discussion on findings:

Majority of students of both university used supervisor guidance for completing Project Work with high level.

5.1.2.2.2 Major findings related to resource support in Project Work and University background of MBA students:

ODL mode MBA students response on use of four type resource support for completing Project Work and university background are not significantly associated with each other.

ODL mode MBA students response on use of two type resource support for completing Project Work and university background are significantly associated with each other.

Discussion on findings:

A large majority of IGNOU MBA students used different resource supports for completing Project work with high level than that of their UPRTOU counterpart. Thus it is concluded that IGNOU MBA students are more sincere on use of resource support than that of their UPRTOU counterparts.
5.1.2.2.3 Major findings related to Motivation for Project Work and University background of MBA students:

ODL mode MBA students response on motivation by using *two motivational processes* for completing Project Work and university background are not significantly associated with each other. A large chunk of ODL mode MBA students of both universities are motivated by using *two motivational processes* for completing Project Work with high level.

ODL mode MBA students response on motivation by using *two motivational processes* for completing Project Work and university background are significantly associated with each other.

**Discussion on findings:**

A large majority of IGNOU MBA students are motivated by different motivational processes with high level than that of their UPRTOU counterparts. Thus it is concluded that IGNOU MBA students are more sincere on motivational process than that of their UPRTOU counterparts.

5.1.2.2.4 Major findings related to Participation in Personality Development Programmes and University background of MBA students:

ODL mode MBA students response on participation in the *three personality development programmes* (*Individual presentations; Paper Presentation in Seminars and Practice-Interviews*) and university background are not significantly associated with each other.

ODL mode MBA students response on participation in the *two personality development programmes* (*Group presentations and Group discussions*) and university background are significantly associated with each other.

**Discussion on findings:**

A large majority of IGNOU MBA students participated in the different *personality development programmes* with high level than that of their UPRTOU counterparts. Thus it is concluded that IGNOU MBA students are more sincere on participation in the personality development programmes than that of their UPRTOU counterparts.
5.1.2.2.5 Major findings related to participation in the seminars and University background of MBA students:

ODL mode MBA students response on participation in the *two seminar activities* and university background are not significantly associated with each other.

ODL mode MBA students response on participation in the *two seminar activities* and university background are significantly associated with each other.

**Discussion on findings:**

A large majority of IGNOU MBA students participated in the different seminars activity with high level than that of their UPRTOU counterparts. Thus it is concluded that IGNOU MBA students are more sincere on participation in the seminars than that of their UPRTOU counterparts.

5.1.2.2.6 Major findings related to weightage on different dimensions of Portfolio and University background of MBA students:

ODL mode MBA students response on weightage on *four dimensions of Portfolio* and university background are not significantly associated with each other.

ODL mode MBA students response on weightage on *three dimensions of Portfolio* and university background are significantly associated with each other.

**Discussion on findings:**

A large majority of IGNOU MBA students gave high weightage on different dimensions of Portfolio than that of their UPRTOU counterparts. Thus it is concluded that IGNOU MBA students are more sincere on portfolio preparation than that of their UPRTOU counterparts.

5.1.2.2.7 Major findings related to Participation in group discussion activities and University background of MBA students:

ODL mode MBA students response on participation in *four group discussions activities* and university background are not significantly associated with each other.

ODL mode MBA students response pattern on participation in *two group discussions activities* and university background are significantly associated with each other.
Discussion on findings:

Majority of IGNOU MBA students participated in the different group discussion activities with high level than that of their UPRTOU counterparts. Thus it is concluded that IGNOU MBA students are more sincere on participation in group discussions activities than that of their UPRTOU counterparts.

5.1.2.2.8 Major findings related to Use of ICT and University background of MBA students:

ODL mode MBA students response pattern on five use of ICT by them and university background are not significantly associated with each other.

ODL mode MBA students response pattern on two use of ICT by them and university background are significantly associated with each other.

Discussion on findings:

Majority of IGNOU MBA students used ICT in different academic and professional activities with high level than that of their UPRTOU counterparts. Thus it is concluded that on use of Information Communication Technologies IGNOU MBA students are more sincere than that of their UPRTOU counterparts.

5.1.2.2.9 Major findings related to Use of Face-to-Face Mode Counselling Process and University background of MBA students:

ODL mode MBA students response pattern on two uses of Face-to-Face Mode Counselling by them and university background are not significantly associated with each other.

ODL mode MBA students response pattern on three uses of Face-to-Face Mode Counselling process and university background are significantly associated with each other.

Discussion on findings:

Majority of IGNOU MBA students participated and used counselling process for their academic and professional development with high level than that of their UPRTOU counterparts. Thus it is concluded that on use of Face-to-Face Mode Counselling process IGNOU MBA students are more sincere than that of their UPRTOU counterparts.
5.1.2.2.10 Major findings related to Use of Supporting Broadcast/Telecast 
Programmes and University background of MBA students:

ODL mode MBA students response on two uses of Supporting Broadcast/Telecast Programmes by them and university background are not significantly associated with each other.

ODL mode MBA students response pattern on one use of Supporting Broadcast/Telecast Programme by them and university background are significantly associated with each other.

Discussion on findings:

Majority of IGNOU MBA students used a Supporting Broadcast/Telecast Programme with high level than that of their UPRTOU counterparts. Thus it is concluded that on use of Supporting Broadcast/Telecast Programmes IGNOU MBA students are more sincere than that of their UPRTOU counterparts.

5.1.2.2.11 Major findings related to Use of different sources to complete 
Assignment work and University background of MBA students:

ODL mode MBA students response on use of six sources to complete Assignment works by them and university background are not significantly associated with each other.

ODL mode MBA students response on use of three sources to complete Assignment works by them and university background are significantly associated with each other.

Discussion on findings:

Majority of IGNOU MBA students used different sources to complete assignment works with high level than that of their UPRTOU counterparts. Thus it is concluded that on use of sources of assignment work IGNOU MBA students are more sincere than that of their UPRTOU counterparts.

5.1.2.2.12 Major findings related to Use of Library facilities and University 
background of MBA students:

ODL mode MBA students response on use of library facilities by them and university background are not significantly associated with each other.

Discussion on findings:

Only small chunk of students of both universities used library facilities with high level. Thus there is need of promoting ODL mode MBA students to use the library facilities provided by programme study centres.
5.1.3  **Section-III: Major findings related to objective-3:**

Under this section’s findings related with objective-3 i.e. “To study the association between the perceptions of students towards ODL based instructional processes of professional programmes and their learning styles in the context of universities” is presented and discussed.

Under this section major findings related with perception of students towards ODL based instructional processes of professional programmes are discussed in two sub-sections:

**5.1.3.1 Major findings related to IGNOU students perception on different instructional process of professional programmes:**

In this sub-section findings related to IGNOU students perception on different instructional process of professional programmes are discussed:

**5.1.3.1.1 Major findings related to Association between Learning Style (Independent & Dependent) and IGNOU students Perception towards different components of Instructional Process of Professional Programmes:**

- IGNOU students perception towards Information System and the learning styles (Independent and Dependent) are not significantly associated with each other.

- IGNOU students perception towards Self Learning Materials and the learning styles (Independent and Dependent) are not significantly associated with each other.

- IGNOU students perception towards Counselling system and the learning styles (Independent and Dependent) are not significantly associated with each other.

- IGNOU students perception towards e-media & Technology uses and the learning styles (Independent and Dependent) are not significantly associated with each other (except on item).

- IGNOU students perception towards *three items of Project Works* and the learning styles (Independent and Dependent) are significantly associated with each other.
• IGNOU students perception towards two items of Workshop practices and the learning styles (Independent and Dependent) are significantly associated with each other.

• IGNOU students perception towards Practicals & Field Work and the learning styles (Independent and Dependent) are not significantly associated with each other.

• IGNOU students perception towards Assignment & Evaluation and the learning style (Independent and Dependent) are not significantly associated with each other (except on item).

Discussion on findings:

Irrespective of learning style categories (independent and dependent) majority of students (54.08% to 92.1%) gave favourable views about different processes concerning Information System. Thus it is concluded that IGNOU students have positive perception towards Information System irrespective of their learning style (Independent and Dependent) categories.

Irrespective of learning style categories (independent and dependent) a large chunk of students (42.3% to 93.9%) gave favourable views about different process concerning Self Learning Materials. Thus it is concluded that IGNOU students have positive perception towards SLMs irrespective of their learning style (Independent and Dependent) categories.

Irrespective of learning style categories (independent and dependent) majority of students (78.4% to 93.0%) gave favourable views about different process concerning Counselling system. Thus it is concluded that IGNOU students have positive perception towards counselling system irrespective of their learning style (Independent and Dependent) categories.

Irrespective of learning style categories (Independent and Dependent) a large chunk of students (44.70% to 91.20%) gave favourable views about different process concerning e-media & Technology uses {except item no. 33 i.e. 'E-TV's programs are only showoff' a sizable number of dependent learning style learners (52.7%) expressed agreement than that of their independent learning style counterparts (45.9%)}. Thus it is concluded that irrespective of learning styles categories the majority of IGNOU
students have positive perception towards e-media & Technology uses (other than one item).

On different items of Project works a large majority of independent learning style learners gave more favourable response than that of their dependent learning style respondents. Thus it is concluded that the independent learning style s IGNOU students have more positive perception towards Project Works than that of their dependent Learning style counterparts.

On different items of workshop practices a large majority of independent learning style learners gave more favourable response than that of their dependent learning style respondents. Thus it is concluded that independent learning style IGNOU students have more positive perception towards workshop practices than that of their dependent learning style counterparts.

Irrespective of learning style categories (independent and dependent) majority of IGNOU students (54.9% to 95.6%) gave favourable views about different processes concerning Practicals & Field Work. Thus it is concluded that Irrespective of learning style categories (independent and dependent) majority of IGNOU students have positive perception towards Practicals & Field Works.

Irrespective of learning style categories (Independent and Dependent) 34.0% to 95.8% of students gave favourable views about different processes concerning Assignment & Evaluation (except one). Thus it is concluded that irrespective of learning styles categories the majority of IGNOU students have positive perception about majority of items concerning Assignment & Evaluation (other than one item).

5.1.3.1.2 Major findings related to Association between Learning Style (Avoidant and Participant) and IGNOU students Perception towards different components of Instructional Process of Professional Programmes:

- IGNOU students perception on three items towards Information System and the learning style (Avoidant & Participant) are significantly associated with each other.
- IGNOU students perception on five items towards Self Learning Materials (SLMs) and the learning style (Avoidant & Participant) are significantly associated with each other.
• IGNOU students perception towards counselling system and the learning style (Avoidant & Participant) are significantly associated with each other (except one item).
• IGNOU students perception on five items towards e-media & Technology uses and the learning style (Avoidant & Participant) are significantly associated with each other.
• IGNOU students perception towards Project Works and the learning styles (Avoidant & Participant) are significantly associated with each other.
• IGNOU students perception towards Workshop practices and the learning styles (Avoidant & Participant) are significantly associated with each other.
• IGNOU students perception towards Practicals & Field Work and the learning styles (Avoidant & Participant) are significantly associated with each other.
• IGNOU students perception towards Assignment & Evaluation and the learning style (Avoidant & Participant) are significantly associated with each other.

Discussion on findings:
On different items of Information System majority of participant learning style learners gave more favourable response than that of their avoidant learning style respondents. Thus it is concluded that participant learning style IGNOU students have more positive perception towards Information System than that of their avoidant learning style counterparts.

On different items of Self Learning Materials majority of participant learning style learners gave more favourable response than that of their avoidant learning style respondents. Thus it is concluded that the participant learning style IGNOU students have more positive perception towards Self Learning Materials than that of their avoidant learning style counterparts.

On different items of Counselling system majority of participant learning style learners gave more favourable response than that of their avoidant learning style respondents. Thus it is concluded that the participant learning style IGNOU students have more positive opinion about Counselling system than that of their avoidant learning style counterparts.

On different items of e-media & Technology uses majority of participant learning style learners gave more favourable response than that of their avoidant learning style respondents. Thus it is concluded that the participant learning style IGNOU students have more positive opinion towards e-media & Technology uses than that of their avoidant learning style counterparts.
On different items of Project Works majority of participant learning style learners gave more favourable response than that of their avoidant learning style respondents. Thus it is concluded that participant style IGNOU students have more positive opinion towards Project Works than that of their avoidant learning style counterparts.

On different items of Workshop practices uses majority of participant learning style learners gave more favourable response than that of their avoidant learning style respondents. Thus it is concluded that participant style IGNOU students have more positive opinion towards Workshop practices than that of their avoidant learning style counterparts.

On different items of Practicals & Field Work majority of participant learning style learners gave more favourable response than that of their avoidant learning style respondents. Thus it is concluded that the participant learning style IGNOU students have more positive opinion about Practicals & Field Work than that of their avoidant learning style counterparts.

On different items of Assignment & Evaluation majority of participant learning style learners gave more favourable response than that of their avoidant learning style respondents. Thus it is concluded that the participant learning style IGNOU students have more positive opinion about Assignment & Evaluation than that of their avoidant learning style counterparts.

5.1.3.1.3 Major findings related to Association between Learning Style (Collaborative & Competitive) and IGNOU students Perception towards different components of Instructional Process of Professional Programmes:

- IGNOU students perception towards information system and the learning styles (Collaborative and Competitive) are not significantly associated with each other (except one item).

- IGNOU students perception towards SLMs (Self Learning Materials) and the learning styles (Collaborative and Competitive) are not significantly associated with each other (except one item).

- IGNOU students perception towards counselling system and the learning styles (Collaborative and Competitive) are not significantly associated each other.
• IGNOU students perception towards e-media & Technology uses and the learning styles (Collaborative and competitive) are not significantly associated with each other.

• IGNOU students perception towards Project Works and the learning styles (Collaborative and Competitive) are not significantly associated with each other.

• IGNOU students perception towards Workshop practices and the learning styles (Collaborative and Competitive) are not significantly associated with each other.

• IGNOU students perception towards Practicals & Field Work and the learning styles (Collaborative and Competitive) are not significantly associated with each other.

• IGNOU students perception towards Assignment & Evaluation and the learning style (Collaborative and Competitive) are not significantly associated with each other (except one item).

Discussion on findings:

Irrespective of learning style categories (Collaborative and Competitive) 78.8% to 86.7% of students gave favourable views about different processes concerning Information System. Thus it is concluded that irrespective of learning style categories (Collaborative and Competitive) the majority of IGNOU students have positive perception towards Information System (other than one item).

Irrespective of learning style categories (Collaborative and Competitive) majority of students 79.8% to 92.2 % of students gave favourable views about different processes concerning SLMs (Self Learning Materials). Thus it is concluded that irrespective of learning styles categories (Collaborative and Competitive) IGNOU students have positive opinion about majority of items concerning SLMs (Self Learning Materials) other than one item.

Irrespective of learning style categories (Collaborative and Competitive) majority of students (72.9% to 89.4%) gave favourable views about different processes concerning Counselling System. Thus it is concluded that IGNOU students have
positive perception towards *Counselling System* irrespective of their learning style categories (Collaborative and Competitive).

Irrespective of learning style categories (Collaborative and competitive) a large chunk of students (44.2% to 85.6%) gave favourable views about different processes concerning *e-media & Technology uses*. Thus it is concluded that IGNOU students have positive perception towards *e-media & Technology uses* irrespective of learning styles (Collaborative and competitive) categories.

Irrespective of learning style categories (Collaborative and Competitive) a large chunk of students (49.1% to 95.7%) gave favourable views about different processes concerning *Project Works*. Thus it is concluded that IGNOU students have positive perception towards *Project works* irrespective of their learning style (Collaborative and Competitive) categories.

Irrespective of learning style categories (Collaborative and Competitive) majority of students (59.1% to 93.3%) gave favourable views about different processes concerning *Workshop practices*. Thus it is concluded that IGNOU students have positive perception towards *Workshop practices* irrespective of their learning style (Collaborative and Competitive) categories.

Irrespective of learning style categories (Collaborative and Competitive) majority of students (52.2% to 91.3%) gave favourable views about different processes concerning *Practicals & Field Work*. Thus it is concluded that majority of IGNOU students have positive perception towards *Practicals & Field Work* irrespective of their learning style (Collaborative and Competitive) categories.

Irrespective of learning style categories (Collaborative and Competitive) a large chunk of students (35.3% to 95.6%) gave favourable views about different processes concerning *Assignment & Evaluation*. Thus it is concluded that irrespective of learning styles categories the majority of IGNOU students have positive perception towards *Assignment & Evaluation* (other than one item).
5.1.3.2 Major findings related to UPRTOU students perception on different instructional process of professional programmes:

In this sub-section findings related with UPRTOU students perception on different instructional process of professional programmes are discussed:

5.1.3.2.1 Major findings related to Association between Learning Style (Independent & Dependent) and UPRTOU students Perception towards different components of Instructional Process of Professional Programmes:

- UPRTOU students perception towards Information System and the learning styles (Independent and Dependent) are not significantly associated with each other.

- UPRTOU students perception towards Self Learning Materials and the learning styles (Independent and Dependent) are not significantly associated with each other (except one item).

- UPRTOU students perception towards Counselling system and the learning styles (Independent and Dependent) are not significantly associated with each other.

- UPRTOU students perception towards e-media & Technology uses and the learning styles (Independent and Dependent) are not significantly associated with each other.

- UPRTOU students perception towards Project Works and the learning styles (Independent and Dependent) are not significantly associated with each other.

- UPRTOU students perception towards Workshop practices and the learning styles (Independent and Dependent) are not significantly associated with each other (except one item).

- UPRTOU students perception towards Practicals & Field Works and the learning styles (Independent and Dependent) are not significantly associated with each other (except one item).

- UPRTOU students perception towards Assignment & Evaluation and the learning style (Independent and Dependent) are not significantly associated with each other.
Discussion on findings:

Irrespective of learning style categories (independent and dependent) majority of students (58.4% to 96.0%) gave favourable views about different processes concerning Information System. Thus it is concluded that UPRTOU students have positive perception towards Information System irrespective of their learning style (Independent and Dependent) categories.

Irrespective of learning style categories (independent and dependent) a large majority of students (55.4% to 95.0%) gave favourable views about different processes concerning Self Learning Materials. Thus it is concluded that irrespective of learning styles categories (independent and dependent) the majority of students of UPRTOU have positive perception about majority of items concerning Self Learning Materials (SLMs) other than one item.

Irrespective of learning style categories (independent and dependent) majority of students (80.1% to 91.3%) gave favourable views about different processes concerning Counselling system. Thus it is concluded that UPRTOU students have positive perception towards counselling system irrespective of their learning style (Independent and Dependent) categories.

Irrespective of learning style categories (Independent and Dependent) a large chunk of students (47.6% to 88.1%) gave favourable views about different processes concerning e-media & Technology uses. Thus it is concluded that UPRTOU students have positive perception towards e-media & Technology uses irrespective of their learning style (Independent and Dependent) categories.

Irrespective of learning style categories (Independent and Dependent) majority of students (55.4% to 100%) gave favourable views about different processes concerning Project Works. Thus it is concluded that UPRTOU students have positive perception towards Project Works irrespective of their learning style (Independent and Dependent) categories.

Irrespective of learning style categories (Independent and Dependent) a large chunk of UPRTOU students (48.3% to 92.7%) gave favourable views about different processes concerning Workshop practices. Thus it is concluded that irrespective of
learning styles categories (independent and dependent) majority of UPRTOU students have positive perception towards Workshop practices (other than one item).

Irrespective of learning style categories (independent and dependent) majority of students (62.3% to 95.0%) gave favourable views about majority of processes concerning Practicals & Field Works. Thus it is concluded that irrespective of learning styles categories majority of UPRTOU students have positive perception towards Practicals & Field Works (other than one item).

Irrespective of learning style categories (Independent and Dependent) majority of students (57.4% to 96.0%) gave favourable views about different processes concerning Assignment & Evaluation. Thus it is concluded that irrespective of learning styles categories majority of UPRTOU students have positive perception towards Assignment & Evaluation.

5.1.3.2.2 Major findings related to Association between Learning Style (Avoidant & Participant) and UPRTOU students Perception towards different components of Instructional Process of Professional Programmes:

- UPRTOU students perception towards Information System and the learning style (Avoidant & Participant) are significantly associated with each other.
- UPRTOU students perception towards Self Learning Materials (SLMs) and the learning style (Avoidant & Participant) are significantly associated with each other.
- UPRTOU students perception towards counselling system and the learning style (Avoidant & Participant) are significantly associated with each other.
- UPRTOU students perception towards e-media & Technology uses and the learning style (Avoidant & Participant) are significantly associated with each other.
- UPRTOU students perception towards Project Works and the learning styles (Avoidant & Participant) are significantly associated with each other.
- UPRTOU students perception towards Workshop practices and the learning styles (Avoidant & Participant) are significantly associated with each other.
• UPRTOU students perception towards Practicals & Field Work and the learning styles (Avoidant & Participant) are significantly associated with each other.

• UPRTOU students perception towards Assignment & Evaluation and the learning style (Avoidant & Participant) are significantly associated with each other.

Discussion on findings:

On different items of Information System majority of participant learning style learners gave more favourable response than that of their avoidant learning style respondents. Thus it is concluded that participant learning style UPRTOU students have more positive perception towards Information Systems than that of their avoidant learning style counterparts.

On different items of Self Learning Materials (SLMs) majority of participant learning style learners gave more favourable response than that of their avoidant learning style respondents. Thus it is concluded that participant learning style UPRTOU students have more positive perception towards Self Learning Materials (SLMs) than that of their avoidant learning style counterparts.

On different items of counselling system majority of participant learning style learners gave more favourable response than that of their avoidant learning style respondents. Thus it is concluded that participant learning style UPRTOU students have more positive perception towards counselling system than that of their avoidant learning style counterparts.

On majority of items concerning e-media & Technology uses majority of participant learning style learners gave more favourable response than that of their avoidant learning style respondents. Thus it is concluded that majority of participant learning style UPRTOU students have more positive perception towards e-media & Technology uses than that of their avoidant learning style counterparts.

On majority of items concerning Project Works majority of participant learning style learners gave more favourable response than that of their avoidant learning style respondents. Thus it is concluded that majority of participant learning style UPRTOU students have more positive perception towards Project Works than that of their avoidant learning style counterparts.
On majority of items concerning *Workshop practices* majority of participant learning style learners gave more favourable response than that of their avoidant learning style respondents. Thus it is concluded that majority of participant learning style UPRTOU students have more positive perception towards *Workshop practices* than that of their avoidant learning style counterparts.

On majority of items concerning *Practicals & Field Work* majority of participant learning style learners gave more favourable response than that of their avoidant learning style respondents. Thus it is concluded that majority of participant learning style UPRTOU students have more positive perception towards *Practicals & Field Work* than that of their avoidant learning style counterparts.

On majority of items concerning *Assignment & Evaluation* majority of participant learning style learners gave more favourable response than that of their avoidant learning style respondents. Thus it is concluded that majority of participant learning style UPRTOU students have more positive perception towards *Assignment & Evaluation* than that of their avoidant learning style counterparts.

### 5.1.3.2.3 Major findings related to Association between Learning Style (Collaborative & Competitive) and UPRTOU students Perception towards different components of Instructional Process of Professional Programmes:

- UPRTOU students perception towards information system and the learning styles (Collaborative and Competitive) are not significantly associated with each other.
- UPRTOU students perception towards SLMs (Self Learning Materials) and the learning styles (Collaborative and Competitive) are not significantly associated with each other.
- UPRTOU students perception towards counselling system and the learning styles (Collaborative and Competitive) are not significantly associated each other.
• UPRTOU students perception towards e-media & Technology uses and the learning styles (Collaborative and competitive) are not significantly associated with each other.

• UPRTOU students perception towards Project Works and the learning styles (Collaborative and Competitive) are not significantly associated with each other.

• UPRTOU students perception towards Workshop practices and the learning styles (Collaborative and Competitive) are not significantly associated with each other.

• UPRTOU students perception towards Practicals & Field Works and the learning styles (Collaborative and Competitive) are not significantly associated with each other.

• UPRTOU students perception towards Assignment & Evaluation and the learning style (Collaborative and Competitive) are not significantly associated with each other.

**Discussion on findings:**

Irrespective of learning style categories (Collaborative and Competitive) majority of students (56.1% to 95.8%) gave favourable views about different processes concerning *Information System*. Thus it is concluded that UPRTOU students have positive perception towards *Information System* irrespective of their learning style (Collaborative and Competitive) categories.

Irrespective of learning style categories (Collaborative and Competitive) majority of students 52.7% to 93.0% of students gave favourable views about different processes concerning *SLMs (Self Learning Materials)*. Thus it is concluded that UPRTOU students have positive perception towards *SLMs (Self Learning Materials)* irrespective of their learning style (Collaborative and Competitive) categories.

Irrespective of learning style categories (Collaborative and Competitive) majority of students (75.0% to 86.8%) gave favourable views about different processes
concerning *Counselling System*. Thus it is concluded that UPRTOU students have positive perception towards *Counselling System* irrespective of their learning style categories (Collaborative and Competitive).

Irrespective of learning style categories (Collaborative and competitive) a large chunk of students (47.3% to 87.3%) gave favourable views about different processes concerning *e-media & Technology uses*. Thus it is concluded that UPRTOU students have positive perception towards *e-media & Technology uses* irrespective of learning style (Collaborative and competitive) categories.

Irrespective of learning style categories (Collaborative and Competitive) a large majority of students (53.1% to 97.8%) gave favourable views about different processes concerning *Project Works*. Thus it is concluded that UPRTOU students have positive perception towards *Project works* irrespective of their learning style (Collaborative and Competitive) categories.

Irrespective of learning style categories (Collaborative and Competitive) a large crunch of students (47.3% to 91.1%) gave favourable views about different processes concerning *Workshop practices*. Thus it is concluded that UPRTOU students have positive perception towards *Workshop practices* irrespective of their learning style (Collaborative and Competitive) categories.

Irrespective of learning style categories (Collaborative and Competitive) majority of students (59.8% to 92.4%) gave favourable views about different processes concerning *Practicals & Field Works*. Thus it is concluded that majority of UPRTOU students have positive perception towards *Practicals & Field Works* irrespective of their learning style (Collaborative and Competitive) categories.

Irrespective of learning style categories (Collaborative and Competitive) a large majority of students (56.1% to 95.3%) gave favourable views about different processes concerning *Assignment & Evaluation*. Thus it is concluded that majority of UPRTOU students have positive perception towards *Assignment & Evaluation* irrespective of their learning style (Collaborative and Competitive) categories.
5.2 Conclusion of the study:

Different learning style and nature of professional courses offered by IGNOU and UPRTOU are significantly associated with each other. Majority B.Ed. students possessing higher level on different learning styles than that of their MBA counterparts. Different learning styles of ODL mode B.Ed. and MBA students and university background are not significantly associated with each other. Professional courses students of state Open University and national Open University possessed similar pattern of learning styles. The study also revealed that learning styles of ODL mode students of B.Ed. and MBA courses are of independent nature. However they adopted collaborative and participant behavior in different kinds of instructional practices organized at study centre level, as well as at their own practicing organisations. It was noticed that they were dependent on various learning resources provided by IGNOU and UPRTOU in the form of study materials, lectures, workshops and supervisors/mentors. Examination orientations also made them competitive in nature. Even though higher percentages of students were adopting positive learning styles, competitions in instructional practices were visible among ODL mode professional course students.

A large majority of ODL mode students were very active participants in their study. However, a significant number of students were found to be of avoidant nature, which needs to be tackled through learning support services. Appropriate instructional support should be provided for encourage active participation of ODL mode students in various kinds of instructional practices and self learning process. The result of the study indicates that large number of students were adopting independent, collaborative, participant, competitive and dependent learning styles whereas very less number of students adopted avoidant learning style. Even though the distance learners adopted collaborative learning style in different kinds of learning situations, they revealed competitive behaviour pattern in their studies. This is mainly due to students orientation towards securing better grades and ranks in examinations. The study revealed that different kinds of learning styles co-existed among ODL mode professional courses students.

Responses of ODL mode B.Ed. and MBA students on majority of process of development of professional skills and university background were found to be significantly associated with each other. On majority of instructional processes on
development of professional skills IGNOU students were found to be more sincere than that of their UPRTOU counterparts. IGNOU B.Ed. students were found to be more sincere than that of their UPRTOU counterparts on following instructional processes:

- Micro teaching.
- Use of teaching aids.
- Use of classroom communication activities.
- Use of classroom evaluation activities.
- Use of different sources to complete assignment.
- Performing school planning and management activities.
- Using library as a resource centre.
- Use of library facilities.
- Organization of co-curricular activities.
- Use of ICT

IGNOU MBA students were found to be more sincere than that of their UPRTOU counterparts on following instructional processes:

- Use of resource support for completing project work.
- Different motivational processes.
- Participating in different personality development programmes.
- Participating in Seminars.
- Portfolio preparation.
- Participating in group discussions.
- Use of ICT.
- Use of face to face mode counselling processes.
- Use of different sources of assignment work.

The ODL mode professional course learners depended on other sources of learning to complete their course work. The students dependency on counsellors, experts, peers, mentors and other sources helped them to have more clarity of study of self study materials. Majority of ODL mode professional course students gave emphasis on print based self study materials (SLMs). Uses of SLMs prompted ODL mode students to participate in various kinds of instructional activities. The handbooks, guides, course materials etc. acted as a major source of participatory learning activities among ODL mode professional learners. The ODL mode professional course students were involved
in different practical activities like project work, assignment, seminars, workshops, group discussions, experimental and field activities etc. ODL mode professional courses students participating in different workshop practices were more dependent on various sources of learning than that of their lesser involved counterparts in workshop practices. High level participatory learning style of learners gave high emphasis on workshop practices. E-learning practices were associated with independent learning style significantly.

ODL mode professional course students perception towards different instructional process and the learning styles (Independent & Dependent and collaborative & competitive) were found to be not significantly associated with each other. Majority of ODL mode professional courses students had positive expression towards different instructional process irrespective of their learning style (Independent & Dependent and collaborative & competitive) categories. ODL mode professional course students perception towards different instructional process and the learning styles (Avoidant & Participant) were significantly associated with each other. Majority of participant learning style ODL mode professional courses students had more favourable views towards different instructional process than that of their avoidant learning style counterparts.

5.3 Major Implications of the Study:

Every research bears some implications. The present study is related to the learning styles and process of development of Professional Skills among students of Professional courses of Open Universities. The findings of the study have major implications for delivery of Professional programmes of Open Universities. With special reference to some salient educational implications of the present study are stated as follows:

5.3.1 Implications for Curriculum development:

The findings of the present study give definite direction to ODL mode policy makers and curriculum planners of professional courses. The study shows that ODL mode students of professional courses i.e. B.Ed. and MBA adopt different learning styles. This finding has significant implications for development of curriculum of professional course. ODL mode B.Ed. course students are of high independent, collaborative and participant learning style than that of ODL mode MBA course
students. Thus, curriculum developers of ODL mode courses must give emphasis on development of professional skills according to their learning styles. There should be weightage on different collaborative and participant activities in the curriculum. ODL mode professional courses specifically MBA courses need to be more interactive. Hence, more opportunities for group activities be incorporated in the curriculum.

The study revealed that different kinds of learning styles co-existed among ODL mode professional courses students. Hence, there is a need to develop the curriculum according to the preferred learning styles of students. More emphasis should be given on the activities promoting students collaborative participation. Curriculum must promote independent self studies as well as collaborative learning practices side by side. The MBA and B.Ed. programmes must give weightage on interactive learning sessions. Curriculum developers should evaluate the curriculum of ODL mode B.Ed. and MBA periodically and modify the curriculum according to the preferred learning styles of the learners. Curriculum should motivate the avoidant learning style learners for participation in different activities of professional development.

5.3.2 Implications in the Curriculum Transactions:

The study shows that ODL mode students of professional courses i.e. B.Ed. and MBA possess different pattern of learning styles. On the other hand students coming from different streams and genders were having similar pattern of learning styles. Curriculum transactions strategies must vary keeping in view course requirement. There should be no differentiation in the curriculum transactions on the basis of gender or subject areas. Interactive learning sessions should be promoted in all kinds of professional programmes. There should be more emphasis on collaboration and participation of ODL mode professional courses students during curriculum transaction.

5.3.3 Implications for the Programme Incharge:

Findings revealed that there are very less number of ODL mode students are using library facilities. In other words there is no good library support at the programme study centres. Therefore the programme incharges should facilitate the programme study centres with study materials, e-library facilities, audio-video and teleconferencing facilities, different ICT resources etc. Programme incharges are should provide the good learning atmosphere to the learners so that they can study according to their preferred learning styles. They must organize different workshops, seminars,
conferences, group-discussion activities, practicals and field works related with the professional skills development of the ODL mode students. There should be conducive learning environment so that ODL mode students can learn collaboratively. The programme incharges should organize different activities for the professional development of ODL mode students so that they can participate in different programmes. Programme incharge of ODL mode MBA courses must organize different interactive programmes like workshops, seminars, group discussions and other personality development programmes to promote ODL mode MBA students participant and collaborative learning styles and work nature.

5.3.4 Implications for the Programme Study Centres:

The study shows that ODL mode students of professional courses i.e. B.Ed. and MBA have different learning styles. This finding has significant implications for programme study centres. Programme study centres specially MBA programme study centres must organize hands on experience and sharing of experiences during workshops, seminars, group discussions and other personality development programmes to promote participant and collaborative learning styles. This study revealed that only small chunk of students of both universities used library facilities with high level. Thus there is need of promoting ODL mode MBA students to use the library facilities provided by programme study centres. Programme study centres must provide e-library facilities, Journals, Books and Reference materials etc. Appropriate SLMs should be provided timely to promote independent learning styles of the ODL mode learners.

5.3.5 Implications for the Regional Centres:

Regional centres are needed to provide different resource support to study centres, so that they can organize different professional development programmes effectively. Regional centre should ensure the appropriate organization of different professional skills development programmes so that ODL mode students can learn according to their preferred learning styles. Regional centres must motivate the programme in-charge, counsellors and different functionaries in promoting organization of different interactive professional skills development programmes like workshops, seminars, group discussions etc. Study revealed that there is need of e-library facility to promote independent learning styles of ODL Mode learners.
5.3.6 Implications for the Professional course Counsellors:

The study shows that ODL mode students of professional courses i.e. B.Ed. and MBA have different learning styles. This finding has significant implications for the counsellor of ODL mode professional courses. Face to face mode counselling methods in ODL mode professional courses should be devised keeping in view the differences in learning styles of the ODL mode professional courses learners. Counsellors must use learner centred approach suiting to the learning styles of ODL mode professional courses students. Counsellor should give more importance to collaborative and participant activities during face to face mode counselling. They should also promote the students independent thinking and decision making by providing essential resource support. Counsellors of ODL mode professional courses must be oriented to give counselling to the learners as per their learning styles.

5.3.7 Implications for the Professional course Learners:

The study shows that ODL mode students of professional courses i.e. B.Ed. and MBA have different learning styles. Study also revealed that students coming from different streams and gender were having similar pattern of learning styles. This finding has significant implications for the ODL mode professional courses learners. Since they are adults and matured persons they learn independently through self study. However during face to face mode counselling, workshops, seminars, group discussions, experimental/practicals and field activities etc. they must participate in cooperative learning strategies. They must be motivated to participate in various field based projects and hands on experiences.

5.3.8 Implications for the ICT support:

There is need to provide more ICT support at the Programme study centre. e-library facilities, computers, internet or wi-fi facility, smart classes, LCD Projectors, OHP etc must be provided at the study centres. So that ODL mode professional course students can learn independently by using different ICT techniques as per their preferred learning styles. ICT techniques promote students independent learning styles, which is very essential for the ODL mode professional courses students.
5.3.9 Implications for the Student Support Services:

In the ODL mode education system Student Support Services play a pivotal role. Good Student Support Services is necessary for the success and expansion of the distance education system. Student Support Services should be designed and developed in such a way which may facilitate independent, collaborative and participant learning styles of students. ODL mode institutions should provide both academic and non-academic student support services according to the students preferred learning styles. In non-academic support programme in-charge or counsellor should help and advise the ODL mode learners by giving different informations related to course, help in exploring problems and suggesting directions for developing professional skills. Generally every ODL mode learner expects suitable support services from the institution. The ODL mode institutions should recognise the basic needs of the learners according to students preferred learning styles and provide support services accordingly.

5.4 Suggestions for the Further Studies:

Research is an unending process and every research work provides clue for further study. Every investigator, after completing the research, feels inspired to do further research in the area of interest. The present study focused on study of learning styles and process of development of professional skills of B.Ed. and MBA level professional courses students. The researcher visualized the following areas for further studies:

- The present study was conducted on only two ODL mode professional courses i.e. B.Ed. and MBA only. There is a scope for further study on other professional courses.
- The present study was conducted on only two open universities, one national university and one state university. There is a scope for further study on professional courses of other universities.
- The scope of the present study is delimited to Open University students enrolled in the study centres located in UP only. The study can be replicated on samples from other states of the country.
• There is scope to study the learning styles and process of development of professional skills among students of professional courses of traditional universities, too.

• There is scope of comparative study of learning styles of students of professional courses and traditional courses of open and traditional universities.

• There is scope of comparative study of process of development of professional skills among students of different professional of open universities and traditional universities.