

*Programme Evaluation and Assessment of
Efficiency: A Study of Post Graduate Programme
through Distance Education Mode at The
University of North Bengal (NBU)*

**Minor Research Project
Sponsored by
Distance Education Council (IGNOU)**

(No.DEC/1-552/DEI/NBU/10-11/2540)

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**DIRECTORATE OF DISTANCE EDUCATION
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Sponsored by: Distance Education Council, Indira Gandhi National Open University (IGNOU), New Delhi (DRC/1-552/DEI/NBU/10-11/2540)

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1.0 Introduction

India stands at an inflexion point on its path to be among the fastest growing economies of the world. The nation however is faced with paradoxes. On the one hand India now needs to leverage its vast demographic potential by educating and training over 130 million people with skills and capabilities relevant to the demands of a modern knowledge based economy. On the other side, there remains an urgent need to reform the vast and unwieldy legacy of higher education system that seems to be losing much of its relevance in today's technologically advanced and connected world.

The education infrastructure in the country is inadequate to support our ambitious targets of increased enrolment, suffers from severe issues of quality and relevance to the job market and cannot provide universal access to training and education. Solving these problems has remained a challenge for the policy makers but the need to arrive at sustainable solutions has now acquired urgency. India is on a high growth trajectory and the Government must ensure that no region is left behind. To be socially, economically and politically sustainable, our growth must be inclusive.

These problems are particularly acute in the Eastern and North-Eastern States. This region presents unique challenges. The conventional market-based solutions may not work here, given the many market failures that exist— poor infrastructure and connectivity, unemployment and low economic development, law and order problems etc. Thus, there is a need for policy intervention by the Government. Towards this direction, Directorate of Distance Education (DDE) was established in the year 2000 under the aegis of University of North Bengal. By granting wider access to Higher Education, DDE has been providing a unique opportunity to contribute to this important aspect of nation building.

However, by just provisioning easy access to higher education or addressing supply side issues may not steer DDE to achieve its stated objective of bringing inclusive education. After a decade of existence and with dropout rate hovering above 15%, there is a need to look into softer side of the Programme. This Minor research project makes an attempt in this direction through a process of Programme Evaluation and Assessment of Efficiency.

2.0 Programme Evaluation (PE) and Assessment of Efficiency (AE)

PE & AE is both a management and an accountability tool. PE & AE provides a qualitative and analytical in-depth evaluation of implementation of ongoing programmes and activities. Besides, serving as key policy input for tweaking the programme and initiating further course correction measures, PE & AE also have following purposes:

- i. To catalyse improvement in overall planning and in the selection and design of programmes with respect to their usefulness, efficiency, effectiveness and impact;
- ii. To support management decision-making for in-course corrections and improved execution;
- iii. To promote organizational learning on critical issues; and
- iv. To contribute to an overall increase in management accountability and in transparency of reporting to the Governing Bodies and other stakeholders.

This assessment and evaluation study follows a five tier hierarchical approach:

- i. Overview of the Programme;
- ii. Resources and management aspects, capturing key factors influencing programme implementation and results;
- iii. Effects and impact, which assesses the programme's efficiency by capturing results in terms of effects or outcome that is, perception of users (students) about quality and utility of various component of the programme;
- iv. Summary of Assessment covering major areas;
- v. Main issues and recommendations for attention of the programme managers and management, together with suggestions for addressing them.

3.0 Overview of the Programme: Post Graduate (PG) Program through Distance Education Mode at University of North Bengal (NBU)

The Directorate of Distance Education (DDE) was established in the year 2000 under the aegis of University of North Bengal (NBU) to conduct graduate and postgraduate courses in 'non-laboratory' subjects through 'non-formal modes' like correspondence through study materials, PCP, student response sheets and electronic mode¹. The objective of DDE is to widen the base of higher education among students who do not get opportunities to avail such education in the formal sector by admission as regular students in college/university².

DDE currently offers two years Post Graduate Programme in History, Bengali, English, Political Science, Nepali, Philosophy and Mathematics. Students enrolled in these courses need to appear for Part-I examination after one year from the date of admission. The qualifying marks for Part-I examination is 34%. Students who qualify in the Part-I examination may take readmission in Part-II of the Programme. One year after readmission, students can appear for Part-II examination. The minimum qualifying marks for Part-II examination is 40%. The University of North Bengal awards degree to students who qualify in Part-II examination. Beside examination, students have to write assignments in both term (Part-I and II). These assignments carry significant weight (15%) in the result.

DDE prescribes English and Bengali as medium of instruction. Students also have the option to write their answers in either English or Bengali. However, DDE provides study materials only in English.

During the period 2006-07 to 2010-2011, 22,180 students enrolled in the Programme. The dropout rate, computed based on non-appearance in Part-I examination is about

¹ Act Statutes Rules Regulations Ordinances, University of North Bengal (pp. 31-32, Regulations relating to Distance Education Courses).

² -do-

15.4% (2006-07, 2007-08 and 2008-09). DDE has tried to bring down the attrition rate in 2008-09 on account of decentralization of examination centers covering important districts of North Bengal, Sikkim and Kolkata thus enabling students to appear for examination in nearby centers instead of at NBU campus. Details of admission and dropout data are shown as Exhibit-J.

4.0 Resources and Management Aspects: Capturing Key Factors Influencing Programme Implementation and Outcome

DDE follows a fully computerized admission procedure. Admission takes place once a year. Students who belong to Below Poverty Line category are incentivized by providing financial assistance in terms of fees rebate.

Full time DDE faculty members provide regular counseling in all the seven subjects. Students not only can consult the teachers during working hours but also whenever they need any help through phones with voice recorder facility and interactive website. DDE also provides various information related to the Programme to the students through distance learning facilitator during office hours. Students can also obtain information from the facilitators over phone. IVRS facility has been installed so that the learners can directly contact their respective departments. Besides, information related to new admission, readmission, Personal Contact Programmes (PCP), results etc. are also uploaded on the DDE website for easier access. Students also receive information related to PCP through SMS (Text Message Service over Mobile Phone).

Study materials are provided to the students at the time of admission. Students can also obtain requisite information through DDE's website. Besides, they can also avail facilities' like 'Information Kiosks' located conveniently at DDE Campus.

The library of DDE has been made fully computerized for easier search and retrieval. Text and references books, journals and previous years question papers, other reading materials are available in the library. The lists of the materials are also available on the DDE website. Besides, Reprographic services are also made available to readers.

Students can avail reading facility in the library. However they cannot issue books to take them to their home. The library also has a separate Internet surfing zone along with printing facilities.

5.0 Empirical Assessment: Methodology, Data Capturing and Analysis

The deliberation in the preceding paragraph reveals that the programme involves functioning of an interlinked delivery system that deploys an array of resources namely faculty members, support infrastructure, course materials etc. and several underlying processes like admission-readmission, examination, counseling etc.

Researchers argue that in such a scenario, instead of normal technical procedures for ‘periodic reporting and monitoring’, the efficacy of the system can better be judged through the eyes of the ‘direct beneficiaries’ who in this case are enrolled students or alumni of DDE. Moreover, it would also be necessary for DDE to understand first the perception of the customers before initiating any policy changes or deploying additional resources.

Compared to conventional mode of learning, Distance learners are more spatially scattered. Many a time learners have fewer direct contacts with the faculty members, peer group and other support staff of the Institutions. As a result, service delivery is rather impersonal leaving it to the users to perceive differently about its effectiveness. Institutions though maintains enrolment and academic database of student and they have some broad idea about the drop out level or attrition rate, but many a times, these Institutions have no inbuilt process to periodically obtain the perception level of students about the various components of the programme. DDE is no exception and this research project also attempts to address this issue.

This minor research project is an attempt to bridge this ‘institutional gap’ by capturing learners’ perception as ‘measurement variable’ for evaluating and assessing the efficiency of the Post Graduate Programme through Distance Education Mode offered by DDE, NBU.

5.1 Methodology:

The project follows an empirical research methodology while generating primary data through sample survey technique. In order to capture data, a measuring instrument has been developed with the help of following four (4) constructs in respect to the Programme:

- a. Quality of Resources
- b. Effectiveness of Delivery System
- c. Process Efficiency
- d. Overall Usefulness of the Course

The constructs are further disintegrated into items or dimensions for developing measurement variables. A 24 items survey questionnaire (*Exhibit-I*) is prepared to represent these items, which are measured by a 5-point Likert Scale, where 1 represents 'total disagreement' and 5, 'total agreement'.

The questionnaires are administered to a 'convenient samples' of currently enrolled and alumni of DDE, NBU. Out of 1300 questionnaires circulated, 700 questionnaires were not returned by the students. Only 600 questionnaires were received back. Out of 600 questionnaires, 560 valid responses are taken into consideration for this study. Demographic profiles of respondents e.g., gender, age group, employment status, household income etc. are also collected alongside with the opinion survey. Final dataset is prepared by transforming and binning these variables into fewer categories and computing new variables based on the study requirement. The data analysis is conducted using commercially available Statistical Software, SPSS, Version 14.0.

The empirical research is then followed by structured interview with selected students for getting more information and obtaining specific feedback on those areas flagged by the data analysis.

5.2 Data Analysis and Results

The demographic profile of sample is explored to get a feel of the level of participation of students from different strata of the society. The analysis (*Exhibit-A*) reaffirms a broader representation of learners in this survey. This includes male (46.4%) and female (53.6%) students, respondents belonging to weaker section of the society (SC-25%, ST-14%), employed (15%), married (19%), residing more than 100 km away (34%), with less household income (47%).

After ensuring data integrity, the values of the four constructs are computed for every sample by taking average of their respective item values. Thereafter, the mean values along with other descriptive parameters are calculated using normal statistical method.

The mean value of four constructs (*Exhibit-B*) along with their upper and lower bound with 95% confidence level indicates (*Exhibit-G*) that there is a general agreement among students that the 'quality of resources' (Mean: 2.75) is not upto their level of expectation. Students also perceive that there are still opportunities to improve the 'process efficiency' (Mean: 3.14) and 'effectiveness of delivery system' (Mean: 3.21). Although, the students have relatively higher perception about overall usefulness of the course (Mean: 3.84), still it is below 'satisfactory' level or a mean value of 4.0.

A detailed item-wise analysis of the questionnaire (*Exhibit-I*) reveals that students feel strongly that the Study Materials need improvement (Item: 1) and be preferably complemented by other Audio-Visual aids (Item: 5).

The respondents have also shown significant dissatisfaction on the current efficiency level of academic processes. The issues namely irregular feedback on assignment (Item: 9) and lack of adequate information sharing regarding examination, re-admission etc. (Item: 14) came out strongly as major concerns having lowest mean scores. The survey also reveals that the current delivery system lacks efficacy especially in respect to students counseling (Item: 10 and 11) and flexibility of PCP sessions (Item: 22).

However, the students have a general positive perception over the usefulness of the course (Item: 17) and especially the opportunity and flexibility that the course offers to them in continuing their study without compromising other engagements (Item: 20).

A comparative analysis is then conducted to understand the difference of perception along gender lines. The t-Test for equality of means indicate (*Exhibit-C*) that the perception of women student is significantly higher in respect to ‘Quality of Resources’ and ‘Process Efficiency’. However, their perception about overall usefulness of the course is significantly lower than their gender counterpart. One of the reasons can be that male students put more emphasis on their career progress, a prospect that has been captured as one of the items in ‘overall usefulness of the course’.

A similar analysis also reveals that students of higher age group (more than 25 years) feel significantly more disappointed with ‘Quality of Resources’ and ‘Overall usefulness’ than their younger counterparts. In all four constructs, older students have lesser perception level than remaining students (*Exhibit-D*).

Students residing more than 50km away from the campus are found to be more disappointed with quality of resources, process efficiency and effectiveness of delivery system than those who reside nearby (*Exhibit-E*). Similarly, unemployed students are more unhappy with quality of resources, delivery system and overall usefulness of course than their minority employed counterparts (*Exhibit-F*).

6.0 Summary of Assessment

6.1 Quality of Resources: This has emerged as the major concern of the Programme. With a mean value of 2.63, it shows a universal agreement that there is an emergent need to improve the quality of Study Materials and complementing it by other audio-visual aids (Item no 1 and 5, Exhibit-I). Although, students’ responses on other items of this construct are satisfactory, very low ratings on these two items have dragged the overall rating to the lowest of all.

6.2 Effectiveness of Delivery System: With a mean value of 3.21, this component has also not found much positive response from the students. Among eight individual items that constitute this component, those related to counseling have received poor responses (Item no 10 and 11 Exhibit-I). Besides disappointed about non-availability of appropriate counseling learners have also shown dismay over inflexible PCP sessions (Item no 22, Exhibit-I).

6.3 Process Efficiency: This component has emerged as the second most area of concern for the Programme. The respondents have perceived less satisfaction over issues related to admission process, feedback on assignment, examination schedules (Item no 9, 12, 14 and 21, Exhibit-I). However, a relatively better perception relating to ease in procedures that allow them to continue their study without compromising other work and effectiveness of grievance redressal mechanism etc. have helped mean value (3.14) of this component to remain just over the neutral rating of 3.0.

6.4 Overall usefulness of the course: With highest mean score of 3.84, this is the positive aspect in the whole scheme of things of the programme. Even though, the students are not generally satisfied with other components of the programme, however, they unanimously feel that the programme will help them to get better opportunity in their personal or professional life (Item no 17, 23 and 24, Exhibit-I).

7.0 Discussion and Policy Recommendation

The preceding analysis throws open several issues that directly relate to the efficiency and efficacy of the PG Programme offered by DDE through Distance Mode.

Poor quality of study materials has emerged as one of the prime areas for concern. Students generally perceive quality of SIM as unsatisfactory. Follow on interview session with students reveals that students, irrespective of their chosen stream, are taking help from 'readymade notes' or 'digest' which they are buying from open market at affordable rates. Many students also divulged that they have not even opened the SIM (Self Instructional Materials) as they are more comfortable with the readymade notes. They find suggestions and notes friendlier and less time consuming.

There is an urgent need to remodel existing SIM into relatively easy and interactive format like 'Self Learning Materials (SLM)³'. Besides revisiting the content, SLM can also be structured to become self directed and self-explanatory. While reading SLM,

³ Self-learning materials (SLMs) are designed for both on site and distance learners to use on their own. SLMs include all the material prepared to stimulate independent study/learning. The learners in distance education have less contact with either the institution or the tutor, and depend heavily on these specially prepared teaching materials – largely pre planned, pre-produced and pre-packed

learner may feel the continuous presence of an instructor explaining the content. SLM can be prepared in both English and Vernacular for increasing readability and effectiveness. Outsourcing SLM from different institutes can be considered as one of the options. Besides, printed version of SLM, interactive CD containing both audio and visual aids can be prepared for supplementing it. Latest learning techniques namely 'Easy Now'⁴ etc can also be adopted for explaining the subject. However, there is a need to orient the learners to the methodology and pedagogy of distance education. Because, most of them are new to distance education and thus many a times, they need handholding for migrating into self-learning approach. A customized orientation programme for newly enrolled student explaining various ways and methods for studying in distance mode, how to use the interactive websites, the relevance of study materials etc. can be useful.

Besides quality of study materials, respondents have shown a general dissatisfaction over non-availability of feedback on assignments. Follow up focused interview sessions reveals that many students are not sure about the kind of answers expected from them and thus relent on buying readymade assignments from the market. No doubt owing to lack of confidence, they are more eager to have feedback quickly so that they can take informed decision in future.

Timely feedback on assignment is an essential element for helping student to improve and prepare for final exams. The remedial measures can be to have strict regulation that binds the evaluator to submit reports within given timeframe. Further measures can be to arrange separate counseling session on assignments during normal PCP classes. Faculty members may be advised to share list of reference books especially those available at DDE library as many students belonging to rural areas and economically weaker sections cannot access or take a print out from the DDE website for the list of reference books. Further, model answers for previous year's assignments can be kept in the DDE library or uploaded on DDE website for ready references.

⁴ EasyNow is a select set of easily available open source ICT tools that can be easily learned and utilised by the content developers to produce quality materials suitable for Open and Distance Learning on the World Wide Web. It integrates use of multiple media like text, audio and video tools that allows for inexpensive production and quick upload by the developers. These tools have been collated by Commonwealth Educational and Media centre for Asia (CEMCA).

The findings of empirical survey and interaction with focused group of students also flagged issues related to counseling and Personal Contact Programme (PCP) as major areas of dissatisfaction among learners. Students need counseling on demand and at their own convenience even sitting at home. This necessitates revisiting the existing policies of providing counseling only through web-based approach. During interaction with students, it is noticed that students mostly belonging to rural areas and whose household income is less than Rs.5000 per month, many cannot afford to visit internet café for web-based counseling. Most students, being first generation learners, do not even know properly how to use internet. The emphasis, therefore, should shift from technologies the institution can afford, to what users are more comfortable with. Toll free calling or mobile telephony could be an option worth being explored.

Even though, DDE has been conducting regular PCP sessions for learners, empirical survey indicates that learners need more flexibility in PCP timings. Direct interaction with students, especially the married female students and those staying more than 100 km away, feel that the existing pattern of PCP session is inconvenient for them and they should have more and convenient options in this regard. They also feel that attendance in PCP sessions should not be made compulsory, as subjects offered by DDE are not technical subjects requiring practical sessions.

Improving the efficacy of PCP session would be another area needing due attention. The regular college teachers who are now teaching in distance mode may also be sensitized about the special pedagogy requirements in PCP sessions as the windows of opportunity is significantly less for both learners and teachers, compared to conventional mode of learning. Steps in this direction are in the offing. One workshop with resource persons from STRIDE on teaching methodologies in PCP has already taken place.

Both data analysis and focused interview with students brought out communication to students as one of the weak links in the system. Learners feel that existing systems and procedure is not able to reach the students well in time. Students still have to face lot of inconvenience for coming from far-flung areas to DDE campus only to obtain requisite information regarding probable dates for examination result, readmission, admission etc. DDE may like to explore the possibilities of broadcasting student information through

local TV channel and FM radios besides placing announcement in newspapers, website only. As a pre-emptive measure, students' handbook may be remodeled to include procedures, documents and forms needed for readmission, migration, reassessment, exam etc and can be distributed well in advance to students at the time of admission.

To make the system more customer focused or learner oriented, DDE may have to introduce a system of monitoring those students who usually default in submitting assignment within stipulated time, or those who could not attend the classes, or those who did not fill the form for examination etc. A single SMS sent to the students at times are not helpful. A follow up exercise should also be taken in order to ensure whether the students received that message or not. DDE may also need to contact these students personally to ensure that learner-institution relationship is maintained effectively and these students do not feel isolated which may lead to dropout from courses. Above all seriousness of Learners is also a key essentiality for successful implementation of the programme.

Adaptation of modern technology for effective design and delivery of services would also be necessary. Last but not the least, the educators and policy makers need to understand, appreciate and be sensitized about the subtle differences between conventional and distance mode of education.

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Exhibit-A: Demographic Profile of Students, Participated in the Survey

Gender			Age in Years		
	Frequency	Percent		Frequency	Percent
Valid Male	260	46.4	Valid <25	348	62.1
Female	300	53.6	25-35	200	35.7
Total	560	100.0	35-45	12	2.1
			Total	560	100.0

Course			Association with DDE		
	Frequency	Percent		Frequency	Percent
Valid Bridge	12	2.1	Valid <1 Year	280	50.0
PG	532	95.0	1-3 Years	208	37.1
Ex. Student	16	2.9	>3 Years	72	12.9
Total	560	100.0	Total	560	100.0

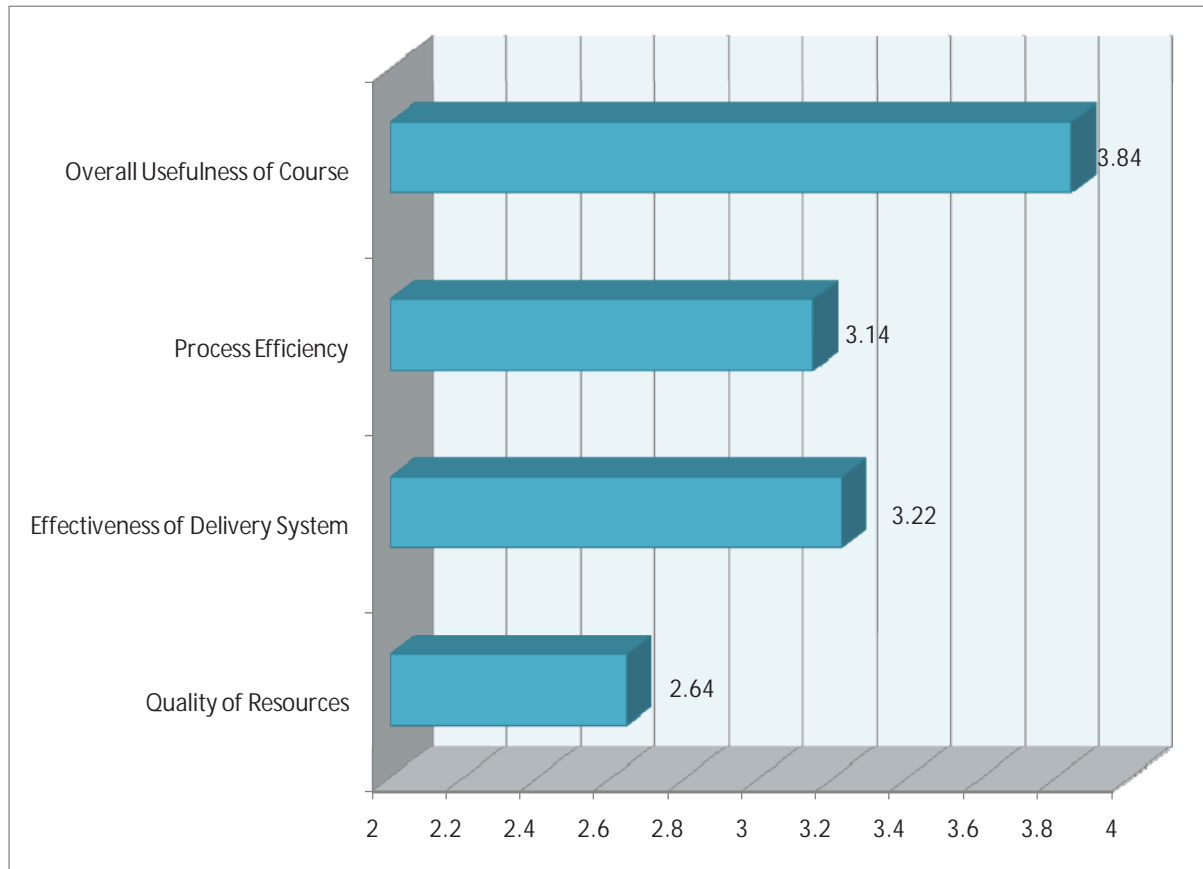
Distance of Stay from DDE			Household Income/Month (in Rs)		
	Frequency	Percent		Frequency	Percent
Valid <20km	120	21.4	Valid <5000	268	47.9
20-50km	120	21.4	5000-10000	172	30.7
50-100km	128	22.9	>10000	116	20.7
>100km	192	34.3	Missing	4	.7
Total	560	100.0	Total	560	100.0

Employment Status			Marital Status		
	Frequency	Percent		Frequency	Percent
Valid Employed	84	15.0	Valid Married	108	19.3
Unemployed	476	85.0	Unmarried	452	80.7
Total	560	100.0	Total	560	100.0

Subject			Category		
	Frequency	Percent		Frequency	Percent
Valid Bengali	96	17.1	Valid SC	140	25.0
English	120	21.4	ST	80	14.3
History	108	19.3	OBC	108	19.3
Math	108	19.3	GEN	232	41.4
Nepali	32	5.7	Total	560	100.0
Others	16	2.9			
Pol. Sc	80	14.3			
Total	560	100.0			

No. of Graduates in Family		
	Frequency	Percent
Valid 0	176	31.4
1	216	38.6
2	48	8.6
>2	120	21.4
Total	560	100.0

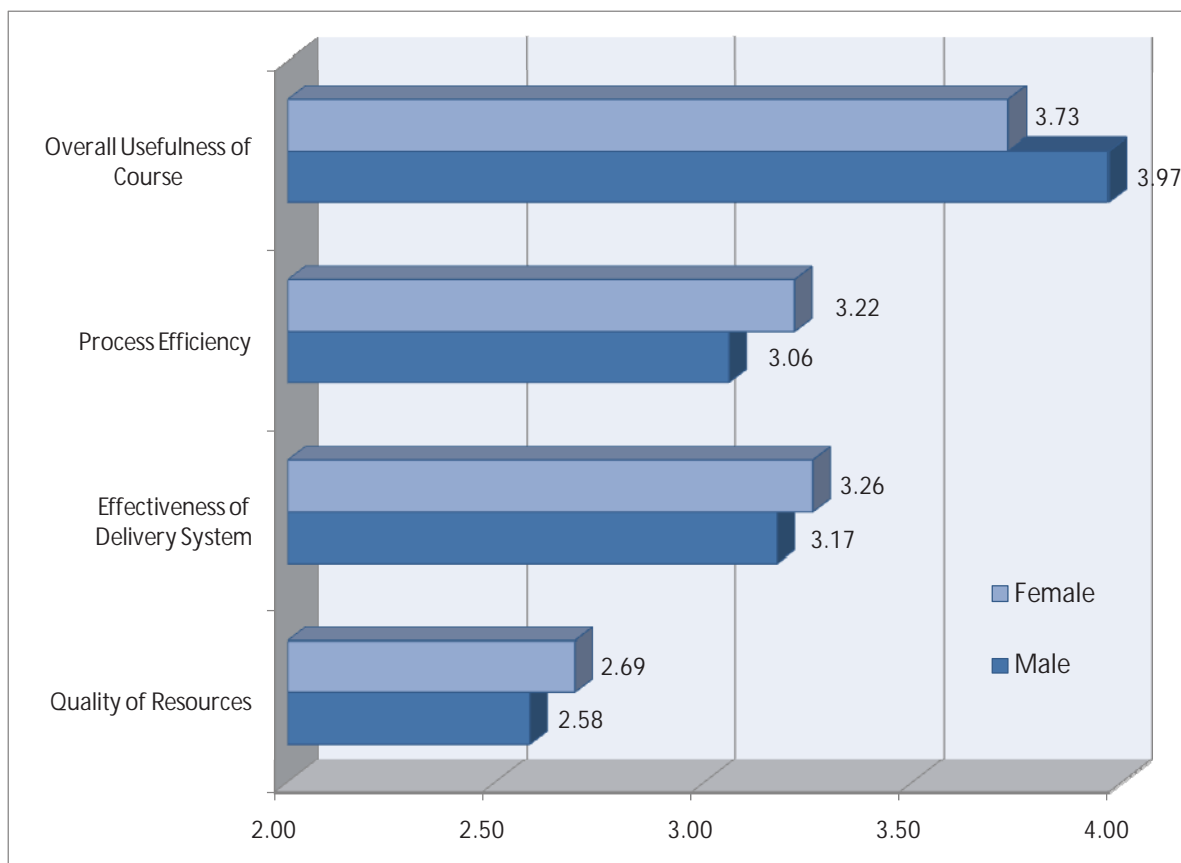
Exhibit-B:



Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Quality of Resources	560	100.0%	0	.0%	560	100.0%
Effectiveness of Delivery System	560	100.0%	0	.0%	560	100.0%
Process Efficiency	560	100.0%	0	.0%	560	100.0%
Overall Usefulness of the course	560	100.0%	0	.0%	560	100.0%

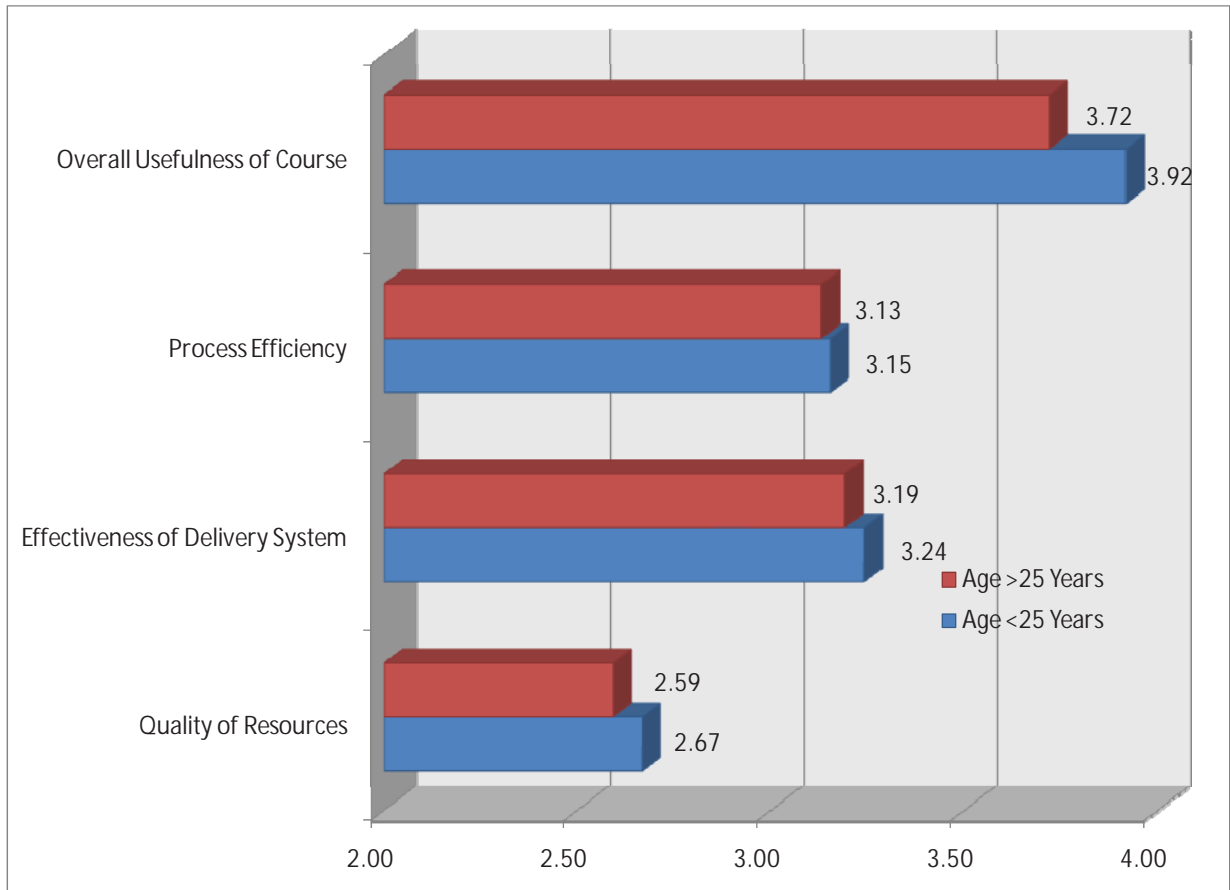
Exhibit-C:



Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Quality of Resources	Equal variances assumed	1.283	.258	-2.833	558	.005	-.10940	.03861	-.18524	-.03356
	Equal variances not assumed			-2.826	540.823	.005	-.10940	.03871	-.18544	-.03336
Effectiveness of Delivery System	Equal variances assumed	.065	.799	-1.635	558	.103	-.08692	.05315	-.19132	.01748
	Equal variances not assumed			-1.633	542.709	.103	-.08692	.05324	-.19151	.01766
Process Efficiency	Equal variances assumed	.378	.539	-3.646	558	.000	-.15658	.04295	-.24095	-.07222
	Equal variances not assumed			-3.642	544.785	.000	-.15658	.04299	-.24103	-.07214
Overall Usefulness of the course	Equal variances assumed	.074	.785	3.802	558	.000	.24034	.06322	.11617	.36451
	Equal variances not assumed			3.800	545.350	.000	.24034	.06326	.11609	.36460

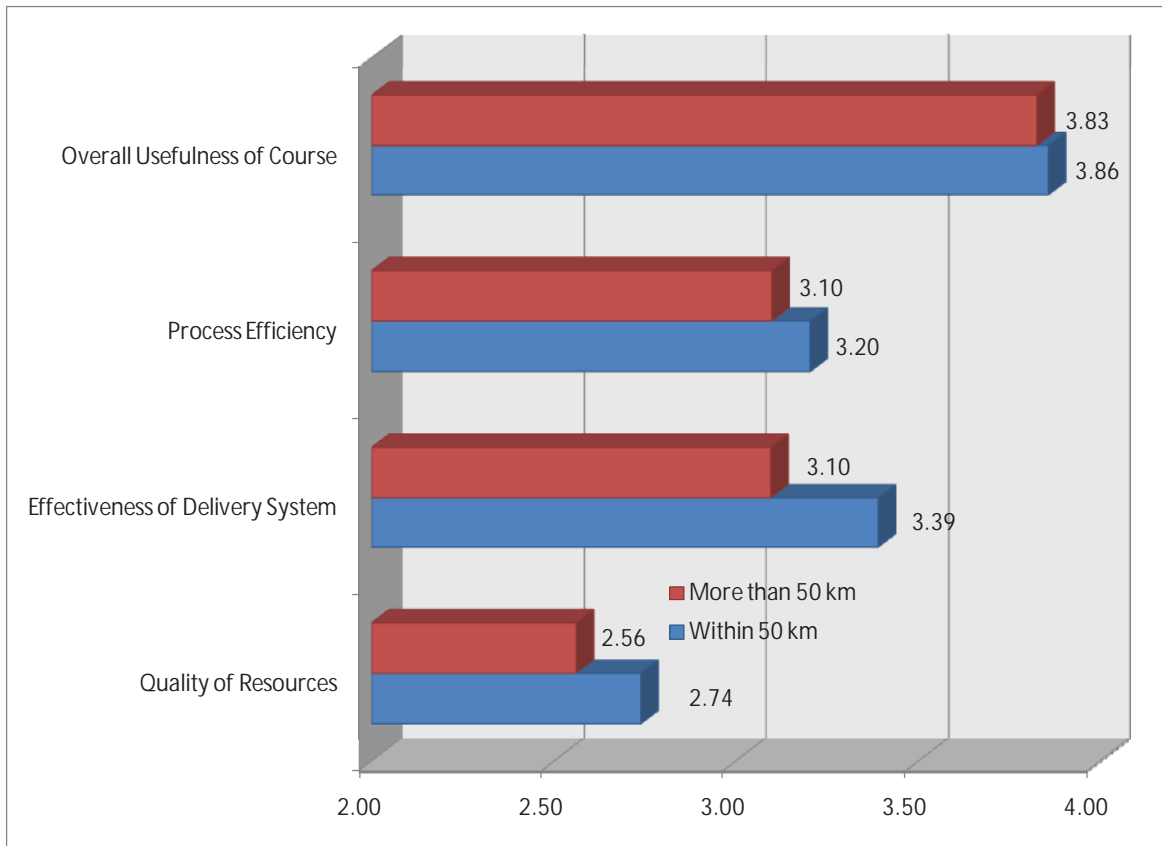
Exhibit-D:



Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Quality of Resources	Equal variances assumed	.051	.822	1.893	558	.059	.07547	.03986	-.00282	.15376
	Equal variances not assumed			1.866	425.410	.063	.07547	.04044	-.00401	.15495
Effectiveness of Delivery System	Equal variances assumed	8.600	.003	.910	558	.363	.04983	.05474	-.05770	.15735
	Equal variances not assumed			.880	398.667	.379	.04983	.05662	-.06149	.16115
Process Efficiency	Equal variances assumed	24.555	.000	.502	558	.616	.02241	.04468	-.06534	.11016
	Equal variances not assumed			.465	347.348	.642	.02241	.04815	-.07228	.11710
Overall Usefulness of the course	Equal variances assumed	59.854	.000	3.043	558	.002	.19873	.06530	.07047	.32699
	Equal variances not assumed			2.739	314.151	.007	.19873	.07256	.05596	.34150

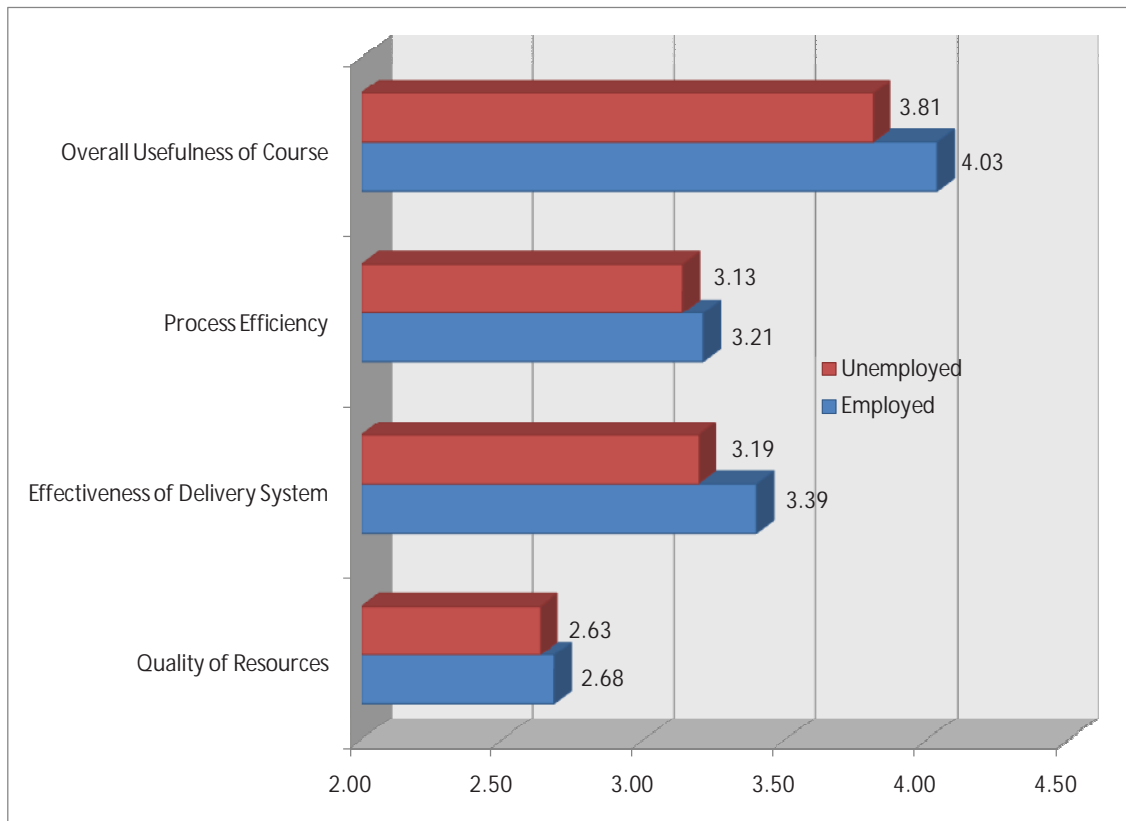
Exhibit-E:



Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Quality of Resources	Equal variances assumed	8.087	.005	4.573	558	.000	.17633	.03856	.10058	.25207
	Equal variances not assumed			4.648	533.484	.000	.17633	.03794	.10181	.25085
Effectiveness of Delivery System	Equal variances assumed	.001	.970	5.619	558	.000	.29415	.05235	.19133	.39698
	Equal variances not assumed			5.633	510.865	.000	.29415	.05222	.19155	.39675
Process Efficiency	Equal variances assumed	22.186	.000	2.396	558	.017	.10462	.04367	.01885	.19040
	Equal variances not assumed			2.494	556.260	.013	.10462	.04195	.02223	.18702
Overall Usefulness of the course	Equal variances assumed	.478	.490	.489	558	.625	.03160	.06466	-.09540	.15859
	Equal variances not assumed			.491	514.149	.624	.03160	.06438	-.09489	.15808

Exhibit-F:



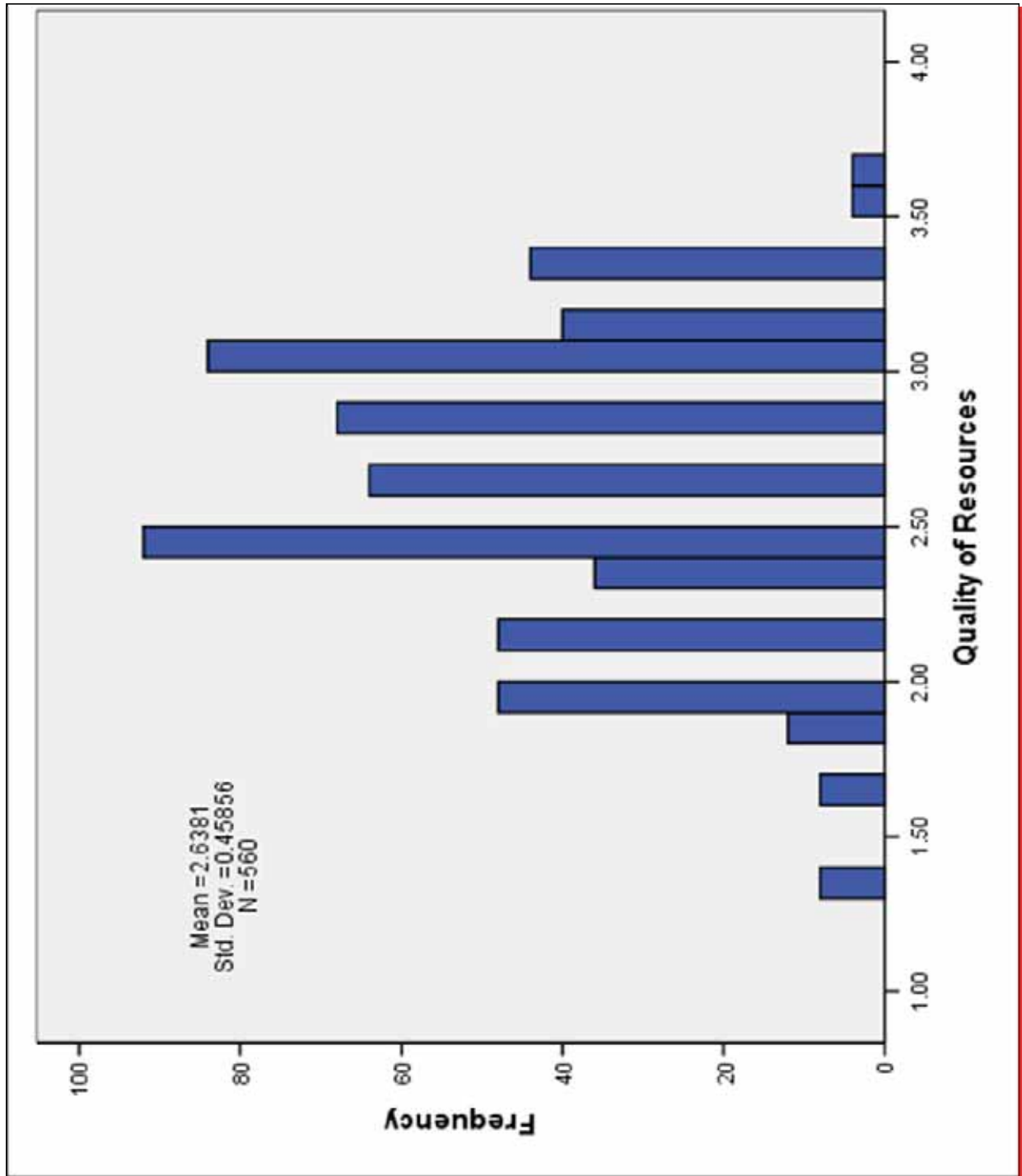
Independent Samples Test

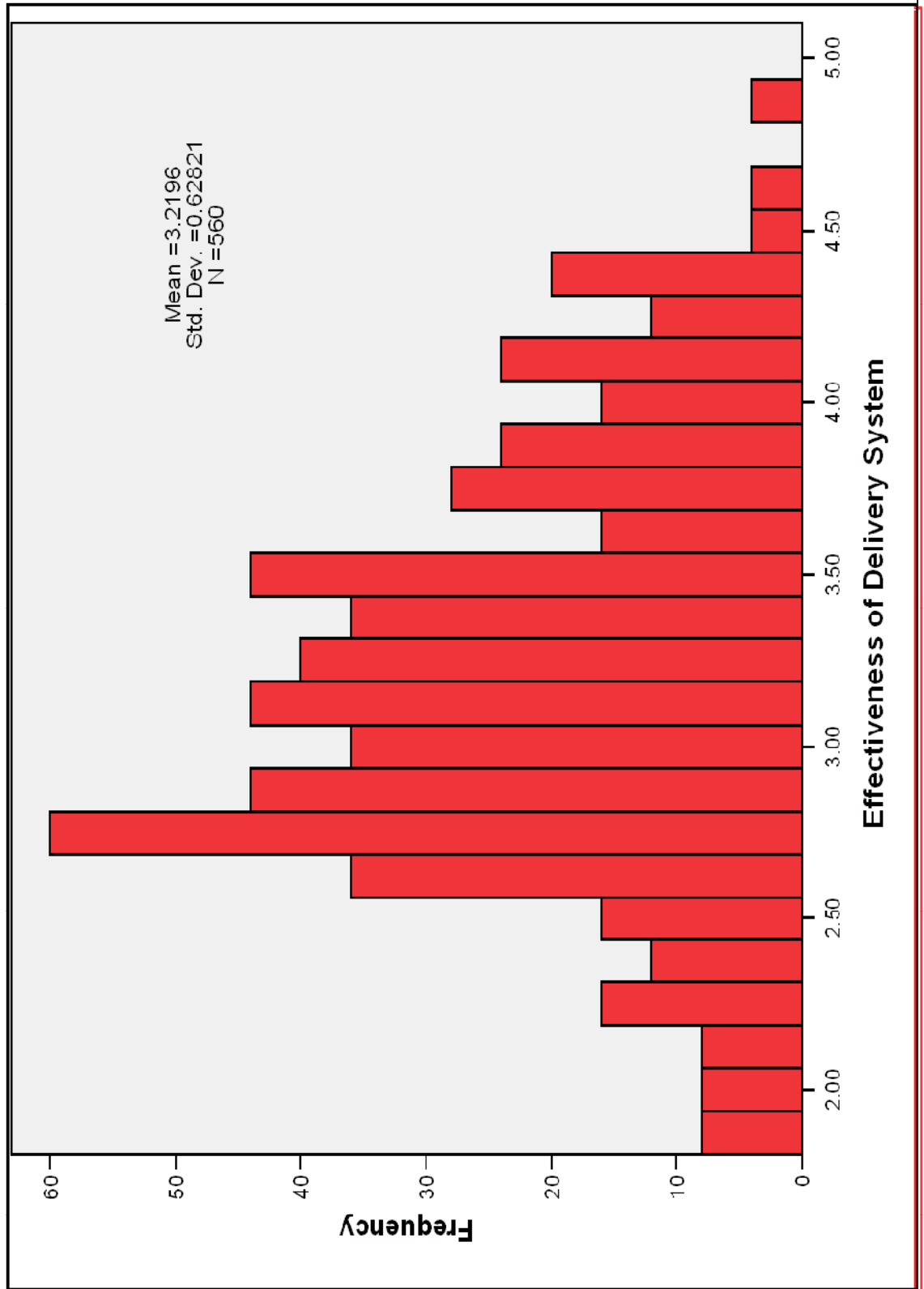
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Quality of Resources	Equal variances assumed	.091	.762	.963	558	.336	.05229	.05427	-.05431	.15889
	Equal variances not assumed			1.010	119.089	.314	.05229	.05175	-.05019	.15476
Effectiveness of Delivery System	Equal variances assumed	.104	.747	2.757	558	.006	.20378	.07391	.05860	.34896
	Equal variances not assumed			2.626	109.981	.010	.20378	.07761	.04997	.35760
Process Efficiency	Equal variances assumed	8.574	.004	1.232	558	.218	.07470	.06062	-.04437	.19376
	Equal variances not assumed			1.050	102.285	.296	.07470	.07115	-.06642	.21581
Overall Usefulness of the course	Equal variances assumed	20.265	.000	2.531	558	.012	.22502	.08892	.05036	.39968
	Equal variances not assumed			2.012	98.600	.047	.22502	.11181	.00315	.44690

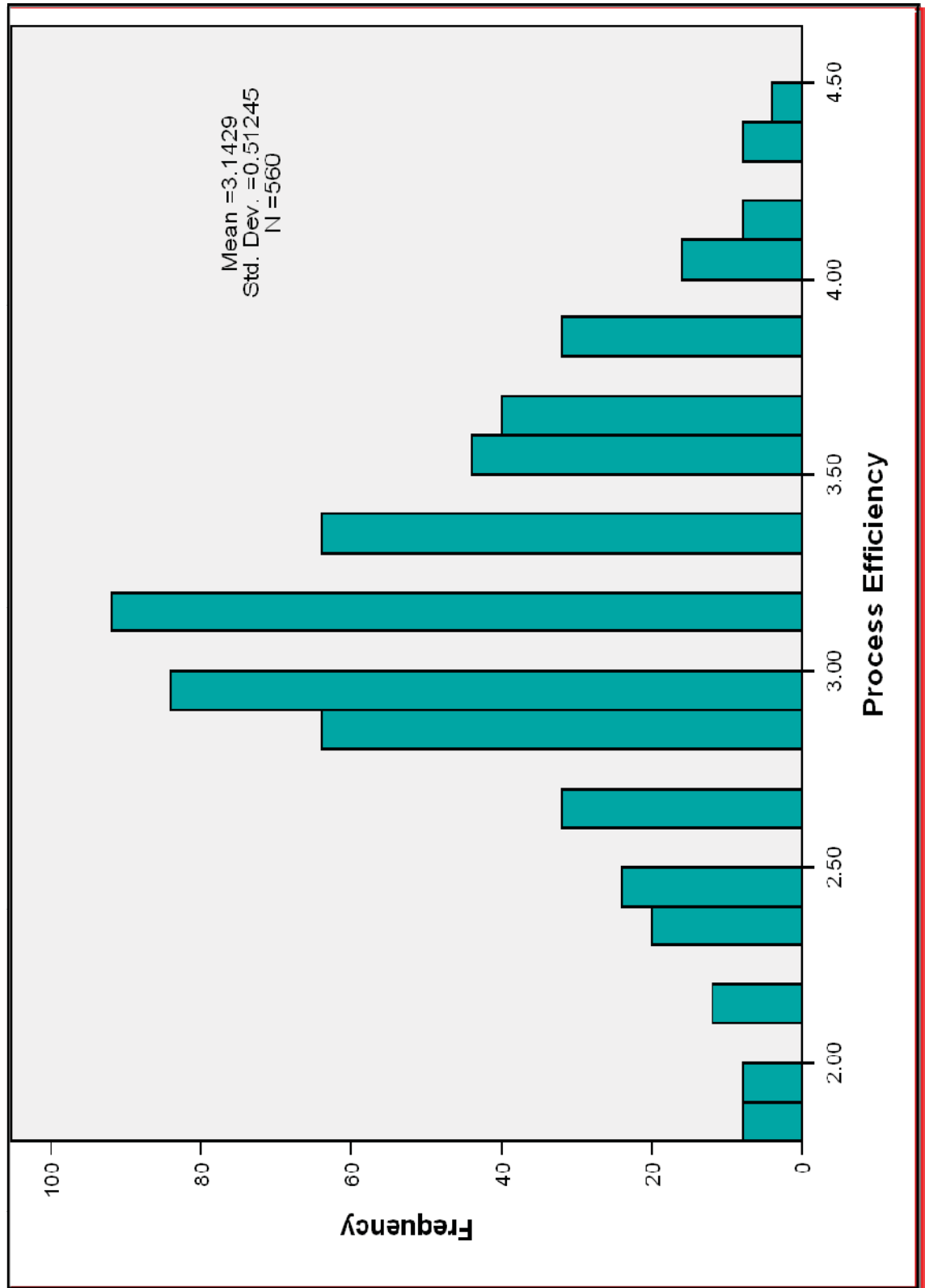
Exhibit-G:

Descriptives			Statistic	Std. Error
Quality of Resources	Mean		2.6381	.01938
	95% Confidence Interval for Mean	Lower Bound	2.6000	
		Upper Bound	2.6762	
	5% Trimmed Mean		2.6508	
	Median		2.6667	
	Variance		.210	
	Std. Deviation		.45856	
	Minimum		1.33	
	Maximum		3.67	
	Range		2.33	
	Interquartile Range		.67	
	Skewness		-.336	.103
	Kurtosis		-.250	.206
	Effectiveness of Delivery System	Mean		3.2196
95% Confidence Interval for Mean		Lower Bound	3.1675	
		Upper Bound	3.2718	
5% Trimmed Mean			3.2143	
Median			3.1250	
Variance			.395	
Std. Deviation			.62821	
Minimum			1.88	
Maximum			4.88	
Range			3.00	
Interquartile Range			.88	
Skewness			.231	.103
Kurtosis			-.427	.206
Process Efficiency		Mean		3.1429
	95% Confidence Interval for Mean	Lower Bound	3.1003	
		Upper Bound	3.1854	
	5% Trimmed Mean		3.1455	
	Median		3.1667	
	Variance		.263	
	Std. Deviation		.51245	
	Minimum		1.83	
	Maximum		4.50	
	Range		2.67	
	Interquartile Range		.67	
	Skewness		-.037	.103
	Kurtosis		.161	.206
	Overall Usefulness of the course	Mean		3.8405
95% Confidence Interval for Mean		Lower Bound	3.7778	
		Upper Bound	3.9031	
5% Trimmed Mean			3.8757	
Median			4.0000	
Variance			.570	
Std. Deviation			.75499	
Minimum			1.33	
Maximum			5.00	
Range			3.67	
Interquartile Range			1.00	
Skewness			-.642	.103
Kurtosis			.401	.206

Exhibit-H:







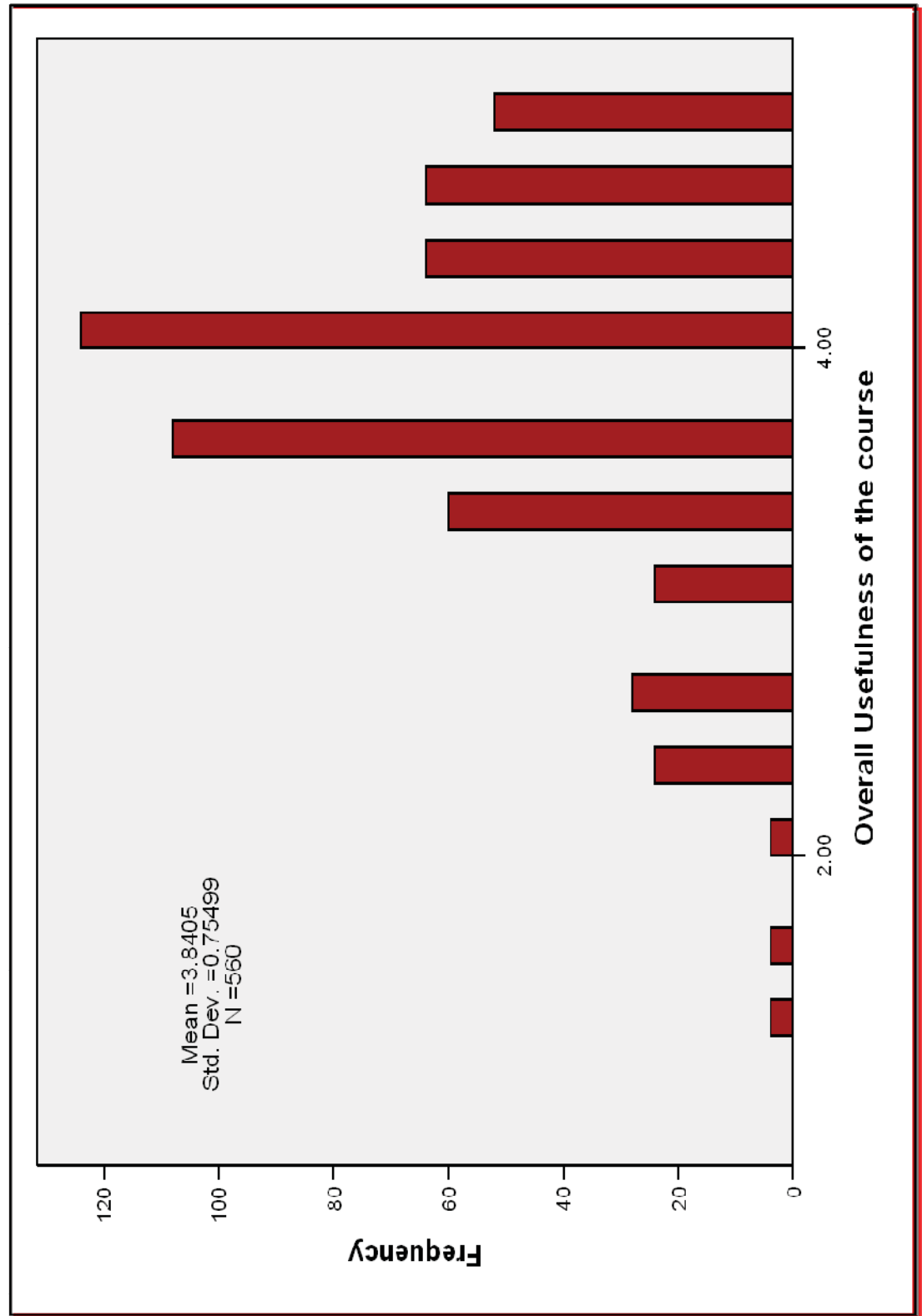


Exhibit-I

SI No	Questions (1: Fully Disagree, 2: Disagree, 3: Neither Agree nor Disagree, 4; Agree, 5; Fully Agree)	Resources and management aspects, capturing key factors influencing programme implementation and results	Mean
1	The Study Material needs improvement. I have lots of suggestion to improve it.	Quality of Resource	4.08
2	I can understand the study material clearly on my own.	Quality of Resource	3.16
3	I feel the syllabus is not complete.	Quality of Resource	3.52
4	I do not need a teacher to understand the Study Material	Quality of Resource	2.66
5	I feel that along with Study material, CD, Audio should also be given us to understand the syllabus properly	Quality of Resource	4.13
6	I received the SIM before start of PCP classes	Effectiveness of Delivery System	3.99
7	I find the PCP sessions very useful and interactive	Effectiveness of Delivery System	3.99
8	I am free to contact the teachers any time	Process Efficiency	3.34
9	I usually get feedback on my assignments on time	Process Efficiency	2.51
10	I get good counseling whenever I need it	Effectiveness of Delivery System	2.86
11	I can get counseling and advice even sitting at home	Effectiveness of Delivery System	2.51
12	I never get the result on time	Process Efficiency	3.49
13	I have easy access to library and internet facility of DDE	Effectiveness of Delivery System	3.51
14	I never get the announcement about the coming date of result, readmission, scholarship etc. on time	Process Efficiency	3.35
15	The office Staff of DDE are very helpful.	Quality of Resource	3.74
16	The institution solves all my admission, late submission of assignment, receiving of study materials and examination related problems	Process Efficiency	3.49
17	This course is very useful to me.	Overall Usefulness	4.02
18	I am aware that there is an online discussion forum for us	Effectiveness of Delivery System	3.03
19	I can write my assignment without any help	Effectiveness of Delivery System	3.18
20	I can continue my study without disturbing other house hold, office work	Process Efficiency	3.94
21	I feel the examination and re-admission processes are very easy	Process Efficiency	2.94
22	I can opt for PCP timing schedule as per my convenience.	Effectiveness of Delivery System	2.69
23	I will get a good job or promotion after completing this course	Overall Usefulness	3.67
24	I will advise others to study at DDE, NBU.	Overall Usefulness	3.83
(Item Scores with Strong Bias are highlighted)			

Exhibit-J

Sl No	Year of Admission	No of Students Enrolled	Drop-Out *
1	2006-2007	3871	790
2	2007-2008	3889	750
3	2008-2009	4930	382
4	2009-2010	7492	---
5	2010-2011	1998	---

**** Based on available information on appearance in Part-I Examination**

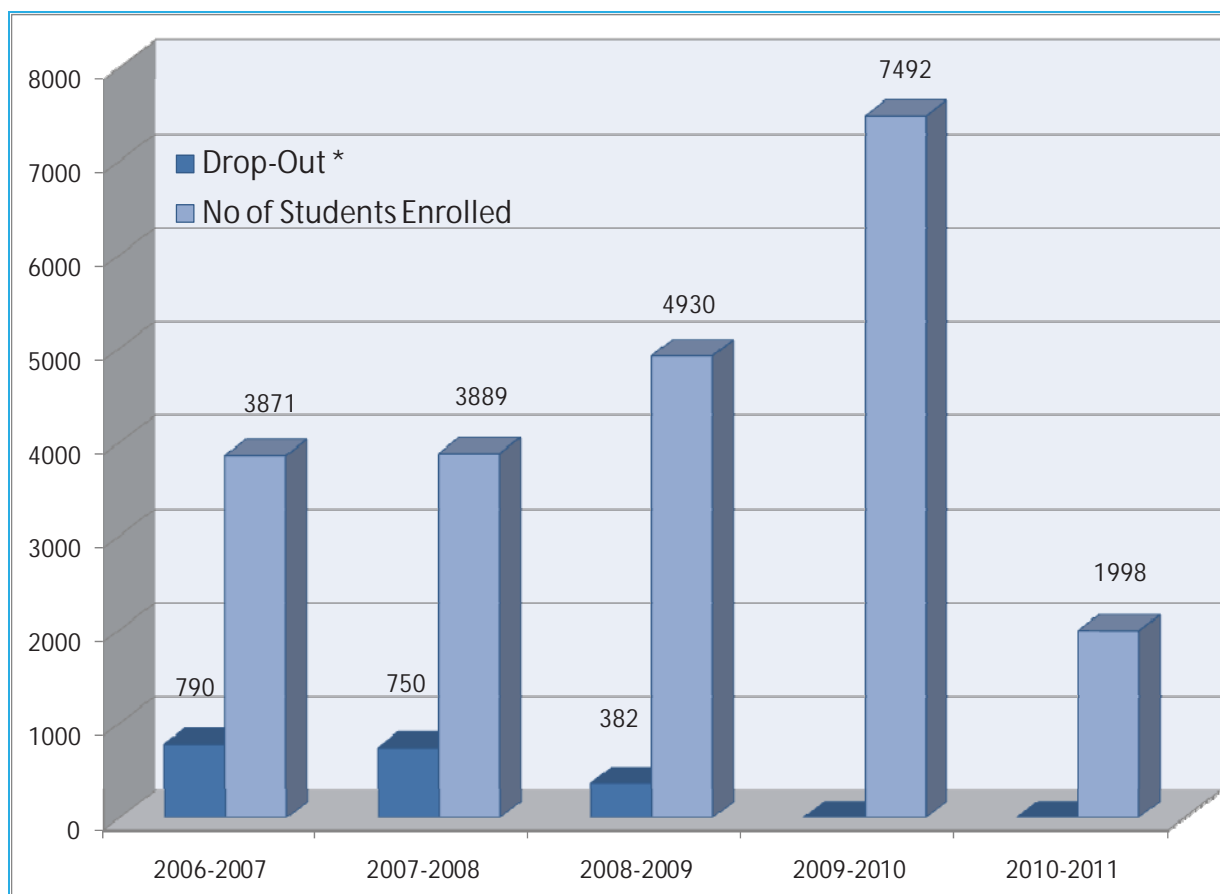


Exhibit-K

Programme Evaluation and Assessment of Efficiency: A Study of Post Graduate (PG) Programme through Distance Education Mode at University of North Bengal (NBU)

Questionnaire Survey

[Please tick on your choice. Please do not tick on more than one choice. Do not write your name or contact information anywhere in the form. Since, the information you give cannot be linked to your name, please be frank and truthful. Your cooperation will help to improve performance of DDE, NBU]

Section-A [Demographic Data]

1. **Sex:** Male / Female
2. **Age group (years) :** <25 / 25-35 / 35-45 / >45
3. **Course:** Bridge / Post Graduation / Others/Ex.
Student
4. **When did you enroll at DDE, NBU:** <1 years / 1-3 years / >3 years
5. **Distance of your home from NBU:** <20km / 20-50 km / 50-100 km/ >100 km
6. **Monthly household income:** <Rs. 5000/- / Rs. 5000-10,000/- / >Rs. 10,000
7. **Category:** SC / ST / OBC / General
8. **Marital Status:** Married / Unmarried
9. **No of graduates in your family:** NIL / 1 / 2 / >2,
10. **Employment Status:** Employed/ Unemployed
11. **Subject:**

Section-B [Opinion Data]

Write: 5 for strongly agree, 4- Agree, 3-Neither agree nor disagree, 2- Disagree, 1-Strongly disagree

Sl No	Your opinion about the following statements	Choice (Write 1-5)
1	The Study Material needs improvement. I have lots of suggestion to improve it.	
2	I can understand the study material clearly on my own.	
3	I feel the syllabus is not complete.	
4	I do not need a teacher to understand the Study Material	
5	I feel that along with Study material, CD, Audio should also be given us to understand the syllabus properly	
6	I received the SIM before start of PCP classes	
7	I find the PCP sessions very useful and interactive	
8	I am free to contact the teachers any time	
9	I usually get feedback on my assignments on time	
10	I get good counseling whenever I need it	
11	I can get counseling and advice even sitting at home	
12	I never get the result on time	
13	I have easy access to library and internet facility of DDE	
14	I never get the announcement about the coming date of result, readmission, scholarship etc. on time	
15	The office Staff of DDE are very helpful.	
16	The institution solves all my admission, late submission of assignment, receiving of study materials and examination related problems	
17	This course is very useful to me.	
18	I am aware that there is an online discussion forum for us	
19	I can write my assignment without any help	
20	I can continue my study without disturbing other house hold, office work	
21	I feel the examination and re-admission processes are very easy	
22	I can opt for PCP timing schedule as per my convenience.	
23	I will get a good job or promotion after completing this course	
24	I will advise others to study at DDE, NBU.	

Programme Evaluation and Assessment of Efficiency: A Study of Post Graduate (PG) Program through Distance Education Mode at University of North Bengal (NBU)

Questionnaire Survey

[Please tick on your choice. Please do not tick on more than one choice. Do not write your name or contact information anywhere in the form. Since, the information you give cannot be linked to your name, please be frank and truthful. Your cooperation will help to improve performance of DDE, NBU]

Section-A (ক বিভাগ)
[Demographic Data]

1. **Sex:** (লিঙ্গ) Male / Female (পুরুষ / নারী)
2. **Age group (years):** (বয়স) <25 / 25-35 / 35-45 / >45
3. **Course:** (কোর্স) Bridge / Post Graduation / Others/Ex. Student
4. **When did you enroll at DDE, NBU:** <1 years / 1-3 years / >3 years
(কত বছর আগে DDE তে ভর্তি হয়েছেন)
5. **Distance of your home from NBU:** <20km / 20-50 km / 50-100 km / >100 km
6. **Monthly household income:** <Rs. 5000/- / Rs. 5000-10,000/- / >Rs. 10,000
7. **Category:** SC / ST / OBC / General
8. **Marital Status:** Married / Unmarried (বিবাহিত / a বিবাহিত)
9. **No of graduates in your family:** NIL / 1 / 2 / >2,
10. **Employment Status:** Employed/ Unemployed (চাকরিবর্ত/চাকরিবর্ত না)
11. **Subject:** (বিষয়)

খ-বিভাগ (মতামত)

5-পূর্ণ সহমতি, 4-সহমতি, 3- না সহমতি না aসহমতি, 4-aসহমতি, 5-পূর্ণ aসহমতি

ক্র সং	আপনার মতামত	1-5 এর মধ্যে লিখুন
1	SIM এর উন্নতি হওয়া দরকার। আমার কাছে SIM এর অনেক উন্নতির উপায় আছে।	
2	আমি নিজে নিজে SIM পড়ে বুঝতে পারি।	
3	আমার মনে হয় SIM অপরিপূর্ণ (incomplete)	
4	SIM পড়ার জন্য আমার কোন শিক্ষকের দরকার হয় না।	
5	আমার মনে হয় SIM এর সাথে সাথে CD, Audio Cassette ইত্যাদি দিলে আরও ভালো ভাবে বোঝা যেতো।	
6	আমি PCP ক্লাস এর আগে SIM পেয়ে গেছিলাম।	
7	আমি মনে করি PCP ক্লাস খুব উপযোগী।	
8	আমি আমার ইচ্ছমত শিক্ষকের সঙ্গে যোগাযোগ করতে পারি।	
9	আমি সাধারণত assignment এর feedback সময় মত পেয়ে যাই।	
10	আমি যখন দরকার তখনই counseling পেতে পারি।	
11	আমি ইচ্ছ করলে ঘরে বসে counseling বা advise পেতে পারি।	
12	আমি কখনো পরিষ্কার ফল সময় মত পাই না।	
13	আমি খুব সহজে লাইব্রেরি বা ইন্টারনেট এর সুবিধা নিতে পারি।	
14	আমি কখনো পরিষ্কার ফলের দিন বা রিঅ্যাডমিশন বা scholarship এর খবর সময় মত পাই না।	
15	আমাকে DDE-এর অফিসের লোকজন সবসময় খুব সাহায্য করে।	
16	আমার সমস্ত অ্যাডমিশন, পরিষ্কা, SIM, assignment (দেহিতে জমা দেয়ার সমস্যা গুলি DDE ভালো ভাবে সমাধান করে।	
17	এই কোর্সে পড়াশোনা করে আমার খুব উপকার হয়েছে।	
18	আমি জানি আমাদের জন্য একটা অন লাইন discussion ফোরাম আছে।	
19	আমি আমার সমস্ত assignment নিজে নিজে করতে পারি।	
20	আমি আমার পড়াশোনা চাকরি বা ঘরের কাজ সামলে করে উঠতে পারি।	
21	আমি মনে করি পরিষ্কা বা রিঅ্যাডমিশন এর প্রক্রিয়া খুব সহজ।	
22	আমি আমার সুবিধা মত PCP ক্লাস এর schedule নিতে/পছন্দ করতে পারি।	
23	আমি এই কোর্সে পড়াশোনা করার পর ভাল চাকরি বা promotion পাব।	
24	আমি অন্যদেরও এই কোর্সে পড়াশোনা করতে বলব।	