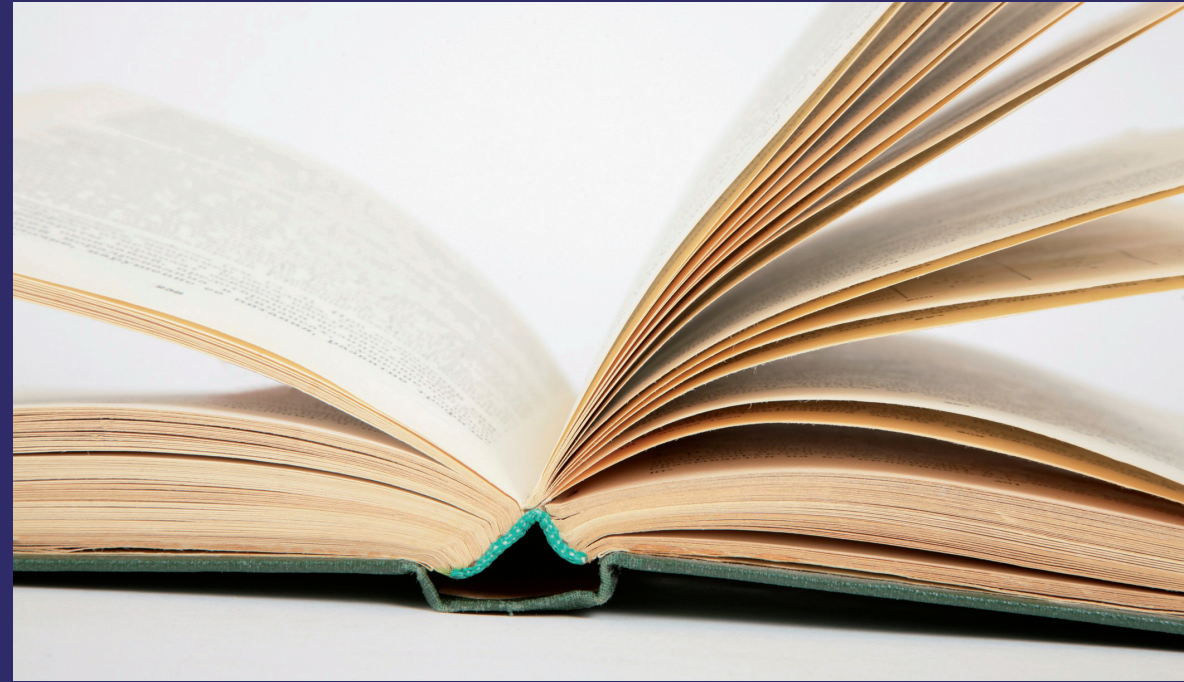


This research report is an Evaluation of B.A.(Hum.)Programme being an analysis of learners' opinion about various activities from programme publicity till result declaration. The purpose of this research was to make the programme more learner friendly by seeking their opinion about various activities and make necessary changes wherever possible and found fit and proper. These distance learners live isolated at different places of Swaziland and have very few occasions for a face to face contact with Academic counsellors. They need guidance about how to study in an isolated situation, write good quality assignments, prepare a project report and appear for final examination. The analysis of their views made recommendations for putting sample assignments and sample project reports on University of Swaziland website and the students' handbook must have information about how to study in an isolated situation. Learner orientation and workshops for their teachers about how to deal with distance learners was part of recommendations. This project report opens the doors for similar exercise for other programmes also.

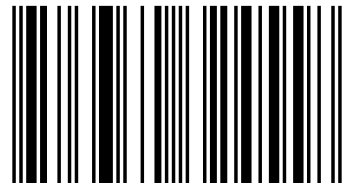
Programme Evaluation for Quality Control



Satish Rastogi
Shokahle Dlamini
Abiola Akintola

Diagnosis of Learner Problems in B.A.(Hum) Programme by IDE, UNISWA

Prof. Satish Rastogi is working as Professor & Coordinator (Research & Evaluation) at the Institute of Distance Education, University of Swaziland, Africa. He has developed his expertise in the fields of Education (Teacher Training), Distance Education, Quality Control, Training & Development, Programme Evaluation in his 41 years academic career.



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Rastogi, Dlamini, Akintola



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Shokahle Dlamini
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LAP LAMBERT Academic Publishing

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FOREWORD

Every industry faces Quality Control and Total Quality Management challenges. These two important issues are moving in and around the system of distance education. Distance education is an industry which accepts students and produces them as output/product. Students are customers of education. They pay fees for good quality education. Customer satisfaction is the motto of every industry. The distance education industry has to take care of its main customers, the students. A society accepts distance education products only when they are able to withstand comparison and competition with conventional system products at the workplace. It is essential therefore to study the quality of the graduates produced by the distance education system. Quality is a matter of bridging the gap between perceptions and expectations. It is essential to make a systemic analysis of various activities and compare people's perceptions with their expectations. Programme Evaluation is a technique to meet this important objective. It reveals the gaps to be bridged to ensure programme quality enhancement.

The Bachelor of Arts (Humanities) offered through distance mode is a four-year programme which attracts a large number of students every year in Swaziland. It is essential to determine learners' difficulties in different activities at various stages of this programme and suggest some remedies to address the students' challenges.

Prof. Satish Rastogi, Coordinator Research & Evaluation, was tasked with the BA Humanities' programme evaluation with the hope that he would diagnose learners' problems with each programme activity by seeking their valuable opinion with the help of an Opinionnaire. The findings of his analysis, presented in the form of acceptable and unacceptable recommendations indicate the target group's views. I appreciate the work done by **Prof. Satish Rastogi** who was assisted by **Dr. Shokahle Dlamini**, and **Dr A. Akintola** during data collection and analysis. **Dr. Karen Ferreira Meyers**, the present Acting Coordinator for the B.A.(Hum) programme edited and proofread this manuscript and provided necessary additional information during project completion work.

I hope other IDE programmes will undergo similar programme evaluation, once they have seen the success of this project. I hope the findings stated in this project report will be accepted by the University of Swaziland's academic authority.

Dated: June 7, 2017

Professor C.M. Magagula
Vice Chancellor
University of Swaziland,
Swaziland (Africa)

PREFACE

Programme Evaluation is a complementary activity associated with the system of distance education. It covers a two way feedback between the learner and the system regarding academic and non-academic issues emerged during study at a distance. In conventional system the teachers and their students meet very frequently and there is enough scope for such interaction and feedback almost every day. But, an isolated learner has few chances for such interactions in distance education system. Programme evaluation is an activity which covers the same by collecting course users opinion about various issues which have had come across during programme completion. The basic philosophy of Distance Education is “Word of Mouth is word of Hand” . It applies to feedback regarding various academic and non-academic issues too. The course users provide feedback in a face to face situation in conventional system and the same is taken in writing through a Questionnaire/ Opinionnaire to course users after programme completion. An analysis of the same gives the system some valuable information about positive and negative impressions based on past experience among the course users. The recommendations, if accepted, may bring a quality with the system of distance education mode.

Present project was undertaken to make a thorough study of learners’ opinion based on their past experiences about various activities found after a systemic analysis. These activities were clubbed into three major stages known as Input, Process, and Output stages for developing an Opinion Scale having both closed type and Open Type of items. Seventy Nine participants being past students for Bachelor of Humanities programme had responded to the Opinionnaire. The findings were clubbed into two categories known as ‘Acceptable’ and ‘Non-acceptable’ recommendations for the purpose of convenience.

I am extremely indebted to **Professor C.W.S. Sukati**, Director, Institute of Distance Education, in the University of Swaziland for his kind permission to me for taking this activity as a Research based project. This Herculean task was impossible for me without a strong support from my colleagues working with the Institute of Distance Education. I cannot forget the necessary academic support rendered to me by **Dr. Shokahle Dlamini**, and, **Dr A. Akintola** being the past Coordinators for B.A.(Hum) programme. **Dr. Karen Ferreira Meyers** the present Coordinator for B.A.(Hum) programme has done proof reading of this manuscript and had provided from time to time necessary information regarding various project activities and programme stages. My sincere thanks to all these three academics for their constant support during this project completion. I express my sense of obligation to all 79 participants who had submitted their free and frank opinion in the prescribed opinion scale without any fear or pressure.

In the last I express my thanks to all those who had helped me directly or indirectly during this project completion.

Dated: 06th June 2017

(Professor Satish Rastogi)

INDEX

Chap. No.	Content	Page No.
1	INTRODUCTION	3
1.1	Purposes of Programme Evaluation	4
1.2	Alternative Approaches to Programme Evaluation	4
1.3	Course structure of Bachelor of Arts (Hum) Programme	7
1.4	Objectives of this Study	17
1.5	Need of this Study	18
1.6	Systemic Analysis of B.A.(Humanities) Programme	19
1.7	Research issues faced during Study	25
1.8	Research Methodology	25
1.9	Study Limitations	27
1.10	Research Report Chapters	27
2	OPINIONNAIRE DEVELOPMENT, DATA COLLECTION & ANALYSIS	29
2.1	Opinionnaire Development Procedure	29
2.2	Data collection and Tabulation	31
3	DATA INTERPRETATION	68
3.1	Personal Information.	68
3.2	Learner opinion on a five point Scale.	68
3.3	Learner opinion about various specific issues.	91
3.4	Reaction Analysis regarding Inputs.	103
3.5	Reaction Analysis regarding Process.	104
3.6	Reaction Analysis regarding Outputs.	107

3.7	Miscellaneous/Additional Information.	109
4	MAJOR FINDINGS OF THIS STUDY	112
4.1	Opinion about activities at Input stage.	112
4.2	Opinion about activities at Process stage.	113
4.3	Opinion about activities at Output stage.	116
4.4	Opinion about other Miscellaneous activities.	118
4.5	Findings based on Project Objectives.	120
5	RECOMMENDATIONS	131
5.1	Acceptable Recommendations.	131
5.2	Unacceptable Recommendations.	136
5.3	Recommendations for Further Researches.	138
6.	PROJECT SUMMARY	139
7.	BIBLIOGRAPHY	154
8.	APPENDICES	156

LIST OF TABLES

S. No.	Content	Table No.	Page No.
1.	Enrollment Scenario for B.A. (Hum) Programme at Institute of Distance Education.	1.1	26
2.	Participants' opinion about 62 statements on a Five Point Scale.	2.1	32
3.	Learner difficulties in understanding course content.	2.2	37
4.	Students' opinion about Programme duration.	2.3	40
5.	Course Content for more Explanation.	2.4	42
6.	Course content for which Audio/Video CDs would have assisted much.	2.5	46
7.	Course Units where more content is needed.	2.6	49
8.	Course content where some confusion prevails.	2.7	59
9.	Course content to be converted into Self Instructional Material format.	2.8	63
10.	Opinion about programme completion time.	3.1	69
11.	Opinion about Admission Criteria.	3.2	69
12.	Opinion about Entrance Test and Interview for admission.	3.3	70
13.	Opinion about Audio/Video support development and its use.	3.4	70
14.	Opinion about meeting Unit objectives.	3.5	71
15.	Opinion about Role of Exercises within the Unit.	3.6	71
16.	Opinion about Examples stated in the Units.	3.7	71
17.	Opinion about availability of Reference material in UNISWA Library	3.8	72
18.	Opinion about Role of Academic Counsellors during counselling sessions.	3.9	72
19.	Opinion about Expected Role of Counsellors during contact sessions	3.10	72
20.	Opinion about IDE Staff cooperation with the students.	3.11	73
21.	Opinion about classroom interactions with fellow students and with counsellors.	3.12	73
22.	Opinion about Publicity regarding student enrollment.	3.13	73

23.	Opinion about Programme Guide covering the procedure.	3.14	74
24.	Opinion about course content clarity.	3.15	74
25.	Opinion about Question paper pattern.	3.16	75
26.	Opinion about Quality of Assignment Questions.	3.17	75
27.	Opinion about circulation of a model Assignment to the students.	3.18	75
28.	Opinion about Assignment submission Dates.	3.19	76
29.	Opinion about Admission Criteria for disadvantaged persons.	3.20	76
30.	Opinion about Flexibility and Options in Assignment Questions.	3.21	76
31.	Opinion about Attention to Quality Service to students.	3.22	77
32.	Opinion about Programme Fees in installments	3.23	77
33.	Opinion about conducting examination separately for IDE students	3.24	77
34.	Opinion about Sample questions supply for understanding their Typology.	3.25	78
35.	Opinion about Interest creation for study by Learning Materials.	3.26	78
36.	Opinion about IDE Competency for meeting any problem.	3.27	78
37.	Opinion about discussion between student and the teacher.	3.28	79
38.	Opinion about Interaction among students.	3.29	79
39.	Opinion about Orientation to Teachers regarding course content and methodology too.	3.30	79
40.	Opinion about availability of teachers before or after contact sessions.	3.31	80
41.	Opinion about a joint effort by teachers and students for meeting their Problems.	3.32	80
42.	Opinion about time freedom for various activities.	3.33	80
43.	Opinion about use of Audio/Video support.	3.34	81
44.	Opinion about providing guidance to individual and to a group.	3.35	81
45.	Opinion about use of email services by students and tutors.	3.36	81
46.	Opinion about Peer Group interaction.	3.37	82
47.	Opinion about reply to queries by IDE Headquarters.	3.38	82

48.	Opinion about interaction with teachers regarding Non – academic queries.	3.39	82
49.	Opinion about a need for Content clarity in learning materials.	3.40	83
50.	Opinion about IDE staff willingness to meet students' problems.	3.41	83
51.	Opinion about expressing views during contact sessions.	3.42	83
52.	Opinion about Flexibility in selecting courses and activities.	3.43	84
53.	Opinion about Time rigidity for Programme completion.	3.44	84
54.	Opinion about use of rating scale by Tutors for different activities.	3.45	84
55.	Opinion about social acceptance of marking system.	3.46	85
56.	Opinion about a Total Grading System.	3.47	85
57.	Opinion about a systematic Internal Evaluation.	3.48	85
58.	Opinion about 'On Demand' Examination.	3.49	86
59.	Opinion about Orientation to Paper setters and Examiners regarding Evaluation Techniques.	3.50	86
60.	Opinion about Tutor Comments on Assignments.	3.51	86
61.	Opinion about presentation style of course content.	3.52	87
62.	Opinion about Objectives coverage in the Units.	3.53	87
63.	Opinion about Charts ,pictures and more explanation for content clarity.	3.54	87
64.	Opinion regarding comparison with conventional system Graduate.	3.55	88
65.	Opinion about utility of writing Assignments for final examination.	3.56	88
66.	Opinion regarding comparison of various activities with conventional BA (Hum) programme.	3.57	89
67.	Opinion about utility of B A (Hum) Programme in future career.	3.58	89
68.	Opinion about language and format used in Question Paper	3.59	89
69.	Opinion about Sample Assignments supply to students.	3.60	90
70.	Opinion about Sample Project supply to students.	3.61	90
71.	Opinion about Frequent supplementary or On Demand Exams to avoid delay for a make-up.	3.62	90

LIST OF ANNEXURES

Sr. No.	Content	Page No.
1	Programme Evaluation Questionnaire/Opinionnaire for B.A.(Hum) Programme offered by IDE,UNISWA.	156

PROGRAMME EVALUATION

FOR QUALITY CONTROL

USING LEARNER OPINION

ABOUT VARIOUS ASPECTS IN

BACHLEOR OF ARTS (HUMANITIES)

PROGRAMME THROUGH

DISTANCE EDUCATION MODE

CHAPTER ONE

INTRODUCTION

Distance Education, as a system, imparts education to people who are scattered and live in different places. It is, at present, practically not possible to provide immediate feedback on academic queries to each and every student. Also, the quality of our product is a matter of concern. Society is anxious to know the competencies gained by the distance learner and how these compare with the conventional learner doing the same programme. These are very important issues to be taken up by the distance education system if it wants to stand as an alternate mode for any type of needs-based mass education.

In the conventional system students meet their teachers and fellow learners frequently and have opportunities to discuss their queries and questions with them. During this process all the stakeholders provide immediate feedback to each other. But, in distance education, this immediate feedback is not always possible in practice. Programme evaluation provides an opportunity to collect feedback from past as well as present students. In addition, the evaluator or researcher gets an opportunity to discuss students' views with their lecturers/teachers and accordingly recommend programme delivery changes. This activity helps in reducing programme costs by controlling unnecessary expenditure. R.S. Woodworth very rightly stated the following:

Thus, 'program evaluation' has come into being as both a formal educational activity and as a frequently mandated instrument of public policy. Many private educational enterprises have similarly turned to program evaluation as a means of answering questions about the benefits received from monies expended on various educational programs.

To define programme evaluation, it is necessary to define its component parts. In an educational context, a programme can be thought of as any educational enterprise aimed at the solution of a particular educational problem or the improvement of some educational system aspects. Such a programme would typically be sponsored by public or private funds, possess specified goals, and exhibit some structure for managing the procedures, materials, facilities and/or personnel involved in the programme. Evaluation can be defined, most

simply, as determination of a thing's worth. In its simplest form, therefore, programme evaluation consists of those activities undertaken to judge the worth or utility of a programme in improving some specified aspect of an educational system. Examples of programme evaluations might include a teacher training programme evaluation, a university programme's utility for job-seeking purposes, a Ministry of Education staff development programme, etc. Evaluations may be conducted for programmes of any size or scope. Even a curriculum evaluation may qualify as programme evaluation if the curriculum is focused on change improvement, as implied in the previous definition of a programme.

1.1) PURPOSE OF PROGRAMME EVALUATION

Evaluation experts mostly agree that programme evaluation can have either a formative or a summative purpose. The following six major purposes (which are not necessarily mutually exclusive) have been identified:

- (a) To contribute to decisions about programme installation;
- (b) To contribute to decisions about programme continuation, expansion or certification;
- (c) To contribute to decisions about programme modification;
- (d) To obtain evidence to rally support for a programme;
- (e) To obtain evidence to rally opposition to a programme;
- (f) To contribute to the understanding of the basic psychological, social and other processes included in programme implementation.

1.2) ALTERNATIVE APPROACHES TO PROGRAMME EVALUATION

There may be many approaches to programme evaluation. But, for convenience, these conceptual frameworks for evaluation are clustered into five categories, although some of the frameworks are sufficiently multifaceted that they could appear in more than one category. Most of these 'models' have focused broadly on programme evaluation, although some are focused more specifically on curriculum evaluation. It should be noted that these frameworks deal with methods, not techniques. The approaches may be as noted below.

1) **Performance-Objectives Congruence Approach**

This approach was suggested by Tyler, an expert in the field of measurement & evaluation. He advocated for pre-test and post-tests in order to know the performance discrepancies between desired (programme objectives) and developed performance. This method helps to know the

extent to which the programme objectives had been achieved. But, this is difficult to adopt in practice in a distance education scenario. The reason is that normally we do not conduct a pre-test before a distance learner takes admission. Another reason is that learners vary in nature and belong to different strata or groups. Because of openness and flexibility in admission, a heterogeneous group prevails in every programme launched through the distance education mode.

2) Decision-Management Approach

The science of management has given birth to this approach. Stufflebeam, an expert in management developed this approach. According to this approach every programme, when launched, has three stages, namely Input – Process – Output. Input covers five ‘M’, known as Man, Machine, Money, Material and Method. These may be further divided into a fine distribution. Similarly, the process and output stages can also be divided into a large number of fine activities.

In practice, this approach includes a detailed questionnaire cum opinionnaire which may be developed and sent to students for their reactions to various activities. The duly filled in forms may be analysed to draw some item-wise conclusions.

3) Judgment-Oriented Approach

This method was developed by Screven who advocated for the use of experts’ judgments about a programme. This is a goal-free evaluation of actual programme outcomes. Those who have a long experience of running programmes may be invited to examine various activities and their relevance to target group learners. This is also termed as third-party judgment, similar to what happens when auditors check an organisation’s balance sheet. The recommendations made by these experts are examined by the organisation and implemented if practically relevant.

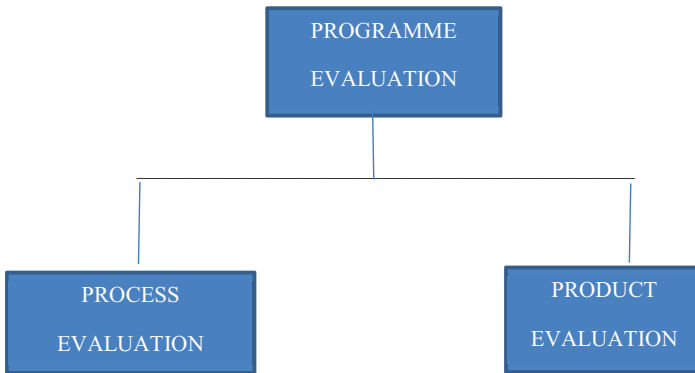
4) Adversarial Approach

This is a planned effort to generate opposite points of view within the overall evaluation. Woodworth suggested that the use of divergent evaluation practices is essential to reach a conclusion. Like a court hearing, this method covers one team putting forward the programme’s positive points and the other team the negative ones. It may reflect the strengths and weaknesses of the programme. These two adverse views expressed by two parties give us a chance to conclude and reach a decision about the programme.

5) Pluralist-Intuitionist Approach

MacDonald suggested this method and advocated for collection of different values and needs of all individuals and groups served by the Programme. It will help the University to meet needs of divergent groups in a better way. There may be some persons who demand contact programme on Sundays as they are free from their office routine work. While, there may be some persons resisting this idea as they want to go church on Sunday. Therefore, the views expressed by a large number of course users should be analysed to reach a best suitable decision to implement the Programme.

All these methods have their own merits and demerits. These methods are not mutually exclusive, but mutually inclusive. We may use a blend of two or more methods as per our needs. For this programme evaluation, the second method, Stufflebeam's **Decision-Management approach** was followed because it covers a systemic analysis of various activities at the input, process and output stages. And then, based on this analysis, a questionnaire/opinionnaire was sent to former IDE B.A. (Hum) students. The responses received were analysed to draw a final conclusion. The distance education is mode which imparts a need based mass education. Mass production of skilled manpower for various social needs, and, make a mass production of skilled manpower for various social needs. This man power, being large in quantity, is supposed to be of good quality being usable by society for various purposes. The product of distance education system are students. This product quality depends upon the process which again depends upon input. This input covers five M being Man, Machine, Money, Material, and, Method. Programme Evaluation is the process which helps in deciding the quality at all the three stages, Input, Process and, Output.



Two Types of Programme Evaluation

1.3) COURSE STRUCTURE OF THE BACHELOR OF ARTS (HUM) PROGRAMME

i) Entrance Requirements

In addition to the General Regulations, the normal entry requirements to the Bachelor of Arts in Humanities programme are:

- A minimum of six passes in the SGCSE/IGCSE obtained in not more than two sittings, five (5) of which, including English Language must be passed at grade C or better. Two (2) of the five (5) subjects must include the following: English Literature, Geography, Religious Studies, History, French and SiSwati.

OR

- A minimum of six passes in the GCE O' Level subjects obtained in not more than two sittings, five (5) of which, including English Language must be passed at grade C or better. Two (2) of the five (5) subjects must include the following: English Literature, Geography, Religious Knowledge, History, French and SiSwati:

- Mature Age Entry Admission for Degree Programme.

Rules and regulations –

a) Normally, the B.A. Humanities Degree Programme shall consist of two subject majors chosen from the following: English Language and Literature; African Languages and Literature; Modern Languages and Literature (French); History, and Theology and Religious Studies. Each subject major shall comprise of a specified set of course modules (usually about twenty) spread across the four levels. Subject majors shall be offered whenever the need, resources and modules are available. In addition to the course modules in the subject majors, students shall also take two Academic Communication Skills, ACS 102: English for Academic Purposes, ACS 103: English for Specific Purposes, course modules and the HSC 113 module: HIV Prevention, Infection and Management of AIDS.

b) Normally, to complete the B.A. Humanities Degree Programme, a student shall take and pass a minimum of forty-one (41) modules, nine (9) in Level one, eight (8) in Level two, twelve (12) in Level three and twelve (12) in Level four. Not all optional courses shall be offered in any one year. In levels two (2), three (3) and four (4), the choice of optional courses

in History and in Theology and Religious Studies shall be governed by the respective Departmental Special Regulations.

c) Some courses in Level II, Level III and Level IV in the Department of African Languages and Literature have pre-requisites: Pre-requisites for AL210 are AL 110 and AL 112; for AL 310 is AL 211; for AL 410 is AL 310, for AL 411 is AL 410; for AL 412 is AL 311; and, for AL 413 is AL 312.

Failure

A first-year student who fails both courses in the old programme, in English and African Languages and Literature, shall repeat the first year in the new programme. A first-year student who fails one (1) of the courses in the old programme, in English and African Languages and Literature, shall repeat the failed course in the old programme. A student in Years (Levels) 2, 3 and 4, who fails English and African Languages and Literature in the old programme, shall repeat in the old programme.

ii) **COURSE STRUCTURE**

The List of courses offered in the B.A. Humanities Programme in each level is as follows:

Level 1

Semester I

ACS 102 Academic Communication Skills: English for Academic Purposes

CFC 100 Computer Foundations Course.

African Languages and Literature

AL 110 Introduction to the Study of Language I

AL 111 Introductions to Prose Fiction and Prose Non – Fiction

AL 113 Introduction to Traditional/Oral Literature

English

Eng 101 Grammar 1: A Survey of English Grammar

Eng 102 Introduction to English Phonetics and Phonology

French (Currently not offered)

F1P1 Intermediate French: Language

History

H101 Topics in World History to 1500

Theology and Religious Studies

TRS 100 Introduction to Biblical Studies

Semester II

ACS 103 Academic Communication Skills: English for Specific Purposes

HSC 113 HIV Prevention, Infection and Management of AIDS

African Languages and Literature

AL 112 Introduction to the Study of Language II

AL 114 Introduction to Poetry and Drama

English

ENG 103 Introduction to the Study of Literature

ENG 104 Historical Background of English Literature

French (Currently not offered)

F1P2 Intermediate French: Literature

History

H 102 Aspects of World History from 1500 to 1800

Theology and Religious Studies

TRS 101 Phenomenology of Religion

Level 2

Semester III

African Languages and Literature

AL 210 Introduction to Linguistics

AL 212 Contemporary African Fiction and non- Fiction

English

ENG 201 Grammar II: Phrases and Clauses

ENG 204 Introduction to Critical Theory

ENG 205 Survey of English Literature

French

F 201 Advanced French: Grammar

F203 Introduction to Literary Studies: Overview of Historical Trends in French Literature

History

H211 History of Swaziland from earliest times to 1900

AND, EITHER

H213 Europe from 1789 to 1870

OR

H215 Imperialism and Colonialism in Africa to 1920

Theology and Religious Studies

TRS 200 Studies in the Old Testament I

AND EITHER

TRS 202 Christian Ethics I

OR

TRS 204 Sociology of Religion I

Semester IV**African Languages and Literature**

AL 211 Linguistic Analysis of the Main Language I

AL213 Contemporary African Poetry and Drama

AL214 Traditional/Oral Literature I

English

ENG 202 Introduction to English Morphology & Syntax

ENG 203 Language Meaning and Use

ENG 206 A Study of Poetry

French

F 202 Advanced French: Vocabulary & Translation

F 204 Introduction to Literary Studies: Text Analysis

History

H 212 History of Swaziland from 1900 to the 1980s

AND EITHER

H 214 Europe Since 1870

OR

H 216 Globalization and Political Reform in Africa Since 1920

Theology and Religious Studies

TRS 201 Studies in the Old Testament II

AND EITHER

OR TRS 203 Christian Ethics II

TRS 205 Sociology of Religion II

Level 3

Semester V

African Languages and Literature

AL 310 Linguistic Analysis of the Main Language II

AL 311 History of Linguistics: Western

AL 313 Advanced Studies in African Novel and Biography! Autobiography

AL 315 Traditional / Oral Literature II

English

ENG 301 Grammars III: Clause Combining & Text Creation

ENG 304 Modern Critical Theories

ENG 305 A Study of Drama

French

F301 Stylistics

F303 Introduction to Francophone African Literature

AND ONE OF THE FOLLOWING

F 407 Cultural Studies I: La Francophonie

F 409 Business French I: Commercial Correspondence

F 411 Francophone African Literature: Selected Capita

F 413 French Literature: XVIIth Century

F 415 French Literature: XIXth Century

History

H 311 Historiography

AND ONE OF THE FOLLOWING (Group II)

H 313 Pre-independence African Political Thought

H 315 Economic History of West Africa to 1990

H 317 History of North Africa from earliest times to 1800

H319 Contemporary African Historical Themes to 1945

AND ONE OF THE FOLLOWING (Group III)

H 321 Introduction to the History of Colonial Latin America

H 323 State and Revolution to 1900

H 325 China and South East Asia to 1949

Theology and Religious Studies

TRS 300 Research Methodology

TRS 301 Studies in the New Testament I

TRS 303 African Traditional Religion I

AND ONE OF THE FOLLOWING

TRS 305 New Testament Greek I

TRS 307 Beginning Hebrew I

TRS 309 New Religious Movements I

TRS 311 Philosophy of Religion

TRS 313 Select Themes in the History of Christian Thought I

TRS 315 The Study of African Theology I

Semester VI

African Languages and Literature

AL 312 History of Linguistics: Bantu

AL314 Advanced Studies in African Poetry and Drama

AL316 Introduction to the Grammar of the Second Language (Southern Sotho)

English

- ENG 302 Composition, Writing and Stylistics
ENG 303 Conversational Analysis
ENG 306 A Study of the Novel
ENG 307 Research Methodology

French

- F 302 Written and Oral Composition
F 304 Francophone African Literature

AND ONE OF THE FOLLOWING

- F 408 Cultural Studies II : La France
F 410 Business French II: Advertising & Commercial Literature
F 412 French Literature: Middle Ages and Renaissance
F 414 French Literature: XVIIIth Century

History

- H 312 Research Methods in History

AND ONE OF THE FOLLOWING (Group II)

- H 314 Post Colonial African Political Thought
H 316 Economic History of West Africa since 1900
H 318 History of North Africa Since 1800
H 320 Contemporary African Historical Themes from 1945

AND ONE OF THE FOLLOWING (Group III)

- H 322 Themes in the History of Nineteenth Century Latin America
H 324 State and Revolution from 1900 to the 1950's
H 326 China and South East Asia from 1949 to 1980's

Theology and Religious Studies

- TRS 302 Studies in the New Testament II
TRS 304 African Traditional Religion II

AND ONE OF THE FOLLOWING

- TRS 306 New Testament Greek II
TRS 308 Beginning Hebrew II

- TRS 310 New Religious Movements II
 TRS 312 Critical Issues in Religion
 TRS 314 Select Themes in the History of Christian Thought II
 TRS 316 The Study of African Theology II

Level 4

Semester VII

African Languages and Literature

- AL 410 Linguistic Analysis of the Main Language III
 AL 412 Introductions to Historical and Comparative Linguistics: Western
 AL 414 Thematic Studies in African Novel and Biography/Autobiography
 AL 417 Research Project
 OR
 AL 418 Special Examination Paper in Modern Literature I
 OR
 Traditional/Oral Literature I
 OR
 Language/Linguistics I

English

- ENG 402 Principles of Psycholinguistics
 ENG 403 Principles of Sociolinguistics
 ENG 404 Modern English Literature
 ENG 406 Theatre Arts
 ENG 407 Project
 OR
 ENG 408 Topics in Linguistics and Literary Studies

French

- F 401 French Literature XXth Century: Beginning of Century to 1960

AND TWO OF THE FOLLOWING

- F 403 French Linguistics
 F 405 Research Project – Language

OR

- F 406 Research Project – Literature
- F 407 Cultural Studies I: La Francophonie
- F 409 Business French I: Commercial Correspondence
- F 411 Francophone African Literature: Selected Capita
- F 413 French Literature: XVIIth Century
- F 415 French Literature: XVIIth Century

History

- H 411 Economy and Society in Southern Africa to the South African War

AND ONE OF THE FOLLOWING

- H 413 Research Project
- H 414 Colonial Historical Developments in Central Africa
- H 416 Early East African History to Colonialism
- H 418 Liberation Movements in Africa

AND ONE OF THE FOLLOWING (Group III)

- H 420 Themes in the History of Comparative Industrialization
- H 422 History of the United States of America, 1865-1920
- H 424 Russian History from 1861 to the birth of the Soviet Union

Theology and Religious Studies

- TRS 400 Religions of the World I
- TRS 402 Gospel Tradition I
- TRS 404 Religion and Ideology in Contemporary Africa I

OR

- TRS 406 Research Project

Semester VIII

African Languages and Literature

- AL 411 Linguistic Analysis of the Main Language IV

- AL 413 Introduction to Historical and Comparative Linguistics: Bantu
 AL 415 Thematic Studies in African Poetry and Drama
 AL 416 Traditional/Oral Literature III

English

- ENG 401 Advanced Composition: Reading & Textuality
 ENG 405 Comparative Literature
 ENG 407 Project

OR

- ENG 408 Topics in Linguistics and Literary Studies

French

- F 402 French Literature XXth Century: 1960 - end of Century

AND TWO OF THE FOLLOWING

- F 404 Further Study of French Linguistics
 F 405 Research Project – Language

OR

- F 406 Research Project - Literature
 F 408 Cultural Studies II: La France
 F 410 Business French II: Advertising & Commercial Literature
 F 412 French Literature: Middle Ages and Renaissance'
 F 414 French Literature: XVIIIth Century'

History

- H 412 Economy and Society in Southern Africa since 1900

AND ONE OF THE FOLLOWING - (GROUP II)

- H 413 Research Project
 H 415 Historical Developments in Independent Central Africa
 H 417 Historical Developments in Independent East Africa
 H 419 Post Liberation movements in Africa

AND ONE OF THE FOLLOWING - (GROUP III)

H 421	Comparative Industrialization
H 423	History of the United states of America since 1920
H 425	History of the Soviet Union since 1924

Theology and Religious Studies

TRS 401	Religions of the World II
TRS 403	Gospel Tradition II
TRS 405	Religion and Ideology in Contemporary Africa II

OR

TRS 406	Research Project
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1.4) OBJECTIVES OF THIS STUDY

In order to make an in-depth study of the IDE B.A. (Hum) programme, the following objectives were framed as the backbone of this research project. The methodology of data collection and its analysis moved around these objectives.

- 1) To explore different other admission criteria and marketing methods for making this programme available to a large number of persons in Swaziland.
- 2) To diagnose the course content, identify areas where learners faced difficulties and needed more explanation, and suggest ways to address these difficulties.
- 3) To seek students' opinions about learner-evaluation procedures and question paper formats with their pattern, and recommend modifications, if needed.
- 4) To take stock of learners' expectations from various Units of the Institute of Distance Education and other supporting infrastructure at the University of Swaziland to make their services learner-friendly.
- 5) To make the learning material more learner-friendly in Self-Instructional Material (SIM) format.
- 6) To suggest ways to bridge the gap between expectations and perceptions during contact sessions organised for human support to students.
- 7) To bring more openness/flexibility at various stages of this programme to enable the students to feel free from undesired hindrances.
- 8) To examine the present scenario of 'peer-group' interaction among students and suggest

ways to strengthen these.

9) To suggest the use of appropriate technology at various stages of this programme to improve quality in various activities.

10) To take stock of academic growth, vocational competency and financial gains by graduates after completing B.A. (Humanities) programme.

11) To examine the drop-out causes among B.A. (Humanities) students and suggest remedies to control the drop-out rates.

12) To raise the quality of every service rendered to students of the B.A. (Humanities) programme by the Institute of Distance Education, University of Swaziland.

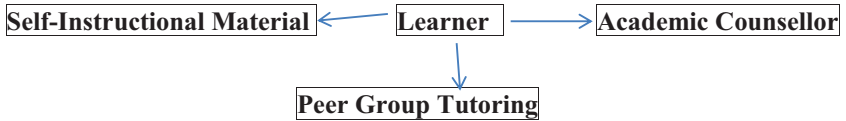
1.5) NEED OF THIS STUDY

Programme evaluation is a method to raise the quality of various activities, by examining expectations and perceptions in material, manpower, machine and methodology used for programme operations. Learners are the distance education customers. They pay fees to get quality service for every activity enabling them to complete the programme smoothly.

If they are unhappy with the services, they may drop out of the programmes offered. In fact this drop-out takes place at three stages, namely the beginning, the middle and the end stage. Students who feel isolated may become nervous at any stage if they are unable to understand some course content or are not getting due administrative support from the system. They might also have other responsibilities which keep them busy and prevent them from paying attention to their studies.

Under such circumstances or others like these, they may become drop-out cases. It is essential to avoid these problems. Programme evaluation gives an organisation the chance to take stock of all such worries, problems and obstacles in order to address them so that the students can reach their desired goals, obtaining their degree. If learners get immediate feedback on their questions/queries/confusions related to course content, they will not be nervous, they will learn with full interest and sustain that academic interest.

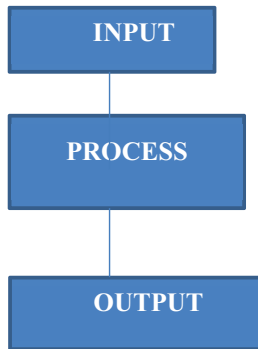
Distance learners should get three-tier support to meet their academic needs. The flow chart below shows this:



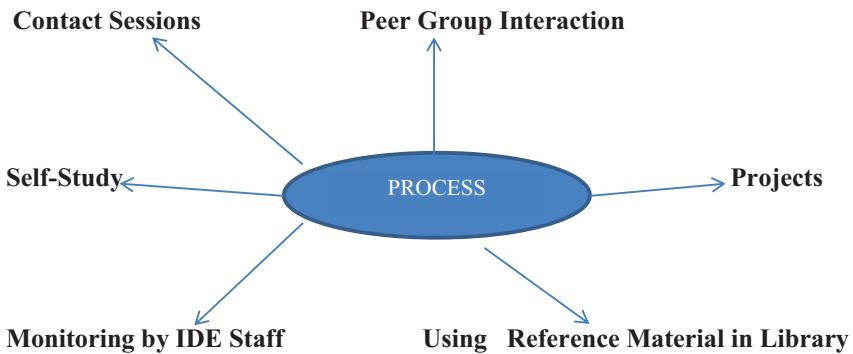
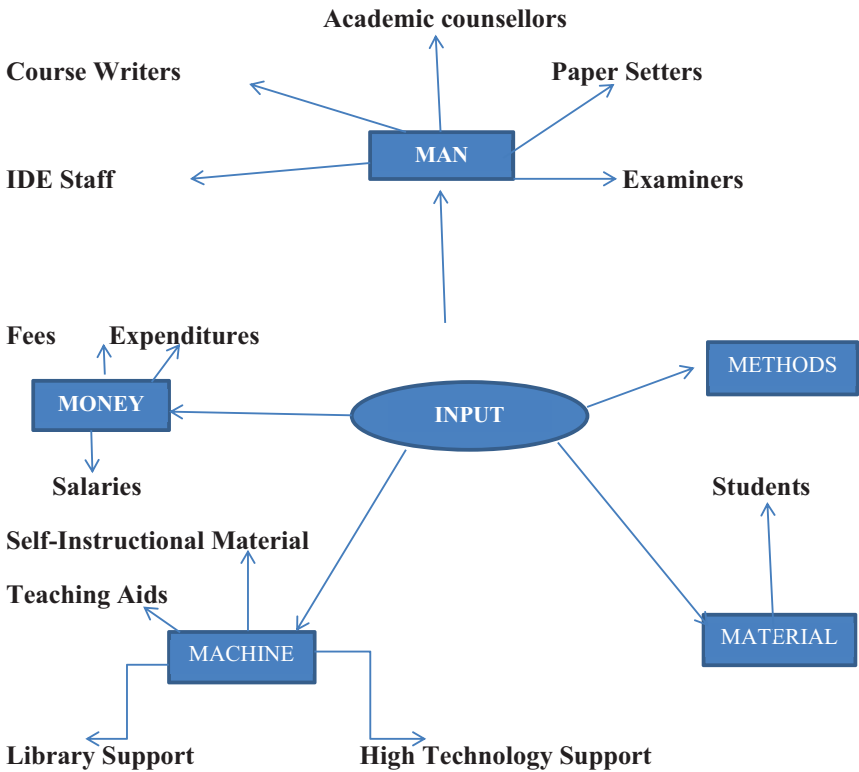
1.6) SYSTEMIC ANALYSIS OF B.A. (HUMANITIES) PROGRAMME

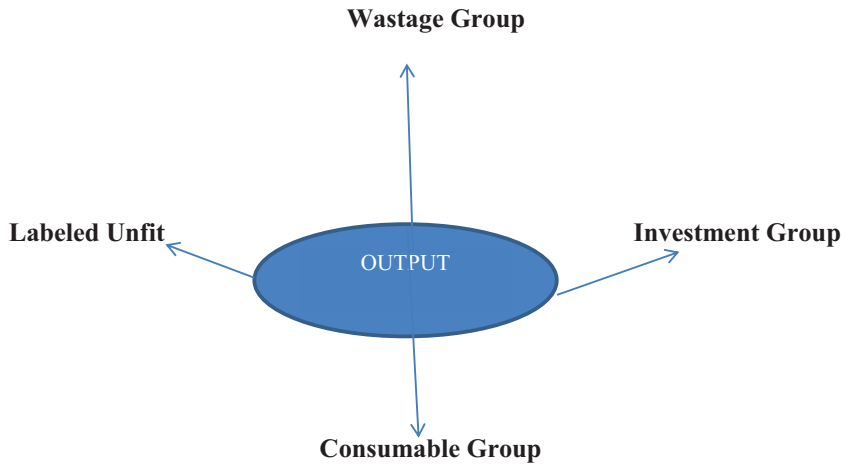
This programme evaluation had been done using the Decision-Management Approach as suggested by Stufflebeam. According to this method, there are three stages in every activity: programme launch, its implementation, and finally, product delivery as per social utility. This is covered in the three stages known as Input, Process and Output, as shown on page 20 & 21.

STAGES OF PROGRAMME IMPLEMENTATION

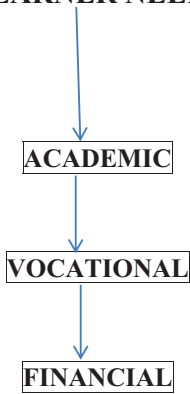


It can be further classified as shown below:

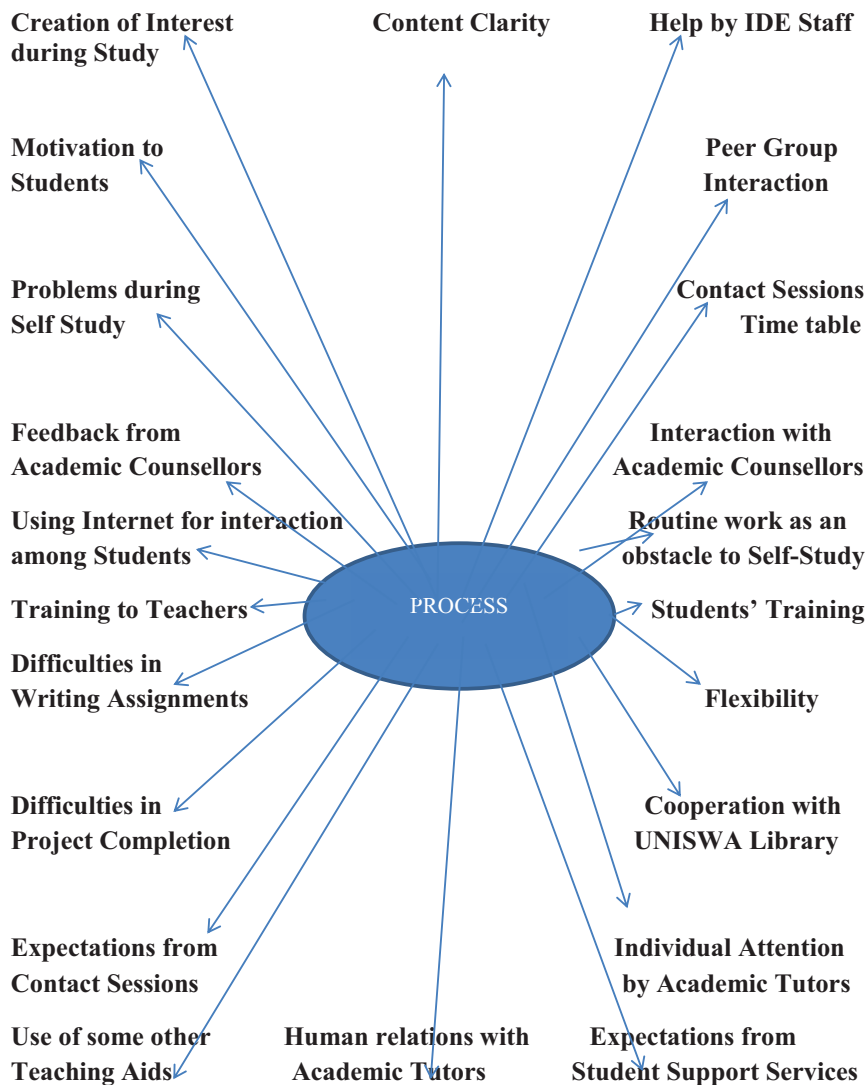


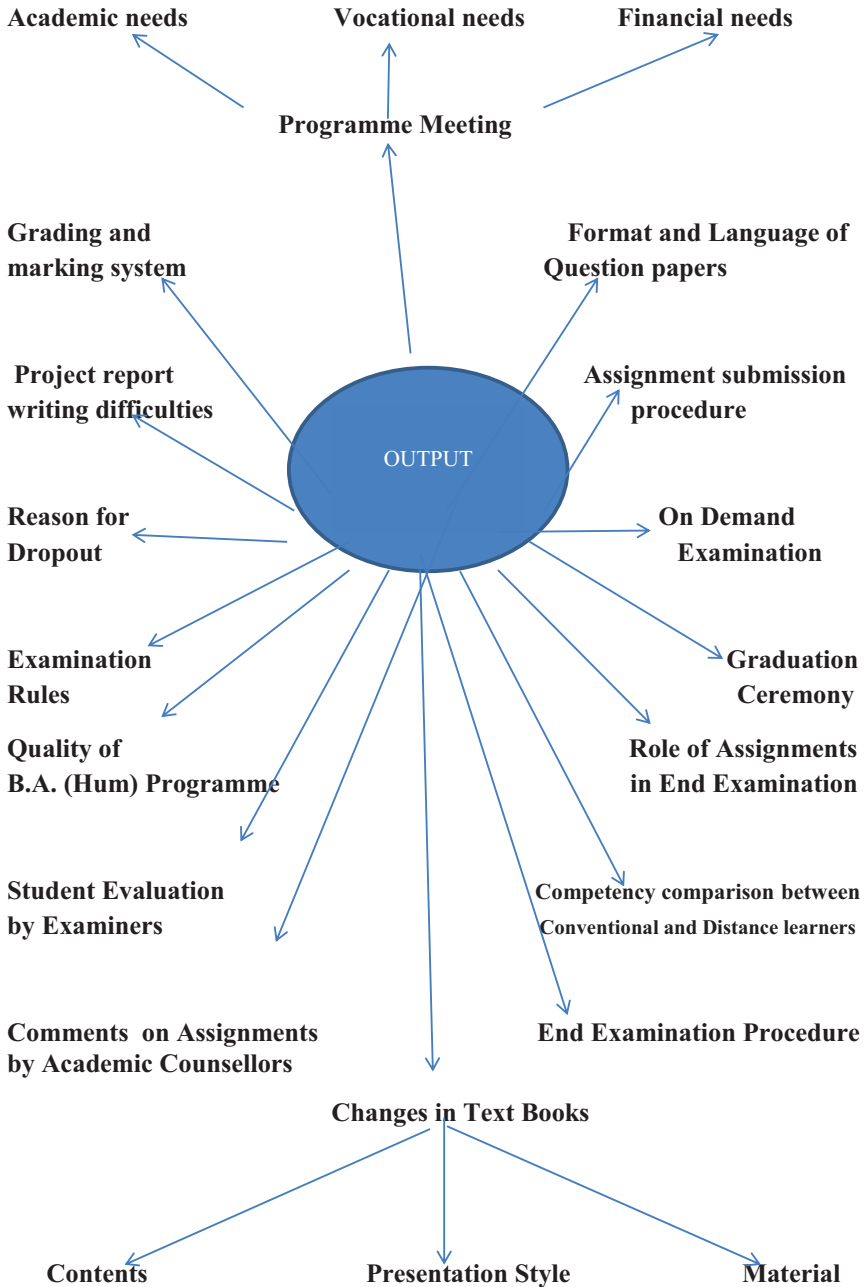


LEARNER NEEDS









1.7) RESEARCH ISSUES FACED DURING STUDY

The Institute of Distance Education's Bachelor of Arts in Humanities programme is an opportunity to become a graduate for those who could not get admission in the regular/conventional system as well as for those also who do not take regular admission because of their job responsibilities and/or household work. The purpose of this programme is to produce graduates in Humanities, who are equally knowledgeable and skilled in comparison with conventional learners. The following research questions were at the basis of this study:

- 1) What is the utility of this distance education B.A. (Hum) programme?
- 2) Can this programme through the distance mode meet the new graduates' academic, career and financial needs?
- 3) What is this programme's social utility in Swaziland?
- 4) Can this programme be made more learner-friendly?
- 5) Are the former students' suggestions acceptable and can they be implemented by the University of Swaziland through the Institute of Distance Education?

1.8) RESEARCH METHODOLOGY

This research was a diagnostic survey of learners' opinion using an opinionnaire (Annexure 1) developed by the research team. The fine distribution of various activities under Input, Process and Output categories shown on pages 20 to 22 were the basis for the development of the opinionnaire. Internal seminars within the Institute of Distance Education (IDE) provided collective wisdom to finalise the opinionnaire. It was sent by post to about 800 former IDE B.A. (Humanities) students who witnessed various situations and were confronted with systemic problems from time to time. They had successfully completed the programme. Only 79 duly filled-in questionnaires were returned. This group of 79 former students was taken as the study sample. Item-wise analysis was done for all 79 respondents and is presented in this report. This analysis helped the project team make implementation recommendations.

Table 1.1: Enrollment Scenario for B.A. (Hum) Programme at Institute of Distance Education.

Academic Year	Programme Stage	Registered Students	Students graduated	Difference
2004/2005	1	180	155	25
	2	128	94	34
	3	68	58	10
	4	114	90	24
2005/2006	1	333	300	33
	2	162	149	13
	3	107	92	15
	4	73	42	31
2006/2007	1	189	171	18
	2	307	271	36
	3	158	140	18
	4	121	80	41
2007/2008	1	102	95	7
	2	196	167	29
	3	286	241	45
	4	169	110	59
2008/2009	1	142	124	18
	2	107	90	17
	3	204	153	51
	4	297	82	215
2009/2010	1	81	69	12
	2	133	113	20
	3	123	102	21
	4	287	164	123
2010/2011	1	143	121	22
	2	85	72	13
	3	130	103	27
	4	201	119	82
2011/2012	1	23	18	5
	2	130	113	17
	3	95	75	20
	4	184	110	74
2012/2013	1	45	41	4
	2	33	26	7
	3	132	105	27
	4	130	68	62
2013/2014	1	92	73	19
	2	49	42	7
	3	56	42	14
	4	163	42	14

1.9) STUDY LIMITATIONS

Time, money and convenience constraints limited the study as follows:

- 1) The opinion expressed through the opinionnaire was the only basis for the study conclusions. There was no interview with the target group students due to money and time constraints.
- 2) There was no consideration of target group personality traits, like intelligence, motivation levels, interest in study, etc.
- 3) The former students' socio-economic background, gender, learners' previous attainments, disciplines, etc. were also not taken into consideration for this study. The 79 respondents, from Swaziland's four regions, submitted their responses in different batches.
- 4) This study is confined to the B.A. (Hum) programme offered through the distance mode by the Institute of Distance Education, University of Swaziland.

1.10) RESEARCH REPORT CHAPTERS

This report contains the following chapters:

1. Introduction

- 1.1) Purpose of Programme Evaluation
- 1.2) Alternative Approaches to Programme Evaluation
- 1.3) Course Structure of Bachelor of Arts (Humanities) Programme
- 1.4) Objectives of this Study
- 1.5) Need of this Study
- 1.6) Systemic Analysis of B.A. (Humanities) Programme
- 1.7) Research Issues faced during Study
- 1.8) Research Methodology
- 1.9) Study Limitations
- 1.10) Research Report Chapters

2. Opinionnaire Development, Data Collection & Tabulation.

- 2.1) Opinionnaire development procedure
- 2.2) Data collection & tabulation

3. Data Interpretation.

- 3.1) Personal information
- 3.2) Learner opinion about various aspects
- 3.3) Learner opinion about specific issues
- 3.4) Reaction analysis regarding input
- 3.5) Reaction analysis regarding process
- 3.6) Reaction analysis regarding output
- 3.7) Miscellaneous/additional information

4. Major Study Findings

- 4.1) Opinion about activities at input stage
- 4.2) Opinion about activities at process stage
- 4.3) Opinion about activities at output stage
- 4.4) Opinion about miscellaneous activities
- 4.5) Findings based on research objectives

5. Recommendations

- 5.1) Acceptable recommendations
- 5.2) Unacceptable recommendations
- 5.3) Recommendations for further research

6. Project Summary

7. Bibliography

8. Annexures

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

CHAPTER – TWO

OPINIONNAIRE DEVELOPMENT, DATA COLLECTION & ANALYSIS

There are many data collection methods. Their utility differs from situation to situation. Sometimes we use a blend of two or more data collection methods. It depends upon suitability and availability as well as the project's timeframe. The different methods include the Opinionnaire/Questionnaire, interview, data from records and interview of third parties who are familiar with the situation under study. In this project the team preferred to use an Opinionnaire because the respondents were former students with little or no current contact with the University of Swaziland. Many of these are (self-) employed, so sending them an Opinionnaire by mail gave them the freedom to send it back as per their convenience. This was thought to be the most economically viable and convenient way to reach the former students.

2.1) OPINIONNAIRE DEVELOPMENT PROCEDURE

There was no sample Opinionnaire available at the University of Swaziland or in other research organisations in Swaziland. The project team decided to seek the former students' opinion students about various programme-related activities. Therefore, it was decided to develop an Opinionnaire covering various activities, from programme announcement to graduation ceremony. The project team applied psychological testing principles to finalise different types of activity-related questions looking at the activity's importance. A fine systemic analysis of various programme activities was made and grouped into the input, process and output stages as shown on pages 20 to 22 of this report. This analysis was the basis for the Opinionnaire development. It was a 28-page long document covering almost all activities shown on pages 20 to 22 of this report.

Details of the Opinionnaire:

The Opinionnaire's first page was a request letter to the target group students requesting them to answer all open- and closed-type statements/questions. The former students were assured that information given by them would be kept confidential and they were free to not mention their name. Page 2 was meant for information about respondents. About thirty one statements

covering various activities were placed on a five-point scale with both positive and negative type items. A total of sixty two items were shown on pages 3 to 7 of the Opinionnaire. This was done to test the respondents' sincerity when they answered on a five-point scale. There were four short answer-type questions on page 8, followed by a chart on page 9 asking the respondents about the difficulties they encountered when trying to understand the course content. Page 10 had three questions related to project completion, question papers, library support and academic counsellors' competencies. Similarly, page 11 requested more explanation/more figures/more charts/more examples, etc. regarding course content. Page 12 covered the learners' opinion about different types of questions asked in examinations and self-evaluation, about the role of a model assignment and model project report given as a sample to students in some B.A. (Hum) courses.

The page 13 dealt with the development of audio/video CD's covering difficult course content and their production in bulk for students. Page 14 enquired about the possible openness in assignments: were learners allowed to select a question from among many. In addition their opinion was requested regarding the role of the various IDE Units and possible difficulties at the time of registration. A question regarding the learners' need for more content in module units was made on page 15. Enhancing IDE staff capabilities to better deal with distance learners, whether the learning material motivated them as learners, learner expectations from IDE as an agent between students and their academic counsellors were the issues on page 16. The role of academic counsellors, the status of human relationships between students and their counsellors, group member involvement in project work were issues taken on page 17. Openness in various activities, the course content where audio/video support is not necessary, provision of individual guidance and group guidance were covered on page 18. Contact session timetable clashes, academic counsellors' motivating of students, peer-group interactions were under scrutiny on page 19. Answering learner queries by IDE headquarters, student-counsellor interaction, IDE staff attitude were covered on page 20 of the Opinionnaire. Page 21 dealt with course content comprehension. The learners' opinion on the rigidity of some rules and the changes observed by the students regarding academic growth, vocational competency and financial gains after programme completion was requested on page 22. The students' opinion relating to the relationship between internal and external evaluation, on-demand examination, academic counsellors' comments on assignments was asked on page 23.

The need to change some course content in Self-Instructional Material format was discussed on page 24. Comparison with graduates from conventional universities, utility of assignments

for final examination, causes for drop-out (if any) were covered on page 25. Question paper pattern, procedure for assignment evaluation, frequency of supplementary examinations, conversion of marks into grades, all these topics were covered on page 26. Page 27 and 28 were left blank so that former students could give their comments in detail, on issues of their choice whether these issues were covered or not in the Opinionnaire. On the last page, page 28, there was provision for student signature & date and place with the important request to send the opinion scale back to the project team after completion. The Opinionnaire is attached as **Annexure One** to this document.

2.2) DATA COLLECTION AND TABULATION

It was a Herculean effort to collect data using the Opinionnaire because the target group included all former IDE B.A. (Humanities) students. It was difficult for the investigators to meet them as they are either employed or might have changed their postal addresses due to change of address after marriage. Therefore, the Opinionnaire was sent to around 800 former students at the postal address on record with the University. A postal reminder followed by another through email was sent.

After three months the project team collected 81 forms. During scrutiny, two forms were rejected as these were completely blank. Thus, the project team had 79 forms duly filled in for data tabulation and analysis. The students had the liberty to hide their identity.

Some of the students stated that the Opinionnaire was very lengthy and should be shortened. However, the researchers felt it was not wise to make the research tool shorter because it might have ignored many important discussion points in this programme evaluation. The research team wanted to interview the respondents for information verification. This was practically not possible as the respondents are scattered throughout Swaziland and may not have the time (and wish) to visit the University of Swaziland as they are busy with their jobs at different locations in various sectors.

There were seventy nine (79) respondents. Most of them tried to hide their name in order to maintain secrecy of their identity. There were forty (40) female respondents and twenty two (22) male respondents from among the sixty two respondents who disclosed their gender. Similarly, the rural/urban background was also not disclosed by all respondents. Only forty eight (48) respondents disclosed their background: 33 participants from rural areas and 15 from urban areas. However, 31 participants did not state their background. There were sixty

six (66) participants who disclosed their educational status while thirteen (13) did not. Twenty five (25) participants were in the process of continuing their studies while two (2) had discontinued them. The remaining thirty nine (39) completed their studies. The year-wise completion status of B.A. (Humanities) students through the distance mode is given in the Table below.

Year	2007	2008	2009	2010	2011	2012	2013	2014	2015	Total
Respondent's Number	01	06	02	04	04	05	06	11	40	79

Only nine (9) respondents mentioned their work experience. The remaining respondents either did not want to mention or did not have any work experience. One respondent had 1 Year experience, one 3 years, one 8 years, one 13 years and one 15 years' experience while four (4) respondents had 4 years' experience each.

The Opinionnaire contained 62 five-point Likert scale statements from page 3 to page 7. The participants had to answer them by selecting one option (only one) from these five points: **1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree.**

The 79 respondents' item-wise response is given in the Table on the next page:

Table 2.1: Participants' opinion about 62 statements on a Five Point Scale

S.N.	Statement	S/A	A	U	D	S/D	P/N
1	The time fixed for completing the programme is sufficient.	27	40	02	09	01	P
2	The admission criteria should be relaxed enabling other disadvantaged persons to join this programme.	30	29	14	04	02	P
3	There should be an Entrance test and Interview for admission to this programme.	07	10	22	28	13	N
4	Audio/Video cassettes should be developed covering some difficult content and supplied to students for more clarity.	37	34	05	03	00	P
5	The objectives stated at the beginning of the Units/Lessons are achieved after their study.	09	40	15	13	02	P
6	The exercises stated in the units help in understanding the content.	08	53	11	07	00	P
7	The examples stated in the units help in understanding the content.	07	62	06	04	00	P
8	The reference material is made available in the UNISWA Library.	14	43	13	08	01	P
9	The counsellors/tutors deliver lectures on the' topics of their own choice during counselling sessions.	11	16	28	21	03	N

10	The counsellors/tutors/lecturers take every care of student problems and accordingly make their deliberations during contact sessions.	04	20	18	26	11	P
11	The Academic and Non Academic staff at the Institute of Distance education is Co-operative with the students.	11	37	11	18	02	P
12	Contact sessions are utilised by the students for group discussions and Interaction with the counsellors/ tutors/ lecturers.	05	44	10	17	03	P
13	The publicity regarding admission should be through Heads of school/ Principals of every school apart from the Newspapers, Radio and Television.	28	23	13	09	06	P
14	The Programme Guide covering the procedure should be supplied by the University to all students.	26	26	25	02	00	P
15	The content of the books prescribed for the B.A. (Hum) programme is not always clear.	17	24	16	20	02	N
16	The pattern of the question papers must be changed.	09	11	34	21	04	P
17	The assignment questions do not compel the learner to memorise, but rather to think over and frame answers by using his own ideas.	11	42	09	17	00	P
18	A model assignment must be circulated by tutors to students.	23	40	10	06	00	P
19	Assignment submission dates for different assignments should not coincide with each other.	35	19	16	09	00	P
20	The admission criteria must be reviewed to give a chance to all Disadvantaged persons	30	26	14	07	02	P
21	More Assignment Questions should be given in order to have freedom of choice.	36	33	05	05	00	P
22	The IDE pays no attention to quality service to students.	13	14	13	37	02	N
23	The fees should be taken in instalments in order to help poor students.	57	18	02	02	00	P
24	The Final/Term end Examination may not be conducted jointly with the Conventional /regular system students.	07	08	22	15	27	P
25	A set of questions should be supplied to the students so that they can have an idea of the typology of different questions.	24	43	11	01	00	P
26	The learning material/books generate much interest towards study.	13	41	11	12	02	P
27	The Institute of Distance Education staff is appropriately skilled to meet any problems.	10	33	23	10	03	P
28	In order to clarify content the Tutors/Lecturers hold discussions with the students.	14	35	15	14	02	P
29	The interaction among learners is practically not possible due to Physical distance and Unwillingness of fellow students to participate.	15	31	04	22	07	N
30	The Counsellors/Tutors/Lecturers need orientation regarding Course content as well as Methodology to be adopted.	16	36	22	05	00	P
31	The Tutors/Lecturers do not respond, if we contact them before or after the contact sessions.	05	10	16	39	09	N
32	The students and counsellors have an understanding of each other's problems and jointly try to seek a solution for the learners' academic problems.	06	16	29	18	10	P

33	The students have no freedom to use their own time in performing various activities like study, examination and interaction.	07	17	06	33	15	N
34	The use of audio/video support is almost nil during counselling sessions.	32	22	14	07	04	P
35	Our Tutors provide us individual as well as group guidance also for our queries.	13	36	13	13	04	P
36	The use of email services by tutors & students should be made compulsory for effective academic communication.	34	20	12	09	04	P
37	The fellow students are interested in interaction for learning from each other.	17	47	09	06	00	P
38	In general, the IDE Headquarters did not reply to my queries.	07	08	18	31	15	N
39	The counsellors try to avoid all interaction with the students regarding Non-academic queries.	04	13	23	32	07	N
40	The learning material has many pages where content clarity is desired.	06	33	24	14	02	P
41	The IDE staff members are always happy and active in meeting learners' problems.	06	27	28	10	08	P
42	The students don't get the chance to express their views on the content of their choice during contact sessions.	09	28	10	27	05	P
43	We had enjoyed enough flexibility in selecting courses and activities.	07	18	08	32	14	N
44	The B.A. (Hum) programme has helped me in to understand some new concepts in different fields of our study.	23	46	07	02	01	P
45	The University should develop and provide rating scales to Tutors/ Lecturers for assessing our different activities.	22	31	22	04	00	P
46	The marking system is a socially accepted system and it helps in seeking a job.	02	22	42	12	01	P
47	The grading system is better than the marking system and the UNISWA should adopt a total grading system.	04	18	48	08	01	P
48	The Internal Evaluation is not done systematically in an un-biased way by Lecturers/ Tutors.	03	16	50	06	04	P
49	Our examinations must be conducted as per students' convenience. (On Demand Examination).	11	14	21	26	07	P
50	The paper setters and the examiners must be oriented about Evaluation Techniques in Distance Education.	27	36	16	00	00	P
51	The assignment evaluators do not comment about the positive & negative points in my assignment.	12	10	05	39	13	N
52	Modules should be rewritten because the style of presentation does not correspond to the Self-Instructional Material format.	19	19	22	17	02	P
53	The unit content covers all the objectives stated in the unit introduction.	02	49	12	15	01	P
54	There should be some charts, pictures and explanations to explain the content more clearly.	16	46	08	08	01	P
55	I feel inferior to my counterparts, who have done a B.A. (Hum) degree as full-time students at University of Swaziland.	07	12	03	24	33	N
56	The efforts made for writing assignments are of no help in writing answers during the end exam.	05	10	06	33	25	N

57	The B.A. (Hum) programme requires an overall analysis of different activities to make it at par with the regular B.A. (Hum) programme.	07	27	24	09	12	P
58	The programme has an effect on the future career of students, and so, the students should try to complete it sincerely.	28	44	03	04	00	P
59	The language and format of the question papers do not clearly indicate how the answers during the final examinations should be written.	05	21	15	32	06	P
60	Sample assignments are sent to students to demonstrate the writing style of a quality assignment.	07	08	07	37	20	N
61	The project report writing work is not done by supplying a standard Sample project work done by some students in the past.	13	32	22	07	05	P
62	A provision of many supplementary or On Demand Examination should be made to avoid a delay in make-up of a low achievement in some courses.	20	33	17	07	02	P

P = Positive Statement; N = Negative Statement; S/A = Strongly Agree; A= Agree; U= Undecided; D = Disagree; S/D = Strongly Disagree.

There were 48 positive statements and 14 negative statements in the chart.

Page eight (8) of the Opinionnaire had four (4) questions. The reply given by the 79 participants was grouped and is presented below in a summarised form. Care was taken not to needlessly repeat information.

1) The University advertises once in a year for the B.A. (Hum) admission in local newspapers. What other avenues can be used for a wide publicity of this programme within Swaziland?

Reply: Advertising should happen twice or even many times a year. Every high school should have prospectus and folders for all programmes to market them among final year high school students. Radio & TV talk shows, even in siSwati, social media like Facebook, and UNISWA website may be used for wide publicity. Some schools do not have access to newspapers, therefore Radio & TV should be used for publicity. Present IDE students should be asked to distribute programme details in rural areas. The University of Swaziland should organise publicity meetings in rural areas and distribute brochures to raise awareness of the IDE programmes. Public transport (buses & kombis) and shop outlets may be used for publicity. A poster covering all IDE programmes could be posted on every high school notice board. Carrier guidance and counselling departments in high schools may be asked for help. Student admission could be done twice in a year, like in South Africa.

2) We have made IGCSE/O' Level as the minimum qualification for admission to our B.A. (Hum) programme. What other criteria may be adopted to obtain good quality students?

Reply: An entrance test (or pre-entry test) followed by an interview may be introduced to select good candidates. An increase in the number of credits and also Work experience in the related field should be counted. Extra marks for other related tertiary qualifications (within or outside Swaziland) should be considered as one of the admission criteria. A matric certificate may also be considered for admissions. Headteachers should recommend good students who may be interviewed by IDE before admission. Other certificates, e.g. Diploma in HIV/AIDS, may be given due weightage. School leavers who failed the IGCSE/'O' level (twice) should also be given opportunity as they want to learn and get higher education qualifications. Four Credits instead of five could be considered. The pass in English should not be a compulsory condition. Any qualification after 'O' level may be given due weightage. The Primary Teacher diploma could be considered as one of the entry qualifications. Admission to all regardless of previous qualifications may be considered.

3) The IDE organises a two-day orientation programme for all students at the time of admission. What should be included in this orientation programme in order to make it more meaningful and fruitful?

Reply: Differences between the conventional and the distance education approach should be made clear during the orientation programme. The choice of courses, their utility and what is expected from the students in each programme should be explained. Emphasis could be placed on students' roles and their own effort as there are very few face-to-face lectures. IDE graduates, new students, and other distance learners who are completing their programme may be asked to express their present problems, experiences and challenges. Information about library staff be included. Students willing to take English as a major subject should be informed about the course difficulties. Library and administrative services should be explained to students during the orientation tour to these two sections. The importance of contact sessions should be explained. Health issues and drug abuse may also be discussed. The doubts in learners' mind be also considered during this meeting. The role of students during contact sessions, how to write a good assignment, and expectations from a distance learner should be discussed. Career opportunities after programme completion could also be made clear during this session. Motivational speakers from among past IDE students

should be invited to motivate the students. The programme schedule should be distributed to all new students. Divide the students into groups so that more interaction takes place. Benefits of being an IDE student should be highlighted. Students should be made aware that spoon-feeding by lecturers is not possible in this system. Student conduct inside and outside of UNISWA Campus has to be made clear during this meeting.

4) We have considered 25 years of age as one of the criteria for admission to the B.A. (Hum) programme. What other criteria may be adopted for admitting more students from the society.

Reply: It is essential to lower the cut-off point for admission if IDE wants to be in competition with other similar organisations in Swaziland. Age should not be imposed as a criterion. A person of any age may be admitted to IDE programmes. The age limit of 25 years may be lowered to 18 years as most students finish high school at the age of 17. Temporal teaching may be one of the criteria for admissions. Work experience could also be considered. Drop-out students from other colleges and universities may be admitted to IDE programme. Interviews may be conducted to identify those who are serious about getting admission. Students from rural schools may be given preference as they are often disadvantaged. Self-sponsoring must be an option. The university fees should be payable in instalments. English should not be considered as a key subject.

5) You have studied our books/modules (print material) for different courses. State some of the difficulties faced when trying to understand their content.

Table No. 2.2: Learner difficulties in understanding course content

S. No.	Name of the Book/Module/ Study Material and Course Code	Difficulties and their Page No
1.	Research Methodology - TRS 300	Problem statement and the literature review*
2.	Historical Background of English Literature - ENG 104	<i>The Miller's Tail</i> (page 15)*
3.	Historical Background of English Literature - ENG 104	<i>The Canterbury Tales</i> (pages 1-22)
4.	Topics in World History to 1500 - H101	The cradle of civilization (pages 7-23)* The Origins of the Bantu (page 32)*
5.	Grammar I: A Survey of English Grammar - ENG 101	Syntactic Functions of Adverbs (pages 114-125)*
6.	Principles of Psycholinguistics - ENG 402	There is a very short description of 'the concept of the brain'; this makes it to be difficult to understand (Pages 42-46). The scope of psycholinguistics on page 9 was also difficult to grasp.

7.	Gospel Traditions II - TRS 403	Unit 1-unit 3 (pages 1-105). It is important to note that the module is hardly used in the course. Students rely on handouts from the lecturer.
8.	Religions of the World II - TRS 401	Unit 1-unit 8 (pages 5-143)
9.	Introduction to English Phonetics and Phonology - ENG 102	Lack of adequate explanations (page 42)**
10.	Introduction to English Phonetics and Phonology - ENG 102	Introduction to the course is missing (page 1)**
11.	Biblical Studies -TRS 200	- The whole module is not up to date** - Have never used the module when learning.
12.	Historical Background of English Literature - ENG 104	Tragedy (pages 58-66). Difficult to understand lecturer***
13.	Advanced Reading, Composition and Textuality - ENG 401	All pages should be rewritten. Not related to what the lecturer teaches (page 23)
14.	Principles of Psycholinguistics - ENG 402	- odule is irrelevant.* - nit 5- the information is too shallow. Only a few relevant topics.
15.	Principles of Sociolinguistics - ENG 403	- ll pages difficult. - t refers to a textbook which is not available in the library. - he information is very shallow. It only gives a clue of what they are talking about. - t does not explain the core details (p.12)
16.	Grammar III: Clause Combining and Text Creation - ENG 301	- ll pages difficult. A few topics are relevant. Not easy to understand because it constantly refers to a textbook. Information in this module is not complete.
17.	Studies in the New Testament - TRS 301 & 302	- These were not used at all in year three. - The module is full of assessments instead of information. - The lecturer failed to explain this Unit in our own way.
18.	Research Methodology - TRS 300	Problem statement, Limitations and Summary. It is important to note that the module is not used in this course, but students rely on handouts given by lecturer.
19.	Introduction to Prose and Prose non-fiction - AL111	<i>Things fall apart</i> (pages 120-156)
20.	Phenomenology of Religion - TRS101	Unit 1- unit 6 (pages 1-43)
21.	Academic Communication Skills - ACS 100 and ACS 101	Academic writing is difficult to understand
22.	Computer Foundation Skills - CFC 100	The technicians cannot be understood
23.	History of Swaziland - H212	Unit 6 (pages 58-72)
24.	History of Swaziland from earliest times to 1900 - H211	Unit 1 (pages 1-14)
25.	A study of the novel - ENG 306 A and B	The whole module is now irrelevant.* The module is outdated.

26.	Traditional/Oral Literature - AL 416	Nothing is related to what we learn.
27.	Gospel Traditions 1 - TRS 402	Unit 1 -2 (pages 3-34)
28.	Principles of Psycholinguistics - ENG 402	Unit 5 (pages 62-78)
29.	Advanced Reading, Composition and Textuality - ENG 401	Unit 2 (pages 17-25)
30.	Introduction to English Phonetics and Phonology - ENG 102	Unit 3 (pages 51-62)
31.	Grammar III: Clause Combining and Text creation - ENG 301	Unit 1 (pages 1-50)
32.	Modern Critical Theory.- ENG 304	Unit 2 (pages 56-66)
33.	Introduction to Language Meaning and Use - ENG 203	Basic concepts in the study of meaning (p. 1-6)
34.	A study of the Novel - ENG 305	The content that is in the module is not used anymore. Thus the whole module is now irrelevant.
35.	Literature in English Studies IV: Advanced studies in African literature - ENG 404	The module is not used by students. This is because the content inside the module is not used by the lecturer when s/he teaches.
36.	Principles of Sociolinguistics - ENG 403	Unit 3 (pages 54-70)
37.	Advanced Reading, Composition and Textuality - ENG 401	Unit 5 (pages 47-54)
38.	Comparative Literature - ENG 405	Unit 2 (pages 69-141)
39.	Economy and Society in Southern Africa since 1900 - H 412	Unit 1-3 (pages 1-46) content is too shallow.
40.	Literature in English studies IV: Advanced studies in African literature - ENG 404	Only Units 3 (pages 43-51) & 8 (pages 113-137) are relevant to the course.
41.	Historical Background of English Literature - ENG 104	<i>Gulliver's Travels</i> (pages 89-101)
42.	Comparative Literature - ENG 405	The course is too long. There are too many poems yet the students also still have to read various novels.
43.	Introduction to Linguistics - AL 210	The sound patterns in a language (pages 30-54)
44.	Study of the Novel - ENG 306	The examples used in the module are from novels which we did not read. Whole module
45.	Early East African History to Colonialism - H 416	Language difficulty in unit 6.5 (page 96)
46.	Literature in English studies IV: Advanced studies in African literature - ENG 404	Advanced Studies in African Literature – Examples should be made from novels we analyse in class.
47.	A Study of Drama - ENG 305	<i>The Lion and the Jewell</i> was a prescribed text but was not in the module or even used as an example. The play was not used in the discussion yet it was prescribed for reading.
48.	All modules need to be re-evaluated from time to time	Course writers of some modules have left the University and new lecturers do not use these old modules.
49.	A study of the Novel - ENG 306	We were told it was outdated. Whole module.

50.	TRS 100 and TRS 101	Was never used. The content is completely irrelevant.
51.	Principles of Psycholinguistics - ENG 402	Unit 10 (pages 141-152)
52.	Literature in English studies IV: Advanced studies in African literature - ENG 404	The prescribed texts are not analysed in the module.
53.	Library books	There is a shortage of books in the library.
54.	A study of Poetry - ENG 206	Module is too shallow.
55.	EDP 401	Irrelevant to covered topics. Whole module.
56.	The Reformation - TRS 314	Reformation in England (pages 31- 32). It is shallow information yet it is deep.
57.	Economy and Society in Southern Africa since 1900 - H 412	Gender Mobilization and reproduction of Labour in pre-capitalist states.* (pages 79-83)
58.	Economic History of West Africa to 1900 - H 316	Unit 3.4.2 It was difficult to follow the content. (Page 39)
59.	Introduction to Language Meaning and Use -(ENG 203)	1.6 Basic concepts in the study of Meaning. (pages 18-19)
60.	Gospel Tradition II - TRS 401	Language usage almost throughout the module is difficult.
61.	Historical developments in independent East Africa - H417	Unit 1.3.2 language is difficult (pages 3-5)
62.	History of United States of America since 1920 - H423	Unit 4.3 to Unit 4.6 Language is difficult (pages 50-58)
63.	Early East African History to Colonialism - H416	Unit 3 (pages 39-54)

(*) These parts should be re-written.

(**) Student-orientation about course content is needed.

(***) Establish an office where lecturers who fail to take students' understanding seriously could be reported.

6) In your programme, you have many activities to complete, like the Project, Theory papers, Assignments, etc. We have prescribed four (4) years for completion of this programme by covering all activities. Kindly suggest and explain some of your reasons to increase or decrease this time limit.

Table 2.3: Students' opinion about programme duration.

Category	Less than 4 years	Exactly 4 years	More than 4 years	Total
Number				
Number and percentage of respondents	08 (10.13%)	49 (62.02 %)	22 (27.85%)	79 (100 %)

Reply: There were only 8 (10.13 %) participants who thought it proper to shorten programme duration on the grounds that some courses are completed at diploma level and at B.Ed. level. However, 49 (62.02 %) respondents did not want a change in programme duration. 22 (27.85%) respondents want an increase in the programme duration of one year at least, on the grounds that they are in service and do not get the time to complete the project

and study the different courses. Some students suggested that the project be started in year 3 or even in year 1.

7) Reference material at University of Swaziland (UNISWA) Library helps with additional information about course content. Please state some steps to be taken by IDE for easy availability of such material to students.

Reply: The number of loaned books as well as the duration of a book loan should be increased. The library should open early and close late on weekends and during the breaks to accommodate IDE students, or, if possible, the library should remain open 24 hours a day, all days. Copies of the required/recommended books should be kept in the library's reserved section for IDE students only. During orientation an introduction about the library facilities has to be made. New books and novels should be purchased by the library. IDE should have its own library to cater for IDE students. Some of the essential library material may be photocopied and made available at the printshop, or scanned and available online. Students have to be helped by library staff to access materials. Different assignments may be given to groups of students so that they could use different reference material for writing their assignments. Transport should be provided to other campuses to use reference materials there. Limit the number of days each book will be in a student's possession. Students should buy their own reference material.

8) You must have attended some sessions and interacted with the counsellors/tutors/lecturers during contact sessions. Kindly suggest some additional competencies which are desired in these teachers of our BA. (Hum) Programme.

Reply: They should be objective to students' queries, marking assignments, exam answer sheets. Teacher presence and punctuality is necessary. Professionalism is vital. Interpersonal relationship skills should be improved. Audio or video CD's as well as other media like the internet, etc. should be used. Some lecturers are qualified but not much experienced in dealing with distance learners. Coming to class drunk (or having taken alcohol) should be discouraged. Learner-learner interaction should be encouraged. Lecturers with a Ph.D. degree should be appointed to increase the level of quality education. Teachers ask questions, but do not like it when students express their own views. Teachers should always be willing to assist learners. They should not feel offended during academic interaction. They must respond in a non-aggressive or irritated manner. They should return assignments and test scripts. They should use the internet to send their notes, such that class time is used only for discussion and

clarification of different points. Contact sessions should not be organised at awkward times for learners. Some teachers are unwilling to meet IDE students during weekdays. Tutors/lecturers must treat students, equally without discriminating. Some lecturers interact nicely with B.Ed. students but ignoring the undergraduates and compare the quality of assignments of both groups. There must be time for personal discussion after contact sessions.

More homework may be given so that students come prepared and participate in discussion during class. The contact session venue should be bigger to accommodate all students. Video recording of contact sessions (in courses like AL 402) should be made to help absent students. Diverse teaching methods have to be used. Students should receive their teachers' email addresses so that they can contact them whenever needed. Comments indicating shortcomings and strengths should be written on marked assignments. The teachers must examine whether the lesson objectives have been achieved or not. Some teachers speak very slowly. In large classes not all students can hear explanations properly. Students should be allowed to ask for clarification when they fail to understand content without being victimised. Teachers need a positive attitude and training to handle sensitive issues with distance learners. Simple English words should be used while explaining certain concepts. Extra time should be given to weak students so that they can address their difficulties. Handouts should be given because of the limited number of contact sessions. Sample assignments should be given and the way to answer questions in examinations should be explained to students.

9) Please state below the name of the books/modules, and their units where you wanted more explanation/ more figures/ more charts/ more examples, etc.

Table 2.4: Course Content for more Explanation.

S.N.	Name of the Book	Unit No. and Name	Page No.
1.	The Reformation - TRS 314	The Reformation (1) Moral and religion structure (8)	12-23 57-60
2.	Studies in the New Testament - TRS302	Roman Rulers & Hellenism (1)	24
3.	Principles of Sociolinguistics - ENG 403	Difference between Sociolinguistics & Sociology of Language (1) Codes (2) Unit 3 Unit 8 Words and Culture	12-15 74-79 40 120

4.	Introduction to the Study of Literature.- ENG 103	Unit 3 – Introduction to the Study of Drama (Macbeth is used as an explanatory play to the drama concepts)	52-66
5.	Historical Background of English Literature - ENG 104	Unit 1 : Medieval Age	7-17
6.	Christian Ethics I - TRS 202	Unit 3, Situational Ethics	53
7.	Christian Ethic - TRS 203	Units 1 and 2, Abortion and Feminism	10-43
8.	World religion -TRS 400	Unit 1	10-29
9.	Gospel tradition	Unit 1 Portrayals of Jesus Christ	3-33
10.	Christian Ethics - TRS 203	Abortion and Feminism, Units 1 & 2	10-43
11.	Comparative History of the United States of America : 1865-1920 - H 422	Units 1 and 2	1-52
12.	Comparative History of the United States of America: (1865-1920) - H422	Unit 4	69-98
13.	Historical Background of English Literature - ENG 104	Unit 4 Shakespeare's Hamlet	60-69
14.	Phenomenology of Religion - TRS 100	Unit 6	43
15.	Introduction to Biblical Studies - TRS 100	Unit 1, 2 & 3 (most of the pages in these chapters)	1-54
16.	World Religions - TRS 401	Unit which deals with Shintoism & Contortionism. Unit 6 and 7	99-128
17.	Advanced Composition Reading and Textuality - ENG 401	Unit 4	41
18.	Advanced Composition Reading and Textuality - ENG 401	Unit 1: Recognising Genre	11-12
19.	Introduction to English Phonetics and Phonology - ENG 102	Unit 3: Phonology	51-62
20.	Comparative Literature - ENG 405	Unit 2: Post Emancipation poems	78-106
21.	Grammar III: Clause combining and Text Creation	Units 1-4	1-141
22.	Gospel' Tradition - TRS 403	Unit 3.6.4	99
23.	Religions of the World - TRS 400	Unit 6	94-107
24.	Historical developments in Independent East Africa.	Unit 6, Milton Obote and the rise of Idi Amin in Uganda	71
25.	Principles of Sociolinguistics - ENG 403	Unit 3: Pidgins and Creoles	54-70
26.	Advanced Composition, reading and Textuality - ENG 401	Unit 1: Genre and Culture	11-12

27.	Principles of Psycholinguistics - ENG 402	Units 2 & 3 Unit 7, Universal Grammar	14-36 97
28.	Introduction to the study of language -AL 112	Unit 4, Stages in Language Acquisition	4-16
29.	History of Linguistics (Bantu) - Al 312	Unit 3. Classification of Bantu Languages	38-51
30.	Gospel Traditions II - TRS 401	Unit 3	61-105
31.	Religions of the World II - TRS 401	Unit 6 Confucianism Unit 2 Dharma Unit 2 Ethics of Hinduism Unit 7 Shintoism	109, 34 24-25 119- 127
32.	History of the United States of America - H422	Unit 4 The progressive Movement in the United States	69
33.	Phenomenology of Religion - TRS 101	Unit 1-4	1-29
34.	TRS 100	This module is not used by the lecturer when teaching. Thus, it is irrelevant.	
35.	Composition writing and Stylistics - ENG 302	This module is not used by the lecturer. Thus all units need to be revised.	
36.	History of the United States of America since 1900	Unit 2.4 Results of the new deal	25-26
37.	Themes in the history of nineteenth century Latin America - H 322	Unit 6- The decolonisation of Latin America	61-71
38.	Gospel Tradition I - TRS 402	The Gospel of Thomas Unit 2, The Canonical Gospels and the Synoptic problem	80 34

10) You have seen that our B. A. (Hum) question papers possess some one-word answer as well as some short answer/long answer type questions. Please comment and suggest modifications to this pattern of our question papers to ensure a wide coverage of course content.

Reply: The question papers should always have long-answer questions because that is the scenario in the examination. They should be balanced. There should be essay questions with a wider choice within every question. The students may be allowed to finish writing even after the prescribed time is over. A mixture of essay-type and short-answer-type questions should be asked. Mixing different types of questions is helpful. Matching questions and multiple choice questions can be introduced. One-word-answer type questions may also be given. The examination pattern should cover questions similar to the assignment questions. For Theology, Literature and History, long-answer questions are appropriate: no change in question paper pattern is needed.

11) Self-evaluation is the essence of any open & distance education system for immediate feedback regarding your performance. How can this idea be implemented for our B.A. (Hum) Programme?

Reply: Self-assessment questions should be included in every module's Units/Chapters and at the end of the module (with correct answers provided). The students should attempt these questions. The teachers should enquire if the students have attempted those questions or not. Students should be asked to present their answers to the self-assessment questions (findings) in class. Teacher feedback about student self-evaluation has to be provided in class. There should be some kind of Open Day where academic tutors meet students one by one to discuss the student's performance. Frequent contact with students is a pre-requisite in distance education. Various media may be used to give feedback on learner performance. Students should be given booklets on and be oriented about self-evaluation. The IDE administration could have meetings with students about self-evaluation once every semester. Students should 'grade' themselves in terms of the marks scored in tests and assignments, because these will show their overall performance in the programme. Students should be given workbooks for practice and their 'practice' performance should not be counted when calculating their final result. Peer group evaluation of assignments could be undertaken before these are checked by the teacher. Group work should be encouraged. The learners may be asked to design questions based on their study and then write answers to these questions. Teacher/tutor-expected answers should be provided so that students can make corrections. Model answers may be stated after the self-assessment questions.

12) Model assignments and model project reports should be shown to students during contact sessions. Comment upon this statement, either in favour or against.

Reply: A large majority of respondents, namely 64 former students (81.01%) were in favour of this statement. 14 (17.72%) participants refused to comment while only 1 (1.27%) participant was against the idea. This indicates that a large majority wants model assignments and model project reports for guidance.

13) Please suggest some units (in different books/modules) where audio or video CDs would have assisted you in making the content clearer.

Table 2.5: Course Content for which Audio/Video CDs would have assisted.

S.N.	Name of the Book	Unit Name	Page No.
1.	World religions - TRS 401	Shintoism	119-128
2.	The Early and Medieval Church - TRS 313	Unit 5.4: The Crusades	56
3.	Themes in the History of 19 th Century Latin America - H 322	a) Spanish Colonization of sections of South America b) Land and Labour Mobilization in Latin America	12 33
4.	History of America since 1920 - H423	The Presidency of Harry. J. Truman	47-60
5.	Introduction to the History of Colonial Latin America - H 321	Portuguese Colonization of Brazil	20
6.	ENG 406 - Theatre Arts	- Drama should be recorded and shown to students. - All Units should be covered. - Drama, Theatre and Arts - What is Theatre - Theatre Conventions	6-14 4-7 14-18
7.	A Study of Drama - ENG 305	All Units should be covered.	
8.	Europe from 1789-1870 - H213	Unit 1 - Unit 3	1-47
9.	Europe since 1870 - H214	Unit 4	27-32
10.	All literature courses in English	Compulsory audios should be used.	
11.	Advanced Composition, Reading and Textuality - ENG 401	Genre	11-12
12.	Principles of Sociolinguistics - ENG 403	Pidgins and Creoles	54-70
13.	Christian Ethics II -TRS 203	Unit 1 and Unit 2	10-43
14.	Comparative History of the United States of America: 1865-1920 - H422	Units 1 and 2	1-52
15.	History of America (1800-1920) - H 422	Unit 4 The Progressive movement in the United States	69
16.	History of America since 1920 on the slave trade - H423	Unit 2.5: The second New Deal	26
17.	Introduction to English Phonetics and Phonology - ENG 102	Units 2 and 3	27-50

18.	Comparative Literature- ENG 405	There is a video of the novel <i>A Raisin in the Sun</i> . Watching it in class may be a good idea.	--
19.	Principles of Psycholinguistics - ENG 402	Unit 5	62-78
20.	Principles of Psycholinguistics - ENG 402	Unit 10	141-152
21.	Advanced Composition, Reading and Textuality - ENG 401	Unit 3	28-36
22.	CFC 100	Full course	
23.	Historical Background of English Literature- ENG 104	Unit 4	60-69
24.	Topics in World History to 1500 - H101	The Cradle of Civilisation	7-23
25.	Introduction to Critical Theory : Introductory: Definitions, Early and Modern Theories - ENG 204	Unit 7: Anglo-American New Criticism	65-76
26.	Modern Critical Theory - ENG 304	Unit 2: Modernism/ Post Modernism	56-96
27.	Themes in the History of Comparative Industrialisation - H 420	Unit 4 : Technology and Industrialisation	40-49
28.	Principles of Psycholinguistics - ENG 402	Unit 9: Child Acquisition of Language	127-139
29.	Comparative Literature - ENG 405	Unit 2: Post Emancipation poems	78-106
30.	Principles of Sociolinguistics - ENG 403	Unit 5	84
31.	Grammar III - Clause Combining and Text Creation - ENG 301	Unit 1-Unit 4	1-141
32.	Comparative literature - ENG 405	Unit 4: A critical analysis of two South African novels	235-332
33.	Introduction to the study of literature - ENG 103	Unit 2	21-51
34.	Literature in English Studies IV: Advanced studies in African Literature - ENG 404	Units 2 & 3	32-51
35.	Comparative Literature - ENG 405	Unit 3 : A critical Analysis of two African-American novels	143-234
36.	Phrases and Clauses - ENG 201	Unit 1 : Phrases	5-20
37.	Traditional/ Oral Literature - AL 416	The whole module needs to be changed and CD's should be added	XX
38.	Introduction to the study of Language - AL 110	Unit 2.3: Manner of Articulation	97-196
39.	Introduction to Language - AL210	Unit 1 and unit 2	1-54
40.	Studies in the New Testament	Unit 4: Gospel of Mark	144-164
41.	Comparative literature- ENG 405	Unit 4: A critical analysis of two South African novels	235-332
42.	Themes in the History on nineteenth century Latin America - H322	- Brazilian quest for decolonisation. -Unit 7 Spanish decolonization	57
43.	Introduction to the study of literature - ENG 103	Unit 2	21-51
44.	Introduction to the History of colonial Latin America - H321	Unit 2	10-25

45.	Gospel Tradition II	Ritual Purity	96
46.	Economy and Society in the Southern Africa since 1900 - H412	Development of Secondary Industrialisation in Southern Africa	64
47.	Early East African History to Colonisation - H416	Unit 4	40-55

14) The tutors/lecturers/counsellors gave you some assignment questions. Please suggest some steps for providing a choice/openness to students in selecting a question of their choice.

Reply: Most students indicated it was possible to select a question in their assignments, but in some courses there is no choice at all. Some students demanded more options (one student asked for five questions from which to choose; another wants to choose from topics covered during contact sessions only). In the students' view, the tutors/lecturers/counsellors should explain the main points to be covered when writing a meaningful answer. Sometimes no choice is given in many courses. There should be no ambiguous questions. The questions must cover application of knowledge to present-day situations. The demand for objective-type questions for writing assignments cannot be met. One student requested orientation regarding assignment writing. The questions should vary in terms of difficulty and should be set in simple language. The students should be given at least three assignments per course, per semester, so that they are well prepared for examinations. A question having an answer out of course content may be avoided.

15) Centre coordinators and coordinators of Student Support Services, Research & Evaluation, Registration, Examination and Academic Services deal with students in order to meet their academic or non-academic needs. Please state below your expectations from these IDE services situated at UNISWA.

Reply: Student services must initiate the establishment of clubs that will enable students in this programme to come together and deliberate on issues affecting them. The IDE services/offices, including the library and print shop, should also be functional during weekends. Students have to be treated with respect. These centres should look into non-academic issues affecting students and provide social and financial guidance. There should be adequate monitoring and evaluation. Programme-wise job opportunities should be identified for students. Motivation and counselling for better academic performance must be provided to students. The coordinators must show patience, tolerance, love, commitment, diligence and use appropriate skills when dealing with students. Student Support Services should have a

small session every month to check on students' general well-being and their problems. The various services should organise meetings with students to diagnose their problems, be supportive towards students' needs and problems, and give priority to part-time students' welfare. An IDE student representative body should be formed to look into the interests of IDE students. Student Support Services should negotiate fees allocated for IDE students. Study techniques have to be communicated to IDE students. The coordinators must work as middlemen between students and teachers to settle disputes if the need arises. The service units and coordinators should advise students on where to seek scholarships. IDE should ensure that IDE and full-time students get the same treatment from their teachers.

16) You might have faced problems (if any) during registration at the university. Please suggest how steps like decentralisation, etc. could be adopted for quick and successful registration.

Reply: There should be centres in all four regions to speed up the work. All 55 Tinkhundla offices (Parliamentary constituencies) of Swaziland should have a Regional IDE Centre where registration could take place. The university website and computers with internet may be made available for decentralizing registration. IDE could have its own registration system. Registration forms should be explained to students. Email may be used for registration of continuing students. Returning students should be registered automatically. The post offices could be IDE student registration centres. Online application forms should be made available for student registration. Different programmes and different faculties should have separate registration dates. The registration period should be extended, maybe up to one week. There should be no deadline for registration. Full-time student registration should happen on different dates than that of IDE students. There should be less forms to save time. Revenue offices may be used for depositing registration fees in order to avoid long queues at the bank. Students may be registered in absentia and come for verification at a later date. Student representatives may be asked to help with registration.

17) You must have studied the course content given in the books/modules. Please suggest units (if any) in different books/modules where you need more content (subject matter).

Table 2.6 – Course/Module Units where more content is needed.

S.N.	Name of the Book	Unit No. and Name	Page No.
1.	Introduction to the History of Colonial Latin America - H321	Structure and Composition of Colonial Society.	28

2.	Studies in the New Testament - TRS 301	Unit 3	87-143
3.	Phenomenology of religion - TRS 101	Unit 6	45-56
4.	Principles of Sociolinguistics - ENG 403	Units 1- 10	6-195
5.	Advanced Composition, Reading and Textuality - ENG 401	Unit 5	50-53 4-26
6.	Phenomenology of Religion - TRS 101	Unit 6	44-56
7.	Methodological Research - TRS 300	This course does not have a module, therefore a module should be written for it.	--
8.	Principles of Psycholinguistics - ENG 402	Unit 8 - unit 10	111-149
9.	The study of the novel - ENG 306	The whole content has to be changed in this novel. This is because the content used by the lecturer is different from the content in the module.	
10.	Linguistic analysis of the main language II - AL310	Unit 12	127-133
11.	Academic Communication Skills (ACS)		
12.	Linguistic Analysis of the Main Language II - AL310	Unit 1 and unit 2	14-52
13.	Gospel Tradition II	Unit 4	106-158
14.	Principles of Sociolinguistics	Unit 1 and unit 2	6-52
15.	Introduction to English Phonetics and Phonology - ENG 102	Unit 3: Phonology	51-62
16.	Thematic studies in African poetry and Drama- AL 415	The content material that is analysed in this course does not match with what is in the module. Therefore a new module should be written.	
17.	Economic History of West Africa since 1900 - H 316	Unit 2.6	25
18.	Research Methods in History - H 312	Preparing a Research proposal	52
19.	Gospel Traditions - TRS 402	Unit 2.2 Non Canonical Gospels	39-42
20.	Studies in the New Testament - TRS 301	Unit 3	112 - 141
21.	Religions of the world II	Unit 6 Confucianism Native North American Religion	109 12
22.	Gospel tradition II - TRS 403	Unit 4 Jesus – Interpretation of his own death. The Periscope de aduttera	158 83
23.	History of the United States of America 1865-1920	Unit 4 The progressive movement in the United States.	69
24.	Literature in English Studies IV: Advanced studies in African Literature - ENG 404	<i>So long a letter, Mending Season, Nervous conditions.</i> The mentioned novels are the ones that should be included in the module.	

25.	Introduction to Morphology and Syntax - ENG 202	Unit 3	41-65
26.	Conversational Analysis - ENG 303	There is no module for this course. A module should be written.	
29.	Grammar I - A survey of English Grammar - ENG 101	The Subjunctive mood - Unit 6	43,44
30.	World History : A new perspective - H 101	The Cradle of human Civilisation	21
31.	Historical background of English Literature - ENG 104	Paradise Lost	77-88
32.	Christian ethics II - TRS203	Cloning , Unit 2	36
33.	Historical background of English literature - ENG 104	<i>The Canterbury Tales</i>	7-19
34.	History of Swaziland from 1900-1980's - H212	Unit 3	24-33
35.	Introduction to literature - ENG 103	Unit 2	21-51
36.	Christian ethics I - TRS202	Objectivism	40
37.	Early East African History to Colonialism - H416	Unit 3	37-56

18) The Institute of Distance Education (IDE staff makes every effort to solve the academic and non-academic problems of learners. Please express your experiences with these staff members and suggest some measures for enhancing their capabilities.

Reply: IDE staff members are very capable and impressive in attending to problems of learners. They are well-skilled in interacting with students. Staff members should be passionate when dealing with student issues. The IDE staff members handle their jobs well. They help students, but they need to be more sympathetic and helpful to students. There is still room for improvement, even though in general their help is very satisfactory. The staff is friendly but it is not easy for students to open up to them. Some of the staff members are rude and need training in customer care. Some of them are not kind and need to be more generous to welcome the students. The printshop staff is always willing to help. Workshops may be organised for IDE staff at least once a year. The staff members have a tendency of referring students to the administration block. Timetable problems were discussed with IDE staff and

solved amicably. Most of the time it is hard to find IDE staff in their offices. An IDE student representative council should be formed to specifically address IDE problems. Some lecturers are harsh to students and are not very helpful. The IDE must organise workshops for these teachers. Some lecturers do not teach on Saturdays and expect learners to attend weekday full-time classes.

19) Motivation is that psychological factor which drives you towards study. Has the learning material for B.A. (Hum) motivated you towards studying? Please explain the merits of the course content, style of presentation. If not, suggest some steps to change the presentation style of the course content.

Reply: 40 (50.63 %) participants replied in the affirmative, 20 (25.31%) respondents replied in the negative, while 19 (24.06 %) were neutral. Some students opined that the materials are of great help because they explain almost everything. Some complained that a few modules have content that is not clear enough. Some academic tutors prefer textbooks and other resources in place of the IDE modules. This may be because they use textbooks in their classes in the conventional/traditional system. Some students thought that the material generates interest in searching for content-related reference material. Some students advised a yearly revision of the material to update it with the latest information. One student criticised the material saying it had been presented in a manner for students just to pass the examination and not to acquire knowledge. The book *Canterbury Tales* impressed one student and the book by Lydia P. Makhubu inspired another. The 2nd and 3rd year modules had many shortcomings and were outdated. In some instances, the teacher teaching the course had not written the module. Some students felt that a course in psychology should be started as this would help in understanding human nature. There should be more pictures, charts and maps in the modules for more clarity. The modules should have activities at the end of each unit. It will make students more active. In some places content clarity is lacking and content needs to be simplified. Some teachers are against these learning materials (modules). Some teachers do not follow the modules and so students become confused about the use of modules in learning. Some modules are too big and even contain unnecessary content, which is discouraging. One student praised the TRS course material which inspired him to dig deeper to understand how this world is. Some students demand computers and internet access as well as encyclopedias when learners study at a distance. The references cited at the end are hardly available in the library. The questions at the end do not match with the final examination questions.

20) The Institute of Distance Education functions as an agent between students and tutors/counsellors/lecturers in providing human support during the contact sessions. Please state below some of your expectations from the Institute of Distance Education.

Reply: The IDE should motivate students by offering prizes to the best performers, and motivate them for all-round development. The IDE offices should be fully operational on weekends. The IDE must update students through emails on changes. Equivalence of the IDE degree/certificate and the conventional system qualification must be assured to the students. The IDE should manage financial support along with academic support. More time for contact sessions should be allotted. The IDE should try to maintain good and cordial human relations between students and lecturers/tutors. Regular monitoring of activities between student groups and academic tutors is essential. The IDE is expected to offer direction in times of academic crisis and guide students on job opportunities. The IDE should organise formal contact sessions between students and IDE staff. Students should be directed about the topics to focus on for examinations. IDE should ensure that its students have an access to the computer centre, library and printshop during weekends and holidays. Students need a 10-minute break between two lectures. More time should be given to cover courses during contact sessions. Some lecturers come to class drunk and leave a bad smell in class. IDE should have its own lecturers. Economically poor students should get moral support from IDE to complete their studies. One student demanded to add **GEP and HR Courses** in the B.A. (Hum) programme. The IDE should motivate drop-out students to join other courses. IDE must put all reference materials on the internet so that all students can have access to do their research.

21) The counsellors/tutors/lecturers are not supposed to deliver lectures on the topics of their own choice, but to diagnose learner problems and provide remedies accordingly. You might have observed some shortcomings (if any) in these teachers while they deal with the learners during contact sessions. Please list these shortcomings below to frame a training programme for them.

Reply: The main shortcoming is that the lecturers/tutors do not sufficiently involve students in interactions or open discussions in the learning process. Students should be given time to express their own views. Contact sessions are like spoonfeeding, allowing little student interaction, little feedback regarding student queries. There is no mention in the class regarding related content and its availability. Modules do not cover detailed content. Students need to show more enthusiasm towards learning. Some lecturers give notes but fail to relate them to examples. Some lecturers come unprepared to class. They spend too much time on one topic and thus, do not complete the syllabus. There are modules which are covered because the lecturer comes with his/her own notes that are irrelevant to the module content.

There is often no link between module content and lectures/long stories during contact sessions. More contact sessions are needed for African Literature. The students fail to read prior to the teachers' lectures. There should be some contact sessions dealing with learners' problems. The teacher must simplify the content according to the level of students and speak loudly in class.

22) Human relation is that mobile force which reduces friction among individuals. It is essential to have good human relationships between students and counsellors/tutors/lecturers. Please express below some of the possible changes in the lecturer/tutors' dealings with students to bring about an environment of a good human relations.

Reply: They should motivate students, be friendly and interact with the students. They should not remain silent when information is needed by the students. Students should follow the UNISWA Calendar to have good human relations with teachers. Both sides should avoid taking alcohol before coming to contact sessions. Lecturers should treat students as grown-up friends. Lectures should be flexible instead of rigid when it comes to the rules. They should always reason with the students and be willing to assist them. Healthy work ethics, politeness, friendly behavior and respect should exist in the workplace. The lecturers should stop having a negative attitude towards students. Lecturers' personal issues should not influence relationships with students. Lecturers should follow the syllabus strictly and come to work fully prepared. Interactive student-teacher sessions should be included in the calendar for group discussions. There should be a platform where students can communicate their problems while they are still freshmen. A variety of media should be used to communicate between the various stakeholders. Extra time for additional clarifications could be given to weak students. Lecturers should welcome students warmly into their offices.

23) Project work is meant for your individual involvement with other group members. Please suggest below some steps to ensure more involvement of each group member in project work.

Reply: The students should be motivated to participate in group work, if the project objectives are made clear to them. The work distribution among group members should be done in the beginning and each group member should have a specific role to play. Projects should be designed in such a way that each member has an independent task. Each The supervisor must ensure that the work is done by the student to whom it was assigned. The marks should be awarded by the supervisor according to that. Group project work could be done after examinations so that more members participate. A group could consist of at least

three (3) students per topic. The grouping may be made according to workplace and residential area. It will help the group members to meet frequently and easily to discuss and work together. Awarding of individual marks can help participants to be more involved. Students should have the freedom to join a project depending on their aptitude. Students should make a presentation about activities done alone before the group members and in the supervisor's presence. Each group should have a leader who must brief the supervisor from time to time about each member's individual involvement. There should be ruling passed by the University of Swaziland about active involvement of all members for project completion and group cooperation. The project should be started early to minimise work pressure.

24) Openness (removing the barriers in the way of learning) is our commitment while dealing with our students. Please suggest some ways for providing more openness/flexibility at various stages of our B.A. (Hum) programme.

Reply: The use of electronic media, especially email, apart from face-to-face sessions can be beneficial. Modules should have relevant information for students to discuss during contact sessions so that they do not just have lectures. Teachers should be flexible and treat students with love, keeping their personal issues aside. The library and computer centers should remain open even after office hours. Students should have more time to interact with their lecturers, even after contact sessions. The lecturers should allow IDE students in their offices to discuss some difficulties/questions/confusions. Regular face-to-face meetings between students and teachers in the presence of IDE staff may solve many problems. There should be no discrimination between full-time and IDE students. Debate in class may be organised by lecturers to provide more openness. A suggestion box should be kept in IDE and a toll-free phone number should be provided to students so that they can get assistance when they encounter problems. Special training should be given to staff for dealing with distance learners. Assignments and tests may be put online. An electronic library must be made available so that students can access the learning resources while at home. Students want to write assignments and get their marks online. Microphones should be availed in a big class. Audio/video-recordings may be used to clarify certain concepts.

25) You might have heard of audio/video support used with distance learners. Please state below some of the course content where you feel audio/video support is not essential.

Reply: Students note that audio/visual support is not used at IDE yet. Courses such as Research Methodology do not need audio/video support as they are theoretical and easy to

grasp. Audio/video support was used only in the Micro-Teaching course. It is essential in Theology and Religious Studies (TRS) because more clarification is needed. Eng 102, Eng 305, Eng 402, Eng 405 and Eng 406 do not require such support. It is also not essential in ACS, HIV, Computer Foundation or History courses. Also, it is not needed in African Literature and Education courses. According to some, theatre Arts does not require this type of support, but others feel that some of the drama /plays could use audio-visual support to enhance more understanding. For other courses such as the Introduction to main language; Phenomenology of Religion (year 1); Research methods in History year 3; Phonetics & Phonology; Oral Literature, A/V support is not needed. Some state it is not essential in practical modules/courses and in Grammar, but others feel it is needed in practical modules.

26) There are some problems common among students while others are specific to an individual student. The counsellors/tutors/lecturers are supposed to provide group guidance as well as individual guidance to meet your problems. Please state below if such type of guidance is provided by your tutors/lecturers/counsellors. If not, please mention the content with its course codes in which this was not done by your teachers.

Reply: Lecturers do their best to guide students accordingly. Some students have never faced any problem with lecturers who are very cooperative. Some students failed to get individual guidance by the respective lecturer in TRS300 (Research Methodology), H 101, H102, Eng.103, Eng 402, Eng 305, Eng 405, Eng 403 and Eng 206. The biggest problem is that IDE administrative staff does not address students regularly. AL 404, a Project/Special paper, needs special attention. Individual guidance which is essential to meet individual's specific needs was not provided to some students. The theology lecturer did not take care of some individuals' specific needs. Most lecturers do not have time to attend to students' problems.

27) The IDE prepares timetables to organise effective contact sessions. Please state below any complication or overlapping in the timetable for contact sessions. If yes, how can we ensure that these problems are avoided?

Reply: Some students demanded time between periods. Sometimes a group sits for 6 to 8 hours continuously without a break The course coordinator must monitor the contact sessions and should know the names of the teachers taking the classes. The contact sessions should start at 9.00 a.m. on Saturdays. At the moment, the classes start early and end very late (transport is not available after sunset). The students find it difficult to attend the classes on Sunday. Lectures on Sundays should not end too late. One student wanted contact sessions on Friday after lunch in place of Sunday. Room allotment should not be confusing and no two contact sessions should have same room allotted for the same time. The timetable should

clearly mention the combination of students for a contact session if two or more classes are merged. On many occasions a student has to wait for a long time for his next contact session after attending one session. Students do not get an opportunity to attend their “carrying” courses along with the present courses because the timetable does not cater to those who carry subjects to another year. Sometimes the rooms allotted in the timetable are already occupied by full-time students. Timetables must be made available prior to the weekend. Some students want more hours to cover the syllabus. Students should be encouraged to use email for communicating with each other. School holidays may be considered for contact sessions as most of IDE students are part-time teachers.

28) The counsellors/tutors/lecturers are supposed to provide motivation to students. Please explain the role of these teachers in providing motivation to students.

Reply: Teaching needs to be fun and motivational, it has to develop confidence to perform well. Teachers should share their life achievements with students so that students are motivated. Teachers should give students plenty of tasks so that students may have select one from among many. Teachers should provide clear instructions for tests, assignments and other activities as well as explain how students can reach their goals, so that students do not lose their hope of achieving the goals by maintaining a positive attitude towards the learning process. Teachers should remind students from time to time about job opportunities after programme completion and encourage them to perform better.

29) You might have consulted your fellow students on various academic and non-academic issues. Please suggest some steps for making these student interactions more frequent and meaningful.

Reply: There is a need for an independent Student Representative Council within IDE to manage such interaction. Student associations/study groups may be formed for different programmes. Students should have each other’s email ID and cellphone number to contact each other as and when needed. Student Support Services may take the lead in this matter. Every month an hour may be allotted in the timetable for student issues. It can be done through social networks like Facebook, Whatsapp. During orientation, the importance of group interactions should be stressed. A suggestion box should be kept at the IDE to collect students’ problems. Peer group interaction should be encouraged. Group assignments should be given to students so that they interact more frequently.

30) You might have written letters or personally contacted the IDE staff for some work or enquiry. Explain below your reactions about the treatment given to you through letters or in person by these staff members. What was your impression about the staff members at the IDE headquarters when trying to resolve your problems either through letters or in person?

Reply: The treatment given was good and satisfactory. They were always friendly and hospitable. One student observed that staff members treat students unfairly even when tutors are wrong. They pay proper attention to student letters. One student gave his opinion against this view. One student noted that the printshop staff was not friendly. Another student felt humiliated and dehumanized as his problem was not resolved. One student's letter was not entertained. One student was not satisfied with the IDE staff treatment.

31) Interactions between a student and his lecturer help in raising knowledge and remove confusion in course content. Please suggest some ways for enhancing this interaction and for managing two way communications between the learners and their counsellors/tutors/lecturers.

Reply: Internet communication should be encouraged. Interactions may also be enhanced through question-answer sessions during group work and class presentations. Extra time should be allowed for such interactions. Students should be allowed to call counsellors/tutors/lecturers for appointment when they are free. Lecturers and students should maintain a good working relationship with each other. Lecturers should be willing to meet the students during their off-time. Students should be provided with a suggestion box where they can put their issues. Students could use Facebook, WhatsApp, etc. for interaction with lecturers as well as for peer group interaction. During these interactions, lecturers should employ all the relevant teaching methods.

32) The Institute of Distance Education is an agent between you and UNISWA. Mention some instances where the IDE was helpless in assisting you to complete the programme.

Reply: The IDE becomes helpless when the offices are closed during weekdays. IDE students get affected when full-time students go on strike. Library services are not provided during holidays. The IDE did not help when asked to reconsider repeating students' tuition fees. The library, computer centre and printshop are closed when full-time students are on break. The IDE failed to negotiate with working students to meet for discussions during the week. The IDE does not respond to complaints about certain lecturers who fail the students. No transport was provided to reach certain places on time during project work. The IDE provides no help regarding projects.

33) The course content prescribed for the B.A. (Hum) programme is sometimes clear while other sections might not be clear enough. Please state below the portions where you had some confusion in understanding the content.

Table 2.7: Course Content where confusion prevails.

S.N.	Name of the Book/Module	Unit Name and No.	Title of the unclear content.
1.	Studies in the New Testament - TRS 301	Unit 3 page 112	Source Criticism.
2.	A students Grammar of the English Language - ENG 101	Unit 3 (11) page 34	Primary Verbs & model auxiliaries.
3.	History of Swaziland from earliest times to 1900 - H211	Unit 4, page 8	Controversy and Ascendancy
4.	The Reformation - TRS 314.	Unit 4, page 43	Relationship between missions and colonial power.
5.	Principles of Sociolinguistics- ENG 403	Unit 1, page 6 Unit 5, page 84	Languages and Communities- Languages and Dialect Networks and Repertories
6.	Advanced composition, Reading and Textuality - ENG 401	Unit 2	Introduction to Decoding the text
7.	Study of the Novel - ENG 306 Module A & Module B	The content that is in the current module is not used for lessons, therefore a new module needs to be compiled.	
8.	Economic History of West Africa since 1900 - H316	Unit 4, page 44	Colonial economy and labour demand
9.	Gospel Traditions I - TRS 402	Unit 3, pages 56-80	The Gospel of Thomas, The Colonial Gospels and Synoptic Problem
10.	History of the USA since 1920 - H 423	Unit 2 page 20	The New Deal, 1933-34.
11.	Principles of Psycholinguistics - ENG 402	Unit 9, pages 127-140	Child acquisition
12.	Principles of Sociolinguistics - ENG 403	Unit 3, pages 54, 70	Pidgins and Creoles
13.	Advanced studies in African Novel and Biography/ Autobiography - AL 313	The module is not used by the lecturer. It has become now useless literature.	
14.	Historiography - H 311	Unit 4, pages 34-41	History as a science
15.	A linguistic analysis of the main Language I - AL 310	Unit 11	The possessive
16.	Introduction to English Phonetics and Phonology- ENG 102	Unit 3, pages 51-62	Phonology
17.	Historical Background of English Literature - ENG 104	Unit 1, pages 1-22	Medieval Age
18.	Topics in World History - H 101	Unit 5, page 90-109	Hellenic and Roman Civilization

19.	Economy and society in Southern Africa since 1900- H411	Unit 1	Peasant and capitalist farming in Southern Africa 1890's – 1970's
20.	Literature in English studies IV: advanced studies in African literature -ENG404	Unit 1, pages 4-27	Introduction to a critical study of African literature.
21.	Theatre Arts - ENG 406	Unit 2, pages 15-25	Theatre Conventions
22.	Principles of Psycholinguistics – ENG 402	Unit 8, pages 111-125	Mental Lexicon
23.	Economy and society in Southern Africa to the South African war- H411	Unit 1, pages 1-10	Historiography in Southern African History
24.	Introduction to Historical and Comparative Linguistics: Bantu – AL 413	Unit 1-2-3	The Comparative Method
25.	Introduction the grammar of the second language (Southern Sotho) - AL 316	Photo 25, pages 88,89	Mosebetsi wa Puo
26.	T3 P1	Unit 1	Synchronic Dichromic
27.	History of the United States of America 1865-1920 - H 421	Unit 4, pages 74-87	French Industrialization
28.	Gospel Traditions II - TRS 403	- Unit 3, page 96 - Unit 4, page 107	-Ritual Purity - Jesus's interpretation of his death
29.	Topics in Linguistics and literary studies - ENG 408	There is no module for this course, a module should be written.	
30.	Literature in English Studies IV: Advanced Studies in African literature -ENG 404	The novels discussed by the lecturer are not in the module	.
31.	Christian Ethics I - TRS 202	Unit 1, pages 5-12	
32.	Grammar I- A survey of English Grammar - ENG 101	Unit 6, 112-128	The Adverb
33.	Early East African History to colonialism - H 416	Unit 3, page 41-51	Demographic Shifts in East Africa.

34) The rigidity of the rules might have created some problems during programme completion. Please state some situations where rigidity prevailed and might be replaced by flexibility.

Reply: Some students demanded that the library, printshop and bursar's office hours should be extended on weekends and the issue of discontinuing students, when these have failed a course three times, should be revised. Students are not allowed to see their exam script even if they have complaints. The writing time during examination is too short. Results should be made available on the University's website. Assignment submission due dates should be different for all courses. Lecturers should be flexible and accommodating in all their courses. Transfer of students from IDE to full-time programmes should be stopped.

35) What changes do you observe in your academic growth, vocational competency and financial gains after completion of B.A. (Hum) Programme?

Reply: Following were three changes observed by the students.

a) Academic growth – Some students felt they had attained a high level of understanding and reasoning, rationalism and self-reality, and were well versed and confident about the knowledge gained. Some students felt they had become critical thinkers and viewed things in an academic way. One student wants to pursue a Master’s degree, another wants to write poetic and narrative stories. The programme gives the students exposure to what is happening in the outside world and how they can contribute positively to society. Students are confident enough to face challenges at work. The theological courses (TRS) sharpened the students’ theological understanding.

b) Vocational competency – Some students can now undertake research jobs and make presentations for any organisation. Another noted that s/he had acquired new teaching skills. The graduates have the opportunity to select any job from a wide variety of jobs. Analytical skills were developed. English language command and motivational skills have been a big gain.

c) Financial gains – Some students received a better salary after completing the programme. One student hoped to prosper financially in future. One student learnt how to save money and be accountable for every cent.

36) Internal evaluation becomes sometimes a source of getting more marks which compensates the external evaluation for seeking higher grades/divisions. Suggest some changes in the internal evaluation procedure to make it more rational and unbiased.

Reply: Students should use their ID number only on assignments. Make-up tests should be allowed for students who want to improve their marks. Students should be allowed to see their scripts after examination. Teachers must guide students about writing a good assignment. Students should be given more work and it should have also more weight in the final examination results. Classroom attendance during contact sessions could also carry some weight in the final results. Assignments may be checked by moderators for fairness. Internal and external evaluation should have a ratio of 50:50 instead of 40:60. Students should be given a choice in assignments. Favours or emotions should be discarded by the examiners. The cut-off point may be increased from 40% to 45%.

37) On-demand examination is a facility given to students to appear for examinations as and when the students desire. Please give your views about the benefits and harms to be experienced by students if this scheme is implemented by IDE (UNISWA) for B.A. (Hum) Programme.

Reply: This scheme may accommodate students who face emergencies like sickness or did not obtain leave from the workplace, etc. Some students may use it for grade improvement. It may be time-consuming as the University staff will continuously be busy with this scheme. This scheme could work as students would write examinations when they are ready. It would be good because sometimes students write two exams a day. Students would get more time to write assignments.

Some students may end up taking many years to finish the programme. The scheme may be difficult to implement as it could disrupt the present University calendar. Students could fight among themselves as they could disagree with each other regarding examination date. It would create inconvenience regarding result declaration dates and examination paper setting dates. It could be hard for lecturers as they would have to mark answer sheets at different times. The current system is good as students might never be ready for exams. Students will write for exam with a balanced mind. The seriousness towards learning would be less as some students will have/find excuses for not writing.

38) The comments on assignments generate two-way communication between the learner and the evaluator. You must have read some of these comments given by the evaluators on your assignments. Mention some problems (Academic & Administrative) faced by you regarding these assignments and their assessment.

Reply: English assignments receive a maximum mark of 69% which is unfair. Some assignments are returned to students with poor marks yet there would be no comments. Sometimes the comments provided are not clear, unfair or do not indicate where the student went wrong. Some comments are not motivational instead they are insulting and destructive to the students. One student was happy with the comments as his teachers read everything before allocating marks. Some assignments are not given back to students. Students continue to make the same mistake in their assignments because no instruction/comment from the teacher has been provided. The library does not have enough books to cater to detailed information. Sometimes the assignments are returned too late and mistakes cannot be checked in time for redress for the next assignment. Some comments are positive and informative.

39) The modules prescribed for the B.A. (Hum) programme are supposed to be in Self-Instructional Material (SIM) format. Suggest the passages, chapters of these modules where changes need to be made so that they are in full SIM format.

Table 2.8: Course Content to be converted into Self-Instructional Material format.

S.N.	Name of the Book	Content/ Material	Page No.
1	African Literature (AL)	All modules do not have prescribed novels in all literature courses	--
2	Principles of Sociolinguistics - ENG 403	Unit 2-4	22-80
3	Principles of Psycholinguistics - ENG 401	Unit 5 Units 1 & 2	62-78 7-22
4	Comparative Industrialization - H421	Unit 2	15-51
5	Principles of psycholinguistics - ENG 402	Unit 5	62-80
6	Grammar I: a survey of English Grammar - ENG 101	Unit 7	131-144
7	Introduction to Linguistics -AL 210	Unit 6	124-155
8	Linguistic analysis of the main language II - AL 310	Unit 10	112-117
9	Research Methodology - TRS 300	A module needs to be compiled for this course	--
10	Traditional/ Oral Literature III - AL416	A module needs to be compiled for this course. This is because the content in the module is not used by the lecturer.	--
11	Principles of Sociolinguistics - ENG 403	Units 1 and 2	6-53
12	Principles of Psycholinguistics - ENG 402	Unit 4	41-60
13	Theatre Arts - ENG 406	Unit 4	38-44
14	Literature in English studies IV: advanced studies in African literature - ENG404	Unit 3 - 6	43-93
15	Theatre arts - ENG 406	Unit 1-5	3-50
16	Gospel Tradition II - TRS 403	Unit 4 , Jesus's' Interpretation of his own death	107
17	Studies in the Old Testament I - TRS 200	Hermeneutical study of the Bible Unit 2 -3	14-17 & 27 17- 91
18	Studies in the Old Testament II - TRS 201	Unit 3	54-92
19	Studies in the New Testament - TRS 301	Unit 1	9-39
20	The Reformation - TRS 314	Unit 3	24-40
21	History of America since 1900 - H 423	Unit 2.3	20-26
22	Research Methods in History - H 312	Preparing a research proposal	52
23	History of the United States of America - H 422	Unit 4 The Progressive movement in the United States	69

40) You are sharing your duties and responsibilities with your colleagues who have B.A. degrees from conventional universities. In what respect do you find yourself less competent than them while performing your duties and responsibilities in your organisation?

Reply: The University of Swaziland gives all students the same degree. Most students do not find themselves less competent to their conventional colleagues. Some students claim that they have more knowledge than the conventional learners. Distance learners are deprived off GEP in Humanities though some students are interested in it. Some Universities are more flexible to students in as far as access to information is concerned. The B.A. degree does not include modules in education; this makes the graduates less competent than those who have taken modules in education. One student found not much difference between the two. The books used are outdated. One student complained that the fail rate was too high and the syllabus was not always completed in the distance education system.

41) Assignment submission is compulsory for every B.A. (Hum) student. Did you find this assignment work useful for preparing for the final examinations? Express your views, either in favour or against.

Reply: Most students felt that the assignments helped during preparations for the final examinations. Some questions from these assignments are also repeated during final examinations. The Course T3P1 is different. Assignments strengthen students' writing skills. Around 10 students opined against this view.

42) If you left this programme without completing it or were expelled by the University (for not achieving a 'D' or higher grade in a course), kindly explain the reasons for this drop-out from the programme and suggest remedies for re-joining the B.A. (Hum) programme.

Reply: Students could be given more chances, until they pass a particular course. After two years, students should be re allowed to change their field of study. Counselling and special care should be given to such students. Such learners may be given admission again after one year.

43) You must have seen the question papers for final examination for various courses at different stages. Please recall the pattern of and language used in these question papers. Suggest steps for generating two-way communication between the examinee and the examiner as well as between the paper setter and the examinee at the time of examination.

Reply: Language has been a challenge in examination papers. Sometimes difficult words are used in the question papers which requires the use of a dictionary. The paper setters may avoid using difficult terms in question papers. The invigilator should explain the meaning of difficult words if any. English is the students' second language and therefore the paper setter should remain in the examination hall to clarify questions if need be. Clear instructions should be given before each section of the question paper. Unfamiliar terms should not be used in question papers. One student advised to use both English and SiSwati. Some students found the language simple and easy to understand.

44) The assignments are submitted to the evaluators, who, after marking, do not show them to the concerned students, and the marks are sent to the Programme Coordinator at IDE. These marks are sent by IDE to the Exam section of the University. Please suggest how this procedure can be made easier and more time-saving as well as ways to enable students to see their assignments after assessment.

Reply: This issue should be discussed with the lecturers as they are fully aware of the existing administrative procedures. Evaluators should provide feedback to students about their performance. The assignments should be returned to students as they are part of formative evaluation. Students have to be informed about their assignment marks. These assignments should be marked/assessed in a short period of time so that students get feedback fast, and a long time before the start of the final examinations. Assignments should be given at the beginning of the course so that the students get ample time to write them. Some students were of the view that they always received their assignments after assessment. Some students want the assignments back with an explanation on how the marking was done. It may help students to know their weaknesses and strengths. A few students advocated for online tests, assignments and examinations, which would permit them to view their scores without any delay.

45) The University of Swaziland holds supplementary examinations for those courses where students failed to get a 'D' or better grade in the final examination. How many times should this supplementary exam be conducted in a year? Suggest additional steps to hold such examinations for grade improvement.

Reply: It may be conducted twice a year as per normal practice. Some students were in favour of having supplementary examinations only once a year. Some students wanted a gap

of at least one month between final result declaration and supplementary examination. Supplementary exams should be held after every examination period. The midterm break may be used for the supplementary examination.

46) Some Universities are assigning Marks and Divisions (Ist, IInd, and IIIrd) as part of the results. Our University assigns marks and converts them into symbols/grades (A/B/C/D/E/F). Suggest below about the feasibility and social acceptability of this grading system.

Reply: Most students were in favour of the present system as it is also used in the school system. It is socially acceptable in Swaziland. One student felt that marks should be mentioned along with grades.

47) Note: Here is some open space for writing your comments in detail, on some issues of your choice (Covered or not covered above)

Reply: Different students gave different comments. Some were common while other comments were specific. Below is the summary of these comments.

Courses, modules, projects and assignments: Geography and Education courses should be included in B.A. (Hum.) programme. English should not be a compulsory subject as students take up 6 years to get their degree if they fail in English. Outdated modules may be reviewed. The students may be explained detailed course outline at the beginning of the programme. Modules should be reviewed (course maintenance). A solution should be found for the issue of repeated failure in English. All courses should have modules. Modules in Theology and Religious Studies should be revised. Projects should be made compulsory in the IDE to make the programme complete. There should be a freedom to opt number of courses as per student's own desire and ability. There should not be a compulsion for taking all courses at a time prescribed for that semester. The projects should start during third year as there is little time in year four. Students should be given enough time for assignment submission as some of them live in rural areas where there is no library or internet to search for relevant material. The IDE should start a system where student names do not appear on question papers; either their ID or student roll number only could be used. Some courses are too long for the stipulated time. Marking should not take longer than four weeks.

Infrastructure and services: The IDE should have a separate ICT lab and library which must operate on weekends. The printshop must remain open when the IDE students have contact sessions. The issue of transport for students should be looked into, especially on Sundays. University staff needs to be more punctual. Library hours may be extended on weekends to

accommodate IDE students. The University of Swaziland may use Tinkhundla offices for updating people about IDE activities from time to time. The library must increase number of copies of reference books needed for IDE programmes. IDE offices should remain open on weekends also. Timetables should be posted through email. IDE should create a platform for posting assignments online. The results should also be posted online.

SRC: The IDE students need a separate Student Representative Council (SRC). Also, the IDE must be represented in UNISWA's main Student Representative Council (SRC).

Lecturers and Tutors: The Lecturers should prepare course outlines in time. Handouts prepared by lecturers are more useful. The Lecturers have a tendency of arriving late for contact sessions. They do not use modules. The student-lecturer relationships are not healthy. Lecturers should change their attitude towards students. The IDE should have its own lecturers who will be fully responsible for IDE students only. The shortage of course lecturers should be looked into. Some students feel victimized by the lecturers. Lecturers should be more vigilant and more aware of students' academic issues and give them enough information to complete the assignments and final tests.

Finances and sponsorship: The IDE may negotiate with Government for IDE student sponsorship. Tuition fees may be reduced. Payment for repeating a module is too high and it should be assessed.

Miscellaneous: IDE should observe performance of past graduates (last 10 years) at their workplace. Students should be allowed to choose their own project supervisor. The IDE should have a vision statement on its books and modules. The IDE students must enjoy as much respect and attention as the full-time students. It is important to always monitor the students' activities to understand their problems. The status of teachers in the English department should be raised and more Professors and Doctors should be appointed. Programme evaluation should be conducted yearly so that emerging challenges among students are noted and taken care of. Student Clubs may be created. Emotional issues of students should be looked into. Learners should not learn under pressure of completing the course. University should provide films in drama, poetry, prose and fiction so that courses are easier to understand. The learning material, assignments, due date and any relevant material should be accessible on University Website. Supplementary examinations should be held twice after each semester. Drop-in boxes should be made available to submit assignments. Face-to-face sessions should be conducted on Saturdays. The IDE should operate independently having no control of the University.

CHAPTER – THREE

DATA INTERPRETATION

The purpose of this chapter is to present the findings in a systematic manner and draw out a conclusion based on findings. Another purpose of this chapter is to examine the extent to which the research objectives were achieved. The ultimate purpose was to analyse the data as the basis for generalisation and to predict future occurrences. The project team used an opinion scale for data collection from former IDE B.A. (Humanities) students. There were 62 statements to be answered on a five-point scale. This was followed by open questions to allow the target group to provide their opinion. Some information was to be given by filling in a table.

3.1) PERSONAL INFORMATION.

Most participants did not want to reveal their personal information and left the page blank. Because of this, and because that information was not necessary to reach any of the study objectives, the project team decided to ignore this information. However, it was observed that there was only 1 participant from 2007, 6 from 2008 and 2 from 2009. There were 4 participants from 2010, 4 from 2011, 5 from 2012, 6 from 2013, 11 from 2014 and 40 from 2015. This indicates that around 50% of the participants were 2015 students.

3.2) LEARNER OPINION ON A FIVE-POINT SCALE.

There were 48 positive and 14 negative statements, making a total of 62 statements covering various issues related to the B.A. (Hum) programme. These statements were spread over five nodes/points known as “Strongly Agree”, “Agree”, “Undecided”, “Disagree” and “Strongly Disagree” in the opinionnaire. The project team used the ‘balancing technique’ to assess target group opinion trends and to reach a conclusion after participant opinion analysis. The weighting was as cited on the next page. The “undecided” item was left untouched and the difference between both sides of the “undecided” was calculated to decide the opinion trend.

Weightage →	Strongly Agree	Agree	Undecide d	Disagree	Strongly Disagree	Balance Weightage
Item Type ↓						
Positive	+3	+1	0	-1	-3	$(SA+A) - (D+SD)$
Negative	-3	-1	0	+1	+3	$(D+SD) - (SA+A)$

The scales used for analysis for both type of items is as stated below.

Scale for Positive Items (P)

Points	237 to 80	79 to 01	00	-01 to - 79	- 80 to - 237
Opinion Level	Strongly Favourable	Favourable	Uncertain	Adverse	Strongly Adverse

Scale for Negative Items (N)

Points	-237 to -80	-79 to -01	00	01 to 79	80 to 237
Opinion Level	Strongly Favourable	Favourable	Uncertain	Adverse	Strongly Adverse

The statement-wise analysis is given below.

Table No. 3.1: Opinion about Programme Completion Time.

Statement: The time fixed for completing the programme is sufficient. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
1	27	40	02	09	01	121 - 12 = 109
Weightage	81	40	00	-09	-03	Strongly Favourable

This was a positive statement with 121 points in its favour while only 12 points were against the statement. Weighted, a total of +109 points were in favour of the statement. Therefore, the students' opinion on completion time was strongly favourable and there seems no need to change it.

Table No. 3.2: Opinion about Admission Criteria.

Statement: The admission criteria should be relaxed enabling other disadvantaged persons to join this programme (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
2	30	29	14	04	02	119 - 10 = 109
Weightage	90	29	00	- 04	-06	Strongly Favourable

This was also a positive statement with 119 points in favour and only 10 points against the statement. A total of +109 (weighted) points were in favour of the statement. Therefore, the students' opinion on relaxation of admission criteria for disadvantaged persons was strongly favourable.

Table No. 3.3: Opinion about Entrance Test and Interview for Admission.

Statement: There should be an Entrance test and Interview for admission to this programme.(N)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
3	07	10	22	28	13	- 31+67 = 36
Weightage	-21	-10	00	28	39	Adverse

This was a negative statement and only 31 points were in favour while 67 points were against the statement. 36 weighted points were opposed to the statement. Therefore, the students' opinion was adverse to the idea of introducing an entrance test and interview for admission to the B.A. (Hum) programme. There seems no need to introduce an entrance test or interview before admitting students into this programme.

Table No. 3.4: Opinion about Audio/Video Support Development and its Use.

Statement: Audio/Video cassettes should be developed covering difficult content and supplied to students for clarity. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
4	37	34	05	03	00	145 -03 = 142
Weightage	111	34	00	- 03	00	Strongly Favourable

This was a positive statement with 145 points in favour while only 03 points against the statement. Thus, it was evident that a total of 142 points were in favour of the statement. Therefore, the students' opinion was strongly favourable regarding development and use of Audio/Video support for more clarity of some difficult content.

Table No. 3.5: Opinion about meeting Unit Objectives.

Statement: The objectives stated at the beginning of the Units/Lessons are achieved after their study. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
5	09	40	15	13	02	67 -19 =48
Weightage	27	40	00	-13	- 06	Favourable

This was also a positive statement with 67 points in favour and only 19 points against the statement. After weighting, total of 48 points were in favour of the statement. Therefore, a favourable positive opinion on achievement of unit objectives was given.

Table No. 3.6: Opinion about the Role of Exercises within the Unit.

Statement: The exercises stated in the units help in understanding the content. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
6	08	53	11	07	00	77- 07 = 70
Weightage	24	53	00	-07	00	Favourable

This was again a positive statement with 77 points in favour and only 7 points against the statement. 70 (weighted) points were in favour of the statement. Therefore, a favourable positive opinion on the role of exercises in the units was evident.

Table No. 3.7: Opinion about Examples stated in the Units.

Statement: The examples stated in the units help in understanding the content. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
7	07	62	06	04	00	83-04 = 79
Weightage	21	62	00	-04	00	Favourable

There were 83 points in favour while only 4 points against this positive statement. It indicated that, a total of 79 points were in favour of the statement. Therefore, a favourable positive opinion on the utility of examples was given.

Table No. 3.8: Opinion about the Availability of Reference Material in the UNISWA Library.

Statement: The reference material is made available in the UNISWA Library. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
8	14	43	13	08	01	85-11 = 74
Weightage	42	43	00	- 08	-03	Favourable

This was again a repetition of a positive statement with 85 points in favour and only 11 points against the statement. 74 (weighted) points were in favour of the statement. Therefore, a favourable positive opinion on the availability of reference material in the Uniswa library was given.

Table No. 3.9: Opinion about Role of Academic Counsellors during Counselling Sessions.

Statement: The counsellors/tutors deliver lectures on the topics of their own choice during counselling sessions. (N).

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
9	11	16	28	21	03	-49+30 = - 19
Weightage	- 33	-16	00	21	09	Favourable

This was a negative statement having 49 points in favour while 30 points were against the statement. Only 19 weighted points were in favour of the statement. Therefore, the majority of students felt that counsellors/tutors deliver lectures on topics of their own choice during counselling sessions. 28 respondents did not comment on this statement and remained undecided.

Table No.3.10: Opinion about Expected Role of Counsellors during contact sessions.

Statement: The counsellors/tutors/lecturers take every care of student problems and accordingly make their deliberations during contact sessions. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
10	04	20	18	26	11	32-59 = -27
Weightage	12	20	00	-26	-33	Adverse

This was a positive statement with only 32 points in favour while 59 points were against the statement. After weighting, a total of 27 points were against this statement. Therefore, an adverse/negative opinion was observed regarding coverage of students' academic problems during contact sessions. It shows that the counsellors/tutors/lecturers do not take (enough) care of students' queries during contact sessions.

Table No. 3.11: Opinion about IDE Staff cooperation with the students.

Statement: The Academic and Non-Academic staff at the Institute of Distance Education is cooperative with the students. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
11	11	37	11	18	02	70-24= 46
Weightage	33	37	00	-18	-06	Favourable

This

was also a positive statement with 70 points in favour while only 24 points against the statement. After weighting, 46 points were in favour of the statement. Therefore, a favourable positive opinion about student-(non-)academic staff at the Institute of Distance Education was given.

Table No. 3.12: Opinion about Classroom Interactions with fellow students and counsellors.

Statement: Contact sessions are utilised by the students for group discussions and interaction with the counsellors/tutors/lecturers. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
12	05	44	10	17	03	59-26 = 33
Weightage	15	44	00	-17	09	Favourable

This was a positive statement with 59 points in favour and 26 points against the statement. There were 33 points in favour of the statement. Therefore, the students' opinion on group discussion and interaction during contact sessions was positive.

Table No. 3.13: Opinion about Publicity regarding Student Enrollment.

Statement: Publicity regarding admission should be made through Heads of School/ Principals in addition to Newspaper, Radio and Television publicity. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
13	28	23	13	09	06	107- 27 = +80
Weightage	84	23	00	-09	-18	Strongly Favourable

This positive statement had 107 points in favour while only 27 points were against the statement. Evidently, the group showed a strongly favourable opinion about programme publicity through school principals in addition to that made through newspapers, radio and television.

Table No. 3.14: Opinion about Programme Guide covering the Procedure.

Statement: The Programme Guide, covering University procedures, should be supplied to all students. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
14	26	26	25	02	00	104-02 = 102
Weightage	78	26	00	-02	00	Strongly Favourable

The analysis of this positive statement revealed a strongly favourable opinion of the statement as there were 104 points in favour while only 2 points were against it, making a difference of 102 points in favour of the statement. Therefore, the students' opinion on supply of the programme guide was strongly in favour.

Table No. 3.15: Opinion about Course Content Clarity.

Statement: The content of the modules prescribed for the B.A. (Hum) Programme is not always clear. (N)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
15	17	24	16	20	02	-75 + 08 = -67
Weightage	- 51	-24	00	02	06	Favourable

This negative statement had 75 points in favour while only 8 points were against the statement. A difference of -67 points revealed that module content for the B.A. (Hum) Programme is not always clear. Modules which lead to learner confusion need more explanations based on various different techniques.

Table No. 3.16: Opinion about Question Paper Pattern.**Statement:** The pattern of the question papers must be changed. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
16	09	11	34	21	04	38 – 33 = 05
Weightage	27	11	00	-21	-12	Favourable but a small difference only

This was again a positive statement with a marginal difference of 5 points only as there were 38 points in favour while 33 against the statement. A marginal difference of 5 points though positive may not allow a conclusion either in favour or against the idea of changing the question paper pattern.

Table No. 3.17: Opinion about Quality of Assignment Questions.**Statement:** The assignment questions do not compel the learner to memorise, but rather to think over and frame answers by using his/her own ideas. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
17	11	42	09	17	00	75 – 17 = 58
Weightage	33	42	00	-17	00	Favourable

There were 75 points in favour while 17 against the statement about the quality of the assignment questions. The difference of 58 points revealed that most students found the assignment questions went beyond recall questions but required critical thinking.

Table No. 3.18: Opinion about Circulation of a Model Assignment to the students.**Statement:** A model assignment must be circulated by tutors to students. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
18	23	40	10	06	00	109 - 6 = 103
Weightage	69	40	00	- 06	00	Strongly Favourable

This was also a positive statement with 109 positive and only 6 negative points, making a strong difference of 103 points in favour. This indicates that most students want a model assignment provided by the tutors/teachers.

Table No. 3.19: Opinion about Assignment Submission Dates.

Statement: Assignment submission dates for different assignments should not coincide with each other. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
19	35	19	16	09	00	124- 09 = 115
Weightage	105	19	00	-09	00	Strongly Favourable

This was again a positive statement with 124 positive and only 9 negative points which shows a strong difference of 115 points in favour. This indicates that most students want different assignment submission dates for different assignments (no overlaps).

Table No. 3.20: Opinion about Admission Criteria for Disadvantaged Persons.

Statement: The admission criteria must be reviewed to give a chance to all disadvantaged persons. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
20	30	26	14	07	02	116- 13 =103
Weightage	90	26	00	-07	-06	Strongly Favourable

This was also a positive statement, with 116 positive and only 13 negative points, indicating a strong difference of 103 points in favour. This indicates that most students want an admission criteria review to give a chance to all disadvantaged persons.

Table No. 3.21: Opinion about Flexibility and Options in Assignment Questions.

Statement: More Assignment Questions should be given in order to have freedom of choice. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
21	36	33	05	05	00	141- 05 = 136
Weightage	108	33	00	- 05	00	Strongly Favourable

This was again a positive statement, with 141 points in favour of and only 5 points against. This resulted in a difference of 136 weighted points in favour of and only 19 points against the statement. Therefore, the students' opinion on flexibility and options in assignment questions was strongly in favour.

Table No. 3.22: Opinion about Attention to Quality Services to Students.

Statement: The IDE pays no attention to quality service to students. (N)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
22	13	14	13	37	02	53 - 43 = 10
Weightage	39	14	00	-37	-06	Favourable

This was a negative statement with a difference of 10 points as there were 53 in favour of it and 43 against it. This difference, though small, indicates an opinion in favour of quality service rendered by IDE to the students.

Table No. 3.23: Opinion about Payment of Programme Fees in Installments.

Statement: The fees should be taken in instalments in order to help poor students. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
23	57	18	02	02	00	189 - 02 = 187
Weightage	171	18	00	-02	00	Strongly Favourable

This was also a positive statement with 189 positive and only 02 negative points, showing a strong favourable difference of 187 points in favour. It indicates that most students want programme fees should be taken in instalments in order to help poor students.

Table No. 3.24: Opinion about Separate Examinations for IDE students.

Statement: The final/term-end examinations may not be conducted jointly with the conventional/regular system students. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
24	07	08	22	15	27	29 - 69 = -40
Weightage	21	08	00	-15	-54	Adverse

This was again a positive statement, with 29 points in favour and 69 points against. This made a difference of 40 points against the statement, which indicated that the students were in favour of conducting the final/term-end examination at the same time as the conventional/regular system students. They do not want a separate examination.

Table No. 3.25: Opinion about Sample Question Supply to understand their Typology.

Statement: A set of questions should be supplied to the students so that they can have an idea of the typology of different questions. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
25	24	43	11	01	00	115 – 01= 114
Weightage	72	43	00	-01	00	Strongly Favourable

This was also a positive statement, with 115 positive points and only 1 negative point. This represents a strong favourable difference of 114 points in favour, and indicates that most students want a set of questions so that they can better understand the question typology.

Table No. 3.26: Opinion about Study Interest Creation through the Learning Material.

Statement: The learning material/books generate interest in study. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
26	13	41	11	12	02	80 – 18 = 62
Weightage	39	41	00	-12	-06	Favourable

This was also a positive statement with 80 positive and only 18 negative points, indicating a favourable difference of 62 points in favour. This shows that most students feel that the learning material/books generate their interest in studying.

Table No. 3.27: Opinion about IDE Problem-Resolution Competency.

Statement: The Institute of Distance Education staff is appropriately skilled to respond to any problem. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
27	10	33	23	10	03	63 - 19 = 44
Weightage	30	33	00	-10	-09	Favourable

The students' opinion about the IDE staff skills to address problems was positive as there were 63 points in favour and 19 points against it. A favourable difference of 44 points revealed this.

Table No. 3.28: Opinion about Discussion between Student and Teacher.

Statement: In order to clarify content tutors/lecturers hold discussions with students. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
28	14	35	15	14	02	77 - 20 = 57
Weightage	42	35	00	-14	-06	Favourable

This was again a positive statement, with 77 positive and only 20 negative points, showing a favourable difference of 57 points in favour. It indicates that most tutors/lecturers hold discussions with the students in order to clarify content.

Table No. 3.29: Opinion about Student Interaction.

Statement: Interaction among learners is practically not possible due to physical distance and unwillingness of fellow students to participate. (N)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
29	15	31	04	22	07	-76 + 43 = -33
Weightage	-45	-31	00	22	21	Favourable

This negative statement obtained 76 points in favour and 43 points against it. A difference of -33 points revealed that students view physical distance and unwillingness from fellow students as the major hurdle to learner interaction.

Table No. 3.30: Opinion about Teacher Orientation regarding Course Content and Methodology.

Statement: Counsellors/Tutors/Lecturers need course content and methodology orientation. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
30	16	36	22	05	00	84 - 05 = 79
Weightage	48	36	00	-05	00	Favourable

This was also a positive statement with 84 positive and only 5 negative points. This indicates a difference of 79 points in favour. It also shows that counsellors/tutors/lecturers need orientation regarding course content and methodology to be adopted.

Table No. 3.31: Opinion about Teacher Availability before or after Contact Sessions.

Statement: The tutors do not respond if we contact them before or after the contact sessions. (N)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
31	05	10	16	39	09	-25 + 66 = 41
Weightage	-15	-10	00	39	27	Adverse

There were 25 points in favour and 66 points against this negative statement. A difference of 41 points revealed the students' adverse opinion regarding the statement. This shows that, in the students' opinion, tutors respond if students contact them before or after the contact sessions.

Table No. 3.32: Opinion about a Joint Effort by Teachers and Students to solve their Problems.

Statement: The students and counsellors have an understanding of each other's problems and jointly try to seek a solution for the learners' academic problems. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
32	06	16	29	18	10	34 - 48 = -14
Weightage	18	16	00	-18	-30	Adverse

This was also a positive statement with 34 positive and 48 negative points, indicating a negative difference of 14 points. This indicates that students have an adverse opinion about the joint effort by teachers and students to solve their problems.

Table No. 3.33: Opinion about Time for Activities.

Statement: The students have no freedom to use their own time in performing various activities like study, examination and interaction.(N)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
33	07	17	06	33	15	-38 + 78 = 40
Weightage	-21	-17	00	33	45	Adverse

This negative statement had only 38 points in favour while 78 points were against it. A difference of 40 points against the statement revealed that students can use their own time for various activities like study, examination and interaction.

Table No. 3.34: Opinion about Use of Audio/Video Support.

Statement: The use of audio/video support is almost nil during counselling sessions. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
34	32	22	14	07	04	88 - 19 = 69
Weightage	66	22	00	-07	-12	Favourable

This was also a positive statement with 88 positive and 19 negative points, showing a favourable difference of 69 points in favour. This indicates that the use of audio/video support is almost nil during counselling sessions.

Table No. 3.35: Opinion about Providing Guidance to Individuals and Groups.

Statement: Our tutors provide us individual as well as group guidance for our queries. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
35	13	36	13	13	04	75 - 25 = 50
Weightage	39	36	00	-13	-12	Favourable

This was again a positive statement with 75 positive and 25 negative points, showing a favourable difference of 50 points in favour. This indicates that the tutors provide individual and group guidance to students.

Table No. 3.36: Opinion about Email Use by Students and Tutors.

Statement: The use of email services by tutors & students should be made compulsory for effective academic communication. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
36	34	20	12	09	04	122 - 21 = 101
Weightage	102	20	00	-09	-12	Strongly Favourable

This was also a positive statement with 122 positive and 21 negative points, showing a strong favourable difference of 101 points in favour. It indicates that the students were in favour of

using email services by tutors & students as a compulsory tool for effective academic communication.

Table No. 3.37: Opinion about Peer Group interaction.

Statement: Students are interested in interaction for learning from each other. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
37	17	47	09	06	00	98 – 06 = 92
Weightage	51	47	00	-06	00	Strongly Favourable

This was again a positive statement with 98 positive and 06 negative points, indicating a strong favourable difference of 92 points in favour. This indicates that the students were interested in interaction for learning.

Table No. 3.38: Opinion about Reply to Queries by IDE Headquarters.

Statement: In general, the IDE Headquarters did not reply to my queries. (N)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
38	07	08	18	31	15	-29 + 76 = 47
Weightage	-21	-08	00	31	45	Adverse

This negative statement received 29 points in favour and 76 points against. A difference of 47 points revealed an adverse opinion, indicating that the IDE Headquarters reply to students' queries.

Table No. 3.39: Opinion about Interaction with Teachers regarding Non-Academic Queries.

Statement: Counsellors try to avoid interactions with students regarding non-academic queries. (N)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
39	04	13	23	32	07	-25 + 51 = 26
Weightage	-12	-13	00	32	21	Adverse

This was again a negative statement with 25 points in favour and 51 points against. The weighted difference of 26 points indicates that counsellors do not try to avoid interactions with students regarding non-academic queries.

Table No. 3.40: Opinion about the Need for Learning Material Content Clarity.

Statement: The learning material has many pages where content clarity is desired. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
40	06	33	24	14	02	51 - 20 = 31
Weightage	18	33	00	-14	- 06	Favourable

This was also a positive statement with 51 positive and 20 negative points, showing a favourable difference of 31 points in favour. This indicates that students felt that the learning material had parts where content clarity was desired.

Table No. 3.41: Opinion about IDE Staff Willingness to solve Students' Problems.

Statement: The IDE staff members are always active and happy to respond to learners' problems. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
41	06	27	28	10	08	45 - 34 = 11
Weightage	18	27	00	-10	-24	Favourable

This was again a positive statement with 45 positive and 34 negative points, showing a favourable difference of 11 points in favour. This indicates that the students found the IDE staff members were active and happy to solve learners' problems.

Table No. 3.42: Opinion about Expressing Views during Contact Sessions.

Statement: Students do not get the chance to express their views on content during contact sessions. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
42	09	28	10	27	05	55 - 42 = 13
Weightage	27	28	00	-27	-15	Favourable

This was a positive statement with 55 positive and 42 negative points, showing a difference of 13 points in favour. This indicates that the students do not get the chance to express their views on content during contact sessions.

Table No. 3.43: Opinion about Flexibility in Selecting Courses and Activities.

Statement: We enjoyed enough flexibility in selecting courses and activities. (N)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
43	07	18	08	32	14	-39 + 74 = 35
Weightage	-21	-18	00	32	42	Adverse

This negative statement had 39 points in favour and 74 points against the statement. A difference of 35 points against the statement indicated that students felt they did not enjoy enough flexibility when selecting courses and activities.

Table No. 3.44: Opinion about Time (Rigidity) for Programme Completion.

Statement: The time fixed for completing the programme is sufficient. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
44	23	46	07	02	01	115 - 05 = 110
Weightage	69	46	00	-02	-03	Strongly Favourable

This was a positive statement with 115 positive and only 5 negative points, showing a strong favourable difference of 110 points in favour. This indicates that students felt the programme completion time was sufficient.

Table No. 3.45: Opinion about Use of Rating Scale by Tutors for different Activities.

Statement: The University should develop and provide rating scales to Tutors/Lecturers for assessing our different activities. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
45	22	31	22	04	00	97 - 04 = 93
Weightage	66	31	00	-04	00	Strongly Favourable

This was a positive statement with 97 positive and only 4 negative points, showing a strong favourable difference of 93 points in favour. This indicates that students were in favour of developing rating scales and providing these to tutors/lecturers for assessment of different activities.

Table No. 3.46: Opinion about Social Acceptance of the Marking System.

Statement: The marking system is a socially accepted system and helps in seeking a job. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
46	02	22	42	12	01	28 - 15 = 13
Weightage	06	22	00	-12	-03	Favourable

Again a positive statement came with 28 positive points and 15 negative points, showing a difference of 13 points in favour. This indicates that students favoured the marking system as a socially accepted system which it helps when they seek a job.

Table No. 3.47: Opinion about a Total Grading System.

Statement: The total grading system is better than the marking system and the UNISWA should adopt a total grading system. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
47	04	18	48	08	01	30 - 11 = 19
Weightage	12	18	00	-08	-03	Favourable

This was a positive statement with 30 positive and 11 negative points, showing a favourable difference of 19 points in favour. This indicates that students were in favour of a total grading system. It seems that a large number of students (48) had no idea what the total grading system was and so were undecided on this issue.

Table No. 3.48: Opinion about Systematic Internal Evaluation.

Statement: Internal evaluation is not done systematically in an unbiased way by tutors. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
48	03	16	50	06	04	25 - 18 = 07
Weightage	09	16	00	-06	-12	Favourable

This was a positive statement with 25 positive and 18 negative points, showing a favourable difference of only 7 points in favour. This indicates that students agreed that internal evaluation is not systematically done in an unbiased way. However, a large number of students (50) did not give their opinion, showing that they were undecided.

Table No. 3.49: Opinion about On-Demand Examination.

Statement: Our examinations must be conducted as per students' convenience. (On-demand examination). (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
49	11	14	21	26	07	47 - 47 = 0
Weightage	33	14	00	-26	-21	Uncertain

This was a positive statement with zero difference, which shows that the opinion is neither in favour nor against the idea of on-demand examinations. In addition, 21 participants remained undecided.

Table No. 3.50: Opinion about Orientation to Paper-setters and Examiners regarding Evaluation Techniques.

Statement: Paper-setters and examiners must be oriented about distance education evaluation techniques. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
50	27	36	16	00	00	117 - 0 = 117
Weightage	81	36	00	00	00	Strongly Favourable

This positive statement received 117 positive points and no negative points, showing a difference of 117 points strongly favourable to the issue under consideration. It seems that the majority of the respondents strongly favoured orientation about distance education evaluation techniques.

Table No. 3.51: Opinion about Tutor Comments on Assignments.

Statement: Assignment evaluators do not comment about the positive and negative points in my assignment. (N)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
51	12	10	05	39	13	-46 + 78 = 32
Weightage	-36	-10	00	39	39	Adverse

This negative statement had 46 points in favour while 78 points against the statement. A difference of 32 points against the statement indicates that students had an adverse opinion

and felt that assignment evaluators did not comment about the assignments' positive & negative points.

Table No. 3.52: Opinion about Course Content Presentation Style.

Statement: Modules should be rewritten because the style of presentation does not correspond to the Self-Instructional Material format. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
52	19	19	22	17	02	76 - 23 = 53
Weightage	57	19	00	-17	-06	Favourable

This was a positive statement with 76 positive and 23 negative points, showing a favourable difference of 53 points in favour. This indicates that students were in favour of a re-write of the modules as the presentation style did not correspond to the Self-Instructional Material format.

Table No. 3.53: Opinion about Objectives Coverage in the Units.

Statement: The unit content covers all the objectives stated in the unit introduction. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
53	02	49	12	15	01	55 - 18 = 37
Weightage	06	49	00	-15	-03	Favourable

This was a positive statement with 55 positive and only 18 negative points, showing a favourable difference of 37 points in favour keeping 12 students undecided. This indicates that students noted that the unit content covered all the unit objectives.

Table No. 3.54: Opinion about Charts, Pictures and more Explanation for Content Clarity.

Statement: There should be charts, pictures and explanations to explain the content more clearly. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
54	16	46	08	08	01	94 - 11 = 83
Weightage	48	46	00	-08	03	Strongly Favourable

This was a positive statement with 94 positive and only 11 negative points, showing a strong favourable difference of 83 points in favour. This indicates that students would like to have charts, pictures and explanations to explain the content more clearly.

Table No. 3.55: Opinion regarding Comparison with Conventional System Graduates.

Statement: I feel inferior to my counterparts who have done a B.A. (Hum) degree at the University of Swaziland as full-time students. (N)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
55	07	12	03	24	33	-33+ 123 = 90
Weightage	-21	-12	00	24	99	Strongly Adverse

This negative statement had 33 points in favour and 133 points against it. A difference of 90 points against the statement indicates that students had a strong adverse opinion which shows that they did not find themselves inferior to the conventional graduates.

Table No. 3.56: Opinion about the Utility of Writing Assignments for Final Examinations.

Statement: The efforts made for writing assignments are of no help in writing answers during the end exam. (N)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
56	05	10	06	33	25	-25+ 108 = 83
Weightage	-15	-10	00	33	75	Strongly Adverse

This was a negative statement with 25 points in favour and 108 points against it. A difference of 83 points against the statement indicates that students had a strong adverse opinion which shows that they found assignment writing helpful for writing final examination answers.

Table No. 3.57: Opinion regarding Comparison of various Activities with the Conventional B.A. (Hum) Programme.

Statement: The B.A. (Hum) programme requires an overall analysis of different activities to make it at par with the regular B.A. (Hum) programme. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
57	07	27	24	09	12	48 - 45 = 03
Weightage	21	27	00	-09	-36	Favourable

This was a positive statement with 48 positive and 45 negative points, showing a favourable difference of only 3 points in favour. However, there were 24 students who were undecided. Even though a very small difference of 3 is favourable, it is too small to draw a conclusion about the analysis of different activities to make it at par with the regular B.A. (Hum) programme.

Table No. 3.58: Opinion about the Utility of the B.A. (Hum) Programme for Career Development.

Statement: The programme has an effect on the future career of students, and so, students should try to complete it sincerely. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
58	28	44	03	04	00	128- 04 = 124
Weightage	84	44	00	-04	00	Strongly Favourable

This was a positive statement with 128 positive and 4 negative points, showing a strong favourable difference of 124 points in favour. This indicates that most students agreed that the programme had an effect on their future career, and thus they should try to complete it sincerely.

Table No. 3.59: Opinion about Language and Format used in Question Papers.

Statement: The language and format of the question papers do not clearly indicate how the final examination answers should be written. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
59	05	21	15	32	06	36 - 50 = -14
Weightage	15	21	00	-32	-18	Adverse

This was also a positive statement with 36 positive and 50 negative points, showing an adverse difference of 14 points against it. This indicates that most students were happy with the language and format of the question papers.

Table No. 3.60: Opinion about supplying Sample Assignments to Students.

Statement: Sample assignments are sent to students to demonstrate the writing style of a quality assignment. (N)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
60	07	08	07	37	20	-29 + 97 = 68
Weightage	-21	-08	00	37	60	Adverse

This negative statement had 29 points in favour while 97 points were against it. A difference of 68 points against the statement indicates that students had not received a sample assignment to demonstrate the writing style of a quality assignment.

Table No. 3.61: Opinion about supplying a Sample Project Report to students.

Statement: The project report writing work is not done by supplying a standard Sample project work done by some students in the past. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
61	13	32	22	07	05	71 - 22 = 49
Weightage	39	32	00	-07	-15	Favourable

This was a positive statement with 71 positive and 22 negative points, showing a favourable difference of 49 points in favour of the statement. This indicates that many students were in favour of making a sample project report available.

Table No. 3.62: Opinion about Frequent Supplementary or On-Demand Exam to avoid delay for a make-up.

Statement: Various supplementary or on-demand examination opportunities should be given to avoid a delay in make-up of a low achievement in some courses. (P)

Item No.	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	Balance Weightage
62	20	33	17	07	02	93 - 13 = 80
Weightage	60	33	00	-07	-06	Strongly Favourable

This last statement was a positive statement with 93 positive and 13 negative points, showing a strong favourable difference of 80 points in favour of it. This indicates that most students agree that supplementary or on-demand examinations should be held to avoid delays when students want to improve their marks.

3.3) LEARNER OPINION ABOUT VARIOUS SPECIFIC ISSUES

Mode of Publicity (other than newspaper advertisements)

Every high school should have prospectus and folders for all programmes to make publicity among final-year high school students. Talk shows on radio and television, even in siSwati, and social media like Facebook, the Internet and the UNISWA website could be used for wide publicity. Present IDE students should be asked for distributing Programme details in rural areas. The University of Swaziland should organise publicity meetings in rural areas and distribute brochures for making an awareness of IDE programmes. A poster covering all IDE programmes be kept on every High School notice board. Career guidance and counselling departments in High schools may be asked for help. Student admissions may be done twice in a year like in South Africa.

Admission Criteria other than IGCSE/O' level and 25 years age.

Matric certificate may also be considered for admissions Head Teachers should recommend some good students who may be interviewed by IDE before admission. Other certificates e.g. Diploma in HIV/AIDS may be given due weightage. IGCSE/'O' level failed (twice) should also be given opportunity. Temporary teachers for some years without any qualification may be considered. Four Credits in place of five may also be considered. Passing in English should not be a compulsory condition. Any qualification after 'O' level may be given due weightage. Primary Teacher diploma may also be considered as one of the entry qualifications. Admission to all regardless of previous qualifications may be considered. Lowering cut off points for admission is essential to face market competition. The age limit of 25 years may be lowered to 18 years as most students finish their High School at the age of 17 years. Drop out students from other colleges and universities may be admitted to IDE programme.

Expectations during Orientation Programme.

Differences between conventional approach and Distance education approach should be made clear during Orientation programme. The choice of courses and their utility in each programme should be explained. Emphasis may be made on students' role and their own effort as there are very few face-to-face lectures. Students willing to take English as Major subject be informed about the course difficulties. Importance of contact sessions should be explained. Health issues and drug abuse may also be discussed. The doubts in learners' mind may be also considered during this meeting. IDE Graduates and new students must share their experiences and challenges faced by them during study during an interactive session. Role of students during contact sessions, writing a good assignment, and expectations from a distance learner and career opportunities after programme completion must be made clear.

Learner difficulties in understanding course content.

Table No.2.2 (page 37) explains learner difficulties in understanding course content.

Programme Duration

There were 49 (62.02%) respondents in favour of no change and to keep 04 years duration. However, 22(27.85%) wanted more than 04 years while only 08(10.13%) wanted less than 04 years' time for the same.

Easily availability of reference material at UNISWA Library.

The number of loaned books may be increased. The library must be opened early and closed late on weekends and during a break to accommodate IDE students. Some copies of the required/recommended books should be kept in reserved section of Library for IDE students only. New Books and Novels may be purchased in Library. IDE should have its own library to cater to IDE students. Number of Copies of required books may be increased at Library. The books should be scanned and may be made available online.

Additional competencies desired among Academic Tutors.

There should be time punctuality during contact sessions and no biasedness while marking assignments, transcripts (exam answer sheets) and responding to questions/comments raised by students during contact sessions. They should use internet for sending their notes and during class it may be only discussion and clarification of different points. They should share

their email addresses with students, for frequent contact. They should write comments along with marks on the assignments. The teachers need some training for handling sensitive issues with distance learners. Simple English language may be used while explaining some concepts. The teachers training to deal with distance learners must be organised by IDE.

The Course Content for more Explanation

Table No.2.4 (page 42) covers the course content which requires more explanation in words or figures or charts or with more examples etc.

Question paper pattern for a wide coverage of course content

No change in question paper pattern was suggested. However, they preferred essay type questions (both long answer & short answer type) with wider choice within every question as well as more time than prescribed in question paper for writing the answers.

Self-Evaluation for immediate feedback to student by himself/herself.

Students should be oriented and given booklets about self-evaluation. The IDE administration may have meetings with students about self-evaluation once in every semester. Some study questions may be given to students for self-assessment. Students be given some workbooks for practice and the performance should not be counted for final result. Self-Evaluation activities may be included at the end of the Unit. Peer group evaluation of assignments may be undertaken before these are checked by the teacher. Group work should be encouraged.

Availability of Model Assignments and Model Project reports.

A large majority of respondents 64(81.01%) had opined in favour of this statement. Only 14 (17.72%) participants refused to comment while only 01(1.27%) participant was against this idea. It indicates that a large majority needs model assignments and model project reports as sample for their guidance.

Audio/Video CDs needed for some Units

Table No.2.5 (page 46) covers the course content which needs Audio/Video CDs for more clarity.

Choice in Assignment Questions

The participants had favoured for a choice/options for selecting a question to write assignments. An orientation for 'Assignment writing' is needed before beginning of First

semester. Every question must have its answer with in the course content.

Expectations from different IDE centres

The student services must initiate the establishment of clubs that will enable students to come together and deliberate on issues affecting them. These IDE Centers should also be functional during weekends. These centers should, look into non-academic issues affecting students and provide social and financial guidance. Programme wise job opportunities may be made clear to students. Motivation and Counselling for better academic performance be organised. Support Services should have a small session every month to check on student's general well-being and their problems. An IDE student representative body may be formed to look into the interests of IDE students. Opening the Library and Print shop during weekends should be managed by IDE. Study Techniques be communicated to IDE students. These coordinators must work as middle man between student and his teacher to settle disputes if the need arises. These Centers should advise students on where to seek for scholarships. IDE should ensure that IDE students and Full time students should get same treatment from their teachers.

Decentralisation for quick and easy student registration.

All 55 Tinkhundla offices (Parliamentary constituencies) of Swaziland should have a Regional Centre of IDE and registration activity may be performed there itself. University website and computers with internet may be made available for decentralizing registration activity. IDE may have its own registration system. The post offices may work as IDE Centers for students' registration. Online application forms should be made available for student registration. Different programmes should have separate registration dates. The number of forms should be lesser in order to save the time. Revenue offices may be used for depositing registration fees in order to avoid long queue at the Bank. Students may be registered in absentia and later they may come for verification. It may avoid long queues and wastage of time. Student representatives may be asked to help in the registration process. Returning students should be registered automatically. Each faculty should have students' registration on different days/dates.

Course content where more content is needed

Table No.2.6 (page 49) covers the course content where more content is needed.

IDE staff competency to meet learner problems.

IDE staff members are very capable and impressive in attending to problems of learners. They are well skilled in interacting with students. The print shop staff is always willing to help. Workshops may be organised for IDE staff at least once in a year. The staff members have a tendency of referring students to the administration block. Time table problem was discussed with IDE staff and they solved it amicably. IDE student representative council should be formed to specifically address IDE problems. The staff is friendly but it is not easy for students to open up to them. Some of the Lecturers are harsh to students and are not very helpful. The IDE must organise workshops for these teachers. Staff members should have passion when dealing with students issues.

Motivation to students by the learning material.

There were 79 participants of which **40 (50.63 %)** replied in affirmative but, **20(25.31%)** replied in negative while **19 (24.06 %)** were neutral. Some students opined that the materials are of great help because they explain almost everything. Some complained that few modules have less content clarity. Some academic tutors prefer Text Books and other resources in place of Modules. It may be because they use Text Books in their regular classes. Course maintenance must be done yearly to update it with latest information. There should be more pictures, Charts or Maps for more clarity. The modules should have activities at the end of each unit.

Expectations from IDE as an agent between students and academic tutors.

The IDE offices should be fully operational on weekends. The IDE must update students through emails on any change taking place. IDE should manage financial support along with academic support. More time for contact sessions may be allotted. IDE should try to maintain a good and cordial human relation between a student and his tutor. Regular monitoring of activities between students group and the academic tutors is essential. IDE should organise formal contact sessions between students and IDE staff. The institute may like to guide students regarding job opportunities. IDE should ensure that its students have an access to the computer Centre, Library and print shop during weekends and holidays IDE must put all reference materials on internet so that all students can have an access to do their research.

Shortcomings among Academic tutors.

Main shortcoming is non –involvement of students making adequate interactions or open discussions in the learning process. Some lecturers give lot of notes and fail to relate the same

with some examples. Some lecturers come unprepared in class. They spend too much time on one topic and thus, the syllabus is not completed. There are modules which have not been covered because a lecturer comes with his/her own notes that are irrelevant to the material in the Module. Feedback to learners for washing out their confusions /queries/questions is not during contact sessions. Some teachers do not finish their lesson during contact session prescribed for that.

Ways & means to establish good Human Relations between Student & Academic Tutor.

Lecturers should treat students as friends being of grown up age and follow flexibility in place of rigidity of rules for a good human relation. Always reason with students problems and be willing to assist them. Respect for each other and work ethics may develop good human relation between student and their teacher. Some interactive sessions between students and the teacher may be declared in the calendar for organising Group discussions with an opportunity for all to interact. There should be a platform where students can communicate their problems while they are still freshman. Extra time and a warm welcome to weak students for clarification of their queries may create good human relations.

Active involvement of every individual student in Project work.

The students may be motivated to participate in group work, if the project objectives are made clear to them. The work distribution among group members should be done in the beginning and each group member should have a specific role to play. The supervisor must ensure that this work has been done by the same student. The marks should be allotted according to that. Group project work may be done after the examinations so that more members may participate. Group work may with at least three (3) students per topic. The grouping may be made according to work place and residential areas. It will help them to meet frequently and easily to discuss and work together. Awarding of individual marks can help participants for more involvement. The students should be grouped as per their Aptitude towards project activities. The student should have a freedom to join a project as per his Aptitude. Project should be designed in such a way that each member has an independent task. Each student should make a presentation about activities done alone before the group members in presence of Supervisor. The students should have a freedom to choose a group of their own choice. Each group should have a leader who must brief the Supervisor from time to time about individual involvement of each member. There should be ruling passed by the University of Swaziland for an active involvement of all members for project completion and group cooperation. The Supervisor must supervise individual activity done by each group member.

The project should be started early to minimise the work pressure. Each group member should be allotted some marks for individual activity within the group. The supervisor should award marks as per student individual involvement and activity done.

Bringing more openness/flexibility at various stages of our B.A. (Hum) programme.

The use of electronic media, especially email, apart from face-to-face sessions can be beneficial. Library and Computer Centers should remain open even after office hours. Students be allowed to interact with their lecturers even after contact sessions. Suggestion Box may be kept in IDE and a toll free number should be provided to students for meeting their problems. Special training to staff be given for dealing with distance learners. Assignments and tests may be put online. Electronic Library must be made available so that students can access the Library while at home and write assignments and get their marks on line.

Course content where Audio/Video support is not essential.

Courses such as Research Methodology do not need Audio / Video support as they are theoretical and easy to grasp. Eng. 102; Eng. 305; Eng.402; Eng. 405;Eng. 406,ACS,computer courses &HIV courses. Also, History in year 1&2 as well as in African Literature and Education courses do not require A/V support. Similarly, Theatre Arts, AL 401; AL 400; AL403; AL404 (project); AL410; AL411; H 100; H305; AL201, do not require A/V support. Some of the drama /plays should use A/V support to enhance more understanding. Introduction to main language; Phenomenology of Religion (year 1); Research methods in History year 3; Phonetics &Phonology; and in Oral Literature; A/V support is not needed. It is not essential in practical modules/courses and in Grammar. Courses such as the Reformation and African History in Theology, Religious studies and History do not require A/V support. It is needed in courses dealing with phonetics especially in the first year. The part of Eng. 402 about the interpretations of sound in the brain does not require A/V support.

Courses where individual guidance is needed.

Individual guidance by the respective lecturer is needed in TRS300 (Research Methodology), H101, H102, Eng.103, Eng. 402,Eng.305,Eng 405,Eng. 403,Eng. 206,and AL404.

Measures to avoid overlapping in contact sessions' Time Table.

Room allotment should not be confusing and no two contact sessions should have same room allotted for the same time. Time table should clearly mention the combination of students for a contact session if two or more classes are merged. Students do not get an opportunity to attend carrying courses also along with the present courses because the time table does not cater to those who carry subjects to another year. Sometimes the rooms allotted in the time table are already occupied by full time students. The students find it difficult to attend the classes on Sunday. Lectures on Sundays should not end too late. Time tables must be made available prior to the weekend.

Motivation to students by Academic Tutors.

The teachers should share their life achievements with students so that students are motivated. The teachers should give students plenty of tasks so that students may have a choice to select one from among many. The teachers should provide clear guidance on tests, assignments and other activities as well as explain how students can reach their goals and should not lose a hope of achieving the goals by maintaining a positive attitude towards learning process. The teachers should remind them from time to time about job opportunities after programme completion and encourage for a better performance by boosting moral among students.

Making student interactions more frequent and meaningful.

There is a need for an independent Student Representative Council within IDE for managing such interaction. Student associations/study groups may be formed for every stage of different programmes. These students should have email ID and cell number of each other and may contact as and when needed. Office of Student Support services may take a lead in this matter. Every month an hour may be allotted in time table for meeting student issues. Importance of group interactions should be stressed during Orientation sessions. Suggestion Boxes should be kept to collect students' problems. Peer group interaction should be encouraged. Group assignments should be given to students so that they interact more frequently.

IDE staff treatment for correspondence or dealing in person with students.

The treatment given was good and satisfactory. They pay proper attention to letters by students and reply too. One student gave his opinion against this view.

Enhancing Learner – teacher interactions

Internet communication may enhance such interaction using question – answer method. Extra time should be allowed for such interactions. The students should be allowed to call counsellors for appointment when they are free. Lecturers and students should maintain a good working relationship with each other. The lecturers should be willing to meet the students during off time.

Instances when IDE was helpless to help students for completing the programme.

The IDE becomes helpless when the offices are closed during weekdays. IDE students get affected when full time students go on strike. Library services are not provided during holidays. IDE did not help when asked to reconsider the tuition fees for repeating students. Library, Computer Centre and Print book shop services are closed when full time students remain on break. IDE failed to negotiate with working students to meet during the week for some discussions. No transport was provided to reach some places on time during the project work. IDE provides no help regarding the project.

The Course content where lack of clarity prevails

Table No.2.7 (page 59) covers the course content where lack of clarity prevails.

Rigidity of Rules to be replaced by Flexibility.

Library, Print shop and Bursar's office hours should be extended on weekends, and, the issue of discontinuing students, when they have failed a course three times, should be revised. The students may be allowed to see their exam scripts if they desire so. Writing time during examination be extended as it is too short. The due dates for assignments submission should be different for all courses.

Changes experienced after completion of this programme.

As part of **academic growth** some students have attained a high level of understanding and reasoning, rationalism and self –reality. They are well versed and confident about the knowledge gained. Some students have become a critical thinker. Some view the things in an academic way. The programme gives an exposure to what is happening in the outside world and the students contribute positively to society. They are confident enough to face all challenges at work. Theological courses (TRS) have sharpened theological understanding. Looking to **Vocational competency**, some students can now undertake a research job and

make presentation with any organisation. There is possibility to select one job from a wide variety of jobs. Analytical skills were developed. Now they find themselves highly competent in tackling challenges. The command over English language and some motivational skills have been a big gain. Regarding **Financial gains**, some students got better salary after completion of this programme and feel that their financial status was improved.

Changes in internal evaluation procedure for making it more rational and unbiased.

Teachers must guide the students about writing a good assignment. Students should be given more work and it should have also weightage in final examination results. Assignments may be checked by Moderators for a fair assessment of Assignments. The Internal and External evaluation should have a ratio of 50: 50 in place of 40:60. The students should be given a choice in assignments. A favour or emotional tendency should be discarded by the examiners.

Views about On Demand Examinations.

This scheme may accommodate every student with emergency problems like sickness or no leave from the work place etc. Some students may use it for grade improvement. But, it may be time consuming as the University workers will remain always busy with examinations. Some students are against this idea as it will affect the UNISWA Calendar and will be more expensive too. It would create inconvenience regarding results declaration dates and setting examination dates.

Academic & Administrative problems faced regarding assessment of assignments.

English assignments have a maximum mark of 69% which is unfair. Some assignments are returned to students with poor marks with no comments. Some assignments are not given back to students. Many times these comments are confusing and meaningless.

Modules not in Self-Instructional Material format

Table No.2.8(page 63) covers the course content to be converted in Self-Instructional Material format.

Comparison with conventional graduates at work place.

Most students do not find themselves less competent to conventional colleagues. Some students claim that they have more knowledge than conventional learners. Distance learners are deprived off GEP in humanities though some students are interested in it. The B.A. degree does not include Education and it makes less competent to them.

Utility of Assignments for final examinations preparations

Most students had opined that the assignments have helped during preparations for the final examinations as some questions from these assignments are also repeated during final examinations. The assignments strengthen the writing skills. Around 10 students opined against this view.

Opinion about 'Failed and expelled rule' for this programme.

The students be given more chance until they pass that particular course. After two years, students should be re allowed to change the field. Counselling and special care should be given to such students. They should not be expelled from the programme.

Clarity of Questions in final Question Papers

English is second language, and so, the paper setter should remain in examination hall for making clarity of difficult words in questions. These difficult words may be replaced by simple words in question papers. Instructions should be clearly stated before every section of the question paper.

Availability of Checked Assignments to Students.

Evaluators should provide feedback to students about their performance in assignments being a formative evaluation, and show back to students much before the end examinations. The assignments should be given at the beginning of the course so that the students get ample time to write the same. It may help students to know their weaknesses and strengths. Few students have advocated for conducting all tests, assignments and examinations online enabling students to view their scores without any delay.

Frequency of Supplementary Examinations

It may be conducted twice in a year as per normal practice.

Feasibility and social acceptability of grading system.

Most students were in favour of the present grading system as it is used in school system also. It is socially acceptable in Swaziland.

Comments on some miscellaneous issues (covered or not covered above)

Different students gave different comments. Some were common comments while others were specific comments.

Below is the summary of these comments.

Geography and Education courses should be included in B.A. (Hum.) programme. The IDE should have a separate ICT lab and Library which must operate on weekends. The print shop must remain open when IDE students are having contact sessions. The IDE students need a separate Student Representative Council (SRC). Also, IDE must represent in main Student Representative Council (SRC) of UNISWA. The Lecturers do not prepare for course outlines on time. Handouts prepared by lecturers are more useful. The issue of transport for students should be looked into especially on Sundays. University staff needs to be more punctual. IDE may negotiate with Government on the issue of Sponsorship to IDE students. Library hours may be extended on weekends to accommodate IDE students. The Lecturers have a tendency of arriving late in contact sessions. They do not use modules. Lecturers should change their attitude towards students. IDE should observe performance of past graduates (last 10 years) at their work place. The University of Swaziland may use Tinkhundla offices for updating people about IDE activities from time to time. Students should be allowed to choose their own project supervisor. IDE should have a vision statement on its books and modules. Tuition fees may be reduced. The IDE students must enjoy respect and attention just like full time students. English should not be a compulsory subject as students take up 6 years to get their degree if they fail in English. It is important to always monitor the students' activities to understand their problems. The IDE should start a system where students' names should not appear on question papers. Either their ID or student roll number only may be used.

Outdated Modules may be reviewed. The students may be explained detailed course outline at the beginning of the programme. The library must increase number of copies of reference books needed for IDE programmes. IDE should have its own lecturers who will be fully responsible for IDE students only. All courses should have modules which should be reviewed annually (Course Maintenance). Maximum failure in English language must be taken seriously for finding some solution. The qualification and status of English teachers may be as Professors and Doctorates. Payment for repeating a module is too high and it should be lowered. Such programme evaluation activity must be conducted yearly so that new emerging challenges among students are noted and taken care of by the IDE. Students Club may be created. IDE students must be given same recognition and respect as that with conventional learners. IDE offices should remain open on weekends also. Some courses are too long for the stipulated time. Shortage of course lecturers should be looked into. Marking should not take longer than four weeks. Emotional issues of students should be looked into. Some students feel victimized by the lecturers. Learners should not learn under pressure of

completing the course. University should provide films in drama, poetry, prose and fiction so that courses are easier to understand. The projects should start during third year as there is little time in year four.

The learning material, assignments submission due date, and any relevant material should be accessible on University Website. Supplementary examinations should be held twice after each semester. Drop in boxes should be made available to submit assignments. Modules in Theology and religious studies should be revised. IDE should operate independently having no control of the University. Lecturers should be more vigilant and more aware of students' academic issues and give them enough information to complete the assignments and final tests. Students should be given enough time for assignment submission as they live in rural areas where there is no library or internet for searching relevant material. Time tables should be posted through email. IDE should create a platform for posting assignments online. The results should also be posted online. There should be a freedom to opt number of courses as per student's own desire and ability.

3.4) REACTION ANALYSIS REGARDING INPUTS

The target group opinion was strongly favourable regarding Time fixed for completing the Programme and there seems no need to change the same. They favoured relaxations in admission criteria in favour of disadvantaged persons. But, they were against to introducing Entrance Test or Interview before admissions to this programme. Their opinion was strongly favourable regarding development and use of Audio/Video support for more clarity of some difficult content as well as supply of a Programme Guide to students covering the procedure/process aspect of the programme. A strongly favourable opinion was witnessed about programme publicity through School principals apart from the Newspapers, Radio and Television. Admission criteria must be reviewed to give a chance to all disadvantaged persons. Most of them wanted circulation of a model assignment among students by the tutors/teachers. Programme fees should be taken in instalments in order to help poor students. They had not enjoyed enough flexibility in selecting courses and activities. They were in favour of rewriting the modules as the presentation style does not correspond to the Self-Instructional Material format. A poster covering all IDE programmes be kept on every High School notice board. Carrier guidance and counselling departments in High schools may be asked for help. Use of Radio & TV for talk shows even in SiSwati language and Social media like Facebook, Internet, and UNSWA website may be for a wide publicity. Present IDE students should be asked for distributing Programme details

in rural areas. Matric certificate may also be considered for admissions. Other certificates e.g. Diploma in HIV/AIDS may be given due weightage. IGCSE/'O' level failed (twice) should also be given opportunity. Temporary teachers for some years without any qualification may be considered. Four Credits in place of five may also be considered. Passing in English should not be a compulsory condition. Any qualification after 'O' level may be given due weightage. Primary Teacher diploma may also be considered as one of the entry qualifications. Admission to all regardless of previous qualifications may be considered. Lowering cut off points for admission is essential to face market competition. The age limit of 25 years may be lowered to 18 years as most students finish their High School at the age of 17 years. Drop out students from other colleges and universities may be admitted to IDE programme.

Differences between conventional approach and Distance education approach should be made clear during Orientation programme. The choice of courses and their utility in each programme should be explained. Emphasis may be made on students' role and their own effort as there are very few face-to-face lectures. Students willing to take English as Major subject be informed about the course difficulties. Importance of contact sessions should be explained. Health issues and drug abuse may also be discussed. The doubts in learners' mind may be also considered during this meeting. IDE Graduates and new students must share their experiences in an interactive session the challenges faced by them during study. Role of students during contact sessions, writing a good assignment, and expectations from a distance learner and career opportunities after programme completion may also be made clear. All 55 Tinkhundla offices (parliament constituencies) of Swaziland may be made as programme information centre. Revenue offices may be used to deposit registration fees in order to avoid long queue at the banks. Assignments and tests may be put online. Electronic Library must be made available so that students can access the Library while at home and write assignments and get their marks on line.

3.5) REACTION ANALYSIS REGARDING PROCESS

A favourable positive opinion had been found in favour of achieving the Unit Objectives after study of every Unit and role of exercises within the Unit as well as the utility of the examples stated in the Units. Also, they appreciated to availability of the Reference material in University of Swaziland library. Academic Counsellors deliver lectures on the topics of their

own choice during counselling sessions and do not take care of students' queries during contact sessions. However, a favourable positive opinion was about cooperation with students by Academic and Nonacademic staff at Institute of Distance Education. They were in favour of contact sessions to be utilised for group discussions and interaction with the Academic counsellors. A marginal difference of 05 points though positive may not help in drawing a conclusion either in favour or against an idea of changing the Question paper pattern. However, Quality of Assignment Questions was appreciated by them. Assignment submission dates for different assignments should not coincide with each other. There should be more flexibility with options in Assignment Questions. They experienced a quality service by IDE to the students. They wanted a set of model questions so that students can have an idea of the typology of different questions. Most of them feel that the learning material/books generate much interest towards study. They observed that the IDE staff is appropriately skilled to meet any problem. Mostly Tutors/Lecturers hold discussions with the students in order to clarify content. Students feel Physical distance and unwillingness among fellow students for the same was major hurdle for interaction among learners.

The academic Counsellors need orientation regarding Course content as well as Methodology to be adopted. The Tutors respond if the students contact them before or after the contact sessions. They expressed an adverse opinion about a joint effort by teachers and students for meeting students' problems. Students enjoyed much freedom to use their own time in performing various activities like study, examination and interaction, but, the use of audio/video support is almost nil during counselling sessions. Tutors provided individual and also a group guidance to students. They were in favour of using email services by tutors & students as a compulsory tool for effective academic communication. They were interested in group interaction. IDE Headquarters replies to students' queries. The counsellors do not try to avoid interactions with students for Non- academic queries. They felt that the learning material has many pages where content clarity is desired. IDE staff members were always happy and active to meet learners' problems. The students don't get a chance to express their views on the content of their choice during contact sessions. The majority had strongly favoured an idea of Orientation to the paper setters and the examiners about Evaluation Techniques in Distance Education. They observed that the Unit content covers all the objectives stated in the unit. They wanted some charts, pictures and explanations to explain the content more clearly. They wanted a sample assignment and a sample project report done by some past student to learn writing style of a quality assignment and project report too. They had some difficulties in understanding course content in some courses as cited in table

2.2 (page 37). There was no definite opinion about changing the programme duration. They wanted that IDE should have its own library for IDE students. Some copies of the books be kept in reserved section as reference material. They should share their email addresses with students, for frequent contact. They should write comments along with marks on the assignments. The teachers need some training for handling sensitive issues with distance learners. Simple English language may be used while explaining some concepts. The teachers training to deal with distance learners must be organised by IDE. The course content cited in table 2.4 on page 42 requires more explanation in words or figures or charts or with more examples. Similarly, table 2.5 on page 46 covers course content to be reproduced using Audio/ Video CDs. They preferred to choices/options for selecting assignment questions. The student clubs be initiated. IDE centers should also be functional during weekends. Counselling for better academic performance may be organised. An IDE student representative body may be formed to look into the interests of IDE students.

Table No. 2.6(page 49) lists the course content where more content is needed. Most students opined that the materials are of great help as it explains almost everything. Course maintenance must be done yearly to update it with latest information. There should be more pictures, Charts or Maps for more clarity. The modules should have activities at the end of each unit. Regular monitoring of activities between students group and the academic tutors is essential. IDE should organise formal contact sessions between students and IDE staff. IDE should ensure that its students have an access to the computer Centre, Library and print shop during weekends and holidays IDE must put all reference materials on internet so that all students can have an access to do their research. Some lecturers come unprepared in class. They spend too much time on one topic and thus, the syllabus is not completed. There are modules which have not been covered because a lecturer comes with his/her own notes that are irrelevant to the material in the Module. There should be a platform where students can communicate their problems while they are still freshman. Extra time and a warm welcome to weak students for clarification of their queries may create good human relations.

Courses such as Research Methodology do not need Audio / Video support as they are theoretical and easy to grasp. Eng. 102; Eng. 305; Eng.402; Eng. 405;Eng. 406,ACS,computer courses &HIV courses. Also, History in year 1&2 as well as in African Literature and Education courses do not require A/V support. Similarly, Theatre Arts, AL 401; AL 400; AL403; AL404 (project); AL410; AL411; H 100; H305; AL201, do not require A/V support. Individual guidance by the respective lecturer is needed in TRS300 (Research

Methodology), H101, H102, Eng.103, Eng. 402,Eng.305,Eng 405,Eng. 403,Eng. 206,and AL404.Room allotment should not be confusing and no two contact sessions should have same room allotted for the same time. Time table should clearly mention the combination of students for a contact session if two or more classes are merged. The teachers should share their life achievements with students so that students are motivated. The teachers should give students plenty of tasks so that students may have a choice to select one from among many. There is a need for an independent Student Representative Council within IDE for managing such interaction. Student associations/study groups may be formed for every stage of different programmes. These students should have email ID and cell number of each other and may contact as and when needed. IDE staff pays proper attention to letters by students and reply too. Internet communication may enhance such interaction using question – answer method. Extra time should be allowed for such interactions. The students should be allowed to call counsellors for appointment when they are free. Lecturers and students should maintain a good working relationship with each other. The lecturers should be willing to meet the students during off time. The IDE becomes helpless when the offices are closed during weekdays. IDE students get affected when full time students go on strike. Library services are not provided during holidays.Table No.2.7 (page 59) indicated the course content where lack of clarity prevails. Some modules cited in table No. 2.8 (page 63) need to be converted in Self-Instructional Material format.

3.6) REACTION ANALYSIS REGARDING OUTPUTS

They were in favour of conducting the Final/Term end Examination jointly with the Conventional/ regular system students. They do not want a separate examination for them. They had found programme completion time as sufficient. But, they were in favour of developing rating scales and providing the same to tutors for assessing different activities. They favoured the marking system being a socially accepted system as it helps in seeking a job. They had perhaps no idea about the Total Grading system and so were undecided on this issue. A large number of students (50) did not like to render their opinion and were found as undecided about unbiased way by tutors for Internal Evaluation. They were neither in favour nor against of the idea of ‘On demand Examination’. Perhaps, they had no clarity of ‘On Demand Examination’. Assignment evaluators do not comment about the positive & negative points in assignment. They did not find themselves inferior to the conventional graduates. They had found Assignment writing work as helpful in writing answers during the end examination.The regular students devote a large amount of time in a face-to-face situation

while, distance learners being in job get a very little time for the same. Therefore, enriching the programme with more activities would burden the students more. They felt that the programme has an effect on the future career of students, and so, the students should try to complete it sincerely. Most of them were happy with the language and format of the question papers. Most of them had favoured for a provision of many supplementary or On Demand Examination to avoid delay for a make-up. They preferred essay type questions (both long answer & short answer type) with wider choice within every question as well as more time than prescribed in question paper for writing the answers. Self-Evaluation activities may be included at the end of the Unit. Peer group evaluation of assignments may be undertaken before these are checked by the teacher. Group work should be encouraged. Students should be oriented about self-evaluation.

The work distribution among group members for project work should be done in the beginning and each group member should have a specific role to play. The supervisor must ensure that this work has been done by the same student. The grouping may be made according to work place and residential areas. It will help them to meet frequently and easily to discuss and work together. Awarding of individual marks can help participants for more involvement. The students should be grouped as per their Aptitude towards project activities. The issue of discontinuing students, when they have failed a course three times, should be revised. The students may be allowed to see their exam scripts if they desire so. Writing time during examination be extended as it is too short. They had experienced some changes after completion of the programme. As part of **academic growth** some students have attained a high level of understanding and reasoning, rationalism and self –reality. They are well versed and confident about the knowledge gained. Some students have become a critical thinker. Some view the things in an academic way. The programme gives an exposure to what is happening in the outside world and the students contribute positively to society. They are confident enough to face all challenges at work. Theological courses (TRS) have sharpened theological understanding. Looking to **Vocational competency**, some students can now undertake a research job and make presentation with any organisation. There is possibility to select one job from a wide variety of jobs. Analytical skills were developed. Now they find themselves highly competent in tackling challenges. The command over English language and some motivational skills have been a big gain. Regarding **Financial gains**, some students got better salary after completion of this programme and feel that their financial status was improved. On demand examination will be more expensive and would create in convenience regarding results declaration and conduct of examinations.

Most students do not find themselves less competent to conventional colleagues. Some students claim that they have more knowledge than conventional learners. Distance learners are deprived off GEP in humanities though some students are interested in it. The B.A. degree does not include Education and it makes less competent to them. Most students had opined that the assignments have helped during preparations for the final examinations as some questions from these assignments are also repeated during final examinations. The assignments strengthen the writing skills. The students be given more chance until they pass that particular course. They should not be expelled from the programme. English is second language, and so, the paper setter should remain in examination hall for making clarity of difficult words in questions. These difficult words may be replaced by simple words in question papers. Instructions should be clearly stated before every section of the question paper. Evaluators should provide feedback to students about their performance in assignments being a formative evaluation, and show back to students much before the end examinations. The assignments should be given at the beginning of the course so that the students get ample time to write the same. Supplementary Examinations may be conducted twice in a year as per normal practice. Most students were in favour of the present grading system as it is used in school system also. It is socially acceptable in Swaziland.

3.7) MISCELLANEOUS/ADDITIONAL INFORMATION

Different students gave different comments. Some were common comments while others were specific comments. Below is the summary of these comments.

Geography and Education courses should be included in B.A. (Hum.) programme. The IDE should have a separate ICT lab and Library which must operate on weekends. The print shop must remain open when IDE students are having contact sessions. The IDE students need a separate Student Representative Council (SRC). Also, IDE must represent in main Student Representative Council (SRC) of UNISWA. The Lecturers do not prepare for course outlines on time. Handouts prepared by lecturers are more useful. The issue of transport for students should be looked into especially on Sundays. University staff needs to be more punctual. IDE may negotiate with Government on the issue of Sponsorship to IDE students. Library hours may be extended on weekends to accommodate IDE students. The Lecturers have a tendency of arriving late in contact sessions. They do not use modules. Lecturers should change their attitude towards students. IDE should observe performance of past graduates (last 10 years) at their work place. The University of Swaziland may use Tinkhundla offices for updating

people about IDE activities from time to time. Students should be allowed to choose their own project supervisor. IDE should have a vision statement on its books and modules. Tuition fees may be reduced. The IDE students must enjoy respect and attention just like full time students. English should not be a compulsory subject as students take up 6 years to get their degree if they fail in English. It is important to always monitor the students' activities to understand their problems. The IDE should start a system where students' names should not appear on question papers. Either their ID or student roll number only may be used.

Outdated Modules may be reviewed. The students may be explained detailed course outline at the beginning of the programme. The library must increase number of copies of reference books needed for IDE programmes. IDE should have its own lecturers who will be fully responsible for IDE students only. All courses should have modules which should be reviewed annually (Course Maintenance). Maximum failure in English language must be taken seriously for finding some solution. The qualification and status of English teachers may be as Professors and Doctorates. Payment for repeating a module is too high and it should be lowered. Such programme evaluation activity must be conducted yearly so that new emerging challenges among students are noted and taken care of by the IDE. Students Club may be created. IDE students must be given same recognition and respect as that with conventional learners. IDE offices should remain open on weekends also. Some courses are too long for the stipulated time. Shortage of course lecturers should be looked into. Marking should not take longer than four weeks. Emotional issues of students should be looked into. Some students feel victimized by the lecturers. Learners should not learn under pressure of completing the course. University should provide films in drama, poetry, prose and fiction so that courses are easier to understand. The projects should start during third year as there is little time in year four.

The learning material, assignments submission due date, and any relevant material should be accessible on University Website. Supplementary examinations should be held twice after each semester. Drop in boxes should be made available to submit assignments. Modules in Theology and religious studies should be revised. IDE should operate independently having no control of the University. Lecturers should be more vigilant and more aware of students' academic issues and give them enough information to complete the assignments and final tests. Students should be given enough time for assignment submission as they live in rural areas where there is no library or internet for searching relevant material. Time tables should be posted through email. IDE should create a platform for posting assignments online. The

results should also be posted online. There should be a freedom to opt number of courses as per student's own desire and ability.

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CHAPTER FOUR

MAJOR STUDY FINDINGS

It was witnessed in chapter three that all participants had given Opinion about various aspects of the Programme. The project team had clubbed them into three main stages known as Input, Process and Output stages. It is stated in the science of Management that every work/activity has three stages known as Input, Process and Output the quality of Input helps for a proper Process which finally gives us a good quality Product. In this B.A. (Hum) programme, the project team had made a fine systemic analysis of various activities and finally had clubbed them into three important stages known as Input, Process and Output. These opinions are clubbed accordingly into these three stages and are produced below.

4.1) OPINION ABOUT ACTIVITIES AT INPUT STAGE

Following were found as student opinion about activities at Input stage after an analysis.

- 1) The target group opinion was strongly favourable regarding time duration fixed for completing the Programme and there seems no need to change the same.
- 2) They favoured relaxations in admission criteria in favour of disadvantaged persons. But, they were against to introducing Entrance Test or Interview before admissions to this programme. Matric certificate may also be considered for admissions. Other certificates e.g. Diploma in HIV/AIDS may be given due weightage. IGCSE/'O' level failed (twice) should also be given opportunity. Temporary teachers for some years without any qualification may be considered. Four Credits in place of five may also be considered. Passing in English should not be a compulsory condition. Any qualification after 'O' level may be given due weightage. Primary Teacher diploma may also be considered as one of the entry qualifications. Admission to all regardless of previous qualifications may be considered. Lowering cut off points for admission is essential to face market competition. Drop out students from other colleges and universities may be admitted to IDE programme.
- 3) The age limit of 25 years may be lowered to 18 years as most students finish their High School at the age of 17 years.
- 4) Their opinion was strongly favourable regarding development and use of Audio/Video support for more clarity of some difficult content as well as supply of a Programme Guide to students covering the procedure/process aspect of the programme.

- 5) A strongly favourable opinion was witnessed about programme publicity through School principals apart from the Newspapers, Radio and Television.
- 6) Most of them wanted circulation of a model assignment among students by the tutors/teachers.
- 7) Programme fees should be taken in instalments in order to help poor students.
- 8) They were in favour of rewriting the modules as the presentation style does not correspond to the Self-Instructional Material format.
- 9) Differences between conventional approach and Distance education approach should be made clear during Orientation programme.
- 10) The choice of courses and their utility in each programme should be explained.
- 11) Emphasis may be made on students' role and their own effort as there are very few face-to-face lectures.
- 12) Students willing to take English as Major subject may be informed about the course difficulties.
- 13) Importance of contact sessions should be explained. Health issues and drug abuse may also be discussed.
- 14) IDE Graduates and new students must share their experiences in an interactive session to wash out some doubts in new learners' mind.
- 15) Role of students during contact sessions, writing a good assignment, and expectations from a distance learner and career opportunities after programme completion may also be made clear.
- 16) All 55 Tinkhundla offices (parliament constituencies) of Swaziland may be made as programme information centre.
- 17) Revenue offices may be used to deposit registration fees in order to avoid long queue at the banks.
- 18) Assignments and tests may be put online.
- 19) Electronic Library must be made available so that students can access the Library while at home and write assignments and get their marks on line.

4.2) OPINION ABOUT ACTIVITIES AT PROCESS STAGE.

Following were found as student opinion about activities at Process stage after an analysis.

- 1) Unit Objectives were achieved after study of every Unit.
- 2) They appreciated to availability of the Reference material in University of Swaziland library.

- 3) Academic Counsellors deliver lectures on the topics of their own choice during counselling sessions and do not take care of students' queries during contact sessions.
- 4) Cooperation of Academic and Nonacademic staff at Institute of Distance Education with students was appreciated.
- 5) They were in favour of contact sessions to be utilised for group discussions and interaction with the Academic counsellors.
- 6) They were unable to decide for changing the Question paper pattern.
- 7) Quality of Assignment Questions was appreciated by them.
- 8) Assignment submission dates for different assignments should not coincide with each other.
- 9) There should be more flexibility with options in Assignment Questions.
- 10) They experienced a quality service by IDE to the students.
- 11) They wanted a set of model questions to observe typology of different questions.
- 12) Learning material/books generate much interest towards study.
- 13) They observed that the IDE staff is appropriately skilled to meet any problem.
- 14) Mostly Tutors/Lecturers hold discussions with the students in order to clarify content.
- 15) Students feel Physical distance and unwillingness among fellow students was a major hurdle for group interactions.
- 16) The academic Counsellors need orientation regarding Course content as well as Methodology to be adopted.
- 17) They expressed an adverse opinion about a joint effort by teachers and students for meeting students' problems.
- 18) Students enjoyed much freedom to use their own time in performing various activities like study, examination and interaction, but, the use of audio/video support is almost nil during counselling sessions.
- 19) Tutors provided individual and also group guidance to students.
- 20) They were in favour of group interaction through email services by tutors & students
- 21) The counsellors do not try to avoid interactions with students for Non- academic queries.
- 22) They felt that the learning material has many pages where content clarity is desired.
- 23) The students don't get a chance to express their views on the content of their choice during contact sessions.
- 24) They wanted a sample assignment and a sample project report done by some past student may be made available to learn writing style of a quality assignment and project report too.

- 25) Orientation to the paper setters and the examiners must be organised about Evaluation Techniques in Distance Education.
- 26) They wanted some charts, pictures and explanations to explain the content more clearly.
- 27) They had some difficulties in understanding course content in some courses as cited in table 2.2 (page 37).
- 28) There was no definite opinion about changing the programme duration.
- 29) They wanted that IDE should have its own library for IDE students.
- 30) Some copies of the books may be kept in reserved section as reference material.
- 31) The teachers should write comments along with marks on the assignments.
- 32) Simple English language may be used while explaining some concepts.
- 33) The course content cited in table 2.4 on page 42 requires more explanation in words or figures or charts or with more examples.
- 34) Table 2.5 on page 46 covers course content to be reproduced using Audio/ Video CDs.
- 35) They preferred to choices/options for selecting assignment questions.
- 36) The student clubs may be initiated.
- 37) All IDE centers should also be functional during weekends.
- 38) Counselling for better academic performance may be organised.
- 39) Some lecturers come unprepared in class. They spend too much time on one topic and thus, the syllabus is not completed. There are modules which have not been covered because a lecturer comes with his/her own notes that are irrelevant to the material in the Module.
- 40) An IDE student representative body may be formed to look into interests of IDE students.
- 41) Table No. 2.6(page 49) lists the course content where more content is needed.
- 42) Course maintenance must be done yearly to update course content with latest information and Pictures, Charts or Maps for more clarity.
- 43) The modules should have activities at the end of each unit.
- 44) Regular monitoring of activities between students group and the academic tutors is essential.
- 45) IDE should ensure that its students have an access to the Computer Centre, Library and Printshop during weekends and holidays, and must put all reference materials on internet so that all students can have an access to do their research.
- 46) There should be a platform where students can communicate their problems while they are still freshman. Extra time and a warm welcome to weak students for clarification of their queries may create good human relations.

47) Room allotment should not be confusing and no two contact sessions should have same room allotted for the same time. Time table should clearly mention the combination of students for a contact session if two or more classes are merged.

48) There is a need for an independent Student Representative Council within IDE for managing such interaction. Student associations/study groups may be formed for every stage of different programmes. These students should have email ID and cell number of each other and may contact as and when needed.

49) Following Courses do not require Audio/Video support.

Eng. 102; Eng. 305; Eng.402; Eng. 405;Eng. 406,ACS,computer courses &HIV courses, History in year 1&2 as well as in African Literature and Education courses, Theatre Arts, AL 401; AL 400; AL403; AL404 (project); AL410; AL411; H 100; H305; AL201,& Research methodology.

50) Individual guidance by the respective lecturer is needed in TRS300 (Research Methodology), H101, H102, Eng.103, Eng. 402,Eng.305,Eng 405,Eng. 403,Eng. 206,and AL404.

51) The students should be allowed to call counsellors for appointment when they are free. Lecturers and students should maintain a good working relationship with each other. The lecturers should be willing to meet the students during off time.

52) Table No.2.7 (page 59) indicated the course content where lack of clarity prevails.

53) Some modules cited in table No. 2.8 (page 63) needs to be converted in Self-Instructional Material format.

4.3) OPINION ABOUT ACTIVITIES AT OUTPUT STAGE

Following were found as student opinion about activities at Output stage after an analysis.

1) They were in favour of conducting the Final/Term end Examination jointly with the Conventional/ regular system students.

2) They had found programme completion time as sufficient. But, they were in favour of developing rating scales and providing the same to tutors for assessing different activities.

3) They favoured the marking system being a socially accepted system as it helps in seeking a job. They had perhaps no idea about the Total Grading system and so were undecided on this issue. A large number of students (50) did not like to render their opinion and were found as undecided about biasedness by tutors during Internal Evaluation.

- 4) They were neither in favour nor against of the idea of 'On demand Examination'. Perhaps, they had no clarity of 'On Demand Examination'.
- 5) Assignment evaluators do not comment about the positive & negative points in assignment.
- 6) They did not find themselves inferior to the conventional graduates.
- 7) They had found Assignment writing work as helpful in writing answers during the end examination.
- 8) Enriching the programme with more activities would burden the students more.
- 9) They felt that the programme has an effect on the future career of students, and so, the students should try to complete it sincerely.
- 10) Most of them were happy with the language and format of the question papers. Most of them had favoured for provision of many supplementary examinations to avoid delay for make-up.
- 11) They preferred essay type questions (both long answer & short answer type) with wider choice within every question as well as more time than prescribed in question paper for writing the answers.
- 12) Students should be oriented about self-evaluation and it may be included at the end of the Unit.
- 13) Peer group evaluation of assignments may be undertaken before these are checked by the teacher. Group work should be encouraged. The work distribution among group members for project work should be done in the beginning and each group member should have a specific role to play. The supervisor must ensure that this work has been done by the same student. The grouping may be made according to work place and residential areas. It will help them to meet frequently and easily to discuss and work together. Awarding of individual marks can help participants for more involvement. The students should be grouped as per their Aptitude towards project activities.
- 14) The issue of discontinuing students, when they have failed a course three times, should be revised.
- 15) Writing time during examination be extended as it is too short.
- 16) The students may be allowed to see their exam scripts if they desire so.
- 17) After completion of the programme they had experienced some changes as follows:

a) Academic Growth: - Some students have attained a high level of understanding and reasoning, rationalism and self –reality. They are well versed and confident about the knowledge gained. Some students have become a critical thinker. Some view the things in an

academic way. The programme gives an exposure to what is happening in the outside world and the students contribute positively to society. They are confident enough to face all challenges at work. Theological courses (TRS) have sharpened theological understanding.

b) Vocational competency: - Some students can now undertake a research job and make presentation with any organisation. There is possibility to select one job from a wide variety of jobs. Analytical skills were developed. Now they find themselves highly competent in tackling challenges. English language command and some motivational skills had been a big gain.

c) Financial gains: - Some students got better salary after completion of this programme and feel that their financial status was improved.

18) Most students do not find themselves less competent to conventional colleagues. Some students claim that they have more knowledge than conventional learners.

19) Distance learners are deprived off GEP in humanities though some students are interested in it.

20) The B.A. degree does not include Education and it makes less competent to them.

21) The assignments strengthen the writing skills and have helped during preparations for the final examinations as some questions from these assignments are found in final examinations.

22) English is second language, and so, the paper setter should remain in examination hall for making clarity of difficult words in questions. These difficult words may be replaced by simple words in question papers. Instructions should be clearly stated before every section of the question paper.

23) Evaluators should provide feedback to students about their performance in assignments being a formative evaluation, and show back to students much before the end examinations. The assignments should be given at the beginning of the course so that the students get ample time to write the same.

24) Most students were in favour of the present grading system as it is used in school system also. It is socially acceptable in Swaziland.

4.4) OPINION ABOUT OTHER MISCELLANEOUS ACTIVITIES

Following were found as student opinion about miscellaneous activities after an analysis.

- 1) IDE must represent in main Student Representative Council (SRC) of UNISWA.
- 2) Handouts prepared by lecturers are more useful and be given to students.
- 3) The issue of transport for students should be looked into especially on Sundays.

- 4) IDE may negotiate with Government on the issue of Sponsorship to IDE students.
- 5) Some teachers do not use modules. They should change their attitude towards IDE students. The IDE students must enjoy respect and attention just like full time students.
- 6) IDE should observe performance of past graduates (last 10 years) at their work place. The University of Swaziland may use Tinkhundla offices for updating people about IDE activities from time to time.
- 7) Students should be allowed to choose their own project supervisor.
- 8) IDE should have a vision statement on its books and modules.
- 9) Tuition fees may be reduced.
- 10) English should not be a compulsory subject as students take up 6 years to get their degree if they fail in English.
- 11) The IDE should start a system where students' names should not appear on question papers. Either their ID or student roll number only may be used.
- 12) Outdated Modules may be reviewed.
- 13) The library must increase number of copies of reference books needed for IDE programmes.
- 14) IDE should have its own lecturers who will be fully responsible for IDE students only.
- 15) Maximum failure in English language must be taken seriously for finding some solution. The qualification and status of English teachers may be as Professors and Doctorates.
- 16) Payment for repeating a module is too high and it should be lowered.
- 17) Such programme evaluation activity must be conducted yearly so that new emerging challenges among students are noted and taken care of by the IDE. Students
- 18) Some courses are too long for the stipulated time.
- 19) Shortage of course lecturers should be looked into.
- 20) Marking should not take longer than four weeks.
- 21) Emotional issues of students should be looked into.
- 22) Learners should not learn under pressure of completing the Programme.
- 23) University should provide films in drama, poetry, prose and fiction so that courses are easier to understand.
- 24) The projects should start during third year as there is little time in year four.
- 25) The Assignments and their submission due dates should be accessible on University Website.
- 26) Drop in boxes should be made available to submit assignments.
- 27) IDE should operate independently having no control of the University.

- 28) Lecturers should be more vigilant and more aware of students' academic issues and give them enough information to complete the assignments and final tests.
- 29) Students should be given enough time for assignment submission as they live in rural areas where there is no library or internet for searching relevant material.
- 30) Time tables should be posted through email. IDE should create a platform for posting assignments online. The results should also be posted online.
- 31) There should be a freedom to opt number of courses as per student's own desire and ability.

4.5) Findings based on Project Objectives.

The project team considered 12 objectives for this in-depth programme evaluation activity. Data collection and analysis were linked to these objectives. Objective-wise findings are as cited below:

1) To explore different other admission criteria and publicity ways for making this programme available to a large number of persons in Swaziland.

The views expressed by target group indicate that they were in favour of using other admission criteria as well as other publicity ways.

Programme Publicity:

There should be twice or even many times advertising in a year. Every High school should have prospectus and folders for all programmes to make publicity among final year high school students. Use of Radio & TV for talk shows even in SiSwati language and Social media like Facebook, Internet, and UNSWA website may be done for a wide publicity. Some schools do not have access to the newspapers, therefore, Radio & TV be used for making publicity. Present IDE students should be asked for distributing Programme details in rural areas. The University of Swaziland should organise publicity meetings in rural areas and distribute brochures for making an awareness of IDE programmes. Public transport like Buses & Kombis and Shop outlets may be used for publicity. A poster covering all IDE programmes be kept on every High School notice board. Carrier guidance and counselling departments in High schools may be asked for help. Student admissions may be done twice in a year like in South Africa.

Admission Criteria:

An entrance test followed by an Interview may be introduced for selecting good students. An increase in the number of Credits and also work experience in the related field should also be counted. Extra marks for other related tertiary qualifications be considered as one of the admission criteria. Educational qualifications gained from other Institutions outside the borders of Swaziland should also be considered. Matric certificate may also be considered for admissions Head Teachers should recommend some good students who may be interviewed by IDE before admission. Other certificates e.g. Diploma in HIV/AIDS may be given due weightage. IGCSE/'O' level failed (twice) should also be given opportunity. They want to learn and get Higher Education. Pre-entry test and interviews be conducted for screening the students. Work experience in the field of education (temporary teachers for some years without any qualification) may be considered. Four Credits in place of five may also be considered. Passing in English should not be a compulsory condition. Any qualification after 'O' level may be given due weightage. Primary Teacher diploma may also be considered as one of the entry qualifications. Admission to all regardless of previous qualifications may be considered. It is essential to Lowering cut off points for admission if IDE wants to be in competition with other similar organisations in Swaziland. Age criteria should not be imposed as a barrier and a person of any age may be admitted to IDE programmes. The age limit of 25 years may be lowered to 18 years as most students finish their High School at the age of 17 years. Temporal teaching may be one of the criteria for admissions. Any other work experience mat also be considered. Drop out students from other colleges and universities may be admitted to IDE programme. Interviews may be conducted to spot those who are serious in getting admission. Capability of a person should not be hammered by age limit. Students from rural schools may be given preference as they are disadvantaged. Self-sponsored must be an option. Those who agree for the same may be given admission. The fees may be accepted in instalments. English should not be considered as a key subject.

2) To diagnose the course content where learners faced some difficulties and needed more explanation for understanding the same and suggest ways for meeting these difficulties.

Difficulties faced in understanding course content.

Table 2.2 on page 37 indicated the difficulties and their page number in many modules as revealed by the target group. Similarly Table 2.4 on page 42 covers name of books/modules

and their units where more explanation/more figures/more charts/more examples etc. are needed. They demanded more course content in some course Units as per Table 2.6 on page 49. Some confusion prevails in course content cited in Table 2.7 on page 59 of this report.

3) To seek students' opinion about Learner evaluation procedure and Question paper formats with their pattern, and, recommend for modifications, if really needed.

Final exam Question paper Pattern

The Question papers should always have long answer type question because that is the scenario in the examination. It should be balanced. There should be essay questions with wider choice within every question. The students may be allowed to finish writing even after the prescribed time is over. A mixture of Essay type and short answer type questions be asked. Mixing different type of questions is helpful. Matching type questions and multiple choices type can be introduced. One word answer type questions may also be given. The pattern should cover questions similar to the assignment questions. More time should be given for writing answers. For Theology, Literature, and History, Long answer type questions are O.K. Some participants desired no change in question paper pattern.

Assignment questions

Mostly students have witnessed regarding a provision of choice from among many to select a question for writing assignments. Some students had demanded more options to select a question of their choice. The tutors/lecturers/counsellors must explain the main points to be covered for writing a meaningful answer. Sometimes no choice is given in many courses. One student demanded at least five questions to choose from. Ambiguous questions may be avoided by the tutors/lecturers/counsellors. The questions must cover application of knowledge gained in present day situation. One student wants questions from the topics covered during contact sessions. There should not be a question without a choice. The demand for objective type questions for writing assignments cannot be met. Also, a demand for variety of questions cannot be met as the purpose of giving these assignments is drill and practice by students for writing answers during final examination. One student needed an orientation regarding assignment writing. The questions should vary in terms of difficulty. The questions should be in a simple language. The students should be given at least three assignments per course, per semester, so that they are well prepared for examinations. A question having an answer out of course content may be avoided. The students should use their ID number only on the body of Assignments. Make- up tests should be allowed for

students who want to improve marks. Students should be allowed to see their scripts after examination. Teachers must guide the students about writing a good assignment. Students should be given more work and it should have also weightage in final examination results. Classroom attendance during contact sessions may also have some weightage in final results. Assignments may be checked by Moderators for a fair assessment of Assignments. The Internal and External evaluation should have a ratio of 50: 50 in place of 40:60. The students should be given a choice in assignments. A favour or emotional tendency should be discarded by the examiners. The cutoff point may be increased from 40% to 45%.

On Demand Examination

This scheme may accommodate every student with emergency problems like sickness or no leave from the work place etc. Some students may use it for grade improvement. It may be time consuming as the University workers will remain always busy with this scheme. This scheme could work as students would write for examinations when they are ready. Some students may end up taking many years to finish the programme. It would be good because sometimes students write two exams a day. This scheme may be better because students may appear in examination at their own pace and feel, they are ready for examination. It may be difficult as it will disrupt the present University calendar. The students may fight among themselves as they will disagree with each other regarding examination date. It would create inconvenience regarding results declaration dates and setting examination dates. It may be hard for lecturers as they will examine answer sheets at different times. The current system is good as students might never be ready for exams. Students will write for exam with a balanced mind. The seriousness towards learning would be less as some students will have excuses for not writing. This scheme is good as the students would get more time to writing assignments.

Language to be used in Examination Questions

The language used in questions has been a challenge in examination papers. Sometimes some difficult words are used in Question paper and it requires the use of a Dictionary for their meaning. The paper setters may avoid using difficult terms in question papers. The duty invigilator should explain the meaning of difficult words if any. The English is second language and so, the paper setter should remain in examination hall for making clarity of questions. Clear instructions should be stated before every section of the question paper. The terms, being unfamiliar with the students, should not be used in question papers. One student

advised to use both English and SiSwati languages. Some students had found the language as simple and easy to understand.

Marking v/s Grading System

Mostly students were in favour of the present system as it is used in school system also. It is socially acceptable in Swaziland. One student opined that marks should also be mentioned along with the grades.

4) To take a stock of learners' expectations from various Units of Institute of Distance Education and other supporting infrastructure situated in University of Swaziland for making their services learner friendly.

The student services must initiate the establishment of clubs that will enable students under this programme to come together and deliberate on issues affecting them. These offices should also be functional during weekends. Students be treated with respect and importance. These centers should, look into non-academic issues affecting students and provide social and financial guidance. There should be adequate monitoring and evaluation. Programme wise job opportunities may be made clear to students. Motivation and Counselling for better academic performance be organised. These Centre coordinators must show a patience and tolerance while dealing with students for solving their problems. Support Services should have a small session every month to check on student's general well-being and their problems. These centers should organise meetings with students to diagnose their problems and should be supportive in nature towards student's needs and problems. An IDE student representative body may be formed to look into the interests of IDE students. Student Support Services should negotiate fees allocated for IDE students. Opening the Library and Print shop during weekends should be managed by IDE. Study Techniques be communicated to IDE students. Students expect to be financially and socially supported. These Centers should portray love, commitment and diligence towards students and be well equipped with answers to questions raised by the students. These center coordinators should always be willing to help students. These coordinators must work as middle man between student and his teacher to settle disputes if the need arises. These Centers should advise students on where to seek for scholarships. IDE should ensure that IDE students and Full time students should get same treatment from their teachers. These Centers should give priority to the welfare of part – time students.

5) To make learning material more learner friendly in Self-Instructional material format.

The participants had observed some course content which is not exactly in Self-Instructional material format. The list of such course content was listed on page 63 (table 2.8) of this report.

6) To suggest for bridging the gap between expectations and perceptions during contact sessions organised for human support to students.

Main shortcoming is non –involvement of students making adequate interactions or open discussions in the learning process. There is no mention in the class regarding related content and its availability. Modules do not cover detailed content. Students need to show more enthusiasm towards learning. Some lecturers give lot of notes and fail to relate the same with some examples. Some lecturers come unprepared in class. They spend too much time on one topic and thus, the syllabus is not completed. There are modules which have not been covered because a lecturer comes with his/her own notes that are irrelevant to the material in the Module. There is no link between Module content and lecture/long stories during contact sessions. More contact sessions are needed for African Literature. The students fail to read prior to teachers' lecture. Students should be given time to express their own views. There should be some contact sessions dealing with learners' problems. Contact sessions are like spoon feeding, allowing less interaction with students for exchange of knowledge. The teacher must simplify the content according to the level of students and speak loudly in class. Feedback to learners for washing out their confusions /queries/questions is not during contact sessions. Some teachers do not finish their lesson during contact session prescribed for that.

The teachers/tutors should, motivate students, and should be friendlier as well as interactive with the students. They should not remain silent when some information is needed by the students. Students should follow UNISWA Calendar to have good human relation with teachers. Both sides should avoid taking Alcohol before coming to contact sessions. Lecturers should treat students as friends being of grown up age. Lectures should follow flexibility in place of rigidity of rules for a good human relation. Always reason with students problems and be willing to assist them. Healthy work ethics should be put at work place. The lecturers should stop having a negative attitude towards students. Respect for each other and work ethics may develop good human relation between student and the teacher. Personal issues of a teacher should not influence relationship with students. They should follow the syllabus

strictly. The lecturers should come to work with full preparations. Politeness and friendly behaviour is essential for a good human relation. Some interactive sessions between students and the teacher may be declared in the calendar for organising Group discussions with an opportunity for all to interact. There should be a platform where students can communicate their problems while they are still freshman. Variety of media may be used to communicate between the teacher and students or among students. Extra time may be given to weak students for clarification of their queries. The lecturers should welcome students warmly into their offices.

Lecturers do their best to guide students accordingly. Some students have never faced a problem with lecturers who are very cooperative. Some students failed to get individual guidance by the respective lecturer in TRS300 (Research Methodology),H 101,H102, Eng.103, Eng. 402,Eng.305,Eng 405,Eng. 403, and Eng. 206.The biggest problem is that IDE administrative staff does not address students regularly. AL 404 being Project/Special paper needs special attention. Individual guidance being essential to meet individual's specific needs was not provided to some students. Some lecturers take care of individual guidance while others refuse. Theology lecturer did not like to take care of individual's specific needs. Most of the lecturers do not have time to attend to students' problems. They may like to make teaching a fun and motivational. Develop confidence to perform well. The teachers should share their life achievements with students so that students are motivated. The teachers should give students plenty of tasks so that students may have a choice to select one from among many. The teachers should provide clear dance on tests, assignments and other activities as well as explain how students can reach their goals and should not lose a hope of achieving the goals by maintaining a positive attitude towards learning process. The teachers should remind the students from time to time about job opportunities after programme completion and encourage them to perform better by boosting moral among students.

Internet communication should be encouraged. It may be enhanced through question –answer method in the form of a group work and class presentations. Extra time should be allowed for such interactions. The students should be allowed to call counsellors for appointment when they are free. Lecturers and students should maintain a good working relationship with each other. The lecturers should be willing to meet the students during off time. Students should be provided with a suggestion box where they can put their issues. Student may use Facebook, Whatsapp etc. for interaction with lecturers as well as for peer group interaction. During interaction, the lecturer must employ all the relevant teaching methods.

7) To bring more Openness/flexibility at various stages of this programme for enabling the students feel free from undesired hindrances.

The use of Electronic media especially email apart from face-to-face sessions can be beneficial. Modules should have relevant information so that students should discuss during contact sessions and not just have lectures. Teachers should be flexible and treat students with love keeping personal issues aside. Library and Computer Centers should remain open even after office hours. Students should have more time to interact with their lecturers even after contact sessions. The teachers should permit IDE students in their chamber to discuss some difficulties/questions/confusions. Face-to-face meetings between students and teachers in presence of IDE staff regularly may solve many problems. Allow students to meet their teachers for clarity. Discrimination should not be made between full time students and IDE students. Debate in class may be organised by lecturers to provide more openness. Suggestion Box may be kept in IDE and a toll free number should be provided to students for meeting their problems. Special training to staff be given for dealing with distance learners. Assignments and tests may be put online. Electronic Library must be made available so that students can access the Library while at home and write assignments and get their marks on line. Microphones in a big class during instructions may be used. Audio/ Video Tapes may be used for making more concept clarity.

Some students had demanded that Library, Print shop and Bursar's office hours should be extended on weekends, and, the issue of discontinuing students, when they have failed a course three times, should be revised. The students are not allowed to see their exam script even if they have some complaints. Writing time during examination is too short. Results may be made available on the website. The due dates for assignments submission should be different for all courses. The lecturers should be flexible and accommodating in all their courses. The transferring of students from IDE to full time programme should be stopped.

8) To examine present scenario of 'Peer-group' interaction among students and suggest for strengthening the same.

The students may be motivated to participate in group work, if the project objectives are made clear to them. The work distribution among group members should be done in the beginning and each group member should have a specific role to play. The supervisor must ensure that this work has been done by the same student. The marks should be allotted according to that.

Group project work may be done after the examinations so that more members may participate. Group work may be with at least three (3) students per topic. The grouping may be made according to work place and residential areas. It will help them to meet frequently and easily to discuss and work together. Awarding of individual marks can help participants for more involvement. The students should be grouped as per their Aptitude towards project activities. The student should have a freedom to join a project as per his Aptitude. Project should be designed in such a way that each member has an independent task. Each student should make a presentation about activities done alone before the group members in presence of Supervisor. The students should have a freedom to choose a group of their own choice. Each group should have a leader who must brief the Supervisor from time to time about individual involvement of each member. There should be ruling passed by the University of Swaziland for an active involvement of all members for project completion and group cooperation. The Supervisor must supervise individual activity done by each group member. The project should be started early to minimise the work pressure. Each group member should be allotted some marks for individual activity within the group. The supervisor should award marks as per student individual involvement and activity done.

There is a need for an independent Student Representative Council within IDE for managing such interaction. Student associations/study groups may be formed for every stage of different programmes. These students should have email ID and cell number of each other and may contact as and when needed. Office of Student Support services may take a lead in this matter. Every month an hour may be allotted in time table for meeting student issues. It can be done through social networks like Facebook, Whats App. During orientation, the importance of group interactions should be stressed. Suggestion Boxes should be kept to collect students' problems. Peer group interaction should be encouraged. Group assignments should be given to students so that they interact more frequently.

9) To suggest for using an appropriate technology at various stages of this programme for bringing a quality in various activities.

The Target group had proposed for developing Audio/Video CDs for some course content cited in Table 2.5 on page 46. Use of Email service was proposed for interaction among students as well as with tutor/teacher for academic interaction and allotting assignment questions by teachers.

10) To smell Academic growth, Vocational competency and financial gains by Graduates after completing B.A. (Humanities) programme.

The target group had found this programme as most useful in making Academic growth, Vocational competency and financial gains as per their views cited on next page.

- **Academic growth** – Some students have attained a high level of understanding and reasoning, rationalism and self –reality. They are well versed and confident about the knowledge gained. Some students have become a critical thinker. Some view the things in an academic way. A student wants to pursue a Master’s degree. One student may write meanings of poetic and narrative stories. The programme give an exposure to what is happening in the outside world and the students contribute positively to society. They were confident enough to face all challenges at work. Theological courses (TRS) have sharpened theological understanding.
- **Vocational competency** – Some students can now undertake a research job and make presentation with any organisation. Another has acquired new teaching skills. There is possibility to select one job from a wide variety of jobs. Analytical skills were developed. Now they find themselves highly competent in tackling challenges. The command over English language and some motivational skills have been a big gain.
- **Financial gains** – Some students got better salary after completion of this programme. One student has a hope to prosper financially in future. One student has learnt how to save money and be accountable to every cent. Some students, being in job had opined that their financial status was improved.

11) To examine the drop out causes among B.A. (Humanities) students and suggest remedies to control this drop out.

The students may be given more chance until they pass that particular course. After two years, students should be re allowed to change the field. Counselling and special care should be given to such students. Such learners after one year may be given admission again.

12) To raise the quality of every service rendered to students for B.A. (Humanities) programme by Institute of Distance Education, University of Swaziland.

This objective is a dependent objective and is based on implementation of findings to bridge the gap between Perceptions and Expectations. There are enough recommendations which

may be implemented to achieve the quality in our work. If the findings are implemented, the B.A. (Hum) programme will be a standard and learner-friendly programme.

Conclusion

This chapter dealt with systematic presentation of findings based upon learners’ opinion on various issues which were clubbed into three main categories as – Input, Process and Output. The respondents agreed to many issues and had desired no change in the system. Activities must be repeated as it is. While they were not in favour of other issues and suggested some changes in it by the Institute of Distance Education. A critical analysis of the same may be discussed in coming chapters.

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CHAPTER FIVE

RECOMMENDATIONS

On the basis of the findings, analysis and discussion in the previous chapters, the recommendations were divided into acceptable and unacceptable recommendations. Acceptable recommendations are those which, in the view of the researchers, could be implemented in the current (or envisaged) IDE context. Unacceptable recommendations are those which seem either unreasonable or unrealistic by the researchers.

5.1) ACCEPTABLE RECOMMENDATIONS:

5.1.1) Input Stage:

The following recommendations were found acceptable:

- The target group opinion was strongly favourable regarding time duration fixed for completing the Programme.
- The age limit of 25 may be lowered to 18 as most students complete their high school education at the age of 17.
- Development and use of audio/video support as well as a programme guide to students be considered covering the procedure/process aspect of the programme.
- Programme publicity should be made through high school principals in addition to the marking via newspapers, radio and television.
- Model assignments should be given to students by tutors/teachers.
- Programme fees should be taken in instalments in order to help poor students.
- Differences between conventional approach and distance education approach should be made clear during Orientation programme.
- The students' role and their effort in learning should be made clear as there are very few face-to-face contact sessions.
- Students willing to take English as a major subject should be informed about the course difficulties.
- The importance of contact sessions should be explained.
- IDE graduates and new students should share their experiences in an interactive session.
- Assignment writing rules, distance learner expectations and career opportunities after programme completion should also be made clear.

- Swaziland's 55 Tinkhundla offices (Parliamentary constituencies) could be used as programme information centres.
- Revenue offices could be used to deposit registration fees in order to avoid long queues at the banks.
- Assignments and tests should be put online.

An electronic library should be made available so that students can access the library while at home when they have to write assignments.

5.1.2) Process Stage:

The following recommendations about process stage activities were given:

- Academic Counsellors should not deliver lectures on the topics of their own choice during counselling sessions and must take care of students' queries during contact sessions.
- Contact sessions should be utilised for group discussions and interaction with academic counsellors.
- They were unable to decide for changing the Question paper pattern.
- Quality of Assignment Questions was appreciated by them.
- Assignment submission dates for different assignments should not coincide with each other.
- There should be more flexibility/options in assignment questions.
- A set of model questions should be provided so that students could observe the typology of different questions.
- Tutors/lecturers mostly hold discussions with students in order to clarify learning material content.
- Students feel Physical distance and unwillingness among fellow students was a major hurdle for group interactions.
- Academic counsellors should be given orientation regarding course content and methodology.
- The use of audio/video support is almost nil during counselling sessions.
- Tutors provided individual and also group guidance to students.
- They were in favour of group interaction through email services by tutors & students
- Learning material has many pages where content clarity is desired.
- The students don't get a chance to express their views on the content of their choice during contact sessions.

- A sample assignment and a sample project report done by some past student may be made available to learn writing style of a quality assignment and project report too.
- Orientation on distance education evaluation techniques should be given to paper-setters and examiners.
- Charts, pictures and explanations should be provided to explain the content more clearly.
- Few difficulties in understanding course content were as per Table 2.2 page 37.
- The IDE should have its own library for IDE students.
- Some copies of books should be kept in the library's reserved section as reference material.
- The teachers should write comments along with marks on the assignments.
- Simple English language should be used to explain certain concepts.
- The course content cited in table 2.4 on page 42 requires more explanation in words or figures or charts or with more examples.
- Table 2.5 on page 41 covers course content to be reproduced using Audio/ Video CDs.
- Assignment question choices/options should be provided.
- Student clubs should be initiated.
- All IDE offices/centres should be functional during weekends.
- An IDE student representative body should be formed to look into interests of IDE students.
- Table No. 2.6(page 49) lists the course content where more content is needed.
- Course maintenance must be done yearly to update the course content with the latest information and pictures, charts or maps for more clarity.
- The modules should have activities at the end of each unit.
- Regular monitoring of activities between students group and academic tutors is essential.
- The IDE should ensure that its students have access to the computer centre, library and printshop during weekends and holidays, and it should put all reference materials on the internet so that students can access them to do their research.
- There should be a platform where students can communicate their problems while they are still freshmen.
- Classroom allotment should not be confusing. No two contact sessions should have the same venue at the same time. The timetable should clearly mention the combination of students for a contact session if two or more classes are merged.

- Student associations/study groups should be formed for every level of every programme. Students should have each other's email address and cellphone number to get in contact as and when needed.
- Following Courses do not require Audio/Video support.
Eng. 102; Eng. 305; Eng.402; Eng. 405;Eng. 406,ACS,computer courses &HIV courses, History in year 1&2 as well as in African Literature and Education courses, Theatre Arts, AL 401; AL 400; AL403; AL404 (project); AL410; AL411; H 100; H305; AL201 & Research Methodology.
- Individual guidance by the respective lecturer is needed in TRS300 (Research Methodology), H101, H102, Eng 103, Eng 402, Eng 305, Eng 405, Eng 403, Eng 206 and AL404.
- The students should be allowed to make an appointment with counsellors. Lecturers and students should maintain a good working relationship with each other. The lecturers should be willing to meet the students during their off time.
- Table No.2.7 (page 59) indicated the course content where lack of clarity prevails. Some modules cited in table No. 2.8 (page 63) needs to be converted in Self-Instructional Material format.

5.1.3) Output Stage:

Following recommendations regarding output stage activities were found acceptable:

- Final/term-end examinations must be held jointly with the conventional/regular system examinations.
- Rating scales be developed and provided to tutors for assessment of different activities.
- Assignment evaluators must comment about the positive & negative points in assignments.
- Assignment writing work was helpful in writing answers during the end examination.
- Enriching the programme with more activities would burden the students more.
- They felt that the programme has an effect on the future career of students, and so, the students should try to complete it sincerely.
- Language and format of the question papers was appreciated.
- Students should be oriented about self-evaluation and exercises should be included at the end of each unit.

- Peer group evaluation of assignments may be undertaken before these are checked by the teacher

- After completion of the programme they had experienced some changes as follows:

a) **Academic Growth:** - Some students have attained a high level of understanding and reasoning, rationalism and self –reality. They are well versed and confident about the knowledge gained. Some students have become a critical thinker. Some view the things in an academic way. The programme gives an exposure to what is happening in the outside world and the students contribute positively to society. They are confident enough to face all challenges at work. Theological courses (TRS) have sharpened theological understanding.

b) **Vocational competency:** - Some students can now undertake a research job and make presentation with any organisation. There is possibility to select one job from a wide variety of jobs. Analytical skills were developed. Now they find themselves highly competent in tackling challenges. The command over English language and some motivational skills have been a big gain.

c) **Financial gains:** - Some students got better salary after completion of this programme and feel that their financial status was improved.

- GEP (Humanities) should be offered to IDE students.
- The B.A. degree should include education courses.
- English is the students’ second language, and so, the paper-setters should stay in the examination hall to clarify difficult words in the examinations. These difficult words should be replaced by simple words in question papers. Instructions should be clearly stated before every section of the question paper.
- Evaluators should provide feedback to students about their performance in assignments and show this to students before examinations start. Assignments should be given at the beginning of the course so that students have ample time to submit them.

5.1.4) Miscellaneous Views:

The following recommendations were acceptable:

- The IDE must be represented in UNISWA’s main Student Representative Council (SRC).

- Handouts prepared by lecturers should be given to students.
- Student transport should be looked into, especially on Sundays.
- English should not be a compulsory subject as students take up to 6 years to get their degree if they fail English.
- The IDE should start a system where student names do not appear on question papers. Either their ID or student roll number should be used.
- Outdated modules should be reviewed.
- The library must increase the number of copies of reference books needed for IDE programmes.
- Programme evaluation activities must be conducted yearly so that emerging student challenges are noted and taken care of by the IDE.
- Some courses are too long for the stipulated time.
- Shortage of course lecturers should be looked into.
- Marking should not take longer than four weeks.
- Emotional issues of students should be looked into.
- The University should provide drama, poetry, prose and fiction films so that courses are easier to understand.
- Projects should start during third year as there is little time in year four.
- Assignments and their submission due dates should be accessible on the University Website.
- Students should be given enough time for assignment submission as they live in rural areas where there is no library or internet to search relevant material.
- Timetables should be posted through email.

5.2) UNACCEPTABLE RECOMMENDATIONS:

5.2.1) Input Stage:

Following are unacceptable recommendations about activities at Input stage after an analysis.

- Students willing to take English as Major subject may be informed about the course difficulties.
- Health issues and drug abuse may also be discussed.
- Career opportunities after programme completion may also be made clear.

5.2.2) Process Stage:

Following are unacceptable recommendations about activities at Process stage after an analysis.

- Counselling for better academic performance may be organised.

5.2.3) Output Stage:

Following are unacceptable recommendations about activities at Output stage after an analysis.

- They favoured the marking system being a socially accepted system as it helps in seeking a job. They had perhaps no idea about the Total Grading system and so were undecided on this issue. A large number of students (50) did not like to render their opinion and were found as undecided about biasedness by tutors during Internal Evaluation.
- They were neither in favour nor against of the idea of 'On demand Examination'. Perhaps, they had no clarity of 'On Demand Examination'.
- Most of them had favoured for provision of many supplementary examinations to avoid delay for make-up.
- They preferred essay type questions (both long answer & short answer type) with wider choice within every question as well as more time than prescribed in question paper for writing the answers.
- Writing time during examination be extended as it is too short.

5.2.4) Miscellaneous Views:

Following **Miscellaneous Views** are unacceptable after an analysis.

- IDE must represent in main Student Representative Council (SRC) of UNISWA.
- Handouts prepared by lecturers are more useful and be given to students.
- The issue of transport for students should be looked into especially on Sundays.
- IDE may negotiate with Government on the issue of Sponsorship to IDE students.
- IDE should observe performance of past graduates (last 10 years) at their work place.
- Students should be allowed to choose their own project supervisor.
- IDE should have a vision statement on its books and modules.
- Tuition fees may be reduced.
- English should not be a compulsory subject as students take up 6 years to get their degree if they fail in English.

- The IDE should start a system where students' names should not appear on question papers. Either their ID or student roll number only may be used.
- Outdated Modules may be reviewed.
- The library must increase number of copies of reference books needed for IDE programmes.
- IDE should have its own lecturers being fully responsible for IDE students only.
- Maximum failure in English language must be taken seriously for finding some solution. The qualification and status of English teachers may be as Professors and Doctorates.
- Payment for repeating a module is too high and it should be lowered.
- Some courses are too long for the stipulated time.
- Shortage of course lecturers should be looked into.
- Marking should not take longer than four weeks.
- Emotional issues of students should be looked into.

5.3) RECOMMENDATIONS FOR FURTHER RESEARCH:

Looking at this research project's success, it seems that further research may be initiated by the researchers in the following areas:

- 1) Similar programme evaluation activities, based on learner opinion, for other IDE programmes could be initiated.
- 2) Course-wise result comparison among different batches of B.A. (Humanities) students could be undertaken to identify result trends.
- 3) A comprehensive programme evaluation of this B.A. (Hum) programme involving all stakeholders would reveal the social utility and effectiveness of this IDE Programme.
- 4) Similar exercises may be conducted for other IDE programmes also.
- 5) The level of several psychological variables like motivation, interest, intelligence, academic aptitude, etc. and their effect on distance learners' examination performance must be studied for different programmes.

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CHAPTER SIX

PROJECT SUMMARY

The system of distance education is an industry producing students in bulk. They are isolated learners having very few contact sessions for a face to face interaction with his teachers. They get rare chance to reveal their difficulties, while in conventional system a student meets his teachers almost every working day in a face to face situation and has a freedom to express his difficulties to his teachers and also to administrative staff. Therefore, it is essential to collect academic and non- academic difficulties faced by distance learners during programme completion and then suggest an amicable solution to the same. This research project, was based on learner opinion, about various activities starting from programme publicity till Graduation ceremony. The purpose behind this exercise was to analyse learner opinion about various activities and make the programme learner friendly.

The Project Summary was as below.

Project Title – A DIAGNOSIS OF LEARNER OPINIONS IN BACHELOR OF ARTS (HUMANITIES) PROHRAMME OFFERED BY INSTITUTE OF DISTANCE EDUCATION,UNIVERSITY OF SWAZILAND,SWAZILAND.

Research Objectives

- 1) To explore different other admission criteria and publicity ways for making this programme available to a large number of persons in Swaziland.
- 2) To diagnose the course content where learners faced some difficulties and needed more explanation for understanding the same and suggest ways for meeting these difficulties.
- 3) To seek students' opinion about Learner evaluation procedure and Question paper formats with their pattern, and, recommend for modifications, if really needed.
- 4) To take a stock of learners' expectations from various Units of Institute of Distance Education and other supporting infrastructure situated in University of Swaziland for making their services learner friendly.
- 5) To make learning material more learner friendly in Self-Instructional Material format.
- 6) To suggest for bridging the gap between expectations and perceptions during contact sessions organised for human support to students.
- 7) To bring more Openness/flexibility at various stages of this programme for enabling the students feel free from undesired hindrances.

- 8) To examine present scenario of 'Peer-group' interaction among students and suggest for strengthening the same.
- 9) To suggest for using an appropriate technology at various stages of this programme for bringing a quality in various activities.
- 10) To smell Academic growth, Vocational competency and Financial gains by Graduates after completing B.A. (Humanities) programme.
- 11) To examine the drop out causes among B.A.(Humanities) students and suggest remedies to control this drop out.
- 12) To raise the quality of every service rendered to students for B.A.(Humanities) programme by Institute of Distance Education, University of Swaziland.

Research Issues faced during this Research Project

The Bachelor of Arts in Humanities by Institute of Distance Education is an opportunity to become Graduate for those who could not get admission in regular/conventional esteem as well as for those also who cannot take regular admission because of job responsibilities and house hold work. The purpose of this programme is to produce graduates in Humanities, being equally efficient in knowledge, and, work skills in comparison with conventional learners. Following issues were before the investigators during this study.

- What is the utility of this B.A. (Hum) programme through distance mode?
- Can this Programme through distance mode meet the academic needs, career needs and finally financial needs of new graduates?
- What is Social utility of this programme in Swaziland?
- Can this programme be made more learners friendly?
- Can the suggestions made by past students be accepted and implemented by University of Swaziland through Institute of Distance Education?

Methodology of this Research

This research project was a diagnostic survey of learners' opinion using an Opinionnaire developed and used by the research team. The fine distribution of various activities under Input, Process, and, Output categories were basis for developing the Opinionnaire. Internal seminars within Institute of Distance Education (IDE) provided collective wisdom to finalise this Opinionnaire. It was sent by post to about 800 past students who had studied all courses assigned to them for study in different years and witnessed various situations as well as had

confronted with systemic problems from time to time and had successfully completed this programme. After a long wait and reminders the project team got back only 79 Questionnaires duly filled in. This group of 79 past students had been considered as sample for this study. An item wise analysis had been done for all 79 respondents. The target group answered on a five point scale for various activities which were clubbed into three stages known as Input, Process and Output. Also, they were asked to render their opinion on various issues in words with a freedom to write whatever they wish to write. These were also clubbed into three stages as Input, Process and Output stage. Further, these recommendations were clubbed into two groups as Acceptable recommendations and unacceptable recommendations.

Limitations of this Study

Looking to the constraints of time, money and convenience the investigators had observed following limitations for this study.

- The opinion expressed through this Opinionnaire was only basis for drawing the conclusion. There was no interview with the target group students due to money and time constraints.
- There was no consideration of target group personality traits, like Intelligence, Motivation levels, Interest in study, etc.etc.
- The Socio –economic background, gender, learners’ previous attainments, disciplines etc. were also not taken into consideration for this study due to 79 respondents submitted their responses from different batches being from different four regions of Swaziland.
- This study is confined to only B.A.(Hum) Programme offered through distance mode by Institute of Distance Education, University of Swaziland.

Major Findings of this Study

The project team had considered 12 objectives in order to make an in depth study for this programme evaluation activity. The Data Collection and its analysis for making a fruitful interpretation moved around these objectives. Objective wise findings were as below -

a) To explore different other admission criteria and publicity ways for making this programme available to a large number of persons in Swaziland.

The views expressed by target group indicate that they were in favour of using other admission criteria as well as other publicity ways.

Programme Publicity:

There should be twice or even many times advertising in a year. Every High school should have prospectus and folders for all programmes to make publicity among final year high school students. Use of Radio & TV for talk shows even in SiSwati language and Social media like Facebook, Internet, and UNSWA website may be done for a wide publicity. Some schools do not have access to the newspapers, therefore, Radio & TV be used for making publicity. Present IDE students should be asked for distributing Programme details in rural areas. The University of Swaziland should organise publicity meetings in rural areas and distribute brochures for making an awareness of IDE programmes. Public transport like Buses & Kombis and Shop outlets may be used for publicity.

Admission Criteria:

Extra marks for other related tertiary qualifications be considered as one of the admission criteria. Educational qualifications gained from other Institutions outside the borders of Swaziland should also be considered. Matric certificate may also be considered for admissions. Other certificates e.g. Diploma in HIV/AIDS may be given due weightage. IGCSE/'O' level failed (twice) should also be given opportunity. They want to learn and get Higher Education. Work experience in the field of education (temporary teachers with no qualification) may be considered. Four Credits in place of five may also be considered. Passing in English should not be a compulsory condition. Any qualification after 'O' level may be given due weightage. Primary Teacher diploma may also be considered as one of the entry qualifications. Admission to all regardless of previous qualifications may be considered. It is essential to Lowering cut off points for admission if IDE wants to be in competition with other similar organisations in Swaziland. Age criteria should not be imposed as a barrier and a person of any age may be admitted to IDE programmes. The age limit of 25 years may be lowered to 18 years as most of the students finish their High School at the age of 17 years. Temporal teaching may be one of the criteria for admissions. Any other work experience may also be considered. Drop out students from other colleges and universities may be admitted to IDE programme. Capability of a person should not be hampered by age limit. Students from rural schools may be given preference as they are disadvantaged. Self-sponsored must be an option. Those who agree for the same may be given admission. The fees may be accepted in instalments.

b) To diagnose the course content where learners faced some difficulties and needed more explanation for understanding the same and suggest ways for meeting these difficulties.

Difficulties faced in understanding course content.

There were 63 difficulties in different courses in many modules as revealed by the target group. They needed more explanation in 38 various course contents. They demanded more course content in 37 cases of various course Units. There prevails some confusion in 33 cases somewhere in course content.

c) To seek students' opinion about Learner evaluation procedure and Question paper formats with their pattern, and, recommend for modifications, if really needed.

Final exam Question paper Pattern

It should be balanced. There should be essay questions with wider choice within every question. The students may be allowed to finish writing even after the prescribed time is over. A mixture of Essay type and short answer type questions be asked. Mixing different type of questions is helpful. Matching type questions and multiple choices type can be introduced. One word answer type questions may also be given. The pattern should cover questions similar to the assignment questions. More time should be given for writing answers. For Theology, Literature, and History, Long answer type questions are O.K. Some participants desired no change in question paper pattern.

Assignment questions

Most of the students had desired of a choice from among many to select a question for writing assignments. The tutors / lecturers/counsellors must explain the main points to be covered for writing a meaningful answer. Sometimes no choice is given in many courses. Ambiguous questions may be avoided by the tutors/lecturers/counsellors. The questions must cover application of knowledge gained in present day situation. Also, a demand for variety of questions cannot be met as the purpose of giving these assignments is drill and practice by students for writing answers during final examination. The questions should vary in terms of difficulty. The questions should be in a simple language. The students should be given at least three assignments per course, per semester, so that they are well prepared for examinations. A question having an answer out of course content may be avoided. The students should use their ID number only on the body of Assignments. Make- up tests should be allowed for students who want to improve marks. Students should be allowed to see their scripts after examination. Students should be given more work and it should have also weightage in final

examination results. Assignments may be checked by Moderators for a fair assessment of Assignments. The Internal and External evaluation should have a ratio of 50: 50 in place of 40:60. A favour or emotional tendency should be discarded by the examiners.

On Demand Examination

This scheme is good as the students would get more time for writing assignments. It may accommodate every student with emergency problems like sickness or no leave from the work place etc. Some students may use it for grade improvement. It may be time consuming as the University workers will remain always busy with this scheme. This scheme could work as students would write for examinations when they are ready. Some students may end up taking many years to finish the programme. It would be good because sometimes students write two exams a day. This scheme may be better because students may appear in examination at their own pace and feel, they are ready for examination. It may be difficult as it will disrupt the present University calendar. The students may fight among themselves as they will disagree with each other regarding examination date. It would create inconvenience regarding results declaration dates and setting examination dates. It may be hard for lecturers as they will examine answer sheets at different times. The current system is good as students might never be ready for exams. Students will write for exam with a balanced mind. The seriousness towards learning would be less as some students will have excuses for not writing.

Language to be used in Examination Questions

The language used in questions has been a challenge in examination papers. Sometimes some difficult words are used in Question paper and it requires the use of a Dictionary for their meaning. The paper setters may avoid using difficult terms in question papers. The duty invigilator should explain the meaning of difficult words if any. The English is second language and so, the paper setter should remain in examination hall for making clarity of questions. Clear instructions should be stated before every section of the question paper. The terms, being unfamiliar with the students, should not be used in question papers. Some students had found the language as simple and easy to understand.

Marking v/s Grading System

Most of the students were in favour of the present system as it is used in school system also. It is socially acceptable in Swaziland. One student opined that marks should also be mentioned along with the grades.

d) To take a stock of learners' expectations from various Units of Institute of Distance Education and other supporting infrastructure situated in University of Swaziland for making their services learner friendly.

The student services must initiate the establishment of learner associations that will enable students under this programme to come together and deliberate on issues affecting them. These offices should also be functional during weekends. Students be treated with respect and importance. These centers should, look into non-academic issues affecting students and provide social and financial guidance. Programme wise job opportunities may be made clear to students. Motivation and Counselling for better academic performance be organised. These Centre coordinators must show a patience and tolerance while dealing with students for solving their problems. Support Services should have a small session every month to check on student's general well-being and their problems. An IDE student representative body may be formed to look into the interests of IDE students. Opening the Library and Print shop during weekends should be managed by IDE. Study Techniques be communicated to IDE students. These coordinators must work as middle man between student and his teacher to settle disputes if the need arises. These Centers should advise students on where to seek for scholarships. IDE should ensure that IDE students and Full time students should get same treatment from their teachers.

e) To make learning material more learner friendly in Self-Instructional material format.

The participants had mentioned 23 course contents which must be converted into Self-Instructional material format to make material more learner friendly.

f) To suggest for bridging the gap between expectations and perceptions during contact sessions organised for human support to students.

Main shortcoming is non –involvement of students making adequate interactions or open discussions in the learning process. Modules do not cover detailed content. Students need to be active in learning. Some lecturers give lot of notes and fail to relate the same with some examples. Some lecturers come unprepared in class. They spend too much time on one topic and thus, the syllabus is not completed. There are modules which have not been covered because a lecturer comes with his/her own notes that are irrelevant to the material in the Module. More contact sessions are needed for African Literature. Students should be given time to express their own views. There should be some contact sessions dealing with learners' problems. Contact sessions are like spoon feeding, allowing less interaction with students for exchange of knowledge. The teacher must simplify the content according to the level of

students and speak loudly in class. Feedback to learners for washing out their confusions /queries/questions is not during contact sessions. Some teachers do not finish their lesson during contact session prescribed for that.

The teachers/tutors should, motivate students, and should be friendlier as well as interactive with the students. They should not remain silent when some information is needed by the students. Students should follow UNISWA Calendar to have good human relation with teachers. Lecturers should treat students as friends being of grown up age. Lectures should follow flexibility in place of rigidity of rules for a good human relation. Always reason with students problems and be willing to assist them. The lecturers should stop having a negative attitude towards students. Respect for each other and work ethics may develop good human relation between student and the teacher. Internet communication should be encouraged. It may be enhanced through question –answer method in the form of a group work and class presentations. Extra time should be allowed for such interactions. The students should be allowed to call counsellors for appointment when they are free. Lecturers and students should maintain a good working relationship with each other. The lecturers should be willing to meet the students during off time. Students should be provided with a suggestion box where they can put their issues. Student may use Facebook, Whatsapp etc. for interaction with lecturers as well as for peer group interaction. During interaction, the lecturer must employ all the relevant teaching methods.

g) To bring more Openness/Flexibility at various stages of this programme for enabling the students feel free from undesired hindrances.

The use of Electronic media especially email apart from face to face sessions can be beneficial. Modules should have relevant information so that students should discuss during contact sessions and not just have lectures. Library and Computer Centers should remain open even after office hours. Students should have more time to interact with their lecturers even after contact sessions. The teachers should permit IDE students in their chamber to discuss some difficulties/questions/confusions. Face to face meetings between students and teachers in presence of IDE staff regularly may solve many problems. Debate in class may be organised by lecturers to provide more openness. Suggestion Box may be kept in IDE and a toll free number should be provided to students for meeting their problems. Special training to staff must be given for dealing with distance learners. Assignments and tests may be put online. Electronic Library must be made available so that students can access the Library while at home and write assignments and get their marks on line. Some students had

demanding that the issue of discontinuing students, when they have failed a course three times, should be revised. Results may be made available on the website. The due dates for assignments submission should be different for all courses. The transferring of students from IDE to full time programme should be stopped.

h) To examine present scenario of ‘Peer-group’ interaction among students and suggest for strengthening the same.

Student associations/study groups may be formed for every stage of different programmes. These students should have email ID and cell number of each other and may contact as and when needed. Office of Student Support services may take a lead in this matter. Every month an hour may be allotted in time table for meeting student issues. During orientation, the importance of group interactions should be stressed. Peer group interaction should be encouraged. Group assignments should be given to students so that they interact more frequently. The students may be motivated to participate in group work, if the project objectives are made clear to them. The work distribution among group members should be done in the beginning and each group member should have a specific role to play. The supervisor must ensure that this work has been done by the same student. The marks should be allotted according to that. Group project work may be done after the examinations so that more members may participate. Group work may be with at least three (3) students per topic. The grouping may be made according to work place and residential areas. It will help them to meet frequently and easily to discuss and work together. Awarding of individual marks can help participants for more involvement. The students should be grouped as per their Aptitude towards project activities. Each student should make a presentation about activities done alone before the group members in presence of Supervisor. Each group should have a leader who must brief the Supervisor from time to time about individual involvement of each member. There should be ruling passed by the University of Swaziland for an active involvement of all members for project completion and group cooperation. The project should be started early to minimise the work pressure

i) To suggest for using an appropriate technology at various stages of this programme for bringing a quality in various activities.

The Target group had proposed for developing Audio/Video CDs for about 47 course content in different subjects. Use of Email service was proposed for interaction among students as well as with tutor/teacher for academic interaction and allotting assignment questions by teachers.

j) To smell Academic growth, Vocational competency and financial gains by Graduates after completing B.A. (Humanities) programme.

The target group had found this programme as most useful in making Academic growth, Vocational competency and Financial gains as per their remark cited below.

Academic growth – Some students have attained a high level of understanding and reasoning, rationalism and self –reality. They are well versed and confident about the knowledge gained. Some students have become a critical thinker. Some view the things in an academic way. A student wants to pursue a Master’s degree. One student may write meanings of poetic and narrative stories. The programme give an exposure to what is happening in the outside world and the students contribute positively to society. They were confident enough to face all challenges at work. Theological courses (TRS) have sharpened theological understanding.

- **Vocational competency** – Some students can now undertake a research job and make presentation with any organisation. There is possibility to select one job from a wide variety of jobs. Analytical skills were developed. Now they find themselves highly competent in tackling challenges. The command over English language and some motivational skills have been a big gain.

- **Financial gains** – **Some** students got better salary after completion of this programme. One student has a hope to prosper financially in future. One student has learnt how to save money and be accountable to every cent. Some students, being in job had opined that their financial status was improved.

k) To examine the drop out causes among B.A. (Humanities) students and suggest remedies to control this drop out.

The students may be given more chance until they pass that particular course. After two years, students should be re allowed to change the field. Counselling and special care should be given to such students. Such learners after one year may be given admission again.

l) To raise the quality of every service rendered to students for B.A.(Humanities) programme by Institute of Distance Education, University of Swaziland.

This objective is a dependent objective and is based on implementation of findings to bridge the gap between Perceptions and Expectations. There are enough recommendations which

may be implemented to achieve the quality in our work. If the findings are implemented, the BA(Hum) programme will be a standard and learner friendly programme.

Acceptable Recommendations

The target group opinion was strongly in favour of retaining 4 years of time duration fixed for completing the Programme. The age limit of 25 years may be lowered to 18 years as most of the students finish their High School at the age of 17 years. Development and use of Audio/Video support for more clarity of some difficult content as well as supply of a Programme Guide to students be considered covering the procedure/process aspect of the programme. Programme publicity may be made through High School principals apart from the Newspapers, Radio and Television. Circulation of a model assignment among students may be done by the tutors/teachers. Programme fees should be taken in instalments in order to help poor students. Differences between conventional approach and Distance education approach should be made clear during Orientation programme. Students' role and their own effort in learning may be made clear as there are very few face to face contact sessions. Students willing to take English as Major subject may be informed about the course difficulties. Importance of contact sessions should be explained. IDE Graduates and new students must share their experiences in an interactive session to wash out some doubts in new learners' mind. Writing a good assignment and expectations from a distance learner and career opportunities after programme completion may also be made clear. All 55 Tinkhundla offices (Parliament constituencies) of Swaziland may be made as programme information centre. Revenue offices may be used to deposit registration fees in order to avoid long queue at the banks. Assignments and tests may be put online. Electronic Library must be made available so that students can access the Library while at home and write assignments.

Academic Counsellors should not deliver lectures on the topics of their own choice during counselling sessions and must take care of students' queries during contact sessions. The contact sessions should be utilised for group discussions and interaction with the Academic counsellors. They were unable to decide for changing the Question paper pattern. Quality of Assignment Questions was appreciated by them. Assignment submission dates for different assignments should not coincide with each other. There should be more flexibility with options in Assignment Questions. They wanted a set of model question papers to observe typology of different questions. Mostly Tutors/Lecturers hold discussions with the students in

order to clarify content. Students feel Physical distance and unwillingness among fellow students was major hurdle for group interactions. The academic Counsellors need orientation regarding Course content as well as Methodology to be adopted.

The use of audio/video support is almost nil during counselling sessions. Tutors provided individual and also group guidance to students. They were in favour of group interaction through email services by tutors & students. Learning material has many pages where content clarity is desired. The students don't get a chance to express their views on the content of their choice during contact sessions. A sample assignment and a sample project report done by some past student may be made available to learn writing style of a quality assignment and project report too. Orientation to the paper setters and the examiners must be organised about Evaluation Techniques in Distance Education. Some charts, pictures and explanations were demanded to explain the content more clearly. Difficulties in understanding course content found were in 63 areas of some courses and it should be met. Some copies of the books may be kept in reserved section of the library as reference material. The teachers should write comments along with marks on the assignments. Simple English language may be used while explaining some concepts. In 38 cases the course content requires more explanation in words or figures or charts or with more examples. Audio/ Video CDs. may be produced for course content in 47 cases. They preferred to choices/options for selecting assignment questions. The student clubs may be initiated. All IDE centers should also be functional during weekends.

There are modules which have not been covered because a lecturer comes with his/her own notes that are irrelevant to the material in the Module. Student representative body may be formed to look into interests of IDE students. There are 37 areas in the course content where more content is needed. Course maintenance must be done yearly to update course content with latest information and Pictures, Charts or Maps for more clarity. The modules should have activities at the end of each unit. Regular monitoring of activities between students group and the academic tutors is essential. IDE should ensure that its students have an access to the computer Centre, Library and print shop during weekends and holidays. The Library must put all reference materials on internet so that all students can have an access and complete their research. There should be a platform where students can communicate their problems while they are still freshman. Extra time and a warm welcome to weak students for clarification of their queries may create good human relations. Time table should clearly mention the combination of students for a contact session if two or more classes are merged. There is a need for an independent Student Representative Council within IDE for managing such interaction. Student associations/study groups may be formed for every stage of different

programmes. These students should have email ID and cell number of each other and may contact as and when needed. There are 33 Topics in course content with lack of clarity. 23 lessons in some modules need to be converted in Self-Instructional Material format.

Final/Term end Examination must be jointly with the Conventional/ regular system students. Rating scales be developed and provided to tutors for assessing different activities. Assignment evaluators must comment about the positive & negative points in assignment. Assignment writing work should continue as it was found helpful in writing answers during the end examination. Enriching the programme with more activities would burden the students more. They felt that the programme has an effect on the future career of students, and so, the students should try to complete it sincerely. Language and format of the question papers was appreciated. Students should be oriented about self-evaluation and some exercises may be included at the end of the Unit. Peer group evaluation of assignments may be undertaken before these are checked by the teacher. The B.A. degree does not include Education and it makes them less competent while working as a Teacher. English is second language, and so, the paper setter should remain in examination hall for making clarity of difficult words in questions. These difficult words may be replaced by simple words in question papers. Instructions should be clearly stated before every section of the question paper. Evaluators should provide feedback to students about their performance in assignments being a formative evaluation, and show back to students much before the end examinations. The assignments should be given at the beginning of the course so that the students get ample time to write the same. They favoured present grading system as it is used in school system also. It is socially acceptable in Swaziland. IDE must represent in main Student Representative Council (SRC) of UNISWA. Handouts prepared by lecturers are more useful and be given to students. The issue of transport for students should be looked into especially on Sundays.

English should not be a compulsory subject as students take up 6 years to get their degree if they fail in English. The IDE should start a system where students' names should not appear on question papers. Either their ID or student roll number only may be used. Outdated Modules may be reviewed. The library must increase number of copies of reference books needed for IDE programmes. Maximum failure in English language must be taken seriously for finding some solution. The qualification and status of English teachers may be as Professors and Doctorates. Such programme evaluation activity must be conducted yearly so that new emerging challenges among students are noted and taken care of by the IDE. Some

courses are too long for the stipulated time. Shortage of course lecturers should be looked into. Marking should not take longer than four weeks. Emotional issues of students should be looked into. University should provide films in drama, poetry, prose and fiction so that courses are easier to understand. The projects should start during third year as there is little time in year four. The Assignments and their submission due dates should be accessible on University Website. Students should be given enough time for assignment submission as they live in rural areas where there is no library or internet for searching relevant material. Time tables should be posted through email.

Unacceptable Recommendations

IDE should operate independently having no control of the University. Most of them had favoured for provision of many supplementary examinations to avoid delay for make-up. They preferred essay type questions (both long answer & short answer type) with wider choice within every question as well as more time than prescribed in question paper for writing the answers. Writing time during examination be extended as it is too short.

IDE must represent in main Student Representative Council (SRC) of UNISWA. Handouts prepared by lecturers are more useful and be given to students. The issue of transport for students should be looked into especially on Sundays. IDE may negotiate with Government on the issue of Sponsorship to IDE students. IDE should observe performance of past graduates (last 10 years) at their work place Students should be allowed to choose their own project supervisor. IDE should have a vision statement on its books and modules. Tuition fees may be reduced. English should not be a compulsory subject as students take up 6 years to get their degree if they fail in English. Either their ID or student roll number only may be used in place of their names. Outdated Modules may be reviewed. IDE should have its own lecturers being fully responsible for IDE students only. The qualification and status of English teachers may be as Professors and Doctorates. Payment for repeating a module is too high and it should be lowered.

Outcome of this Research

The students have been accepted as the customer for education by paying prescribed fees for the same. Customer satisfaction is essential. The programme activities like course content delivery process, and conduct of examinations etc. should be learner friendly. This programme evaluation is based upon learner opinions on various issues. The major outcome

of this project is some valuable opinions clubbed into Input, Process, and Output stages respectively. Most of the opinions may be considered by the University of Swaziland authorities for implementation to make this B.A. (Hum) programme learner friendly. Few opinions might be not suitable to implement as these may disturb the overall set up of University of Swaziland being a dual mode University. Institute of Distance Education follows the rules and regulations framed by the University of Swaziland and distance learners are treated at par with conventional students. This opinion survey highlighted towards more openness to complete various activities, but few suggestions are practically not acceptable as it will challenge the systemic norms led by the University of Swaziland.

Recommendations for Further Researches

Looking to the success of this research project, it seems that further researches may be initiated by the researchers in following areas.

- Similar Programme Evaluation activity based on learner opinion for other IDE Programmes may be initiated.
- Course wise result comparison among different batches for B.A.(Humanities) may be initiated to know trend of results.
- A Comprehensive programme evaluation of this B.A. (Hum) programme by involving all stakeholders would reveal the social utility and effectiveness of this IDE Programme.
- Similar exercises may be conducted for other IDE programmes also.
- Level of several Psychological variables like Motivation, Interest, Intelligence, and Academic Aptitude etc. and their effect on examination performance must be studied among distance learners for different programmes.

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ANNEXURES

UNIVERSITY OF SWAZILAND
INSTITUTE OF DISTANCE EDUCATION

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No. IDE/PE/HUM.....

Date: 22nd February 2013

Confidential Letter to Past students BA (Hum)Programme

(For Research Purpose only)

To, _____

Subject: Programme Evaluation for B.A. (Hum) Programme offered by IDE, UNISWA

Dear friend,

It is a matter of pleasure that you have undergone a four years study as an IDE student for B.A. (Hum) programme of University of Swaziland. You have an experience of various activities related to your B.A. (Hum) programme. Your experiences while dealing with Institute of Distance Education, interaction with our learning material, and, views about various activities, may be of much help to us for making certain modifications in various activities of your B.A. (Hum) programme.

There are some closed type statements in this Opinionnaire/Questionnaire with whom you may either Strongly Agree (SA), or Agree (A), or Neutral (N), or Disagree (D), or Strongly Disagree (SD). Please read the statements carefully and give a thought to it, before you tick at your choice. There are some open type statements also with some blank space for your answer to these questions. Please read these questions and think carefully before you answer them. Your views obtained through these tools will be used for research purpose only. **In no case, will these views be shown to anyone, and they will be kept as confidential.**

Please hand over back the enclosed Proforma duly filled in, at your earliest convenience, to **Mrs S.R. Dlamini, Coordinator. B.A. (Hum) Programme Institute of Distance Education, University of Swaziland, Private Bag 4 Kwaluseni, Swaziland.**

Please note that the reply must reach back at the above cited address within one month from the date of receiving this letter. Your cooperation in answering this Questionnaire/Opinionnaire shall be a matter of appreciation, because it will help in completing a research proposal and finally in raising the quality of our B.A. (Hum) programme.

Waiting for an urgent reply and thanking you in anticipation with sincere regards.

Yours sincerely

Yours sincerely

(Prof. Satish Rastogi)
Principal Investigator
Programme Evaluation Project

(Mrs S.R. Dlamini)
Co-investigator
Co-ordinator, B.A. (Humanities)

Note: Attempt all the items and answer them. Please do not copy others. There is no time limit for writing the answers. You can take as much time as you want. The views expressed will not be communicated to anyone and will not affect you and your career. Please tick the statements freely and comfortably by using your wisdom and express your views freely in the space given below the open type statements.

Name: Mr./Ms/Mrs.....

ID. No. Gender: Male/Female

Phone Number:.....Cell Number.....

Email address:

Postal Address:

.....

Your Qualifications..... Work Experience:

(Number of years)

Your Background - Rural/Urban

Postal Address of your work place/office:

.....

.....

Your present age..... Years Present Designation (if employed):

Year of admission to B.A. (Hum) Programme.....

Year of completion of B.A. (Hum) Programme..... Grade obtained.....

If you have not completed this programme, please specify below the reasons for this.

.....

.....

.....

PLEASE READ THE FOLLOWING SENTENCES CAREFULLY, AND TICK (✓) THE APPROPRIATE COLUMN OF YOUR CHOICE

Sr. No.	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	The time fixed for completing the programme is sufficient.					
2.	The admission criteria should enable other disadvantaged persons to join this programme.					
3.	There should be an Entrance test and Interview for admission to this programme.					
4.	Audio/Video cassettes should be developed covering some difficult content and supplied to students for more clarity.					
5.	The objectives stated at the beginning of the Units/Lessons are achieved after their study.					
6.	The exercises stated in the units help in understanding the content.					
7.	The examples stated in the units help in understanding the content.					
8.	The reference material is made available by the University Library.					
9.	The counsellors/tutors deliver lectures on the topics of their own choice during counselling sessions.					
10.	The counsellors/tutors/lecturers take every care of student problems and accordingly make their deliberations during contact sessions.					
11.	The Academic and Non-academic staff at the Institute of Distance Education are Co-operative with the students.					
12.	Contact sessions are utilised by the students for group discussion and Interaction with the counsellors/tutors/lecturers.					
13.	The publicity regarding admission should be through Head Teacher / Principal of every school apart from the Newspapers, Radio and Television.					
14.	The Programme Guide covering the procedure should be supplied to all students.					
15.	The content of the books prescribed for the B.A. (Hums) programme is not always clear.					

Sr. No.	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
16.	The pattern of the question papers must be changed.					
17.	The assignment questions do not compel the learner to memorise, but rather to think over and frame answers by using his own ideas.					
18.	A model assignment must be circulated by tutors to students.					
19.	The assignment submission dates for different assignments should not coincide with each other.					
20.	The admission criteria must be reviewed to give a chance to all disadvantaged persons.					
21.	More assignment questions should be given in order to have freedom of choice.					
22.	The IDE pays no attention to quality service to students.					
23.	The fees should be taken in instalments in order to help poor students.					
24.	The final term of examination should not be conducted jointly with the conventional/regular system students.					
25.	A set of questions should be supplied to the students so that they can have an idea of the typology of different questions.					
26.	The learning material/books generate much interest towards study.					
27.	The Institute of Distance Education staff is appropriately skilled to meet every problem.					
28.	In order to clarify content, the Tutors/Lecturers hold discussions with the students.					
29.	The interaction among learners is practically not possible due to Physical distance and Unwillingness of fellow students to participate.					
30.	The counsellors/tutors/lecturers need orientation regarding course content as well as methodology to be adopted.					
31.	The tutors/lecturers do not respond, if we contact them before or after the contact sessions.					
32.	The students and counsellors have an understanding of each other's problems and jointly try to seek a solution for the learner's academic problems.					

Sr. No.	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
33	The students have no freedom to use their own time in performing various activities like study, examinations and interaction.					
34.	The use of audio/video support is almost nil during counselling sessions.					
35.	Our tutors provide us individual as well as group guidance also for our queries.					
36.	The use of email services by tutors & students should be made compulsory for effective academic communication.					
37.	The fellow students are interested in interaction for learning from each other.					
38.	In general, the IDE Headquarters did not reply to my queries.					
39.	The counsellors try to avoid interactions with the students regarding some Non-academic queries.					
40.	The learning material has many pages where content clarity is desired.					
41.	The IDE staff members are always happy and active in meeting learners' problems .					
42.	The students don't get the chance to express their views on the content of their choice during contact sessions.					
43.	We had enjoyed enough flexibility in selecting courses and activities.					
44.	The B.A. (Hum) programme of IDE has helped me in understanding some new concepts in different fields of our study.					
45.	The University should develop and provide rating scales to Tutors/Lecturers for assessing our different activities.					
46.	The marking system is a socially accepted system and it helps in seeking a job.					
47.	The grading system is better than the marking system and the UNISWA should adopt a total grading system.					
48.	The internal evaluation is not done systematically in an un-biased manner by lecturers/tutors.					

Sr. No.	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
49.	Our examination must be conducted as per students' convenience. It is called as On demand examination.					
50.	The paper setters and the examiners must be oriented about evaluation techniques in Distance Education.					
51.	The assignment evaluators do not comment about the positive & negative points in my assignment.					
52.	Textbooks should be rewritten because the style of presentation does not correspond to the Self-Instructional Material (SIM) format.					
53.	The unit content covers all the objectives stated in the unit introduction.					
54.	There should be some charts, pictures and explanations to explain the content more clearly.					
55.	I feel inferior to my counterparts, who have done a B.A. (Hums) degree as regular (full-time) students at University of Swaziland.					
56.	The efforts made for writing assignments are of no help in writing answers during the end exam.					
57.	The B.A. (Hum) programme requires an overall analysis of different activities to make it at par with the regular B.A. (Hum) programme.					
58.	The programme has an effect on the future career of the students, and so, the students should try to complete it sincerely.					
59.	The language and format of the question do not clearly indicate how the answers during the final examinations should be written.					
60.	Sample assignments are supplied to students to demonstrate the writing style of a quality assignment.					
61.	The project report writing work is not done by supplying a standard sample project work done by some students in the past.					
62.	A provision of many supplementary or Our Demand Examination should be made to avoid a delay in make-up of a low achievement in some courses.					

Please write your views on the following questions:

1. The University advertises once in a year for the B.A. (Hum) admission in the local newspapers. What other avenues can be used for a wide publicity of this programme within Swaziland?
2. We have made IGCSE/ O' level as the minimum qualification for admission to our B.A. (Hum) programme. What other criteria may be adopted to obtain good quality students?
3. The IDE organises a two-day orientation programme for all students at the time of admission. What should be included in this orientation programme in order to make it more meaningful and fruitful?
4. We have considered 25 years of age as one of the criteria for admission to the B.A. (Hum) programme. What other criteria may be adopted for admitting more students from the society?

5. You have studied our books/modules (print material) for different courses. State some of the difficulties faced by you while trying to understand their content.

S.No,	Name of the Book/Module/Study Material	Difficulties and their Page No.
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Suggest some steps to solve these difficulties.

6. In your programme, you have many activities to complete, like the Project, Theory papers, Assignments, etc. We have prescribed four (04) years for completion of this programme by covering all activities. Kindly suggest and explain some of your reasons to increase or decrease this time limit.

7. Reference material at the University of Swaziland (UNISWA) library helps with additional information about course content. Please state steps to be taken by IDE for easy availability of such materials to students.

8. You must have attended some contact sessions and interacted with counsellors/tutors/lecturers during contact sessions. Kindly suggest some additional competencies which are desired in these teachers of our B.A. (Hum) programme.

9. Please state below the name of the books/modules, and their units where you wanted more explanation/more figure/more charts/more examples, etc

S.No,	Name of the Book	Unit Number and Name.	Page Number
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			

10. You have seen that our B.A. (Hum) Question Papers contain some one word answer as well as some short answer/long answer type of questions. Please comment and suggest modifications to this pattern of our question papers to ensure a wide coverage of course content.

11. Self-evaluation is the essence of an Open & Distance education system for immediate feedback regarding your performance. How can this idea be implemented for our B.A. (Hum) programme?

12. Model assignments and model project reports should be shown to students during contact session. Comment upon this statement, either in favour or against.

13. Please suggest some units (in different books) where you had desired Audio CD's for more clarity

S.No,	Name of the Book	Unit Name and Page Number
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14. The tutors/lecturers/counsellors had given you some questions for writing assignments. Please suggest some steps for providing a choice / openness to students in selecting the question of their choice.

15. The Co-ordinators for Student Support Services, Research & Evaluation and Student Registration, Examination and Academic Co-ordinators are all dealing with students in order to meet their academic or non-academic needs. Please state below your expectations from these centres situated in IDE at UNISWA.

16. You might have faced some problems (if any) during registration at the university. Please suggest how steps like decentralisation etc. could be adopted for quick and successful registration.

17. You must have studied the course content given in the Books/Modules. Please suggest some units (if any) in different Books/ Modules where you need more content (subject matter)

S.No,	Name of the Book / Module / Study Material	Unit Name and Page Number
1.		
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18. The Institute of Distance Education (IDE) staff makes every effort to solve the academic and non-academic problems of learners. Please express your experiences with these staff members and suggest some measures for enhancing their capabilities.

19. Motivation is that Psychological factor which drives you towards study. Has the learning material for BA (Hum) motivated you towards studying? Please explain the merits of the course content, style of presentation. If not, suggest some steps to change the presentation style of the course content.

20. The Institute of Distance Education functions as an agent between the student and academic tutor / counsellor/ lecturers in providing human support through contact programmes. Please state below some of your expectations from the Institute of Distance Education (IDE).

21. The Academic counsellors / Tutors/ Lecturers are not supposed to deliver lectures on the topics of their own choice, but, to diagnose learners' problems and provide remedies accordingly. You might have observed some shortcomings (if any) among these teachers while dealing with the learners during contact sessions. Please list these shortcomings below to frame training programme for them.

22. Human relation is that mobile force which reduces friction among individuals. It is essential to have good human relationship between students and counsellors/tutors/lecturers. Please express below some of the possible changes in their dealings with students to bring about an environment of a good human relation.

23. Project work is meant for your individual involvement with other group members. Please suggest below some steps to ensure more involvement of each group member in project work.

24. Openness (removing the barriers in the way of learning) is our commitment while dealing with our students. Please suggest some ways for providing more openness/flexibility at various stages on our BA (Hum) programme.

25. You might have heard of audio/video support used with distance learners. Please state below some of the course content where you feel audio/video support is not essential.

26. There are some problems common among students while others are specific to an individual student. The counsellors/tutors/lecturers are supposed to provide group guidance as well as individual guidance to meet your problems. Please state below if such type of guidance is provided by your counsellors/tutors/lecturers. Please mention the content with its course codes in which this was not done by your teachers.

27. The IDE prepares timetables to organise effective contact sessions.. Please state below any complication or overlapping in the timetable for contact sessions. If yes, how can we ensure that these problems are avoided?

28. The counsellors/tutors/lecturers are supposed to provide motivation to students. Please explain the role of these teachers in providing motivation to students.

29. You might have consulted your fellow students on various academic and non-academic issues. Please suggest some steps for making these student interactions more frequent and meaningful.

30. You might have written some letters or personally made some contact with the IDE staff in some work or enquiry. Explain below your reactions about the treatment given to you through letters or in person by these staff members. What was your impression about the staff members at the IDE headquarters when trying to resolve your problems either through letters or in person?

31. Interactions between a student and his academic tutor help in raising knowledge and remove confusion in course content. Please suggest some ways for enhancing this interaction and for managing two-way communication between the learners and their counsellors/tutors/lecturers.

32. The Institute of Distance Education is an agent between you and the University. Mention some instances where the IDE was helpless in assisting you to complete the programme.

33. The course content prescribed for the BA (Hum) programme is somewhere clear while other sections might not be clear enough. Please cite below the portions where you had some confusion in understanding the content.

S.No.	Name of book/module	Unit Name and Page Number	Title of the unclear content
1.			
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34. The rigidity of the rules might have created some problems during programme completion. Please state some situations where rigidity prevailed and might be replaced by flexibility.

35. What changes do you observe in your academic growth, vocational competency, and, financial gains after completion of B.A. (Hum) programme?

a) Academic Growth

b) Vocational Competency

c) Financial gains

36. Internal evaluation becomes sometimes a source of getting more marks which compensates the external evaluation for seeking higher grades/divisions. Suggest some changes in the internal evaluation procedure for making it more rational and unbiased.

37. On Demand Examination is a facility given to students to appear for examinations as and when the students desire. Please give your views about the benefits and harms to be experienced by students if this scheme is implemented by the University of Swaziland for B.A. (Hum) programme.

38. The comments on assignments generate two-way communication between the learner and the evaluator. You must have read some of these comments given by the evaluators on your assignments. Mention some problems (academic & administrative) faced by you regarding these assignments and their assessment.

39. The textbooks prescribed for the BA (Hum) programme are supposed to be in Self-Instruction Material (SIM) format. Suggest the passages/chapters of these textbooks where changes need to be made so that they are in full SIM format.

S.No,	Name of the Book/Module/Study Material	Content / Material and Page Number
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40. You are sharing your duties and responsibilities with your colleagues who have BA degrees from conventional universities. In what respect do you find yourself less competent than them while performing your duties and responsibilities in your organisations?

41. The assignment submission has been made compulsory for every B.A.(Hum) student. Did you find this assignment work useful to prepare for the final examinations? Express your views, either in favour or against.

42. If you left this programme without completing it or you were expelled by the University (for not achieving a 'D' or higher grade in a course), kindly explain the reasons for this dropout from the programme and suggest some remedies for re-joining the B.A. (Hum) programme.

43. You must have seen the question papers for final examination for various courses at different stages. Please recall the pattern of and language used in these question papers. Suggest steps for generating a two-way communication between the examinee and the examiner as well as between the paper setter and the examiner at the time of examination.

44. The assignments are submitted to the evaluators, who do not show them back to the concerned students, and the marks allotted are sent to the programme coordinator at IDE. These marks are sent by IDE to the Exam section of the University of Swaziland (UNISWA). Please suggest how this procedure can be made more easy and time-saving as well as ways to enable the students to see these assignments back after assessment.

45. The University of Swaziland holds supplementary examinations for improvement of the grades in those courses where students have failed to get a 'D' or better grade in the final examination. How many times should this supplementary exam be conducted in a year? Suggest additional steps to build such examination for grade improvement.

46. Some Universities are assigning Marks and Divisions (1st Division / 2nd Division / 3rd Division) as part of the results. Our University assigns marks and converts them into symbols /grades (A/B/C/D/E/F). Suggest below about the feasibility and social acceptability of this grading system.

Note: Here is some open space for writing your comments in detail, on some issues of your choice (covered or not covered above).

Date

Signature

Place

Name

Important Note: Please return this duly filled in questionnaire back at an earliest to Mrs. S.R. Dlamini, Coordinator B.A. (Hum) programme, Institute of Distance Education, University of Swaziland (UNISWA), Kwaluseni Campus, Private Bag 4 Kwaluseni, Swaziland.

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