ABSTRACT

Education can be adopted as a life style. Education is not confined to formal institutions and is not restricted. It is a life long process. Hence, it comprises of formal and non-formal education. Non-formal education is being offered through different modes, one of its modes is correspondence education, out of which distance education has developed a system in itself by incorporating latest communication technology. Within a context of rapid technological change in educational opportunities the University of Sindh established “Non-Formal Distance Education Center” (NFDEC) in 1998. Now, it is recognized as a department, the objectives of the department are to provide professional education to in-service and pre-service teachers through distance learning centre. To produce teachers with professional vision through intensive use of new developments, trends and issues in the field of education. In this connection more than eleven centres are spread in the remote areas of Sindh province to meet the challenges of 21st century. This program is well-organized and has a comprehensive system of examination for performance evaluation but there is still room for improvement, for this purpose a research work is being conducted to evaluate the overall performance of the programme. For this, I evaluated the major areas of the programme like use of technology, effectiveness of teachers, class atmosphere, course content, assignments, tests, support services, students’ achievements, students’ attitude etc. Within the context of formative and summative evaluation data was collected through quantitative and qualitative methods, after the processing of data the results are made and suggestions are given for further improvement of the programme.

Keywords:
NFDEC = Non-Formal Distance Education Centre
UOS = University of Sindh
C.C = Core Courses
O.C = Optional Courses
WS = Workshop

1. Introduction

“SEEKING KNOWLEDGE IS OBLIGATORY FOR EVERY MUSLIM MALE AND FEMALE”
-HOLY PROPHET (SAW)

The usefulness of distance education can be considered in the light of Bloom’s (1956) taxonomy of study objectives. In the cognitive domain, the effectiveness of distance education is rarely challenged.

Childs (1965, p.81) has stated that “…it is well known by now that the distance study is at least as effective as may other form of teaching and learning”.

The origin of non-formal and distance education lies basically in the philosophy that a society has a responsibility to provide educational opportunities to those who for some reasons or other cannot get benefit from the formal or traditional system of education.

To provide education on mass scale is a never ending challenge to every decent society on map of the world. The population expulsion has made it impossible to improve education through the existing formal system of education.

The more advanced countries realized the needs to explore new avenues to discover innovation and alternative approaches to educate the people in order to make their citizens more productive and useful. This resulted positively in the development of the concepts of “learning society” and “life long education”. The advanced countries of the world during the sixties and seventies of the closing century established departments of Non-Formal in the existing general and technical universities.

Nowadays UOS has a full-fledged department, “Distance Continuing and Computer Education” the department is running distance education programme in all over the lower Sindh, the department has established eleven centres for the teachers training, where B.Ed. and M.Ed. courses are taught. For participation in EDEC 2007, I have selected the topic “An overview of Distance Education in UOS and Suggested Measures for Performance Evaluation”. For this, I have given an over view of the distance education existing in the SOU, besides; I have structured a five-point questionnaire for survey.

For the performance evaluation of the teachers training programme of distance education in UOS, as a population I took all eleven (11) centres of D.E. and selected 200 trainee-teachers as a sample. The questionnaire based on six main components of the
programme, after the processing the results are made and then on the basis of findings I suggest measurement for the performance evaluation.

2. Brief History
Realizing the magnitude, complexity and pressure of the problems, more and more countries have led their way to Distance and Off-campus Education system as a solution and have mostly met with considerable success.

Non-Formal Education in Pakistan was introduced in 1974 with the establishment of an Open University (Allama Iqbal Open University) under the parliament act of XXX.

Taking an advantage of experience of AIOU, Sindh University was the first general university in Pakistan, which on April 23rd 1990 established a Non-formal and Distance Educational Chair (NFDEC) in order to meet the needs of the rural population and backward areas of the Province.

In 1995-96 Non-Formal and Distance Chair (NFDEC) started its first programme and offered B.Ed. off-Campus to train Secondary School Teachers particularly belonging to the remote areas of Sindh.

This was successful experiment and about 4000 students were enrolled in the very first year. In the year 1998-99 M.Ed. Programme was also started.

In 2003 Non-Formal and Distance Education Chair was recognized as Non-Formal and Distance Education Centre that felt a need for recognition of the Faculty of Education to ensure its smooth running and discharging obligation of imparting quality education for professional degrees such as B.Ed., M.Ed. and M.A. (Education), and providing trained persons for education purpose from the level of school education to higher education through regular programme besides distance education. Later on, it was approved by the Senate, at its meeting held on 1st October 2003, the Vice-Chancellor, University of Sindh was pleased to recognize the Non-Formal Distance Education Centre as the Department of Distance Continuing and Computer Education. This Department offers the following courses areas of studies:

(i) Distance and Continuing Education
(ii) Computer Education

3. Financial Implication
The Non-Formal & Distance Education Programme is especially made for B.Ed. & M.Ed. degrees through which millions of rupees are earned. However after deducting meager expenditures, this department contributes a huge amount to the University. Therefore, there is not any kind of a financial liability on University. Besides the people who for one reason or the other can not afford to go through the formal system of education, they are encouraged to be benefited so far by having got education through Non-Formal and Distance Education Programme.

4. Objectives
The provision of professional education at B.Ed. / M.Ed. level for pre-service and in-service teachers through distance learning system of education, by University of Sindh, is intended as follows:

- To produce well qualified and better skilled professional personnel so as to meet the ever increasing needs in the educational institutions of the region.
- To enable the teachers and other desirous people of ‘mastering education’ to avail the distance learning education facilities.
- To equip the students with professional skills, proficiency and competency in the field of education.
- To produce qualitatively and quantitatively research-minded personnel who can generate research at the grass root level and use research results in practical class-room situation.
- To emphasize on the practical aspect of the course as to enable the student-teachers meet the practically need of the field more competently.
- To produce teachers with professional vision through intensive study of new developments, trends and issues in the field of education.

5. Courses of Studies

<table>
<thead>
<tr>
<th>TABLE-I</th>
<th>SHOWING THE C.C. AND MARKS OF THE FIRST TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>Marks</td>
</tr>
<tr>
<td>DE-501 Functional English (FE)</td>
<td>100</td>
</tr>
<tr>
<td>DE-502 Perspectives of Education in Pakistan (PEP)</td>
<td>100</td>
</tr>
<tr>
<td>DE-503 School Organization &amp; Classroom Management (SOCM)</td>
<td>100</td>
</tr>
<tr>
<td>DE-504 Human Development &amp; Learning (HDL)</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TABLE-II</th>
<th>SHOWING THE C.C. AND MARKS OF THE SECOND TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>Marks</td>
</tr>
<tr>
<td>DE-505 Measurement &amp; Evaluation in Education (MEE)</td>
<td>100</td>
</tr>
<tr>
<td>DE-506 Educational Guidance (EG)</td>
<td>100</td>
</tr>
<tr>
<td>Method–I (Methodology)</td>
<td>100</td>
</tr>
<tr>
<td>Method–II (Methodology)</td>
<td>100</td>
</tr>
</tbody>
</table>
### Methods of Teaching for Science Group (Methodology)

<table>
<thead>
<tr>
<th>Option – I</th>
<th>Option – II</th>
</tr>
</thead>
<tbody>
<tr>
<td>DE-511 Physical Sciences (Ph Sc.)</td>
<td>DE-512 Teaching of Biology (Bio)</td>
</tr>
<tr>
<td></td>
<td>DE-513 Teaching of Maths (M)</td>
</tr>
</tbody>
</table>

### Methods of Teaching for Humanities Group (Methodology)

<table>
<thead>
<tr>
<th>Option – I</th>
<th>Option – II</th>
</tr>
</thead>
<tbody>
<tr>
<td>DE-516 Teaching of Islamiat (IT)</td>
<td>DE-518 Teaching of Sindhi (S)</td>
</tr>
<tr>
<td>DE-517 Teaching of Social Studies (SS)</td>
<td>DE-519 Teaching of Urdu (U)</td>
</tr>
<tr>
<td>DE-521 Teaching of General Science (GSc)</td>
<td>DE-520 Teaching of English (E)</td>
</tr>
</tbody>
</table>

### Table III

**Showing the C.C. / WS and Marks of the Third Term**

<table>
<thead>
<tr>
<th></th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>DE-508 Research Techniques (RT)</td>
<td>100</td>
</tr>
<tr>
<td>DE-507 Curriculum Instruction (CI)</td>
<td>100</td>
</tr>
<tr>
<td>Workshop - Method–I (WS)</td>
<td>50</td>
</tr>
<tr>
<td>Workshop - Method–II (WS)</td>
<td>50</td>
</tr>
<tr>
<td>Final Lessons (FL)</td>
<td>100</td>
</tr>
</tbody>
</table>

### Fourth Term

- Issuance of Examination Forms
- Submission of Examination Forms
- Annual Examination
- Educational Exhibition (any two days, Centre wise)
- Final Lessons
- Educational Excursion (one Sunday centre-wise)
- Announcement of the result

### Scheme of Studies of M.Ed. Non-Formal Programme

#### Table I

**Showing the C.C. and Marks of the First Term**

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>DE-601 Curriculum Development (CD)</td>
<td>100</td>
</tr>
<tr>
<td>DE-602 Educational Management &amp; Supervision (EMS)</td>
<td>100</td>
</tr>
<tr>
<td>DE-603 Test Construction Interpretation (TCI)</td>
<td>100</td>
</tr>
<tr>
<td>DE-604 Educational Technology &amp; Instruction (ETI)</td>
<td>100</td>
</tr>
</tbody>
</table>

### Table II

**Showing the C.C. and Marks of the Second Term**

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>DE-605 Foundation of Education (FE)</td>
<td>100</td>
</tr>
<tr>
<td>DE-606 Research Education (RE)</td>
<td>100</td>
</tr>
<tr>
<td>DE-607 Advance Educational Psychology (AEP)</td>
<td>100</td>
</tr>
<tr>
<td>DE-608 Teacher Education (TE)</td>
<td>100</td>
</tr>
</tbody>
</table>

### Table III

**Showing the O.C. and Marks of the Third Term**

<table>
<thead>
<tr>
<th>Optional Courses</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>DE-621 WS Project – I (WS)</td>
<td>100</td>
</tr>
<tr>
<td>DE-622 WS Project – II (WS)</td>
<td>100</td>
</tr>
</tbody>
</table>

**OR**

<table>
<thead>
<tr>
<th>Optional Courses</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>DE-612 Environmental Education (EE)</td>
<td>100</td>
</tr>
<tr>
<td>DE-616 Distance Education (DE)</td>
<td>100</td>
</tr>
</tbody>
</table>

**Fourth Term**

- Submission of Research Project
- Issuance of Examination Forms
- Submission of Examination Forms
- Annual Examination
- Educational Exhibition (any two days, Centre wise)
- Viva-Voce
- Educational excursion (one Sunday centre-wise)
- Announcement of the result

**6. Teaching Procedure**

Tutorial classes under the supervision of competent teachers appointed as tutors which include:

- (i) Lecture
- (j) Explanation of Objectives
- (k) Briefing of course contents
- (l) Assignments with instruction
- (m) Encouraging/Improving remarks on assignments
- (n) Group Discussion
- (o) Solving academic problems
- (p) Guidance for self-study

**7. Tutorial Meetings**

There are 24 tutorial meetings, each of one is of one hour of a subject, is held on Sundays as per schedule.
8. **Practical Workshop**

The students plan and deliver 15 lessons in each special method subject and prepare necessary AVA items. Final lessons are to be delivered at the Elsa Kazi Campus. (On each lesson-plan there is only 1 mark on a delivered lesson, 2 marks and 5 marks on AVA thus making a total of 50 marks on one subject and 100 marks on 2 subjects. However, attendance of the students during the workshop is compulsory).

9. **Supporting Material**

Material like Students’ Guide, Course Outlines, Books, Lesson-Plan etc is to be provided to the students by the Department whereas course books are to be recommended for the students to arrange at their own cost and choice.

10. **Public Examination**

The Controller of Examinations, University of Sindh is responsible for conducting Annual/Bi-Annual Examinations on completion of the course requirements by the students, to award the Degree.

11. **Requirements of the Degree**

1. At least 70% attendance
2. Payment of all dues
3. Submission of Assignments in each course
4. Getting through the Practical Work
5. Passing the Public Examination

12. **Program Evaluation**

Speaking about the programme evaluation I mean that evaluation and its practices in the field of education. The purpose of evaluation is to find out various issues regarding the performance in the whole system. This leads to that evaluation is performed for decision-making and continuing process for better education. Therefore, the evaluation process must provide information which is useful for decision making. It should be carried out as planned activity to serve specific purposes.

Some basic purposes for instructional evaluation of the program are as under:

- To assess the extent to which the educational institution is coping it objectives of education and training.
- To assess the resources available.
- To assess competency level of the graduates.
- To identify needs of further training/development of the staff.
- To determine criteria for resource allocations between different institutions.
- To fulfill public demand for information as well as needs for development.
- To determine cost effectiveness of institutions.
- To identify issues concerns and problems of pupil in the project.

There are indicators that help to measure changes in the given situations; there are tools for evaluating the effects of an activity. They are specific and objectively verifiable measures of changes or results brought about by an activity they are determined the nature of the objectives and intended effects and impact.

Keeping all these purposes in mind the five point questionnaire for tutors and trainees are developed for the performance evaluation in the teachers training distance education programme of the University of Sindh for that as a population I took eleven centres and administered questionnaire amongst the tutors and trainee teachers for the information.

<table>
<thead>
<tr>
<th>Year</th>
<th>Program</th>
<th>Appeared</th>
<th>Passed</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-</td>
<td>B.Ed</td>
<td>666</td>
<td>554</td>
<td>83.18</td>
</tr>
<tr>
<td>2003</td>
<td>M.Ed</td>
<td>234</td>
<td>170</td>
<td>72.64</td>
</tr>
<tr>
<td>2003-</td>
<td>B.Ed</td>
<td>1392</td>
<td>1143</td>
<td>82.11</td>
</tr>
<tr>
<td>2004</td>
<td>M.Ed</td>
<td>382</td>
<td>281</td>
<td>73.56</td>
</tr>
<tr>
<td>2004-</td>
<td>B.Ed</td>
<td>1354</td>
<td>1127</td>
<td>83.23</td>
</tr>
<tr>
<td>2005</td>
<td>M.Ed</td>
<td>44</td>
<td>29</td>
<td>65.90</td>
</tr>
<tr>
<td>2005-</td>
<td>B.Ed</td>
<td>978</td>
<td>765</td>
<td>78.22</td>
</tr>
<tr>
<td>2006</td>
<td>M.Ed</td>
<td>272</td>
<td>221</td>
<td>81.25</td>
</tr>
<tr>
<td>2006-</td>
<td>B.Ed</td>
<td>914</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2007</td>
<td>M.Ed</td>
<td>204</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

**Questionnaire for trainee teachers**

Questionnaires were distributed amongst the 200 trainees of B.Ed. and M.Ed. programme of the University of Sindh. 156 of the trainee’s responded analysis of the data obtained from these is as under:

- **SA**=strongly agree
- **A**=agree
- **UNC**=uncertain
- **DA**=disagree
- **SDA**=strongly disagree
Qualifications of the Centre Supervisors and Tutors

There are 126 Teachers who are engaged in different classes in teaching of various subjects at all the centres of D.E. they all are highly qualified. Their qualification is as under:

1. Ph.D 04
2. M.Phil 08
3. M.Ed. 114

Bar Diagram-I

Opinion about the objectives of learning
Indicates that 84.60 % of the respondents’ sample agreed that course objectives reflect that needs of the learners only 5.12% were uncertain while 10.25% disagreed with the statement.

Bar Diagram-II

Opinion about use of technology
Questions about the use of technology and its effectiveness, positive aspects of the use and attitudes of trainee-teachers towards technology. 88.46% of the respondents agreed that the use of technology in the classroom is very much necessary. Only 6.41 % remained uncertain while 5.12% disagreed.

Bar Diagram-III

Opinion about the instructional effectiveness
Asking the questions about effective lectures, discussions and problems rose in classrooms and atmosphere of the class. Bar diagram represents that 78.22% of the respondents agreed that instructional level was good only 10.25% were uncertain where as 11.53% disagreed with the statement.
**Bar Diagram-IV**

Having the opinion about course contents, assignments and printed materials. Bar diagram represents that 83.35% respondent agreed that course content is relevant and print material level is up to the mark only 5.12% were uncertain while 11.53% disagreed.

**Bar Diagram-V**

Opinion about support services like facilitators, library service, internet service and health service of the learners were not provided at centres. Bar diagram represents that the opinion about the support services 73.06% respondents agreed that support services are not provided properly 10.25% were uncertain while 16.66% of respondents were disagreed.

**Bar Diagram-VI**

Questions about student's achievements, student's involvement and assignments submitted and class attendance. Bar diagram represents that 83.32% of the students agreed that involvement in all class activities was positive 7.69% remained uncertain while 8.97% were at disagreed level.

**Bar Diagram-VII**

**Opinion about continuous monitoring**

Continuous departmental monitoring concerning with various components of D.E. programme. Bar Diagram No.7 indicates that 69.22% agreed that continuous monitoring is carried out for improvement in various components 8.97% was undecided while 21.78% disagreed.
Findings

1. Tutors should have the knowledge about the use of technology and its effectiveness.

2. Trainee teachers have positive attitudes towards use of technology in distance education.

3. Language of presentation must be simple and clear, style of presentation is interesting and stimulating.

4. Tutors should help the students by elaborating difficult words, solving exercises and assignments.

5. Support services are not accordingly provided at the Distance Learning Centres of University of Sindh.

6. Teaching must be based on audio-video technology.

7. Language laboratories should be developed at every centre.

8. Computer conferencing or electronic mail can be used to send messages, assignment feedback and other targeted communication to one or more class members.

9. Pre-recorded video tapes can be used to present class lectures and visually oriented content.

10. Use of Fax in distributing assignments last minute announcements, to receive student’s assignments and to provide timely feedback.

Conclusion

Performance evaluation programme serves important organizational functions. In this research paper for information I adopted on going process at all stages of instructions to know the effectiveness of distance education learning system of UOS, for this I evaluated six major areas of this programme after processing the data conclusions are as under:

On the use of technology 88.45% learners set that the use of technology at distance education level is very much necessary, taking opinion on effectiveness of instructions I discovered that 78.19% students were agreed that instruction level is good where as 11.53% disagreed. On the relevancy of course content 83.32% respondents agreed that course content is relevant at the same time students of various centres agreed that support services are not provided properly while 16.66% respondents were agreed that there is availability of support services. Taking opinion about student’s involvement 83.32% students agreed involvement of class activities is positive. Taking opinion on monitoring system of UOS the students of D.E. agreed that continuous monitoring is carried out 69.22% agreed with that. After the evaluation of this programme the performance of all educational activities are very much clear on the basis of this evaluation. I am suggesting some measures for the reliable and valid evaluation process for D.E. to improve the quality of education.

Suggested measures for performance Evaluation

There are indicators that help to measure changes in given situations. They are tools for evaluating the activity. They are determined by the nature of the objective and intended effects and impact. After the evaluating distance education programme of University of Sindh the following measures are carried out.

1. For the effectiveness of the distance education programme one suggestion is that the evaluation must be taken as an ongoing process to assess all stages of instructions.

2. The evaluation process should be valid for that I mean measure what you want to measure.

3. Evaluation should be verifiable so that conclusions should be measured by the different people at different times and different circumstances.

4. Evaluation should be relevant to task objectives.

5. Evaluation should be specific and results should be based on available data.

6. Evaluation process should be quick as possible.

7. Evaluation process should be cost effective.

8. Performance evaluation is to guide personnel actions to make decisions carefully.

9. The role of performance evaluation is to reward outstanding performance for their efforts.

10. One important role of performance evaluation is to identify training needs for organization.

11. Performance evaluation system should provide information regarding which individuals could be benefited from training, it also adds in establishing the abilities and skills needed for performance level.

12. Performance evaluation is to integrate human resource planning and co-ordinate other personnel functions for development.
Allied Material


