

ROLE OF ASSIGNMENT WORK IN DISTANCE AND NON-FORMAL MODE OF EDUCATION

PhD, Scholar Makhdoom Ali SYED (Contact Author)
Preston University, Islamabad, PAKISTAN

Lecturer Sh. Tariq MEHMOOD
International Islamic University,
Islamabad, PAKISTAN

PhD, Scholar Ziarab MAHMOOD
Hazara University,
Mansehra, PAKISTAN

ABSTRACT

The research article deals with the evaluation of the role of assignments in learning through distance and non-formal mode of education. The study was delimited to the students enrolled in M. Ed and M. A. Education programs (with the specialization of Teacher education, Distance and non-formal education, Science education, and Special Education) during semesters, spring 2006 to spring 2008 in Rawalpindi region of Allama Iqbal Open University Islamabad, Pakistan. The sample of the study consisted of 300 students of Rawalpindi district. A five-point Likert type rating scale was administered to collect the views about the role of assignments in learning through Open Distance Learning System. The four parts (22 items) of the instruments focused on learning through assignment work, beforehand instruction regarding assignments, evaluation and checking of assignments, provision of proper guidelines for writing the assignments by the tutors or the university.

The data were analyzed with mean score and SD, and the recommendations were made from the findings of the study. The study shows the dissatisfactory performance of tutors in most of the aspects.

For the purpose it looks imperative to introduce a separate new course entitled "Study skills" containing different units on study, reading, writing, evaluation skills etc. by the University which may be compulsory but non-credit for all levels of distance learning. It should be offered in the first semester of the program and all tutors should be bound to study and qualify the same course with all respects by writing the assignments and passing the exams etc. before getting the appointment as part time tutors.

Keywords: Assignment work, distance education, evaluation.

INTRODUCTION

The role of assignments in learning process is vital in both formal and non-formal systems of education. Assignments are considered as compulsory component especially in the non-formal and distance learning system. Along with the tutorial meetings, students write the assignments of same course. In this way the learning is managed and made possible through the compulsory component of assignment work. There is no permanent, regular and continuous interaction between teachers and students in distance and non-formal education. So there are no daily bases regular classes, homework assignments and assessment or evaluation of students' learning outcomes in distance and non-formal learning like a formal learning mode. Therefore assignments are the most important and effective component of non-formal learning which meet different ends e.g. a means to engage the learner to study and go through the contents and books while writing the assignments, enable them to search and find out the answers of the questions, enhance their writing power, and on the other hand a good source to judge their writing capabilities, expression skills and approach to

explain, describe and respond a question etc. Standards set for student support in Open Distance Learning (ODL) as stated by Iqbal and Huma (2007, pp.10-12) include as:

- Support is offered on a prompt, timely and wherever possible on personal basis.
- Support offered is appropriate to the level of the course.
- Learners are encouraged to complete their courses.

Progress is monitored, and learners are provided with prompt and helpful comments on their progress in relation to learning expectations and goals.

Support offered in ODL system regarding provision of tutorial schedule and assignment work is a valuable input by the program provider. Appropriate schedules for the submission and return of tutorial assignments are adopted and communicated to learners. Turnaround times are kept to a minimum.

Where tutor support is offered, a good tutor will:

- Communicate clearly, consistently, conscientiously, constructively and quickly with their students;
- Encourage their students at all times;
- Provide feedback on overall progress in relation to the agreed outcome of the course;
- Make effective use of feedback from learners to enhance their own performance as tutors. (Iqbal & Huma, 2007, pp.10-11)

Tutors' role in DNFE system is very important especially with reference to the assignment work. Student studies reading materials and writes the assignments, which are evaluated, marked and corrected by the tutors, and this is the interaction from the distance which ensures the maximum learning. Efforts to a maximum extent e.g. instructions for writing assignments, encouragement and reinforcement on good performance as well as remedial guidance on below average performance etc. are done to meet the successful end.

Allama Iqbal Open University follows the same system of distance and non-formal education in Pakistan. There are fifty seven objectives of MA. Education level course entitled "The Concepts and Methods of Distance Education" course code: 842 offered by AIOU (1998, p. xii). Three are among these objectives, stated on serial No. 22, 23 & 24, which indicate the input, importance and contribution of assignment work in learning through distance mode of education. These are;

- Discuss the importance of marking the assignments.
- Identify the important steps in marking the student assignments.
- Appreciate the monitoring of assignments.

Such objectives should be achieved at the end of the course/study and it is the tutor who should take care of these objectives and maximize the input regarding the assignment work.

A study entitled "Focusing Student Support Services for Quality Assurance in ODL System" revealed that tutorials and tutor support were found to be completed in a week in both the regions (Rawalpindi and Islamabad) and majority of students showed dissatisfaction with it (Iqbal & Huma, 2007, p.17). The findings of this study justify the need and significance of new study to evaluate the role of assignment work in learning through distance education.

MODES OF EDUCATION

Formal, Non-formal and Informal are three modes of education in the prevailing set up in all over the world. Informal education starts with the very first day of a child life, the cradle is the first informal institution of a learner as it has been stated by the Holy Prophet of Islam Hazrat Muhammad (PBUH) "Seek knowledge from cradle to grave". Formal mode or system of education of a country is a very effective way to educate and bring up its youth when they are of the age of learning and they just study without doing any other permanent job as

a learning source. It runs from pre childhood or primary stage to the higher level of education. All the schools, colleges and universities established and are run under a regular, organized and scheduled program of learning are examples of the formal institutions.

DISTANCE AND NON-FORMAL MODE OF EDUCATION

It is also an organized, planned and proper system of education which differs from the formal mode in terms of regular and formal classes, time frame, and daily and regular student-teacher interaction. It is an effective and rapidly growing mode of education for those who could not continue their education in formal system. Distance education, Open and distance learning system, Correspondence education, University without walls, Adult education etc. are different further ways and approaches in the non-formal mode of education.

Gultekin (2006, p.1) states and quotes William and others in this regard as; Distance education is one of the speedily growing approaches in the world.

The possible result of this approach on the whole education system from primary to higher education has been emphasized through information and communication technologies (William, Paprock & Covington, 1999, p. 14).

Rashid (1992, p. 24) narrates the future of distance education as; governments are faced by the problems of the rising demand for education on the one hand and the insufficiency of resources to provide it on the other. They have therefore, been forced to adopt distance teaching as a means of bridging the space between what they can provide and what is required.

According to Dodds (1978, p. 246) "...this method/system provides education/courses by correspondence, broadcasting and occasional face to face learning".

THE ROLE OF TUTOR IN DISTANCE LEARNING MODE

The need to plan effective tutoring is necessary for a successful distance teaching and learning system. This is due to the fact that the instructional plan, the author, the tutor, and the student are often separated by distance and may never meet in person. This is an increasingly common situation as more students access international distance education tutoring. As much as possible, teaching by distance should stimulate the student's intellectual motivation and hold all the necessary learning instructional activities that are capable of guiding the student through the course objectives. Therefore, the course/self-instructional material in distance system should contain all that which the course outline prescribes as well as the tutors should perform their duties regarding the guidance and counseling of individuals in a very effective, devoted and serious way, because the learner of this system needs it much more as compared to the learner of formal education system. Keegan (1990, p. 125) cited in Rashid (1992), has stated that distance education is compound enough to have an industrial base of operation. However, education has been a skill profession, with the teacher standing at the center of practice but most industrial operations need a division of labour.

Tutor plays a very important role in ODL System and he/she may show good results if he/she works as a supervisor, facilitator, guide and helper of the learner, if not then there is no way, most suitable source of guidance and helping the students. Although there are a number of responsibilities which should be/are practiced by the tutor of ODL system but a tutor should pay unusual attention to the following tasks while working as a part time tutor in ODL system. These indicators may be considered as tutor's performance parameters. In the same way tutors have to make best use of the students' learning through assignment work and will be possible only when tutors will appropriately handle the matters e.g. assessment/marking and monitoring the assignments, provision of proper guidance and beforehand instructions regarding assignments and reinforcement for doing better towards creativeness and appearance. The soul of distance and

correspondence education is personal dialogue between tutor and student, which appears through correspondence and considered very effective in the process of learning. There is the foremost channel of communication in this connection is assignment.

According to Pereira, E. (1978) cited in AIOU. (1998, p. 60) that; "The student's most important contact with the college is through the lessons which he submits from time to time and the question mark that he may be encouraged to make.... The tutor should correct the student's work as he would desire his work to be corrected".

It indicates that tutor should do more than just marking the assignments of the learners. He/she must try to know each student, his level of perception, problems, weaknesses, strengths, interests and requirements because such information are essential for proper guidance and counseling of the students. So there must be a close student-teacher association, which can be strengthened with the dialogue and written contribution by the tutor.

Rashid, states in unit four in AIOU. (1998, pp. 60-61) as; each day, the tutor may be correcting first answer from several different students. But each answer may an individual communicate to an individual student..... Conversation takes place as the tutor responds to the student's paper in a mixture of ways. Corrections alone are not enough. Reasons 'why' must be given. Questions may be asked to inspire thinking and additional facts or ideas be provided. Dialogue can also be stimulated by the use of Allama Iqbal Open University tutor's guide and student guide..... The tutor's objective (as he reads a paper or assignment) is to retain marking standards and to encourage his student at the same time. He should welcome new students and make tactful and heartening remarks. If the tutor has previous marks of the same student, he should use those marks as basis for comments on the assignment now being corrected. Such remarks should: "I am pleased to see that you are doing much better this time in organizing your paragraphs."

In short, it is the responsibility of the tutor to give confidence, stimulate, and facilitate the learners of distance education system by providing them proper guidance about writing and interpreting skills. For the purpose there may be written instructions in the study material provided by the university/institution about 'how to write the assignment'.

In the same way very clear and in advance instruction as well as remarks on the assignment works must be given by the tutors when it is returned to the learners after marking and evaluation. The learner of ODL system needs input in the following ways.

In Advance Instruction Regarding Assignments

The learners of this mode, either enrolled in SSC level or higher level of education, are needed to provide beforehand instructions for doing the assignment work by the university, institution and tutor.

Because there are no formal classes and direct interface between learner and teacher in this system, many students have no knowledge about how to do their assignment work? So it is the contractual obligation of the tutor to tell his/her students that how they will be required to do their work and a good tutor, an efficient communicator, tries the best to convey in advance instructions for maximum input/output.

Attending the Study Center and Providing The Guidance Regarding Assignment Work

It is very necessary for tutor to attend the tutorial classes in the study centers and provide proper guidance to the learners regarding how they should develop their study habits, how they can search for their answers as well as how they should write their assignments and express their viewpoints, ideas and feelings in response of the questions because there are no formal classes and direct interaction between learner and teacher in this

system. If a tutor does not take care of such tasks no doubt he/she is not contributing and not performing well as a guide and tutor in ODL system.

Evaluation And Checking of Assignments and Provision of Guidance

Assessment and scrutiny of assignments by the tutor is another parameter of tutor's performance. If a tutor evaluates the assignments with special attention and gives his/her remarks about each and every weak aspect of the work as well as gives written reinforcement on good involvement by the learners, then he/she is justifying well with his job. Provision of written guidance by the tutors enhances the learning of the students and it meets the objectives of changing attitudes, enabling the students to distinguish among right and wrong ways of analysis and keeping the learners on the right track of learning.

Learning Through Assignment Work

Assignments are very key components of ODL system. Students are anticipated to meet a variety of objectives through assignment work. Study habits development, learning through study and reading, understanding of the questions and ways of answering the questions, writing practices and way of writing and expression etc. are the targets which are met through the assignment work. So when a novice learns through this component, it shows that the system is going on the right pathway and the tutors of the system are fighting fit as they are estimated to do and as they should be.

THE STUDY

The study was conducted to evaluate the role of assignment work in learning through Open Distance Learning System and to give recommendations for improving the task and routine of course tutors in assignment work. The survey method was used to collect the data of the study with the help of five-point Likert type rating scale. The items of rating scale were constructed related to the following objectives of the study;

- To explicate the role of assignment in distance mode of learning.
- To uncover the tutorial and guidance practices of course tutors in distance and non-formal education system.
- To appraise the input of the University and performance of course tutors concerning the instruction for writing assignments and their evaluation.
- To present recommendation for improving the strategies regarding how to write the assignments and how to evaluate it in Open Distance mode of Learning.

Procedure of the Study

Population of the Study

Students enrolled in M. Ed/M. A. Education Program during Semester spring 2006 to spring 2008 were the population of the study.

Sample

Stratified random sampling technique was used to select the representative sample for the study. Three hundred male and female students were randomly selected as a sample of the study from the population of all Tehsils of Rawalpindi district. To make the sample really representative of the population, not more than twenty students were taken from the same Tehsil. The tabular presentation of the sample has been shown in annexure-1.

Instrument of the Study

A five point rating scale, consisted of 22 items presented in four parts, was developed and the experts validated it. The instrument was pilot tested and some of the items were modified to bring clarity.

Collection of Data

The data were collected through five point rating scale, and the researcher approached the respondents himself or through friends for filling the items of the instrument. A coding scheme was prepared and data were tabulated separately. Mean scores and SD were calculated and simple percentage formulae were applied for the analysis of the data.

ANALYSIS OF DATA AND FINDINGS OF THE STUDY

According to the data regarding the intimation and in advance instructions, calculated mean score i.e. 4.46 (SD was 0.92) indicates that the performance of course tutors is good regarding well in time intimation of their appointment as tutor, while there is below the average input both by the tutors and the University regarding in advance instructions for writing assignments. Mean scores are 2.15, 1.84 and 1.87 and SD was 1.09, 1.20 and 1.22 respectively. (Table-1, Annexure-2)

The majority (60.67%) of the respondents agreed with the statement that; Tutors just tick (✓) and mark the assignments. The mean score 3.40 indicates that the trend of giving written feedback on students' assignment work in prevailing practices is not common and tutors just tick mark the assignments instead of giving their comments about what is wrong and what is right. SD was 1.47.

When the respondents were asked that whether Tutors thoroughly study their assignments, 46.67% of the respondents disagreed with the statement, while 23.67% showed uncertainty in this regard. The mean score 2.74 indicates that the performance of course tutors is average in this regard. SD was 1.35.

When respondents were asked that whether Tutors seriously and minutely evaluate the assignments, 65% of the respondents disagreed with the statement. The mean score 2.44 indicates that the course tutors' contribution in this regard is below the average. SD was 1.93.

When the respondents were asked that whether they are satisfied with the evaluation of assignments by their tutors, 70% of the respondents disagreed with the statement. The mean score 2.31 indicates that the input of course tutors is below average in this regard. SD was 1.37.

77.34% of the respondents disagreed with the statement that tutors point out weaknesses in the assignments. The mean score (2.11) was below the average on the scale. SD was 1.1.29.

About the statement, whether Tutors give written feedback in the assignments, 73% of the respondents disagreed with the statement. The mean score 2.26 indicates that the course tutors' role in this regard is below the average. SD was 1.36.

One half (50%) of the respondents disagreed with the statement, that tutors return/post back the checked assignments well in time. The mean score was 2.96 and SD was 1.47.

About 56% of the respondents disagreed with the statement that learners get back their 1st assignment before the due date of 2nd assignment. The mean score 2.82 indicates that the performance of tutors in sending back the marked assignments well in time to the students is average on the minimum performance mean scale. SD was 1.51.

A great disagreement (by the 83.34% respondents) was shown about the statement that "whether Instructions are given in 1st assignment to write the 2nd assignment in improved form". The below average mean score

2.14 indicates that the students are not properly guided by the tutors for writing the assignments. SD was 1.06 (Table-2, Annexure-2).

The mean score 3.72 indicates that the involvement of the learners in doing their assignment work is good on the scale. SD was 1.45. But on the other hand, the mean scores i.e. 2.79, 2.32 and 2.42 respectively, are at minimum scale level, which indicate that the learners have not improved through their assignment work. SD was 1.45, 1.28 and 1.26 respectively (Table-3, Annexure-2). The 89% of the respondents agreed that there is a deficiency in the material given by the University/tutors regarding the instructions on how to write the assignments. Mean score was 4.21 and SD was 1.02.

Mean scores (4.32, 4.02 and 4.10) show a higher level of acceptance about "there should be a proper format and before hand guidelines for writing assignments." The SD was 1.02, 1.24 and 1.05 respectively. The majority (94%) of the respondents agreed that assignments should be written in the uniform pattern/style by adopting the format e.g.

- Introduction (in their own words).
- Definition of the terms used in question statement (with proper quotations, references and explanation).
- Comprehensive discussion about the question (with proper quotations, justification, to the point examples and explanation).
- Conclusions (in their own words).
- Bibliography (literature cited). Mean score (4.34) proves a higher level of acceptance to the proposed format for writing assignment SD was 0.92. (Table-4, Annexure-2).

CONCLUSIONS

The conclusions of the study are as the following;

The learners of ODL System are intimated well in time by their tutors regarding their appointment as part time tutor of the courses concerned.

Deficiency falls there regarding in advance written directions about the method, way and style of writing assignments, which is not a good indicator especially in distance learning system.

The performance of tutors regarding the evaluation of assignments and written feedback of right and wrong is below average. Tutors just tick (✓) mark the assignments, they do not read the assignments thoroughly and do not point out the mistake or shortcoming in the work presented by the learners. It indicates that tutors handle this key component as a formality. Remedial efforts and correction based reinforcement is missing there in existing practices performed by the tutors of ODL system.

The learners of ODL system are aware of the importance of assignment work and they consider it as a purposeful activity and good source of learning as well as they can learn much through assignment work but it depends upon the tutors' cares and their ways, approaches and style of doing work as part time tutor in ODL System. When tutors will not take care of providing proper guidance about 'how to write the assignment' and will not check the assignment work on the basis of predetermined and informed criteria as well as will not communicate their weaknesses and strengths through their assignments, they may not be able to qualify the level as it should be.

Students are missing proper guidance and instructions in respect of writing assignments from both sides 'the University and the tutors'; therefore they have warmly welcomed a uniform pattern/format about 'how to write the assignment'.

Recommendations

Following are the recommendations of the study made on the basis of findings for improving the performance of course tutors working with ODL system e.g. Allama Iqbal Open University at Master (of Education) level studies as well as enhance the learning level of the students through assignment work.

- Appropriate guidance, assistance, supervision and counseling are the basic demands of educating the learners especially in case of ODL system. Straightforward and comprehensive instructions by the course supervisor or tutor for doing the assignment work, studying the course materials, answering the questions, creative presenting, writing and making a sound, creative, critical, complete and to the point discussion etc. are the matters of focus and much significance. Tutors should be bound to provide such imperative tasks and services in the form of detailed instructions along with the first intimation letter of their appointment, so that the learners sitting away from the institution and teacher can get a written set of instructions for their assignment work and they can learn in an enhanced and more successful way.
- Tutors may be stood responsible to check the assignments minutely, and this evaluation should comprise of complete feedback, a set of written instructions regarding what is right and what is wrong in the work presented by the learner, written reinforcement, rectification of the mistakes and all types of guidance mandatory in distance learning scheme. Assignment checking as just tick marking (✓) the assignments, not reading the assignments painstakingly, not pointing out the mistakes or deficiencies falling in the work presented by the learners etc. are those indicators which make this important element a formality and matter of less significance on the part of tutors while causes ineffective and inefficient learning on the part of learners.
- A special training program may be launched to provide awareness to all levels' tutors about their duties and responsibilities in ODL system. In the same way there may be a set of unambiguous instructions regarding checking the assignments and then counter checking (by the senior tutors) of marked and evaluated assignments to see the level of acting upon the university directions given to the tutors for evaluation of assignment work. There may be a set of instructions such as 'tutor guide' or guide lines for writing the assignments in each course book which should be followed both by the learner and tutor while writing and evaluating the assignments.
- For the purpose it looks imperative to introduce a separate new course entitled "Study skills" containing different units on study, interpretation, writing, evaluation skills etc. by the University which may be compulsory but non-credit for all levels of distance learning. It is supposed to be offered in the first semester of the program and all tutors should be bound to study and qualify the same course with all respects by writing the assignments and passing the exams etc. before getting the appointment as part time tutors.

BIODATA AND CONTACT ADDRESSES OF AUTHORS



Sheikh Tariq MAHMOOD is a Lecturer in International Islamic university Islamabad. He did master in Educational Planning and Management and M.Phil (Education) from Allama Iqbal Open University Islamabad. He is a scholar of PhD in Preston University.

Sheikh Tariq MAHMOOD (Contact AUTHOR)
International Islamic University, PAKISTAN
0092-51-9019408
Email: tariq_iiui@hotmail.com



Makhdoom Ali SYED is a PhD scholar at Preston University Islamabad. He has done his M.Phil in teacher education. He is the author of many books. He is working as a tutor from AIOU

PhD, Scholar Makhdoom Ali SYED (Contact Author)
Preston University
Phone: 03215578223
Email: makhdomalisyed@yahoo.com



Ziarab MAHMOOD is a PhD scholar at Hazara University Mansehra. He has done his M.Phil in teacher education. He is the author of many articles.

PhD, Scholar Ziarab MAHMOOD
Hazara University, Mansehra, PAKISTAN

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ANNEXURE 1

Description of sample

S. No	Tehsil	Spring 2006		Spring 2007		Spring 2008		Total
		Male	Female	Male	Female	Male	Female	
1	Rawalpindi	4	16	4	16	4	16	60
2	Gujarkhan	4	16	4	16	4	16	60
3	Kahuta/Kallar	4	16	4	16	4	16	60
4	Murree/K.Stian	4	16	4	16	4	16	60
5	Taxila/Wah	4	16	4	16	4	16	60
	Total	20	80	20	80	20	80	300

ANNEXURE 2

Table 1
Analysis of Data Regarding the Intimation and in Advance
Instructions (Part. 1, Item 1-4)

Item.	Statements	SA	A	UND	DA	SDA	SD	Mean
1	I have been intimated in time by my tutors regarding their appointment.	188 (63%)	90 (30%)	04 (1.33%)	08 (2.66%)	10 (3.33%)	0.92	4.46
2	University gives me proper written guidelines about "how to write the assignments".	21 (7%)	23 (7.67%)	07 (2.33%)	179 (60%)	70 (23.33%)	1.09	2.15
3	Tutors send written instructions/guideline about "how to write the assignments".	21 (7%)	20 (6.67%)	10 (3.33%)	89 (29.67%)	160 (53.33%)	1.20	1.84
4	I have been provided instructions for writing my assignments in the form of a special letter other than the conventional/traditional intimation letter.	21 (7%)	22 (7.33%)	13 (4.33%)	85 (28.33%)	159 (53%)	1.22	1.87

Scale= Minimum performance Mean=2.6-3.5, Good=3.6-4.5, Best= Above4.6

Table 2
Analysis of Data Regarding Evaluation of Assignments and Provision of Feedback to the learners.
(Part. 2, Item 5-13)

Item.#	Statements	SA	A	UND	DA	SDA	SD	Mean
5	Tutors just tick (✓) and mark my assignments.	89 (29.67%)	93 (31%)	14 (4.67%)	58 (19.33%)	46 (15.33%)	1.47	3.40
6	Tutors thoroughly study my assignments.	43 (14.33%)	46 (15.33%)	71 (23.67%)	69 (23%)	71 (23.67%)	1.35	2.74
7	Tutors seriously and minutely evaluate my assignments.	38 (12.67%)	44 (14.67%)	23 (7.67%)	103 (34.33%)	92 (30.67%)	1.93	2.44
8	I am satisfied with their evaluation.	33 (11%)	44 (14.67%)	13 (4.33%)	103 (34.33%)	107 (35.67%)	1.37	2.31

9	Tutors point out my weaknesses in the assignments.	25 (8.33%)	36 (12%)	07 (2.33%)	113 (37.67%)	119 (39.67%)	1.29	2.11
10	Tutors give written feedback in the assignments.	37 (12.33%)	33 (11%)	11 (3.67%)	108 (36%)	111 (37%)	1.36	2.26
11	Tutors return/post back the checked/evaluated assignments well in time.	58 (19.33%)	83 (26.67%)	09 (3%)	90 (30%)	60 (20%)	1.47	2.96
12	I have received back my 1st assignment before the due date of 2nd assignment.	67 (22.33%)	50 (16.67%)	15 (5%)	98 (32.67%)	70 (23.33%)	1.51	2.82
13	I have found enough instructions in 1st assignment to write my 2nd assignment in improved form.	19 (6.33%)	23 (7.67%)	08 (2.67%)	182 (60.67%)	68 (22.67%)	1.06	2.14

Scale= Minimum performance Mean=2.6-3.5, Good=3.6-4.5, Best= Above4.6

Table 3
Analysis of Data Regarding Students' Learning and Improvement through Assignment Work.
(Part. 3, Item 14-17)

Item.	Statements	SA	A	UND	DA	SDA	SD	Mean
14	I have written my all assignments by myself.	122 (40.67%)	92 (30.67%)	09 (3%)	34 (11.33%)	43 (14.33%)	1.45	3.72
15	I have learnt much about writing techniques through my assignment work.	47 (15.67%)	76 (25.33%)	15 (5%)	93 (31%)	69 (23%)	1.45	2.79
16	I have improved my writing style through my assignment work.	24 (8%)	49 (16.33%)	17 (5.67%)	120 (40%)	90 (30%)	1.28	2.32
17	I improved my 2nd assignment in the light of instruction/directions given by the tutor.	23 (7.67%)	56 (18.67%)	22 (7.33%)	122 (40.67%)	77 (25.67%)	1.26	2.42

Scale= Minimum performance Mean=2.6-3.5, Good=3.6-4.5, Best= Above4.6

Table 4
 Analysis of What is and What Should be? (Regarding the Assignment Work/Format) as Viewed by the Respondents. (Part. 4, Item 18-22)

Item.	Statements	SA	A	UND	DA	SDA	SD	Mean
18	I feel deficiency in the material given by the University and tutors regarding the instructions that how to write the assignments.	138 (46%)	129 (43%)	05 (1.67%)	15 (5%)	13 (4.33%)	1.02	4.21
19	There should be proper and clear-cut instructions for writing assignments.	142 (47.33%)	139 (46.33%)	02 (0.67%)	08 (2.67%)	09 (3%)	1.02	4.32
20	University should set an appropriate and uniform format/pattern/standard for writing the assignments.	122 (40.67%)	128 (42.67%)	00 (0%)	34 (11.33%)	16 (5.33%)	1.24	4.02
21	University should set appropriate and uniform criteria for checking and evaluation of the assignments.	124 (41.33%)	133 (44.33%)	00 (0%)	34 (11.33%)	09 (3%)	1.05	4.10
22	Proposed writing format.	144 (48%)	136 (46%)	06 (2%)	07 (2.33%)	07 (2.33%)	0.92	4.34

Scale= Minimum performance Mean=2.6-3.5, Good=3.6-4.5, Best= Above4.6