



Netaji Subhas Open University

Feedback Analysis based on BASELINE SURVEY (2017-18)

[The Baseline Survey was conducted with the support of COL-CEMCA]

About the University

Netaji Subhas Open University, being the first Open University in West Bengal, is the premier State Open University in India. Founded in the 1997 (Birth Centenary of Netaji Subhas Chandra Bose), the University has been contributing substantially towards the building up of quality human resource base of the State and collaborating with other open universities of the National and State levels towards the improvement of the quality of Distance Education. It also aimed towards promotion and appropriation of technology to create the distance education scenario of the international standards in our country. The basic purpose of establishing the Open University in the State is to educate the disadvantaged groups of the society in the State. By disadvantaged section, we mean women, rural people, scheduled castes, scheduled tribes, physically challenged, minority etc.

Given the nature of necessities of the large hinterland, the University caters to spread higher education in different parts of the state and to cooperate with other universities to provide access to higher education and to different skill enhancing educational programs. This reach-out policy has dual objectives- the spread of higher education to the remotest corner of the state and providing viable career alternatives and vocational courses at an affordable price. It mainly aims at democratization of education at the grass-root level with the idea of providing an equal opportunity for all. The University being committed to social justice, by targeting varied forms of employments for learners and cutting across all conventional modes of classification and discrimination, directly accomplishes the mission of operating Study Centre for inmate students at the Alipore Central Correctional Home.

TEACHING METHODS

1. Self instruction materials
2. Audio-Video lecture
3. Personal Contact Program
4. ICT support

The NSOU's student centric approach is based on 3Es

Engage- Updated Syllabus, job oriented course curricula, SLM, A/V lecture, Virtual class

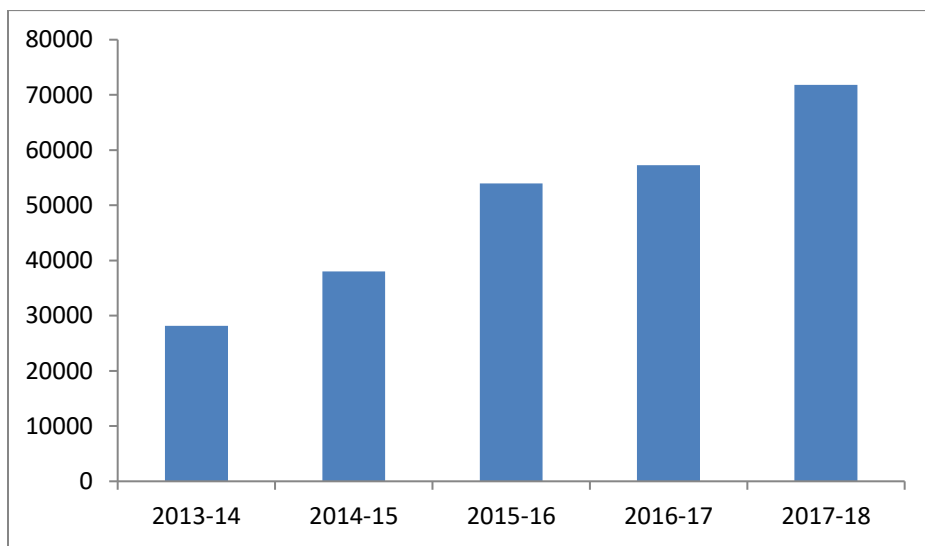
Empower- Counselling, PCP, SLP, Workshop, Lab counselling

Excel- placement, promotion

After the preliminary developmental phase for a certain span of time, the students' volume of the University can be traced evidently from the year 2006 onwards in the form of comparative parameters over last 10 years. A stage-wise comparative statement of Admission Data is provided so that we could get a clear picture of the students' enrollment over these years and could trace the fast growth of the university in all these years.

From the tabular and graphical representation of the growth indicators given below, it can be deduced that the University has recorded an amazingly phenomenal and impressive over 30.6% average annual growth rate in the enrollment of students from all cross-sections of society for access to higher education. As of 2017-18, 71,000 students (approx) are admitted at 116 study centers (came up till 2017) across the state of West Bengal. This is indeed a remarkably steep rise from 28,115 students in 2013-14 (within the span of 5 years).

Table 1



Year	No. of students enrolled
2013-14	28,155
2014-15	38,025
2015-16	53,942
2016-17	57,280
2017-18	71,567

*No admission for BDP & PG

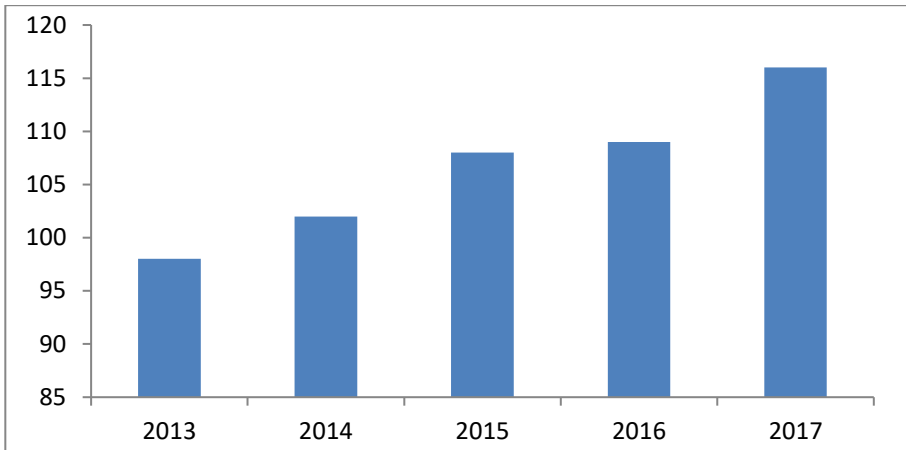
No. of students admitted in each year during 2013-14 to 2017-18

The university started its journey in 1998 with 35 Study Centers only. As of now, i.e., 2017, the number has increased to 116, registering an average annual growth rate of 234.28% throughout the long span of two decades of its activities. Some more study centers are coming up within a few months.

Year	No. Of study centres (BDP+PG)
2013	98
2014	102
2015	108
2016	109

Table 2

2017	116
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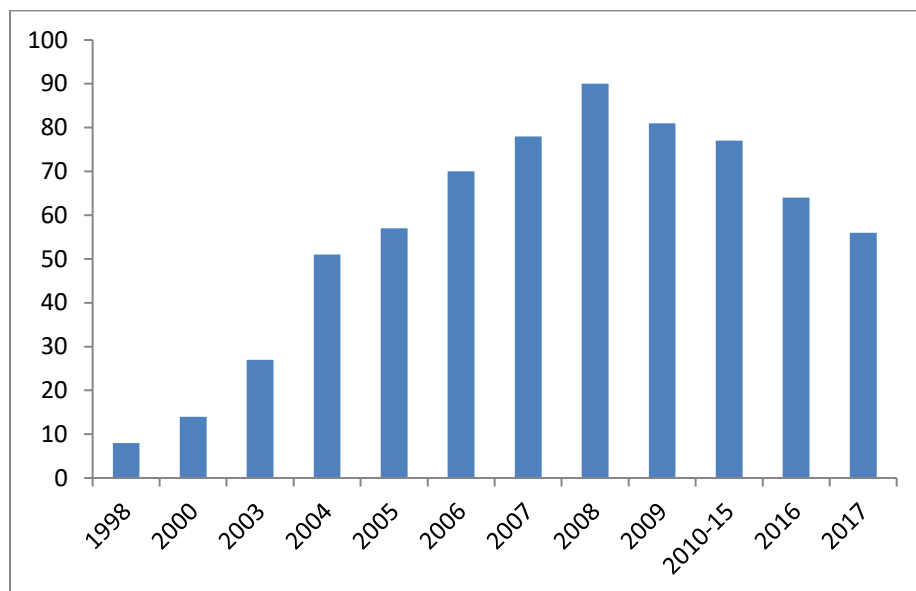


No. of study centres increased over the period since 2013

In the year of its inception (1997-98), eight courses were offered for under graduate programme. Subsequently, the number of courses increased over the years to cater to the needs of the societal demands. Courses under post graduate degree programme and vocational programme were also introduced during this period. During 2005-2015, lot of new and innovative courses/ programmes were launched to accommodate the prospective learners of higher education and to provide skilled workforce. Here it may be mentioned that under the erstwhile Distance Education Council (DEC), the Open Universities were the power to launch/ offer new courses. But after the shifting from DEC to Distance Education Bureau (DEB), the UGC imposes restrictions over the open universities in various areas including launching of new courses/ programmes. In 2016, the number of courses came down to 64 and in 2017 it was 56. Due to UGC's strict direction, the University cannot start a new course/ programme without approval of UGC. UGC is now giving the programme wise approval to each open university in India.

Year	Courses
1998	08
2000	14
2003	27
2004	51
2005	57
2006	70
2007	78

Table 3



2008	90
2009	81
2010-15	77
2016	64
2017	56

No. of courses increased over the period since its inception

About the School of Vocational Studies (SVS)

Open and Distance Learning is increasingly becoming popular because of its flexibility and learner friendly approach, particularly to those who could not get access to the formal education system. Netaji Subhas Open University is not only imparting education as an alternative to the formal system of education i.e. conventional courses, but also in areas such as vocational and non-conventional courses. This is the area where the distance education can be used extensively to provide education that can prepare skilled workforce for the society. The University is providing vocational and non-conventional courses so that the learners can engage themselves in income-generating livelihood. It is not possible for formal education system alone to provide desired number of skilled workers. In such a situation, the School is giving the opportunity to upgrade the skill of existing work force as well as of the fresh graduates by providing seamless vocational education and platter of pioneering courses of non-conventional in nature.

Objectives of the Baseline Study

This study is entirely based on primary data collection. Primary data are first-hand data which are collected afresh and therefore, are original in character. The tools used for data collection are called data collecting devices or tools. One example of such a tool is questionnaire method which is efficient, realistic and convenient. The present baseline report of NSOU intends to explore the status of infrastructure facilities, teaching-learning process, students' status, learning outcome, students' views on teaching-learning methods, and attitude towards Open Educational Resources as well.

The objectives of the present baseline study are

- To evaluate the Enrolments and Achievements in respect to Marginalized Sections of the society
- To study the Learning Outcomes of the students of University in courses specially in vocational courses
- To study Students' views with special reference to Teaching-Learning Process, Content and Learning Outcome
- To study Students' Attitude towards Mobile-Learning

Scope and Focus of the Baseline Study

The present baseline study is focused on studying the academics and administration of the NSOU. The scope of the present study comprised the infrastructural facilities available at the university for academic and administrative purposes. The enrolment status including the number of females students from marginalized sections at various disciplines was studied to structure the academic background which purposed to understand the reach of the university to various sections of the society.

The analysis of the learning outcomes covers the numbers of students appeared in the final year examination, passed the degree since its inception. Similarly, in terms of course-contents and teaching-learning process, students of NSOU were surveyed to get the overall picture. The attitude of students towards M-learning, ICT access and their ICT skills have been studied for in-depth understanding of students' status and their perception towards present digital culture.

Methodology

The tools and techniques used in the present baseline study included the document analysis, questionnaire for students and attitude scale (5-point scale) for students. For the analysis of Infrastructural Facilities, Enrollment and Achievement, Learning Outcome, etc., the annual documentation of the University has been used. On the other hand, the students' views have been undertaken on an offline/ online questionnaire developed on Google form for analyzing their status, ICT skills, course content, learning outcomes, teaching-learning process as well as their attitude towards M-learning. The data was gathered with the sample of 306 students who have responded to the questionnaire.

The data have been analyzed quantitatively by implying statistical measures. The tables and figures are presented for visual presentation of data wherever appropriate. The Data analysis and interpretation is presented further in details.

ANALYSIS OF DATA BASED ON THE STUDENTS' SURVEY

If we talk about the Institutional Learning System, we would see that many new of methods have been developed to cope up with the practical needs of the society in terms of demands for higher education. The Open and Distance Learning (ODL) system is one of them. It is usually assumed that, the learners in the ODL system are different from other system due to the institutional and structural uniqueness of this system. To understand the characteristics of these learners, both social and economic, we need to analyze few data and have to conclude about their socio-economic status. We undertook the questionnaire survey method for the baseline survey results. The questionnaire was primarily divided into four sections, along with sub-sections. There were bilingual options, both in English and Bengali so that the medium of instructions of the students do not become a hurdle in the way of obtaining true results. The data were collected through online

and offline mode. The questionnaire starts with the learners' name along with program, year and subject of enrollment and the name of the Study Centre to which he/she is enrolled. This column is provided so that it becomes easier to segregate different student on the basis of their respective programs i.e., BDP, PG and Vocational and analyze their data accordingly.

The present baseline study intend to survey for students of NSOU with special reference to enrolment, teaching-learning process, content, learning outcome and their attitude towards ICT support and Mobile learning. The data was gathered through online and offline questionnaire. 306 responses were received during the study for the analysis.

The baseline survey data analysis is classified into following sections:

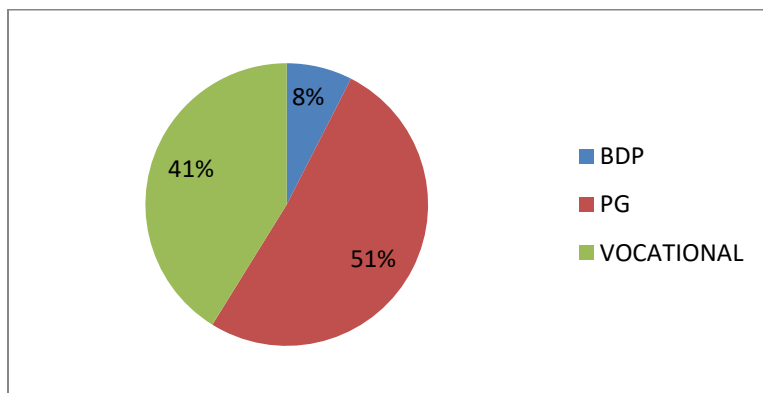
- Demographic information and educational qualification of the students
- Course content
- Teaching-learning process
- Learning outcome
- ICT skills of students (accessibility)
- Evaluation process
- Attitude towards M-learning

The last section of the questionnaire deals with the open-ended descriptive type questions, where the respondents were given the freedom to write in their own way regarding the functioning of the University. They were asked to provide suggestions regarding the counselling sessions and the academic counsellors, student support services along with other specific comments.

PERSONAL & ENROLMENT DETAILS

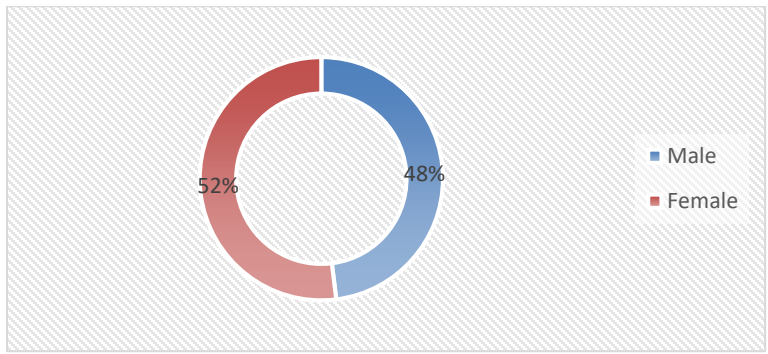
1. Programme of Study at NSOU:

The figure shows that , out of 306 respondents, 51% from post graduate degree programme, 8% from bachelor degree programme and 41% from Vocational courses. Though we invited responses from all students through printed questionnaire and Google form, we received the responses majority from the post graduate students.



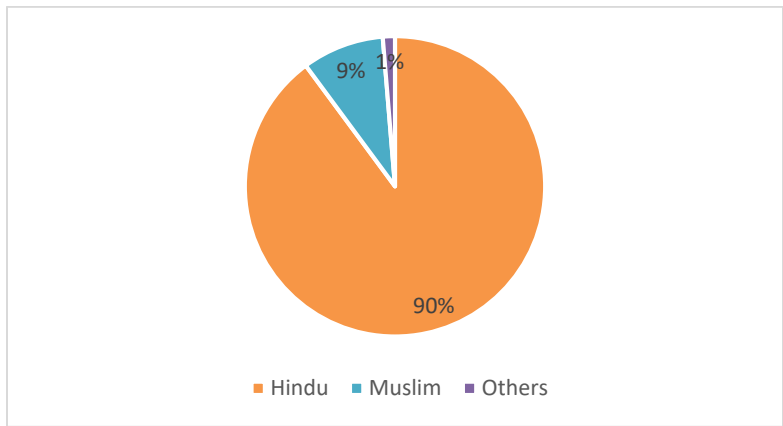
2. Gender:

Out of 306 respondents, 52% represents are female and 48% represents are male. Under this survey female respondents are more than that of male respondents. It is evident that female students are more serious about the filling up of survey questionnaire.



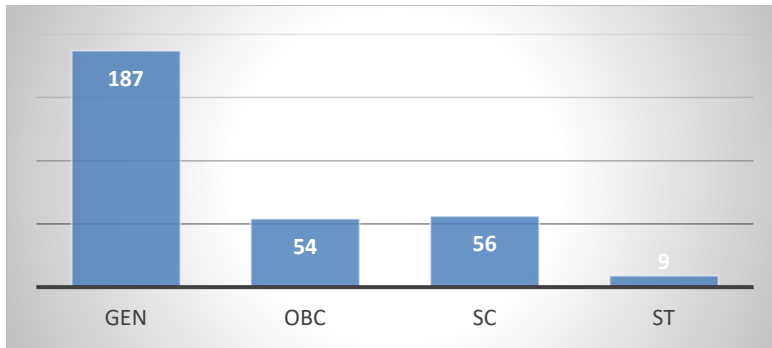
3. Religion:

Amongst the respondents, 90% is Hindu, 9% is Muslim and the remaining is for others.



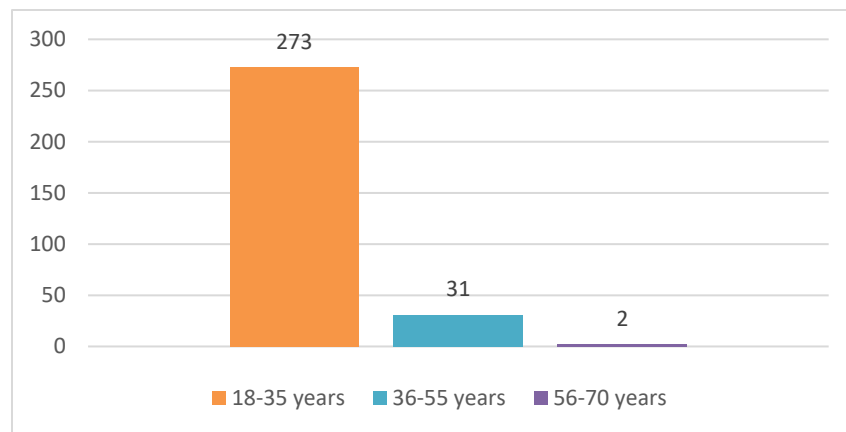
4. Cast:

The figure shows the cast distribution among the respondents. Out of 306 respondents, 18.30% belongs to SC and 2.9% belongs to ST category. University's overall percentage of SC and ST are about 20% and 3% respectively. Therefore the sample represents cast distribution more or less same with the overall enrolment of the university.



5. Age:

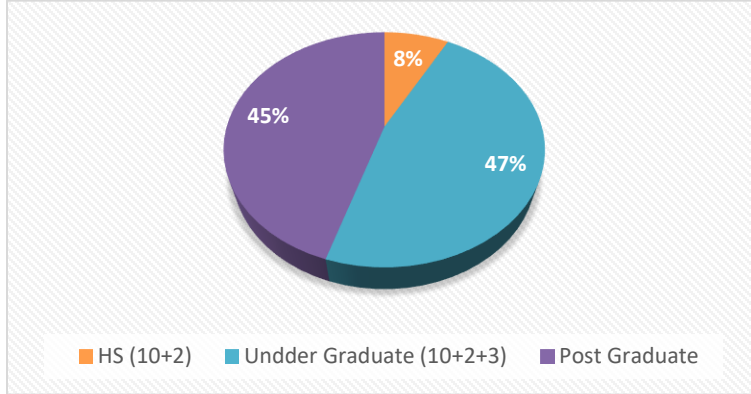
This section is very interesting. Out of total respondents 51% (156 students) belongs to post graduate level, 41% (125 students) study vocational courses and 8% study bachelor degree programme. The figure shows that 89% of the respondents belong to the age group of 18-35 years and 10% belong to 36-55 years. So it may be said that younger generations are coming to take the ODL programmes.



EDUCATIONAL QUALIFICATION

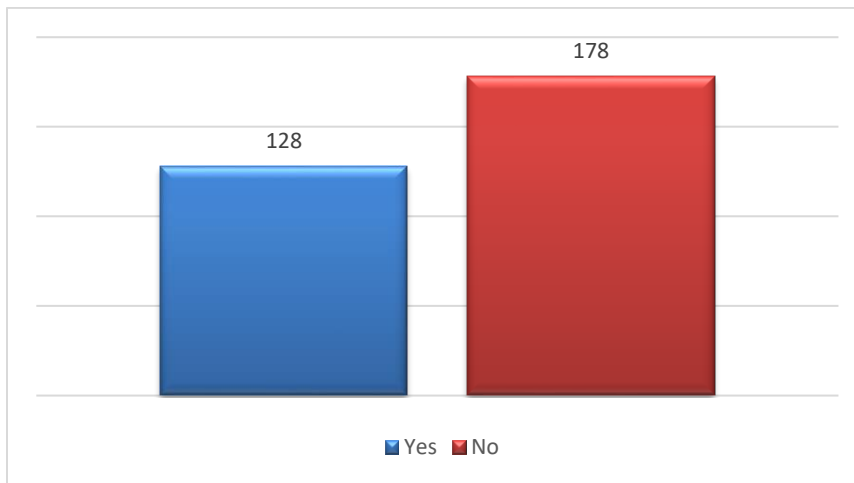
1. Educational Qualification:

Out of 306 respondents, most of them are studying post graduate degree programme and next group is studying vocational courses. Naturally their qualification is graduate under 10+2+3 pattern.



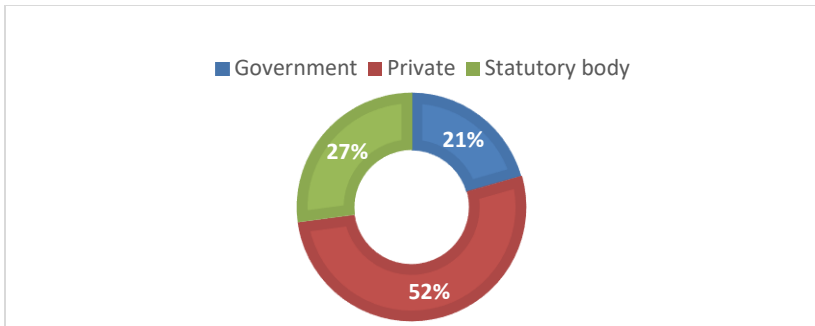
2. Are you employed?

In the present survey, who submitted their responses, 41% is working and 58% is unemployed. The working students want to increase their skills and degree for their mobility in their workplace. The unemployed group is utilizing their time either to increase their knowledge or degree as most of them is belong to the age group of 18-35 years.



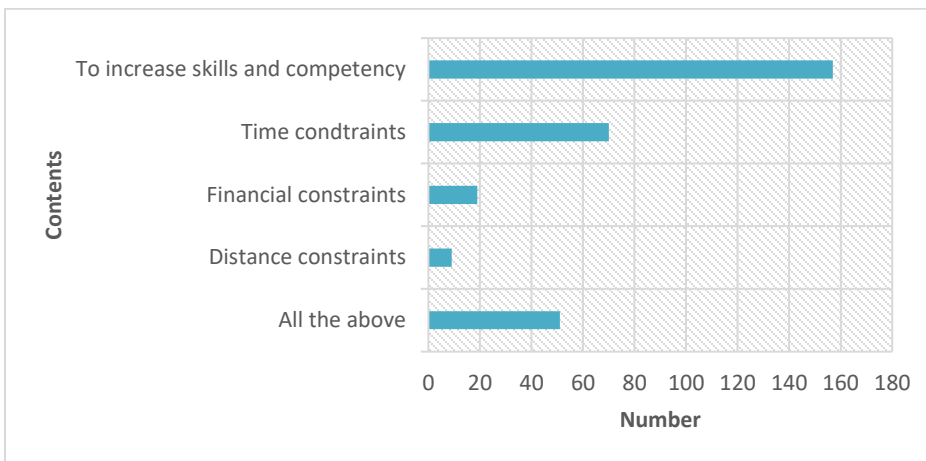
3. Employment type

Out of 306 respondents, only 41% is working. Out of this 52% is working in private sector, 27% and 21% are working in the statutory bodies and government sectors respectively.



4. Reason for pursuing education through distance mode:

Here the respondents were asked to state why they are studying under ODL mode. The responses are mixed. Majority of the respondents states that they have taken admission to increase skills and competencies. The next highest response was time constraints.

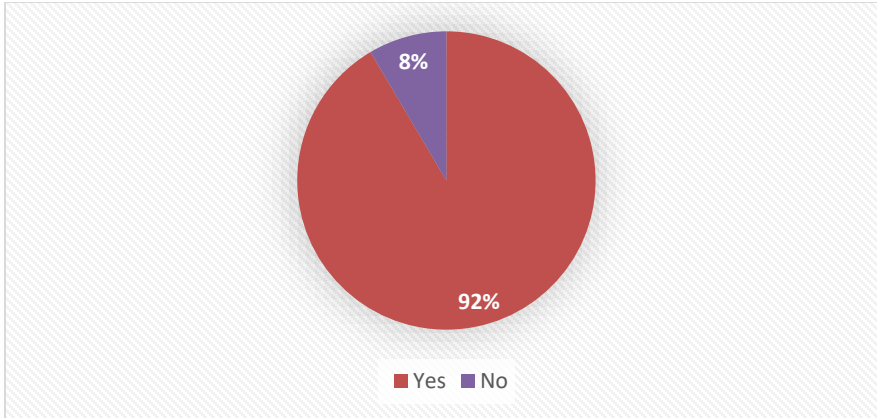


ENROLMENT DETAILS AND INFORMATION ON SLMs

In this section, the students were asked to state about the timely receipts of enrolment, SLMs and appearing in the term end examinations.

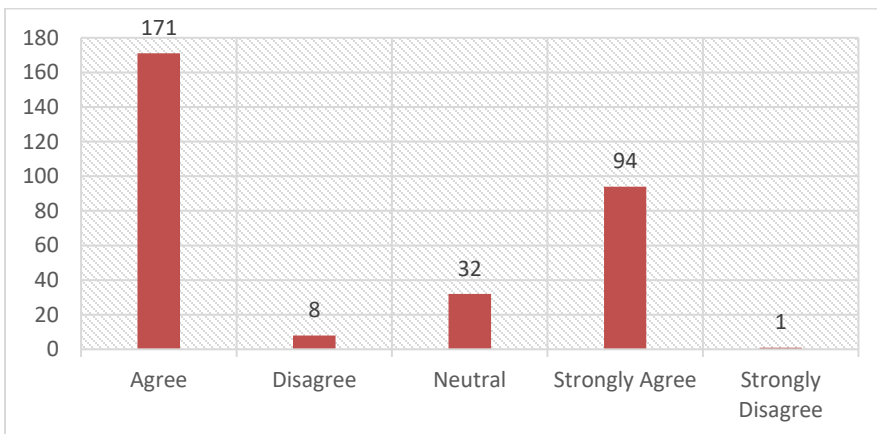
1. Did you receive your enrolment no. in time:

Usually, in ODL system huge number of students take admission in each academic session. For example about 71,000 students were admitted in 2017 session. In the present study 92% of the respondents received their enrolment in time. This is a good system that the university has developed..



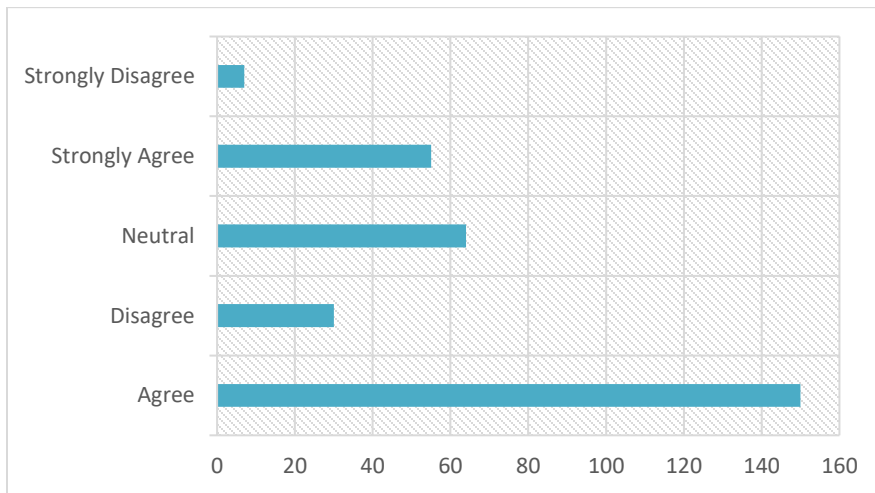
2. Are the study materials duly self-explanatory and rigorous?

The SLMs are backbone of any ODL institute. Special care is taken to produce the SLMs in the University. The majority of respondents are agreed that the SLMs of the university are self-explanatory and rigorous.



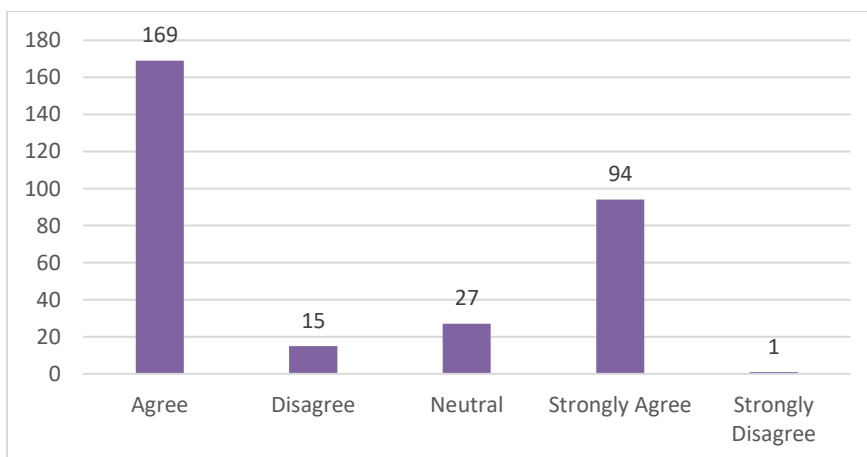
3. Are the study materials voluminous in nature?

In case of ODL institutes, the SLMs are produced in modular form to carry it easily so that they can study during their travel and at work place. In NSOU, to make the SLMs are cost effective, all the modules are published in one volume and becomes voluminous. That is why the figure shows that majority of the respondents are agreed that the study materials are voluminous in nature.



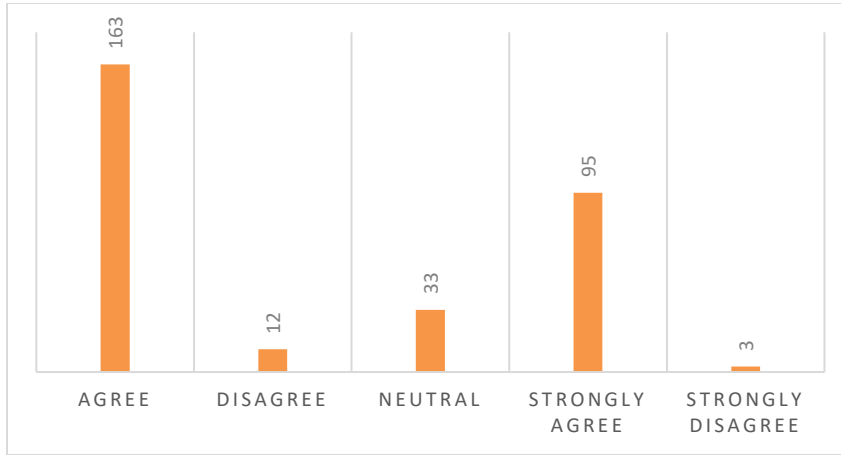
4. Are the study materials learner-friendly?

The SLMs are developed in such a way that it follows a structured format starting from the objectives and ending with the summary in each unit. Each unit starts with objective and learning outcome and next unit starts with a linkage of the previous unit. It helps the students understand the contents very easily. That is why majority of the respondents are agreed that SLMs are learner friendly..



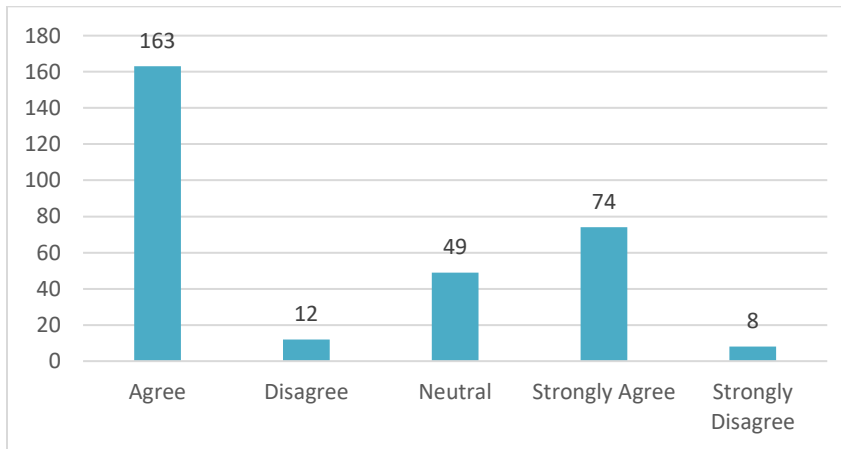
5. Is the language used in the study materials easy to understand?

Since the SLMs are written in lucid language by the experts, these are easy to understand for the students. The figure also supports this fact.



6. Does the study material contain sufficient illustrations and worked out examples?

The respondents are agreed that the SLMs have sufficient illustration and examples.



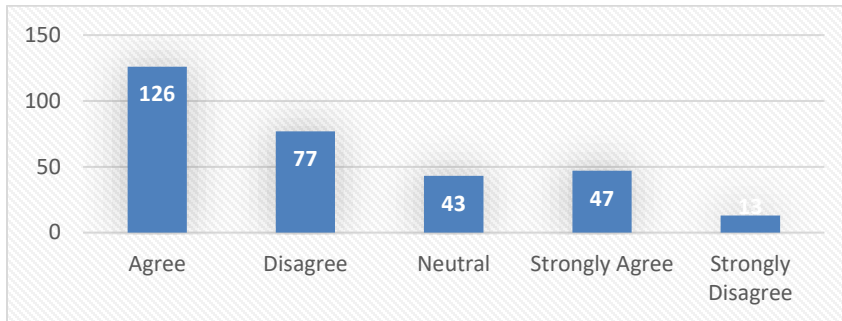
TEACHING – LEARNING PROCESS

In this section, the students were asked to provide information on teaching-learning process viz. timely receiving of SLMs, learning pace, behavior of the counselors etc.

1. The study material is received by the learners before counseling?

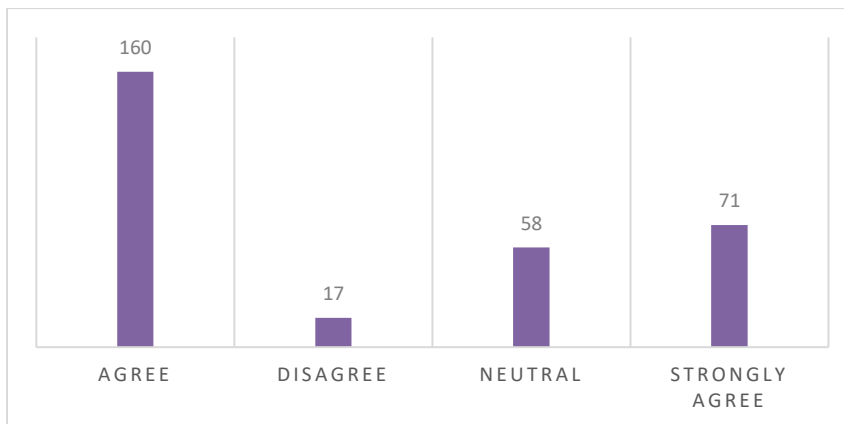
The University sends SLMs to the admitted students through the study centres. It is a challenging task on the part of the University to dispatch the SLMs to all the students. Generally the process starts when the last date of admission is over. The Study centres department starts in dispatching the course materials after receiving the data base from the registrar department. It takes some time. That is why, all the students may not get their SLMs before commencement of their counseling at the study

centre. In the present study, only 56% of the total respondents received SLMs before commencement of the counseling.



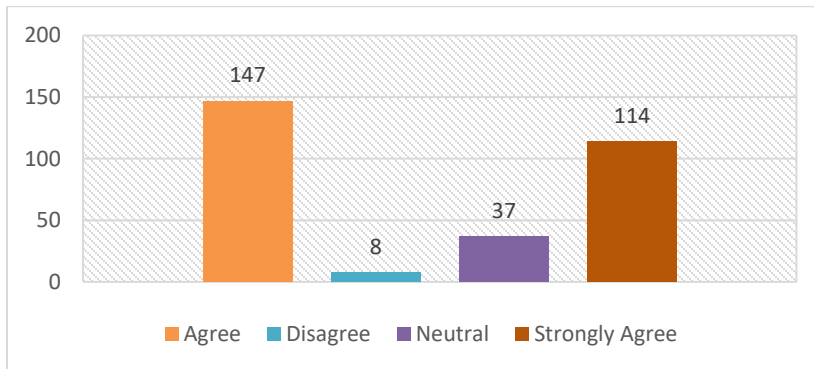
2. The learner is allowed to learn at his/her own pace

The course materials are written in a lucid language and are presented in a structured form. The counselling sessions are arranged in the respective study centre for vocational courses and BDP courses and for post graduate degree courses counseling sessions are held at some selected study centres where duly qualified teachers are engaged to take the sessions. These steps help the learners to learn at his/ her own pace. About 75% of the respondents agree that they learn at their own pace.



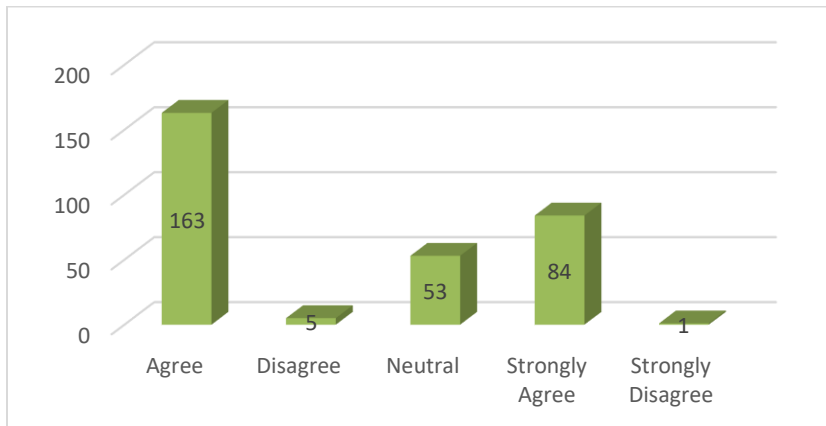
3. Counselling sessions at the study centre are beneficial

As the counseling sessions are conducted by the duly qualified teachers, 85% respondents are happy with the counseling session.



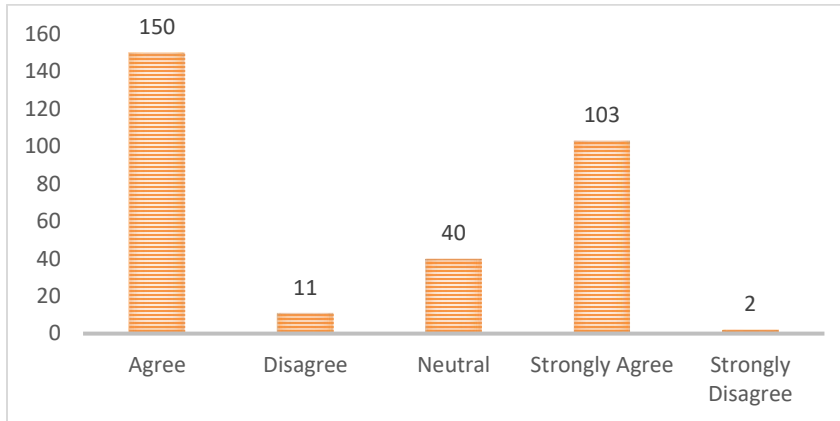
4. The interaction of the Counsellor with the learners is interesting

The counseling sessions / personal contact programmes are basically interactive sessions and doubt clearing sessions. The students and teachers are encouraged to start a debate on any topic on the subject, so that every student can participate. The figure shows that about 80% of the respondents agree that the counseling sessions are interesting.



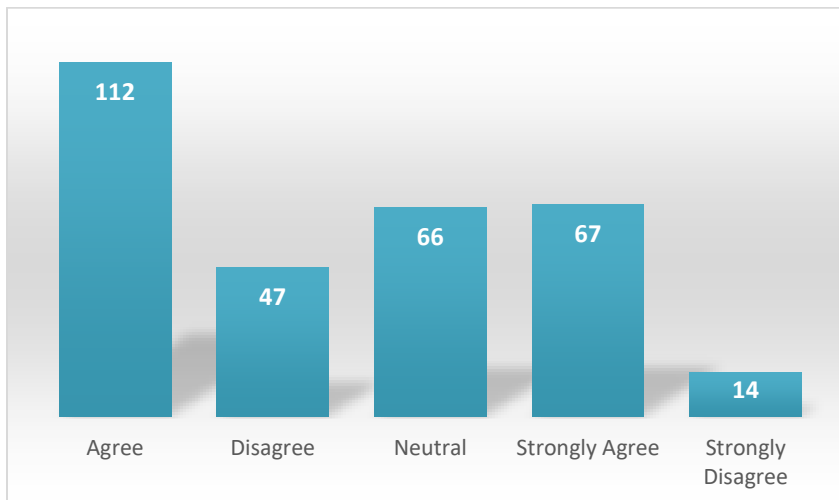
5. The counsellor is punctual in attending the class

The schedule of the counseling sessions are communicated well before the sessions to the teachers and the students. The academic counselors are very serious and punctual in their work. Only 04% of the respondents reported that the counselors are not punctual in their time.



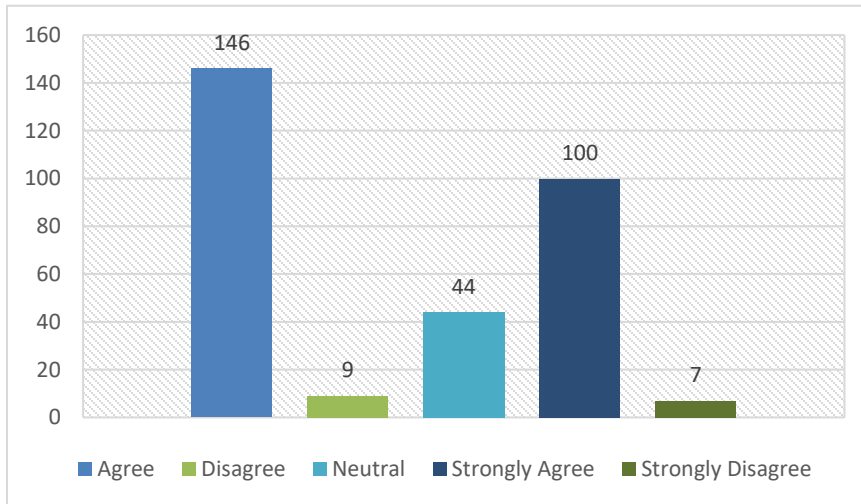
6. Online lectures are preferred over attending Counselling sessions

The University started to offer online lecture since 2014-15 through its LMS for all the vocational courses and some selected PG courses. The A/V lectures are recorded by the eminent teachers which are uploaded on the website. The registered students can access these pre recorded lectures through user ID and password. The result is very encouraging. 58% of the respondents prefer the online lecture. It saves their time of travel as well as they can have learning experience any time at either their home or their work place.



7. In case of Practical classes, the workshop sessions are conducted to the full satisfaction of the learners

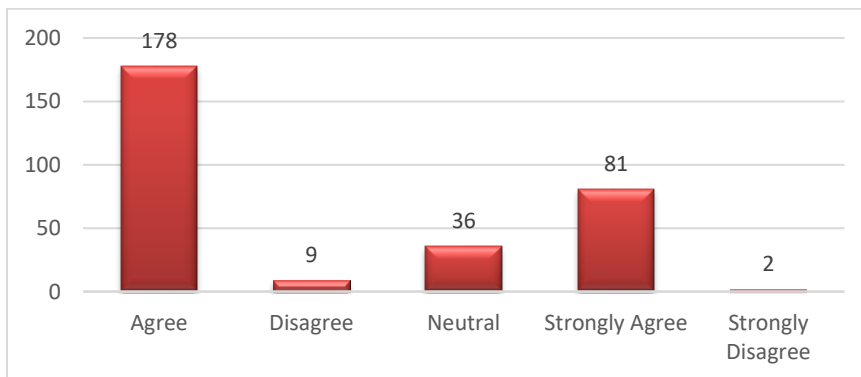
This question was asked specially to the students of vocational and practical based courses. About 80% of the respondents are satisfied with their practical sessions.



LEARNING OUTCOMES

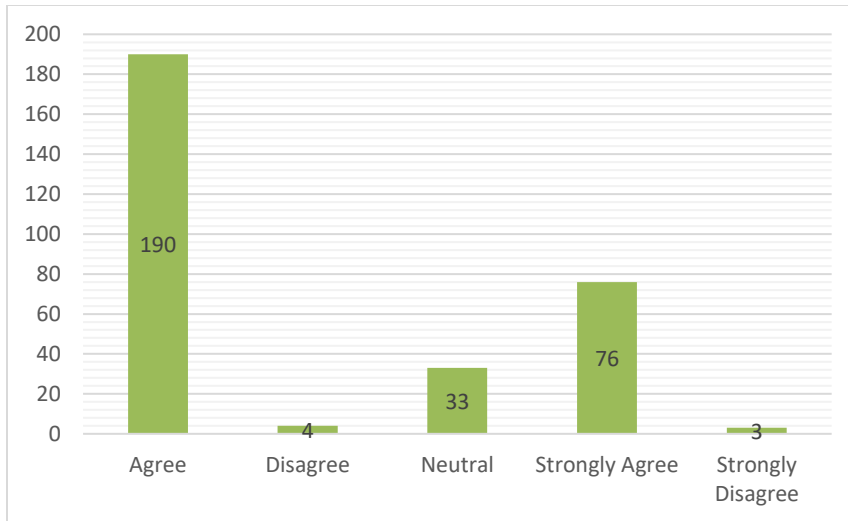
1. Course unit description clearly state learning outcomes

The entire course is divided into papers. Each paper is divided into modules and units. Each unit starts with objective and introduction of the theme. At the beginning of each unit It is specifically written that what the students will learn and the possible outcome. About 84% of the respondents agree that the learning outcome is correctly described in the course unit.



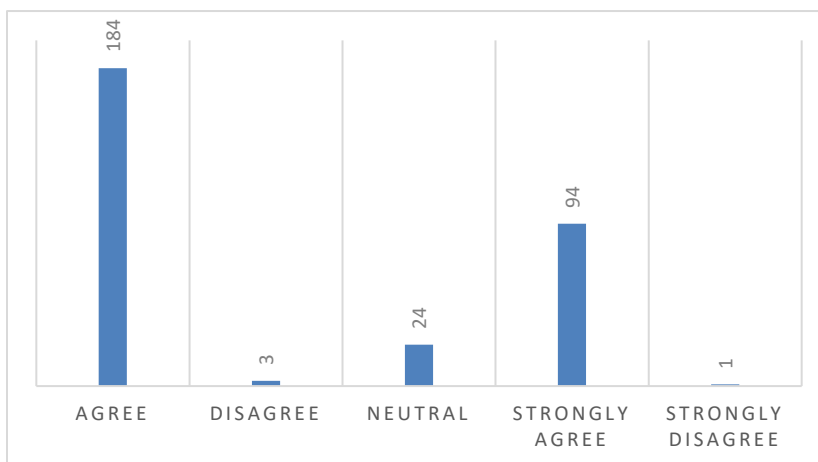
2. Course unit description clearly state learning objectives

As already said, each unit starts with clear objective of the text. The figure shows that about 87% of the respondents state that the course unit describes the learning objectives clearly.



3. Assignments are based on learning outcomes

The question papers of both the assignments and term-end examination are set only on the basis of the syllabus. The paper setters follow the university instructions and take due care in setting the question papers. Only about 1.30% respondents feel that assignments are not based on the learning outcomes / syllabus.

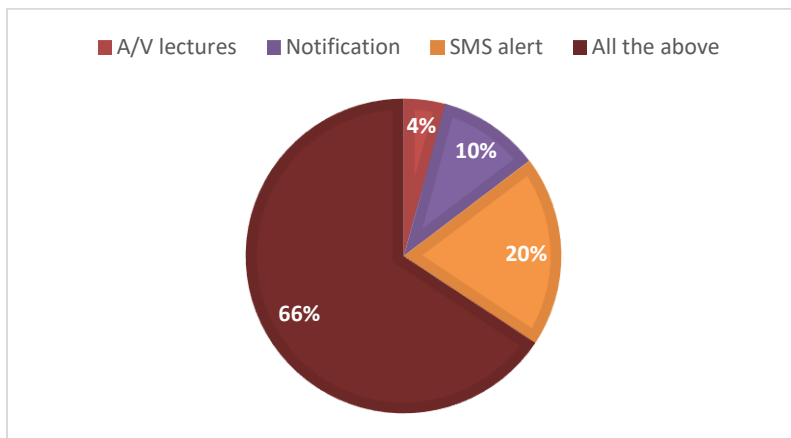


ATTITUDE TOWARDS ICT & MOBILE LEARNING

This section is dedicated to assess the students' skill in ICT and their attitude towards ICT support services and m-learning. The University tries to reach the students directly through its ICT support services e.g. SMS, interactive web portal etc.

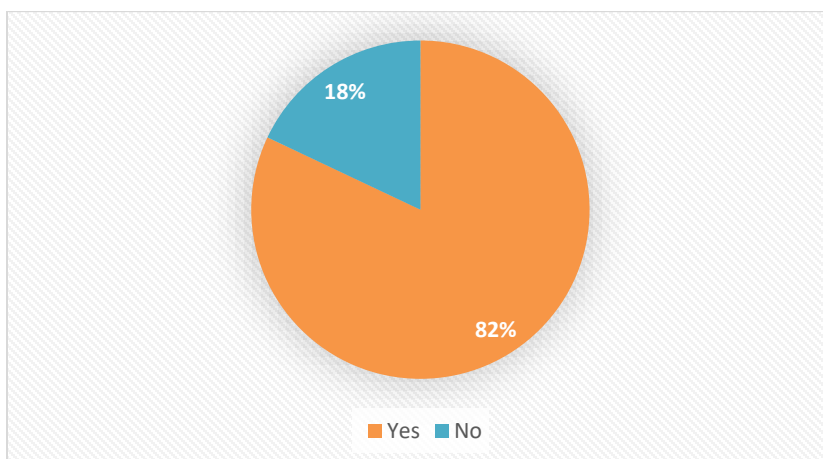
1. Accessibility of ICT support

The figure shows that all the respondents have accessibility of ICT support. They are taking advantages of ICT to get the information and lectures through online and through their registered mobile number.



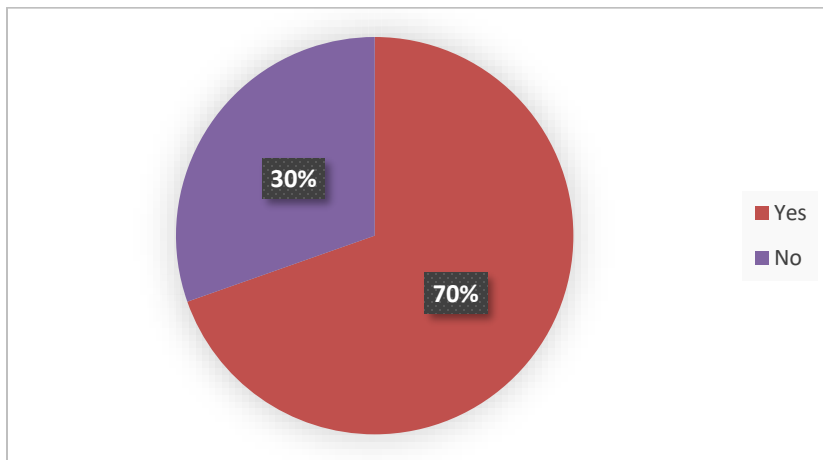
2. Accessed SLMs on NSOU website

The University has uploaded the SLMs in its website which can be accessed by any students and anywhere the student is. This initiative helps the students to get the course materials at the very moment when they take admission. It facilitates them instant access to course materials. In the present study, about 82% respondents have accessed online SLMs.



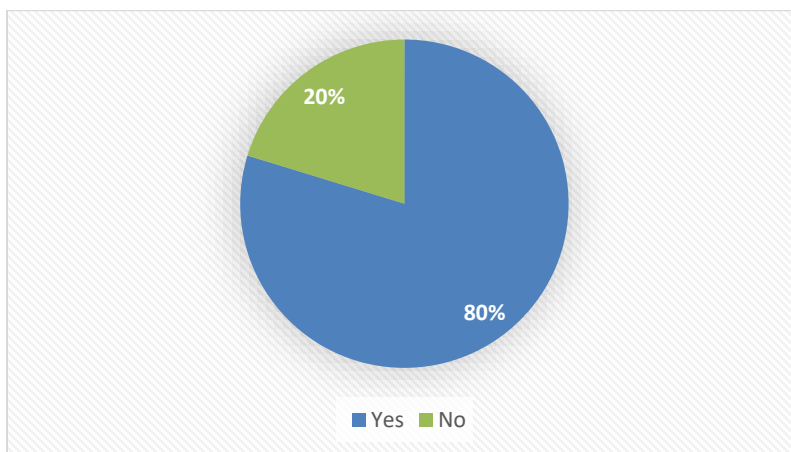
3. Accessed SLMs through NSOU OER Repository

NSOU OER repository has been created in the year 2016-17 to make available all the academic resources free of cost. In the first phase, the course materials of ICT enabled courses are being uploaded in the OER repository. Though all the students are not aware of this repository, 70% of the respondents accessed SLMs through the repository.



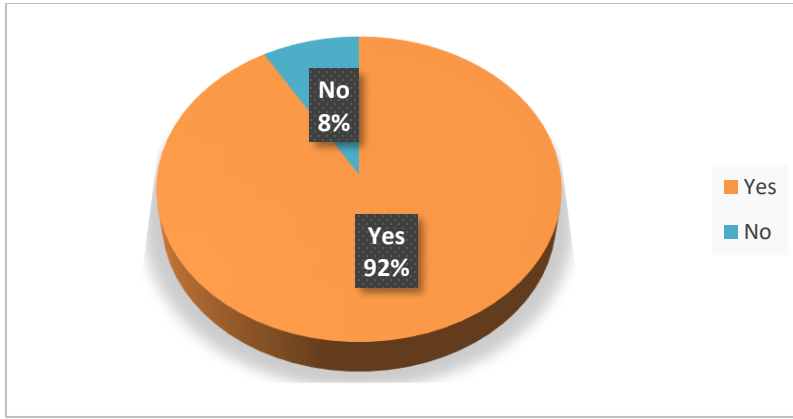
4. Do you have an internet accessibility at your home

The ICT support depends on the availability of internet connection. The figure shows that about 80% of the respondents access internet at your home.



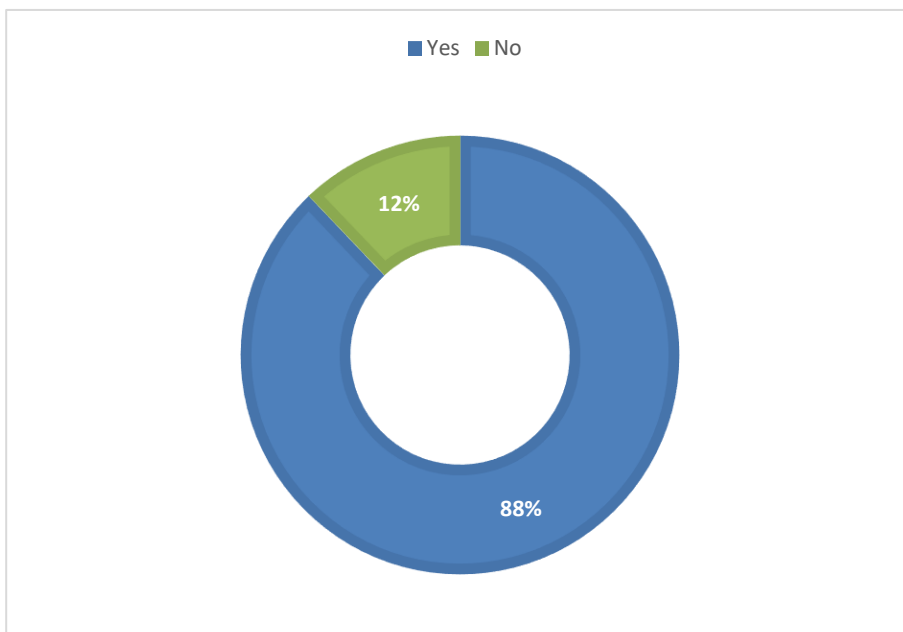
5. Do you have personal PC/Laptop/Mobile

About 82% of the respondents access the SLMs through NSOU website/ OER Repository. The figure shows that 92% of the respondents have either PC or Laptop or smart phone. Through this device they are accessing the ICT support and SLMs etc.



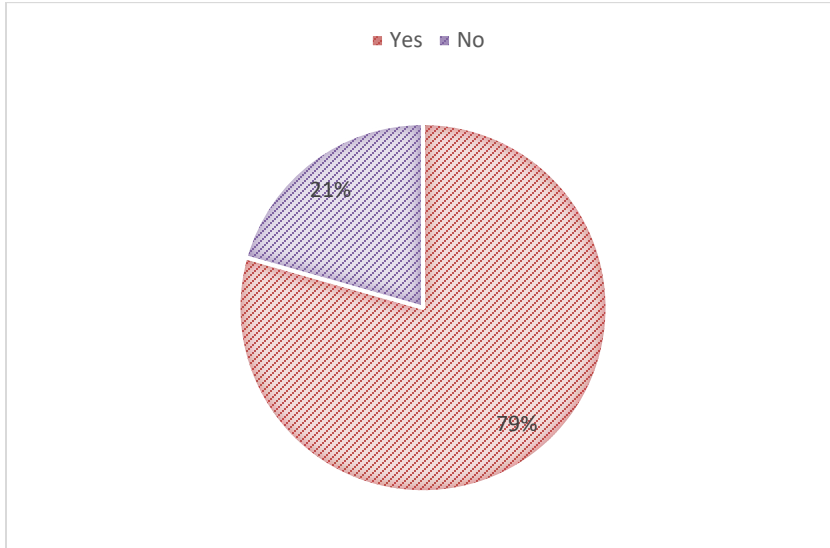
6. Do your mobile phone enriching your learning process?

Mobile phone facilitates personalized learning. When ever required one can access academic content through their mobile phone having internet connection. 88% of the respondents agree that mobile phone enriches their learning process.



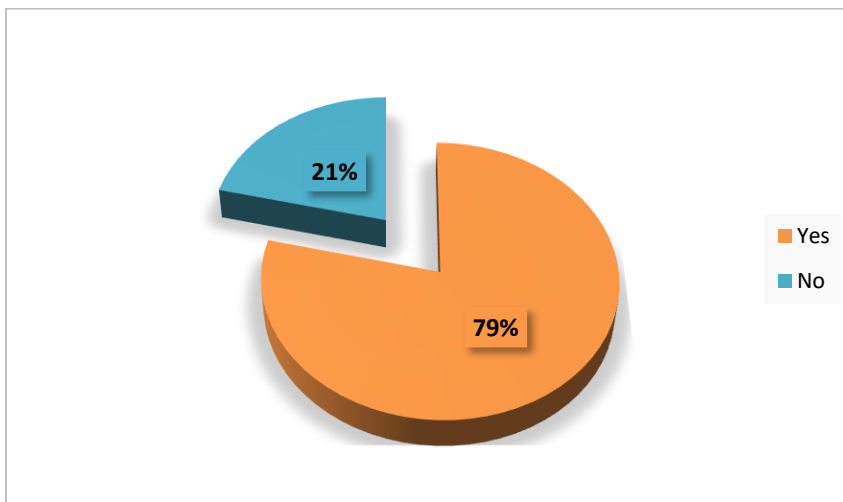
7. Can you download figure/charts/tables from the web using a mobile device

79% of the respondents can download figures / tables/ charts/ tables from their mobile devices.



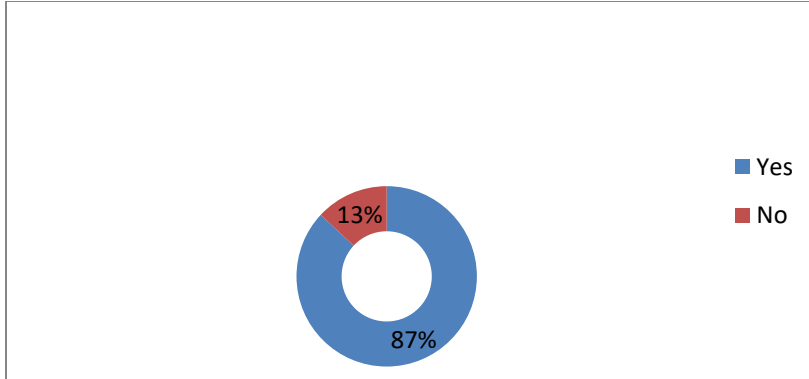
8. Can you log on to the university website and other websites on your mobile device

The students are very technology savvy. In the present study, about 79% of the respondents can log on to the university website and other website on their mobile devices.



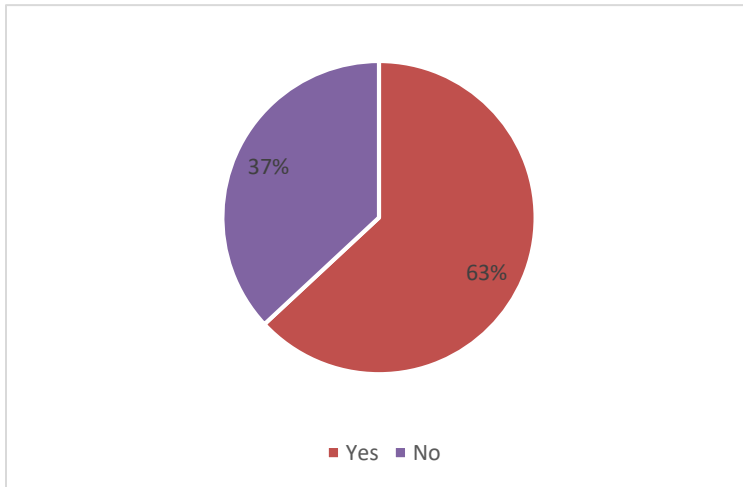
9. Are audio/ video lectures enhances your learning skill?

The figure shows that 87% of the respondent agree that the A/V lectures enhance their learning skills.



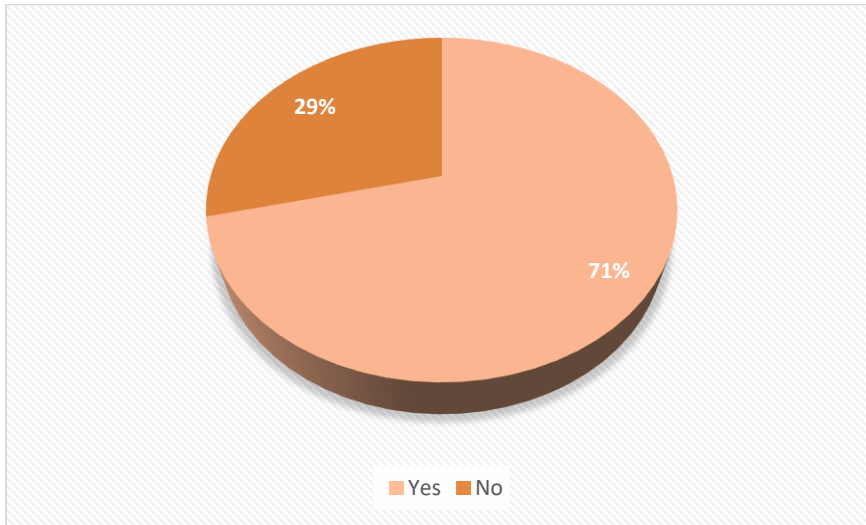
10. Are audio/ video lectures downloadable?

The figure shows that 63% of the respondents have downloaded the A/V lectures successfully. It helps them learn even offline mode.



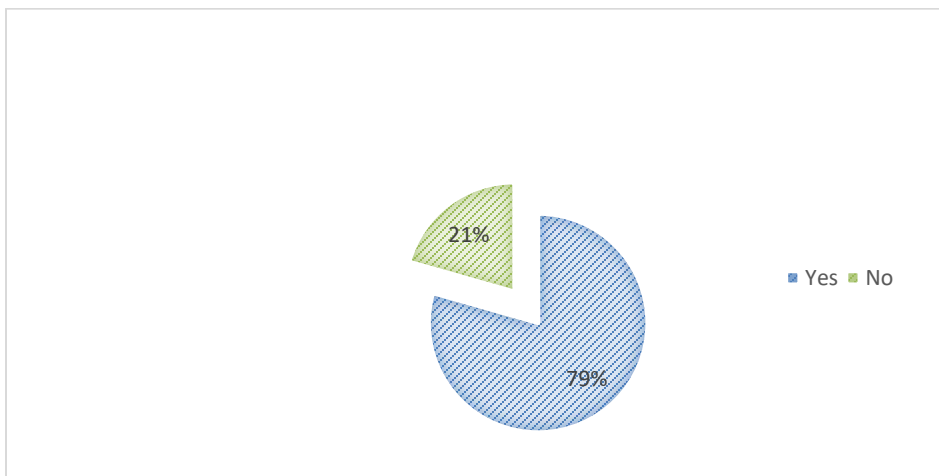
11. Is SD card distributed by the NSOU consisting Audio/ video lectures effective for teaching

Though the University uses ICT extensively it is dependent on internet connectivity. Sometimes, the poor internet connectivity may affect the ICT support. To overcome this situation, the provides SD card containing A/V lectures to facilitate offline learning. 71% of the respondents have accessed the A/V lectures through SD cards on their mobile devices and they agree that SD card has a positive effect on teaching-learning process.



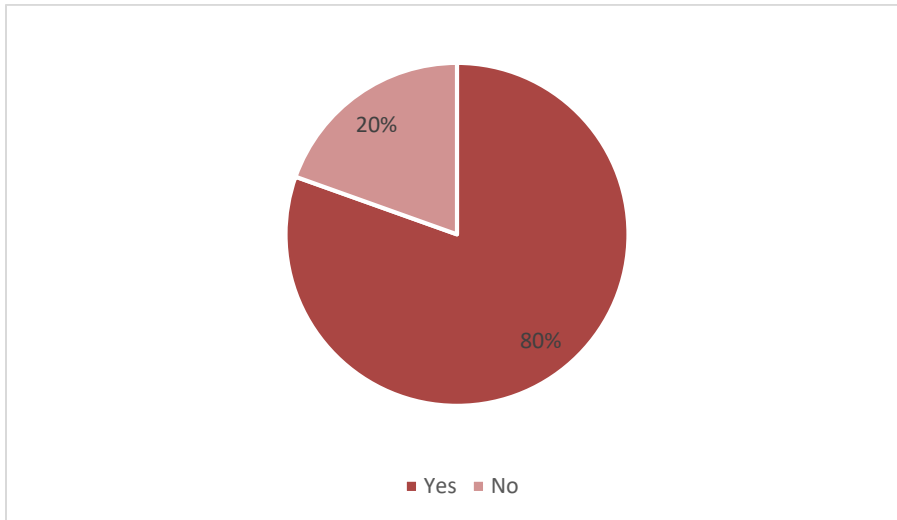
12. Are you acquainted with searching/ browsing web, setting bookmarks, and downloading files?

79% of the respondents are acquainted with searching/ browsing web, setting bookmarks, and downloading files. From the figure it may be said that the students are expert in the ICT environment.



13. Do you attend Face to Face classroom teaching regularly?

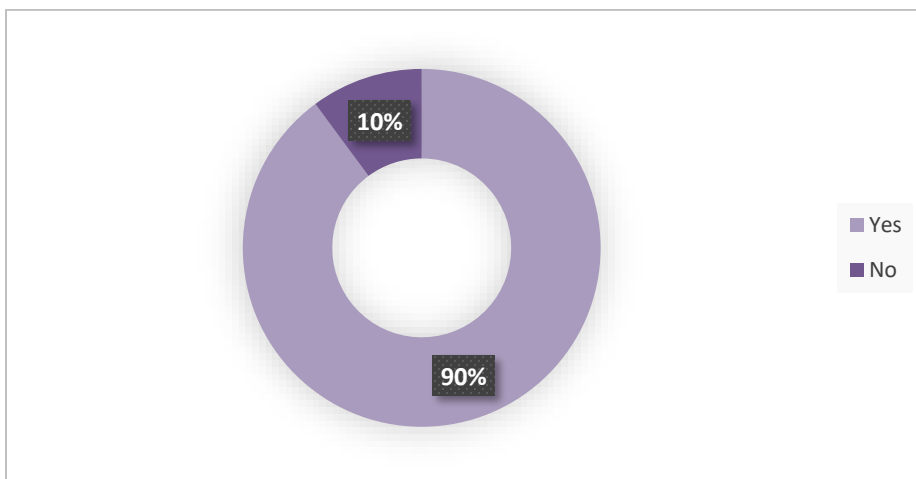
The attendance in the counseling sessions/ personal contact programme is not mandatory for the students. We encourage them to attend these PCPs for their benefit. These sessions give them opportunities to interact with the teachers as well as with their peers. The figure shows that 80% respondents regularly attend the face to face classroom teaching.



EVALUATION PROCESS

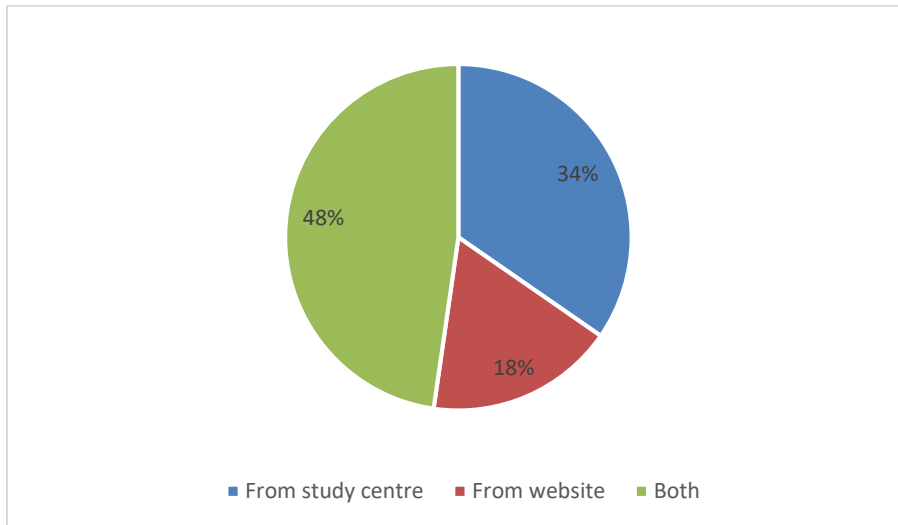
1. Do you know the evaluation system of NSOU?

In the ODL system, there two components of the examination system. One is formative (home assignment) and other is summative (term-end examination). Both have weightage. The final gradation of a particular student is calculated by taking the weightage of the both the examination. The students are well informed about the university examination system. The figure shows that 90% of the respondents are well aware of the examination system.



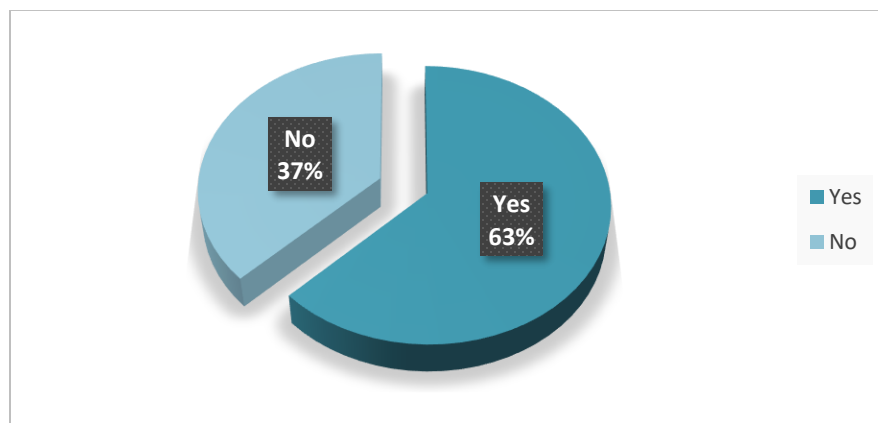
2. How do you receive Assignment?

The home assignment carries marks from 20% to 30% depending on the programmes. The assignments are made available to the students at the study centres and through the website. The students can take the copy of the assignments from study centres (48%), from the website (18%) and some of them take from both the sources.



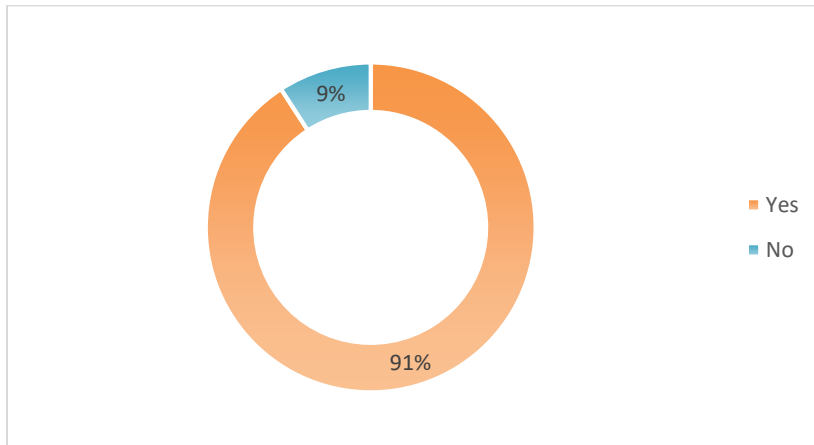
3. Do you need help from outside the study centre to prepare your assignment?

Generally the assignments are given to the students during the counselling sessions. Sometimes the last date of submission of assignments falls before the commencement of the counselling session for a particular paper. In such cases, the students have to take assistance from outside the study centres. In the present study 63% of the respondents (51% PG, 41% Vocational) took help from outside the study centre for the preparation of their assignments.



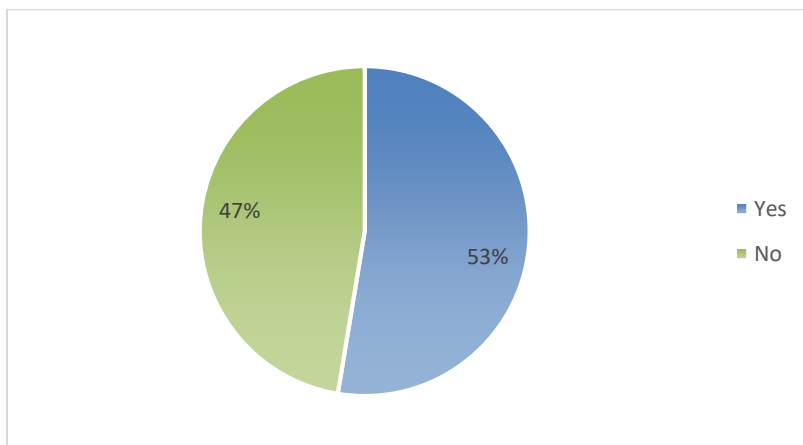
4. Do you get back your evaluated assignment papers from your study centre?

In ODL system, the evaluated assignment papers are returned to the students with tutors' comments. The objective of such initiative is to help the students in improving their answers. The figure shows that 91% of the respondents get back their evaluated assignment papers from their study centres.



5. Is the Examination Centre far from your study centre?

The university does not allow home centre for the final examination. Every possible steps are taken by the university to allot examination centre nearest to the study centres where they take admission. The figure shows that 53% of the respondents agree that the examination centre is far from their study centres.



Summary of the survey

General information about the Respondents

1. Through offline and google form the respondents submitted the questionnaire. The survey was conducted for two months. Out 306 respondents 51% was from PG courses and 41% was from vocational courses. 8% was from BDP courses.
2. Among the 306 of surveyed students, 52% was female students and 58% was unemployed.
3. It is interesting to state that 89% of the students belong to the age group of 18-35 years and 10% belongs to the age group of 36-55 years. It may be inferred that ODL programmes are becoming popular among the young people.
4. As per central database of the university, the enrolment of disadvantaged group is more or less same with the surveyed students. In the present survey SC is 18.30% and ST is 2.9% which are 20-22% and 3% respectively of central database.
5. There is a mixed response received from the surveyed students who have selected the ODL programme for various reasons viz. skill and competency enhancement, distance constraints, time constraints, financial constraints etc.
6. In terms of getting enrolment number on time, most of the students positively agreed that they receive their enrolment number on time.

ICT skills

1. Among, 306 of surveyed students, Majority of them get the relevant information and updates from the university website.
2. The students can download the notice and other related information from the university website.
3. Majority of the students (82%) can access the SLMs through the LMS and NSOU OER repository.
4. Majority of the students (71%) agree that SD card containing A/V lectures can contribute effective learning
5. The students can access and download their assignments through the website.

Course-Contents

1. The students responded positively that the language used in the course materials are easy to understand and comprehensible.
2. The students are satisfied with the print quality also which is up to the standards.
3. Besides the print quality and language, the SLM is self-explanatory, rigorous properly organized with sufficient illustrations and hands on examples.
4. The students also reported that the study materials are voluminous in nature.

Teaching-Learning Process

1. Majority of the students get their SLMs before commencement of counselling sessions.
2. As a result of the survey of 306 students, they reported that they are allowed to learn at their own space.
3. According to the students, the study centre is cordial, sympathetic and helpful for their teaching learning process.

4. In terms of counselling provided by the university, students expressed that counselling sessions are beneficial. The counsellors are punctual to conduct the classes and their interaction with learner is considered to be good and helpful.
5. Students also revealed that they usually receive the study materials before the counselling sessions which can be utilized during the session.
6. The students expressed that the laboratory/ workshop sessions are about to their satisfaction.
7. Some of the students also need the help besides the counselling sessions for preparation of assignments.

Students' Attitude towards Mobile-Learning

1. As per the survey, the respondents have expressed positive attitude towards M-learning.
2. They opined that their mobile device can help them to attain more ideas in learning and the audio-video lectures are more suitable for distance learning.
3. Furthermore, these audio-video lectures facilitates personalized learning as well.
4. They reported positively that the features such as graphics, pictures, and diagrams enhance the learning, therefore the mobile devices can be helpful for learning.
5. For them, the audio-video contents and lectures are more useful and relevant for present generation of digital learners as mobiles enhanced their desire to learn without time and space constraints.
6. Students agreed that they can interact with peers through mobile devices for discussion and learning.

Learning Outcomes

1. There are about 13,091 and 12,093 students of Bachelor Degree Programme and Post Graduate Degree Programme, Vocational programme who have been awarded the degree during the last two years 2015-16 and 2016-17 respectively.
2. Among the 306 surveyed students, most of them reported that the assignments given as a part of program are based on learning outcomes.
3. The respondents reported positively that each unit of the course clearly describes the learning outcomes and has also a clear statement of expectations from the students.
4. Additionally, students expressed positive response that learning outcomes are also mentioned in the prospectus of different programmes and students reported that the specified workload on students are appropriate to achieve the mentioned learning outcomes.

Challenges

The biggest challenge of ODL system is to assemble the students in one place. Under this system, huge number of students can pursue their study. But they hardly come to their study centres except certain situations like counselling sessions, submission of assignment, submission the examination form etc. The survey like this is very difficult to conduct among the students of ODL institutions. To overcome this challenge we developed the questionnaire for online and offline mode. The printed questionnaires were distributed to the students of Post Graduate and vocational courses and the online questionnaire was made available through Google Form. The online response was not satisfactory, out of 306 respondents, we received only 72 responses through Google Form. The results of the survey have been presented here considering both the online and offline responses

received from the students. In most of the cases the Coordinator of the respective study centre was repeatedly requested to submit the questionnaire. Mostly, the questionnaire were filled up during the personal contact programmes (PCP) held at the study centres to get mixed group of students i.e. both of rural and urban study centres. Another challenge we faced was time constraints. Within a very limited period of time (approximately 45 days) the baseline survey was conducted.

The focus of the survey was to i) assess the ICT skills of the students, ii) know the attitude of the students' towards M-learning, iii) Students' attitude towards the ICT support including NSOU OER repository which is being provided by the University etc. for the benefit of the students. The result may be different, if the number of respondents would increase.