Cumulative Assessment of Impacts of Innovative Interventions

(2015-2020)

Summary Results

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Background and Key Interventions

The University has undertaken several measures for bringing key institutional reforms with the overarching aim of **improving quality** in terms of **delivery of services** as well as **learner-performance** and **outcome**. The reforms include **systemic changes and interventions** coupled with **innovation** and **application of ICT**.
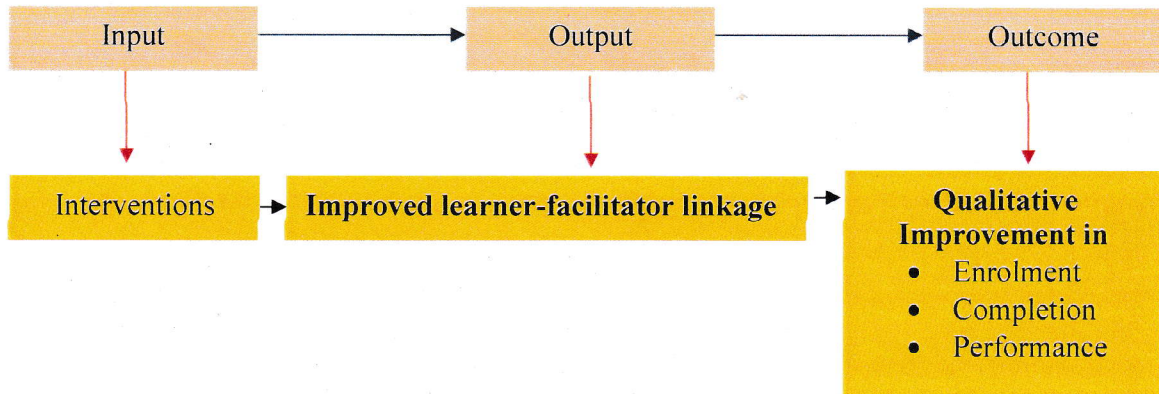
The major interventions in three of the domains viz. teaching-learning interface, assessment and learner performance are as given under:

Domains	Key Interventions
Learners' Performance	Introducing the learners' mentoring system
	Institutionalisation of the Single Window Student Grievance Redressal Cell/Online Complaint Handling System
	Establishment of Model Study Centres
	Introduction of the *Siksharthi Mitra* scheme
	Adoption of the *Learners Charter*
	Development of *Android Mobile Application*
	Programme of personal contact with dropouts
Teaching-Learning	Introduction of learning management system (LMS)
	Launching of digital teaching initiatives: e-bidya
	Development of Audio-Visual learning materials and making them available through a dedicated Youtube channel
	Emphasising on e-SLMs and continuous revision of self-learning materials
	Use of Online Learning Platforms and virtual classroom software, web-casting
	Streamlining the counselling sessions and strengthening of learner support system
	Adoption of Lateral Entry for Learners
	Adoption of Institutional OER Policy
	Jail inmates, transgender, persons with disabilities and women learners are provided additional benefits during the admission process in terms of fee concession/waive
Assessment Process	Adoption of examination reform and monitoring mechanism
	Adoption of Standard Operating Procedures for the conduct of examination
	Use of ICT in conduct and management of Examination System including • Online Admit Card for Examination • Online Submission of Internal Assessment Marks • Provision for E-marksheets
	Adoption of Credit Transfer Policy

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Theory of Change

Input	→	Output	→	Outcome

Interventions	→	**Improved learner-facilitator linkage**	→	**Qualitative Improvement in** • Enrolment • Completion • Performance

Log-frame

Criteria of Evaluation	Domain	Indicator
Effectiveness	Enrolment	Total enrolment in "core UG and PG programmes"
	Completion	Completion rate in "core UG and PG programmes"
	Performance	Performance in "core UG and PG programmes"

Methodology

The cumulative impact assessment is carried out using simple pre-post analysis coupled with trend analysis (i.e. regression discontinuity). Since a series of interventions have been initiated, impact is considered as a 'cumulative outcome' rather than outcome attributable to any specific intervention.

Summary of the Results

(a) Enrolment

Comparing total enrolment in open and distance learning mode is particularly challenging and, at times, difficult, since number of programmes keep changing during the period. Figure 1 – Alluvial Diagram depicts the programme wise enrolment during 2015 and 2021. The Figure 1 clearly exhibits that several programmes got discontinued while many have been newly introduced during the period. Therefore, simple comparison of 'pre-post' total enrolment in this case may not be instructive.

However, Figure 1 also reveals that the University's usual undergraduate and postgraduate programmes continue to remain as the main programmes throughout accounting for 70 percent of the total enrolment during the period 2015-2020. Therefore, the trend analysis of enrolment in BA and MA programme can provide information regarding the impact of the intervention. Figure 2 provides this information.

Figure 2 shows that trend line i.e. the regression line breaks down between 2017 and 2018 for both the undergraduate levels and post graduate levels illustrating the 'impact' of the reforms initiated in admission process and examination process. The observed drop suggests reduction in 'spurious enrolment' and, thus, reflects quality improvement in the learner intake mechanism. The trend, once again is moving upward till 2020, which happens to be the year hit by unusual situation arising out of COVID 19.
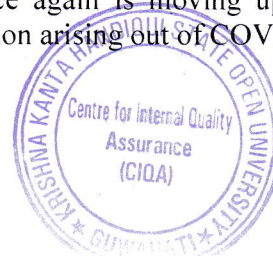
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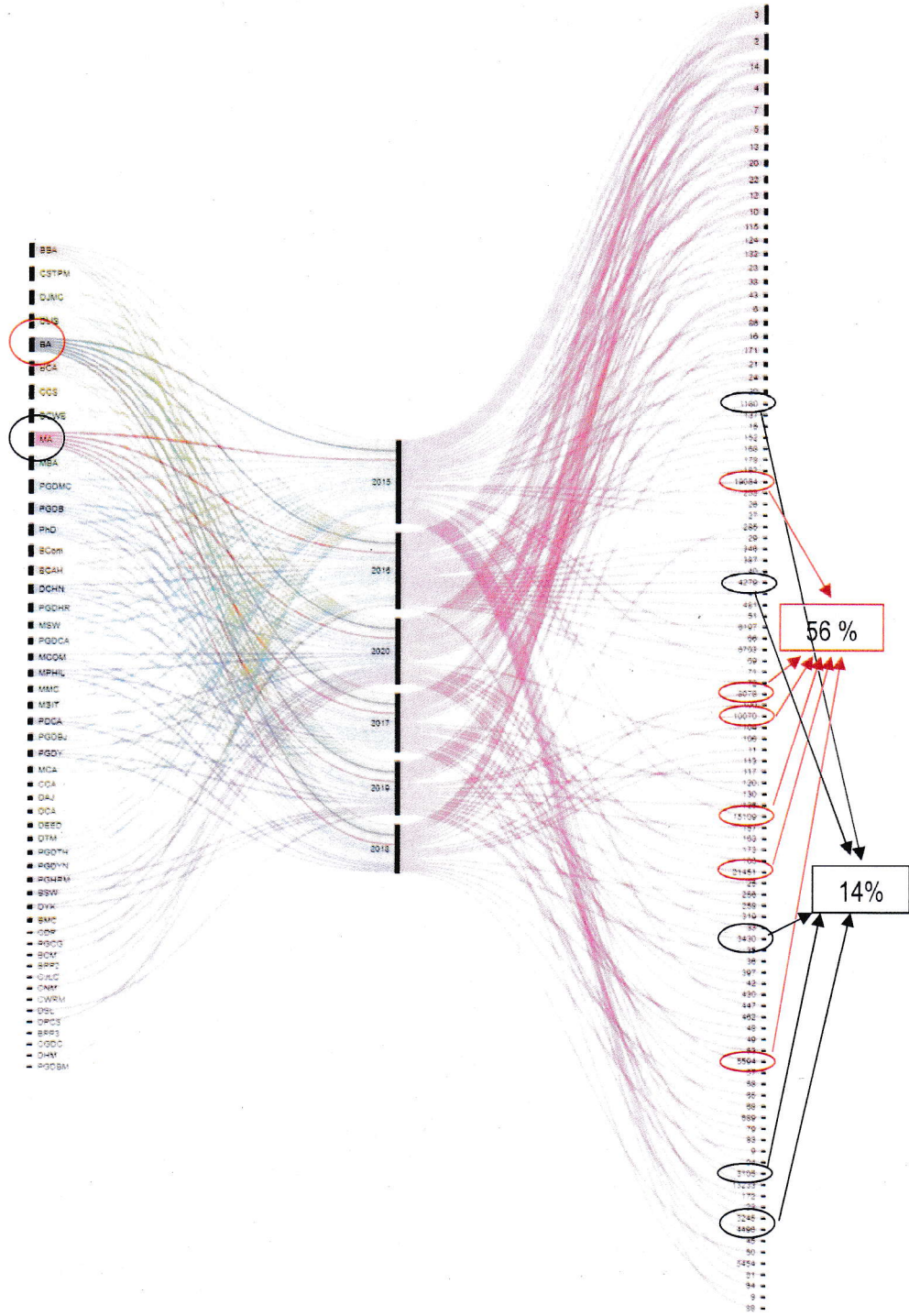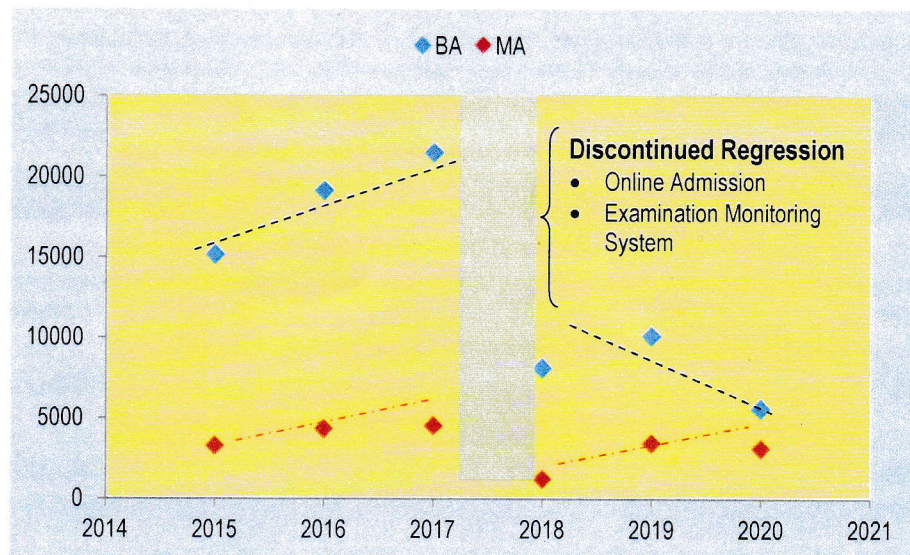**Figure 1: Programmes and Enrolment during 2015-2020**

Figure 2: Trend Analysis of Enrolment in UG and PG Programmes (2015-2020)

(b) Completion

The interventions particularly targeted at the **improved learner-facilitator linkages** through a series of initiatives such as institutionalised learner support system, following up with the drop-out cases, feedback and grievance redressal mechanisms etc. These interventions have resulted in better retention and completion as evidenced by Figure 3 and Figure 4.

Figure 3 provides the retention and completion of undergraduate learners. It could be seen that while in 2015 learners who couldn't appear in examination after 3 years tended to drop-out, subsequently, they continued to appear in examination up to the maximum 8 years as per the University provision.

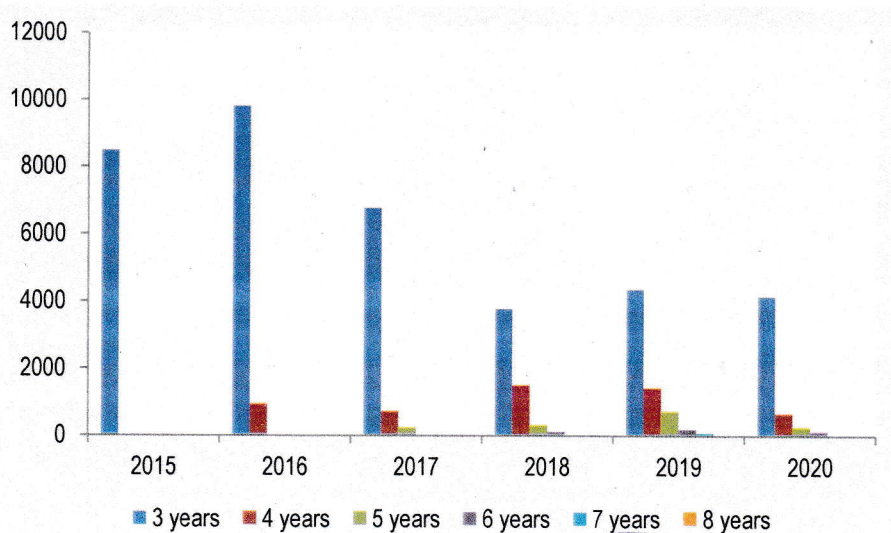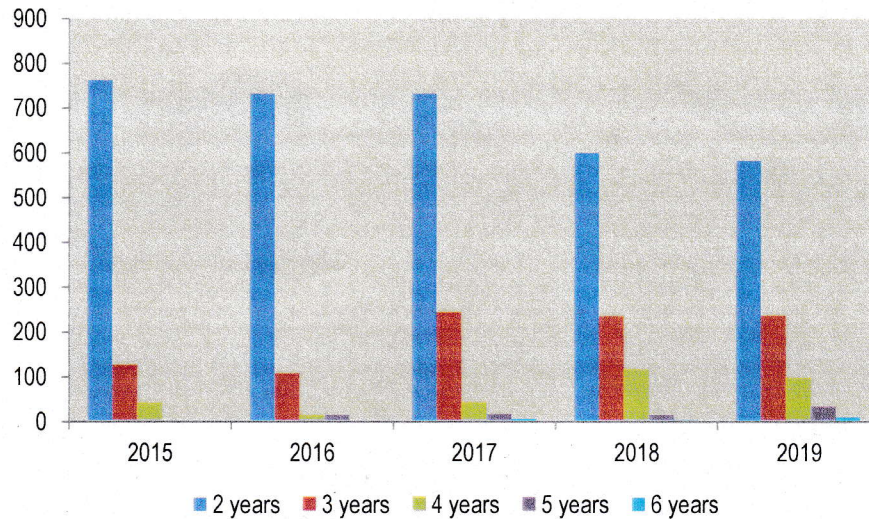**Figure 3: Retention and Completion in Undergraduate Programmes**

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Figure 4: Figure 3: Retention and Completion in Postgraduate Programmes

It is, thus, evident that the interventions and initiatives have cumulatively resulted in reduced drop-out and improved retention and programme completion among the learners.

(c) Performance

Data also reveal that performance-wise also, there have been improvements in the proportion of the pass-outs in the undergraduate and postgraduate courses.

General Findings and Conclusion

The initiatives has resulted in

(a) Improvement in quality intake and enrolment of learners
(b) Improvement in retention and completion of programmes by learners, and
(c) Improvement in the learner performances

In view of the above the assessment concludes that **the initiatives and interventions have been evidently effective** in yielding the desired outcomes as envisaged through the underlying theory of change.

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