

Annual Report

of Centre for Internal Quality Assurance (CIQA)

**A report of the activities undertaken by the Centre for
Internal Quality Assurance,
Krishna Kanta Handiqui State Open University**

Submitted to
Distance Education Bureau
University Grants Commission
Bahadur Shah Zafar Marg
New Delhi – 110 002



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1. Executive Summary

Vide Clause 8 of UGC Notification on ODL Regulations of 23rd June 2017, it was urged that KKHSOU establish a Centre for Internal Quality Assurance to meet the requirements of quality standards in respect of SLM, multimedia materials, examination monitoring, feedback mechanism, learner support system etc. In KKHSOU, CIQA became functional from December 2017. The activities of CIQA are guided by an Action Plan which is approved by the CIQA Committee, KKHSOU. The review of activities of CIQA took place in the four periodic meetings of CIQA Committee. This report presents the various activities conducted by CIQA, KKHSOU in 2018-19.

i) Examination Monitoring:

University attached top priority on examination reform in 2018-19 as maintaining the sanctity in the conduct of examinations is an important aspect for the credibility of any education system. CIQA initiated a reform agenda with involvement of all faculty members and officers of the University for 100% coverage of examination centres of KKHSOU. Based on the reports of the Examination Monitoring Officers, special monitoring was also conducted in some examination centres. During the year a total of 111 examination centre were visited. The number of visits was 257. In 118 cases adoption of unfair means were reported. Accordingly disciplinary actions were taken.

ii) Stakeholders' Meeting

CIQA organized a stakeholders' meeting on April 6, 2018 with representatives from Board of Management, Academic Council, current learners, alumni, SLM writers, study centre functionaries, content editors, language editors, research scholars, along with the faculty, officers and senior staff of KKHSOU. The four-hour long meeting discussed various perspectives in terms of questions raised in a Base Paper, specially prepared for the Meeting. The Meeting appreciated the efforts of the University in examination monitoring. The University organized a number of workshops with the functionaries of study centres in several places of Assam. CIQA participated in those meetings also.

iii) SLM Audit

As per Action Plan for CIQA, 2018, the CIQA Office conducted an exercise on SLM Audit. For conducting the 1st & 2nd Phase of the SLM Audit, under the overall guidance of SLM Audit Committee formed by the University, the CIQA Office requested 20 Faculty members of different departments to make themselves available on 3rd & 4th May at CIQA Office, KKHSOU.

The SLM Audit results were based on the identified eight attributes on a five-point scale and compliance to ten attributes in dichotomous terms (Yes/No) as identified in the checklist. 'References at the end' attribute's score is 0%, which needs to be taken

care of on an urgent basis. In addition to 'Further Readings' the inclusion of 'References at the end' in each unit would add value to the unit. Likewise the meeting noted the score of 75% and 70% in two areas viz. namely 'Encourages the Learner to apply new knowledge and skills' and 'Glossary section includes explanation of technical, new and difficult words'.

The SLM Audit Committee expressed concern regarding the quality of Assamese translation and felt an urgent need to conduct quality audit of the same. However, this would require identification of special parameters of quality and content audit by auditors familiar with both the languages viz. Assamese and English. SLMs are being developed for various courses which would be ready within this year. In view of the above the meeting recommended conduct of similar exercise next year i.e 2019 with the left over courses.

iv) Regional Workshop on Criterion V (Student Support and Progression) of the NAAC A&A Framework for ODL Institutions

The University organized a day-long Regional Workshop on Criterion V (Student Support and Progression) for NAAC A&A of ODL Institutions on 20th June, 2018 at Hotel Rajdhani Regency, Dispur at the directive of NAAC, Bangalore. The workshop was moderated by Dr. Hitesh Deka, Hon'ble Vice Chancellor, KKHSOU and Prof. Nageshwar Rao, Chairperson of National Taskforce, NAAC A&A of ODL Institutions. The workshop discussed about the qualitative and quantitative metrics with their relative weightages as regards parameters of Criterion V in the area of student support and progression. The workshop was attended by experts and representatives of various Universities and Institutions of India like NAAC, IGNOU, SOL Delhi University, Tripura University, Gauhati University, Dibrugarh University, Tezpur University, Don Bosco University etc. in addition to the senior faculty of KKHSOU.

The CIQA office was involved in preparation of the detail framework regarding Criterion V of the NAAC A&A Framework for ODL Institutions.

v) Workshop on Adoption and Development of MOOCs

The University at the initiative of CIQA and MOOCs Adoption and Development Committee organized a two-day workshop on 28th & 29th June, 2018 at IIBM, Khanapara. The workshop was conducted by Prof. Uma Kanjilal and two of her colleagues from Inter University Consortium for Technology Enabled Flexible Education and Development (IUC-TEFED), IGNOU, New Delhi. The workshop discussed various details on developing proposals for SWAYAM (MOOCs). As a follow-up action, five proposals were submitted by the faculty of KKHSOU.

The first meeting of MOOC Adoption and Development Committee was held under the chairmanship of Director, CIQA, KKHSOU. The meeting decided to request Prof. Uma Kanjilal, Director, IUC (Inter University Consortium), IGNOU for organizing a workshop on MOOC Adoption and Development. The meeting also decided to conduct awareness cum sensitization workshop with regards to the adoption and development of MOOCs before the visit of Prof. Uma Kanjilal.

vi) **Feedback Survey**

As mandated in UGC guidelines (F. No. 2-4/2015 (DEB-III), dated 23rd June, 2017, Point 2.vi of Annexure I) and as per provision of CIQA Action Plan 2018, the CIQA of KKHSOU conducted a survey among the Learners and other Stakeholders of KKHSOU regarding quality related institutional processes through instruments as stated below.

- I. Learners' Feedback on Course (attached with SLM)
- II. Programme Expectation Survey (administered through online)
- III. Learners Feedback during the Programme (administered in dual mode i.e. online and offline)
- IV. Learners Feedback after completion of the Programme (within 1 year of award of degree, which is administered through online and offline mode)
- V. Job Satisfaction Survey among the Academic Staff.
- VI. Job Satisfaction Survey among the Non-Teaching Staff (administered in bilingual mode)

CIQA hopes that the survey findings would help in reflecting the existing managerial practices and making necessary intervention in the areas as may be deemed appropriate. The survey findings were shared in Meeting of Board of Management, KKHSOU.

The important findings and possible scope of intervention on Survey on some aspects of Job and Job Satisfaction among the Academic Staff of KKHSOU are indicated in this report.

Likewise, the important findings and the possible scope of intervention on Survey for some aspects of Job and Job Satisfaction among the non-teaching staff of KKHSOU are indicated.

For the learner who took admission in KKHSOU programme in the academic session 2018, a survey was administered to elicit responses regarding their expectation from the respective programme. The newly admitted learners are highly influenced by the reputation of the university, reputation of the chosen programme, recommendation of friends/ relatives. While deciding about admission they give high importance on the ability of the chosen programme to impart specific job related skill and facilitate their career progression.

Krishna Kanta Handiqui State Open University organized the first Alumni Meet on 30th September, 2018 in Karmashree Hiteswar Saikia College, Six Mile, Guwahati. In the Meet, 96 nos of alumni members of different programmes from different parts of Assam participated. The Centre for Internal Quality Assurance administered a Questionnaire among the alumni members present. CIQA received filled in responses from 85 members regarding satisfaction level of learners on services received from KKHSOU.

The following are the strong areas of KKHSOU as perceived by the alumni members,

- Admission Procedure
- Fairness in the process of evaluation
- Fee Structure
- Quality of self learning material
- Services received by Counselors

The Alumni have expressed their disagreement and indecisiveness which may be inferred as some kind of negative feedback.

It is expected that the survey findings would help in reflecting the existing managerial practices and making necessary intervention in the areas as may be deemed appropriate. The Alumni Association has already been formed. The University needs to strengthen library facilities and ICT facilities.

vii) Faculty Development Workshop

The CIQA Office felt that the faculty members of KKHSOU need to be refreshed with new knowledge and skills in writing SLM and setting questions. They need to be equipped with latest knowledge on globally emerging trends in writing SLM. It is in connection with this need, CIQA requested Prof. Prabir Biswas, Professor in Distance Education, Staff Training and Research Institute of Distance Education (STRIDE), IGNOU, New Delhi, to share his knowledge in writing SLM.

The resource person discussed with the participants about various concepts and theoretical tools associated with effective SLM writing. The pre lunch session of the workshop was on the 19th of November, 2018. On the basis of the theoretical knowledge provided by the resource person on the previous day the participants were required to point out whether they meet the requirements of an effective SLM or not. All throughout the session, practical insights were provided to the participants. In the session, the resource person imparted the participants with other important theoretical conception associated with SLMs.

A feedback form was administered and it was found that there was a very positive response on the part of the participants. Most of the participants have found the sessions very interesting, informative, relevant and fruitful and very beneficial. The participants requested CIQA office to organize some relevant workshop at regular intervals on academic and non-academic matters for the benefit of teaching fraternity.

viii) Training Programme of Grade III Staff of KKHSOU

With the focus of training the support staff of KKHSOU on effective communication and interpersonal relations, a training programme was organised by the CIQA Office of the University on 27th November, 2018 in the Conference Hall of the Rubber Board, Zonal Office. Sri Debabrata Sarma, former faculty of IIBM, Khanapara was invited as a Resource Person. It was attended by 38 support staff of the University.

Group exercises were conducted in the training programme. The objective was to facilitate development of team spirit. Moreover, the programme also emphasized on development of soft skills.

ix) Interactive Session on Teaching and Innovation:

An Interactive Session was organised by the Centre for Internal Quality Assurance (CIQA), KKHSOU with Prof. Sunil Khijwania, Director, Centre for Educational Technology, IIT, Guwahati as the Resource Person. The session was held at Conference Hall of KKHSOU, Housefed Complex, Dispur on the 6th of December, 2018.

The session started with a presentation on “Teaching and Innovations: Contribution of IITG” by Prof. Khijwani. He presented in detail the NMEICT Projects like GIAN, GRIN, NPTEL, CSS, MOOCs, TTC-RMSA, etc. He emphasized on the necessity to tap the talent pool of international scientists/entrepreneurs, introduction of innovative courses and collaboration among faculties. Then a brief history and achievements of TEQIP and QIP were shared. He specially mentioned about TEQIP III which focuses on the North- Eastern, hilly and low-income states of India. He also mentioned about the Centre for Excellence in Science and Mathematics Education under the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT) in detail.

x) Training Programme conducted for the Multi-Tasking Staff (First Phase)

For developing the soft skills of the multi-tasking staff of the University, a training programme was conducted on 18th February, 2019 (first phase) by the CIQA Office in the Conference Hall, City Office, Housefed Complex. It was attended by 17 numbers of staff of the University. Dr. Debabrata Sarma, Former Faculty, IIBM was invited as the Resource Person for the programme. The inauguration session started with a welcome speech by Ms. Dopati Choudhury, Administrative Officer, CIQA. Director (CIQA) informed about the motive of organising such a training programme for the staff of the University. The Guests in their speeches spoke about the very importance of the multi- tasking staff of an Institution and showed contentment for conducting the training programme.

The features such as communication skill, analytical thinking, flexibility, negotiation skills, time management, problem solving ability etc. is included in the soft skills and those features build the image of a person. The participants were divided into four groups and a task was given to each group. It was basically to develop the feeling of team work among the participants.

xi) Programme Effectiveness Research:

A minor research project awarded by KKHSOU under the guidance of Prof. N.N.Sarma, Director, CIQA was conducted on the topic “Evaluation of Diploma in Elementary Education Programme offered by KKHSOU- Lessons from its Implementation”. In the initial part of the study Prof. Daisy Bora Talukdar the then

Professor of Education in KKHSOU also extended guidance in the design of the programme effectiveness research. The report was submitted to KKHSOU on 14th May 2018. The report highlighted about the need for orientation workshop. These were positive feedback (70%) on the quality of SLM and practicum (78%).

xii) Documentation Centre

To setup a documentation centre, the CIQA office collected some organizational publications and information from available sources. The Documentation Centre has been established in the limited space of the CIQA Office. Currently, copy of the University Newsletters, Annual Reports, University Publications, CIQA Reports etc. are placed in the Documentation Centre.

xiii) Future Plan

The activities of CIQA for the year 2018-19 were conducted in a time bound manner with the help of an action plan, approved by the CIQA Committee of KKHSOU. As it appears, some of the initiatives have yielded very positive results. One of these is worth mentioning. The examination monitoring initiative at almost all the examination centres of KKHSOU in Assam made an impact on improving the quality of conducting the examination processes. In view of the experiences of 2018-19, an Action Plan for the year 2019-20 has also been formulated and approved by CIQA Committee towards implementation.

2. Rationale for formation of CIQA

: The University Grants Commission released the University Grants Commission (Open and Distance Learning) Regulations 2017 on 23rd June, 2017 (F.No 2-4/2015, DEB III).

: In the Notification, vide Clause 8, it was urged that KKHSOU establish a Centre for Internal Quality Assurance exclusively for programmes in ODL mode. In Annexure VII of the Notification (Quality Assurance guidelines of Learning Material in Multiple Media, Human Resource, Curriculum and Pedagogy) there is a list of some indicative aspects of quality standards. In Annexure VIII (Guidelines on preparation of Self- Learning Material) of ODL Regulations, major ingredients to be considered while developing the learning material by authors (in case of print material) and instructional designers are mentioned. The learning material plays a vital role in this system and it includes Self-Learning Material in print and electronic form. A key challenge of learning material is to induce learner engagement. Another challenge of learning material is deploying teaching-learning methods through use of technologies. Therefore, it is necessary to have proper planning prior to development of the learning material. According to Quality Monitoring Mechanism mentioned in Annexure II (the guidelines on quality monitoring mechanism) Centre for Internal Quality Assurance is mandated for conducting institutional quality audits, to promote quality assurance and enhance as well as spread best-in-class practices of quality assurance. In Annexure I of the Notification the objectives, functions, activities of establishment of Centre for Internal Quality Assurance (CIQA) are indicated. The

main objective of establishment of Centre for Internal Quality Assurance (CIQA) is to develop and put in place a comprehensive and dynamic internal quality assurance system to provide high quality programmes of higher education in the Open and Distance Learning mode.

: In Point No. 5 of Annexure I, it has been mentioned that a Centre for Internal Quality Assurance Committee should be constituted of the University which shall be chaired by its Director, and consisting of academic staff and internal quality auditors nominated from various functions or departments of the Higher Educational Institution. Accordingly a CIQA Committee of Krishna Kanta Handiqui State Open

University (KKHSOU) was constituted vide Notification No. KKHSOU/CIQA/81/2009/81 dated 01-12-17 (**Annexure I- Office Order**).

: The CIQA Office of KKHSOU became functional from Dec'2017 with the following officers and staff,

- i) Prof. N.N.Sarma, Director
- ii) Mrs. Dopati Choudhury, Administrative Officer
- iii) Shri Pranjit Kalita, Junior Office Assistant
- iv) Shri Binoy Boro, Multi Tasking Staff
- v)

3. CIQA Committee Meetings

1st Meeting of CIQA Committee:

The 1st meeting of CIQA Committee of Krishna Kanta Handiqui State Open University was held on 28th December, 2017. The Hon'ble Vice Chancellor suggested the CIQA committee that the Keynote Address of Prof. Asha Kanwar, President & CEO, COL, Vancouver, Canada, in the International Conference of KKHSOU held in December, 2017 should be thoroughly discussed in a brain storming session having participation from KKHSOU faculty, members of Board of Management and Academic Council of KKHSOU and other stakeholders. Based on the outcome of the brain storming session, the CIQA office would prepare a detail road map for the university within three months. He also suggested that the year 2018 will focus on the reform of the examination processes. In this regard the CIQA office in consultation with the Registrar and Controller of Examinations will prepare a detail plan for 100% coverage of examination centres by allocating two examination centres for each faculty/officer of the university. The meeting also discussed about quality assurance initiative taken by Examination Department of University. The meeting discussed various issues related with administering feedback mechanism. The meeting also discussed various issues related to E-Library, Multimedia, System and NAAC related matters and the meeting approved the Annual Action Plan 2018 and the Perspective Plan of CIQA for the year 2018-20.

2nd Meeting of CIQA Committee:

In the second meeting of CIQA Committee held on 29th May, 2018, the review of

activities conducted by CIQA was made based on the agenda note submitted by the office of CIQA. The meeting noted that activities as planned in the Annual Action Plan are being carried out and hoped that the activities scheduled for the remaining months would also be carried out. Difficulties in carrying out certain activities were also discussed. The meeting noted that CIQA office was fully involved in preparation of PPR and presentation of the same in the UGC, New Delhi.

The meeting discussed in detail about the processes in conducting examination affairs. The ongoing efforts regarding examination reforms were appreciated. However, instead of fire fighting measures, the meeting suggested pro-active measures like selection of good quality examination centres, compliance of requirements regarding CCTV etc. The meeting also urged CIQA to organize a workshop on Question Paper setting in collaboration with NCERT and STRIDE. The meeting noted that the proposed Question Bank would be under the custody of the Examination Department only and will be kept confidential. The meeting discussed about the possible reforms in the process of administering and evaluating assignments.

The meeting also discussed about the ongoing practices of the University regarding online admission, Learning Management System (LMS), e-SLM, Kiosks etc. As proposed in the CIQA Action Plan, the meeting urged CIQA to organize talks/workshop on creativity and innovation.

3rd Meeting of CIQA Committee:

The third meeting of CIQA Committee held on 9th August, 2018 discussed in detail about the UGC Quality Mandate and suggested some intense measures as follows,

- a) Adoption of non-credit course on skill development. The resources available with School Guru need to be examined for adoption.
- b) The faculty members should be trained on developing video content and presentation. To that extent STRIDE of IGNOU, IIT Guwahati and similar organizations may be approached.
- c) The Induction Programme, as planned by the office of Dean Study Centre should be conducted keeping view the Quality Mandate of UGC.
- d) The Alumni network should be strengthened. The Meeting urged CIQA to take up the matter with the Committee formed by the University for alumni relation.
- e) The Meeting resolved that subsequent guidelines regarding UGC Quality Mandate would have to be compiled towards NAAC Accreditation and Development of quality framework.
- f) The meeting also urged CIQA to organize a two day workshop for the faculty members in collaboration with STRIDE, IGNOU, New Delhi and also to conduct leadership/management/soft skill development training for all officers/staff members of KKHSOU in an institutionalized manner.
- g) As the UGC Quality Mandate insists on maximum use of ICT, Digitization Committee of the university in consultation with CIQA and Multimedia Cell should focus on developing Video content to supplement print SLM.
- h) Hon'ble VC, KKHSOU suggested the CIQA to take the leadership in

adopting three more villages of nearby area of Head Office of the University at Rani, Patgaon in collaboration with the Mother Teresa Social Welfare Mission & Dr.

A.P.J Abdul Kalam Students' Welfare Mission of the University. He also suggested the CIQA to take initiative to adopt five Government schools for faculty support within Guwahati City.

- i) The CIQA office should also serve as a Documentation Centre as it was discussed earlier.
- j) The meeting discussed various issues related with administering feedback survey of different stakeholders of the university. In view of this, the Meeting urged CIQA to collect feedback from cross sections of stakeholders' and respondents.

4th Meeting of CIQA Committee:

- a) The 4th Meeting of CIQA Committee was held on 19th December, 2018
- b) The Meeting appreciated the vibrant role played by CIQA in the year 2018.
- c) As regards feedback surveys administered by the Office of CIQA, the Members suggested that the report should be presented to all concerned incorporating all the details.
- d) While reviewing the activities of CIQA, the Meeting discussed about the functioning of the other wings of the university and urged that university wide approach is required as regards the following,
 - i) Documentation
 - ii) Reaching out to the learners
 - iii) Preparation of error free SLM
 - iv) Establishing learner contact
- e) As regards examination monitoring, CIQA would assign Faculty Members and Officers to the Examination Centres for monitoring at a personal level. To that extent, the Controller of Examinations was requested to send a list of examination centres to the Office of CIQA.

4. Action Plan of CIQA:

: In the 1st meeting of CIQA, an Action Plan for the year 2018 was put up for discussion. The Action Plan was discussed in greater details. CIQA was urged to take measures so that the activities as outlined could be carried out. (**Annexure II & III, Action Plan & Perspective Plan**)

: Accordingly, CIQA carried out several activities which are presented in the subsequent sections of the report.

5. Examination Monitoring

: Various activities of CIQA were conducted as per the Action Plan of

CIQA. Krishna Kanta Handiqui State Open University attached top priority in respect of examination reforms in the year 2018. Maintenance of sanctity in the conduct of examination is an important aspect for the credibility of any educational system. Keeping this in view, CIQA focused on monitoring the examination centres of KKHSOU to improve the efficiency of the examination system. The officers and faculty members of the University were deputed as Examination Monitoring Officer (EMO) for 100% coverage of examination centres of KKHSOU to monitor the compliance of the Standard Operating Procedures (SOP) and also to oversee the measures adopted for smooth conduct of the examination processes. As the University decided to attach special importance on examination reforms in 2018, the measure was expected to contribute towards accomplishment of the mission of examination reforms of the University.

: CIQA initiated a reform agenda with involvement of all the Faculty Members and Officers of the University. EMOs were requested to extend their valuable service during the examination staying for the entire examination hours and prepare a report of examination. In the various meetings held with the Study Centres in different districts of Assam, the examination reform initiatives of the University were highly appreciated. Some Examination Centres have been identified for a special monitoring visit by the Faculty members/Officers. CIQA office deputed EMOs to cover those special centres in several phases for smooth functioning of different examinations. **(Summary report of the EMO visits- Annexure IV & V).**

6. Stakeholder's Meeting

A Stakeholders' Meeting was conducted on 6th April, 2018 in the Conference Hall of Indian Institute of Bank Management (IIBM), Khanapara, Guwahati to discuss and deliberate on developing a road map for KKHSOU in light of the Keynote Address by Prof. Asha Kanwar, President and CEO of Commonwealth of Learning, Vancouver, Canada, in the International Conference of KKHSOU on "Developmental Interventions and Open Learning for Empowering and Transforming Society" on Dec.16-17, 2017. Based on the perspectives of the Keynote Address of Prof. Asha Kanwar, KKHSOU is organizing this Stakeholders' Meeting on certain issues/questions as raised in the Theme Paper for the Meeting, a copy of which is attached herewith (**Annexure-VI**). The meeting was attended by 120 nos. of participants with representatives from various stakeholders' groups like Academic Council, Board of Management, Parents of Learners, SLM Writers, in-house Officers and Faculty Members, Research Scholars, Learners, Alumni, Centre-in-charge and Coordinators of Study Centres etc. The Stakeholders' Meeting was initiated by Dr. Arupjyoti Choudhury, Registrar, KKHSOU by stating that the university hopes for a broad framework of roadmap through brainstorming session under the leadership of Hon'ble Vice Chancellor of the university based on the philosophy of consolidation and reform. Prof. N. N. Sharma, Director, CIQA presented the gist of the theme paper with some additions and

stated that the discussion will be more on open learning and confined to key note speech of the International Conference on ‘Developmental Interventions and Open Learning for Empowering and Transforming Society’. With a request for focussed discussion, he presented the agenda for the Brainstorming Session. The Report of Stakeholder’s Meeting is presented in **Annexure VII**.

7. SLM Audit:

: In partial requirement of CIQA Annual Action Plan, 2018 CIQA organised SLM Audit (Phase-I & Phase-II) as per UGC guidelines. At the initiative of CIQA, a SLM Audit Committee was formed by the University with the following members:

- 1) Prof. N.N. Sarma (Chairperson)
- 2) Prof. Anirudhha Deka (Member)
- 3) Dr. Pranab Saikia (Member)
- 4) Dr. Chandrama Goswami (Member)
- 5) Dr. Ritimoni Bordoloi (Member)
- 6) Mrs. Dopati Choudhury (Convenor)

First Meeting of SLM Audit Committee

The first meeting of the SLM Committee was convened on 21st March, 2018 to discuss and develop the modalities for conducting the SLM Audit. The committee resolved on the modalities for the first & the second phase of SLM (Print) Audit. The modalities included the following:

- i) Twenty (20) units of print SLM would be collected by CIQA Office, 10 units from UG and 10 units from PG; each unit being the 2nd unit of a course of the five programmes starting with the first letter of alphabet so as to ensure selection of SLM units at random. In the second phase a middle unit of the course was proposed for selection.
- ii) The meeting requested Dr. Chandrama Goswami to prepare the SLM Audit checklist based on the parameters as spelt out in the UGC guidelines so as to ensure uniformity, clarity and transparency in the audit process. The in-house faculty members would be requested for the audit.

The Committee felt that the outcome of the audit process would help the University in developing the quality benchmark based on objectives and assessment of the parameters.

: Second Meeting of SLM Audit Committee

Another meeting of the SLM Committee was held on 29.03.18 to finalize the Audit Checklist and SLM Auditors for the Audit to be conducted in a time bound manner so as to meet the requirement of CIQA Annual Plan. The SLM Review Committee met on 29-03-2018 and resolved on the following:

- a) The Meeting approved the SLM (Print) Audit Checklist prepared by Dr. Chandrama Goswami with minor modification.
- b) It was decided to administer the checklist for the SLM Audit in one place only and complete the assignment in one sitting. To ensure uniformity and randomness, the CIQA Office will prepare modalities.

As per Action Plan for CIQA, 2018, the CIQA Office conducted an exercise on SLM Audit. For conducting the 1st & 2nd Phase of the SLM Audit, under the overall guidance of CIQA Committee formed by the University, the CIQA Office requested 20 Faculty members of different departments to make themselves available on 3rd & 4th May at CIQA Office, Housefed Complex. The necessary documents were provided on that day.

: The Checklist data were arranged in pertinent tables and then were interpreted and analyzed through Percentage. (**Annexure VIII**)

3rd Meeting of SLM Audit Committee

The SLM Audit Committee met on 22nd May'18 in the Meeting Room of CIQA Office. The meeting noted the following standards from SLM Audit (Phase-I and Phase-II):

- i) Mean Score for all the 20 units - 3.42
 - a) Mean score for 14 nos of KKHSOU units – 3.61
 - b) Mean score for 6 nos of VIKAS units – 3.00
- ii) Mean score for KKHSOU UG Programme 10 units – 3.86
- iii) Mean score for PG Programme 10 units – 3.59
 - a) KKHSOU (4 units) - 3.82
 - b) VIKAS (6 units) – 3.41

Some other observations regarding the SLM Audit conducted by CIQA were as follows:

- i) The results were based on the identified eight attributes on a five point scale and compliance to ten attributes in dichotomous terms (Yes/No) as identified in the checklist of previous meeting.
- ii) The meeting noted that 'References at the end' attribute's score is 0%, which needs to be taken care of on an urgent basis. In addition to 'Further Readings' the inclusion of 'References at the end' in each unit would add value to the unit. Likewise the meeting noted the score of 75% and 70% in two areas viz. namely 'Encourages the Learner to apply new knowledge and skills' and 'Glossary section includes explanation of technical, new and difficult words'.
- iii) The meeting suggested that CIQA should share the information among the Faculty Members of KKHSOU without mentioning the subject, rather coding U₁ to U₂₀.
- iv) The meeting expressed concern regarding the quality of Assamese translation and felt an urgent need to conduct quality audit of the same. However, this would require identification of special parameters of quality and content audit by auditors familiar with both the languages viz. Assamese and English. In view of the above the meeting urged CIQA to take up the matter with Dean (Academic) of KKHSOU and formulate a suitable methodology for

- conducting quality audit of Assamese translation.
- v) SLMs are being developed for various courses which would be ready within this year. In view of the above the meeting recommended conduct of similar exercise next year i.e 2019 with the left over courses.

8. Regional Workshop on Criterion V (Student Support and Progression) of the NAAC A&A Framework for ODL Institutions:

The CIQA office was involved in preparation of the detail framework regarding Criterion V of the NAAC A&A Framework for ODL Institutions. The Director, CIQA served as the Nodal Officer of the concerned committee. In this regard a workshop was conducted with the members of the committee and others concerned to deliberate on the framework. Based on the findings of the workshop, the report was submitted to NAAC vide ref. no- *KKHSOU/CIQA/NAAC/07/2018/36 dated 03-07-2018*.

The University organized a day-long Regional Workshop on Criterion V (Student Support and Progression) for NAAC A&A of ODL Institutions on 20th June, 2018 at Hotel Rajdhani Regency, Dispur at the directive of NAAC, Bangalore. The workshop was moderated by Dr. Hitesh Deka, Hon'ble Vice Chancellor, KKHSOU and Prof. Nageshwar Rao, Chairperson of National Taskforce, NAAC A&A of ODL Institutions. The workshop discussed about the qualitative and quantitative metrics with their relative weightages as regards parameters of Criterion V in the area of student support and progression. The workshop was attended by experts and representatives of various Universities and Institutions of India like NAAC, IGNOU, SOL Delhi University, Tripura University, Gauhati University, Dibrugarh University, Tezpur University, Don Bosco University etc. in addition to the senior faculty of KKHSOU. (**Annexure-IX**)

9. Workshop on Adoption and Development of MOOCs:

The University at the initiative of CIQA and MOOCs Adoption and Development Committee organized a two-day workshop on 28th & 29th June, 2018 at IIBM, Khanapara. The workshop was conducted by Prof. Uma Kanjilal and two of her colleagues from Inter University Consortium for Technology Enabled Flexible Education and Development (IUC-TEFED), IGNOU, New Delhi. The workshop discussed various details on developing proposals for SWAYAM (MOOCs).

As a follow-up action, five proposals were submitted by the faculty of KKHSOU.

The first meeting of MOOC Adoption and Development Committee was held under the chairmanship of Director, CIQA, KKHSOU. The meeting decided to request Prof. Uma Kanjilal Director, IUC (Inter University Consortium), IGNOU for organizing a workshop on MOOC Adoption and Development. The meeting also decided to conduct awareness cum sensitization workshop with regards to the adoption and development of MOOCs before the visit of Prof. Uma Kanjilal.

10. Feedback Survey:

As mandated in UGC guidelines (F. No. 2-4/2015 (DEB-III), dated 23rd June, 2017, Point 2.vi of Annexure I) and as per provision of CIQA Action Plan 2018, the CIQA of KKHSOU conducted a survey among the Learners and other Stakeholders of KKHSOU regarding quality related institutional processes through instruments as stated below.

- I. Learners' Feedback on Course (attached with SLM)
- II. Programme Expectation Survey (administered through online)
- III. Learners Feedback during the Programme (administered in dual mode i.e. online and offline)
- IV. Learners Feedback after completion of the Programme (within 1 year of award of degree, which is administered through online and offline mode)
- V. Job Satisfaction Survey among the Academic Staff.\

VI. Job Satisfaction Survey among the Non-Teaching Staff (administered in bilingual mode) A report of the survey and findings with the Datasheet are presented in the following Annexure.

Annexure X:	Report on Feedback Survey (Academic Staff) Data Sheet on Feedback Survey (Academic Staff)
Annexure XI:	Report on Feedback Survey (Non-Teaching Staff) Data Sheet on Feedback Survey (Non-Teaching Staff)
Annexure XII:	Report on Learner's Expectation Survey Data Sheet on Expectation Survey
Annexure XIII:	Report on Alumni Feedback Survey Data Sheet on Expectation Survey

CIQA hopes that the survey findings would help in reflecting the existing managerial practices and making necessary intervention in the areas as may be deemed appropriate. The survey findings were shared in Meeting of Board of Management, KKHSOU.

11. Faculty Development Workshop:

A two day workshop and training programme was organized by the Centre for Quality Assurance (CIQA) of the University on 18th and 19th November 2018 for the teaching staff. The workshop dealt with skills required in preparing the Self learning materials (SLM)s.

The workshop began with the inaugural session. The session started with the welcome address by the Director of CIQA. The welcome note was followed by the felicitation of the resource person for the two-day workshop, Professor Prabir Biswas, Professor in Distance Education, Staff Training and Research Institute of Distance Education (STRIDE), IGNOU, New Delhi. The felicitation was followed by an address to the gathering by Dean (Academic), Prof. UmeshDeka and Dean (Study Centre), Dr. Dibyajyoti Mahanta and then by Professor Prabir Biswas.

The inaugural session was followed by the first session of the workshop which was named as the brain storming session. In this session all the participants were divided into six groups and each group was required to write about the qualities of an effective classroom teaching. The participants were further asked to deliberate on the ways in which the aspects of effective classroom teaching could be incorporated into teaching learning through Self Learning Materials (SLM). After the group work a member of each group was required to present the reflections of the group regarding effective teaching in general and effective teaching through SLM in particular.

In the second session of the workshop the resource person taught the participants about various concepts and theoretical tools associated with effective SLM writing. For example

the significance of title, objectives of the units, proper usage of words while indicating the objectives of the units, meaning of block introduction and course introduction etc.

The third session of the workshop was on the 19th of November, 2018. In this session the participants were again divided into groups and they were distributed some of the existing SLMs of the University. On the basis of the theoretical knowledge provided by the resource person on the previous day the participants were required to point out whether they meet the requirements of an effective SLM or not.

In the next session the resource person imparted the participants with other important theoretical conception associated with SLMs.

(Annexure XIV: Report of Faculty Development Workshop)

12. Training Programme of Grade III staff of KKHSOU:

With the focus of training the support staff of KKHSOU on effective communication and interpersonal relations, a training programme was organised by CIQA of the University on 27th November, 2018 in the Conference Hall of the Rubber Board, Zonal Office. Sri Debabrata Sarma, former faculty of IIBM, Khanapara was invited as a Resource Person. It was attended by 38 support staff of the University. A feedback questionnaire was distributed among the participants for measuring the overall effectiveness and their comments regarding the programme.

The programme started with a welcome speech by Ms. Dopati Choudhury, Administrative Officer, CIQA. Sri Debabrata Sarma was warmly welcomed and honoured with a gamosa and a welcome gift by Dr. Arupjyoti Choudhury, Registrar, KKHSOU. The inauguration continued with a speech by Prof. N.N. Sarma, Director (CIQA), focusing on the necessity of a training programme for the support staff. The Registrar of the University appreciated the staff for playing an influential role in accomplishing some major tasks of the University irrespective of their designation. Dr. Dibyajyoti Mahanta, Dean (Study Centre), showed his contentment in getting to see all the staff members of the University in a single platform and expressed his realization about the strength of KKHSOU. Dr. Bhabaranjan Sarmah, Controller of Examinations, explains how everyone should always be alert and cautious in every task done because a minute mistake can ruin the overall outcome. He gave a few examples in order to relate that. The inauguration session ended and Sri Debabrata Sarma was handed over the platform and was requested to carry forward the programme. A report of the programme is presented in **Annexure XV**.

13. Interactive Session on Teaching and Innovation:

An Interactive Session was organised by the Centre for Internal Quality Assurance (CIQA), KKHSOU with Prof. Sunil Khijwania, Director, Centre for Educational Technology, IIT, Guwahati as the Resource Person. The session was held at Conference Hall of KKHSOU, Housefed Complex, Dispur on the 6th of December, 2018. The meeting began with a welcome note by Prof. N. N. Sarma, Director, CIQA, KKHSOU. After felicitation, Prof. N.

N. Sarma gave a brief introduction of the resource person and stated the tentative expectation from the session.

The session started with a presentation on “Teaching and Innovations: Contribution of IITG” by Prof. Khijwani. He first introduced the Centre for Educational Technology, IITG and stated its role in integrating latest technology in teaching-learning and mentoring. He presented in detail the NMEICT Projects like GIAN, GRIN, NPTEL, CSS, MOOCs, TTC-RMSA, etc. More elaborations were made on GIAN—objectives, methodology and outcomes. He emphasized on the necessity to tap the talent pool of international scientists/entrepreneurs, introduction of innovative courses and collaboration among faculties. Then a brief history and achievements of TEQIP and QIP were shared. He specially mentioned about TEQIP III which focuses on the North-Eastern, hilly and low-income states of India. He also mentioned about the Centre for Excellence in Science and Mathematics Education under the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT) in detail.

At the end of his presentation, he posed some issues related to future like discovering, experimenting and sharing of knowledge. He designed a possible roadmap for future to achieve excellence in educational institutions by integrating concepts and practical knowledge. After some lively interactions of the house members with the resource person, Prof. N. N. Sarma summarized the session and offered the vote of thanks.

14. Training Programme conducted for the Multi-Tasking Staff (First Phase)

For developing the soft skills of the multi-tasking staff of the University, a training programme was conducted on 18th February, 2019 (first phase) by the CIQA Office in the Conference Hall, City Office, Housefed Complex. It was attended by 17 numbers of staff of the University. Dr. Debabrata Sarma, Former Faculty, IIBM was invited as the Resource Person for the programme. Dr. Hitesh Deka, Hon’ble Vice Chancellor of KKHSOU and Dr. Dibyajyoti Mahanta, Dean (Study Centre), KKHSOU were present as the guest of honour in the inauguration. A feedback questionnaire was distributed among the participants for measuring the overall effectiveness and their comments regarding the programme.

The inauguration session started with a welcome speech by Ms. Dopati Choudhury, Administrative Officer, CIQA. Director (CIQA) informed about the motive of organising such a training programme for the staff of the University. The Guests in their speeches spoke about the very importance of the multi-tasking staff of an Institution and showed contentment for conducting the training programme.

After the inauguration, Dr. Debabrata Sarma started the training session. He described in details about the soft skills of a person and the significance of it in the work place. The features such as communication skill, analytical thinking, flexibility, negotiation skills, time management, problem solving ability etc. is included in the soft skills and those features build the image of a person. The soft skills along with the technical skills results in core

skills. He described the importance of the attitude of a person in every task he does, which plays a major part in its success. The importance of a “can do attitude” in every work was mentioned. Dr. Sarma tried to explain the “90/10 Principle” of life which describes that 10% of life is what happens to us while 90% of life is decided by how we react to it. The participants were divided into four groups and a task was given to each group. It was basically to develop the feeling of team work among the participants.

In the valedictory session, Director (CIQA) requested the participants to share their views regarding the programme and give their feedbacks. He thanked everyone for coming and ended the programme.

15. Programme Effectiveness Research:

A minor research project awarded by KKHSOU under the guidance of Prof. N.N.Sarma, Director, CIQA was conducted on the topic “Evaluation of Diploma in Elementary Education Programme offered by KKHSOU- Lessons from its Implementation”. In the initial part of the study Prof. Daisy Bora Talukdar the then Professor of Education in KKHSOU also extended guidance in the design of the programme effectiveness research. The report was submitted to KKHSOU on 14th May 2018. The report highlighted about the need for orientation workshop. These were positive feedback (70%) on the quality of SLM and practicum (78%).

16. Documentation Centre:

To setup a documentation centre, the CIQA office collected some organizational publications and information from available sources. The Documentation Centre has been established in the limited space of the CIQA Office. Currently, copy of the University Newsletters, Annual Reports, University Publications, CIQA Reports etc. are placed in the Documentation Centre.

17. Future Plan:

The activities of CIQA for the year 2018-19 were conducted in a time bound manner with the help of an action plan, approved by the CIQA Committee of KKHSOU. As it appears, some of the initiatives have yielded very positive results. One of these is worth mentioning. The examination monitoring initiative at almost all the examination centres of KKHSOU in Assam made an impact on improving the quality of conducting the examination processes. In view of the experiences of 2018-19, an Action Plan for the year 2019-20 has also been formulated and approved by CIQA Committee towards implementation.



Annexure-I

Krishna Kanta Handiqui State Open University GUWAHATI

Dr. Arupjyoti Choudhury
Registrar (i/c)

Head Office: Patgaon, Rani, Guwahati - 781017, Assam, India
City Office: Housefed Complex, Last Gate, Dispur, Guwahati - 781006, Assam, India

Ref. No. KKHSOU/CIQA/81/2009/81

Date: 01-12-17

NOTIFICATION

A CIQA (Centre for Internal Quality Assurance) Management Committee has been constituted as reference to Clause 5 of Annexure I of UGC Notification dated 23rd June, 2017 with the following members:

- | | |
|--|---------------|
| ✓ 1. Director, CIQA | : Chairperson |
| 2. Dean (Academic) | : Member |
| 3. Dean (Study Centre) | : Member |
| 4. Controller of Examinations | : Member |
| 5. Deputy Registrar (Admin.) ✓ | : Member |
| 6. Principal Coordinator, D.El.Ed | : Member |
| 7. Deputy Director, Multimedia ✓ | : Member |
| 8. Assistant Librarian ✓ | : Member |
| 9. System Analyst | : Member |
| 10. Convenor, NAAC Accreditation Committee ✓ | : Member |
| 11. Convenor, Committee for Innovation & International affairs | : Member |
| 12. Assistant Registrar (SLM) ✓ | : Member |
| 13. Administrative Officer | : Convenor |

This is issued with the approval of the Vice Chancellor.

Registrar i/c

Copy to:

1. Finance Officer
2. Secretary to Vice Chancellor
3. All concerned

Registrar i/c

A.O.
04/12/17
04/12/17

☎ 0361-2235971 (O), Tele Fax : 0361-2235398, website: www.kkhsou.in, E-mail : info@kkhsou.in

CIQA Annual Action Plan 2018

Month	Activities
January	<ul style="list-style-type: none"> i. Assistance in examination reforms and follow up ii. Preparation of detailed Annual Plan
February	<ul style="list-style-type: none"> I. Assistance in examination reforms and follow up
March	<ul style="list-style-type: none"> i. Stakeholders' Meeting ii. SLM Audit (Phase 1) as per Annexure VII & VIII of UGC Guidelines iii. Preparation of Statistics
April	<ul style="list-style-type: none"> i. Development of MOOC and database of OER ii. SLM Audit (Phase 2) iii. Multimedia materials- review and action plan iv. Question Bank Review
May	<ul style="list-style-type: none"> i. 2nd meeting of CIQA Committee ii. Updation of Statistics iii. Preparation of SLM Audit Report-circulation among contentwriters/editors for compliance
June	<ul style="list-style-type: none"> i. Collection of Feedback Reports (Students, employees, others) ii. Programme effectiveness research iii. Internal workshop for development of quality benchmarks iv. SLM preparation review and follow up action
July	<ul style="list-style-type: none"> i. Talk on Creativity and Innovation ii. Updation of statistics iii. Research workshop for faculty
August	<ul style="list-style-type: none"> i. 3rd meeting of CIQA Committee on restructuring ii. Workshop on Creativity and Innovation iii. Updation of Statistics
September	<ul style="list-style-type: none"> i. Effectiveness research on MOOC/OER/Online ii. SLM preparation review and action
October	<ul style="list-style-type: none"> i. Counselors' Workshop ii. Meeting on automation of academic and administrative activities in KKHSOU and action agenda
November	<ul style="list-style-type: none"> i. 4th Meeting of CIQA Committee ii. Quality improvement workshop for Study Centres of KKHSOU
December	<ul style="list-style-type: none"> i. Preparation of Quality Assurance Report ii. Appointment of external subject experts/third party auditors

Perspective Plan 2019-20

Plan for 2019

- I. Preparation of Self Appraisal Report, 2018
- II. Discussion on Feedback Responses, Effectiveness Research, external subject experts'/ third party auditors' report and preparation of specific plans for the year 2019 (Detailed Annual Action Plan will be placed before CIQA Committee)
- III. Continuation of the activities of 2018 in a revamped manner based on experiences of first year functioning.

Plan for 2020

- I. Preparation of Self Appraisal Report, 2019
- II. Discussion on Feedback Responses, Effectiveness Research, external subject experts'/ third party auditors' report and preparation of specific plans for the year 2019 (Detailed Annual Action Plan will be placed before CIQA Committee)
- III. Continuation of the activities of 2019 in a revamped manner based on experiences of 2nd year functioning

Centre for Internal Quality Assurance (CIQA)
Krishna Kanta Handiqui State Open
University City Office, Housefed
Complex, Guwahati- 06

Summary Statement from EMO
Reports(Jan-May 2018)

Sl. No.	Name of Examination Centre	Programme(s)	Date(s) of Visit	No of Visit(s)	Unfair Means Reported	Disciplinary Action Taken	Indicative Remark
1	Abhyapuri College	UG/PG	04.02.18	1	No	No	
2	Assam Textile Institute	UG	10.02.18	1	Yes	Yes	
3	Bajali College	UG	03.02.18	2	No	No	
		UG/D.El.Ed	18.03.18		No	No	
4	Barnagar College	UG	10.03.18	2	Yes	Yes	
		D.El.Ed/BPP	06.05.18		Yes	No	
5	Bengtoll College	UG	18.02.18	3	Yes	Yes	
		UG	28.01.18		Yes	Yes	
		D.El.Ed/BPP	06.05.18		No	No	
6	BH College	UG	20.03.18	2	No	No	
		UG	10.03.18		Yes	Yes	
7	Bijni College	UG	28.01.18	2	Yes	No	Special arrangement made later
		D.El.Ed	06.05.18		No	No	
8	Bilasipara College	UG	18.02.18	4	No	No	
		UG	11.02.18		No	No	
		UG	18.03.18		No	No	
		D.El.Ed	06.05.18		No	No	
9	Birjhora Kanya Mahavidyalaya	UG	04.02.18	1	Yes	Yes	
		UG	28.01.18		Yes	Yes	
		UG	03.02.18		Yes	Yes	

10	Biswanath College	UG/D.El.Ed	18.03.18	4	Yes	Yes	
		D.El.Ed/BPP	06.05.18		No	No	
11	Borpothar College	UG	11.02.18	1	Yes	Yes	
12	BTC, Diphu	UG	11.02.18	5	Yes	Yes	
		UG	04.02.18		Yes	Yes	
		UG/D.El.Ed	18.03.18		Yes	No	Special arrangement made later
		D.El.Ed	05.05.18		Yes	Yes	
		D.El.Ed./BPP	06.05.18		No	No	
13	Cachar College	UG	04.02.18	2	No	No	
		UG	18.03.18		No	No	
14	Central Jail, Ghy	UG	18.03.18	1	No	No	
15	Chaiduar College	UG	18.02.18	1	No	No	
16	Cotton University	UG	10.02.18	1	No	No	
17	Debraj Roy College	UG	10.02.18	4	Yes	Yes	
		UG/PG	17.03.18		No	No	
		UG/PG/D.El.Ed	18.03.18		No	No	
		D.El.Ed	06.05.18		Yes	Yes	
18	Demow College	UG	10.02.18	2	Yes	No	
		UG	11.02.18		No	No	
19	Dhemaji College	UG	03.02.18	2	Yes	Yes	
		UG/D.El.Ed	18.03.18		No	No	
20	Dhemaji Polytechnic	D.El.Ed	18.03.18	1	Yes	Yes	
21	DHSK College	UG	04.02.18	2	No	No	
		UG	20.03.18		No	No	
22	DIET, Dhubri	D.El.Ed	18.03.18	1	Yes	Yes	
23	Digboi College	UG	11.02.18	1	No	No	
24	Dispur College	UG	04.02.18	3	Yes	Yes	
		UG	10.02.18		No	No	
		UG/Diploma	18.03.18		No	No	
25	DK College	UG	30.01.18	3	No	No	
		UG/D.El.Ed	18.03.18		No	No	
		D.El.Ed	06.05.18		Yes	Yes	
26	DKD College	UG	11.02.18	2	Yes	Yes	
		UG	15.03.18		Yes	Yes	
27	DoomdoomaCollege	D.El.Ed	18.03.18	3	Yes	Yes	
		D.El.Ed	12.05.18		No	No	
		D.El.Ed	13.05.18		No	No	

28	Dr. Nabin Bardoloi College	UG	27.01.18	3	Yes	Yes	
		UG	04.02.18		Yes	Yes	
		UG	08.02.18		Yes	Yes	
29	Dudhnoi College	UG	11.02.18	1	No	No	
30	Eastern Karbi Anglong	UG	03.02.18	3	No	No	
		UG	23.03.18		Yes	Yes	
		D.El.Ed	05.05.18		No	No	
31	Fakiragram College	UG	11.03.18	1	Yes	Yes	
32	GC College	D.El.Ed	18.03.18	2	No	No	
		D.El.Ed	06.05.18		No	No	
33	GL Choudhury College	UG	20.03.18	2	No	No	
		UG	10.03.18		Yes	Yes	
34	Goalpara College	UG/PG	11.02.18	2	Yes	Yes	
		D.El.Ed/BPP	06.05.18		Yes	Yes	
35	Gogamukh College	UG	28.01.18	2	Yes	Yes	
		UG	10.02.18		No	No	
36	Gossaigaon College	UG	28.01.18	4	No	No	
		UG	29.01.18		No	No	
		UG	18.02.18		Yes	Yes	
		D.El.Ed	05.05.18		No	No	
37	Guwahati Commerce College	UG	10.02.18	1	No	No	
38	Gyanpith Degree College	UG	11.02.18	2	Yes	Yes	
		UG	04.02.18		No	No	
39	Habraghat College	UG	04.02.18	3	Yes	Yes	
		UG	11.02.18		Yes	Yes	
		UG	25.03.18		No	No	
40	Haflong Govt. College	UG	03.02.18	4	No	No	
		UG	04.02.18		Yes	Yes	
		D.El.Ed	18.03.18		No	No	
		D.El.Ed	06.05.18		Yes	Yes	
41	Haji Anfor Ali College	UG	11.02.18	2	Yes	Yes	
		UG	28.01.18		No	No	
42	Hatsingimari College	UG	03.02.18	2	No	No	
		UG	18.03.18		Yes	No	Special arrangement made later
43	Hojai College	PG	11.02.18	3	No	No	
		PG	18.02.18		Yes	Yes	
		D.El.Ed	05.05.18		No	No	
44	Janata College	UG	03.02.18	1	No	No	

45	JB College, Jorhat	PG	18.02.18	4	No	No	
		PG	11.02.18		No	No	
		D.El.Ed	05.05.18		No	No	
		D.El.Ed	06.05.18		No	No	
46	JDSG College	UG	10.02.18	1	Yes	Yes	
47	JN College	UG	04.02.18	1	Yes	Yes	
48	Jonai Girls' College	UG	04.02.18	1	No	No	
49	Jorhat College	UG	27.01.18	4	No	No	
		UG	04.02.18		No	No	
		UG	08.02.18		No	No	
		UG	13.03.18		No	No	
50	Karimganj College	D.El.Ed	18.03.18	3	No	No	
		D.El.Ed	05.05.18		No	No	
		D.El.Ed/BPP	06.05.18		No	No	
51	KH Saikia College	UG	10.02.18	4	No	No	
		UG/PG	11.02.18		No	No	
		UG	18.03.18		No	No	
		PG/D.El.Ed/BPP	06.05.18		No	No	
52	Khairabari College	UG	30.01.18	2	Yes	Yes	
		UG	11.02.18		Yes	Yes	
53	Kharupetia College	UG	28.01.18	3	No	No	
		UG	18.03.18		No	No	
		D.El.Ed	06.05.18		No	No	
54	Kherajkhat College	UG	03.02.18	1	Yes	Yes	
55	Kokrajhar Science College	UG/D.El.Ed	18.03.18	3	Yes	Yes	
		D.El.Ed	05.05.18		Yes	Yes	
		D.El.Ed	06.05.18		No	No	
56	Koliabor College	UG	04.02.18	1	No	No	
57	Lakhimpur Girls' College	UG	03.02.18	3	No	No	
		UG/D.El.Ed	18.03.18		No	No	
		D.El.Ed	06.05.18		No	No	
58	Lakhipur College	UG	04.02.18	1	Yes	Yes	
59	Lanka Mahavidyalaya	UG	11.02.18	4	No	No	
		PG	28.01.18		No	No	
		D.El.Ed	18.03.18		No	No	
		D.El.Ed	05.05.18		No	No	
60	LOKD College	UG	28.01.18	2	Yes	Yes	
		UG	04.02.18		Yes	Yes	
61	Lumding College	UG	03.02.18	3	Yes	Yes	
		UG	04.02.18		Yes	Yes	
		UG	11.02.18		Yes	Yes	

62	Madhabdev College	UG	04.02.18	1	Yes	Yes	
63	Maibong Degree College	UG	03.02.18	1	No	No	
64	Majuli College	UG	30.01.18	5	No	No	
		UG	11.02.18		No	No	
		UG/D.El.Ed	18.03.18		No	No	
		D.El.Ed	05.05.18		Yes	Yes	
		D.El.Ed	06.05.18		Yes	Yes	
65	Mangaldoi College	UG	30.01.18	3	No	No	
		D.El.Ed	18.03.18		No	No	
		D.El.Ed	06.05.18		Yes	Yes	
66	Mankachar College	UG	04.02.18	3	No	No	
		UG/D.El.Ed	18.03.18		No	No	
		D.El.Ed	05.05.18		Yes	Yes	
67	Margherita College	UG/PG	11.02.18	2	No	No	
		UG	20.03.18		No	No	
68	Mazbat College	UG	04.02.18	4	Yes	Yes	
		D.El.Ed	18.03.18		Yes	Yes	
		D.El.Ed	25.03.18		Yes	Yes	
		D.El.Ed	06.05.18		No	No	
69	MC College	D.El.Ed	18.03.18	4	Yes	Yes	
		UG/D.El.Ed	25.03.18		No	No	
		UG	10.03.18		Yes	Yes	
		D.El.Ed	06.05.18		Yes	Yes	
70	MNC Open College	UG	04.02.18	3	No	No	
		UG/Diploma	18.03.18		No	No	
		D.El.Ed/BPP	06.05.18		Yes	Yes	
71	Moran College	UG	03.02.18	3	Yes	No	Special arrangement made later
		UG	04.02.18		No	No	
		UG/PG	11.02.18		Yes	Yes	
72	Morigaon College	UG/D.El.Ed	18.03.18	2	No	No	
		D.El.Ed/BPP	06.05.18		Yes	Yes	
73	MS Girls' College	UG	30.01.18	4	No	No	
		UG	18.03.18		Yes	Yes	
		D.El.Ed	12.05.18		Yes	Yes	
		D.El.Ed, BPP	06.05.18		Yes	Yes	
74	Nabajyoti College	UG	04.02.18	2	Yes	Yes	

		UG	11.02.18		No	No	
75	Nagaon College	UG/D.El.Ed	18.03.18	1	Yes	Yes	
76	Naharkatiya College	UG	03.02.18	3	Yes	Yes	
		UG/D.El.Ed	18.03.18		Yes	Yes	
		PG/D.El.Ed/BPP	06.05.18		Yes	Yes	
77	Nalbari College	UG/PG	11.02.18	1	Yes	Yes	
78	Nalbari Commerce College	UG	04.02.18	2	No	No	
		UG	11.02.18		No	No	
79	Nazira College	UG	10.02.18	3	Yes	Yes	
		UG	17.03.18		No	No	
		D.El.Ed	18.03.18		No	No	
80	Nehru College	UG	04.02.18	1	No	No	
81	North Guwahati College	UG	11.02.18	2	Yes	Yes	
		UG	04.02.18		Yes	Yes	
82	North Lakhimpur College	UG	04.02.18	1	No	No	
83	Nowgong College	UG	28.01.18	2	No	No	
		D.El.Ed	06.05.18		Yes	Yes	
84	Nowgong Girls' College	UG	28.01.18	3	No	No	
		D.El.Ed	18.03.18		No	No	
		UG/D.El.Ed/BPP	06.05.18		No	No	
85	Paschim Guwahati Mahavidyalaya	UG	11.02.18	2	Yes	Yes	
		UG	04.02.18		Yes	No	Followed-up with discussion for remedy
86	PB College	PG	18.02.18	4	Yes	Yes	
		UG/PG	11.02.18		Yes	Yes	
		D.El.Ed	18.03.18		No	No	
		D.El.Ed	06.05.18		No	No	
87	PCPS Girls' Polytechnic	UG	20.03.18	2	No	No	
		UG	24.03.18		No	No	
88	Pragjyotish College	UG	10.02.18	1	Yes	Yes	
89	Pub Kamrup College	UG	04.02.18	3	Yes	Yes	
		UG/D.El.Ed	18.03.18		Yes	Yes	
		D.El.Ed/BPP	06.05.18		No	No	
90	Pub Majuli College	PG	11.02.18	1	Yes	Yes	
91	Rangia College	UG	30.01.18	3	No	No	
		D.El.Ed	18.03.18		No	No	

		D.El.Ed	06.05.18		Yes	Yes	
92	Ratnapith College	UG	18.02.18	5	Yes	No	
		UG	10.02.18		No	No	
		D.El.Ed	18.03.18		No	No	
		D.El.Ed	05.05.18		Yes	Yes	
		D.El.Ed/BPP	06.05.18		Yes	Yes	
93	RK Nagar College	UG	03.02.18	3	No	No	
		D.El.Ed	18.03.18		No	No	
		D.El.Ed	06.05.18		No	No	
94	Rukasen College	UG	28.01.18	2	Yes	Yes	
		UG	11.02.18		Yes	Yes	
95	Salbari College	UG	11.02.18	2	Yes	Yes	
		UG	30.01.18		Yes	Yes	
96	Saraighat College	UG	30.01.18	3	No	No	
		UG	11.02.18		No	No	
		UG	18.03.18		No	No	
97	Sarupathar College	PG	11.02.18	4	Yes	Yes	
		UG	18.03.18		No	No	
		UG	17.03.18		No	No	
		D.El.Ed./BPP	06.05.18		Yes	Yes	
98	Satya Ranjan College	UG	03.02.18	2	Yes	Yes	
		UG	04.02.18		Yes	Yes	
99	Sibsagar College	UG/PG	11.02.18	3	No	No	
		UG/D.El.Ed	25.03.18		No	No	
		UG/D.El.Ed	18.03.18		Yes	Yes	
100	Sibsagar Commerce College	UG	10.02.18	2	Yes	Yes	
		UG	11.02.18		No	No	
101	SK Roy College	UG	04.02.18	1	No	No	
102	Sonapur College	UG	08.02.18	3	Yes	Yes	
		UG	18.02.18		Yes	No	Advised for strict invigilation
		UG	18.03.18		Yes	Yes	
103	Sonari College	UG/PG	11.02.18	1	Yes	Yes	
104	SS College	UG	04.02.18	3	No	No	
		UG/D.El.Ed	18.03.18		No	No	
		D.El.Ed	05.05.18		No	No	
105	Suren Das College	UG	30.01.18	2	Yes	Yes	
		UG	11.02.18		Yes	Yes	

106	Tezpur College	UG	27.01.18	5	No	No	
		UG	28.01.18		No	No	
		UG	03.02.18		No	No	
		UG/D.El.Ed	18.03.18		No	No	
		D.El.Ed	06.05.18		No	No	
107	THB College	UG	27.01.18	3	No	No	
		UG	04.02.18		Yes	Yes	
		UG	18.03.18		Yes	Yes	
108	Thong Nokbe College	UG	28.01.18	2	Yes	Yes	
		UG	11.02.18		Yes	Yes	
109	Tihu College	UG	28.01.18	1	No	No	
110	Tinsukia Commerce College	UG	10.02.18	1	No	No	
111	Udalguri College	UG	04.02.18	1	No	No	

Summary Statistics

i) Total no. of Examination Centres visited: **111**

ii) Total no. of visits conducted by EMOs: **257**

iii) No. of cases where unfair means were reported: **118**

iv) No. of cases where disciplinary actions were taken: **109**

Note: Special visits were undertaken in the Examination Centres wherein unfair means were reported. The matter was discussed in the review meetings. In some cases, based on EMO reports, the Office of the Controller of Examinations deputed Squads also for monitoring purpose.

**Centre for Internal Quality Assurance (CIQA)
Krishna Kanta Handiqui State Open
University City Office, Housefed
Complex, Guwahati- 06**

*Summary Statement from EMO Reports
(July-August, 2018)*

Sl. No.	Name of Examination Centre	Programme(s)	Date(s) of Visit	No of Visit(s)	Unfair Means Reported	Disciplinary Action Taken
1	Abhayapuri College	UG	08.07.2018	1	No	No
2	Assam Textile Institute	UG	01.07.2018	1	No	No
3	B.B. Kishan College	UG	08.07.2018	1	No	No
4	B.H. College	UG/PG	29.07.2018	1	Yes	Yes
5	Bajali College	UG	01.07.2018	1	No	No
6	Barama College	UG	01.07.2018	2	No	No
		UG	05.08.2018		Yes	Yes
7	Barpeta Girls' College	PG	29.07.2018	1	Yes	Yes
8	Bengtol College	UG	01.07.2018	1	Yes	Yes
9	B.H.B. College	UG	01.07.2018	1	Yes	Yes
10	Bijni College	UG	01.07.2018	1	Yes	Yes
11	Bilasipara College	UG	01.07.2018	1	No	No
12	Birjhora Kanya Mahavidyalaya	UG/PG/D.El.Ed	05.08.2018	1	No	No
13	Biswanath College	UG	10.07.2018	2	Yes	Yes
		UG/PG	29.07.2018		Yes	Yes
14	B.L.B. College	UG	29.07.2018	1	Yes	Yes
15	Cachar College	UG	08.07.2018	1	No	No
16	Chaiduar College	UG	10.07.2018	2	No	No
		UG	12.07.2018		No	No
17	Cotton University	UG	01.07.2018	1	No	No
18	Demow College	UG	08.07.2018	1	Yes	Yes
19	Dhemaji College	UG	01.07.2018	1	Yes	Yes
20	Diphu BTC	UG	01.07.2018	2	No	No
		UG/PG/D.El.Ed	05.08.2018		Yes	Yes
21	Dispur College	UG	01.07.2018	1	Yes	Yes

22	Dudhnoi College	UG	01.07.2018	1	No	No
**23	Eastern Karbi Anglong College	UG	01.07.2018	2	Yes	No
		UG/PG	05.08.2018		Yes	Yes
24	Fakiragram College	UG	05.08.2018	1	Yes	Yes
25	G.C. College	UG	08.07.2018	1	No	No
26	Goalpara College	UG	08.07.2018	3	Yes	Yes
		UG/PG/D.El.Ed	29.07.2018		Yes	Yes
		UG/PG/D.El.Ed	05.08.2018		Yes	Yes
27	Gogamukh College	UG	01.07.2018	1	Yes	Yes
28	Golaghat Commerce College	UG	01.07.2018	2	Yes	Yes
		PG	05.08.2018		No	No
29	Goreswar College	UG	15.07.2018	1	Yes	Yes
30	Gossaigaon College	UG	10.07.2018	1	Yes	Yes
31	Guwahati Commerce College	UG	01.07.2018	1	No	No
32	Habraghat College	UG	01.07.2018	1	No	No
33	Haflong Govt. College	UG	08.07.2018	3	No	No
		UG	09.07.2018		No	No
		PG	05.08.2018		No	No
34	Haji Anfor Ali College	UG	10.07.2018	1	No	No
35	Hatidhura College	UG	01.07.2018	1	Yes	Yes
36	Hatsingimari College	UG	01.07.2018	1	Yes	Yes
37	Hojai College	PG	05.08.2018	1	No	No
38	J.B. College	PG	29.07.2018	1	No	No
39	Jagiroad College	UG	01.07.2018	1	No	No
40	Janata College	UG	08.07.2018	1	No	No
41	Jawaharlal Nehru	UG	01.07.2018	1	Yes	Yes
42	J.D.S.G. College	UG	01.07.2018	1	No	No
43	Jonai Girls' College	UG	10.07.2018	1	No	No
44	K.H. Saikia College	UG	08.07.2018	1	Yes	Yes
45	Kaliabor College	UG	15.07.2018	1	No	No
46	Karimganj College	UG	08.07.2018	1	Yes	Yes
47	Kharupetia College	UG	01.07.2018	1	No	No
48	Kherajkhata College	UG	10.07.2018	1	Yes	Yes
49	Khoirabari College	UG	15.07.2018	1	No	No
50	Kokrajhar	UG	08.07.2018	1	Yes	Yes

	Science College	UG/PG/D.El.Ed	05.08.2018		Yes	Yes
51	Lakhimpur Girls' College	UG	10.07.2018	1	Yes	Yes
52	Lakhipur College	UG	01.07.2018	1	Yes	Yes
53	Lanka College	UG	10.07.2018	1	No	No
54	L.O.K.D. College	UG	08.07.2018	2	No	No
		UG/PG	05.08.2018		No	No
55	M.N.C. Open College	UG	06.07.2018	1	Yes	Yes
56	M.S. Girls College	UG	01.07.2018	2	No	No
		UG/PG	05.08.2018		No	No
57	Madhabdev College	UG	12.07.2018	1	Yes	Yes
58	Madhya Kamrup College, Chenga	UG	29.07.2018	1	Yes	Yes
59	Maibong Degree College	UG	10.07.2018	1	No	No
60	Mangaldoi College	UG	01.07.2018	1	No	No
61	Mankachar College	UG	01.07.2018	1	No	No
62	Margherita College	UG	10.07.2018	2	No	No
		PG/Diploma	05.08.2018		No	No
63	Mazbat College	UG	10.07.2018	1	No	No
64	M.K. College, Chenga	UG	01.07.2018	1	Yes	Yes
65	Moran College	UG	07.07.2018	2	Yes	Yes
		PG/Diploma	05.08.2018		No	No
66	Morigaon College	UG	01.07.2018	1	No	No
67	Nabajyoti College	UG	01.07.2018	2	Yes	Yes
		UG	29.07.2018		No	No
68	Nagaon Girls' College	UG/PG/D.El.Ed/ Diploma	05.08.2018	2	Yes	Yes
		UG	10.07.2018		No	No
69	Nagaon College	UG	10.07.2018	1	No	No
70	Naharkatiya College	UG	01.07.2018	2	No	No
		UG	03.07.2018		No	No
71	Nalbari College	UG	06.07.2018	1	No	No
72	Nalbari Commerce College	UG	06.07.2018	1	No	No
73	Namrup College	UG	01.07.2018	2	No	No
		UG	03.07.2018		No	No

74	Nehru College	UG	09.07.2018	1	No	No
75	North Guwahati College	UG	01.07.2018	1	No	No
76	Pragjyotish College	UG	01.07.2018	1	No	No
77	Pragoti College, Dhubri	UG	01.07.2018	1	Yes	Yes
78	Pub Kamrup College	UG	01.07.2018	1	Yes	Yes
79	R.K. Nagar College	UG	08.07.2018	1	Yes	Yes
80	Raha College	UG	08.07.2018	2	No	No
		UG	29.07.2018		Yes	Yes
81	Rangapara College	UG	15.07.2018	1	No	No
82	Rangia College	UG	01.07.2018	2	Yes	Yes
		UG/PG	05.08.2018		No	No
83	Ratnapith College	UG	01.07.2018	2	Yes	Yes
		UG	05.08.2018		Yes	Yes
84	Rukasen College	UG	01.07.2018	1	Yes	Yes
85	S.B.M.S. College	UG	01.07.2018	2	Yes	Yes
		UG	01.07.2018		Yes	Yes
86	Sadiya College	UG	10.07.2018	1	No	No
87	Saraighat College	UG	01.07.2018	1	Yes	Yes
88	Sarupathar College	UG	01.07.2018	2	Yes	Yes
		PG	05.08.2018		Yes	Yes
89	Sibsagar College	UG	08.07.2018	2	No	No
		PG	29.07.2018		Yes	Yes
90	Sibsagar Commerce College	UG	08.07.2018	2	Yes	Yes
		UG	07.07.2018		Yes	Yes
91	Sipajhar College	UG	01.07.2018	1	No	No
92	Sonapur College	UG	01.07.2018	1	No	No
93	Sonari College	UG	05.08.2018	1	No	No
94	Srikishan Sarda College	UG	08.07.2018	1	Yes	Yes
95	Thong Nokbe College	UG	01.07.2018	1	No	No
96	Tihu College	UG	15.07.2018	1	No	No
97	Tinsukia Commerce College	UG	01.07.2018	1	No	No
98	Udalguri College	UG	15.07.2018	1	No	No

Summary Statistics:

Total no of Examination Centres visited: 98

Total no of visits conducted by EMOs :124

No. of cases where unfair means were reported: 57

No. of cases where disciplinary action were taken: 56

*****Sl. No. 23:*** *In Eastern Karbi Anglong College dated 01/07/2018, the EMO reported about unfair means. However, the report did not mention much about the disciplinary action taken. Based on previous experience, suitable decision may be taken as regards allotment of the Examination Centre.*

**Krishna Kanta Handiqui State Open
University Centre for Internal Quality
Assurance (CIQA)**

**Theme paper For
Stakeholder's Meeting**

Date: 06-04-2018

Time: 10:30 AM to 01:30 PM

Venue: Conference Hall, Indian Institute of Bank Management

Jawahar Nagar, Khanapara

Guwahati-22

THEME PAPER FOR STAKEHOLDERS' MEETING

Introduction and rationale for the stakeholders' meeting and brainstorming session

Krishna Kanta Handiqui State Open University organised an International Conference on 'Developmental Interventions and Open Learning for Empowering and Transforming Society' in NEDFi Convention Centre, Guwahati on December 16-17, 2017. The guiding objective of the Conference was to develop concrete ideas on the role and status of developmental interventions and open learning in addressing relevant social issues and challenges. The other two objectives of the International conference were as follows-

- i. To explore best practices and innovation on open learning and developmental interventions in improving access to quality of life.
- ii. To explore the issues faced by the developmental service providers across social sectors and open learning institutions in imparting stated benefits to the societies.

It was widely held in the Conference that the Open and Distance Learning (ODL) mode needs to be empowered. It was also held that the ODL institutions also need to transform themselves before assuming a role of transforming society. The keynote address of Prof Asha Kanwar, President and CEO of Commonwealth of Learning, Vancouver, Canada was very enriching for the audience as it talked about a promising role of open learning in achieving the developmental objectives. In this regard, she cited several case examples from across the world. As the keynote speech was quite comprehensive, the Honourable Vice Chancellor of KKHSOU urged the Directorate of CIQA to organise a brain storming session with the esteemed members of the Board of Management, Academic Council and other stakeholders for developing a roadmap for the University. In order to enable the members to develop the premises and thoughts for developing the roadmap, following points from the keynote speech have been extracted with questions for debate and discussion.

Perspective 1: Increase in GER

The Gross Enrolment Ratio (GER) in tertiary education has increased to 27% but is far short of the rich-country average of 40-70%. The World Bank tells us that for a country to achieve sustainable development the tertiary enrolments should be in the region of 40-50%. In Assam, the GER in tertiary education drops to about 13%, which is only half of the national average. This is similar to the 13.7% average of the GER at the national level for STs. The SC total of 19% GER is again below national enrolments in tertiary education. Only 2.3% of India's workforce has undergone formal skill training. This is 80% in Japan and 96% in South Korea. As our PM says, we need to train our population in skills at speed and scale. Social disparities seem to be higher in India than among other Asian counterparts.

Question: What role can open universities play in achieving a higher rate of GER? What would

be the role of KKHSOU?



Perspective 2: Goals and objectives of KKHSOU Programmes

Goal 4 of the 17 Sustainable Development Goals that the global community adopted in 2015 aspires *to provide inclusive and equitable quality education and lifelong learning for all* by 2030.

Learning is a key to sustainable development. Learning must lead to three things: economic growth; social inclusion and environmental conservation

- i. **Economic growth**: Economic growth implies income generation, employment opportunities, career progression and increased mobility of learners after successful completion of their academic programmes (COL's Commonwealth Executive MBA/MPA programme is offered in 11 countries. Raymond Loh, an alumnus of Wawasan Open University, Malaysia completed a programme in his early fifties and started a moving and relocation service which now has a presence in 40 countries.)
- ii. **Social inclusion**: Social inclusion implies women empowerment and uplift, entrepreneurship and mainstreaming (Some women in India as a part of COL's L3F project, have learnt agriculture and enterprise development skills using basic mobile phones. They have established companies in agriculture and livestock in which they are shareholders and have generated enough assets within a space of three years to pay back their loans and support selves and their families.)
- iii. **Environmental conservation**: Environmental sustainability is a central concern for all of us. (A recent study conducted in Botswana showed that the carbon footprint of a distance learning student was only one tenth of that of a campus-based student, without a negative impact on learning outcomes.)

A World Bank study shows that one additional year of schooling for women can result in a 20% increase in their income. Even a 0.1% improvement in a country's education equality can result in an over 23% increase in per capita income. In Ethiopia, six years of education can result in a better contribution to soil conservation and more environment-friendly agricultural practices. There is a clear link between education, economic growth, equity, environmental conservation, sustainable development.

Questions:

- i. How can the KKHSOU programmes contribute towards economic growth, social inclusion and environmental conservation in respect of learning?
- ii. Can ODL contribute to development and transform societies? How can we extend the reach of KKHSOU to cover more people and places by adopting effective methods and ideas?

Perspective 3: Use of Open Educational Resources by KKHSOU

Openness is an evolving concept and the three aspects of openness are interrelated and can be described as access, content and technology. Open universities have already increased access, as we have seen. Open Educational Resources or OER are a fairly new dimension of openness. Open universities have always been proud of their quality content and this often generated an additional revenue stream for the institution. Now there are millions of pages of open content available on the web. Often up to 80% of faculty time is spent on course development. The use of OER can free some of this time for more student support and lower the costs of programme/course fees. Some open universities in the Commonwealth are developing OER policies and building the capacity of their staff to harness the potential of OER. The rise of OER signals three shifts for ODL institutions. Traditionally open universities have an industrial model – *the open universities of the future will be a more connected model*. There are course development teams within the university responsible for creating content. Now the teams will be dispersed around the globe and will adopt/adapt existing OER. *The rise of OER will encourage the student to be a producer rather than simply the consumer of content.*

If we compare the internet subscriptions per 100 people we find that 62% of the urban population has access to the internet as compared with 14% in rural areas. Way back in 1986, Desmond Keegan said that ‘many of the distance teaching universities...have closed and rigid structures are inflexible and slow to respond to community education needs’. If we look at the student to teacher ratio in our open universities, it varies vastly from 1 to 12 in one case to 1 to nearly 9000 in another.

Questions:

- i. How can we benefit from world class quality contents?
- ii. What should be the benchmark or modalities for ensuring that we are able to give attention to each student? Are we more flexible today?
- iii. Can we harness the power of ICTs to help resource-poor people, women and those with disabilities to access learning at their own pace, place and convenience?
- iv. How open are we to ideas? How much emphasis do we give to community development and outreach? Or to lifelong learning?
- v. Do our programmes have the academic content and the skills required for livelihoods?
- vi. By 2020, 50% of India’s internet users will be located in rural areas and 40% will be women (BCG, 2017). Are we preparing for these developments?

Perspective 4: Reducing dropout and improving learner engagement

The output rate of the open universities during 2016 shows a great variation in results – from 2% to 39%. 80% dropout can happen due to non-completion of assignments. According to Holmberg, two-way communication and feedback strengthen learning. Research shows that instant feedback and keeping the learners engaged can contribute to keeping motivation levels high.

Let us be open to new ideas. As Victor Hugo said, ‘you can’t resist an idea whose time has come’. *Open universities, instead of resisting the idea of OER, must be ready to embrace open content.* The learner must be at the centre of everything we do – instead of making them passive consumers of knowledge, let us encourage them to become active producers of OER.

Open universities have been so busy developing courses that they have paid inadequate attention to research and innovation. Only four open universities feature among the over 5000 ranked institutions – these are the open universities of UK, Israel, Netherlands and Greece. When will we see Indian institutions in such tables? We know that ODL has reached people in unreached places with methods and innovative ideas that have made educational success possible. But what has been the impact of ODL on development? There are very few studies in this area. Alan Tait (2014) examined the mission statements of 12 major open universities and found that the focus was on access, equity, equality, democratization, social justice, transforming society and development. However, he found that “nowhere is there proposed a theoretical and substantive understanding of what development is, or how it works, nor...what should be done in terms of curriculum and pedagogy to support such aims”. If the children cannot come to school, the school goes to the children. COL works with this boat school which picks up children from their villages in a flood-prone region of Bangladesh. These boat schools are also fitted with computers and solar generators to service students from the most resource-poor and remote region. In our planning, could we start with remote regions rather than urban centres? How can we redistribute infrastructure and resources for better learner support in far-flung places?

Questions:

- i. How can we decrease the high dropout rates?
- ii. Only four open universities feature among the over 5000 ranked institutions – these are the open universities of UK, Israel, Netherlands and Greece. When will we see Indian institutions in such tables?

Other Strategic Inputs from the Keynote for Developing the Roadmap for KKHSOU

What then can we do as open universities and ODL providers?

First, embrace lifelong learning and strengthen our outreach function to open up education to wider constituencies especially the unreached. Lifelong learning includes the whole spectrum of formal, non –formal and informal learning.

The **second** step would be to inspire and mobilise our staff to contribute to development. Let us train staff in the different aspects of effective distance learning delivery. Capacity building in curriculum, effective learner support, assessment techniques and the adoption and adaptation of OER and MOOCs would be some areas of focus.

The **third** strategy is that in order to scale skill development, it is important to develop need based courses, which open up opportunities for livelihoods. This can be done in partnership with industry and the service sector. Industry partnership is essential to create curricula that are appropriate and relevant to make learners employable.

Conclusive remark in the Keynote

Let us understand the magnitude of the challenges that we face today. And take an ecosystem approach to solve them at scale. When done right, the kind of open learning we offer will result in social inclusion, economic growth and environmental conservation – all elements of sustainable development. But to transform society, ODL must transform itself first.

Agenda for the Brainstorming Session in the Stakeholders' Meeting:

- i. We may discuss the perspectives and corresponding questions as outlined above for developing the roadmap premises. In this regard, it may be noted for that the year 2018 has been chosen for strengthening the following in KKHSOU:
 - a) Examination Reforms
 - b) Internal administration
 - c) Digitisation of records and processes
- ii. The year 2019 may focus on
 - a) Preparedness for NAAC accreditation
 - b) COL review
 - c) Strong presence on the online and ICT enabled domain
- iii. The University has revamped plans for SLM Audit, developing the mechanism for collection of learner's feedback, organising interactive meeting with the study centres and stakeholders, conducting research workshop for faculty etc.
- iv. Based on the above, we may endeavour to develop a roadmap for KKHSOU in the context of the emerging trends in the ODL scenario.

A Report on Stakeholders' Meeting

April 6, 2018

CIQA, KKHSOU

The meeting was initiated by Dr. Arupjyoti Choudhury, Registrar, KKHSOU by stating that the university hopes for a broad framework of roadmap through brainstorming session under the leadership of Hon'ble Vice Chancellor of the university based on the philosophy of consolidation and reform. With the notion that this meeting will be open to ideas and open to exercise of minds, the Registrar requested for introduction of the members.

Prof. N. N. Sharma, Director, CIQA presented the gist of the theme paper with some additions and stated that the discussion will be more on open learning and confined to key note speech of the International Conference on 'Developmental Interventions and Open Learning for Empowering and Transforming Society'. It was stated that the UGC removed some ambiguities in guidelines on the ODL institutions. The theme paper for the meeting was categorised in four perspectives—increasing GER, goals and objectives of KKHSOU programmes, use of OER by KKHSOU and reducing dropout and improving learner engagement. Giving the reference of Amar Asom, an Assamese daily, he mentioned that the GER of Assam is in pathetic condition. He said that the disparities harm the greater interest of the society. Referring to the Prime Minister's speech on 26th January, 2015, he highlighted the importance of skill based programmes but the hands are tight in case of open universities. For the second perspective, the goals and objectives of an Open University should be economic growth, social inclusion, environmental conservation and sustainable development. Regarding the use of OER and MOOCs, the access, technology, content related aspects were discussed. It was said that the traditional open universities are of industrial model, but the future open universities need to be of connecting model. For reducing dropout and improving learner engagement, it is necessary to identify the learners' need for taking a programme, find out innovative measures to reach the unreached and reverse the access model to 'rural to urban'. Other strategies chalked out from the keynote speech were providing need-based courses for livelihood. With a request for focussed discussion, he presented the agenda for the Brainstorming Session.

In the first round of discussion, senior academicians, Members of Board of Management and Academic Council like Prof. Dinesh Baroowa, Prof. Niru Hazarika and Prof. Rabin Goswami presented their views. Prof. Dinesh Baroowa highlighted the importance of reaching learners in remote areas like *Char* areas of Assam, covering all the jails in Assam, giving recognition to people working the field of education for the deprived section and making them ambassador of the university and taking opportunities from the Commonwealth of Learning. He emphasized

that efforts should be made towards creating good human beings along with skill development and increasing GER and avoiding politicization of the students. Prof. Niru Hazarika stated the importance of understanding the concepts of transformation, intervention and reforms clearly and identifying the strengths and weaknesses of the university for well-conceived initiatives. She suggested for utilizing ICT for accessing rural areas, motivating learners for thinking and learning, collaborating with institutes like IIE following the public-private partnership model. Prof. Robin Goswami stressed the importance of quality of Self Learning Material in Open University and pointed out various dimensions of it to be taken care of, like language, Indian context of the contents, level of learners, ban of copying from reference books, etc.

A SLM writer, Mr. Sajid Ahmed from Assam Institute of Management raised the question of acceptability of degrees provided by Open Universities in relation to traditional Universities to which, Prof. Dinesh Baroowa replied that it depends upon the credibility of the open universities. Dr. Guru Prasad Khataniar, Academic Registrar, Gauhati University indicated towards the opportunities of KKHSOU for expanding education in Assam and suggested for blended MOOCs, developing Multi-Media Centre and utilizing funds from agencies like UGC.

Prof. Daisy Bora Talukdar, Department of Education, Dibrugarh University highlighted the need of SWOT analysis for the university. She suggested for department-wise identification of prospects, training of SLM writers and content-editors and academic audit.

Some of the learners present in the meeting raised the issues of presentation of SLM in lucid manner, placement after taking any programme, raising awareness in schools about KKHSOU, establishing presence of the university through community services, early announcement of results and the question of acceptability of the degree provided by open universities.

Dr. Homeswar Kalita, Principal, Gauhati Commerce College said that all the stakeholders should be responsible for maintaining the quality of open education. He also suggested for follow-up of the learners. The co-ordinator of the KKHSOU Study Centre, Gauhati Commerce College, Dr. Purna Bhattacharya praised the quality of SLM of Assamese Programmes and pointed towards the need of reforms in examination. Another co-ordinator of a study centre suggested for involving the Counsellors in the SLM preparation process. An SLM writer suggested for co-ordination between the Unit writers. Another SLM writer raised the question of recognition of writing SLM in API scores to which the Registrar of the university replied that the SLMs of PG courses have been marked with ISBN which is recognised in API scores.

A research scholar from the Department of MBA, KKHSOU suggested for programmes on Entrepreneurship and collection of grievances of the learners by the Centre-Co-ordinator. An alumnus of the university suggested for providing degrees in dual mode, paying attention to Gross Employment Ratio, organizing workshops for the counsellors and providing the learners opportunities for reflection while writing the SLMs. Another alumnus requested for uniformity in strictness of examination in all the examination centres.

Prof. Aniruddha Deka suggested for diversified and innovative programmes, agriculture related programmes and collaboration with other universities. He emphasized on the importance of making the presence of the university felt by the people.

Dr. Bhabaranjan Sarma, Controller of Examination, KKHSOU delivered some views from examination perspective. He highlighted the place of quality education and ODL in SDGs. He informed that various measures are being taken for examination reforms. He replied to the issue of late declaration of result as because of late receipt of assignment marks for which appropriate measures are being taken.

Dr. Dibyajyoti Mahanta, Dean, Study Centres, KKHSOU presented the general statistics of open universities and indicated that the GER is increasing. He stressed on the improvement of quality of Study-Centres through induction programmes, regularization of counselling classes and organization of workshops for the counsellors. He also suggested for engagement of renowned educationists for motivational lectures, participation of learners and office bearers in co-curricular activities of KKHSOU, submission of counsellors' list to the university and placing of Notice boards in Study Centres.

Prof. Abu Naser Sayed Ahmed, Director, BKRI indicated towards the vast role that open universities can play in the society for empowerment, employment, conservation, etc. He cited the examples of research initiatives in the institutions of Bangladesh. He also pointed towards the importance of reading.

Dr. Hitesh Deka, Hon'ble Vice-Chancellor of KKHSOU stated the mandate of the university to be a social institution and not only an academic institution.

At the end, the summary and conclusion of the discussion was placed by Prof. N. N. Sarma highlighting the importance of internal strengthening for quality improvement of the university. The meeting closed with vote of thanks to all the stakeholders.

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Krishna Kanta Handiqui State Open University
City Office, Housefed Complex, Guwahati- 06

SLM Audit- Data Sheet

PART- A

Category of Program me	Name of Programme	Semeste r	Publicatio n	Attributes (A1 to A8)								Mean Score
				Two-way communicati on A ₁	Interactiv e dialogue method A ₂	Problem solving activitie sA ₃	Use of National/ Internation al caselet A ₄	Appropria te sequence of reading material A ₅	Inclusion of summary and key points A ₆	Detailed learning mapat the beginning A ₇	Contains plenty of example sA ₈	
UG	Computer Applicatio n (BCA)	I	KKHSOU	4	4	4	2	4	5	4	4	3.87
UG	Education	I	KKHSOU	4	4	4	3	4	4	4	3	3.75
UG	Assamese	I	KKHSOU	5	5	3	1	4	5	5	3	3.87
UG	English	I	KKHSOU	4	3	4	2	5	3	4	3	3.5
UG	Economics	I	KKHSOU	3	3	4	2	3	5	4	3	3.75
UG	Computer Applicatio n(BCA)	2	KKHSOU	3	3	5	4	4	4	5	5	4.12
UG	Education	2	KKHSOU	4	3	4	4	4	4	4	2	3.62
UG	Assamese	2	KKHSOU	4	3	Not Applicable	Not Applicable	4	4	4	3	3.67

UG	English	2	KKHSOU	3	3	Not Applicable	Not Applicable	5	4	5	Not Applicable	4
UG	Economics	2	KKHSOU	4	4	4	4	5	5	5	5	4.5
PG	English	I	KKHSOU	4	4	2	2	4	4	5	4	3.62
PG	MSc.IT	I	VIKAS	3	2	3	3	4	4	3	4	3.25
PG	Assamese	I	KKHSOU	4	4	2	3	4	5	4	4	3.75
PG	Education	I	VIKAS	3	3	3	3	4	4	4	3	3.375
PG	Computer Application (MCA)	I	VIKAS	3	2	1	1	4	4	5	1	2.625
PG	Computer Application(MCA)	2	VIKAS	5	4	4	Not Applicable	4	5	5	4	4.43
PG	Education	2	VIKAS	3	2	2	4	4	4	4	3	3.25
PG	Assamese	2	KKHSOU	4	3	Not Applicable	5	5	4	5	5	4.43
PG	English	2	KKHSOU	3	3	Not Applicable	Not Applicable	4	4	4	3	3.5
PG	MSc.IT	2	VIKAS	3	3	1	Not Applicable	5	5	5	3	3.57
Average Overall					3.65	3.25	3.12	2.87	4.16	4.26	4.37	3.42
Average of KKHSOU Publication					3.79	3.5	3.6	2.91	4.21	4.28	4.43	3.61
Average of VIKAS Publication					3.33	2.67	2.33	2.75	4.17	4.33	4.33	3

Mean Score of UG SLM	3.86		
Mean Score of PG SLM	Overall	KKHSOU	VIKAS
	3.59	3.82	3.41

<u>PART-</u>																	
Category of Programme	Name of Programme	Semester	Publication	Attributes (A1 to A10)													
				Clear Information about the Structure A ₁	Encourages the Learner to apply new knowledge and skills A ₂	Clear specification of Learning Objectives and Outcomes A ₃	Divided into small sections and sub-sections A ₄	Assignments for self-assessment A ₅	Content of the unit synchronised with given Learning Objectives A ₆	Icons used in content has been explained properly A ₇	Glossary section includes explanation of technical, new and difficult words A ₈	Suggested readings included in the Unit A ₉	References at the end A ₁₀	No of positive responses to attributes	No of negative responses to attributes	Percentage of positive responses to attributes	Percentage of negative responses to attributes
UG	Computer Application (BCA)	I	KKHSOU	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	8	2	80%	20%
UG	Education	I	KKHSOU	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	8	2	80%	20%

UG	Assamese	I	KKHSO U	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	9	1	90%	10%
UG	English	I	KKHSO U	Yes	No	Yes	Yes	Yes	Yes	Yes	No	No	No	6	4	60%	40%
UG	Economics	I	KKHSO U	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	8	2	80%	20%
UG	Computer Application (BCA)	2	KKHSO U	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	9	1	90%	10%
UG	Education	2	KKHSO U	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	9	1	90%	10%
UG	Assamese	2	KKHSO U	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	9	1	90%	10%
UG	English	2	KKHSO U	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	9	1	90%	10%
UG	Economics	2	KKHSO U	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	9	1	90%	10%
PG	English	I	KKHSO U	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	No	7	3	70%	30%
PG	MSc.IT	I	VIKAS H	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	9	1	90%	10%
PG	Assamese	I	KKHSO U	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	8	2	80%	20%
PG	Education	I	VIKAS H	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	9	1	90%	10%
PG	Computer Application (MCA)	I	VIKAS H	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	9	1	90%	10%

PG	Computer Application (MCA)	2	VIKAS H	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	9	1	90%	10%
PG	Education	2	VIKAS H	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes	No	7	3	70%	30%
PG	Assamese	2	KKHSO U	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	8	2	80%	20%
PG	English	2	KKHSO U	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	No	7	3	70%	30%
PG	MSc.IT	2	VIKAS H	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	9	1	90%	10%
Score				A1+ 20 A1- 0	A2+ 15 A2- 5	A3+ 20 A3- 0	A4+ 18 A4- 2	A5+ 20 A5- 0	A6+ 20 A6- 0	A7+ 20 A7- 0	A8+ 14 A8- 6	A9+ 19 A9- 1	A10+ 0 A10- 20	8.3	1.7	83%	17%
Percentage Score				A1+ 100% A1- 0%	A2+ 75% A2- 25%	A3+ 100% A3- 0	A4+ 90% A4- 10%	A5+ 100% A5- 0%	A6+ 100% A6- 0%	A7+ 100% A7- 0%	A8+ 70% A8- 30%	A9+ 95% A9- 5%	A10+ 0% A10- 100%				



Workshop Report

Regional Workshop on Criterion V (Learner Support and Progression) For NAAC Assessment & Accreditation of ODL Institutions

Date: 20/06/2018 Time: 10 AM-4 PM
Venue: Hotel Rajdhani Regency
Last Gate, Dispur, Guwahati

Organised by
Krishna Kanta Handiqui State Open University
Guwahati, Assam



Proceedings of the Regional Workshop on Criterion V (Student Support and Progression) of the NAAC A&A Framework for ODL Institutions

Krishna Kanta Handiqui State Open University, Guwahati organised a Regional Workshop on Criterion V (Student Support and Progression) for NAAC A&A for ODL institutions on 20th June 2018 at Hotel Rajdhani Regency, Last Gate, Dispur, Guwahati following the directive from NAAC, Bangalore. The workshop was moderated by the Dr. Hitesh Deka, Honourable Vice Chancellor of KKHSOU and Prof. Nageswar Rao, Honorable VC of Uttarakhand Open University and Chairperson of National Taskforce for NAAC A&A framework for ODL Institutions. Shri B. S. Ponnudiraj, Deputy Adviser, NAAC outlined the expectations from the workshop. The dignitaries and participants present during the workshop discussed in detail about the qualitative and quantitative metrics along with the respective weightages to be assigned with regard to the different parameters of Criterion V in the area of Student Support and Progression. The workshop was attended by experts and representatives of various Institutions such as STRIDE, IGNOU; SOL, Delhi University; DDE, Tripura University; IDOL, Guwahati University; DDE Dibrugarh University; DDE, Tezpur University; and Don Bosco University in addition to the senior faculty members of KKHSOU.

The Regional Workshop discussed several issues regarding the design of the Framework as well as its implementation with regard to Criterion V. It was unanimously held that the equivalence perception in the minds of the people about the quality of learning through the ODL mode needs to be sorted out. To that extent, the workshop decided to keep parity with the over-all framework prepared by NAAC for conventional universities, autonomous colleges, affiliated/constituent colleges with some changes in the metrics and the weightages to fit into the functional requirements of ODL Institutions. The meeting resolved to replace the word ‘student’ by ‘learner’ in Criterion V and to retain the same total aggregate and Key Indicators but with some contextual changes in metrics and weightages. To deliberate on the four KIs, four sub groups were formed. The issues regarding the functioning of the stand-alone and dual mode institutions were also discussed. After deliberating on all these important issues, the Workshop finalised the Parameter-wise and Institution-wise metrics and weightages in respect of the three different categories of institutions.

List of the Invitees for the Group Meeting for Criterion V

<i>Sl. No.</i>	<i>Name of the Invitee</i>
1.	Prof. Amit Choudhury Director, Institute of Distance and Open Learning Gauhati University, Guwahati
2.	Prof. Kalyan Bijoy Jamatia Director i/c, Directorate of Distance Education Tripura University, Tripura
3.	Prof. Debabrata Das Director, Centre for Open and Distance Learning Tezpur University, Tezpur
4.	Prof. Deba Pallav Rajkhowa Director, Directorate of Open and Distance Learning Dibrugarh University, Dibrugarh
5.	Dr. Raunak Singh Ahluwalia Director, Don Bosco Global Centre for Online and Distance Education Don Bosco University, Guwahati
6.	Dr. Anita Priyadarshini Indira Gandhi National Open University (IGNOU) STRIDE New Delhi
7.	Prof. H. C. Pokhriyal Executive Director (SOL), Delhi University Delhi
8.	Dr. S. C. Sharma Director, National Assessment and Accreditation Council (NAAC) Bangalore
9.	Sri. B. S. Ponmudiraj Deputy Adviser, National Assessment and Accreditation Council (NAAC) Bangalore
10.	Dr. Latha Pillai National Assessment and Accreditation Council (NAAC) Bangalore
11.	Prof. Nageshwar Rao Vice Chancellor, Uttarakhand Open University Uttarakhand
12.	Prof. Ashan Riddi Director, Institute of Distance Education Rajiv Gandhi University, Arunachal Pradesh
13.	Dr. R. N. Rai Head, Centre for Distance Education North-Eastern Hill University, Shillong, Meghalaya
14.	The Director Centre for Distance and Open Learning, Assam University Silchar, Assam
15.	Ms. Nayana Adhikary Deputy Director, Distance Education Bureau Assam Downtown University, Guwahati
16.	Dr. Avichal Kapoor Joint Secretary, University Grant Commission New Delhi
17.	Prof. Debal K. Singharoi School of Social Science, IGNOU
18.	As advised by the Honarable Vice Chancellor of KKHSOU who is the chairperson of the group for Criterion V, the Senior officials, Professors and Associate Professors of KKHSOU were also invited to attend the workshop

List of the attendees for the Group Meeting for Criterion V

Sl.No.	Name of the Attendees
1.	Dr. Hitesh Deka Vice Chancellor, Krishna Kanta Handiqui State Open University Guwahati
2.	Prof. Nageshwar Rao Vice Chancellor, Uttarakhand Open University Uttarakhand
3.	Sri. B. S. Pommudiraj Deputy Adviser, National Assessment and Accreditation Council (NAAC) Bangalore
4.	Prof. Amit Choudhury Director, Institute of Distance and Open Learning Gauhati University, Guwahati
5.	Prof. Kalyan Bijoy Jamatia Director i/c, Directorate of Distance Education Tripura University, Tripura
6.	Prof. Debabrata Das Director, Centre for Open and Distance Learning Tezpur University, Tezpur
7.	Prof. Deba Pallav Rajkhowa Director, Directorate of Open and Distance Learning Dibrugarh University, Dibrugarh
8.	Dr. Raunak Singh Ahluwalia Director, Don Bosco Global Centre for Online and Distance Education Don Bosco University, Guwahati
9.	Dr. Anita Priyadarshini Indira Gandhi National Open University (IGNOU) STRIDE New Delhi
10.	Prof. H. C. Pokhriyal Executive Director (SOL), Delhi University Delhi
11.	Prof. Debal K. Singharoi School of Social Science, IGNOU
12.	Dr. Arupjyoti Choudhury Registrar (i/c), KKHSOU
13.	Dr. Dibyajyoti Mahanta Dean (Study Centre), KKHSOU
14.	Dr. Bhabaranjan Sarmah Controller of Examinations, KKHSOU
15.	Prof. N. N. Srama Director CIQA, KKHSOU
16.	Prof. Aniruddha Deka KKHSOU
17.	Prof. Umish Deka KKHSOU
18.	Dr. Chandrama Goswami Associate Professor, KKHSOU
19.	Dr. Bipul Das Associate Professor, KKHSOU
20.	Dr. Prasenjit Das Associate Professor, KKHSOU
21.	Dr. Bhaskar Sharma Asst. Professor, KKHSOU
22.	Dr. Abhijit Bhuyan Asst. Professor, KKHSOU

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Report on Feedback Survey (Academic Staff)

Survey on Some Aspects of Job and Job Satisfaction among the Academic Staff of KKHSOU

1. Introduction:

The survey instrument was developed in two parts as follows:

Part I: a) *Workplace conditions and participation in decision making*

(15 statements were administered to extract response on extent of occurrence in terms of a four point scale from always to never with space for additional comments)

b) Job Satisfaction and Infrastructure

(11 statements were administered to extract response on extent of occurrence in terms of a four point scale from always to never with space for additional comments)

c) Job Satisfaction and Professional Development

(15 statements were administered to extract response on extent of agreeability in terms of a 5 point scale, the middle point being neutral with space for additional comments)

Part II: The instrument tried to elicit response regarding importance of the following in a scale of 1-10 in respect of job satisfaction: one for minimum and ten for maximum importance.

- a) Workplace condition
- b) Salary, benefits and perquisites
- c) Infrastructure
- d) Professional Development
- e) Others (to be specified)

2. The Response Rate:

- a) The survey instrument in the form of a questionnaire was administered on 14th November, 2018 to 33nos of academic staff of KKHSOU, as 2 nos of academic staff were absent for various personal reasons and other professional commitments like attending OP/RC in some other universities.

- b) The respondents dropped the filled in questionnaire in the Drop Boxes (one in Head Office and the other in the City Office) on or before 20th November, 2018. The drop boxes were opened in front of three officers/faculty members of KKHSOU and were serialized with their initials.
- c) 29 nos of responses were received out of 33nos, the response rate being 87.88% which may be considered very good. As shown in the Data Sheet, in some items 1-3 responses were missing which is highly insignificant in terms of capturing the overall perception on various aspects of job and job satisfaction.

3. The important findings and possible scope of intervention are indicated below:

: Workplace Conditions and participation in decision making:

- : Access to KKHSOU management is good and easy (62.07% always). However, the management of the university needs to be more supportive and encouraging. (37.93% feels always and 37.93% feel sometimes)
- : The encouragement of new ideas at all levels is welcome. (41.38% always) However suggestions of faculty members are not always encouraged and considered (as 20.69% only feels always, while 44.83% feels occasionally).
- : There is a strong feeling that the teaching faculty is not consulted in decision making in related areas of their functioning (17.24% only in always column).
- : Faculty cohesion and friendliness is a strong area (Item No x to xii).
- : The additional comments shown in the Data Sheet may be indicative, though not explicit.

: Job Satisfaction and Infrastructure:

- a) Perception is relatively strong as regards provisioning of good supply of drinking water (72.41% always), internet facilities (64.29%), toilet facilities, canteen facilities etc.
- b) Significant scope for improvement is there as regards provisioning seminar room/conference hall facility, supply of materials, IT support in sufficient and timely manner, provisioning of reference books etc.

: Job Satisfaction and Professional Development:

- : Satisfaction with the academic profession is a strong area (76% approx), though personal and professional growth on current job is not considered satisfactory by a majority (34% only agreeable)
- : The possible gaps in the reimbursement of expenses for academic pursuits Need to be closed as there is some scope for disagreement (13.79%).
- : That the salary and incentives are attractive enough is a perceived strength (79% agreeability)
- : That the perquisites are also sufficient is another important perceived strength (80.67% agreeability).

- : Encouragement to faculty (as stated in 3.1.1, 3.1.2 and 3.1.3) need to be considered for possible reinforcement in areas of overall perception of encouragement by University management. A majority of the respondents (more than 65%) feels that the university encourages to organize seminars, workshops, academic pursuits, foreign trips, social activities etc.
- : Despite the University encouragement to the work (as reflected in item viii to xiv), there is a grey area regarding perception of society acknowledgement (item no xiv)
- : The additional comments are indicative, though not explicit for the other responses.
- : Two factors namely i) Salary, benefits and perquisites and ii) Professional development are the most important factor for KKHSOU faculty members (9 each out of 10), while there are mixed responses to workplace conditions and infrastructure in terms of priority.



**Centre for Internal Quality Assurance (CIQA)
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***A SURVEY ON SOME ASPECTS OF JOB AND JOB SATISFACTION
AMONG THE ACADEMIC STAFF OF KKHSOU***

Part-I

1. Workplace Conditions and Participation in Decision Making

Sl.No	Statements	Always	%	Sometimes	%	Occasio- nally	%	Never	%
i.	The management of this University is supportive and encouraging	11	37.93	11	37.93	7	24.14	0	0
ii.	Access to management is good and easy	18	62.07	4	13.79	6	20.69	1	3.45
iii.	There is healthy relationship between management and faculty	9	31.03	13	44.83	5	17.24	2	6.90
iv.	Administrative policies of this University are transparent	5	17.24	13	44.83	4	13.79	7	24.14
v.	There is delegation and decentralization of work	7	24.14	14	48.28	8	27.59	0	0
vi.	My seniors encourage new ideas at all levels	12	41.38	12	41.38	3	10.34	2	6.90
vii.	Suggestions of faculty members are encouraged and considered	6	20.69	10	34.48	13	44.83	0	0
viii.	The teaching faculty is consulted in decision making in related areas of their functioning	5	17.24	9	31.03	11	37.93	4	13.79
ix.	Working conditions are pleasant	4	13.79	20	68.96	3	10.34	2	6.90
x.	I am friendly with my colleagues	24	82.76	3	10.34	2	6.90	0	0
xi.	There is good understanding among the faculty members	15	51.72	10	34.48	4	13.79	0	0
xii.	Cooperation and Coordination among	17	58.62	8	27.59	4	13.79	0	0

	teaching and non-teaching staff are good								
xiii	I am satisfied with the introduction of the Group Medclaim Policy of the University	13	44.83	10	34.48	4	13.79	1	3.45
xiv	I feel secure in my job for existence of established procedures governing my service conditions	1	3.45	11	37.93	10	34.48	7	24.14
xv.	I am happy with the leave rules of my university	2	6.90	15	51.72	8	27.59	4	13.79
Additional comments		i) Need more space and freedom ii) Too much pressure can degrade the working quality iii) EL sanctioned without prior information and justification iv) Participatory form of decision making may be initiated v) Leave rules must be more specific vi) Management is encouraging and supportive vii) Decisions regarding academics are not transparent viii) 5 year term of the university does not grant job security ix) Required summer & winter break x) Medical Leave required xi) Too much involvement of faculty in other institutional activities xii) During holidays there should not be any university function xiii) Functions should be during working hours only xiv) Huge discrimination among the staff of KKHSOU xv) Authority should give equal attention regarding leave rules and all other rules and regulations xvi) All decisions should be clear and supportive							

2. Job Satisfaction and Infrastructure

Sl. No.	Statement	Always	%	Sometimes	%	Occasionally	%	Never	%
i.	There is good supply of drinking water in my workplace	21	72.41	6	20.69	1	3.45	1	3.45
ii.	Toilet facilities in my workplace are good	16	55.17	8	27.59	5	17.24	0	0
iii.	Canteen facilities are available ** 27 nos	14	51.85	4	23.53	0	0	9	33.33
iv.	Staff parking facilities are available** 27 nos	12	44.44	6	22.22	5	18.52	4	14.81
v.	Room of faculty members are sufficiently furnished and comfortable	7	24.14	10	34.48	7	24.14	5	17.24
vi.	Seminar and conference hall are adequate**28	1	3.57	9	32.14	11	39.29	7	25

	nos								
vii.	Library is sufficiently equipped	7	24.14	13	44.83	6	20.69	3	10.34
viii.	Multimedia facilities are adequate	7	24.14	9	31.03	9	31.03	4	13.79
ix.	Supply of materials for IT support are sufficient and timely	9	31.03	14	48.28	5	17.24	1	3.45
x.	Internet facilities is sufficient and well connected **28 nos	18	64.29	10	35.71	0	0	0	0
xi.	Reference books are usually available in the library	8	27.59	16	55.17	5	17.24	0	0
Additional comments		i) Relation among colleagues are quite good ii) Administrative aspects cannot be regarded as satisfactory iii) Departmental library is necessary iv) Library needs additional academic books, access to top rated journals v) Current office set up of does not allow us to engage in thinking process vi) Library should also keep a stock of all the previous year SLMs year-wise vii) Need more conference and seminar rooms viii) Need better sitting and toilet facilities ix) Need anti-plagiarism software and login user id for each faculty members x) Workshop on relevant topic xi) Infrastructure should be up to the university level xii) Should not any verbal harassment xiii) Provision of departmental library							

3. Job Satisfaction and Professional Development

Sl. No.	Statement	Strongly Agree	%	Agree	%	Neither Agree nor Disagree	%	Disagree	%	Strongly Disagree	%
i.	I am satisfied with my academic profession	4	13.79	18	62.07	5	17.24	2	6.90	0	0
ii.	Personal growth on current job is satisfactory	1	3.45	9	31.03	8	27.59	8	27.59	3	10.34
iii.	I am happy with my professional growth	2	6.90	8	27.59	9	31.03	8	27.59	2	6.90
iv.	Reimbursement expenses for academic pursuits are made timely	5	17.24	14	48.28	4	13.79	4	13.79	2	6.90

v.	Our organization conducts extensive training programs for its employees in all aspects of quality	2	6.90	13	44.83	9	31.03	5	17.24	0	0
vi.	Salary and incentives are attractive enough to retain the academic staff.	9	31.03	14	48.28	6	20.69	0	0	0	0
vii.	The perquisites like PF, HR (House Rent) etc. are sufficient to me as per my role**28 nos	11	39.29	12	41.38	3	10.71	0	0	2	7.14
viii.	My University encourages me to attend continuous professional development programmes	5	17.24	15	51.72	5	17.24	3	10.34	1	3.45
ix.	My university encourages me to undertake external activities and serve as resource person elsewhere.	9	31.03	14	48.28	4	13.79	1	3.45	1	3.45
x.	My University encourages me to organize seminar, workshop, academic programme etc	15	51.72	10	34.48	2	6.90	2	6.90	0	0
xi.	My University supports me in working articles/papers etc. for publication purpose.	11	37.93	14	48.28	2	6.90	2	6.90	0	0
xii.	My University encourages me for applying minor and major research projects	7	24.14	12	41.40	9	31.03	1	3.45	0	0
xiii.	My University assists me for foreign trips for	4	13.79	12	41.40	10	34.48	2	6.90	1	3.45

	conferences, projects, seminars and training etc.										
xiv.	The society acknowledges and values my work	2	6.90	13	44.83	10	34.48	2	6.90	1	3.45
xv.	My University encourages me to involve in social activities	9	31.03	18	62.07	1	3.45	1	3.45	0	0
Additional comments		<div> <div>i) So much work load</div> <div>ii) Holidays are less in numbers</div> <div>iii) University ambience is warm`</div> <div>iv) Proper planning is needed on the part of Dean Office (Academic)</div> <div>v) Over burden of work hinder academic development</div> <div>vi) Personal growth and academic progress given the work environment, it has not been satisfactory</div> <div>vii) The five year term doesn't seem to be motivating factor</div> <div>viii) Avenues to engage in academic pursuits are not encouraging</div> <div>ix) No provision of Academic Leave</div> <div>x) Not enough support is given for OP, RC etc.</div> <div>xi) Only few faculty members' work is highlighted</div> <div>xii) Management is apprehensive to spend on faculty members' foreign trips</div> <div>xiii) Heavy workload</div> <div>xiv) Authority should give the faculty members ample scope for professional development</div> </div>									

Part-II

4. Perceived value Rating Scale

State the importance of the following factors in a scale of 1-10 in respect of your job satisfaction

Sl. No.	Factor	Rating in scale of 10									
		1	2	3	4	5	6	7	8	9	10
	Workplace Conditions	1		1	4	4	4		6	4	5
	Salary, Benefits and Perquisites						2	6	9	3	9
	Infrastructure			1	3	3	4	5	4	5	4
	Professional Development	1	1		3	4	2	2	4	2	9
	Others (Please specify)				1	1		1			2
	a) Extra Co-curricular activities										
	b) Communication between employees										
	c) Motivation towards work										
	d) Consulting the general body of faculty members while making important policy decisions relating to the academic sphere										
	e) Work Ethics										
	f) Personal Development										

**Office of the Director, Centre for Internal Quality Assurance (CIQA)
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City Office, Housefed Complex, Guwahati- 06**

Report on Feedback Survey (Non-Teaching Staff)

Survey on Some Aspects of Job and Job Satisfaction among the non-teaching staff of KKHSOU

1. Introduction:

The survey instrument was developed in two sections.

In the first section, there were 39 statements aimed at eliciting response from the target non teaching staff of KKHSOU in terms of a 5 point agreement scale from “strongly agree” to “strongly disagree” with “undecided” as the midpoint.

In the second section, a perceived value rating scale was administered to ascertain the importance (10 for maximum importance to 1 for minimum importance) of factors like workplace conditions, salary, professional development etc. The factors are stated below:

- a) Workplace Conditions
- b) Salary, benefits and perquisites
- c) Infrastructure
- d) Professional development
- e) Others (to be specified)

2. The Response Rate:

The survey instrument in the form of a questionnaire was administered to 91 nos. of non-teaching staff including the Finance Officer (1), Deputy Registrar (3), Assistant Registrar (3), OSD (2), Section Officer (3), Regional Director (1), Grade III (35) and Grade IV (43) employees.

The respondents dropped the filled in questionnaire in the Drop Boxes (one in Head Office and the other in the City Office) on or before 20th November, 2018. The drop boxes were opened in front of three officers/faculty members of KKHSOU and were serialized with their initials.

86 nos of responses were received out of 91 nos, the response rate being 95% which may be considered as very good.

3. The important findings and the possible scope of intervention are indicated below:

Following are the statements (26 nos.) to which 60 or more employees out of 86 employees either strongly agree or agree.

Recruitment policies and practices of our University are good enough for

recruitment of competent non-academic staff
 My present job is as per my ability/qualification and experience
 I have full confidence in the management of my University
 As a whole, I am satisfied with the general supervision in my department
 Working conditions in my University are satisfactory
 My University treats its employees better than any other Organisation
 I have good opportunity to present my problems and views to the management.
 I have satisfactory relations with my supervisor
 Promotions are made as per our qualification and experience
 My seniors are highly motivating
 My job has helped me to learn more skills
 Good team spirit exists among different non-academic staff members
 I am satisfied with the staff welfare facilities provided by the University
 My senior officers are usually willing to adopt good idea
 Relationship between seniors and other employees in my University are warm and friendly
 People around here are very loyal to the University
 Employees get inspiration to perform well from their seniors in this University
 Employees feel that the management is concerned about their welfare and growth
 Decisions taken by management are implemented/accepted enthusiastically by all in the University
 I feel encouraged to come up with new and better ways of doing things
 My work gives me a feeling of personal accomplishment
 The nature of my job has helped me to utilize my skills and abilities to the fullest
 I experience personal growth such as updating skills and learning different jobs
 The society acknowledges and values my work
 This University encourages me to involve in social activities
 I am proud of my University

In 26 nos of statements as indicated in 3.1 out of 39 statements, the employees have expressed their positive feedback, as may be inferred from their agreement to the given statements (60 employees or more agreeing to the statements)
 From the above findings (Item no 3.2, it may be inferred that the management should consolidate the ongoing good administrative practices and explore continuous improvement so as to remain vibrant.

Following are the statements to which 20 or more number of employees either Disagree or strongly disagree and could not decide. We have included “Indecisiveness” assuming that to be a grey area being more prone towards negative feedback.

Favouritism does not have any role to play in my University
 Promotions are made as per our qualification and experience

I am satisfied with the staff welfare facilities provided by the University
I am satisfied with the introduction of Group Medclaim Scheme for my
Family of the University

People in this University really trust one another

Views of the concerned employees at different levels are taken before
significant decisions are taken by the management regarding their areas
of functioning

Employees feel that the management is concerned about their welfare
and growth

Decisions taken by management are implemented/accepted
enthusiastically by all in the University

People in this University feel well-informed regarding its
policies/programmes and other matters of concern of the employees

There is a systemic procedure to keep accurate and up-to-date
information for taking Decisions

I feel secure in my job for existence of established procedures governing
my service conditions

The quality goals of my job are clearly defined

Non-academic staffs have enough opportunity to take part in different
training program for skill development.

Management looks to me for suggestions and comments regarding my
area of functioning

The perquisites like PF, Medical, HR etc are sufficient to me as per my
role

My University encourages me to attend the continuous professional
development programmes

In 16 nos of statements as indicated in 3.4, the employees have expressed their
disagreement and indecisiveness which may be inferred as some kind of negative
feedback. In this regard the management of this university needs to be more
transparent and objective oriented.



Centre for Internal Quality Assurance (CIOA)
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***A SURVEY ON SOME ASPECTS OF JOB AND JOB SATISFACTION AMONG THE
NON-TEACHING STAFF OF KKHSOU, ASSAM***

Section-I:

Sl No	Statement	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
1.	Recruitment policies and practices of our University are good enough for recruitment of competent non-academic staff	18	48	15	4	1
2.	My present job is as per my ability/qualification and experience	41	42	2	1	
3.	I have full confidence in the management of my University	29	45	9	3	
4.	Favouritism does not have any role to play in my University	18	40	14	13	1
5.	As a whole, I am satisfied with the general supervision in my department	20	57	4	5	
6.	Working conditions in my University are satisfactory	32	37	11	5	1
7.	My University treats its employees better than any other Organisation	28	44	13	1	
8.	I have good opportunity to present my problems and views to the management.	20	55	9	2	
9.	I have satisfactory relations with my supervisor	22	58	4	2	
10.	Promotions are made as per our qualification and experience	15	45	20	6	

11.	My seniors are highly motivating	25	52	5	4	
12.	My job has helped me to learn more skills** 84 nos	29	45	7	3	
13.	Good team spirit exists among different non-academic staff members	19	50	10	4	3
14.	I am satisfied with the staff welfare facilities provided by the University	17	44	13	7	5
15.	I am satisfied with the introduction of Group Mediclaim Scheme for my family of the University	20	37	14	8	7
16.	My senior officers are usually willing to adopt good idea	15	61	10		
17.	People in this University really trust one another	7	40	26	11	2
18.	Relationship between seniors and other employees in my University are warm and friendly	12	57	15		2
19.	People around here are very loyal to the University	20	52	11	3	
20.	Employees get inspiration to perform well from their seniors in this University	15	59	9	3	
21.	Views of the concerned employees at different levels are taken before significant decisions are taken by the management regarding their areas of functioning	9	41	24	10	2
22.	Employees feel that the management is concerned about their welfare and growth	12	54	14	5	1
23.	Decisions taken by management are implemented/accepted enthusiastically by all in the University*one short	14	50	16	4	1
24.	People in this University feel well-informed regarding its policies/programmes and other matters of concern of the	8	48	19	10	1

	employees					
25.	There is a systemic procedure to keep accurate and up-to-date information for taking decisions	6	51	23	5	1
26.	I feel secure in my job for existence of established procedures governing my service conditions*one short	11	36	20	7	11
27.	I feel encouraged to come up with new and better ways of doing things	21	59	3	3	
28.	The quality goals of my job are clearly defined	14	42	19	8	3
29.	My work gives me a feeling of personal accomplishment	24	53	4	5	
30.	The nature of my job has helped me to utilise my skills and abilities to the fullest	26	50	6	3	1
31.	I experience personal growth such as updating skills and learning different jobs	28	45	8	3	2
32.	Non-academic staffs have enough opportunity to take part in different training program for skill development.	4	29	22	24	7
33.	Management looks to me for suggestions and comments regarding my area of functioning	6	41	27	9	3
34.	Salary and incentives are attractive enough to retain the non-academic staff	7	35	22	13	9
35.	The perquisites like PF, Medical, HR etc are sufficient to me as per my role	10	45	15	6	10
36.	My University encourages me to attend the continuous professional development programmes	8	38	28	9	3
37.	The society acknowledges and values my work	18	47	19	2	
38.	This university encourages me to involve in social activities	18	45	14	8	1
39.	I am proud of my University	55	29	2		

Section-II

Perceived value rating Scale

		Rating in scale of 10									
Sl. No	Factor	1	2	3	4	5	6	7	8	9	10
i.	Workplace Conditions			1	2	14	15	10	14	6	23
ii.	Salary, Benefits and Perquisites	1	1	3	5	14	7	14	14	9	17
iii.	Infrastructure		2		11	19	5	8	11	9	20
iv.	Professional Development	2		1	5	16	15	8	15	7	16
v.	Others (Please specify)		1								1
i) Trust on Management											
ii) Desire to go to other organization											

Office of the Director, Centre for Internal Quality Assurance (CIOA)
Krishna Kanta Handiqui State Open University
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Report on Programme Expectation Survey newly admitted learners of KKHSOU

1. Introduction:

For the learner who took admission in KKHSOU programme in the academic session 2018, a survey was administered to elicit responses regarding their expectation from the respective programme

The survey instrument was developed in three sections.

- a) In the first section, there were 7 statements aimed at eliciting response from the newly admitted learners of KKHSOU regarding reason of joining the academic programme in terms of a 3 point agreement scale from “highly applicable to me” to “least applicable to me” with “applicable to me” as the midpoint.
- b) In the second section, 10 statements were administered to extract response on the learners’ feelings regarding admission procedure; SLM etc. in terms of a five point scale from strongly disagree to strongly agree.
- c) In the third section two open ended questions were included

2. The Response Rate:

- a) The survey instrument in the form of a questionnaire was administered through online mode on 14th October, 2018 to the newly admitted learners of KKHSOU.
- b) The respondents submitted the filled in questionnaire in the Google form.
- c) 398 nos of responses were received as shown in the Data Sheet. In some items, responses were missing which was highly insignificant in terms of capturing the overall expectation on various aspects of joining the academic programme of KKHSOU

3. The important findings and the possible scope of intervention are indicated below:

: Factors which influences the learners joining the programme of the university:

- a) Reputation of the University: (99.1% of the respondents feel that the reputation of the university is applicable for choosing the Institution for higher studies)
- b) Reputation of the programme that has been chosen: (98.4% feels that reputation of the programme is applicable for choosing the programme of our university)
- c) Recommendation of friends/relative: (93.7% respondents agreed that recommendation of friend/relative is relevant for joining the academic programme)

- d) Ability of the programme to impart specific job related skill: (It has been observed that 94.5% of the respondents comment ability of the programme to impart specific job related skill is highly applicable)
- e) Ability of the programme to enhance promotional prospect in my career: (95.4% of the respondents agreed that this programme has the ability to enhance promotional prospect in their career)
- f) Scope for enjoyment on learning: (95.1% respondents have joined the programme because they enjoy learning and studying)
- g) Ability to satisfy my personal interest and ambition: (It has been observed that 97.9% of the respondents feel the programme would be able to satisfy their personal interest and ambition)

: *Statements wise key responses are stated below:*

: Statement: Admission procedure is very easy and flexible

Response: A majority of the respondents agreed (more than 91%) that admission procedure is very easy and flexible

: Statement: Received the Study Materials during admission

Response: 79.9% respondents received the study materials timely

: Statement: Attitude of the Centre-in-charge and Coordinator and other staffs of the Study Centre are very friendly and approachable

Response: Satisfaction with the attitude of the Centre in Charge and Co-ordinator and other staff is a strong area (More than 81%)

: Statement: Counsellor/Tutors of my programme will respond promptly to My questions and concerns.

Response: There is a strong feeling that the Counsellor/Tutors of the programme responded immediately to the learners queries.

: Statement: This course will increase my opportunities for discussion and debate amongst other learners

Response: That the opportunities for discussion and debate amongst other learners will increase this programme (84.1% agreeability)

: Statement: University will provide flexibility to learners in terms of their study needs

Response: A majority of the respondents (more than 85%) feels that the university will provide flexibility to the learners in terms of their study needs.

3.2.7: Statement: The study centre of the University will provide facilities and opportunities for individual learning

Response: Satisfaction with the encouragement to learners for individual learning is a strong area

: Statement: There will be a close relationship between counsellors and students

Response: More than 74% respondents feel that there will be a close relationship between the learners and counsellors

: Statement: The Study centre will be very supportive towards learners when they need

Response: It has been observed that 84% respondents hope for positive supportive responses from the part of study centre

: Statement: Overall, a learner will receive enough support from all concerned to complete the programme

Response: Satisfaction with support from all concerned is a strong area (more than 82%)

: *Additional comments:*

The responses to the open ended questions are generic and indicative (not explicit for categorisation).

4. Implication of findings:

: The newly admitted learners are highly influenced by the reputation of the university, reputation of the chosen programme, recommendation of friends/ relatives. While deciding about admission they give high importance on the ability of the chosen programme to impart specific job related skill and facilitate their career progression.

: From above, it can be inferred that the university should always be concerned about its brand building efforts and offer the programmes keeping the learners' expectation in view.

: The learners have responded highly about the online admission process in 2018 and receipt of SLM. They have high expectation regarding counselling,



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Report on Feedback Survey of Alumni of KKHSOU conducted on 30/09/18

(Among the alumni members present in the first Alumni Meet organized by KKHSOU)

1. Introduction:

Krishna Kanta Handiqui State Open University organized the first Alumni Meet on 30th September, 2018 in Karmashree Hiteswar Saikia College, Six Mile, Guwahati. In the Meet, 96 nos of alumni members of different programmes from different parts of Assam participated.

2. The Centre for Internal Quality Assurance administered a Questionnaire among the alumni members present. The instrument on satisfaction level of learners on service received from KKHSOU was briefed at the time of registration and was collected before lunch on the same date. CIQA received filled in responses from 85 members. The data could not be processed in three response sheets for inadequacy of responses.
3. The data sheet from the responses to the survey instrument is presented in this report and the important findings are presented below.

4. Findings:

The Alumni members expressed high degree of satisfaction (more than 60%) in the following areas

- i) Admission Procedure (83% responses marked very good to excellent)
- ii) Fairness in the process of evaluation (68% responses marked very good to excellent)
- iii) Fee Structure (62% responses marked very good to excellent)
- iv) Quality of self learning material (62% responses marked very good to excellent)
- v) Services received by Counselors (60% responses marked very good to excellent)

There were mixed responses regarding degree of satisfaction (40% to 60%) in the following area

- i) Relevance of learning experience to real life application (56% responses marked very good to excellent)
- ii) University Administration (53% responses marked very good to excellent)
- iii) Ambience of the study centre (53% responses marked very good to excellent)

- iv) Infrastructure and lab facilities in the study centre (49% responses marked very good to excellent)
- v) Interaction with administration (49% responses marked very good to excellent)
- vi) Project and dissertation guidance (49% responses marked very good to excellent)
- vii) Relevance of learning experience to current job (47% responses marked very good to excellent)
- viii) Counselor and learner relationship (47% responses marked poor to good)
- ix) Usefulness of learner support services (44% responses marked poor to good)

The responses of the alumni members were not at all encouraging (below 40% responses marked very good to excellent expressed) as regards the following areas

- i) Handling of grievances (only 18.82% responses were marked as very good to excellent)
- ii) Library facility in the study centre (only 16.1% responses were marked as very good to excellent)
- iii) ICT facilities provided by the study centre (only 14% responses were marked as very good to excellent)
- iv) Alumni Association/Network with old friends (only 5% responses were marked as very good to excellent)

Overall rating of the university: The responses were marked as follows,

Excellent: 20%

Very good: 33%

Good: 32%

Average: 12%

Poor: 0%

Inferences for the survey regarding satisfaction level of learners on services received from KKHSOU:

- i) The following are the strong areas of KKHSOU as perceived by the alumni members,
 - Admission Procedure
 - Fairness in the process of evaluation
 - Fee Structure
 - Quality of self learning material
 - Services received by Counselors
- ii) The Alumni have expressed their disagreement and indecisiveness which may be inferred as some kind of negative feedback. In this regard the management of this university needs to be more objective oriented and learner centric. The following are the areas which needs to be improved,

- Handling of grievances'

- Library facility in the study centre



- ICT facility provided by the study centres
- Alumni Association/Network of old friends

It is expected that the survey findings would help in reflecting the existing managerial practices and making necessary intervention in the areas as may be deemed appropriate. The Alumni Association has already been formed. The University needs to strengthen library facilities and ICT facilities.

Satisfaction level of Alumni on service received from KKHSOU



Attributes	Excellent	%	Very Good	%	Good	%	Average	%	Poor	%	Data not found	%
Admission Procedure	45	53.57	25	29.76	11	12.94	2	2.38	0	0	2	2.38
Fee Structure	32	37.65	21	24.70	26	30.59	4	4.70	0	0	2	2.38
Ambience of the study centre	24	28.23	20	23.53	29	34.12	9	10.59	0	0	3	3.53
Infrastructure & Lab facilities in the study centre	16	18.82	25	29.41	26	30.59	14	16.47	1	1.17	3	3.53
Counselors	26	30.59	25	29.41	22	25.88	8	9.41	0	0	3	3.53
Project and dissertation guidance	10	11.76	27	31.76	14	16.47	20	23.53	11	12.94	3	3.53
Quality of self learning materials	25	29.41	28	32.94	21	24.71	8	9.41	0	0	3	3.53
Usefulness of Learner Support Services	15	17.65	22	25.88	11	12.94	24	28.24	10	11.76	3	3.53
Library facilities in study centre	6	7.06	8	9.41	10	11.76	13	15.29	45	52.94	3	3.53
Fairness in the process of Evaluation	30	35.29	28	32.94	20	23.53	4	4.71	0	0	3	3.53
Counselor-Learner relationship	15	17.65	25	29.41	26	30.59	14	16.47	2	2.35	3	3.53
Interaction with administration	17	20	25	29.41	22	25.88	11	12.94	7	8.23	3	3.53
University Administration	18	21.18	27	31.76	21	24.71	9	10.59	7	8.23	3	3.53
Alumni Association/ Network of old friends	0	0	4	4.71	8	9.41	13	15.29	57	67.06	3	3.53
How do you rate the learning experience in terms of their relevance to the real life application?	23	27.06	25	29.41	21	24.71	16	18.82	0	0	3	3.53
How do you rate the courses that you have learnt in relation to your current job?	11	12.94	29	34.12	21	24.71	17	20	4	4.71	3	3.53

How do you rate the way your grievances were handled by the University?	5	5.88	11	12.94	9	10.59	34	40	23	27.06	3	3.53
How satisfied you are with the ICT facilities provided by your study centre?	4	4.70	8	9.41	12	14.12	31	36.47	27	31.76	3	3.53
Overall rating of the University	17	20	28	32.94	27	31.76	10	11.76	0	0	3	3.53

Report of the Faculty Development Workshop

1. Background of the Workshop:

As regards as our faculty we have a strength of 37 faculty members in different discipline to offer Under Graduate and Post-Graduate Programmes in addition to the Certificate and Diploma Courses. Our faculty members have a mixed experiences base of 1 to 10 years in open education. More or less they are exposed to writing Self Learning Material (SLM). Some of them are able to do content editing also. Similarly they have adequate exposure to setting and moderation of question papers.

However, we felt that the faculty members of KKHSOU need to be refreshed with new knowledge and skills in writing SLM and setting questions. They need to be equipped with latest knowledge on globally emerging trends in writing SLM. Our University needs to have a department-wise consistent approach in respect of the above to meet the requirements of changing scenario in ODL mode of imparting education.

It is in connection with this need, CIQA requested Prof. Prabir Biswas, Professor in Distance Education, Staff Training and Research Institute of Distance Education (STRIDE), IGNOU, New Delhi, to share his knowledge in writing SLM. We felt that a person like him would be able to meet our requirements of sensitizing, educating and equipping our faculty members in developing SLM and preparing assignments and questions so as to meet the requirements of changing scenario in ODL mode of imparting education. We were of the view that a two-day workshop would be sufficient to meet the objectives as stated above. Keeping in view, his expertise in developing creative and innovative approaches in the ODL spectrum, we requested Prof. Biswas to dwell upon the aspects of creativity and innovation also for the academic personnel of our university in the same workshop.

2. Session Structure:

Accordingly, a two day workshop and training programme was organized by the Centre for Quality Assurance (CIQA) of the University on 18th and 19th November 2018 for the teaching staff of this university. The workshop dealt with skills required in preparing the Self learning materials (SLM). We shared an Agenda of the Faculty Development Workshop with Prof. Biswas, which is placed along with this report.

3. Proceedings of the Faculty Development Workshop:

The workshop began with the inaugural session. The session started with the welcome address by the Director of CIQA. The welcome note was followed by the felicitation of the resource person for the two-day workshop, Professor Prabir Biswas, Professor in Distance Education, Staff Training and Research Institute of Distance Education (STRIDE), IGNOU, New Delhi. The felicitation was followed by an address to the gathering by Dean (Academic) Prof. Umesh Deka and Dean (Study Centre) Dr. Dibya Jyoti Mahanta and then by Professor Prabir Biswas.

The inaugural session was followed by the first session of the workshop which was named as the brain storming session. In this session all the participants were divided into six groups and each group was required to write about the qualities of effective classroom teaching. The participants were further asked to deliberate on the ways in which the aspects of effective classroom teaching can be incorporated into teaching learning through Self learning materials. After the group work a member of each group was required to present the reflections of the group regarding effective teaching in general and effective teaching through SLM in particular.

In the post lunch session of the workshop the resource person taught the participants about various concepts and theoretical tools associated with effective SLM writing. For example the significance of title, objectives of the units, proper usage of words while indicating the objectives of the units, meaning of block introduction and course introduction etc.

The pre lunch session of the workshop was on the 19th of November, 2018. In this session the participants were again divided into groups and they were distributed some of the existing SLMs of the University. On the basis of the theoretical knowledge provided by the resource person on the previous day the participants were required to point out whether they meet the requirements of an effective SLM or not. All throughout the session, practical insights were provided to the participants.

In the next session, the resource person imparted the participants with other important theoretical conception associated with SLMs. This session was followed by the vote of thanks by the organizers of the workshop.

4. Feedback from the participant:

A feedback form was administered, which was collected in the afternoon session on the 2nd day of workshop. Feedback form for the faculty and Feedback datasheet of Faculty Development Workshop and analysis report are placed along with this report.

From the data sheet it was found that there was a very positive response on the part of the participants. It can be easily seen that the arrangement made by CIQA for the conduct of workshop has satisfied the faculty members. Most of the participants have found the sessions very interesting, informative, relevant and fruitful and very beneficial. The participants requested CIQA office to organize some relevant workshop at regular intervals on academic and non-academic matters for the benefit of teaching fraternity.

5. Follow up measures prepared:

- a) Conducting workshops/ programmes in phased manner
- b) Regarding outcome, the CIQA office initially proposes to take up development of guidelines for SLM writers and content Editors in addition to the programme

Guideline. The matter will be placed in the next meeting of CIQA committee to be held in the 3rd week of December, 2018.

Centre for Internal Quality Assurance (CIOA)
Krishna Kanta Handiqui State Open University
City Office, Housefed Complex, Guwahati- 06



Faculty Development Workshop

Date: 18th & 19th November, 2018

Time: 10:30 AM to 4:30 PM

Venue: Conference Hall, Rubber Board Zonal Office, Housefed Complex, Dispur

Agenda (18/11/18)

TIME	PROGRAMME
10:00 AM - 10:30 AM	Light Refreshment
10:30 AM – 11:00 AM	Inauguration
11:00 AM – 12:00 PM	Core Aspects of SLM Writing
12:00 PM – 12:15 PM	Tea
12:15 PM – 1:15 PM	SLM Writing- Presentation and Style
1:15 PM – 2:00 PM	Lunch
2:00 PM – 4:30 PM	Workshop on SLM Writing- Group Exercise and Experience Sharing

Agenda (19/11/18)

TIME	PROGRAMME
10:00 AM – 10:30 AM	Tea
10:30 AM – 11:45 AM	Creativity and Innovation in SLM Development
11:45 AM – 12:00 PM	Tea
12:00 PM – 1:00 PM	Academic Aspects of Question Paper Setting and Administering Assignments
1:00 PM – 1:45 PM	Lunch
1:45 PM – 2:45 PM	Content Editing
2:45 PM – 3:00 PM	Tea
3:00 PM – 4:15 PM	Summary Discussion, Open House and Valediction

Centre for Internal Quality Assurance (CIOA)
Krishna Kanta Handiqui State Open University
City Office, Housefed Complex, Guwahati- 06

Feedback Form for Faculty Development Workshop

Date: 18th & 19th November, 2018

Time: 10:30 AM to 4:30 PM

Venue: Conference Hall, Rubber Board, Zonal Office, Housefed Complex, Dispur

1. How would you rate the overall effectiveness of the workshop?
a) Excellent b) Very Good c) Good d) Fair e) Poor
2. How would you rate the overall arrangement made by CIQA for the conduct of the workshop?
a) Excellent b) Very Good c) Good d) Fair e) Poor
3. Would you be able to apply the learning of the workshop in the activities that you do in KKHSOU?
a) Very Highly b) Highly c) To a good extent d) To a fair extent

4. Your comments and suggestions regarding the conduct of faculty development workshop.
Comments:

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Suggestions:

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5. Your comments and suggestions regarding future workshops to be conducted by CIQA.
Comments:

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Suggestions:

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Name & Signature (*optional*)

Feedback datasheet of Faculty Development Workshop

Q. No.	Aspects	Excellent	Very Good	Good	Fair	Poor
1	Rate the overall effectiveness of the workshop	5	18	7	2	0
2	Rate the overall arrangement made by CIQA for the conduct of the workshop	12	16	4	0	0

Q. No.	Aspects	Very Highly	Highly	To a good extent	To a fair extent
3	Able to apply the learning of the workshop	10	13	7	2

Q. No.	Comments on conduct of faculty development workshop	Suggestions on conduct of faculty development workshop
4	<p>i) Very relevant, Fruitful and refreshing experience, Very much beneficial, Good learning experience, Very important, Nice experience, Enhances knowledge and skills, Satisfactory, Very helpful and it opens the mind towards new ideas to enrich the material, Learnt new concepts, Activities are very effective, Well organized</p> <p>ii) Highlights many aspects on SLM, Help us to adopt and implement policies of SLM writing, CIQA Office should strive hard to maintain the quality of the SLMs, Covered almost all aspects of SLM writing, Learned new things of SLM writing and related works, Outcome of the workshop is fruitful and should be applied in the development of our SLM</p> <p>iii) Good food</p> <p>iv) Motivating initiative taken by CIQA office and Continue this healthy tradition for the well being of teaching community of this university</p> <p>v) Hall should be spacious enough</p> <p>vi) Content of the workshop is not enough, Theoretical lectures was not informative, Some of the topics seems to be repetitive</p>	<p>i) Other Resource person and more than one resource person may be called for such workshop</p> <p>ii) Content writers and editors should be included</p> <p>iii) CIQA office should convince the authority regarding changes to be made in SLMs and Systematic efforts to be made for modification, Outcome of the workshop should be applied in the development of our SLM</p> <p>iv) Duration of the workshop may be increased, but some participants preferred one day workshop</p> <p>v) FDP at regular intervals on academic and non-academic matters</p> <p>vi) Should be more subject specific and separate workshop for UG and PG programme</p> <p>vii) Some important presentation can be made in regard to the development of writing skills</p> <p>viii) Such workshop to be held frequently</p> <p>ix) Some more workshop may be organized such as stress management, time management, personality management</p>

5	Comments regarding future workshops to be conducted by CIQA	Suggestions regarding future workshops to be conducted by CIQA
	<ul style="list-style-type: none"> i) Continue this healthy procedure ii) Workshop on quality improvement of faculty and course materials iii) Request to conduct such workshop for potential writers, outsourced authors, editors etc. iv) Take step for scholarly collaboration between IGNOU and KKHSOU on various subjects v) Follow up activities to be undertaken to make the workshop useful vi) Discussion is necessary on the future of printed materials vii) Steps should be taken for quality improvement of faculty and course materials on different aspects 	<ul style="list-style-type: none"> i) Workshop on Minor and Major research project may be organized ii) Workshop on Research Methodology iii) Workshop on Current Trends and Techniques of ICT iv) Workshop on e-SLM Preparation and Blended Learning v) Programme on Evaluation vi) Workshop with wider scope (more & diverse topics) vii) Workshop on addressing different issues faced by faculties, which have implications on the system viii) Workshop on MOOCs Development ix) Workshop for content writers and editors x) Workshop on assignments and evaluation of assignments for faculty members as well as counselors of the study centres also xi) Workshop on production of audio-video materials on self –learning materials xii) Workshop on question paper setting xiii) Workshop on stress management xiv) Workshop for language editors

Annexure-XV

Report of the Staff Training Programme

1. Background of the workshop:

We have a strength of about 40 support staff in our university. They have good working experience in different branches of university. However, we felt that the support staffs of KKHSOU need to be refreshed with new knowledge and skills on effective communication. They need to be equipped with latest knowledge on Developing Team Spirit and Developing Interpersonal Skills.

However, in the context of an urgent need, CIQA Office proposed to organize a training programme for the support staff of our university to be conducted by Dr. Debabrata Sarma, Former Faculty, Indian Institute of Business Management (IIBM) on effective communication and interpersonal relations on 27th November, '18. We were of the view that one day training programme would be somehow sufficient to meet the objectives as stated above. We propose to organise the training programme as follows,

- i) **Title of the Programme:**
Effective Communication and Interpersonal Relations
- ii) **Coverage:**
 - Communication Process and Essentials
 - Communication Barriers
 - Improving Communication Skill
 - Developing Team Spirit
 - Developing Interpersonal Skills

2. Session Structure:

Accordingly, a training programme was organized by the Centre for Quality Assurance (CIQA) of the University on 27th November 2018 for the support staff of this university. The training dealt with skills required for effective communication and interpersonal relations. We shared an Agenda of the training programme with Dr. Debabrata Sarma, which is placed along with this report.

3. Proceedings of the Training Programme:

Inauguration:

With the focus of training the support staff of KKHSOU on effective communication and interpersonal relations, a training programme was organised by the CIQA Office of the University on 27th November, 2018 in the Conference Hall of the Rubber Board, Zonal Office. Sri Debabrata Sarma, former faculty of IIBM, Khanapara was invited as a Resource Person. It was attended by 38 support staff of the University. A feedback questionnaire was distributed among the participants for measuring the overall effectiveness and their comments regarding the programme.

The programme started with a welcome speech by Ms. Dopati Choudhury, Administrative Officer, CIQA. Sri Debabrata Sarma was warmly welcomed and honoured with a gamosa and a welcome gift by Dr. Arupjyoti Choudhury, Registrar, KKHSOU. The inauguration continued with a speech by Prof. N.N. Sarma, Director (CIQA), focusing on the necessity of a training programme for the support staff. He motivated everyone by stating that how an average person can do above average deeds and accomplishes great tasks. The Registrar of the University appreciated the staff for playing an influential role in accomplishing some major tasks of the University irrespective of their designation. He apprised everyone that, though the Hon'ble Vice Chancellor of KKHSOU was not able to be present in the programme but he has wished everyone good luck and hoped that all the participating employees can acquire the required knowledge from the programme. Dr. Dibyajyoti Mahanta, Dean (Study Centre), showed his contentment in getting to see all the staff members of the University in a single platform and expressed his realization about the strength of KKHSOU. Dr. Bhabaranjan Sarmah, Controller of Examinations, explains how everyone should always be alert and cautious in every task done because a minute mistake can ruin the overall outcome. He gave a few examples in order to relate that. The inauguration session ended and Sri Debabrata Sarma was handed over the platform and was requested to carry forward the programme.

The Programme:

Dr. Sarma started the session with an example of an article named “Have Breakfast or be Breakfast” written by Dr. Y.L.R. Moorthi of IIM, Bangalore, which focuses on the rapid change occurring in the world due to technology. Dr. Sarma focused on the practice of the habit “Learn, Unlearn and Relearn” for surviving in this competitive world. Then he pointed out the roles played by an employee and how his ability and willingness considerably affects his performance. He described about the soft skills of a person and the significance of it in his work place. The features such as communication skill, analytical thinking, flexibility, negotiation skills, time management, problem solving ability etc. is included in the soft skills and those features build the image of a person. The soft skills along with the technical skills results in core skills. After that, the topic of effective communication was elaborated and a presentation was given on how to have an effective communication. It touched the various mediums of communication and also its barriers like ability of the sender, content, method of communication, skills and attitude of the receiver, organisational factors, and cultural attitudes. The interpersonal skills of a person were elaborated and its developing process, essential competencies, problems were discussed. After the lunch break, a group activity was given to each of the divided groups in order to develop some team spirit. They were given the topics viz. KKHSOU: Genesis and History, Activities and Courses, Campuses and Infrastructure, Organisation Structure, City Office-Surrounding Institutions, and Future Plans. Information was collected by the group members from various sources. A selected group member from each group presented and elaborated the collected points based on their respective topics. Sri Sarma ended the learning session with a video from Dr. Vivek Bindra, a motivational speaker.

After some feedback from the participants regarding their knowledge and information gained from the training programme, the Director (CIQA) ended the programme with a vote of thanks to all the participants.

4. Feedback from the participant:

A feedback form was administered, which was collected in the afternoon session. Feedback form for the support staff and Feedback datasheet of Staff Training Programme and analysis report are placed along with this report.

From the data sheet it was found that there was a very positive response on the part of the participants. It can be easily seen that the arrangement made by CIQA for the conduct of training programme has satisfied the supporting staff. Most of the participants have found the sessions very interesting, useful, very relevant, well conduct and fruitful and highly beneficial. According to most of the participants, knowledge and information gained from this training programme met their expectations and useful. The participants requested CIQA office to organize some relevant training programme at regular intervals.

5. Follow up measures prepared:

- a) Conducting training programmes/ workshop for the officers and staff of this university in phased manner.
- b) The CIQA Action Plan 2019-20 will be placed in the next meeting of CIQA committee to be held on 19th December, 2018 for approval and necessary action. We propose to organize 3nos of training programme for the non teaching staff of the university.
- c) Accordingly a Budget Proposal was placed before Accounts Department for conducting workshop and training programme for officers and support staff of this university.



Centre for Internal Quality Assurance (CIOA)
Krishna Kanta Handiqui State Open University
City Office, Housefed Complex, Guwahati- 06

Training Programme on Effective Communication and Interpersonal Relations

Date: 27th November, 2018

Time: 10:30 AM to 4:30 PM

Venue: Conference Hall, Rubber Board Zonal Office, Housefed Complex, Dispur

Agenda

TIME	PROGRAMME
10:00 AM - 10:30 AM	Registration and Light Refreshment
10:30 AM – 11:00 AM	Inauguration
11:00 AM – 12:45 PM	Communication Process, Barriers and Improving Skill
12:45 PM – 1:30 PM	Lunch
1:30 PM – 2:45 PM	Developing Team Spirit
2:45 PM – 3:00 PM	Tea
3:00 PM – 4:15 PM	Developing Interpersonal Skills
4:15 PM- 4:30PM	Summary and Valediction

Centre for Internal Quality Assurance (CIOA)
Krishna Kanta Handiqui State Open University

City Office, Housefed Complex, Guwahati- 06

Feedback Form for Training Programme

Date: 27th November, 2018

Time: 10:30 AM to 4:30 PM

Venue: Conference Hall, Rubber Board, Zonal Office, Housefed Complex,
Dispur

1. How would you rate the overall effectiveness of the training programme?

a) Excellent b) Very Good c) Good d) Fair e) Poor

2. How would you rate the overall arrangement made by CIQA for the conduct of the training programme?

a) Excellent b) Very Good c) Good d) Fair e) Poor

3. Knowledge and information gained from participation at this training programme,

a) Met your expectations Yes No Somehow

b) Will be useful/applicable in my work Definitely Mostly Somehow Not at all

4. Which topics or aspects of the programme did you find most interesting or useful?

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5. Your comments and suggestions regarding the conduct of training programme.

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6. Your comments and suggestions regarding future training programmes to be conducted by CIQA for the staff members of KKHSOU.

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Name & Signature

(optional)

Feedback datasheet of Staff Training Programme

Q. No	Aspects	Excellent	Very Good	Good	Fair	Poor
1	Rate the overall effectiveness of the training programme	16	19	02	0	0
2	Rate the overall arrangement made by CIQA for the conduct of the training programme	14	18	05	0	0

Q. No	Aspects	Yes	No	Somehow
3 (a)	Knowledge and information gained from participation at this training programme met their expectations	34	01	02

Q. No	Aspects	Definitely	Mostly	Somehow	Not at all	Data not available
3 (b)	Knowledge and information gained from participation at this training programme useful and applicable in work	27	03	03	0	04

Q. No	Most interesting and useful topics according to participants
4	<ul style="list-style-type: none"> i) Developing personal relationship with customer ii) Communication Process iii) Attitude of the learner iv) Skill Development v) Team spirit exercise vi) Improving skills and ability vii) Polishing performance viii) Enhancing soft skill performance ix) Developing interpersonal relationships x) Team work aspect xi) Method of communication and soft skill development xii) Developing positive attitude

Q.	Comments on conduct of Staff Training	Suggestions on conduct of Staff Training
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No	Programme	Programme
5	i) Very good experience, useful, really helpful, very relevant, good learning experience, activities are very effective, highly beneficial, highly overwhelmed to be a part of training programme, learnt new concepts, enjoyed a lot, excellent experience, well conduct, got good knowledge, got a good platform for self development, special thanks to CIQA office, really effective and enjoyable, well organized	i) Such training programme may be organized frequently ii) To be continued at regular interval iii) Duration of the training programme may be increased iv) Training on self awareness and development of technical skills may be organized v) Request to conduct such workshop in near future vi) Expecting some more training programme in different aspects also vii) Need training on developing personality communication skills
6	Comments regarding future training to be conducted by CIQA	Suggestions regarding future training to be conducted by CIQA
	i) Continue this healthy procedure ii) Request to conduct such training for support staff also iii) CIQA office may be conducted such type of programme minimum twice in a year iv) Duration of the training programme may be at least two days v) Similar type of training programme will be helpful in future vi) Thanks to CIQA Office for the wonderful training vii) Highly motivated	i) Training programme for Grade IV employee also ii) Training on technical skills iii) Training on University rules and regulation iv) Department wise training for support staff v) Training on language development vi) Training programme on office management vii) Training programme as per needs of the employees in practical aspects viii) More training programme should be conducted for the support staff ix) Technical training programme on ICT, since KKHSOU is going to be completely digitized within few years x) Training programme on administrative practices
