

# 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**

**(2019-2020)**



*Submitted to*

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

*Submitted by*

**K. K. Handiqui State Open University  
Guwahati, Assam June, 2020**

**Table of Content:****Page No.**

1.	Executive Summary	4
2.	Rationale for formation of CIQA	12
3.	CIQA Committee Meetings	14
	5 <sup>th</sup> Meeting of CIQA Committee	
	6 <sup>th</sup> Meeting of CIQA Committee	
	7 <sup>th</sup> Meeting of CIQA Committee	
4.	Action Plan of CIQA	16
5.	Examination Monitoring	16
6.	Stakeholders' Meeting	17
7.	Training Programme for Grade IV Staff of KKHSOU	18
8.	Feedback Survey	19
9.	Preparation of Programme Guide for all the UGC approved Programme	22
10.	Guidelines for Content Writers and Content Editors	25
11.	Workshop for Officers and Faculty Members of KKHSOU on -Organization Wide Quality Management	26
12.	Submission of CIQA Report at UGC Portal	26
13.	Statistical Profile of the Learners of KKHSOU	26
14.	Regional Workshops on -Submission of Study Centre Related Particulars for NAAC Assessment and Accreditation of KKHSOU	22
15.	Study Centre Monitoring	29
16.	Training Programme on -Internal Customer Satisfaction and Quality Service for the Grade III staff of KKHSOU	31
17.	Training Programme for the Grade IV staff of KKHSOU on -Internal Customer Satisfaction and Quality Service	32
18.	Collection of Inputs for preparing SWOC of the University	32



19.	SLM Audit	33
20.	Programme Effectiveness Research	35
21.	Documentation Centre	36
22.	Future Plan	37
23.	Photo Gallery	

## Annexure:

38

Annexure I:	Office Order of CIQA Committee Formation
Annexure II:	CIQA Annual Plan 2019-20
Annexure III:	Report of Examination Monitoring
Annexure IV:	Stakeholders' Meeting
Annexure V:	Report of Training Programme for Grade IV Staff of KKHSOU
Annexure VI:	Report on Current Learners' Feedback Survey
Annexure VII:	Report on Alumni Feedback Survey
Annexure VIII:	Report on Learners' Expectation Survey
Annexure IX:	Report on Feedback Survey (Academic Staff)
Annexure X:	Report on Feedback Survey (Non- Teaching Staff)
Annexure XI:	Guidelines for Content Editors & Content Writers
Annexure XII:	Workshop Report on -Organization Wide Quality Management   for Officers and Faculty Members of KKHSOU
Annexure XIII:	Reports of 9 (Nine) Regional Workshops on -Submission of Study Centre Related Particulars for NAAC Assessment and Accreditation of KKHSOU
Annexure XIV:	Report of Training Programme on -Internal Customer Satisfaction and Quality Service   for the Grade III staff of KKHSOU
Annexure XV:	Report of Training Programme on -Internal Customer Satisfaction and Quality Service   for the Grade IV staff of KKHSOU
Annexure XVI:	SLM Audit Phase I, II & III Data Sheet

# 1. Executive Summary

Vide Clause 8 of UGC Notification on ODL Regulations of 23<sup>rd</sup> 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 meetings of CIQA Committee. This report presents the various activities conducted by CIQA, KKHSOU in 2019-20.

## i) Examination Monitoring

University attached top priority on examination reform 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. Based on the reports of the Examination Monitoring Officers, special monitoring was also conducted in some examination centres. CIQA prepared a list of centre-wise EMOs for undertaking monitoring duty for Degree 1<sup>st</sup> Semester (New and Old course), PG 1<sup>st</sup> & 3<sup>rd</sup> Semester, MCA 5<sup>th</sup> Semester and Diploma examinations in the Month of March- April 2019 at various examination centres. CIQA also deputed EMOs for the newly announced centres. Based on different aspects like feedback from previous visit, experience of exam centres, inclusion of new exam centres etc., the list was prepared.

## ii) Stakeholders' Meeting

In order to improve the quality of functioning of the University, feedback from the Stakeholders are essential. This effort also helps in meeting the requirements of UGC

guidelines and the forthcoming NAAC Assessment and Accreditation. In order to fulfill the partial requirements of CIQA Action Plan, a Stakeholders Meeting was organised on 6<sup>th</sup> April, 2019 at DCB Girls College with representatives from current learners, alumni, SLM writers, study centre functionaries, content editors, language editors along with the 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.

iii) **Training Programme for Grade IV staff of KKHSOU:**

For developing the soft skills like team work, interpersonal skills and communication skills of the multi-tasking staff of the University, a training programme for the remaining uncovered Grade IV staff of our university was conducted on 25<sup>th</sup> April, 2019 (second phase) by CIQA in the Conference Hall, City Office, Housefed Complex. It was attended by 16 numbers of staff of the University. Dr. Debabrata Sarma, Former Faculty, IIBM was invited as the Resource Person for the second phase also. The training dealt with skills required for team work and developing interpersonal skills. A feedback questionnaire was distributed among the participants for measuring the overall effectiveness and their comments regarding the programme.

iv) **Submission of CIQA Report to UGC for the year 2018-19**

With reference to point No. 3 of Annexure I of UGC guidelines (F. No 2-4/2015, DEB III dated 23<sup>rd</sup> June 2017), CIQA submitted the Annual Report on the activities undertaken by the Centre for Internal Quality Assurance (CIQA) of Krishna Kanta Handiqui State Open University, Assam during the financial year 2019-20 in the UGC Portal.

v) **Feedback Survey**

As mandated in UGC guidelines (F. No. 2-4/2015 (DEB-III), dated 23<sup>rd</sup> June, 2017, Point 2.vi of Annexure I) and as per provision of CIQA Action Plan 2019-20, 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 through online)
- IV. Learners Feedback after completion of the Programme (within 1 year of award of degree, which is administered through online 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 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 learners who took admission in KKHSOU programme in the academic session 2019, 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.

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

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.

vi) **Preparation of Programme Guide for all the UGC approved programmes:**

This has reference to the University Notification No. *KKHSOU/CIQA/81/2009/123 dated 22/02/2019* regarding formation of a Committee for preparation of Programme Guides. The Committee in its meeting held on 18/04/2019 fixed the modalities for preparation of Programme Guides with the involvement of concerned Faculty Members in the departments of respective programmes.

vii) **Guidelines for Content Writers and Editors:**

In the absence of the specific guidelines for SLM Writers regarding preparation of SLM in the University, an urgent need has come up for adopting a guideline for SLM Writers and Content Editors. Accordingly the University formed a Committee regarding Preparation of Guidelines for SLM Writers and Content Editors with vide Notification No. *KKHSOU/CIQA/81/2009/123 dated 22/02/2019*. In the 1<sup>st</sup> meeting of the Committee held on 21<sup>st</sup> June, 2019 at the Conference Hall of Housefed Complex, Dispur resolved that, CIQA should take the initiative for preparation of the Guidelines for SLM Writers and Content Editors. The draft guidelines were shared with the concerned members of the Committee and faculty members of the University and feedback were solicited. After receipt of the comments and suggestions CIQA has now prepared the final guidelines for SLM Writers and Content Editors and were uploaded in the University Website.

viii) **Workshop for Officers and Faculty Members of KKHSOU on Organization Wide Quality Management:**

The Centre for Internal Quality Assurance of KKHSOU organized a Day-long Programme on –Organization Wide Quality Managementll on November 1, 2019, at the Conference Hall of Indian Institute of Bank Management, Khanapara. The Resource Person for the Day-long Programme was Sri Sanjeeb Kakati, who is a reputed faculty in the area and has about three decades of experience of contributing in the productivity and quality development aspects of diverse range of organizations. The programme was attended by 54 nos of participants (Officers and Faculty Members of KKHSOU).

ix) **Submission of CIQA Report at UGC Portal:**

Higher Educational Institutions are required to submit CIQA Reports to its Statutory Authorities or Bodies about the activities undertaken by Centre for Internal Quality Assurance. In this connection, CIQA submitted the required information to UGC in prescribed format. The format for CIQA report was available on the UGC DEB portal under the head –Quality Assurancell. UGC requested CIQA to send the PDF report to DEB Office by 18<sup>th</sup> November, 2019.

x) **Statistical Profile of the Learners of KKHSOU:**

As per the CIQA Annual Action Plan 2019-20, the office of CIQA is responsible for development of statistics of the University. In this regard, the activity is being carried out with the cooperation of Banikanta Kakati Research Institute of KKHSOU. The purpose of this task is to develop a comprehensible profile of the learners of the University for the years 2012-2019. The data has been categorized into the following variables:

- i) Distribution of Study Centres (2012-2018)
- ii) Gender wise distribution of learners (2012-2018)
- iii) Category wise distribution of learners (2012-2018)
- iv) Programme wise distribution of learners (2012-2018)
- v) Study Centre wise distribution of learners (2012-2018)



The profile of the learners of 27 districts for the years 2012-2018 has been completed. The raw data for the year 2019 has been collected and the work for interpreting it is in progress.

xi) **Nine nos of Regional Workshops on –Submission of Study Centre Related Particulars for NAAC Assessment and Accreditation of KKHSOU**

KKHSOU need to collect study centre particulars from all the study centres of the University towards submission as per the requirement of the various criteria for assessment and accreditation by NAAC. In this regard, CIQA of KKHSOU organised 9 (Nine) Workshops on –Submission of Study Centre Related Particulars for NAAC Assessment and Accreditation of KKHSOU in 9 different study centres towards sensitization of study centres of KKHSOU.

The main objective behind organising the Regional Workshops was to make aware and sensitize the study centres regarding submission of complete information and the verification of data.

xii) **Study Centre Monitoring:**

CIQA allotted Monitoring Officers to visit the Study Centres of KKHSOU. Accordingly, the Monitoring Officers submitted the reports to CIQA. The number of Study Centres visited by Monitoring Officers was 348nos.

Vide notification no. *KKHSOU/CIQA/Study Centres/16/2018/28* dated 18/01/2020 of CIQA, the Monitoring Officers were allotted the Study Centres for visit. Accordingly, the Monitoring Officers submitted the reports to CIQA.

xiii) **Training Programme on on–Internal Customer Satisfaction and Quality Service for the Grade III staff of KKHSOU:**

A Training Programme on –Internal Customer Satisfaction and Quality Service for the Grade III Employees of the University was organized by the Centre for Internal Quality Assurance on two phases viz. on 6/02/2020 and 7/02/2020 each at the

Conference Hall, KKHSOU, Housefed Complex. The Resource Person for the Programme was Sri. Sanjeeb Kakati, Honorary Director, Third Eye Education Pvt. Ltd., Guwahati. The Programme was attended by 18 and 21 no. of participants on 06/02/2020 and 07/02/2020 respectively.

xiv) **Training Programme for the Grade IV staff of KKHSOU on –Internal Customer Satisfaction and Quality Service:**

CIQA organized training programmes in two Phases in the month of January, 2020 for the Grade IV staff of KKHSOU on “**Internal Customer Satisfaction and Quality Service**”. Sri Sanjeeb Kakati, Hony. Director, Third Eye Education Pvt. Ltd., Guwahati and Hony. Consultant, Assam Productivity Council, Tinsukia conducted the two short term training programme in two phases at the Conference Hall of KKHSOU.

xv) **Collection of Inputs for preparing SWOC of the University:**

The University needs to write a Brief Note on Strengths, Weaknesses, Opportunities and Challenges (SWOC) in respect of the Institution in partial fulfillment of NAAC A & A requirements. In order to prepare a comprehensive list encompassing views of all concerned, we requested all the members of KKHSOU family to submit in the Office of CIQA on or before 26<sup>th</sup> February, 2020. While preparing the list they considered aspects like Human Resources of KKHSOU; sources and uses of funds of KKHSOU (Economic); Environmental, Legal and Regulation related aspects; Political and Social factors; Technological aspects etc. While Strengths and Weaknesses are internal to the University; the Opportunities and Challenges are normally in respect of external environment members, officers and staff to reflect on the SWOC of KKHSOU and submit a list to.

xvi) **SLM Audit**

As per Action Plan for CIQA, 2019-20, the CIQA conducted an exercise on SLM Audit. For conducting the 1<sup>st</sup>, 2<sup>nd</sup> & 3<sup>rd</sup> Phase of the SLM Audit, under the overall

guidance of SLM Audit Committee formed by the University by deploying similar pattern of random allocation of SLM Units to internal SLM Auditors of the university. With the same exercise and modalities CIQA conducted audit for 30 SLM Units.

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.

#### xvii) **Programme Effectiveness Research:**

In view of the UGC ODL Guidelines in the relevant Clause 8 and Annexure 1, the CIQA proposed to conduct Programme Effectiveness Research (PER) for the UGC recognized programmes. Accordingly the University formed a Committee for conducting Programme Effectiveness Research (PER). The Committee decided to conduct PER for the 3 PG Programmes in the first phase. Accordingly the office of Dean (Academic) nominated the Programme Co-ordinators for the 3 PG Programme namely Master of Administration (MBA), Political Science and English, who will assist CIQA in conducting the PER.

The Co-ordinators of the PER were requested to collect and compare programme structure of other State Universities (minimum 3nos and IGNOU). While conducting the comparative study of the programme structure, they would look in to the details of design of the programme and its constituent courses, their coverage, assignments, support services etc.

CIQA is collecting a learner's feedback from the learners of these particular programmes. Accordingly, a questionnaire was released in University website in Google form. After completing the above two exercises we shall organize a review meeting for assessing effectiveness.

#### xviii) **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.

**xix) Future Plan:**

The activities of CIQA for the year 2019-20 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. The activities of CIQA made an impact on improving the quality of administrative processes. In view of the experiences of 2019-20, an Action Plan for the year 2020-21 has also been formulated and approved by CIQA Committee towards implementation.

CIQA would have to undertake additional activities for NAAC Assessment & Accreditation in the year 2020-21.

## **2. Rationale for formation of CIQA**

: The University Grants Commission released the University Grants Commission (Open and Distance Learning) Regulations 2017 on 23<sup>rd</sup> 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. KKHSOU has established Centre for Internal Quality Assurance (CIQA) to take care of the quality aspect of various activities of the University. CIQA has been established to develop and put in place a comprehensive and dynamic internal quality assurance system to provide higher education programmes through the Open and Distance Learning (ODL) mode. The Centre is involved in University wide effort of developing ICT, Faculty, Learner's Support System, examination reforms etc. The activities of CIQA are guided by an Action Plan which is approved by the CIQA Committee, KKHSOU.

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

### 3. CIQA Committee Meetings

#### **5<sup>th</sup> Meeting of CIQA Committee:**

The 5<sup>th</sup> meeting of CIQA Committee of Krishna Kanta Handiqui State Open University discussed in detail about the CIQA Annual Report, 2018-19 (a report of the activities undertaken by CIQA) to be submitted to Distance Education Bureau, UGC, New Delhi.

The meeting discussed various issues related with CIQA Annual Report, 2018-19 and adopted the Annual Report. In view of this, the Meeting urged CIQA to send a soft copy of the report also to the concerned authority of UGC. In this regard Dr. Bhabaranjan Sarma, Controller of Examination urged the CIQA office to add a gist and highlight the salient findings in the CIQA Annual Report, 2018-19.

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. The Meeting urged to take up the matter in the SLM Audit Committee Meeting.

CIQA committee meeting appreciated the process of preparation of Programme Guides for each academic programme of KKHSOU in a standardized format as the measure would add value in the learners' support services.

The Induction Programme, as planned by the authority should be conducted keeping view the Quality Mandate of UGC. While planning for conducting the Induction Programme, CIQA and the office of the Dean (Study Centre) should work in close coordination for the following to take place on the date of induction,

- a) First, the induction programme with the learners
- b) Second, an interaction of KKHSOU faculty/officers with the Counselors of the study centre where induction programme would be conducted
- c) Third, counseling by KKHSOU faculty to the learners on respective subject by the faculty deputed for the induction programme.

## **6<sup>th</sup> Meeting of CIQA Committee:**

The meeting discussed the activities as spelt out in the Agenda Note and expressed satisfaction on the conduct of the activities. The Meeting highly appreciated the work regarding the preparation of Statistical Profile of KKHSOU from 2012-2019.

Regarding the Programme Effectiveness Research the Meeting resolved that the concerned coordinators be asked to complete their respective desk research and reminder notices be sent to the learners to send their responses for the feedback survey.

The members noted the written suggestion offered by the Controller of Examinations (CoE), KKHSOU regarding holding a workshop on Dissertation/Project Guides in Barak Valley and Lower Assam, along with a brief workshop on SLM Writing and Content Editing.

The Chairperson, CIQA Committee sought suggestions from the Members regarding components to be included in the Annual Plan of CIQA for 2020-21. In this regard, the following was suggested,

- a) Workshop on availing emerging research platforms and related area along with quality assessment framework for Open Educational Resources of KKHSOU. Dr. Gautam Sarma and Dr. Prasenjit Das were requested to submit a note to CIQA in this regard.
- b) Assessment and development of quality of KKHSOU. Dr. Sangeeta Kakati and Sri Binod Deka were requested to submit a proposal to CIQA in this regard.
- c) Preparation of a detailed Academic Plan of KKHSOU. The CIQA Director was urged to recommend to the University authority for formation of a high level committee.
- d) Conducting Learners' Survey for Special Category learners, Drop Outs and Irregular Learners. The meeting suggested CIQA to request University authority to form a Committee to work out the modalities.

### **7<sup>th</sup> Meeting of CIQA Committee:**

The third meeting of CIQA Committee held on 29<sup>th</sup> May, 2020 scheduled to be held on March 2020. But due to the pandemic CIQA office was unable to hold the meeting on time.

The Meeting approved the month-wise Action Plan for CIQA 2020-21 unless warranted change for additional activities to be undertaken for NAAC Assessment & Accreditation.

## **4. Action Plan of CIQA:**

: In the meeting of CIQA held on 19<sup>th</sup> December, 2018, an Action Plan for the year 2019-20 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. A copy of the Action Plan is attached. **(Annexure II Action 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. 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) 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, the measure was expected to contribute towards accomplishment of the mission of examination reforms of the University.



EMOs were requested to extend their valuable service during the examination 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.

CIQA office has prepared a list of centre-wise EMOs for undertaking monitoring duty for Degree 1<sup>st</sup> Semester (New and Old course), PG 1<sup>st</sup> & 3<sup>rd</sup> Semester, MCA 5<sup>th</sup> Semester and Diploma examinations in the Month of March- April 2019 at various examination centres. CIQA also deputed EMOs for the newly announced centres. Based on different aspects like feedback from previous visit, experience of exam centres, inclusion of new exam centres etc., the list has been prepared. **(Annexure III Summary Report of the Examination Monitoring Officer visits)**

## 6. Stakeholder's Meeting:

In order to improve the quality of functioning of the University, feedback of the Stakeholders is essential. This effort also helps in meeting the requirements of UGC guidelines and the forthcoming NAAC Assessment and Accreditation. In order to fulfill the partial requirements of CIQA Action Plan, a Stakeholders Meeting was organized on 6<sup>th</sup> April, 2019 at DCB Girls College.

The meeting was attended by 45 registered participants. The breakups of participants are as follows:

Sl. No.	Category	Number(s)
1	Centre-in-charge	2
2	Coordinators	4
3	Asstt. Coordinator	1

4	Counsellors	14
5	Content Writer	1
6	Examiners	3
7	Learners	14
8	Alumni	3
9	Others	3

The workshop was inaugurated with a brief speech from Prof. N.N. Sarma, Director (CIQA), Dr. Rahul S. Mazumdar, Dean (Academic) and Chief Guest, Dr. Jinamoni Bhuyan (Dowerah), Principal of DCB Girls‘ College. Dr. Bhuyan in her speech highlighted about the role of ODL in view of the evolution of ODL system. The session was moderated by Ms. Dopati Choudhury, Administrative Officer, CIQA. The meeting discussed various issues as raised in the Base paper. There were representative participation from Centre-in-charge, Coordinators, Content Writers, Counsellors, Examiners, Learners and Alumni. The gist of the discussion is presented below. The discussion session was moderated by Dean (Academic) and Director (CIQA). **(Annexure IV Report of Stakeholders’ Meeting)**

## 7. Training Programme for Grade IV staff of KKHSOU:

For developing the soft skills like team work, interpersonal skills and communication skills of the multi-tasking staff of the University, a training programme for the remaining uncovered Grade IV staff of our university was conducted on 25th April, 2019 (second phase) by the CIQA Office in the Conference Hall, City Office, Housefed Complex. It was attended by 16 numbers of staff of the University. Dr. Debabrata Sarma, Former Faculty, IIBM was invited as the Resource Person for the second phase also. The training dealt with skills required for team work and developing interpersonal skills. 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.

**(Report is attached in Annexure V)**

## **8. Feedback Survey:**

As mandated in UGC guidelines (F. No. 2-4/2015 (DEB-III), dated 23<sup>rd</sup> June, 2017, Point 2.vi of Annexure I) and as per provision of CIQA Action Plan 2019-20, 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 during the Programme (administered in online mode)**

CIQA administered an online survey instrument among the current learners of

university. The 1<sup>st</sup> phase of survey was closed on June 30<sup>th</sup>, 2019. Report of the survey and findings of the Learners Feedback with the Datasheet during the Programme (Current Learners) is presented in **Annexure-VI**.

## ii) **Feedback from Alumni (Online)**

For the alumni of different programmes of KKHSOU, an online survey instrument was administered to elicit responses regarding their satisfaction to the services provided by KKHSOU. In the Survey, 146 nos of alumni members of different programmes from different parts of Assam participated. The questionnaire was placed at the link <https://docs.google.com/forms/d/e/1FAIpQLScV9GHn2yPdeunSMzWuQKzUwUQM3itAONRhVAgzGsVqXGff5Q/viewform> from 13<sup>th</sup> December, 2018 to 31<sup>st</sup> May, 2019.

The Alumni 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 need to be improved.

- Library facility in the study centre
- ICT facility provided by the study centres

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 for the learners.

The data sheet from the responses to the survey instrument is presented in this report and the important findings are presented. The respondents submitted the filled in questionnaire in the Google form. In some items, responses were missing which was highly insignificant in terms of capturing the overall responses on various aspects. **(Annexure- VII)**

## iii) **Programme Expectation Survey for newly admitted learners (administered through online)**

For the learners who took admission in KKHSOU programme in the academic session 2019-2020, a online survey was administered to elicit responses regarding their expectation from the respective programme.

The survey instrument was developed in three sections. The survey instrument in the form of a questionnaire was administered through online mode from 1<sup>st</sup> July to 30<sup>th</sup> November, 2019 to the newly admitted learners of KKHSOU. The respondents submitted the filled in questionnaire in the Google form. We received responses from 372 learners as shown in the online 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. **(Report in Annexure-VIII)**

**iv) Feedback Survey for Academic Staff of KKHSOU**

As per provision of CIQA Action Plan 2019-2020, the CIQA conducted a survey among the academic staff of the university in the year 2019. We administered the same instrument in 2018 also. Based on the comparative findings, we have better clarity as regards the perception of our academic staff on the aspects of job and job satisfaction. 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. **(Reports are on Annexure IX)**

**v) Survey among the Non-Teaching Staff (administered in bilingual mode)**

As per provision of CIQA Action Plan 2019-2020, the CIQA conducted a survey among the non-teaching staff of the university in the year 2019. We administered the same instrument in 2018 also. Based on the comparative findings, we have better clarity as regards the perception of our non-teaching staff on the aspects of job and job satisfaction.

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. **(Reports are on Annexure X)**

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.

## 9. Preparation of Programme Guide for all the UGC approved programmes

This has reference to the University Notification No. *KKHSOU/CIQA/81/2009/123 dated 22/02/2019* regarding formation of a Committee for preparation of Programme Guides. The Committee in its meeting held on 18/04/2019 fixed the modalities for preparation of Programme Guides with the involvement of concerned Faculty Members in the departments of respective programmes.

In the meeting, the following resolutions had been taken

- I. After a briefing regarding the need for preparing Programme guides for the existing programmes, the Director CIQA who is also the joint chairperson of the committee requested the convenor to present the Draft Programme Guide before the members present.
- II. The meeting meticulously discussed the Draft Programme Guide and suggested the incorporation of the following points
- III. A welcome message from the Dean (Academic) should be inserted at the very beginning of the Guide.
- IV. Programme structure in tabular form with a short list of recommended reading should be incorporated.
- V. Proper guidelines for the submission of assignments and preparation for Semester-end examination should also be included.
- VI. The members requested Dr. Prasenjit Das to finalise the Programme Guide of MA English, which may be adopted as a model for the other departments for preparing their respective Programme Guides for various programmes.
- VII. It was decided that after the submission of the final draft of Programme Guide by Dr. Prasenjit Das, CIQA would circulate the same in all the departments for

preparing their own PGs as per the following deadline.

The members in the meeting decided to meet again on 28<sup>th</sup> May 2019 for discussion and taking a resolution regarding the acceptance of the PGs so that the same may be sent to the new learners for the 2019-20 Academic session.

A set of Programme Guides (soft copies) of the following programmes, are uploaded by the IT Cell of the University in the University website.

- i. MA Programme in English  
[http://kkhsou.in/web\\_new/details.php?p=VFZTZWc0c1lvNnZTVnpNYk9reVNnUT09](http://kkhsou.in/web_new/details.php?p=VFZTZWc0c1lvNnZTVnpNYk9reVNnUT09)
- ii. MA Programme in Sociology  
[http://kkhsou.in/web\\_new/details.php?p=c3N3SzNuTXhITDNvRjIQb2RKU0s0UT09](http://kkhsou.in/web_new/details.php?p=c3N3SzNuTXhITDNvRjIQb2RKU0s0UT09)
- iii. MA Programme in Economics  
[http://www.kkhsou.in/web\\_new/details.php?p=ZnhnTVQ5b2xid3YwV3h4TjIYa0xUQT09](http://www.kkhsou.in/web_new/details.php?p=ZnhnTVQ5b2xid3YwV3h4TjIYa0xUQT09)
- iv. MA Programme in Political Science  
[http://kkhsou.in/web\\_new/details.php?p=V2QwdlRTcnZncU1qVi9qNTBReXFCQT09](http://kkhsou.in/web_new/details.php?p=V2QwdlRTcnZncU1qVi9qNTBReXFCQT09)
- v. MA Programme in Commerce  
[http://kkhsou.in/web\\_new/details.php?p=MEc1QW9UNXB2YUM2c0d2V2RPdXNFdz09](http://kkhsou.in/web_new/details.php?p=MEc1QW9UNXB2YUM2c0d2V2RPdXNFdz09)
- vi. MA Programme in Business Administration  
(Website link  
[http://kkhsou.in/web\\_new/details.php?p=ZVMzZVNuMWgyVnpZTVgrdzBVVWhnUT09](http://kkhsou.in/web_new/details.php?p=ZVMzZVNuMWgyVnpZTVgrdzBVVWhnUT09)
- vii. BA Programme in English  
(Website link  
[http://kkhsou.in/web\\_new/details.php?p=WFZPTGJaL2dTV2hjWWRuaTN3WlJmdz09](http://kkhsou.in/web_new/details.php?p=WFZPTGJaL2dTV2hjWWRuaTN3WlJmdz09)
- viii. BA Programme in Assamese  
(Website link  
[http://kkhsou.in/web\\_new/details.php?p=UINKTGE3VEpYK0FsTW9QTEEwcysyUT09](http://kkhsou.in/web_new/details.php?p=UINKTGE3VEpYK0FsTW9QTEEwcysyUT09)
- ix. BA Programme in Political Science  
(Website link  
[http://kkhsou.in/web\\_new/details.php?p=ck9Qb2dzekNibzhua09uUUVDV1g0dz09](http://kkhsou.in/web_new/details.php?p=ck9Qb2dzekNibzhua09uUUVDV1g0dz09)
- x. BA Programme in Sanskrit  
(Website link  
[http://kkhsou.in/web\\_new/details.php?p=ZWpIRk44TWdyZmFmRHRDLzdCaFFqQT09](http://kkhsou.in/web_new/details.php?p=ZWpIRk44TWdyZmFmRHRDLzdCaFFqQT09)

- xi. BA Programme in History  
(Website link  
[http://www.kkhsou.in/web\\_new/details.php?p=T2RWaUR0N3c3QS9ndEVLtUhdNGdrZz09](http://www.kkhsou.in/web_new/details.php?p=T2RWaUR0N3c3QS9ndEVLtUhdNGdrZz09)
- xii. BA Programme in Social Work  
(Website link  
[http://www.kkhsou.in/web\\_new/details.php?p=aVVTdEYzUTdNL1ppMDVrRIQ0OS8xZz09](http://www.kkhsou.in/web_new/details.php?p=aVVTdEYzUTdNL1ppMDVrRIQ0OS8xZz09)
- xiii. BA Programme in Sociology  
(Website link  
[http://kkhsou.in/web\\_new/details.php?p=eDk5b3IxUIV4bmR1ZzBqM3VuN3hVdz09](http://kkhsou.in/web_new/details.php?p=eDk5b3IxUIV4bmR1ZzBqM3VuN3hVdz09)
- xiv. BA Programme in Commerce  
(Website link  
[http://kkhsou.in/web\\_new/details.php?p=UCtMSndGa1piUUpLK3g1UDFCMDlsdz09](http://kkhsou.in/web_new/details.php?p=UCtMSndGa1piUUpLK3g1UDFCMDlsdz09)
- xv. BA Programme in Business Administration  
(Website link



- [http://kkhsou.in/web\\_new/details.php?p=TFd1VmxhYUVlbGhjMkprSEtBQkVOQT09](http://kkhsou.in/web_new/details.php?p=TFd1VmxhYUVlbGhjMkprSEtBQkVOQT09)
- xvi. BA Programme in Education  
(Website link  
[http://kkhsou.in/web\\_new/details.php?p=ajFOSEF4VTFuWU1aWGIIMytnNVNiZz09](http://kkhsou.in/web_new/details.php?p=ajFOSEF4VTFuWU1aWGIIMytnNVNiZz09)
- xvii. BA Programme in Computer Application  
(Website link  
[http://kkhsou.in/web\\_new/details.php?p=alFaZUtrdHIKaFNmaTJSVmZWR0RCUT09%22](http://kkhsou.in/web_new/details.php?p=alFaZUtrdHIKaFNmaTJSVmZWR0RCUT09%22)
- xviii. BA Programme in Economics  
(Website link  
[http://kkhsou.in/web\\_new/details.php?p=d1hqcVZKaWN1ZEowWE5rb2VCWDFCdz09](http://kkhsou.in/web_new/details.php?p=d1hqcVZKaWN1ZEowWE5rb2VCWDFCdz09)
- xix. BA Programme in Journalism and Mass Communication  
(Website link  
[http://kkhsou.in/web\\_new/details.php?p=NDNUL01Ecnc4dFhQY1ZSL1hUSjEyQT09](http://kkhsou.in/web_new/details.php?p=NDNUL01Ecnc4dFhQY1ZSL1hUSjEyQT09)
- xx. BA Programme in Philosophy  
(Websitelink  
[http://kkhsou.in/web\\_new/details.php?p=dVJMMGg3YldPbzRCa1BmOWJpY2xwQT09](http://kkhsou.in/web_new/details.php?p=dVJMMGg3YldPbzRCa1BmOWJpY2xwQT09)

The process of translating the Programme Guides would be initiated in the next phase for the benefit of learners. The Programme Guides have been prepared following the procedure suggested by the Committee for preparation of Programme Guides, KKHSOU.

## 10. Guidelines for Content Writers and Editors:

In the absence of the specific guidelines for SLM Writers regarding preparation of SLM in the University, an urgent need has come up for adopting a guideline for SLM Writers and Content Editors. Accordingly the University formed a Committee regarding Preparation of Guidelines for SLM Writers and Content Editors with vide Notification No. *KKHSOU/CIQA/81/2009/123 dated 22/02/2019*. In the 1<sup>st</sup> meeting of the Committee held on 21<sup>st</sup> June, 2019 at the Conference Hall of Housefed Complex, Dispur at 11:00 AM resolved that, CIQA took the initiative for preparation of the

Guidelines for SLM Writers and Content Editors. The draft guidelines were shared with the concerned members of the Committee and faculty members of the University and feedback were solicited. After receipt of the comments and suggestions CIQA has now prepared the final guidelines for SLM Writers and Content Editors and are uploaded in the University Website. **(Annexure XI- Guidelines for Content Writers and Editors)**

## **11. Workshop for Officers and Faculty Members of KKHSOU on Organization Wide Quality Management**

The Centre for Internal Quality Assurance of KKHSOU organized a Day-long Programme on –Organization Wide Quality Managementl on November 1, 2019, at the Conference Hall of Indian Institute of Bank Management, Khanapara. The Resource Person for the Day-long Programme was Sri Sanjeeb Kakati, who is a reputed faculty in the area and has about three decades of experience of contributing in the productivity and quality development aspects of diverse range of organizations. The programme was attended by 54 nos of participants (Officers and Faculty Members of KKHSOU). The programme was highly beneficial. The University needs to take the benefits of the programme forward by organizing periodic exercises for adopting various measures for organization wide quality management.

**(Report is attached in Annexure XII)**

## **12. Submission of CIQA Report at UGC Portal**

University Grant Commission (UGC) instructed Krishna Kanta Handiqui State Open University to submit Annual Report of the Centre for Internal Quality Assurance (CIQA) by the HEIs recognized to offer programmes under ODL mode for the academic year 2018-19. It is mandatory for all the Higher Educational Institution to submit CIQA Reports to its Statutory Authorities or Bodies about the activities

undertaken by Centre for Internal Quality Assurance.

In this connection, CIQA submitted the required information to UGC in prescribed format. The format for CIQA report was available on the UGC DEB portal under the head –Quality Assurance. UGC requested CIQA to send the PDF report to DEB Office by 18<sup>th</sup> November, 2019. Accordingly, Registrar, KKHSOU send the print out report to Joint Secretary, Distance Education Bureau (DEB) Main Office, University Grants Commission (UGC) Bahadur Shah Zafar Marg, New Delhi before 18<sup>th</sup> November, 2019 based on the date submitted in the UGC Portal.

### **13. Statistical Profile of the Learners of KKHSOU**

As per the CIQA Annual Action Plan 2019-20, the office of CIQA is responsible for development of statistics of the University. In this regard, the activity is being carried out with the cooperation of Banikanta Kakati Research Institute of KKHSOU. The purpose of this task is to develop a comprehensible profile of the learners of the University for the years 2012- 2018. While developing the profile several fields and variables have been considered. The data has been categorized into the following variables:

- i) Distribution of Study Centres (2012-2018)
- ii) Gender wise distribution of learners (2012-2018)
- iii) Category wise distribution of learners (2012-2018)
- iv) Programme wise distribution of learners (2012-2018)
- v) Study Centre wise distribution of learners (2012-2018)

The profile of the learners of 27 districts for the years 2012-2018 has been completed. The raw data for the year 2019 has been collected and the work for interpreting it is in progress. (**Website link** [http://kkhsou.in/web\\_new/admissionData.php](http://kkhsou.in/web_new/admissionData.php))

## **14. Nine nos of Regional Workshops on “Submission of Study Centre Related Particulars for NAAC Assessment and Accreditation of KKHSOU”**

KKHSOU need to collect study centre particulars from all the study centres of the University towards submission as per the requirement of the various criteria for assessment and accreditation by NAAC. In this regard, CIQA of KKHSOU organised 9 (Nine) Workshops on –Submission of Study Centre Related Particulars for NAAC Assessment and Accreditation of KKHSOU in 9 different study centres towards sensitization of study centres of KKHSOU.

The main objective behind organising the Regional Workshops was to make aware and sensitize the study centres regarding submission of complete information and the verification of data. The University deputed Monitoring Officers to the Study Centres in order to have full data from the Study Centres in respect of NAAC related particulars. **(Report in Annexure XIII)**

## 15. Study Centre Monitoring:

CIQA allotted Monitoring Officers to visit the Study Centres of KKHSOU. Accordingly, the Monitoring Officers submitted the reports to CIQA. The number of Study Centres visited by Monitoring Officers is 350 nos.

Vide notification no. *KKHSOU/CIQA/Study Centres/16/2018/28* dated *18/01/2020* of CIQA, the Monitoring Officers were allotted the Study Centres for visit. Accordingly, the Monitoring Officers submitted the reports to CIQA. After comparing the list of Study Centres, we have found that the reports of the following Study Centres could not be submitted by the Monitoring Officers:

Sl. No.	Name of the Study Centre	Code	District	Reason
1	Dr. SPM College of Education, Silchar	408	Cachar	No enrollment from 2014-15 to 2019-20
2.	Third Eye College, Tezpur	2517	Sonitpur	No enrollment from 2014-15 to 2019-20
3.	LokopriyaGopinathBordoloi Girls' College	2521	Sonitpur	No enrollment from 2014-15 to 2019-20
4	Amalgamated Plantations Industrial Training Centre (APITC)	2702	Udalguri	No enrollment from 2014-15 to 2019-20
5	District Jail, BiswanathChariali	2521	Biswanath	No enrollment from 2014-15 to 2019-20
6	Silapathar Science College	706	Dhemaji	College was closed on the day of visit, couldnot meet anyone
7	District Jail, Lakhimpur	1920	Lakhimpur	No enrollment from 2014-15 to 2019-20
8.	District Jail, Majuli	1323	Majuli	No data found
9.	Gibbon Conservation Centre	1311	Jorhat	No enrollment from 2014-15 to 2019-20

10.	North East Institute of Management Science, Jorhat	1313	Jorhat	No enrollment from 2014-15 to 2019-20
11.	Assam Institute of Advanced Studies, Guwahati	1506	Guwahati, Kamrup (M)	Could not locate the SC
12.	Technosys, Guwahati	1522	Guwahati, Kamrup (M)	Could not locate the SC
13.	Vintage Academy of IT and Management Studies, Guwahati	1544	Guwahati, Kamrup (M)	Could not locate the SC
14.	Assam Shikshak Prashikshan Mahavidyalaya	1546	Kamrup (M)	No enrollment from 2014-15 to 2019-20
15.	Don Bosco Youth Mission and ES	1526	Kamrup (M)	No enrollment from 2014-15 to 2019-20
16.	Multibrain Computer and Institute	1527	Kamrup (M)	No enrollment from 2014-15 to 2019-20
17.	Institute of Rural Management	1530	Kamrup (M)	No enrollment from 2014-15 to 2019-20
18.	Sterling Security Enterprise	1531	Kamrup (M)	No enrollment from 2014-15 to 2019-20
19.	NAPS College	1536	Kamrup (M)	No enrollment from 2014-15 to 2019-20
20.	Sun Infosys, Guwahati	1542	Guwahati, Kamrup (M)	Could not locate the SC
21.	Bajali College, Pathsala	128	Pathsala, Barpeta	Coordinator could not be contacted
22.	Madhya Bajali Junior College, Jalah	129	Jalah, Barpeta	Coordinator could not be contacted
23.	Luitparia College, Kalaidia	131	Kalaidia, Barpeta	Could not locate the SC



If required, repeat visits may be made to the eight Study Centres which could not be located, found closed or could not be contacted. Few additional Study Centres were also identified by the Monitoring Officers which are not in the list of study centres. Six of the Study Centres have been visited and the reports are also submitted. Two of them could not be located. The list is as follows:

Sl. No.	Name of the Study Centre	Code	District	Remarks
1.	Orang Higher Secondary School	2706	Udalguri	Visited
2.	Satish Baruah Junior Girls College	1917	Lakhimpur	Visited
3.	Matriz College	1551	Kamrup (M)	Visited
4.	UBPs Centre	1562	Kamrup (M)	Visited
5.	ICT Enabled KKHSOU Study Centre, Guwahati	1564	Guwahati, Kamrup (M)	Could not locate the SC
6.	Global Academy, Guwahati	1535	Guwahati, Kamrup (M)	Could not locate the SC
7.	BBK College	135	Barpeta	Visited
8.	Anandapuram	2215	Nalbari	Visited

## 16. Training Programme on “Internal Customer Satisfaction and Quality Service” for the Grade III staff of KKHSOU:

A Training Programme on –Internal Customer Satisfaction and Quality Service for

the Grade III Employees of the University was organized by the Centre for Internal Quality Assurance on two phases viz. on 6/02/2020 and 7/02/2020 each at the Conference Hall, KKHSOU, Housefed Complex.

The Resource Person for the Programme was Sri. Sanjeeb Kakati, Honorary Director, Third Eye Education Pvt. Ltd., Guwahati.

The Programme was attended by 18 and 21 no. of participants on 06/02/2020 and 07/02/2020 respectively.

At the end of the programme, a Form was administered for receiving the feedback of the participants and measuring the effectiveness of the Training Programme.

**(Report is attached in Annexure XIV)**

## **17. Training Programme for the Grade IV staff of KKHSOU on “Internal Customer Satisfaction and Quality Service”:**

CIQA organized training programmes in two Phases in the month of January, 2020 for the Grade IV staff of KKHSOU on “**Internal Customer Satisfaction and Quality Service**”. Sri Sanjeeb Kakati, Hony. Director, Third Eye Education Pvt. Ltd., Guwahati and Hony. Consultant, Assam Productivity Council, Tinsukia conducted the two short term training programme in two phases at the Conference Hall of KKHSOU. **(Report in Annexure XV)**

## **18. Collection of Inputs for preparing SWOC of the University:**

The University needs to write a Brief Note on Strengths, Weaknesses, Opportunities and Challenges (SWOC) in respect of the Institution in partial fulfillment of NAAC A & A requirements. In the training programmes conducted by CIQA in the last few months, the framework has been discussed. However, in order to prepare a comprehensive list encompassing views of all concerned, we requested all the faculty CIQA on or before 26<sup>th</sup> February, 2020. While preparing the list they considered



aspects like Human Resources of KKHSOU; sources and uses of funds of KKHSOU (Economic); Environmental, Legal and Regulation related aspects; Political and Social factors; Technological aspects etc. While Strengths and Weaknesses are internal to the University; the Opportunities and Challenges are normally in respect of external environment members, officers and staff to reflect on the SWOC of KKHSOU and submit a list to.

## 19. SLM Audit:

### **Modalities and Selection of SLM Units**

In partial requirement of CIQA Annual Action Plan, 2019-2020, CIQA organised SLM Audit as per UGC guidelines. At the initiative of CIQA, a SLM Audit Committee was formed by the University in 2018. The 3<sup>rd</sup> meeting of SLM Audit Committee of Krishna Kanta Handiqui State Open University was held on 27<sup>th</sup> June, 2019. The Meeting decided that in 2019 also the same instruments be administered for SLM Audit (Phase-I, Phase-II & Phase-III) by deploying similar pattern of random allocation of SLM Units to internal SLM Auditors of the university. With the same exercise and modalities being repeated in this year also, the University would be able to have audit data for about 30 SLM units. 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.

The meeting resolved that the following phases be attempted by CIQA in 2019-20:

- a) **Phase-I:** The SLM of 1<sup>st</sup> paper 2<sup>nd</sup> unit of 1<sup>st</sup> & 2<sup>nd</sup> Semesters of Five (5) UG programmes viz. Bachelor of Business Administration (BBA), Bachelor of Commerce (B.Com), Bachelor of Arts in Journalism and Mass Communication, Bachelor of Arts in History, Bachelor of Arts in Political Science. (SLM units: 5x2= 10)
- b) **Phase-II:** The SLM of 1<sup>st</sup> paper 2<sup>nd</sup> unit of 1<sup>st</sup> & 2<sup>nd</sup> Semesters of Four (4) PG programmes viz. Master of Business Administration (MBA), Master of Commerce (M.Com), Master of Political Science, Master of Sociology. However in order to have 10 nos of units the committee suggested taking the 2<sup>nd</sup> unit of 1<sup>st</sup> paper of 3<sup>rd</sup> & 4<sup>th</sup> Semester of MBA Programme in view of non

availability of ready SLM of MA in Economics. (SLM units: 5x2=10)

- c) Phase-III: The SLM of 2<sup>nd</sup> unit of 1<sup>st</sup> paper of the 3<sup>rd</sup> & 4<sup>th</sup> Semester of the following programmes namely Bachelor of Arts in Assamese, Bachelor of Arts English, Bachelor of Arts in Economics, Bachelor of Arts Education, Bachelor of Arts in Computer Application. (SLM units: 10)

### Conduct of the Exercise:

CIQA conducted the exercise on SLM Audit in three phases (Phase-I, Phase-II & Phase-III). For conducting the 1<sup>st</sup> Phase of the SLM Audit, under the overall guidance of CIQA Committee formed by the University, the CIQA requested 5 Faculty members of different departments to make available on 22<sup>nd</sup> July, 2019 at CIQA Office, Housefed Complex. For the 2<sup>nd</sup> and 3<sup>rd</sup> Phases of SLM Audit the CIQA Office invited 10 faculty members from different departments of our University to extend their service on 23<sup>rd</sup> & 24<sup>th</sup> September, 2019 at CIQA Office, Housefed Complex. CIQA provided them the necessary documents on the respective dates.

The Checklist data were arranged in pertinent tables and then were interpreted and analyzed through Percentage. The summary findings from the three phases are as follows. The figure for the year 2018 is also mentioned.

S I N o	Programme	No of Units	Score in 2019	Score in 2018
1	Under Graduate 1 <sup>st</sup> & 2 <sup>nd</sup> Semester	10	3.9	3.86
2	UG Programme 3 <sup>rd</sup> & 4 <sup>th</sup> Semester	10	2.11	<b>Not Applicable as it is notconducted</b>
3	<b>PG Programme</b>	<b>10</b>	<b>1.9</b>	<b>3.59</b> <b>KKHSOU(4 units) -</b> <b>3.82VIKAS (6 units) –</b> <b>3.41</b>

- The results are based on the identified eight attributes on a five point scale and compliance to ten attributes in dichotomous terms (Yes/No)
- The data shown that in some cases the ‘\_References at the end’ attribute’s score is low, 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 score shows low in one area viz. namely ‘\_Glossary section includes explanation of technical, new and difficult words’.

**The Data Sheet is presented in Annexure XVI**

#### **Future Action:**

- The SLM Audit Committee meeting held on 11<sup>th</sup> December, 2019 decided that the same instruments be administered for SLM Audit of Assamese Translation in the Year 2020-21 by deploying similar pattern of random allocation of Assamese SLM Units to internal SLM Auditors of the university.
- With the same exercise being repeated the University would be able to have audit data for about 30 SLM units in the next year also. The findings of the audit data after compilation need to be shared by CIQA with faculty and concerned officers.
- The meeting resolved that the Phase-IV of SLM Audit may be attempted by CIQA in 2019-20 by developing a system of sending one course having 2 Blocks for review by outside experts from STRIDE, IGNOU for blind review of the course.

## **20. Programme Effectiveness Research:**

In view of the UGC ODL Guidelines in the relevant Clause 8 and Annexure 1, CIQA proposed to conduct Programme Effectiveness Research (PER) for the UGC recognized programmes. Accordingly the University formed a Committee for conducting Programme Effectiveness Research (PER), vide Ref No: *KKHSOU/CIQA/81/2009/123 dated 22- 02-19*. The Committee in its 1<sup>st</sup> Meeting held on 12<sup>th</sup> March, 2019 decided to conduct PER for the 3 PG Programmes in the first phase. Accordingly the office of Dean (Academic) nominated the Programme Co-ordinators for the 3 PG Programme namely Master of Administration (MBA), Political Science and English, who will assist CIQA in conducting the PER.

The Committee Meeting held on 12<sup>th</sup> March, 2019 also resolved about the modalities. As a Co-ordinator of the PER, they are requested to collect and compare programme structure of other State Universities (minimum 3nos and IGNOU). While conducting the comparative study of the programme structure, they would look in to the details of design of the programme and its constituent courses, their coverage, assignments, support services etc.

CIQA is collecting a learner's feedback from the learners of these particular programmes. Accordingly, a questionnaire was released in University website in Google form. However, because of technical problems we have not received much response. We have received 26 nos of responses in the Programme of MBA, 40 nos in the Programme of Political Science and only 14 nos in the PG Programme in English so far. After completing the above two exercises we shall organize a review meeting for assessing effectiveness.

## **21. 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.

The 7<sup>th</sup> Meeting of CIQA Committee urged that university wide approach is required as regards the following,

- i) Documentation
- ii) Reaching out to the learners
- iii) Establishing learner contact
- iv) Strengthening Alumni Network

CIQA should initiate necessary measures along with coordination in various activities related with NAAC, UGC and AISHE so that university wide approach is maintained.

## 22. Future Plan:

The activities of CIQA for the year 2019-20 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. The activities of CIQA made an impact on improving the quality of administrative processes. In view of the experiences of 2019-20, an Action Plan for the year 2020-21 has also been formulated and approved by CIQA Committee towards implementation.

CIQA will have to undertake additional activities for NAAC Assessment & Accreditation in the year 2020-21.

\*\*\*



# 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

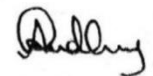
Date: 01-12-17

### 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 23<sup>rd</sup> 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  
W  
04/12/17  
04/12/17

**Month-wise Action Plan for CIOA****Jan 2019 to March 2020**

<b>Month</b>	<b>Activities</b>
January 2019	<ul style="list-style-type: none"> <li>• Preparation of Programme Guide</li> <li>• Solicitation of proposals from KKHSOU faculty regarding Programme effectiveness research which may be awarded as Minor Research Project</li> <li>• Examination Monitoring</li> </ul>
February 2019	<ul style="list-style-type: none"> <li>• Preparation of SLM Guidelines for SLM writers</li> <li>• Training Programme for Grade IV staff of KKHSOU</li> <li>• Examination Monitoring</li> </ul>
March 2019	<ul style="list-style-type: none"> <li>• Preparation of SLM Guidelines for Content Editors</li> <li>• Stakeholders' Meeting- Upper Assam</li> </ul>
April 2019	<ul style="list-style-type: none"> <li>• Submission of CIQA Report to UGC for the year 2018-19</li> <li>• Workshop for Faculty Members of KKHSOU on Time Management/Stress Management/ Behavioral Management</li> <li>• Report on Statistical Profile of KKHSOU</li> </ul>
May 2019	<ul style="list-style-type: none"> <li>• SLM Audit Phase I</li> <li>• Meeting of CIQA Committee</li> </ul>
June 2019	<ul style="list-style-type: none"> <li>• SLM Audit Phase II</li> <li>• Training Programme for Officers</li> </ul>
July 2019	<ul style="list-style-type: none"> <li>• SLM Audit Phase III</li> <li>• Expectation Survey from the Learners (repeating the 2018 exercise)</li> <li>• Examination Monitoring</li> </ul>
August 2019	<ul style="list-style-type: none"> <li>• Stakeholders' Meeting-Barak Valley</li> <li>• SLM Audit Phase IV</li> <li>• Examination Monitoring</li> </ul>



September 2019	<ul style="list-style-type: none"> <li>• Training Programme for Grade III Staff</li> <li>• Preparation of SLM Audit Report and circulate the report among the concerned for compliance</li> <li>• Interactive Session on Quality Benchmark and Standardization</li> </ul>
October 2019	<ul style="list-style-type: none"> <li>• Administering Feedback Survey among Teaching and Non-teaching Staff of KKHSOU (Repeating the 2018 exercise)</li> <li>• SLM Writers/Content Editors Workshop - 1</li> <li>• CIQA Committee Meeting</li> </ul>
November 2019	<ul style="list-style-type: none"> <li>• Stakeholders' Meeting- Lower Assam</li> <li>• SLM Writers/ Content Editors Workshop - 2</li> <li>• Interactive Session on Creativity &amp; Innovation</li> </ul>
December 2019	<ul style="list-style-type: none"> <li>• SLM Writers/ Content Editors Workshop - 3</li> <li>• Interactive Session on Emerging Trends in research on open education</li> </ul>
January 2020	<ul style="list-style-type: none"> <li>• Preparation of Statistical Profile of KKHSOU</li> <li>• SLM Writers/ Content Editors Workshop - 4</li> </ul>
February 2020	<ul style="list-style-type: none"> <li>• Preparation of Statistical Profile of KKHSOU</li> <li>• Interactive Session on augmentation of ICT facilities</li> </ul>
March 2020	<ul style="list-style-type: none"> <li>• Preparation of Annual Report of CIQA</li> <li>• Preparation of CIQA Action Plan for the year 2020-21</li> </ul>

\*\*\*





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

*Special Drive for Examination Monitoring on 17/03/2019*

**Summary Statement from EMO Reports**

<i>Sl. No.</i>	<i>Name of Examination Centre</i>	<i>Programme(s)</i>	<i>Date of Visit</i>	<i>No of Visit(s)</i>	<i>Unfair Means Reported</i>	<i>Disciplinary Action Taken</i>	<i>Indicative Remark</i>
1	Chaygaon College	UG	17-03-2019	1	Yes	Yes	
2	Mankachar College	UG/PG	17-03-2019	1	Yes	No	<i>Seized materials were collected with signature of candidates</i>
3	DKD College	UG/PG	17-03-2019	1	Yes	Yes	
4	KRB Girls College	UG	17-03-2019	1	No	No	
5	KH Saikia College	UG/PG	17-03-2019	1	Yes	Yes	<i>Unfair means were negligible</i>
6	MS Girls College	UG	17-03-2019	1	Yes	Yes	



7	Rukasen College	UG	17-03- 2019	1	Yes	Yes	
8	Jawaharlal Nehru College	UG/PG	17-03- 2019	1	Yes	Yes	
9	Majuli College	UG/PG	17-03- 2019	1	No	No	
10	Moran College	UG	17-03- 2019	1	Yes	No	<i>Unfair means were negligible</i>
11	Haji Anfar Ali College	UG	17-03- 2019	1	Yes	Yes	<i>Unfair means were negligible. Only 1 candidate was given warning</i>
12	Sibsagar Commerce College	UG/PG/Diploma	17-03- 2019	1	Yes	Yes	
13	Tihu College	UG	17-03- 2019	1	No	No	
14	Science College, Kokrajhar	UG/PG	17-03- 2019	1	Yes	Yes	
15	Dispur College	UG/PG	17-03- 2019	1	No	No	
16	Sonitpur Polytechnique	UG	17-03- 2019	1	No	No	
17	Janata College	UG	17-03- 2019	1	No	No	



18	Nehru College	UG	17-03- 2019	1	No	No	
19	BB Kishan College	UG	17-03- 2019	1	Yes	No	<i>Unfair means were moderate</i>
20	Rangapara College	UG	17-03- 2019	1	Yes	Yes	<i>Unfair means were negligible</i>
21	Furkating College	UG	17-03- 2019	1	Yes	Yes	
22	Sarupathar College	UG	17-03- 2019	1	Yes	Yes	
23	JDSG College	UG	17-03- 2019	1	No	No	
24	Haflong Govt. College	UG/PG	17-03- 2019	1	No	No	
25	BLB College	UG	17-03- 2019	1	Yes	Yes	
26	Barama College	UG	17-03- 2019	1	Yes	Yes	<i>Unfair means were negligible</i>
27	Hatidhura College	UG	17-03- 2019	1	No	No	
28	Tinsukia College	UG/PG/Diploma	17-03- 2019	1	Yes	Yes	
29	Margherita College	UG	17-03- 2019	1	No	No	
30	Bengtol College	UG	31-03- 2019	1	No	No	



***Summary Statistics:***

- i) Total no. of Examination Centres visited: 30*
- ii) Total no. of visits conducted by EMOs: 30*
- iii) No. of cases where unfair means were reported: 18*
- iv) No. of cases where disciplinary actions were taken: 15*

***Comment:***

*Though unfair means were reported in 18 out of 30 study centres, it has been observed that there was no major case of unfair means except on 5 centres i.e Tinsukia College, Sarupathar College, Furkating College, Kokrajhar Science College and Rukasen College where 1, 6, 10, 4 and 3 nos. of learners respectively were expelled. In most of the cases adoption of unfair means were negligible.*

\*\*\*\*\*



## **A Report on Stakeholders' Meeting 2019**

*Date: 6<sup>th</sup> April, 2019*

*Time: 10:30 AM to 1:35 PM*

*Venue: DCB Girls' College*



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



## 1. Introduction

In order to improve the quality of functioning of the University, feedback of the Stakeholders is essential. This effort also helps in meeting the requirements of UGC guidelines and the forthcoming NAAC Assessment and Accreditation. In order to fulfill the partial requirements of CIQA Action Plan, a Stakeholders Meeting was organised on 6<sup>th</sup> April, 2019 at DCB Girls College from 10:30 AM to 1:35 PM. The agenda of the meeting is attached herewith.

## 2. Attendance

The meeting was attended by 45 registered participants. The breakups of participants are as follows:

Sl. No.	Category	Number(s)
1	Centre-in-charge	2
2	Coordinators	4
3	Asstt. Coordinator	1
4	Counsellors	14
5	Content Writer	1
6	Examiners	3
7	Learners	14
8	Alumni	3
9	<b>Others</b>	<b>3</b>

## 3. Inauguration

The workshop was inaugurated with a brief speech from Prof. N.N. Sarma, Director (CIQA), Dr. Rahul S. Mazumdar, Dean (Academic) and Chief Guest, Dr. Jinammoni Bhuyan (Dowerah), Principal of DCB Girls' College. Dr. Bhuyan in her speech highlighted about the role of ODL in view of the evolution of ODL system. The session was moderated by Ms. Dopati Choudhury, Administrative Officer, CIQA.



#### **4. Base Paper**

As stated in the agenda, a Base Paper was presented (placed in this report) by the Director (CIQA), highlighting the questions for discussion and debate based on the perspectives. The Base Paper was circulated along with the Invitation Letter. In response to the Base Paper, the CIQA of KKHSOU has received written submissions from the following:

- i. Dr. Pranab Barua, Coordinator, JB College, Jorhat
- ii. Dr. Madhusmita Baruah Changkakati, Examiner, Bahona College, Jorhat
- iii. Mr. Pallab Baruah, Examiner and Mr. Bhadrakanta Gohain, Counsellor, Sarbodaya College, Jorhat
- iv. Mr. Rupjyoti Dutta, Alumni, KKHSOU

The written submission of Dr. Pranab Baruah who could not make the presentation, is placed at the report.

#### **5. Discussion and Suggestions**

The meeting discussed various issues as raised in the Base paper. There were representative participation from Centre-in-charge, Coordinators, Content Writers, Counsellors, Examiners, Learners and Alumni. The gist of the discussion is presented below. The discussion session was moderated by Dean (Academic) and Director (CIQA). Item wise contents and clarifications were provided by the moderators as may be applicable.

- : The Academic content of KKHSOU programmes is good. However, there is scope to make it learner friendly.
- : In order to improve Learner engagement, CDs on yoga, communication, skill development, etc. may be provided by the University.
- : Programme guide is an essential requirement.
- : The initiative of examination reforms may be continued.
- : Awareness and publicity of the programmes need to be strengthened for increasing admission, highlighting the equivalent aspects of KKHSOU programmes with other conventional Universities.



- : The University has helped the women of the state in availing higher education. The effort of the University in reaching the jail inmates was also appreciated.
- : Assignments should be administered along with SLM.
- : E-counselling, E-SLM, E-class, video conferencing etc. - whatever facilities (ICT enabled) the University is having, needs to be communicated to the target learners.

## **6. Valediction**

After discussion on various items, the meeting was concluded with a vote of thanks by Sri. Geetam Misra, Assistant Regional Director, Jorhat Regional Centre.

## **7. Follow-up Action of Stakeholders Meeting**

- : In the Officers Meeting of KKHSOU held on 08/04/2019, the Director (CIQA) briefed the members about strengthening the awareness and publicity of KKHSOU by highlighting the equivalent status.
- : The written submission of Dr. Pranab Baruah was forwarded to the Dean (Academic) and the Controller of Examinations for their kind consideration.
- : Programme Guides are being developed.

\*\*\*\*\*





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

**Stakeholders' Meeting**

**Date:** 06.04.2019

**Time:** 10:30 AM to 1:35 PM

**Venue:** Conference Hall, Devicharan Barua Girls College  
AT Road, Jorhat, Assam, Pin-785001

**Agenda**

TIME	PROGRAMME
9:30AM-10:30AM	Breakfast and Registration
10:30 AM-11:00 AM	Inauguration (With brief speech from Registrar, Dean (Academic), Director CIQA and Principal, DCB Girls College as Chief Guest; session to be moderated by Administrative Officer, CIQA, KKHSOU)
11:00 AM -11:30 AM	Rationale, Perspectives and Expectations from Stakeholders - a presentation by Prof. N.N.Sarma, Director, CIQA, KKHSOU
11:30AM-11:45AM	Tea Break
11:45 AM-1:15 PM	Stakeholders' perspectives- Representative Views from Stakeholders- Session to be moderated by Dean (Academic) and Director (CIQA)
1:15 PM-1:30 PM	Concluding remarks by Director, CIQA, KKHSOU
1:30 PM-1:35 PM	Vote of Thanks (Shri Geetam Mishra, ARD, Jorhat Regional Centre, Jorhat)



# **Centre for Internal Quality Assurance (CIQA)**

---

**BASE PAPER  
FOR  
STAKEHOLDERS' MEETING**

---

**Date: April 6, 2019**

**Venue: DCB Girls College, Jorhat**



**Krishna Kanta Handiqui State Open University  
Guwahati, Assam**



## **Introduction and rationale for the stakeholders' meeting and brainstorming session**

The UGC Notifications of 2017 (23-06-2017) has clearly spelt out the requirements for imparting quality education by the institutions engaged in education through ODL mode. The Clause 8 and Annexure 1 of the Notification, mandated for establishment of Centre for International Quality Assurance. One of the functions of CIQA is to ensure participation of all stakeholders namely, learners, teachers, staff, parents, society and employers and Government in quality improvement processes.

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 keynote address of Prof Asha Kanwar, President and CEO of Commonwealth of Learning, Vancouver, Canada was very enriching for the audience in the Conference 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. In today's meeting of the stakeholders, we may discuss some of the perspectives she presented in the Keynote Address of the Conference. Based on the perspectives, corresponding questions have been raised in this Base Paper so that the discussion in the meeting remains focussed.

### **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. Social disparities seem to be higher in India than among other Asian counterparts.



## Perspective 2: Goals and objectives of Learning

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
- ii. **Social inclusion:** Social inclusion implies women empowerment and uplift, entrepreneurship and mainstreaming
- iii. **Environmental conservation:** Environmental sustainability is a central concern for all of us

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.

## Perspective 3: Use of Open Educational Resources

Openness is an evolving concept and the three aspects of openness are interrelated and can be described as access, content and technology. There are millions of pages of open content available on the web. The rise of OER will encourage the student to be a producer rather than simply the consumer of content.



#### **Perspective 4: Reducing dropout and improving learner engagement**

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, which may result in reduction of dropouts. 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.

#### **Agenda for Discussion in the Stakeholders' Meeting:**

We may discuss the perspectives and corresponding questions as outlined below for having a structured discussion. The University has revamped plans for examination monitoring, 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.

#### **Questions:**

- How can the KKHSOU programmes contribute towards economic growth, social inclusion and environmental conservation in respect of learning?
- How can we extend the reach of KKHSOU to cover more people and places by adopting effective methods and ideas?
- How 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?
- Do our programmes have the academic content and the skills required for livelihoods?



- How can we decrease the high dropout rates?
- 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?

\*\*\*\*



*Submitted by:*

*Dr. Pranab Barua,*

*Coordinator, JB College, Jorhat*

**Issue-1**

**Title:** course change (from old to new)

**Description:** In KKHSOU different courses are changed in different times and as a consequence two learner enrolled in same year might have one **old** course subject and other **new** course subject causing ambiguity even at the time of examination. We had that experience in one examination one learner enrolled in 2017 is searching for old course paper but his course (subject) mate enrolled in same year is searching for new course paper. Further for dispatching the answer scripts two different packets are required for Old course and New course so it needs utmost sincerity so that no discrepancy takes place. Because, it might lead to result related problem of the learner.

**Remedies:** Course change should be uniform for all the courses so that simply looking at the enrolment number it can be said that whether a learner is of old course or of new course.

**Issue-2**

**Title:** Dispatch of attendance sheet of examination

**Description:** Recently KKHSOU exams are held centrally and admit cards (offline) are sent to the exam centre. So many of the times any discrepancy in the admit card are found in the exam hall only because details of learners of other study centre are not known in the exam centre.

**Remedies:** The soft copy of the attendance sheet may be mailed to all the **study centres** in advance so that every coordinator may check the status of learners enrolled in the study centre and any discrepancy noticed can be addressed smoothly.

**Issue-3**

**Title:** Date in attendance sheet of examination

**Description:** We had one example- one learner appeared in elective Assamese scheduled in the next date but that learner had cultural studies scheduled on previous date due to overlook of



invigilator the incident took place. As per attendance sheet her signature was there for all the subjects but when result was declared she was declared absent in Cultural studies.

**Remedies:** The attendance sheet may contain date scheduled for all earners so that the invigilator can easily check whether any learner has exam on that date or not.

The present layout of attendance sheet is

Name: X

Enrolment No. XXXXXX

Course one code: A    Course two code: B    Course three code: C

The suggested layout of attendance sheet is

Name: X

Enrolment No. XXXXXX

Course one code: A    Course two code: B    Course three code: C

Date 20/12/2019    Date 24/12/2019    Date 28/12/2019

\*\*\*\*



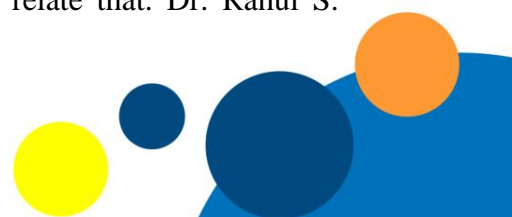


**Centre for Internal Quality Assurance (CIQA)  
Krishna Kanta Handiqui State Open University  
City Office, Housefed Complex, Guwahati- 06**

**A Report on the Training Programme conducted for the Multi-Tasking Staff  
(Second Phase)**

For developing the soft skills like team work, interpersonal skills and communication skills of the multi-tasking staff of the University, a training programme for the remaining uncovered Grade IV staff of our university was conducted on 25th April, 2019 (second phase) by the CIQA Office in the Conference Hall, City Office, Housefed Complex. It was attended by 16 numbers of staff of the University. Dr. Debabrata Sarma, Former Faculty, IIBM was invited as the Resource Person for the second phase also. The training dealt with skills required for team work and developing interpersonal skills. A feedback questionnaire was distributed among the participants for measuring the overall effectiveness and their comments regarding the programme.

Dr. Dibyajyoti Mahanta, Dean (Study Centre), Dr. Bhabaranjan Sarma, Controller of Examinations, Dr. Rahul S. Mazumdar, Dean (Academic) were present as the guest of honour in the inauguration. The inauguration session started with a welcome speech by Prof. N.N.Sarma, Director (CIQA). He informed about the motive of organising such a training programme for the staff of the University. 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. After that Sri Debabrata Sarma was warmly welcomed and honoured with a gamosa by Dr. Dibyajyoti Mahanta, Dean (Study Centre), KKHSOU. The Dean (Study Centre) of the University spoke about the importance of the multi-tasking staff of an Institution and showed gratification for conducting this kind of training programme. Dr. Bhabaranjan Sarmah, Controller of Examinations, motivated everyone by stating that how an average person can do above average deeds and accomplishes great tasks. He gave a few examples in order to relate that. Dr. Rahul S.



Mazumdar, Dear (Academic) addressed the trainees and wished that the knowledge and information gained from this training programme would meet their expectations. He also requested CIQA office to organize some relevant training programme at regular intervals.

The inauguration session ended and Sri Debabrata Sarma was handed over the platform and was requested to carry forward the 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. After the lunch break, a group activity was given to each of the divided groups in order to develop some team spirit. The participants were divided into four groups and a task was given to each group. They were given KKHSOU related topics viz. Positive points & Negative points about the University, History, Objectives & Activities, What role we can play to develop the University, as per our understanding, what –changes are necessary in the University. 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.

In the valedictory session, Director (CIQA) requested the trainees to share their experiences regarding training programme. It was found that there was a very positive response on the part of the participants. It was apparent that the arrangement made by CIQA for the conduct of training programme could satisfy the grade IV staff. The participants requested CIQA office to organize some relevant training programme at regular intervals. 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.



A feedback form was administered, which was collected in the afternoon session. The responses in the feedback form indicated that the programme was well received and was found beneficial by the participants.

\*\*\*\*

*The Session Plan and Feedback Questionnaire for both the phases are attached herewith*



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

**Training Programme on Soft Skill**

**Date:** 18<sup>th</sup> February & 25<sup>th</sup> April, 2019

**Time:** 10:30 AM to 4:30 PM

**Venue:** Conference Hall, City Office, Housefed Complex, Dispur

**Session Plan**

TIME	PROGRAMME
10:00 AM - 10:30 AM	Registration
10:30 AM – 11:15 AM	Inauguration
11:15 AM – 11:30 AM	Tea Break
11:30 AM– 1:30 PM	Communication Skill and Listening Skill
1:30 PM – 2:15 PM	Lunch
2:15 PM – 3:45 PM	Team Work and Developing Interpersonal Skills
3:45 PM – 4:30 PM	Feedback and Valediction



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

**Feedback Form for Training Programme**

**Date:** 18<sup>th</sup> February & 25<sup>th</sup> April, 2019

**Time:** 10:30 AM to 4:30 PM

**Venue:** Conference Hall, 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?

.....

5. Your comments and suggestions regarding future training programmes to be conducted by

CIQA for the Grade IV staff members of KKHSOU.

.....

.....

Name & Signature (*optional*)



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

**Feedback Report on Current learners of KKHSOU**

**1. Introduction:**

For the current learners of different programmes of KKHSOU, an online survey instrument was administered to elicit responses regarding their satisfaction to the services provided by KKHSOU and the challenges faced by the learners during the course of their study. The survey instrument was developed in two parts.

In the Part-I, there were two sections namely General and Specific. In the general section 3 questions were included and in specific section 4 questions are included to eliciting response from the learners of KKHSOU regarding counseling sessions and radio programme and the reason of joining the academic programme in terms of a 3 point agreement scale.

In the specific section, 6 statements were also administered to extract response on the learners' satisfaction level regarding SLM, Library facilities, Audio-Visual facilities, ICT facilities in the study centre etc. in terms of a four point scale from -highly satisfied to -not satisfied.

In the Part-II, 6 questions were included regarding the problems faced by learners in addition to one open ended question seeking suggestions to improve the effectiveness of the programme.

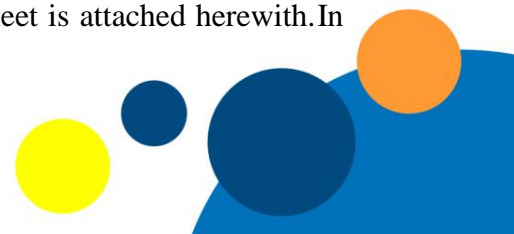
: The questionnaire is attached in this report

**2. The Response Rate:**

: The survey instrument in the form of a questionnaire was administered through online mode on learners of KKHSOU.

: The respondents submitted the filled in questionnaire in the Google form.

: 437 nos of responses were received as shown in the Data Sheet is attached herewith. In



some items, responses were missing which was highly insignificant in terms of capturing the overall responses on various aspects. Out of 437nos of respondents 257nos of respondents were male and 180nos of respondents were female, 198nos of respondents were employed.

### **3. Attribute-wise findings:**

: KKHSOU Programme meeting the expectations of the learners:

(53.2% of the respondents feel that the programmes of the university met the expectations of the learners to a great extent, 35.2% feel that the programmes met their expectation to some extent)

: Attending Counseling Session:

(40.9% respondents attended the counseling sessions regularly, 39.3% respondents attended occasionally and 19.8% never attended the counseling sessions)

: Usefulness of Counseling Session:

(74.5% of the respondents agreed that the counseling sessions were very useful for the learners)

: Listen to \_Gyan Taranga\_(Community Radio):

(Only 14.2% respondents have listened to our Community Radio regularly and 54.7% respondents never listen to \_Gyan Taranga')

: Listen to \_Phone in programme' and \_Ekalabya' broadcast by All India radio Guwahati and Dibrugarh:

(Only 11.1% respondents have listened the programme and 58.6% have never listened the programme)

: Timely dispatch of Self Learning materials(SLM):

(It has been observed that 59.6% of the respondents express satisfaction on timely dispatch of Self Learning materials (SLM))

: Quality of Study Materials:

(A majority, more than 92%, of the respondents felt highly satisfied with the quality of study materials of our university)

: Access to Library facilities in respective study centre:

(54% respondents agreed that the access to library facilities in their respective study centres was satisfying)

: Use of Audio-Visual materials at Study Centre:

(A majority of the respondents commented that use of Audio-Visual materials at the respective study centres was not satisfying)



: Help from Coordinator and staff regarding learner support services of the study centre:

(Respondents expressed high degree of satisfaction, 86% responses were marked highly satisfied to satisfied)

: The ICT facilities provided by the study centre:

(There were mixed responses regarding degree of satisfaction in this area. However, 52.3% responses marked satisfied.

#### **4. Findings from Part-II of the Questionnaire regarding challenges faced by the learners:**

: When asked about whether high distance from home to study centre is a challenge for them, 50.2 % agreed that statement, 28.7% respondents neither agreed nor disagreed the statement but 21.1% disagreed the statement.

: When asked the learners, whether they faced acute financial problem to pursue the programme, 42.7% respondents stated that they faced financial problem to pursue the programme and 23.1% of the respondents disagreed the statement.

: Only 29.1% of respondents agreed that unfavorable learning environment at home is a major challenge for them, but 39.7% of respondents disagreed the statement

: When asked about whether the study materials are difficult to understand, 46.7% of the respondents have expressed that they have not found any difficulty in understanding the study materials.

: The learners are very satisfied with their course materials as 52% of them says that the course materials are appropriate, for 19% it is not appropriate.

: When asked the learners, whether they get the information circulation regarding programme related matters on time, only 36.9% indicated favourably and 33.1% stated that they did not receive the information on time.

#### **5. Additional comments:**

The responses to the open ended question are generic and indicative (not explicit for categorisation). However some of them are stated below to make some indication.





- i) BA course content is very large, 2 blocks of each subject, 15 units per subjects. I feel pressure whenever I prepare myself for exam.
- ii) Examination centres need to be allowed to learners in their own study centres
- iii) Till now for me it is very good.
- iv) SLM should have more examples.

## **6. Important Findings and possible scope for intervention:**

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

- i) Usefulness of Counselling Sessions (74.5% responses marked yes)
- ii) Timely dispatch of Self Learning Materials (81.9% responses marked satisfied to highly satisfied)
- iii) Quality of self learning material (92% responses marked satisfied to highly satisfied )
- iv) Help from Coordinator and staff regarding learner support services of the study centre (86.3% responses marked satisfied to highly satisfied)
- v) The ICT facilities provided by the study centre (62.1% responses marked satisfied to highly satisfied)

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

- i) KKHSOU Programme met the expectations of the learners (53.2% responses marked to great extent)
- ii) Attending Counseling Sessions (40.9% responses marked to great extent)
- iii) Access to Library facilities in the respective Study Centres (55% responses marked highly satisfied to satisfied)
- iv) Use of Audio-Visual facilities in the study centre (45% responses marked highly satisfied to satisfied)

: The responses of the learners were not at all encouraging (below 40% responses expressed satisfaction) as regards the following areas



- i) Listen to our ‘Gyan Taranga’(Community Radio) (only 14.2% responses were marked as regularly)
- ii) Listen to ‘Phone in programme’ and ‘Ekalabya’ broadcast by All India radio Guwahati and Dibrugarh (only 11.1% responses were marked as regularly)

**7. Strong areas of the as indicated from the responses of the survey:**

- i) Counselling Sessions
- ii) Dispatch of Self Learning Materials
- iii) Quality of self learning material
- iv) Help from Coordinator and staff regarding learner support services of the study centre
- v) The ICT facilities provided by the study centre

**8. Weak areas of the as indicated from the responses of the survey:**

The Learners have expressed their disagreement and indecisiveness which may be inferred as some kind of negative feedback. In this regard the University needs to consider seriously how to encourage the learners to listen to our Community Radio, Phone-in programmes and Ekalabya.

**9.** We hope that the survey findings would help in reflecting the existing managerial practices and making necessary intervention in the areas as may be deemed appropriate.

\*\*\*\*



## Satisfaction level of Learners on service received from KKHSOU

Attributes	To great extent	n	s %	ce	To some K	H %U	Uncert	%	No , no tat all	%
KKHSOU Programme met the expectations of the learners	233		53.2		154	35.2	14	3.20	33	7.6
	<b>Regularly</b>		<b>%</b>		<b>Occasionally</b>	<b>%</b>	<b>Never</b>	<b>%</b>		
Attending Counseling Session	179		40.9		172	39.3	87	19.8		
	<b>Yes</b>		<b>%</b>		<b>No</b>	<b>%</b>	<b>No Comment</b>	<b>%</b>		
Usefulness of Counseling Sessions	326		74.5		19	4.34	92	21.1		
	<b>Regularly</b>		<b>%</b>		<b>Occasionally</b>	<b>%</b>	<b>Never</b>	<b>%</b>		



Listen to our ‘Gyan Taranga’(Comm unity Radio)	62	14.2	136	31.1	239	54.7		
Listen to ‘Phone in programme’ and ‘Ekalabya’ broadcast by All India radio Guwahati and Dibrugarh	48	11.1	132	30.3	256	58.6		
	<b>Highly Satisfied</b>	<b>%</b>	<b>Satisfied</b>	<b>%</b>	<b>Neither Satisfie d nor Dissatis fied</b>	<b>%</b>	<b>Not Sati sfie d</b>	<b>%</b>
Timely dispatch of Self Learning materials(SLM)	97	22.3	260	59.6	53	12.1	27	6
Quality of Study Materials	118	27.1	284	64.9	27	6.2	8	1.8
Access to Library facilities in your respective study centre	47	10.7	189	43.3	104	23.8	97	22.2



Use of audio-visual materials at study centre	41	9.4	155	35.6	120	27.5	120	27.5
Help from Coordinator and staff regarding learner support services of the study centre	133	30.5	244	55.8	49	11.3	11	2.4
The ICT facilities provided by the study centre	43	9.8	228	52.3	112	25.6	54	12.3
<b>Challenges faced by the Learners</b>	<b>Agree</b>	<b>%</b>	<b>Neither Agree nor Disagree</b>	<b>%</b>	<b>Disagree</b>	<b>%</b>		
High distance from home to study centre	219	50.2	125	28.7	92	21.1		
Acute financial problem to pursue the programme	186	42.7	150	34.3	100	23.1		
Unfavorable	127	29.1	136	31.1	173	39.7		



learning environment at home						
Difficulties in understanding study material	101	23.1	132	30.3	204	46.7
Course materials not appropriate	83	19	127	29.1	227	52
Delay of important information circulation regarding programme related matters	144	33.1	131	30	161	36.9

\*

\*\*\*



## Feedback Questionnaire for Current learners of KKHSOU

(Please Tick  in the relevant box)

### Part-I

#### General:

1. Gender: Male  Female
2. Employment Status: Employed  Unemployed
3. Do you feel that the KKHSOU programme has met your expectations?  
To great extent  To some extent  Uncertain  No, not at all

#### Specific:

4. How frequently did you attend Counseling Session?  
Regularly (Almost all)  Occasionally (Once in a Month)  Never
5. Whether the counseling sessions are useful?  
Yes  No  No comment
6. Do you listen to our ‘\_Gyan Taranga’(Community Radio)?  
Regularly (Almost all)  Occasionally (Once in a Month)  Never
7. Do you listen to ‘\_Phone in programme’ and ‘\_Ekalabya’ broadcast by All India radio Guwahati and Dibrugarh?  
Regularly (Almost all)  Occasionally (Once in a Month)  Never
8. Please rate your satisfaction to the following services provided by KKHSOU:

Services	Highly Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Not Satisfied
a) Timely dispatch of Self Learning materials(SLM)				
b) Quality of Study Materials				
c) Access to Library facilities in your respective study centre				



d) Use of audio-visual materials at study centre				
e) Help from Coordinator and staff regarding learner support services of the study centre				
f) The ICT facilities provided by the study centre				

**Part-II**

**Challenges faced by Learners:**

Statement	Agree	Neither Agree nor Disagree	Disagree
i) High distance from home to study centre			
ii) Acute financial problem to pursue the programme			
iii) Unfavorable learning environment at home			
iv) Difficulties in understanding study material			
v) Course materials not appropriate			
vi) Delay of important information circulation			

21. What measures will you suggest to improve the effectiveness of the programme in general?

-----

-----

Thanks for your Co-operation.

\*\*\*\*





**Office of the Director, Centre for Internal Quality Assurance (CIOA)**

**Krishna Kanta Handiqui State Open University**

**City Office, Housefed Complex, Guwahati- 06**

**Report on Feedback Survey of Alumni of KKHSOU (Online Survey 13<sup>th</sup> December, 2018 to 31<sup>st</sup> May, 2019)**

**1. Introduction:**

For the alumni of different programmes of KKHSOU, an online survey instrument was administered to elicit responses regarding their satisfaction to the services provided by KKHSOU. In the Survey, 146 nos of alumni members of different programmes from different parts of Assam participated. The questionnaire is attached in this report, was placed at the link

<https://docs.google.com/forms/d/e/1FAIpQLScV9GHn2yPdeunSMzWuQKzUwUQM3itAONRhVAgzGsVqXGff5Q/viewform> from 13<sup>th</sup> December, 2018 to 31<sup>st</sup> May, 2019.

The data sheet from the responses to the survey instrument is presented in this report and the important findings are presented below. The respondents submitted the filled in questionnaire in the Google form. In some items, responses were missing which was highly insignificant in terms of capturing the overall responses on various aspects.

**2. Findings:**

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

- i) Admission Procedure (76% responses marked very good to excellent)
- ii) Ambience of the study centre (64% responses marked very good to excellent)
- iii) Quality of self learning material (70% responses marked very good to excellent)
- iv) Fairness in the process of evaluation (60% responses marked very good to excellent)
- v) Interaction with administration (61% responses marked very good to excellent)
- vi) University Administration (63% responses marked very good to excellent)



- vii) Relevance of learning experience to real life application (65% responses marked very good to excellent)
- viii) Relevance of learning experience to current job (63% responses marked very good to excellent)

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

- i) Fee Structure (57% responses marked very good to excellent)
- ii) Counselor (50% responses marked very good to excellent)
- iii) Project and dissertation guidance (50% responses marked very good to excellent)
- iv) Usefulness of learner support services (56% responses marked poor to good)
- v) Counselors and learner relationship (56% responses marked very good to excellent)
- vi) Alumni Association/Network with old friends (42% responses were marked as very good to excellent)
- vii) Handling of grievances (57% responses were marked as very good to excellent)
- viii) ICT facilities provided by the study centre (49% responses were marked as very good to excellent)

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) Infrastructure and lab facilities in the study centre (31% responses marked very good to excellent)
- ii) Library facility in the study centre (only 28% responses were marked as very good to excellent)

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

Excellent: 36%

Very good: 33.3%

Good: 24.8%

Average: 3.9%



Poor: 0%



3. **Inferences** from 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
- Ambience of the study centre
- Quality of self learning material
- Fairness in the process of evaluation
- Interaction with administration
- University Administration
- Relevance of learning experience to real life application
- Relevance of learning experience to current job

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 need to be improved.

- Library facility in the study centre
- ICT facility provided by the study centres

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.



## Feedback Questionnaire for KKHSOU Alumni

(Please Tick  in the relevant box)

We shall be thankful and appreciate, if you could spare some of your valuable time to fill up this feedback form and give us your valuable suggestions for further improvement of the institution. Your valuable inputs will be of great use to us in improving the quality of our academic programmes and to enhance the credibility of the University.

### General:

1. Name of the learner:
2. Date of Birth:
3. a) Year of completion:  
b) Programme:  
c) Enrollment No:
4. a) Permanent Address:  
b) Address for Correspondence:
5. Contact No :
6. Employment Status:
7. Please tick () appropriate box in respect of the statements given below:

Sl. No	Attributes	Excellent	Very Good	Good	Average	Poor
i)	Admission Procedure					
ii)	Fee Structure					
iii)	Ambience of the study centre					
iv)	Infrastructure & Lab facilities					
v)	Counselors					
vi)	Project and dissertation guidance					
vii)	Quality of self learning materials					
viii)	Usefulness of Learner support services					
ix)	Library facilities					
x)	Fairness in the process of Evaluation					
xi)	Counselor-Learner relationship					



xii)	Interaction with administration					
xiii)	University Administration					
xiv)	Overall rating of the University					
xv)	Alumni Association/ Network of old friends					
xvi)	How do you rate the learning experience in terms of their relevance to the real life application?					
xvii)	How do you rate the courses that you have learnt in relation to your current job?					
xviii)	How do you rate the way your grievances were handled by the University?					
xix)	How satisfied you are with the ICT facilities provided by your study centre?					

8. Comments and Suggestions for improvement:

-----

-----

-----

\*\*\*\*



## Satisfaction level of Alumni on service received from KKHSOU

### (Datasheet)

Attributes	No of responses	Excellent	%	Very Good	%	Good	%	Average	%	Poor	%
Admission Procedure	132	47	35.6	53	40.2	29	22	2	1.5	1	0.8
Fee Structure	132	33	25	42	31.8	36	27.3	20	15.2	1	0.8
Ambience of the study centre	131	45	34.4	39	29.8	37	28.2	6	4.6	4	3.1
Infrastructure & Lab facilities in the study centre	130	11	8.5	30	23.1	51	39.2	27	20.8	11	8.5
Counselors	129	26	20.2	38	29.5	50	38.8	10	7.8	5	3.9
Project and dissertation guidance	130	32	24.6	33	25.4	43	33.1	15	11.5	7	5.4
Quality of self learning materials	131	42	32.1	50	38.2	30	22.9	6	4.6	3	2.3
Usefulness of Learner Support Services	129	32	24.8	41	31.8	42	32.6	9	7	5	3.9
Library facilities in study centre	128	14	10.9	22	17.2	49	38.3	25	19.5	18	14.1
Fairness in the process of Evaluation	127	28	22	49	38.6	34	26.4	13	10.2	3	2.4



Counselor-Learner relationship	128	36	28.1	36	28.1	47	36.7	6	4.7	3	2.3
Interaction with administration	128	31	24.2	47	36.7	41	32	6	4.7	3	2.3
University Administration	128	38	29.7	43	33.6	41	32	4	3.1	2	1.6
Overall rating of the University	129	49	36	43	33.3	32	24.8	5	3.9	0	0
Alumni Association / Network of old friends	127	20	15.7	33	26	52	40.9	18	14.2	4	3.1
How do you rate the learning experience in terms of their relevance to the real life application ?	125	37	29.6	45	36	39	31.2	3	2.4	0	0
How do you rate the courses that you have learnt in relation to your current job?	126	43	34.1	37	29.4	41	32.5	5	4	0	0





How do you rate the way your grievances were handled by the University?	125	31	24.8	40	32	47	37.6	7	5.6	0	0
How satisfied you are with the ICT facilities provided by your study centre?	125	27	21.6	35	28	43	34.4	14	11.2	6	4.8



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

**Report on Programme Expectation Survey newly admitted learners of KKHSOU in**  
**2019-2020**

**1. Introduction:**

For the learners who took admission in KKHSOU programme in the academic session 2019-2020, a online 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

The survey instrument in the form of a questionnaire was administered through online mode from 1<sup>st</sup> July to 30<sup>th</sup> November, 2019 to the newly admitted learners of KKHSOU.

- a) The respondents submitted the filled in questionnaire in the Google form.
- b) We received responses from 372 learners as shown in the online 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

**2. Findings:**

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



- a) Reputation of the University: (98% 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: (96% feels that reputation of the programme is applicable for choosing the programme of our university)
- c) Recommendation of friends/relative: (95% 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 92% 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% of the respondents agreed that this programme has the ability to enhance promotional prospect in their career)
- f) Scope for enjoyment on learning: (95% 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 98% of the respondents feel the programme would be able to satisfy their personal interest and ambition)

**3. The new learners expressed high degree of satisfaction (more than 80%) in the following areas:**

- i. Admission Procedure (86% responses marked very good to excellent)
- ii. Received the study materials timely (84% responses marked very good to excellent)
- iii. Attitude of the Centre-in-charge and Coordinator and other staffs (80% responses marked very good to excellent)
- iv. Counsellor/Tutors of programme will respond promptly (80% responses marked very good to excellent)
- v. Will increase opportunities for discussion and debate (81% responses marked very good to excellent)
- vi. University will provide flexibility to learners in terms of their study needs (83% responses marked very good to excellent)
- vii. Study centre will provide facilities and opportunities for individual learning (85% responses marked very good to excellent)



- viii. There will be a close relationship between counsellors and students (83% responses marked very good to excellent)
- ix. Study centre will be very supportive (82% responses marked very good to excellent)
- x. learner will receive enough support (81% responses marked very good to excellent)

#### **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 gave 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 2019 and receipt of SLM. They have high expectation regarding counseling.

: The findings from Expectation Survey, 2019 are almost similar to the findings of the Expectation Survey conducted in 2018. As it indicates, there have not been any changes in the pattern of expectations of learners in view of the programmes and services offered by KKHSOU.

\*\*\*\*\*



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

Report on Feedback Survey (Academic Staff) in the year 2019

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

**1. Introduction:**

The survey instrument was administered in 2018 also. It is 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 Others (to be specified)

**2. The Response Rate:**

- a) The survey instrument in the form of a questionnaire was administered on 4<sup>th</sup>December, 2019 to 35 nos of academic staff of KKHSOU, as some of the



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 30<sup>th</sup> December, 2019. The drop boxes were opened in front of two officers/faculty members of KKHSOU and were serialized with their initials.
- c) 27 nos of responses were received out of 35nos, the response rate being 81.82% which may be considered very good. As compared to the survey in the year 2018, 29 nos of responses were received out of 33 nos, the response rate was 87.88%. 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:**

In the Data Sheet, we have indicated the figures of the last year survey in *parentheses* for making a comparison to observe area of improvement and maintenance and areas where corrective actions may be called for. The Data Sheet shows that there has not been any area which is markedly different from the feedback indicated in the survey conducted in 2018. In majority of the statements, 2018 the findings indicate parity with the findings of last survey.

We have indicated the areas by arrow marks as follows in respect of the statements.

↑ : Improvement (favourable perception observed from the findings of the survey conducted in 2018)

→ : There have not been marked change in the perception as observed with the findings of the survey conducted in 2018.

↓ : There have been some increase in negative perception or decrease in favourable perception compared to the findings of the survey conducted in 2018. However, on an overall basis, there has not been any marked difference. The observation becomes more pertinent if we compare the response rate of the two years.

### **4. Perceived Value Rating Scale:**

Salary, Benefits and Perquisites and Professional Development are perceived to be more important for the Academic Staff of KKHSOU compared to Working Conditions and Infrastructure.



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

**A SURVEY ON SOME ASPECTS OF JOB AND JOB SATISEACTION**  
**AMONG THE ACADEMIC STAFF OF KKHSOU IN THE YEAR 2019**

**Part-I**

**1. Workplace Conditions and Participation in Decision Making**

Sl. No.	Statements	Indicative Arrow	Always	%	Sometimes	%	Occasionally	%	Never	%
i.	The management of this University is supportive and encouraging	↓→	9 (11)	33.3 (37.93)	7 (11)	25.9 (37.93)	9 (7)	33.3 (24.14)	2 (0)	7.4 (0)
ii.	Access to management is good and easy	↓→	4 (18)	14.81 (62.07)	11 (4)	40.74 (13.79)	8 (6)	29.6 (20.69)	4 (1)	14.81 (3.45)
iii.	There is healthy relationship between management and faculty	↓→	6 (9)	22.22 (31.03)	8 (13)	29.63 (44.83)	10 (5)	37.04 (17.24)	3 (2)	11.11 (6.90)
iv.	Administrative policies of this University are transparent	↓→	4 (5)	14.81 (17.24)	6 (13)	22.22 (44.83)	11 (4)	40.74 (13.79)	6 (7)	22.22 (24.14)
v.	There is delegation and decentralization of work	==	13 (7)	48.15 (24.14)	6 (14)	22.22 (48.28)	7 (8)	25.9 (27.59)	1 (0)	3.7 (0)



vi.	My seniors encourage new ideas at all levels	↓	13 (12)	48.15 (41.38)	5 (12)	18.52 (41.38)	6 (3)	22.22 (10.34)	3 (2)	11.11 (6.90)
vii.	Suggestions of faculty members are encouraged and considered	==	6 (6)	22.22 (20.65)	10 (10)	37.04 (34.48)	9 (13)	33.3 (44.81)	2 (0)	7.4 (0)
viii.	The teaching faculty is consulted in decision making in related areas of their functioning	→	4 (5)	14.81 (17.24)	9 (9)	33.3 (31.03)	11 (11)	40.74 (37.93)	3 (4)	11.11 (13.97)
ix.	Working conditions are pleasant	↓	7 (4)	25.9 (13.75)	10 (20)	37.04 (68.56)	4 (3)	14.81 (10.34)	6 (2)	22.22 (6.90)
x.	I am friendly with my colleagues	→	21 (24)	77.78 (82.76)	4 (3)	14.81 (10.14)	2 (2)	7.4 (6.90)	0 (0)	- -
xi.	There is good understanding among the faculty members	↓	11 (15)	40.74 (51.72)	8 (10)	29.63 (34.48)	6 (4)	22.22 (13.75)	2 (0)	7.4 -
xii.	Cooperation and Coordination among teaching and non-teaching staff are good	→	13 (17)	48.15 (58.62)	8 (8)	29.63 (27.59)	4 (4)	14.81 (13.78)	2 (0)	7.4 (0)





xiii.	I am satisfied with the introduction of the Group Medclaim Policy of the University	→	15 (13)	55.56 (44.81)	9 (10)	33.3 (34.48)	1 (4)	3.7 (13.75)	2 (1)	7.4 (3.45)
xiv.	I feel secure in my job for existence of established procedures governing my service conditions	↑	8 (1)	29.63 (3.45)	9 (11)	33.3 (57.93)	8 (10)	29.63 (34.48)	2 (7)	7.4 (24.14)
xv.	I am happy with the leave rules of my university	↑	11 (2)	40.74 (6.96)	10 (15)	37.04 (51.72)	4 (8)	14.81 (27.55)	2 (4)	7.4 (13.75)
Additional comments		i) Need more space and freedom ii) Too much pressure can degrade the working quality iii) Instances of show cause notices to faculties creates discomfort and disturbances in the working environment iv) There should be flexibility of arrival time								

\*\*\*



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

**Report on Feedback Survey (Non-Teaching Staff) In the Year 2019**

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

**1. Introduction:**

The survey instrument (which was administered in 2018 also) 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, Benefits and Perquisites, professional development etc.The factors are stated below:

- a) Workplace Conditions
- b) Salary, benefits and perquisites
- c) Infrastructure
- d) Professional development

**2. The Response Rate:**

The survey instrument in the form of a questionnaire was administered to 77 nos. of non-teaching staff including the Finance Officer (1), Deputy Registrar (3), Assistant Registrar (3), OSD (1), Section Officer (3), Assistant Regional Director (1), Grade III (34) and Grade IV (31) 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 30<sup>th</sup> December,



2019. The drop

boxes were opened in front of two officers/faculty members of KKHSOU and were serialised with their initials.

58 nos of responses were received out of 77 nos, the response rate being 75% which may be considered as good.

### **3. The important findings:**

The Data Sheet indicating findings are presented in Annexure 4. In the Data Sheet, the figures in *parentheses* indicate the survey findings of the previous year.

In the 2018 survey, we adopted a standard of 70% (60 respondents out of 86 respondents indicating the Strongly Agree or Agree option) in respect of the strength of the statements. While analysing the data we have adopted the same standard (40 respondents out of 58 respondents indicating the Strongly Agree or Agree option).

With the above standard in view it may be observed that the number of statements (having 70% responses to the options of Strongly Agree and Agree) has increased to 31nos in 2019 from 18nos in 2018. That indicates an improvement in favourable perception.

For the non-teaching staff all the four factors are of almost equal importance if we consider the rating of above 6 in the rating scale.

\*\*\*\*



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

**A SURVEY ON SOME ASPECTS OF JOB AND JOB SATISFACTION AMONG THE  
NON-TEACHING STAFF OF KKHSOU 2019, 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	14	29	9	5	1
		(18)	(48)	(15)	(4)	(1)
2.	My present job is as per my ability/qualification and experience	35	18	2	3	0
		(41)	(42)	(2)	(1)	-
3.	I have full confidence in the management of my University	25	17	11	3	1
		(29)	(45)	(9)	(3)	-
4.	Favouritism does not have any role to play in my University	11	26	9	10	3
		(18)	(40)	(14)	(13)	(1)
5.	As a whole, I am satisfied with the general supervision in my department	6	46	3	3	1
		(20)	(57)	(4)	(5)	-
6.	Working conditions in my University are satisfactory	13	35	7	2	1
		(32)	(37)	(11)	(5)	(1)
7.	My University treats its employees better than any other Organisation	17	31	6	2	1
		(28)	(44)	(13)	(1)	-
8.	I have good opportunity to present my problems and views to the management.	20	29	4	5	1
		(20)	(55)	(9)	(2)	-



9.	I have satisfactory relations with my supervisor	27	26	1	3	1
		(22)	(58)	(4)	(2)	-
10.	Promotions are made as per our qualification and experience	17	23	12	3	2
		(15)	(45)	(20)	(6)	-
11.	My seniors are highly motivating	14	31	9	2	2
		(25)	(52)	(5)	(4)	-
12.	My job has helped me to learn more skills	24	29	3	1	1
		(29)	(45)	(7)	(3)	-
13.	Good team spirit exists among different non-academic staff members	12	38	4	1	4
		(19)	(50)	(10)	(4)	(3)
14.	I am satisfied with the staff welfare facilities provided by the University	16	35	4	2	1
		(17)	(44)	(13)	(7)	(5)
15.	I am satisfied with the introduction of Group Mediclaim Scheme for my family of the University	24	26	3	4	1
		(20)	(37)	(14)	(8)	(7)
16.	My senior officers are usually willing to adopt good idea	9	36	9	3	1
		(15)	(61)	(10)	-	-
17.	People in this University really trust one another	6	30	12	9	1
		(7)	(40)	(26)	(11)	(2)
18.	Relationship between seniors and other employees in my University are warm and friendly	6	36	12	1	2
		(12)	(57)	(15)	-	(2)
19.	People around here are very loyal to the University	14	34	6	2	1
		(20)	(52)	(11)	(3)	-
20.	Employees get inspiration to perform well from their seniors in this University	11	39	3	4	1
		(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	5	40	4	3	6
		(9)	(41)	(24)	(10)	(2)
22.	Employees feel that the management is concerned about their welfare and growth	11	35	8	3	1
		(12)	(54)	(14)	(5)	(1)
23.	Decisions taken by management are implemented/accepted enthusiastically by all in the University	6	33	15	2	2
		(14)	(50)	(16)	(4)	(1)
24.	People in this University feel well-informed regarding its policies/programmes and other matters of concern of the employees	6	31	13	5	3
		(8)	(48)	(19)	(10)	(1)
25.	There is a systemic procedure to keep accurate and up-to-date information for taking decisions	6	37	9	3	2
		(6)	(51)	(23)	(5)	(1)
26.	I feel secure in my job for existence of established procedures governing my service conditions	15	32	5	5	2
		(11)	(36)	(20)	(7)	(11)
27.	I feel encouraged to come up with new and better ways of doing things	19	33	3	2	1
		(21)	(59)	(3)	(3)	-
28.	The quality goals of my job are clearly defined	9	30	14	3	2
		(14)	(42)	(19)	(8)	(3)
29.	My work gives me a feeling of personal accomplishment	21	29	3	4	1
		(24)	(53)	(4)	(5)	-



30.	The nature of my job has helped me to utilise my skills and abilities to the fullest	21	32	1	3	1
		(26)	(50)	(6)	(3)	(1)
31.	I experience personal growth such as updating skills and learning different jobs	24	27	1	4	2
		(28)	(45)	(8)	(3)	(2)
32.	Non-academic staffs have enough opportunity to take part in different training program for skill development.	10	28	9	7	4
		(4)	(29)	(22)	(24)	(7)
33.	Management looks to me for suggestions and comments regarding my area of functioning	13	31	12	3	1
		(6)	(41)	(27)	(9)	(3)
34.	Salary and incentives are attractive enough to retain the non-academic staff	8	22	10	10	1
		(7)	(35)	(22)	(13)	(9)
35.	The perquisites like PF, Medical, HR etc are sufficient to me as per my role	9	34	9	5	1
		(10)	(45)	(15)	(6)	(10)
36.	My University encourages me to attend the continuous professional development programmes	6	36	9	5	2
		(8)	(38)	(28)	(9)	(3)
37.	The society acknowledges and values my work	17	30	10	0	1
		(18)	(47)	(19)	(2)	-
38.	This university encourages me to involve in social activities	21	28	7	1	1
		(18)	(45)	(14)	(8)	(1)
39.	I am proud of my University	49	7	1	0	1
		(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	4	1		1	9	5	4	14	8	11
		-	-	(1)	(2)	(14)	(15)	(10)	(14)	(6)	(23)
ii.	Salary, Benefits and Perquisites	-	4	-	2	9	7	13	10	5	8
		(1)	(1)	(3)	(5)	(14)	(7)	(14)	(14)	(9)	(17)
iii.	Infrastructure	1	2	1	2	11	8	9	16	4	4
		-	(2)	-	(11)	(19)	(5)	(8)	(11)	(9)	(20)
iv.	Professional Development	3	2	1	2	6	5	10	17	8	4
		(2)	-	(1)	(5)	(16)	(15)	(8)	(15)	(7)	(16)

\*\*\*\*





## **Guidelines for Content Editors of KKHSOU**

1. Content editing is an integral part of SLM development process in Open Universities. The SLM Units may be written by diverse writers. The main responsibility of the Content Editor is to bring a cohesion in the Units for imparting the value added benefits to the learners, a major segment of them is normally from rural and remote areas.

2. The Content Editors of the SLM units should be thorough with the guidelines the University has provided to the SLM writers. The guidelines may be accessed at the following link

\*\*\*\*\* **(would be provided after uploading of guidelines for SLM writers)**

3. The Content Editors should primarily look for whether the SLM writers have complied with the guidelines or not. The concerned course coordinator of KKHSOU will first see the compliance aspects before assigning the task of editing to the Content Editors. The Content Editors, being the Subject Experts would primarily look for matters related with academic aspects of presenting the contents to the learners.

4. As per our experience, timely submission of edited contents of six/seven units of SLM should not take more than thirty days of time. The Content editors should strive for timely submission of SLM units, else the University will face the problem of progressive delays in the subsequent processes of SLM development. Editing of the contents should be all-inclusive as per the guidelines of SLM writing. In case of serious inadequacies in respect of editing the SLM, the University may reject the Editor's report or may reduce the amount of payment. That question will never arise if the Content Editors see the Units from the learners' perspectives and make necessary modifications in the SLM Units. In case of serious lapse and major modification, the Content Editor may suggest cancellation of the Unit and recommend rewriting. The University, therefore, requests the Content Editor to undertake further editing of a completely or substantially re-written unit, until the same is of publishable quality.

5. Based on the review of the units, the Content Editors should mention feedback on the following criteria as per the format below:



**SLM Course Title:**

**Table 1: Editorial Evaluation of the Units**

<b>Sl. No</b>	<b>Criteria of Evaluation</b>	<b>Concerned Units (Please indicate numbers of the Units as may be applicable)</b>
1	Units have been written as per syllabus.	
2	Previous knowledge have been linked up.	
3	Inter-relation and cohesion between/among the units have been observed.	
4	Languages of the units are not clear. Needs further re-writing.	
5	Conceptual clarity is not found. Needs further re-writing.	
6	Unit(s) need plagiarism checking.	
7	Substantial contents from Internet has been observed.	
8	Unit(s) are not at all publishable.	
9	Authors of these units may be engaged in future.	
10	Authors of units who should be paid full amount for writing.	

**Table 2: Editorial tasks undertaken**

<b>Sl. No</b>	<b>Editorial tasks</b>	<b>Units (Please indicate numbers of the Units as may be applicable)</b>	<b>Suggested for Revision (Please indicate numbers of the Units as may be applicable)</b>
1	Units needed minor editing.		
2	Inter-relation and cohesion between/among the units have been made.		
3	Units needed moderate editing.		
4	Significant revision/writing needed.		

Name of the Editor :  
Signature :  
Date :



## Krishna Kanta Handiqui State Open University

### Guidelines for SLM (Self-Learning Material) Writers of KKHSOU

1. Writing and presenting a subject matter in a SLM unit is somewhat different from writing a Unit/Chapter for a conventional learner even though the content may remain the same. A conventional learner can take the help of his/her teachers in the class, if he fails to comprehend an issue. However, a distant learner does not get the help of a teacher. A distant learner may be located miles away from the accessibility of a teacher or a counsellor. The Study Centres of the University organise counselling sessions as per the Academic calendar. Some learners may not be able to make it convenient to attend the same. The Counselling sessions are not mandatory also. Therefore, we must consider this ‘isolated’ environment of the distant learner in preparing the SLM.
2. A conventional learner can easily consult other reference books or may visit the College/University library. The distant learners may not have easy access to such resources. In fact, the SLM provided, may be the only resource available to him/her. A conventional learner can easily consult his/her friends; take the help of internet or any other resources during the course of study. A typical distant learner may not have access to any such resources. From this perspective, the SLM writer should try to prepare the SLM as an **all-inclusive reading**.
3. Keeping the above in view, the following are suggested for the SLM writers while preparing the content of the unit.
  - i. Please follow a conversational style while writing the Unit. This will help the learners feel like the presence of an ‘in-text teacher’. The methods used by a conventional teacher to teach a concept normally include introducing the concept, explaining the concept and summarizing the concept. While doing so the teacher gives examples. The SLM should be prepared as if it is a –teacher in print.
  - ii. In the **LEARNING OBJECTIVES**, please include a few objectives, which could be achieved by the learners after reading the Unit.



- iii. In the **INTRODUCTION** part, please try to link the unit with earlier discussion, or earlier concepts the learner had in the subject. The introductory part should arouse an interest towards the Unit and should inform the learner about the subsequent coverage in the Unit. The SLM writer should work in close coordination with the Course Coordinator of KKHSOU in familiarising with the structure of the Programme and Syllabi of the respective courses.
- iv. To the extent possible, please refer to earlier discussion in the same Unit or other Units, if relevant.
- v. Please include **LET US KNOW** to discuss relevant peripheral issues of discussion to provide additional resources/information to the learners.
- vi. The terms, which are unlikely to be familiar for learners, should be defined alongside the text in a box. KKHSOU does not provide any footnote or end note. Therefore, the unfamiliar terms may be defined in brief in around 20-30 words in an alongside box.
- vii. (a) Please number the Tables (Unit number followed by table number. For example, if the Unit is Second Unit of a Course and the Table is the third table of the Unit, the number of the Table would be Table 2.3). Similar style is to be followed with Figures and Exhibits as well.  
(b) In case of Figure and Equation, the following aspects should be considered
  - If a figure/image is taken from Internet or some other source, then **figure source** should also be given, otherwise copy-right issue may arise.
  - Figure should be drawn properly. If the figure contains labelling itself, then those labelling should be edited/typed by the SLM writer to make it more visible. Otherwise, a mismatch of font occurs. Labels should be in Arial font as SLM font is Arial.
  - If the **equations** are not written/typed properly, format editing becomes difficult.
- viii. After discussing a few concepts, please include **CHECK YOUR PROGRESS (CYP)** to test the progress of learning. In CYP, please include a few objective-type questions, which can be answered in just a few lines. There could be questions to examine the learners' comprehension of the immediate previous section of discussion in the Unit. Please mark the questions as Q1, Q2, Q3. and maintain the serial order across the unit. The answers have to be provided at the



designated place as per the structure of the Unit. The answers should not be in toto representation from the SLM text. Rather it should reflect the learners' ability to understand and express the same as if the answer is in his/her own words. Please note that your answers should conform to the word limits specified in the CYPs.

- ix. Please include **ACTIVITY** in the Units so that the learners can get themselves engaged in the learning process. An **ACTIVITY** is not necessarily a Question that the learner can readily answer from the given text or discussion. Rather an **ACTIVITY** should provoke the learner to think about it and make him/her analyse it from the surrounding environment, personal experience or in discussion with others in the society. Please note that including an **ACTIVITY** in a Unit is not mandatory. However, **ACTIVITY** should always be included, wherever there is a scope. For example, if we are discussing the concept of Consumer Basket, the learners can be engaged in an activity of interacting with a few households to find out the proportion of expenditures on food items, non-food items, rentals etc.
- x. In **LET US SUM UP**, the SLM writers should summarise the important points of discussion. For the convenience of learners, the summary may be presented in bullets. The words should not be directly copied from the text of SLM. Rather it should reflect the essence of summary of the Unit in a spontaneous manner.
- xi. In **FURTHER READINGS**, to the extent possible, please include those books/learning materials, which are easily accessible, easy to understand, easily available in the market, and not very highly priced. Please note that **FURTHER READINGS** are not the list of books/learning materials that you consulted during the course of writing of the Unit. The books/learning materials you consulted in writing the Unit should be included separately, at the designated place as per the structure of the Unit as **REFERENCES**.
- xii. Further Readings and References need to be provided as per APA style.
- xiii. In **MODEL QUESTIONS**, please include the following:
  - a) Short Questions
  - b) Long Questions
  - c) Easy, moderate and difficult types of above questions

4. The University is hopeful that with the above brief outline, the SLM writers will be able to prepare a SLM Unit with much ease. Lecturing a topic might be much easier than writing a



SLM unit on the topic. It is an academic challenge to present the concept in a very lucid way.

5. The University has decided to publish all the SLMs with ISBNs. **As such, the University will check the contents of the Units utilising Plagiarism Software.** The University encourages avoiding quotations to the extent possible. Even if required, the original sources of the quotations need to be mentioned in text.
6. While assigning SLM writers, the University would provide a Model Unit for their reference.
7. The University has a house style as follows, which may be adopted by the SLM writers if they decide to submit digitally. This measure will help the Course Coordinators in saving time and effort in the subsequent process of SLM printing.

#### **Fonts and Font Sizes**

Font used	: Arial, 11 (Across the text)
Title of the Unit	: All CAPS, Bold, 16.
Section Title	: All CAPS, Bold, 14.
Sub-section Title	: Title Case, Bold, 12.
In para-quotation	: 10.5. (For more than 30 words, quotation in separate para is to be used.)
Line-gap	: 1.5 inch.
Hyphenation	: Off across all text.
Page	: A4

8. The structure of the SLM Unit will normally have the following pattern:

Unit No

Title of the Unit

UNIT STRUCTURE (in Arial, all CAPS, 14).

## **Learning Objectives**

**Text**

**Introduction**

**(Section)**

**Text...**



Text. (Sub-section)

Text...

**Text ....**

**Let Us Sum Up**

**Further Readings**

**References**

**Answers to Check Your Progress**

## **2.0 Model Questions**

**Please note that portions marked in bold are part of the House Style of the University and are to be followed mandatorily.**

9. The concerned Course Coordinator will provide the structure of the concerned SLM Unit. The structure which was finalized in Experts Committee Meeting, does not allow any scope for deviation. However, the SLM writer may decide about the relative extent of coverage for the respective sections. In this regard, the SLM writers will be guided by the principle of all-inclusiveness as stated in Point No. 2 above. Substandard writing will never be encouraged and might lead to rejection of submission or reduction in payment as the University may find it appropriate. Once the SLM writer understands the essence of writing SLM as per the rationale and structure, the question of writing substandard SLM will not arise. In this regard, the SLM writers are advised to seek the suggestions of Course Coordinators in case of any confusion.
10. The SLM writer should always keep in mind that the SLM Unit should sustain the learners' interest in the subjects and concepts. It should continually keep the learners engaged. To that extent, they need to be familiar with the Programme Objectives, Course Objectives, Programme Outline and Syllabi of the respective courses. Regarding all these the SLM writers should work in close coordination with the Course Coordinator of KKHSOU.
11. Writing of a SLM Unit is one part of the SLM development process. The process comprises of adjusting to the house-style of KKHSOU, content editing, language editing, making it ready to print and conversion to page maker software. After that proof copy corrections are made towards printing as per specified numbers. Delay in the submission of SLM Unit will cause progressive delays in the subsequent processes. Writing one Unit of SLM should not



take more than 15 to 20 hours. However, Course Coordinator of KKHSOU may grant extension depending upon the urgency.

The SLM writers should always remember that the delay in submission of SLM Units will ultimately inconvenience the University in providing time bound benefits to the learners.

12. The SLM writers should adopt a missionary spirit of facilitating the distant learners in their independent learning through good quality learning materials written in a lucid manner as per the Unit structure.

\*\*\*\*





**A Report on the Training Programme  
on  
“ORGANIZATION WIDE QUALITY MANAGEMENT”**

*Date: November 1, 2019*

*Time: 10:00 AM- 4:30 PM*

*Venue: IIBM Conference Hall, Khanapara, Guwahati*

*Organized by*  
**Centre for Internal Quality Assurance**



**Krishna Kanta Handiqui State Open University**



## **Report on the Training Programme on “Organization Wide Quality Management”**

1. The Centre for Internal Quality Assurance of KKHSOU organized a Day-long Programme on “Organization Wide Quality Management” on November 1, 2019, at the Conference Hall of Indian Institute of Bank Management, Kahnapura from 10:00 AM to 4:30 PM.
2. The Resource Person for the Day-long Programme was Sri SanjeebKakati, who is a reputed faculty in the area and has about three decades of experience of contributing in the productivity and quality development aspects of diverse range of organizations.
3. The Session Structure of the programme is attached with the report. As the Session Structure indicates, the programme was conducted as per tight schedule without having the formal inauguration and valediction. The programme was straightway conducted by Sri Kakati after a brief introduction of the Resource Person and rationale of organizing the programme by Director (CIQA), KKHSOU. The Resource Person was welcomed with a set of University Publications by the Administrative Officer(CIQA) of KKHSOU. The programme was attended by 54 participants (Officers and Faculty Members of KKHSOU). A list of the participants is attached herewith.
4. Quality is as old as civilization. The programme began with an interaction on dimensions of quality and its importance to KKHSOU. The principles of quality and its managerial perspectives were also discussed. A set of handouts were distributed to the participants two days before the programme. With the help of a structured PPT and reference to the handouts, the interaction proceeded. Various approaches like Process Oriented Approaches and Result Oriented Approaches were discussed. In this context, the various processes of KKHSOU like SLM preparation, Admission, Examinations etc. were discussed. In order to have a thrust on continuous improvement, Action Plans were also suggested by the Resource Person. The programme was video recorded by the Multimedia Section of the University.

The handouts and the PPT slides were meant for internal circulation only.
5. At the end of the programme, a Feedback Form was administered. The Feedback Data Sheet is presented in the report.
6. As it appears from the above, the programme was received very well by the participants. It was highly beneficial. The University needs to take the benefits of the programme forward by organizing periodic exercises for adopting various measures for organizing wide quality management. From an analysis of the submitted forms (45 nos.), it can be

commented that the programme was received very well. However, the University should initiate measures to institutionalize quality by standardizing the processes. It has been observed that 11 out of 45 participants did not comment regarding clear directions to navigate the processes of quality management. Only with adoption of quality measures in the processes, we shall be able to have further clarity.

\*\*\*\*

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

**Session Structure**

**Training Programme on “Organization Wide Quality Management”**

**Date:** 01/11/2019

**Time:** 10:00 AM — 4:30 PM

**Venue:** IIBM Conference Hall, Khanapara, Guwahati

<b>Time</b>	<b>Programme</b>
10:00 AM - 10:05 AM	Introduction and Felicitation
10:05 AM - 11:15 AM	<b>Session I:</b> Fundamentals of Quality, Evolution of Quality Management and 7 Quality Management Principles
11:15 AM - 11:30 AM	Tea Break
11:30 AM - 1:00 PM	<b>Session II:</b> Elements of Quality Management System with reference to ISO 9001:2015 Quality Management System Standard
1:00 PM - 2:00 PM	Lunch Break
2:00 PM - 3:15 PM	<b>Session III:</b> Continuation of Session II
3:15 PM - 3:30 PM	Tea Break
3:30 PM - 4:30 PM	<b>Concluding Session:</b> Action Plan for Achievement of Organization Wide Quality Management at KKHSOU

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

**Training Programme on “Organization Wide Quality Management”**

*Date: 01/11/2019*

*Time: 10:00 AM – 4:30 PM*

*Venue: IIBM Conference Hall, Khanapara, Guwahati*

**List of Participants**

<b>Sl. No.</b>	<b>Name</b>	<b>Designation</b>
1	Dr. Rahul S. Mazumdar	Dean (Academic)
2	Dr.Dibyajyoti Mahanta	Dean (Study Centre)
3	Prof.Nripendra Narayan Sarma	Director (CIQA)
4	Sri Bishnu Chakraborty	Finance Officer
5	Dr.Ratul Kr. Patowary	Deputy Registrar (Administration)
6	Dr.Limpon Bora	Deputy Registrar (Academic)
7	Sri Arabinda Saikia	Deputy Registrar (Examination)
8	Dr.Sangeeta Kakoty	Deputy Director (Multimedia)
9	Sri Sachindra N. Misra	Secretary to Vice Chancellor
10	Dr.Kanta Chakravarty	Assistant Registrar (Administration)
11	Dr. Samar Bhattacharyya	Assistant Registrar (SLM)
12	Sri Kashyap Mahanta	Assistant Registrar (Examinations)
13	Sri Birinchi Borah	Assistant Registrar (Study Centre)

14	Dr.Gautam Kr. Sarma	Assistant Librarian
15	Sri Binod Deka	System Analyst
16	Ms. Dopati Choudhury	Administrative Officer
17	Sri Geetma Misra	Assistant Regional Director
18	Sri Budhyajyoti Sarmah	Personal Secretary to Registrar
19	Dr.Pranab Saikia	Associate Professor
20	Dr.Bipul Das	Associate Professor
21	Dr.Prasenjit Das	Associate Professor
22	Dr.Nabankur Pathak	Assistant Professor
23	Dr.Utpal Deka	Assistant Professor
24	Dr.Bhaskar Sarmah	Assistant Professor
25	Dr.Tejasha Kalita	Assistant Professor
26	Dr.Bhaskar Bhattacharyya	Assistant Professor
27	Dr.Mrinal Jyoti Goswami	Assistant Professor
28	Dr.Devajeet Goswami	Assistant Professor
29	Dr.Abhijit Bhuyan	Assistant Professor
30	Ms. Sruti S. Bharali	Assistant Professor
31	Dr.Mridusmita Duara	Assistant Professor
32	Ms. Devajani Duarah	Assistant Professor
33	Dr. Trisha D. Baruah	Assistant Professor
34	Dr.Juri Hazarika	Assistant Professor
35	Ms. Jahnabi Devi	Assistant Professor
36	Dr.Indrani Kalita	Assistant Professor
37	Dr.Dipankar Malakar	Assistant Professor

38	Ms. Chayanika Roy	Assistant Professor
39	Dr.Archana Adhikary	Assistant Professor
40	Dr.Ritimoni Bordoloi	Assistant Professor
41	Dr.Priti Salila Rajkhowa	Assistant Professor
42	Sri Harekrishna Deka	Assistant Professor
43	Dr.Sarmistha Baruah	Assistant Professor
44	Ms. Dola Borkataki	Assistant Professor
45	Dr.Pallavi Gogoi	Assistant Professor
46	Dr.Indrani Deka	Assistant Professor
47	Dr.Smritishikha Choudhury	Assistant Professor
48	Dr.Tapashi Kashyap Das	Assistant Professor
49	Dr.Chayanika Senapati	Assistant Professor
50	Dr.Sukmaya Lama	Assistant Professor
51	Dr.Neeva Rani Phukan	Assistant Professor
52	Ms. Antara M. Barua	Assistant Professor
53	Sri Sanjib Ghimire	Academic Consultant
54	Ms. Murchana Kaushik	Academic Consultant

**Feedback Datasheet of Training Programme on “Organization Wide Quality Management”**

Sl. No.	Aspects	Excellent	Very Good	Good	Fair	Poor
1	Rate the overall effectiveness of the training programme	19	12	12	2	0
2	Rate the overall design of the training programme	14	14	15	1	1
3	Rate the training programme’s overall functionality to meet the requirement of quality education	6	22	16	1	0

Sl. No.	Aspects	Very Highly	Highly	To a good extent	To a fair extent
4	Knowledge and information gained from participation at this training programme will be useful and applicable in work	12	13	17	03

Sl. No.	Aspects	Yes	No	No Comment
5	Received clear directions to navigate the processes of quality management	34	-	11

Sl. No	Indicative Comments on conduct of the Training Programme	Suggestions regarding conduct of Training Programme
6	<ul style="list-style-type: none"> <li>i) Very good experience, good learning experience, activities are very effective, highly beneficial, highly overwhelmed to be a part of training programme, well organized</li> <li>ii) Deliberation style of the resource person is very good</li> </ul>	<ul style="list-style-type: none"> <li>i) Such training programme may be organized frequently</li> <li>ii) Request to conduct such training programme in every 6 months</li> <li>iii) Expecting some more training programme in some other aspects also</li> </ul>
7	Comments regarding future training to be conducted by CIQA	Suggestions regarding future training to be conducted by CIQA
	<ul style="list-style-type: none"> <li>i) CIQA office may conduct such type of programme minimum twice in a year</li> <li>ii) Similar type of training programme will be helpful in future</li> </ul>	<ul style="list-style-type: none"> <li>i) Training programme for Grade IV employee also</li> <li>ii) Training on technical skills</li> <li>iii) Training on University rules and regulation</li> <li>iv) Workshop should be held for authority also</li> </ul>

\*\*\*\*



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

**Report on Nine (9) Regional Workshops on “Submission of Study Centre Related Particulars for NAAC Assessment and Accreditation of KKHSOU”**

**1. Introduction:**

KKHSOU need to collect study centre particulars from all the study centres of the University towards submission as per the requirement of the various criteria for assessment and accreditation by NAAC. In this regard, CIQA of KKHSOU organised 9 (Nine) Workshops on “Submission of Study Centre Related Particulars for NAAC Assessment and Accreditation of KKHSOU” in 9 different study centres towards sensitization of study centres of KKHSOU.

**2. Objectives:**

The main objective behind organising the Regional Workshops was to make aware and sensitize the study centres regarding submission of complete information and the verification of data. The University deputed Monitoring Officers to the Study Centres in order to have full data from the Study Centres in respect of NAAC related particulars.

**3. Date and Schedule of the Workshop:**

Sl. No	Venue	Districts	Workshop Moderator(s)	Date
1	Cachar College, Silchar	Silchar, Hailakandi & Karimganj	1. Dr. Aruojyoti Choudhury 2. Dr. Bhabaranjan Sarma 3. Shri Birinchi Kr Borah	19-01-2020
2	Jorhat College, Jorhat	Jorhat, Majuli, Golaghat, Sivasagar & Charaideo	1. Dr. Mrinal Jyoti Goswami 2. Dr. Gobinda Deka	22-01-2020

3	Lakhimpur Girl's College, North Lakhimpur	Lakhimpur & Dhemaji	1. Dr. Prasenjit Das 2. Dr. Gautam Sarmah	22-01-2020
4	THB College, Jamugurihat	Sonitpur & Biswanath	1. Dr. Limpon Bora 2. Dr. Utpal Deka	22-01-2020
5	Raha College	Nagaon, Morigaon, Hojai, Karbi Anglong & N.C. Hills	1. Dr. Ratul Kr. Patowary 2. Dr. Devajeet Goswami	22-01-2020
6	MNC Balika Mahavidyalaya, Nalbari	Barpeta, Nalbari & Baksa	1. Dr. Rahul Mazumdar 2. Dr. Sukmaya Lama	22-01-2020
7	Ratnapith College, Chapar	Bongaigaon, Goalpara, Dhubri, Kokrajhar & Chirrang	1. Dr. Bipul Das 2. Dr. Dipankar Malakar	23-01-2020
8	NLB City College, Dibrugarh	Dibrugarh, Tinsukia & Charaideo	1. Dr. Pranab Saikia 2. Dr. Abhijit Bhuyan	22-01-2020
9	Karmashree Hiteswar Saikia College, Guwahati	Kamrup & Kamrup (M), Udalguri & Darrang	1. Dr. Bhabaranjan Sarma 2. Dr. Juri Hazarika	23-01-2020

#### 4. The Reports:

The Reports of the Nine Workshops are attached in this report as follow;

**Report 1:** Reports of Regional Workshop on “Submission of Study Centre Related Particulars for NAAC Assessment and Accreditation of KKHSOU” held in *Cachar College on 19<sup>th</sup> January, 2020*

**Report 2:** Reports of Regional Workshop on “Submission of Study Centre Related Particulars for NAAC Assessment and Accreditation of KKHSOU” held in *Jorhat College, Jorhat on 22<sup>nd</sup> January, 2020*

**Report 3:** Reports of Regional Workshop on “Submission of Study Centre Related Particulars for NAAC Assessment and Accreditation of KKHSOU” held in *Lakhimpur Girl's College, North Lakhimpur on 22<sup>nd</sup> January, 2020*

**Report 4:** Reports of Regional Workshop on “Submission of Study Centre Related Particulars for NAAC Assessment and Accreditation of KKHSOU” held in *THB College, Jamugurihat* on 22<sup>nd</sup> January, 2020

**Report 5:** Reports of Regional Workshop on “Submission of Study Centre Related Particulars for NAAC Assessment and Accreditation of KKHSOU” held in *Raha College, Raha, Nagaon, Assam 782103* on 22<sup>nd</sup> January, 2020

**Report 6:** Reports of Regional Workshop on “Submission of Study Centre Related Particulars for NAAC Assessment and Accreditation of KKHSOU” held in *MNC Balika Mahavidyalaya, Nalbari* on 22<sup>nd</sup> January, 2020

**Report 7:** Reports of Regional Workshop on “Submission of Study Centre Related Particulars for NAAC Assessment and Accreditation of KKHSOU” held in *Ratnapith College, Chapar* on 23<sup>rd</sup> January, 2020

**Report 8:** Reports of Regional Workshop on “Submission of Study Centre Related Particulars for NAAC Assessment and Accreditation of KKHSOU” held in *NLB City College, Dibrugarh* on 22<sup>nd</sup> January, 2020

**Report 9:** Reports of Regional Workshop on “Submission of Study Centre Related Particulars for NAAC Assessment and Accreditation of KKHSOU” held in *Karmashree Hiteswar Saikia College, Guwahati* on 23<sup>rd</sup> January, 2020

\*\*\*\*\*

## **Report-1**

### **Regional Workshop on “Submission of Study Centre Related Particulars for NAAC Assessment and Accreditation of KKHSOU” held in Cachar College on 19<sup>th</sup> January,2020**

This workshop was held in Cachar College, Trunk Road, Silchar, Assam 788001 for the KKHSOU Study Centres of Cachar, Hailakandi and Karimganj Districts on 19<sup>th</sup> January, 2020. The workshop moderated by Dr. Arupjyoti Choudhury, Registrar, KKHSOU, Dr.Bhabaranjan Sarma Controller of Examinations, KKHSOU and Shri Birinchi Kr Borah, Assistant Registrar, KKHSOU.

The Principal of Cachar College, G.B. President, Cachar College, Assistant Regional Director i/c of KKHSOU Regional Centre, Silchar and the Co-ordinator of KKHSOU Study Centre, Cachar College were present in the workshop. However, 14 nos of Study Centres of Cachar, Hailakandi and Karimganj Districts were also present in the Regional Workshop. The list of the 14 Study Centres are as follows,

- i) Cachar College Study Centre, Silchar
- ii) National College of Information Technology, Tarapur, Silchar
- iii) Miraj Foundation, Vivekananda Road
- iv) Janata College, Kabuganj
- v) Silchar College of Education, Nagatillah, Silchar
- vi) DIET, Cachar, Udarbond
- vii) Teacher’s Training College, Hailakandi Road, Silchar
- viii) Katigora Junior College, Katigora, Cachar
- ix) Nehru College, Pailapool
- x) Dr. Shashi Bhushan Institute of Education, Lakshirbond, Hailakandi
- xi) Highbrow, Laxmi Bazar Road, Karimganj
- xii) G.C. Paul College of Education, Kalinagar Tea Estate, Karimganj
- xiii) Basic Training Centre, Kaliganj, Karimganj
- xiv) Karimganj College, Karimganj

The participants thoroughly discussed the matters regarding the requirements. The relevant format was distributed among them. They were intimated that Monitoring Officers of KKHSOU would be visiting to the centres during 29<sup>th</sup> January to 5<sup>th</sup> February, 2020 for the collection of the required data for submission to NAAC.

\*\*\*\*

## **Report-2**

### **Regional Workshop on “Submission of Study Centre Related Particulars for NAAC Assessment and Accreditation of KKHSOU” held in Jorhat College on 22<sup>nd</sup> January, 2020**

A Regional Workshop on “Submission of Study Centre Related Particulars for NAAC Assessment and Accreditation of KKHSOU” has been conducted by Krishna Kanta Handiqui State Open University (KKHSOU) in Jorhat College, Jorhat on 22<sup>nd</sup> January, 2020 at 12.30 pm. Dr. Gobinda Deka, Associate Professor in the Department of Commerce and Dr. Mrinal Jyoti Goswami, Assistant Professor in the Department of Assamese of the University acted as resource persons for the workshop. The programme commenced with the felicitation of the resource persons by Dr. Utpal Dutta, Coordinator, Jorhat College Study Centre of KKHSOU. Coordinators and Centre-in-Charges of 19 Study Centres of Jorhat, Majuli, Golaghat, Sivasagar and Charaideo Districts participated in the Regional Workshop. The list of the 19 Study Centres are as follows,

- i) J.B. College, Jorhat
- ii) Cinnamara College
- iii) Dr. Nabin Bordoloi College, Jorhat
- iv) Bahona College
- v) D.C.B Girls’ College, Jorhat
- vi) Nakachari College
- vii) Jorhat College
- viii) Lohit Poriya Junior College, Majuli
- ix) Kamargaon College, Golaghat
- x) Furkating College, Golaghat
- xi) Kamarbandha Junior College, Golaghat
- xii) Dergaon Kamal Dowerah College, Golaghat
- xiii) Debraj Roy College, Golaghat
- xiv) Barpathar College, Golaghat
- xv) Golaghat Purbanchalik College, Golaghat
- xvi) Jhanji Hemnath Sarma College, Sibsagar
- xvii) Sonari College, Sonari
- xviii) Amguri College

xix) Tingkhong College, Dibrugarh

Dr. Gobinda Deka, Associate Professor in the Department of Commerce and Dr. Mrinal Jyoti Goswami, Assistant Professor in the Department of Assamese of the University briefed the gathering regarding the ongoing preparation of the University for NAAC Assessment and Accreditation. The Resource Persons also presented the format for Monitoring Report of Learner Support Centres (LSC), prepared by the University for collection of data from the study centres as required for the NAAC Assessment, which would be collected by the designated Monitoring Officers from the respective study centres as planned by the University. At the time of interaction some important points were pointed out by the participants. They are,

- i) University should inform well in advance all the study centres regarding the Monitoring Officers along with their schedule of visiting the centre.
- ii) The study centres should be intimated about the required data and the new data required apart from the submitted data of the Study Centre

The workshop was ended with a positive note for the preparation of NAAC and with a vote of thanks from the Coordinator.

\*\*\*\*\*

### **Report-3**

#### **Regional Workshop on “Submission of Study Centre Related Particulars for NAAC Assessment and Accreditation of KKHSOU” held in Lakhimpur Girl’s College, North Lakhimpur on 22<sup>nd</sup> January, 2020**

The Regional Workshop on “Submission of Study Centre Related Particulars for NAAC Assessment and Accreditation of KKHSOU” for the Study Centres of two districts namely Lakhimpur and Dhemaji has been conducted by KKHSOU in Lakhimpur Girl’s College, North Lakhimpur on 22<sup>nd</sup> January, 2020. Dr. Prasenjit Das, Associate Professor and Dr. Hautam Sarma, Assistant Librarian, KKHSOU acted as the workshop moderators. The workshop was started from 1pm in presence of 6 participants from 6 study centres including the host study centre of KKHSOU. Representatives of 25 other study centres were invited to the workshop at Lakhimpur Girl’s College, but only 6 centres attended the said programme. The reasons might be related to a rumor of a local Bandh and the low frequency of buses running between stations. The name of the participant centres are,

- i) Lakhimpur Girl’s College, North Lakhimpur
- ii) North Lakhimpur College, Khelmati
- iii) Avanari College
- iv) Kherajkhat College
- v) LTK College
- vi) Harhi College

As the number of participant was small, the workshop moderators did have a detailed discussion on various aspects of the requirements sought in the NAAC Manual for open universities with regard to the study centres of KKHSOU. Besides, having a fruitful discussion on the submission of particulars related to study centres, the moderators could also provide necessary clarifications to the participants on one to one basis. The participants also provided some important suggestions on the submission of KKHSOU data to NAAC. The workshop that continued for two hours came to an end with a positive note.

\*\*\*\*\*

#### **Report-4**

### **Regional Workshop on “Submission of Study Centre Related Particulars for NAAC Assessment and Accreditation of KKHSOU” held in THB College, Jamugurihat on 22<sup>nd</sup> January, 2020**

A workshop for Coordinators and Centre-in-Charge of Study Centres of Sonitpur and Biswanath District has been held on 22<sup>nd</sup> January, 2020 at THB College, Jamugurihat regarding submission of Study Centre related particulars for NAAC Assessment and Accreditation of KKHSOU, which was organised by Krishna Kanta Handiqui State Open University in collaboration with THB College, Jamugurihat. The one day workshop reflects active participation from Coordinators of Study Centres of the two districts. A total no of 3 Coordinators have participated in the said workshop. The name of the study centres are:

- i) THB College, Jamugurihat
- ii) Biswanath College
- iii) Chaiduar College

The workshop was mainly organised to impart the requisite knowledge regarding the new format developed for Monitoring Officer in connection with detail data of the study centres for NAAC assessment.

Dr. Limpon Bora, Deputy Registrar (Academic) and Dr. Utpal Deka, Assistant Professor, Dept. of Economics, KKHSOU participated in the workshop as university representatives. Both of them in their opening remarks urged the importance of the workshop among the participants concerned regarding the data to be provided by the study centres. The workshop has been attended by the Coordinators of Biswanath College, Behali College and THB College, Jamugurihat. The participants were provided with the glimpse of the format and provided with details of the format.

The participants of the workshop requested the University to bring the details of the data, the respective study centres had already submitted, with the Monitoring Officers so that they can resubmit their documents without any problem.

The workshop ended with a positive note and vote of thanks from the host study centre.

\*\*\*\*\*



## **Report-5**

### **Regional Workshop on “Submission of Study Centre Related Particulars for NAAC Assessment and Accreditation of KKHSOU” held in Raha College, Nagaon on 22<sup>nd</sup> January, 2020**

As a part of the initiative the functionaries of the study centres to submit the study centre particulars as per the format in connection with NAAC, Dr. Ratul Kr. Patowary, Deputy Registrar (Administration) and Dr. Devajeet Goswami, Assistant Professor, Dept of Commerce of Krishna Kanta Handiqui State Open University participated in the Regional Workshop as moderator. The operational aspect of the meeting was organised by the KKHSOU Study Centre, Raha College. The meeting was attended by 10 participants including the functionaries of KKHSOU Study Centre, Raha Centre. The name of the study centres are:

- i) Raha College, Nagaon
- ii) Maibong Degree College, Maibong
- iii) Rukasen College, Bakalia
- iv) Diphu Commerce College, Diphu
- v) Nowgong Girls' College, Nagaon
- vi) Nagaon G.N.D.G. Commerce College
- vii) Morigaon College, Morigaon
- viii) DIET Morigaon
- ix) Thong Nokbe College, Karbi Anglong
- x) Ajmal Foundation, Hojai

The university representatives discussed at length the format for submitting the information from the study centres and requested them to make the necessary arrangement for filling up the same. The participants were informed about the plan of visiting the study centres by the University personnel in the first week of February, 2020 for collecting the filled up forms along with other documents as required.

The meeting witnessed interaction where the various queries of the participants and suggestions were widely discussed. The workshop was ended with a positive note for the preparation of NAAC.

\*\*\*\*\*

## **Report-6**

### **Regional Workshop on “Submission of Study Centre Related Particulars for NAAC Assessment and Accreditation of KKHSOU” held in MNC Balika Mahavidyalaya, Nalbari on 22<sup>nd</sup> January, 2020**

A Regional Workshop on “Submission of Study Centre Related Particulars for NAAC Assessment and Accreditation of KKHSOU” has been conducted by Krishna Kanta Handiqui State Open University (KKHSOU) in MNC Balika Mahavidyalaya, Nalbari on 22<sup>nd</sup> January, 2020. The aim of the workshop was to reach out to the LSCs situated in the districts of Barpeta, Nalbari and Baksa in context of NAC data collection.

The workshop began with the opening address by the Coordinator of MNC Balika Mahavidyalaya, Prof. Girin Kr Bhatta who initiated the programme and explained the reason behind the workshop. The workshop was attended by Coordinators from 13 KKHSOU Study Centres. The name of the participating institutions are:

- i) Jnyanam Educational Institute, Pathsala
- ii) Aatur Rahman College of Education, Barpeta
- iii) Bhawanipur ancholik College, Bhawanipur
- iv) Kayakuchi College
- v) Madhya Bajali Junior College
- vi) G. L. Choudhury College
- vii) B.H.B College
- viii) MNC Open College, Nalbari
- ix) Swahid Smriti College
- x) Dhamdhama Anchalik College
- xi) Integrated Youth Development & Educational Society (IYDE) Haldhibari (Tihu)
- xii) Anandapuram, Nalbari
- xiii) BBK College, Nagaon, Barpeta

Dr. Rahul Majumdar, Dean (Academic) and Dr. Sukmaya Lama, Assistant Professor in the Department of History of the University conducted the workshop as representative from University. After the initiative, Dean (Academic) of the University addressed the gathering on the following issues:

i) NAAC visit: He spoke at length about the accreditation process and the NAAC related activities that the University had undertaken.

ii) Data Collection: He also explained the need for data regarding LSCs to all the Coordinators present there. He pointed out the specific criteria related data to the Coordinators.

His speech was followed by a demonstration conducted by Dr Sukmaya Lama who gave all the necessary information with regard to the required data from the LSCs.

The Principal of MNC College was also present in the Workshop. The interaction was successful as the participants made attempts to clarify their doubts. However, the number of participants was very low.

The workshop was ended with a vote of thanks from the Coordinator.

\*\*\*\*

## **Report-7**

### **Regional Workshop on “Submission of Study Centre Related Particulars for NAAC Assessment and Accreditation of KKHSOU” held in Ratnapith College, Chapar on 23<sup>rd</sup>**

**January, 2020**

The Regional Workshop on “Submission of Study Centre Related Particulars for NAAC Assessment and Accreditation of KKHSOU” for the Study Centres of 5(five) districts namely Bongaigaon, Goalpara, Dhubri, Kokrajhar and Chirrang has been conducted by KKHSOU in Ratnapith College, Chapar. The workshop moderated by Dr. Bipul Das, Associate Professor, Dept of Political Science, KKHSOU and Dr. Dipankar Malakar, Assistant Professor, Dept of Commerce of KKHSOU.

The workshop started at 12.00 noon and was chaired by the Principal Ratnapith College. The workshop was attended by 22 representatives from 17 study centres including few Centre-in-Charges along with Coordinators. The name of the participating LSCs are:

- i) Ratnapith College, Chapar
- ii) Pramathesh Barua College
- iii) Bilashipara College
- iv) DIET Dhubri
- v) Sapatgram College
- vi) Halakura College, Halakura
- vii) District Jail, Dhubri
- viii) Hatidhura College, Hatidhura
- ix) Pragoti College
- x) Hatsingimari Junior College, Mankachar
- xi) Shalbagan Jr. Commerce College
- xii) Bijni College, Bijni
- xiii) Abhayapuri College, Abhayapuri
- xiv) West Goalpara College
- xv) Jaleswar College
- xvi) DIET, Goalpara
- xvii) Lakhipur College

For better understanding of various points mentioned in the format, the moderators had made power point presentations and tried their level best to clear the queries of the participants. All the participants actively participated in the workshop and provided necessary feedbacks regarding the same during discussion. The workshop was ended with a vote of thanks from the Coordinator of Ratnapith College, Chapar.

\*\*\*\*

## **Report-8**

### **Regional Workshop on “Submission of Study Centre Related Particulars for NAAC Assessment and Accreditation of KKHSOU” held in NLB Cily College, Dibrugarh on 22<sup>nd</sup> January, 2020**

A Regional Workshop on “Submission of Study Centre Related Particulars for NAAC Assessment and Accreditation of KKHSOU” was held at NLB City College, Dibrugarh, Assam on 22<sup>nd</sup> January, 2020 from 12pm to 1.30pm. The workshop was organized for the twenty two (22) study centres of three districts of Assam, namely Dibrugarh, Tinsukia and Charaideo.

The workshop was started from 12pm onwards and participants from the different study centres took part in the workshop. The Resource Person of the University Dr. Pranab Saikia, Associate Professor in Education explained the entire NAAC assessment and accreditation process to the participants and tried to make them understand the three integral layers of the Open University i.e Headquarter, Regional Centres and Study Centres. Being the integral part of the University, how the activities of the study centres would be monitored or assessed by NAAC that details were highlighted to the participants. Keeping the urgency and importance of Study Centres’ data for NAAC assessment and accreditation, the resource person urged the study centres to take proactive action regarding submission of complete information of study centres to the University Monitoring Officers and help them in physical verification of submitted data.

After the deliberation of the resource person, participants of the workshop asked different questions related to data submission and its verification to the resource person, that were met to the satisfaction of person concerned. The workshop ended with a positive note and constructive discussion among the participants.

\*\*\*\*\*

## **Report-9**

### **Regional Workshop on “Submission of Study Centre Related Particulars for NAAC Assessment and Accreditation of KKHSOU” held in Karmashree Hiteswar Saikia College, Guwahati on 22<sup>nd</sup> January, 2020**

A Regional Workshop on “Submission of Study Centre Related Particulars for NAAC Assessment and Accreditation of KKHSOU” January 23<sup>rd</sup>, 2020 at Karmashree Hiteswar Saikia College, Guwahati at 12 noon. Dr. Bhabaranjan Sarmah, Controller of Examinations, KKHSOU and Dr. Juri Hazarika, Assistant Professor of Mass Communication of the University acted as resource persons for the workshop. The programme commenced with the felicitation of Dr. Bhabaranjan Sarmah and Principal of Karmashree Hiteswar Saikia College, Dr. Sikhamoni Konwar. Thirty two (32) Centre-in-Charges and Coordinators of study centres located in the districts of Kamrup (M), Kamrup Rural, Udalguri and Darrang participated in the workshop. The name of the participating study centres are:

- i) Sipajhar College, Sipajhar
- ii) MS Girls’ College, Rangia
- iii) Asian Infotech, Zoo Road
- iv) Mangaldoi College, Mangaldoi
- v) Kharupetia College, Kharupetia
- vi) North Darrang Jr College, Tangla
- vii) Rangia College, Rangia
- viii) North Guwahati College, North Guwahati
- ix) Patidarrang College
- x) Baihata Chariali B Ed College
- xi) ROSS, Tangla
- xii) Puthimari College
- xiii) Khoirabari College
- xiv) Malaybari Junior College
- xv) Brilliant Academy
- xvi) Mangaldai College
- xvii) KRB Girls’ College
- xviii) R J Education Trust, Guwahati
- xix) SADBA, Guwahati

- xx) Assam Institute of Mass Communication and Media Research, Uzan Bazar
- xxi) Gate Institute
- xxii) Yoga Siksha & Yoga Chikitsa Kendra
- xxiii) Paschim Guwahati Mahavidyalaya, Dharapur
- xxiv) Karmashree Hiteswar Saikia Mahavidyalaya
- xxv) National College of Education, Kharupetia

The programme was also attended by Assistant Registrar, Study Centre, KKHSOU Sri Birinchi Borah. Controller of Examinations, KKHSOU briefed the gathering regarding the ongoing preparation of the University for NAAC assessment and Accreditation and requested the support of all the study centres for the same. He also presented the format for Monitoring Report of LSC (Learner Support Centre), prepared by the University for collection of data from the study centres as required for the NAAC assessment, which would be collected by the designated Monitoring Officers from the respective study centres as planned by the University. The presentation of the Monitoring Report format was followed by interactions among the participants and the resource persons regarding the same. The programme concluded with vote of thanks from the Coordinator, Karmashree Hiteswar Saikia College Study Centre, Sri Diganta Sarma.

\*\*\*\*



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

**A Report on the Training Programme conducted for the Grade III Staff on**  
**“Internal Customer Satisfaction and Quality Service”**

**(First & Second Phase)**

1. A Training Programme on “Internal Customer Satisfaction and Quality Service” for the Grade III Employees of the University was organized by the Centre for Internal Quality Assurance on two phases viz. on 6/02/2020 and 7/02/2020 each at the Conference Hall, KKHSOU, Housefed Complex.
2. The Resource Person for the Programme was Sri. Sanjeeb Kakati, Honorary Director, Third Eye Education Pvt. Ltd., Guwahati, who is a reputed faculty and has many years of experience in contribution towards developmental aspects in his field.
3. Hon’ble Vice Chancellor, Dean (Academic), and Director (CIQA) of KKHSOU attended the inaugural session of the programme which was very momentary as the programme was conducted as per tight schedule. The Session Plan is attached herewith. After an introduction of the Resource Person and the purpose of the Programme by Director (CIQA) among the Participants, the programme commenced. The Programme was attended by 18 and 21 no. of participants on 06/02/2020 and 07/02/2020 resp.
4. The Programme commenced with a brief introduction of an Internal Customer. For the burgeoning of any organization, along with the External Customers, the satisfaction of the Internal Customers of the organization are also significant. An Internal Customer can be defined as anyone in an organization who needs assistance or interaction from another to fulfill their job responsibilities. Sri Kakati extensively explained the term Internal Customer and its related concepts with examples. Then the participants were asked to make a list of their Internal Customers in the University. Based on the type of work done by an employee, the needs of their Internal Customers can be parted into Stated Needs and Implied Needs, which were discussed by the Resource Person. Along with the Stated Needs, if the Implied Needs of an Internal Customer are also given equal heed, then it leads to the improvement of quality of work and reduction of wastage. Simple tools and techniques were expounded used to improve the Internal Customer satisfaction level. Sri Kakati presented a slide focusing on the term “Quality” which means doing the right thing the right way for the first time and every time. The key objectives of KKHSOU were also displayed for comprehending and appreciating the role of the employees in contributing towards fulfillment of the goals and

objectives of the university. The noteworthiness of SWOC (Strengths, Weaknesses, Opportunities and Challenges) of an Institution was also demonstrated. In that context, every participant was requested to point out few SWOC of KKHSOU and those were discussed on the programme.

5. At the end of the programme, a Form (attached herewith) was administered for receiving the feedback of the participants and measuring the effectiveness of the Training Programme. The responses in the feedback form indicated that the programme was well received and was found beneficial by the participants.
6. A datasheet based on the received feedbacks of the Training Programme are attached with this report

\*\*\*

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

**Training Programme on Internal Customer Satisfaction and Quality Service**

**Date:** 6<sup>th</sup> & 7<sup>th</sup> February, 2020

**Time:** 10:30 AM to 1:30 PM & 2PM to 5PM

**Venue:** Conference Hall, City Office, Housefed Complex, Dispur

**Session Plan**

TIME	Training Programme for Grade III employees
10:20 AM - 10:30 AM	Registration
10:30 AM – 10:40AM	Inauguration
10:40 AM – 1:20 PM	<p style="text-align: center;"><b>Discussion and group activities on</b></p> <ul style="list-style-type: none"> <li>• Concept of quality and internal customer</li> <li>• Work culture, work ethics and quality</li> <li>• Simple tools &amp; techniques to improve internal customer satisfaction</li> <li>• SWOC of KKHSOU</li> </ul>
1:20 PM– 1:30 PM	Feedback and Closure
1:30 PM – 2:00 PM	Lunch
	<b>Training Programme for Grade-IV employees</b>
1:40 PM – 2:00 PM	Registration
2:00 PM- 2:10 PM	Inauguration
2:10 PM – 2:50 PM	<p style="text-align: center;"><b>Discussion and group activities on</b></p> <ul style="list-style-type: none"> <li>• Concept of quality and internal customer</li> <li>• Work culture, work ethics and quality</li> <li>• Simple tools &amp; techniques to improve internal customer satisfaction</li> <li>• SWOC of KKHSOU</li> </ul>
4:50 PM – 5:00 PM	Feedback and Closure

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

**Feedback Form for Training Programme on “Internal Customer Satisfaction and Quality Service” for Grade III Employees of KKHSOU**

**Date:** 6<sup>th</sup> & 7<sup>th</sup> February, 2020

**Time:** 10:30 AM to 1:30PM

**Venue:** Conference Hall, Housefed Complex, Dispur

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

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

4. 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 your work.    Definitely    Mostly    Somehow    Not at all

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

.....  
.....

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

.....  
.....  
.....

Name & Signature (*optional*)

### Feedback datasheet of Grade III Staff Training Programme

Q. No	Aspects	Excellent	Very Good	Good	Fair	Poor
1	Rate the overall effectiveness of the training programme	18	17	3	0	0
2	Rate the overall arrangement made by CIQA for the conduct of the training programme	16	19	3	0	0

Q. No	Aspects	Yes	No	Somehow	Data not available
3 (a)	Knowledge and information gained from participation at this training programme met their expectations	35	0	1	2

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	24	8	1	0	5

Q. No	Most interesting and useful topics according to participants
4	<ul style="list-style-type: none"> <li>i. Concept of quality and Internal Customer Satisfaction</li> <li>ii. Role in the University</li> <li>iii. Overall programme</li> <li>iv. Opportunities in technical section</li> <li>v. Internal aspects of the programme</li> <li>vi. SWOC of KKHSOU</li> <li>vii. Knowing of Internal Customers and its needs</li> <li>viii. Quality Improvement</li> <li>ix. Internal and External Quality</li> <li>x. Relationship with Internal Customers</li> <li>xi. Work culture, work ethics and quality</li> <li>xii. Techniques to improve Internal Customer Satisfaction</li> <li>xiii. Understanding of role and perform according to it</li> <li>xiv. Presentation style and useful practical examples</li> <li>xv. Difference between implied needs and stated needs</li> <li>xvi. Responsibilities in team work</li> <li>xvii. Doing the right thing, the right way, the first time and every time</li> </ul>

Q. No	Comments on conduct of Staff Training Programme	Suggestions on conduct of Staff Training Programme
5	<ul style="list-style-type: none"> <li>i. Useful Training</li> <li>ii. Will help in developing our skills</li> <li>iii. Innovative programme</li> <li>iv. Helps in fulfilling the needs</li> <li>v. Would like to participate again</li> <li>vi. Valuable experience</li> <li>vii. Good initiative</li> <li>viii. Very much satisfied</li> <li>ix. Motivates to work more effectively</li> <li>x. Useful for self-development</li> <li>xi. Knowledge enhancement</li> <li>xii. Fruitful training</li> <li>xiii. Eager to attend more such programmes</li> </ul>	<ul style="list-style-type: none"> <li>i. It should be conducted more often in future</li> <li>ii. Same type of training should be provided</li> <li>iii. Minimum 2 times per year it should be conducted</li> <li>iv. Department wise training needed</li> <li>v. Training needed for translators</li> <li>vi. Same style with more practical examples</li> <li>vii. Training on technical knowledge</li> <li>viii. Training on office procedures needed</li> </ul>

\*\*\*\*

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

**A Report on the Training Programme conducted for the Multi-Tasking Staff on**  
**“Internal Customer Satisfaction and Quality Service”**

**(First & Second Phase)**

Based on the topic “Internal Customer Satisfaction and Quality Service”, a Training Programme was organised for the Grade IV employees of the University by the Centre for Internal Quality Assurance at the Conference Hall, KKHSOU, Housefed Complex. The programme was divided into two phases which was held on 06/02/2020 and 07/02/2020 each.

Sri.Sanjeeb Kakati, Honorary Director, Third Eye Education Pvt. Ltd., Guwahati, was invited as a Resource Person who is a reputed faculty member and has many years of experience in contribution towards developmental aspects in his field.

Hon’ble Vice Chancellor, Registrar, Dean (Academic), and Director (CIQA) of KKHSOU attended the inaugural session of the programme. As the programme was conducted as per tight schedule, the inauguration was kept very momentary. The Session Plan is attached with this report. The Resource person was welcomed with a Gamosa by the Administrative Officer, CIQA. Director (CIQA) after giving an introduction of the Resource Person, explained to the participants the purpose behind organizing the programme, referring about SWOC (Strengths, Weaknesses, Opportunities and Challenges) of KKHSOU. The Programme was attended by 18 and 17 no. of participants on 06/02/2020 and 07/02/2020 resp.

Skills of a person can be parted into two types- skills disclosed to others and skills which are not known by others. The resource person tried to elucidate to the participants the importance of undisclosed skills and its significance in a person’s growth. Then a brief introduction of an Internal Customer was given. He tried to emphasize on the importance of satisfaction of the Internal Customers of the organization. An Internal Customer can be defined as anyone in an organization who needs assistance or interaction from another to fulfill their job responsibilities. Some allied topics of Internal Customers were explained with examples. Then the participants were asked to make a list of their own Internal Customers in the University. Sri Kakoty divided the needs of an Internal Customer into Stated Needs and Implied Needs, which were discussed comprehensively. For the improvement of the quality of work and reduction of wastage both Stated Needs and Implied Needs should be given importance. Simple tools and techniques were also discussed to ameliorate the Internal Customer satisfaction level. A video of the production house “Backwaters Production” was shown which theme was mainly based on the importance of

satisfaction of a customer. The key objectives of KKHSOU were also exhibited for comprehending and appreciating the role of the employees in contributing towards the goals and objectives of the university. The noteworthiness of SWOC (Strengths, Weaknesses, Opportunities and Challenges) of an Institution was also demonstrated. At the end, every participant was requested to point out some SWOC of KKHSOU and short discussion was made on the topic.

For measuring the effectiveness of the programme, a Feedback Form (attached herewith) was also administered at the end of the Programme. The responses in the feedback form indicated that the programme was well received and was found beneficial by the participants.

A datasheet based on the received feedbacks of the Training Programme are attached with this report.

\*\*\*\*



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

**Training Programme on Internal Customer Satisfaction and Quality Service**

**Date:** 6<sup>th</sup> & 7<sup>th</sup> February, 2020

**Time:** 10:30 AM to 1:30 PM & 2PM to 5PM

**Venue:** Conference Hall, City Office, Housefed Complex, Dispur

**Session Plan**

TIME	Training Programme for Grade III employees
10:20 AM - 10:30 AM	<b>Registration</b>
10:30 AM – 10:40AM	<b>Inauguration</b>
10:40 AM – 1:20 PM	<p style="text-align: center;"><b>Discussion and group activities on</b></p> <ul style="list-style-type: none"> <li>• Concept of quality and internal customer</li> <li>• Work culture, work ethics and quality</li> <li>• Simple tools &amp; techniques to improve internal customer satisfaction</li> <li>• SWOC of KKHSOU</li> </ul>
1:20 PM– 1:30 PM	<b>Feedback and Closure</b>
1:30 PM – 2:00 PM	<b>Lunch</b>
	<b>Training Programme for Grade-IV employees</b>
1:40 PM – 2:00 PM	<b>Registration</b>
2:00 PM- 2:10 PM	<b>Inauguration</b>
2:10 PM – 2:50 PM	<p style="text-align: center;"><b>Discussion and group activities on</b></p> <ul style="list-style-type: none"> <li>• Concept of quality and internal customer</li> <li>• Work culture, work ethics and quality</li> <li>• Simple tools &amp; techniques to improve internal customer satisfaction</li> <li>• SWOC of KKHSOU</li> </ul>
4:50 PM – 5:00 PM	<b>Feedback and Closure</b>

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

**Feedback Form for Training Programme on “Internal Customer Satisfaction and Quality Service” for Grade IV Staff of KKHSOU**

**Date:** 6<sup>th</sup> & 7<sup>th</sup> February, 2020

**Time:** 02:00 PM to 05:00 PM

**Venue:** Conference Hall, Housefed Complex, Dispur

5. How would you rate the overall effectiveness of the training programme?
- a) Excellent    b) Very Good    c) Good    d) Fair    e) Poor
6. 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 your work.    Definitely    Mostly    Somehow    Not at all
4. Which topics or aspects of the programme did you find most interesting or useful?
- .....
- .....
5. Your comments and suggestions regarding future training programmes to be conducted by CIQA for the staff members of KKHSOU.
- .....
- .....
- .....

Name & Signature (*optional*)

### Feedback datasheet of Grade IV Staff Training Programme

Q. No	Aspects	Excellent	Very Good	Good	Fair	Poor
<b>1</b>	Rate the overall effectiveness of the training programme	16	17	02	0	0
<b>2</b>	Rate the overall arrangement made by CIQA for the conduct of the training programme	15	17	03	0	0

Q.No	Aspects	Yes	No	Somehow
<b>3 (a)</b>	Knowledge and information gained from participation at this training programme met their expectations	32	01	02

Q.No	Aspects	Definitely	Mostly	Somehow	Not at all	Data not available
<b>3 (b)</b>	Knowledge and information gained from participation at this training programme useful and applicable in work	27	06	02	0	0

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

Q. No	Comments on conduct of Staff Training Programme	Suggestions on conduct of Staff Training Programme
5	<p>i) Very good experience, useful, really helpful, very relevant, good learning experience, well conduct, developing team spirit, developing positive attitude,</p> <p>ii) activities are very effective, highly beneficial, highly overwhelmed to be a part of training programme, learnt new concepts, enjoyed a lot, excellent experience, , got good knowledge, got a good platform for self-development, special thanks to CIQA office, really effective and enjoyable, well organized</p>	<p>iv) Request to conduct such workshop in near future</p> <p>v) Expecting some more training programme in different aspects also</p> <p>vi) Training programme as per needs of the employees in practical aspects</p> <p>vii) More training programme should be conducted for the support staff</p> <p>viii) Such training programme may be organized frequently</p> <p>ix) To be continued at regular interval</p> <p>x) Duration of the training programme may be increased</p> <p>xi) Training on self-awareness and development of technical skills may be organized</p> <p>xii) Need training on developing personality communication skills</p>

\*\*\*\*

**SLM Audit- Data Sheet Phase-I**

**PART- A**

Category of Programme	Name of Programme	Semester	Publication	Attributes (A1 to A8)								Mean Score
				Two-way communication A <sub>1</sub>	Interactive dialogue method A <sub>2</sub>	Problem solving activities A <sub>3</sub>	Use of National/ International caselet A <sub>4</sub>	Appropriate sequence of reading material A <sub>5</sub>	Inclusion of summary and key points A <sub>6</sub>	Detailed learning map at the beginning A <sub>7</sub>	Contains plenty of examples A <sub>8</sub>	
UG	Business Application (BBA)	I	KKHSOU	3	2	2	2	5	5	5	2	3.25
UG	History	I	KKHSOU	5	4	5	3	5	5	5	5	4.625
UG	Political Science	I	KKHSOU	3	3	5	4	5	5	5	4	4.25
UG	Commerce	I	KKHSOU	4	5	4	2	4	5	4	3	3.875
UG	Journalism and Mass Communication	I	KKHSOU	5	4	3	3	4	4	4	4	3.875
UG	Business Application (BBA)	2	KKHSOU	4	3	5	4	5	5	5	5	4.5
UG	History	2	KKHSOU	3	5	3	2	5	5	4	3	3.75
UG	Political Science	2	KKHSOU	4	4	Not Applicable	2	4	4	3	3	3
UG	Commerce	2	KKHSOU	4	4	4	3	4	4	4	4	3.875

UG	Journalism and Mass Communication	2	KKHSOU	4	4	2	5	5	5	4	3	4
<b>Average Overall</b>				<b>3.9</b>	<b>3.8</b>	<b>3.3</b>	<b>3</b>	<b>4.6</b>	<b>4.7</b>	<b>4.3</b>	<b>3.6</b>	<b>3.9</b>

<b>Mean Score of UG SLM</b>	<b>3.9</b>
-----------------------------	------------

**PART-B**

Category of Programme	Name of Programme	Sem	Publication	Attributes (A1 to A10)													
				Clear Information about the Structure A <sub>1</sub>	Encourages the Learner to apply new knowledge and skills A <sub>2</sub>	Clear specification of Learning Objectives and Outcomes A <sub>3</sub>	Divided into small sections and sub-sections A <sub>4</sub>	Assignments for self-assessment A <sub>5</sub>	Content of the unit synchronised with given Learning Objectives A <sub>6</sub>	Icons used in content has been explained properly A <sub>7</sub>	Glossary section includes explanation of technical, new and difficult words A <sub>8</sub>	Suggested readings included in the Unit A <sub>9</sub>	References at the end A <sub>10</sub>	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	Business Application	I	KKHSOU	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	9	1	90%	10%
UG	Political Science	I	KKHSOU	Yes	No	Yes	No	Yes	Yes	Yes	No	Yes	Yes	7	3	70%	30%
UG	Commerce	I	KKHSOU	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10	0	100%	0%
UG	Journalism and Mass communication	I	KKHSOU	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	9	1	90%	10%
UG	History	I	KKHSOU	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	9	1	90%	10%

UG	Business Application	2	KKHSOU	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	8	2	80%	20%
UG	Political Science	2	KKHSOU	Yes	Yes	No	Yes	Yes	No	Yes	No	Yes	No	6	4	60%	40%
UG	Commerce	2	KKHSOU	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	9	1	90%	10%
UG	Journalism and Mass Communication	2	KKHSOU	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	9	1	90%	10%
UG	History	2	KKHSOU	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes	8	2	80%	20%
<b>Score</b>				<b>A1<sup>+</sup> 10 A1<sup>-</sup> 0</b>	<b>A2<sup>+</sup> 8 A2<sup>-</sup> 2</b>	<b>A3<sup>+</sup> 9 A3<sup>-</sup> 1</b>	<b>A4<sup>+</sup> 8 A4<sup>-</sup> 2</b>	<b>A5<sup>+</sup> 10 A5<sup>-</sup> 0</b>	<b>A6<sup>+</sup> 9 A6<sup>-</sup> 1</b>	<b>A7<sup>+</sup> 10 A7<sup>-</sup> 0</b>	<b>A8<sup>+</sup> 2 A8<sup>-</sup> 8</b>	<b>A9<sup>+</sup> 10 A9<sup>-</sup> 0</b>	<b>A10<sup>+</sup> 8 A10<sup>-</sup> 2</b>	<b>8.4</b>	<b>1.6</b>	<b>83%</b>	<b>17%</b>
<b>Percentage Score</b>				<b>A1<sup>+</sup> 100% A1<sup>-</sup> 0%</b>	<b>A2<sup>+</sup> 80% A2<sup>-</sup> 20%</b>	<b>A3<sup>+</sup> 90% A3<sup>-</sup> 10%</b>	<b>A4<sup>+</sup> 80% A4<sup>-</sup> 20%</b>	<b>A5<sup>+</sup> 100% A5<sup>-</sup> 0%</b>	<b>A6<sup>+</sup> 90% A6<sup>-</sup> 10%</b>	<b>A7<sup>+</sup> 100% A7<sup>-</sup> 0%</b>	<b>A8<sup>+</sup> 20% A8<sup>-</sup> 80%</b>	<b>A9<sup>+</sup> 100% A9<sup>-</sup> 0%</b>	<b>A10<sup>+</sup> 80% A10<sup>-</sup> 20%</b>				



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

**SLM Audit- Data Sheet Phase-II**

**PART- A**

Category of Programme	Name of Programme	Semester	Publication	Attributes (A1 to A8)								Mean Score
				Two-way communication A <sub>1</sub>	Interactive dialogue method A <sub>2</sub>	Problem solving activities A <sub>3</sub>	Use of National/ International caselet A <sub>4</sub>	Appropriate sequence of reading material A <sub>5</sub>	Inclusion of summary and key points A <sub>6</sub>	Detailed learning map at the beginning A <sub>7</sub>	Contains plenty of examples A <sub>8</sub>	
PG	Master of Business Administration	1	KKHSOU	1	1	2	2	2	1	1	2	1.5
PG	Commerce	1	KKHSOU	1	1	3	2	1	2	2	2	1.75
PG	Political Science	1	KKHSOU	2	3	4	1	1	1	1	1	1.75
PG	Sociology	1	KKHSOU	2	2	3	2	2	2	2	3	2.25
PG	Master of Business Administration	2	KKHSOU	3	3	Not Applicable	2	1	1	1	1	1.714286
PG	Commerce	2	KKHSOU	2	2	3	2	1	2	1	2	1.875
PG	Political Science	2	KKHSOU	3	3	Not Applicable	2	2	2	3	2	2.428571
PG	Sociology	2	KKHSOU	1	2	2	3	1	1	1	2	1.625

PG	Master of Business Administration	3	KKHSOU	3	4	4	4	2	2	3	2	3
PG	Master of Business Administration	4	KKHSOU	1	2	3	1	1	1	1	1	1.375
<b>Average Overall</b>				<b>1.9</b>	<b>2.1</b>	<b>2.8</b>	<b>2.1</b>	<b>1.4</b>	<b>1.5</b>	<b>1.6</b>	<b>1.8</b>	<b>1.926786</b>
<b>Mean Score of UG SLM</b>				<b>1.9</b>								

**PART-B**

Category of Programme	Name of Programme	Sem	Publication	Attributes (A1 to A10)													
				Clear Information about the Structure A <sub>1</sub>	Encourages the Learner to apply new knowledge and skills A <sub>2</sub>	Clear specification of Learning Objectives and Outcomes A <sub>3</sub>	Divided into small sections and sub-sections A <sub>4</sub>	Assignments for self-assessment A <sub>5</sub>	Content of the unit synchronised with given Learning Objectives A <sub>6</sub>	Icons used in content has been explained properly A <sub>7</sub>	Glossary section includes explanation of technical, new and difficult words A <sub>8</sub>	Suggested readings included in the Unit A <sub>9</sub>	References at the end A <sub>10</sub>	No of positive responses to attributes	No of negative responses to attributes	Percentage of positive responses to attributes	Percentage of negative responses to attributes
PG	Master of Business Application	1	KKHSOU	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	9	1		10%
PG	Commerce	1	KKHSOU	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10	0	100%	Nil
PG	Political Science	1	KKHSOU	Yes	Yes	No	Yes	Yes	No	Yes	No	Yes	No	6	4	60%	40%

PG	Sociology	1	KKHSOU	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	9	1	90%	10%
PG	Master of Business Application	2	KKHSOU	Yes	No	Yes	Yes	Yes	Yes	No	No	Yes	No	6	4	60%	40%
PG	Commerce	2	KKHSOU	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	9	1	90%	10%
PG	Political Science	2	KKHSOU	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	8	2	80%	20%
PG	Sociology	2	KKHSOU	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	9	1	90%	10%
PG	Master of Business Application	3	KKHSOU	Yes	Yes	No	Yes	Yes	Yes	No	No	Yes	Yes	7	3	70%	30%
PG	Master of Business Application	4	KKHSOU	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	9	1	90%	10%
<b>Score</b>				<b>A1<sup>+</sup> 10 A1<sup>-</sup> 0</b>	<b>A2<sup>+</sup> 8 A2<sup>-</sup> 2</b>	<b>A3<sup>+</sup> 8 A3<sup>-</sup> 2</b>	<b>A4<sup>+</sup> 10 A4<sup>-</sup> 0</b>	<b>A5<sup>+</sup> 10 A5<sup>-</sup> 0</b>	<b>A6<sup>+</sup> 9 A6<sup>-</sup> 1</b>	<b>A7<sup>+</sup> 8 A7<sup>-</sup> 2</b>	<b>A8<sup>+</sup> 1 A8<sup>-</sup> 9</b>	<b>A9<sup>+</sup> 10 A9<sup>-</sup> 0</b>	<b>A10<sup>+</sup> 8 A10<sup>-</sup> 2</b>	<b>8.2</b>	<b>1.8</b>	<b>82%</b>	<b>20%</b>
<b>Percentage Score</b>				<b>A1<sup>+</sup> 100% A1<sup>-</sup> 0%</b>	<b>A2<sup>+</sup> 80% A2<sup>-</sup> 20%</b>	<b>A3<sup>+</sup> 80% A3<sup>-</sup> 20%</b>	<b>A4<sup>+</sup> 100% A4<sup>-</sup> 0%</b>	<b>A5<sup>+</sup> 100% A5<sup>-</sup> 0%</b>	<b>A6<sup>+</sup> 90% A6<sup>-</sup> 10%</b>	<b>A7<sup>+</sup> 80% A7<sup>-</sup> 20%</b>	<b>A8<sup>+</sup> 10% A8<sup>-</sup> 90%</b>	<b>A9<sup>+</sup> 100% A9<sup>-</sup> 0%</b>	<b>A10<sup>+</sup> 80% A10<sup>-</sup> 20%</b>				

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

**SLM Audit- Data Sheet Phase-III**

**PART- A**

Category of Programme	Name of Programme	Semester	Publication	Attributes (A1 to A8)								Mean Score
				Two-way communication A <sub>1</sub>	Interactive dialogue method A <sub>2</sub>	Problem solving activities A <sub>3</sub>	Use of National/ International caselet A <sub>4</sub>	Appropriate sequence of reading material A <sub>5</sub>	Inclusion of summary and key points A <sub>6</sub>	Detailed learning map at the beginning A <sub>7</sub>	Contains plenty of examples A <sub>8</sub>	
UG	Assamese	3	KKHSOU	4	3	5	4	1	1	1	4	2.875
UG	English	3	KKHSOU	2	1	2	4	2	1	2	3	2.125
UG	Economics	3	KKHSOU	2	2	4	4	2	2	3	3	2.75
UG	Education	3	KKHSOU	3	3	1	2	1	1	1	2	1.75
UG	Computer Application	3	KKHSOU	3	1	3	4	1	1	2	3	2.25
UG	Assamese	4	KKHSOU	2	2	3	2	1	2	1	2	1.875
UG	English	4	KKHSOU	2	2	3	2	2	1	1	1	1.75
UG	Economics	4	KKHSOU	2	2	3	1	1	1	1	3	1.75
UG	Education	4	KKHSOU	2	2	2	2	2	2	1	3	2
UG	Computer Application	4	KKHSOU	2	3	2	2	2	1	1	3	2
<b>Average Overall</b>				<b>2.4</b>	<b>2.1</b>	<b>2.8</b>	<b>2.7</b>	<b>1.5</b>	<b>1.3</b>	<b>1.4</b>	<b>2.7</b>	<b>2.1125</b>
<b>Mean Score of UG SLM</b>				<b>2.11</b>								

**PART-B**

Category of Programme	Name of Programme	Sem	Publication	Attributes (A1 to A10)													
				Clear Information about the Structure A <sub>1</sub>	Encourages the Learner to apply new knowledge and skills A <sub>2</sub>	Clear specification of Learning Objectives and Outcomes A <sub>3</sub>	Divided into small sections and sub-sections A <sub>4</sub>	Assignments for self-assessment A <sub>5</sub>	Content of the unit synchronised with given Learning Objectives A <sub>6</sub>	Icons used in content has been explained properly A <sub>7</sub>	Glossary section includes explanation of technical, new and difficult words A <sub>8</sub>	Suggested readings included in the Unit A <sub>9</sub>	References at the end A <sub>10</sub>	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	Assamese	3	KKHSOU	Yes	No	Yes	Yes	Yes	Yes	Yes	No	No	No	6	4	60%	40%
UG	English	3	KKHSOU	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10	0	100%	Nil
UG	Economics	3	KKHSOU	Yes	Yes	No	Yes	Yes	No	Yes	No	Yes	No	6	4	60%	40%
UG	Education	3	KKHSOU	Yes	No	Yes	No	Yes	Yes	Yes	No	Yes	No	6	4	60%	40%
UG	Computer Application	3	KKHSOU	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes	8	2	80%	20%

UG	Assamese	4	KKHSOU	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	8	2	80%	20%
UG	English	4	KKHSOU	Yes	Yes	No	Yes	Yes	No	Yes	No	Yes	No	6	4	60%	40%
UG	Economics	4	KKHSOU	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	9	1	90%	10%
UG	Education	4	KKHSOU	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	9	1	90%	10%
UG	Computer Application	4	KKHSOU	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes	8	2	80%	20%
<b>Score</b>				<b>A1<sup>+</sup> 10 A1<sup>-</sup> 0</b>	<b>A2<sup>+</sup> 8 A2<sup>-</sup> 2</b>	<b>A3<sup>+</sup> 8 A3<sup>-</sup> 2</b>	<b>A4<sup>+</sup> 7 A4<sup>-</sup> 3</b>	<b>A5<sup>+</sup> 10 A5<sup>-</sup> 0</b>	<b>A6<sup>+</sup> 8 A6<sup>-</sup> 2</b>	<b>A7<sup>+</sup> 10 A7<sup>-</sup> 0</b>	<b>A8<sup>+</sup> 1 A8<sup>-</sup> 9</b>	<b>A9<sup>+</sup> 9 A9<sup>-</sup> 1</b>	<b>A10<sup>+</sup> 5 A10<sup>-</sup> 5</b>	<b>7.6</b>	<b>2.4</b>	<b>76%</b>	<b>27%</b>
<b>Percentage Score</b>				<b>A1<sup>+</sup> 100% A1<sup>-</sup> 0%</b>	<b>A2<sup>+</sup> 80% A2<sup>-</sup> 20%</b>	<b>A3<sup>+</sup> 80% A3<sup>-</sup> 20%</b>	<b>A4<sup>+</sup> 70% A4<sup>-</sup> 30%</b>	<b>A5<sup>+</sup> 100% A5<sup>-</sup> 0%</b>	<b>A6<sup>+</sup> 80% A6<sup>-</sup> 20%</b>	<b>A7<sup>+</sup> 100% A7<sup>-</sup> 0%</b>	<b>A8<sup>+</sup> 10% A8<sup>-</sup> 90%</b>	<b>A9<sup>+</sup> 90% A9<sup>-</sup> 10%</b>	<b>A10<sup>+</sup> 50% A10<sup>-</sup> 50%</b>				

**Photos of the Training Programmes,  
Workshops and Meetings conducted by  
CIQA  
(2019-2020)**



*Selected Photos of the Stakeholders Meeting at DCB Girls' College, Jorhat at 6<sup>th</sup> April, 2019*



\*\*\*

*Selected Photos of the 2<sup>nd</sup> phase of Training Programme for the Multi-tasking Staff on 25<sup>th</sup> April,*

*2019*



\*\*\*\*

**Workshop for Officers and Faculty Members of KKHSOU on Organization Wide Quality Management on November 1, 2019**



\*\*\*\*\*

**Few selected photos of the 1<sup>st</sup> and 2<sup>nd</sup> phase of Training Programme on 6<sup>th</sup> & 7<sup>th</sup> February, 2020 for the Grade III Employees of KKHSOU**



\*\*\*