A Report on
Stakeholders' Meeting
2019

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

Held on
Date: 6th April, 2019
Time: 10:30 AM to 1:35 PM
Venue: DCB Girls' College

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 fulfil the partial requirements of CIQA Action Plan, a Stakeholders Meeting was organised on 6th April, 2019 at DCB Girls College from 10:30 AM to 1:35 PM. The agenda of the meeting is attached at **Annexure I**

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	Others	3

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. Jinamnoni 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 **Annexure II**) 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 **Annexure III**

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.

5.1: The Academic content of KKHSOU programmes is good. However, there is scope to make it learner friendly.

5.2: In order to improve Learner engagement, CDs on yoga, communication, skill development, etc. may be provided by the University.

5.3: Programme guide is an essential requirement.

5.4: The initiative of examination reforms may be continued.

5.5: Awareness and publicity of the programmes need to be strengthened for increasing admission, highlighting the equivalent aspects of KKHSOU programmes with other conventional Universities.

5.6: 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.

5.7: Assignments should be administered along with SLM.

5.8: 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. Selected photos of the Stakeholders' Meeting, is placed at **Annexure IV**.

7. Follow-up Action of Stakeholders Meeting

7.1: 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.

7.2: The written submission of Dr. Pranab Baruah was forwarded to the Dean (Academic) and the Controller of Examinations for their kind consideration.

7.3: 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)

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BASE PAPER
FOR
STAKEHOLDERS' MEETING
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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?

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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

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Selected Photos of the Stakeholders Meeting:

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