

**HEIID: U-0054**    **Name of HEI: Krishna Kanta Handiqui State Open University**  
**Type of HEI: Open University**

**ANNUAL REPORT**  
**OF**  
**CENTRE FOR INTERNAL QUALITY ASSURANCE**  
**(CIQA)**

**KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY: GUWAHATI: ASSAM**



**PROGRAMMES UNDER**  
**OPEN AND DISTANCE LEARNING MODE**  
**2022-23**

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DECLARATION

## Part – I: General Information

1.1 Date of notification of the Centre: 07/09/2017 ([Link of the Notification](#))

### 1.2 Details of the Director, CIQA

- Name: Dr. Pranab Saikia was appointed as Director i/c, CIQA
- Qualification: MA, M. Phill, B.Ed, Ph.D
- Appointment Letter and Joining Report: [Link](#)

### 1.3 Details of CIQA Committee:

#### a. Composition as per Regulations

Sl. No.	Designation	Nomination as	Name and Qualification	Specialization	Date of Nomination in CIQA Committee
a.	Vice Chancellor of the University	Chairperson	Prof. Rajendra Prasad Das	Management Studies	05-12-2022
b.	Three Senior Teachers of HEI	Member 1	Dr. Bipul Das Associate Professor	Sociology, Socio-Political Studies	05-12-2022

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			Political Science		
		Member 2	Dr. Parag Dutta Associate Professor Economics	Econometrics, Financial System and Operation Research	05-12-2022
		Member 3	Dr. Bhaskar Sarmah, Assistant Professor, Economics	Economics of Human Resource Development, Public Finance (in Economics); Marketing and Finance (in MBA)	05-12-2022
c.	Head of three departments or School of Studies from which Programme is being offered in ODL and Online Mode	Member 4	Dr. Nripendra Narayan Sarma Professor & Director MDSM	Personnel and Marketing Management	05-12-2022
		Member 5	Dr. Joydeep Baruah Professor & Director, SKBSSS	Regional Development & Policy Analysis, Political Economy of Development, Quantitative Methods and their Applications	05-12-2022
		Member 6	Dr. Ridip Dev Choudhury Associate Professor & Director	E-Learning Expert System Image Processing Web	05-12-2022

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			i/c, HCBSST	Technology	
d.	Two External Experts of ODL and/or Online Education	Member 7	Professor Sanjay Tiwari Vice-chancellor, Madhya Pradesh Bhoj (Open) University	Organic Optoelectronics, Computational Condensed Matter Physics	05-12-2022
		Member 8	Professor Subodh Kesharwani, Director (i/c), Centre for Online Education, IGNOU	ERP System, Business Skills	05-12-2022
e.	Officials from Departments of HEI	Member 9 Administration	Dr. Arupjyoti Choudhury Registrar		05-12-2022
		Member 10 Administration	Dr. Dibyajyoti Mahanta Dean, Study Centres		05-12-2022
		Member 11 Administration	Dr. Limpon Bora Dean, Academic i/c		05-12-2022
		Member 12 Administration	Dr. Bhabaranjan Sarmah Controller of Examinations		05-12-2022
	• Administration	Member 13	Dr. Deepak Kalita		05-12-2022

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	• Finance	Finance	Finance Officer		
	• Member Secretary	Director CQA	Dr. Pranab Saikia Associate Professor in Education		05-12-2022

b. Whether members mentioned at 'b' to 'e' changed every 2 years? (Y/N): Yes

#### 1.4 Number of meetings held and its approval:

a. No. of meetings held every year: 2

b. Meeting details:

Meetings	Date-Month-Year	No. of External Expert Present	Minutes	Approval of Minutes
Meeting	2-07-2022	2	<a href="#">Link</a>	<a href="#">Link</a>
Meeting	29-12-2022	2	<a href="#">Link</a>	<a href="#">Link</a>

**1.5 Number of programmes started at Certificate level as per Regulation 24 of UGC (ODL Programmes and Online Programmes) Regulations, 2020:**

Sr. No.	Name of the Department	Certificate Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	No. of Learner Support Centre Operationalized as per territorial jurisdiction*/ Off Campus	Number of students admitted (Male/Female/Trans-gender)			
									M	F	TG	Total
1.	Guruprasad Das School of Interdisciplinary and Vocational Studies	Nursery Management CCNMA	6 Months		a) Those who have passed HSLC or equivalent examination and above will be eligible to take admission in the Certificate programmes. b) Those who have passed BPP Programme of this University. c) Or as the eligibility prescribed in the course	5000/-	Does not arise	6				

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2.	Guruprasad Das School of Interdisciplinary and Vocational Studies	Tea Cultivation and Plantation Management CSTCPM	6 Months		a) Those who have passed HSLC or equivalent examination and above will be eligible to take admission in the Certificate programmes. b) Those who have passed BPP Programme of this University. c) Or as the eligibility prescribed in the course	5000/-	Does not arise	9	20	00	00	20
3	Guruprasad Das School of Interdisciplinary and Vocational Studies	Security Personnel CSP	6 Months		a) Those who have passed HSLC or equivalent examination and above will be eligible to take admission in the Certificate programmes. b) Those who have passed BPP Programme of this University. c) Or as the eligibility prescribed in the	5000/-	Does not arise	1				



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					course							
4	Guruprsasad Das School of Interdisciplinary and Vocational Studies	Counselling Skills CCS	3 months		Graduate with 50% aggregate marks from disciplines of Psychology, Sociology, Education, Social Work, Child development, Applied Health Sciences, Nursing and Medical Or Graduate with 50% aggregate marks with minimum work experience of 3 years attached to a Government organisation or Non Profit Organisations (NGO)/ Institutions/Companies working with issues related to children, youth, women, personal rights, geriatrics, disabilities, mental health, family	21,000/-	Does not arise	1				

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					& marriage, career & guidance, HIV & AIDS, tele help, trauma & disaster management and corporate counsellor							
5	Guruprasad Das School of Interdisciplinary and Vocational Studies	Welding and Cutting (CWC)	6 months	4	No formal education mandatory. However, the candidate must attain 16 years of age at the time of admission.	5000/-	Does not arise	1				
6	Guruprasad Das School of Interdisciplinary and Vocational Studies	Electrical House Wiring (CEW)	6 months	4	No formal education mandatory. However, the candidate must attain 16 years of age at the time of admission.	5000/-	Does not arise	1				
7	Guruprasad Das School of Interdisciplinary and Vocational Studies	Post Graduate Certificate Programme in Geoinformatics PGCG	6 months	4	Graduate in any discipline.	10,000/-	Does not arise	5	09	01	00	10

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8	Padma Nath Gohain Baruah School of Humanities	Certificate Course in Japanese Language and Culture CJLC	6 months		10+	8,000/-	Does not arise	1	03	02	00	05
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**1.6 Number of programmes started at Diploma level as per Regulation 24 of UGC (ODL Programmes and Online Programmes) Regulations, 2020:**

Sl. No.	Name of the Department	Diploma Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	Number of students admitted (Male/Female/Trans-gender)			
							M	F	TG	Total
1.	Bhupen Hazarika School of Mass Communication	Journalism and Mass Communication DJMC	1 year		(a) 10+2 or equivalent examination passed (in any stream) from a Council/University recognised by UGC. (b) Three-year Diploma passed from Polytechnics in any branch.	5000/-	26	07	00	33
2.	Padma Nath Gohain Baruah School of Humanities	Creative Writing in English DCWE	1 year		a) 10+2 or equivalent examination passed (in any stream) from a Council/University recognised by	5000/-	04	05	00	09

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					UGC. (b) Three-year Diploma passed from Polytechnics in any branch					
3.	Hiranya Chandra Bhuyan School of Science & Technology	Library and Information science DLIS	1 year		a) 10+2 or equivalent examination passed (in any stream) from a Council/University recognised by UGC. (b) Three-year Diploma passed from Polytechnics in any branch	5000/-	43	58	00	101
4.	Suryya Kumar Bhuyan School of Social Sciences	Parliamentary and Constitutional Studies DPCS	1 year		a) 10+2 or equivalent examination passed (in any stream) from a Council/University recognised by UGC. (b) Three-year Diploma passed from Polytechnics in any branch	5000/-	01	00	00	01
5.	Padma Nath Gohain Baruah School of Humanities	Diploma in Yoga (Kayayogi) DYK	1 year		a) 10+2 or equivalent examination passed (in any stream) from a Council/University recognised by UGC. (b) Three-year Diploma passed from Polytechnics in any branch	10,000/-	04	09	00	13

**1.7 Number of programmes started at Post Graduate Diploma level as per Commission Order:**

Sr. No.	Post Graduate Diploma Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	Number of students admitted (Male/Female/Trans-gender)			
						M	F	TG	Total
1.	Computer Science DCS	2 years	Total 32 credits	Any graduate with Mathematics at 10+2 level or Any graduate with Mathematics at graduate level. BCA/B.Sc.IT/B.Sc. (Computer Science) graduates from any university recognized by UGC	Rs. 10,000/- Per semester	05	02	00	07
2.	Business Management DBM	2 years	Total 32 credits	Any Graduate from KKHSOU or any other University recognised by UGC for all Diploma Programmes except DCS	Rs. 15,000/- Per semester	13	02	00	15
3.	Human Resource Management DHRM	2 years	Total 32 credits	Any Graduate from KKHSOU or any other University recognised by UGC for all Diploma Programmes except DCS	Rs. 15,000/- Per semester	17	08	00	25
4.	Broadcast Journalism DBJ	2 years	Total 32 credits	Any Graduate from KKHSOU or any other University recognised by UGC for all Diploma Programmes except DCS	Rs. 5,000/- Per semester	01	01	00	02
5.	Mass Communication DMC	2 years	Total 32 credits	Any Graduate from KKHSOU or any other University recognised by UGC for all Diploma Programmes except DCS	Rs. 5,000/- Per semester	08	02	00	10

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6.	Yoga DY	2 years	Total 32 credits	Any Graduate from KKHSOU or any other University recognised by UGC for all Diploma Programmes except DCS	Rs. 5,000/- Per semester	29	68	00	97
7	Sales and Marketing Management DSM	2 years	Total 32 credits	Any Graduate from KKHSOU or any other University recognised by UGC for all Diploma Programmes except DCS	Rs. 15,000/- Per semester	03	00	00	03

### 1.8 Number of programmes started at Under Graduate Degree Programmes as per Commission Order:

Sr. No.	Under- Graduate Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	No. of Learner Support Centre Operationalized as per territorial jurisdiction*/Off Campus	Number of students admitted (Male/Female/Trans-gender)			
								M	F	TG	Total
1.	Bachelor of Arts Pass	3 years	4 credits per semester	a. 10+2 or equivalent examination passed (in any stream, including Vocational Stream) from a Council/University recognised by UGC.	3000/- Per Semester	FM1- 4/2018(DEB-III) dated 16 August 2018	240	5639	2889	00	1460

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				<p>b. Three-year Diploma passed from Polytechnics in any branch.</p> <p>c. Relevent BPP completed from KKHSOU.</p>							
2.	Bachelor of Arts Major	3 years	4 credits per semester	<p>a. 10+2 or equivalent examination passed (in any stream, including Vocational Stream) from a Council/University recognised by UGC.</p> <p>b. Three-year Diploma passed from Polytechnics in any branch.</p> <p>c. Relevent BPP completed from KKHSOU.</p>	3000/- Per Semester	FM1-4/2018(DEB-III) dated 16 August 2018	240	3388	6437	00	3825
3.	Bachelor of Arts (Hons) Assamese	3 years	4 credits per semester	<p>a. 10+2 or equivalent examination passed (in any stream, including Vocational Stream) from a</p>	3000/- Per Semester	FM1-4/2018(DEB-III) dated 16 August 2018	240	3901	1694	00	5595

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				Council/University recognised by UGC. b. Three-year Diploma passed from Polytechnics in any branch. c. Relevent BPP completed from KKHSOU.							
4.	Bachelor of Arts (Hons) English	3 years	4 credits per semester	a. 10+2 or equivalent examination passed (in any stream, including Vocational Stream) from a Council/University recognised by UGC. b. Three-year Diploma passed from Polytechnics in any branch. c. Relevent BPP completed from KKHSOU.	3000/- Per Semester	FM1-4/2018(DEB-III) dated 16 August 2018	240	276	412	00	680



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5.	Bachelor of Arts (Hons) Sanskrit	3 years	4 credits per semester	a. 10+2 or equivalent examination passed (in any stream, including Vocational Stream) from a Council/University recognised by UGC. b. Three-year Diploma passed from Polytechnics in any branch. c. Relevent BPP completed from KKHSOU.	3000/- Per Semester	FM1-4/2018(DEB-III) dated 16 August 2018	240	08	08	00	16
6.	Bachelor of Arts (Hons) Economics	3 years	4 credits per semester	a. 10+2 or equivalent examination passed (in any stream, including Vocational Stream) from a Council/University recognised by UGC. b. Three-year Diploma passed from Polytechnics in any branch. c. Relevent BPP	3000/- Per Semester	FM1-4/2018(DEB-III) dated 16 August 2018	240	146	39	00	185

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				completed from KKHSOU.							
7.	Bachelor of Arts (Hons) Education	3 years	4 credits per semester	a. 10+2 or equivalent examination passed (in any stream, including Vocational Stream) from a Council/University recognised by UGC. b. Three-year Diploma passed from Polytechnics in any branch. c. Relevent BPP completed from KKHSOU.	3000/- Per Semester	FM1-4/2018(DEB- III) dated 16 August 2018	240	455	378	00	833
8.	Bachelor of Arts (Hons) History	3 years	4 credits per semester	a. 10+2 or equivalent examination passed (in any stream, including Vocational Stream) from a Council/University recognised by UGC. b. Three-year Diploma passed from Polytechnics in any	3000/- Per Semester	FM1-4/2018(DEB- III) dated 16 August 2018	240	287	185	00	472

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				branch. c. Relevent BPP completed from KKHSOU.							
9.	Bachelor of Arts (Hons) Journalism and Mass Communication	3 years	4 credits per semester	a. 10+2 or equivalent examination passed (in any stream, including Vocational Stream) from a Council/University recognised by UGC. b. Three-year Diploma passed from Polytechnics in any branch. c. Relevent BPP completed from KKHSOU.	3000/- Per Semester	FM1-4/2018(DEB- III) dated 16 August 2018	240	24	16	00	40
10.	Bachelor of Arts (Hons) Philosophy	3 years	4 credits per semester	a. 10+2 or equivalent examination passed (in any stream, including Vocational Stream) from a Council/University recognised by UGC. b. Three-year Diploma	3000/- Per Semester	FM1-4/2018(DEB- III) dated 16 August 2018	240	28	22	00	50

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				passed from Polytechnics in any branch. c. Relevent BPP completed from KKHSOU.							
11.	Bachelor of Arts (Hons) Political Science	3 years	4 credits per semester	a. 10+2 or equivalent examination passed (in any stream, including Vocational Stream) from a Council/University recognised by UGC. b. Three-year Diploma passed from Polytechnics in any branch. c. Relevent BPP completed from KKHSOU.	3000/- Per Semester	FM1-4/2018(DEB-III) dated 16 August 2018	240	669	258	00	927
12.	Bachelor of Arts (Hons) Sociology	3 years	4 credits per semester	a. 10+2 or equivalent examination passed (in any stream, including Vocational Stream) from a Council/University	3000/- Per Semester	FM1-4/2018(DEB-III) dated 16 August 2018	240	434	281	00	715

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				<p>recognised by UGC.</p> <p>b. Three-year Diploma passed from Polytechnics in any branch.</p> <p>c. Relevent BPP completed from KKHSOU.</p>							
13.	Bachelor of Commerce B.Com	3 years	4 credits per semester	<p>10+2 or equivalent examination passed (in any stream) from a Council/University recognised by UGC.</p> <p>b. Three-year Diploma passed from Polytechnics in any branch.</p> <p>c. Relevent BPP completed from KKHSOU</p>	3000/- Per Semester	FM1-4/2018(DEB-III) dated 16 August 2018	76	329	68	00	397
14.	Bachelor in Business Administration on BBA	3 years	4 credits per semester	<p>10+2 or equivalent examination passed (in any stream) from a Council/University recognised by UGC.</p> <p>b. Three-year Diploma</p>	4500/- per semester	FM1-4/2018(DEB-III) dated 16 August 2018	54	117	27	00	144

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				passed from Polytechnics in any branch. c. Relevent BPP completed from KKHSOU							
15.	Bachelor in Computer Application BCA	3 years	4 credits per semester	10+2 or equivalent examination from a Council/University recognised by UGC. b. Diploma passed from Polytechnics in any branch of engineering. c. Candidates not having Mathematics or Computer Science at 10+2 level shall have to take 3 additional courses namely, Additional Mathematics-1, Basic Science-1 and Computer Science and Application-1. d. Relevent BPP completed from KKHSOU.	5000/- per semester	FM1-4/2018(DEB-III) dated 16 August 2018	63	169	28	00	197



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1.	Master of Business Administration MBA	4 years	Total 72 credits	Any Graduate from KKHSOU or any other University recognised by UGC with 50% marks for General category and 45% marks for reserved category	15,000/- per semester	FM1-4/2018(DEB-III) dated 23 October 2018	1	244	75	00	319
2.	M.A. (Assamese)	4 years	Total 64 credits	Any Graduate from KKHSOU or any other University recognised by UGC.	5,000/- per semester	FM1-4/2018(DEB-III) dated 16 August 2018	204	3990	7058	00	11048
3.	M.A.(English)	4 years	Total 64 credits	Any Graduate from KKHSOU or any other University recognised by UGC.	5,000/- per semester	FM1-4/2018(DEB-III) dated 23 October 2018	183	1213	1141	00	2354
4.	M.A. (Political Science)	4 years	Total 64 credits	Any Graduate from KKHSOU or any other University recognised by UGC.	5,000/- per semester	FM1-4/2018(DEB-III) dated 23 October 2018	207	2461	2063	00	4524
5.	M.A. (Economics)	4 years	Total 64 credits	Any Graduate from KKHSOU or any other University recognised by UGC.	5,000/- per semester	FM1-4/2018(DEB-III) dated 23 October 2018	150	600	429	00	1029
6.	M.A. (Sociology)	4 years	Total 64 credits	Any Graduate from KKHSOU or any other University recognised by	5,000/- per semester	FM1-4/2018(DEB-III) dated 23 October 2018	130	674	873	00	1547



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				UGC.							
7.	M.A. (Education)	4 years	Total 64 credits	Any Graduate from KKHSOU or any other University recognised by UGC.	5,000/- per semester	File No: 22- 10/22(DEB-I) Dated 1/02/2021	175	2183	3809	00	5992
8.	M.A. (Journalism & Mass Communication )	4 years	Total 64 credits	Any Graduate from KKHSOU or any other University recognised by UGC.	5,000/- per semester	F No. 21- 3/2021(DEB- I)/(DEB-III) dated 19 January 2022	23	79	32	00	111
9.	M.Com	4 years	Total 72 credits	Any Graduate from KKHSOU or any other University recognised by UGC.	5,000/- per semester	FM1-4/2018(DEB- III) dated 23 October 2018	64	517	233	00	750
10 .	M.Sc.IT	4 years	Total 68 credits	Any graduate with Mathematics at 10+2 level or Any graduate with Mathematics at the graduate level. BCA/B.Sc.IT/B.Sc. (Computer Science) graduates from any university recognized by UGC.	10,000/- Per semester	File No: 22- 10/22(DEB-I) Dated 1/02/2021	1	117	21	00	138

## Part – II: Requirements as per Centre for Internal Quality Assurance

## (CIQA) Functioning

### 2.1 Action taken on the functions of CIQA:

Sl. No.	Provision in Regulations	Details of Action Taken by CIQA and Outcome thereof (Not more than 500 words)	Upload Relevant Document
1.	<b>Quality maintained in the services provided to the learners</b>	<p>The establishment of the Centre for Internal Quality Assurance (CIQA) at Krishna Kanta Handiqui State Open University (KKHSOU) in alignment with UGC Guidelines has demonstrated the institution's unwavering commitment to enhancing and upholding the quality of services provided to its enrolled learners.</p> <p>Various units within the University, including academic schools/disciplines, administrative sections, IT Cell, Electronic Media Production Cell (EMPC), and <i>Jnan Taranga</i>- the Community Radio Station, have collaboratively contributed to the development of high-quality self-study materials, e-learning resources, learners' portals, video classes, radio counseling, online counselling, e-mentoring, Learning Management System (e-Bidya), and digital libraries. Throughout the 2022-2023 academic year, the Admission Committee, supported by the IT Cell and Study Centre Office, meticulously monitored admission-related processes, ensuring transparency and efficiency.</p>	<ol style="list-style-type: none"><li>1. <a href="#">Link of the Admission Committee Notification</a></li><li>2. <a href="#">Annual Grievance Report</a></li><li>3. <a href="#">Examination Annual Report</a></li><li>4. <a href="#">Social Media Link</a></li></ol>

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		<p>The University's approach to supporting its learners, majority of whom come from rural areas with limited media access, has been comprehensive. Regular counseling sessions have been facilitated through study centres and also with a diverse array of platforms including Telegram, WhatsApp, Facebook, online platforms like Zoom, Google meet, Webex, KKHSOU YouTube Channel, Community Radio, and email etc. This approach ensures that learners receive consistent guidance and support, bridging geographical gaps. To ensure the integrity of the evaluation process, the Examination Branch has overseen both formative assessments (30%) and Summative Assessments (70%). This comprehensive monitoring has not only ensured fairness but also bolstered the learners' confidence in the evaluation system.</p> <p>Learner grievances, a vital aspect of quality assurance, have been promptly addressed through an online complaint system, with the commitment to resolving issues within earliest possible time. The Grievance Redressal Cell has played a crucial role in managing these grievances, enhancing transparency and accountability.</p> <p>The Learner Support Centers (LSCs) of the University under the constant supervision of the Dean Study Centre Office and Regional Centre, have been instrumental in providing academic and other required services to learners, further enriching the learning experience. Additionally, the Multimedia</p>	
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		<p>Course Material Centre (EMPC) has excelled in producing multimedia content, catering to the diverse learning styles and preferences of the learners.</p> <p>KKHSOU's commitment to continuous improvement has been evident through its integration of Information and Communication Technology (ICT) and effective governance. Feedback from stakeholders has been consistently solicited through CIQA, ensuring that improvements are informed by the perspectives of those directly impacted. This inclusive approach has not only enhanced the quality of services but also fostered a sense of ownership among stakeholders.</p> <p>Institutional reforms have been a hallmark of KKHSOU's journey towards improved service quality, learner performance, and outcomes. These reforms have underscored the university's willingness to adapt and evolve, remaining responsive to the dynamic needs of its learners and the ever-changing landscape of education.</p> <p>The multifaceted efforts of KKHSOU, driven by the diligent work of the Centre for Internal Quality Assurance (CIQA), have yielded substantial outcomes in terms of maintaining and enhancing the quality of services provided to learners. By harnessing technology, fostering open communication, and implementing innovative strategies, the University</p>	
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		<p>continues to deliver on its commitment to offer equitable and high-quality education.</p>	
<p>2.</p>	<p><b>Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution</b></p>	<p>In the pursuit of maintaining and elevating the quality of all systems and processes, the University through its Centre for Internal Quality Assurance (CIQA), has meticulously undertaken a series of strategic actions to achieve this goal. These are stated as below:</p> <p><b>1. Perspective Plan and Vision Document 2030:</b> The University's Vision Document 2030 outlines a comprehensive perspective plan focused on internal capacity building and quality enhancement. This visionary approach envisions empowering faculty and staff through professional training, fostering flexibility in the university's structure, promoting inclusion, optimizing resource utilization, and embracing social responsibility. The methodology behind this vision was participatory, integrating insights and inputs from diverse stakeholders through a committee and the focus areas of NEP 2020. The result was a Strategic Action Plan, approved by the Board of Management, which delineated actionable steps for progress.</p> <p><b>2. Engaging Stakeholders:</b> KKHSOU has demonstrated its commitment to engaging stakeholders for quality improvement through various initiatives.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Link of the Strategic Action Plan</a></li> <li>• <a href="#">Link of the CIQA Annual Report</a></li> <li>• <a href="#">Link of the CIQA Action Plan</a></li> <li>• <a href="#">Link of the Report of AV Audit</a></li> <li>• <a href="#">Link of the Reports of Stakeholders Meeting</a></li> </ul>

		<p>Awareness Camps, Study Centre Management Workshops, and Induction Programs were organized to enhance awareness about the university's programs and courses. Regular meetings with Learner Support Centre (LSC) coordinators and staff were held to discuss and address concerns. Stakeholder meetings conducted by CIQA were designed to gather valuable feedback, subsequently fueling corrective measures and enhancements.</p> <p><b>3. Identifying Strengths and Weaknesses:</b> CIQA facilitated an internal audit of the university's learning materials including the audio-visual materials, leading to the identification of areas for further strengthening. This process provided a comprehensive overview of the institution's strengths and weaknesses in preparation of self-learning materials.</p> <p><b>4. Developing and Executing Action Plans:</b> CIQA drafted an Action Plan for the year 2022-23, outlining activities to be undertaken. Workshops, training programs, lectures, and other initiatives were organized to execute the action plans within specified timelines. This proactive approach ensured that improvements were systematically addressed.</p> <p><b>5. Feedback Mechanisms:</b> The incorporation of feedback mechanisms has been a cornerstone of KKHSOU's quality improvement efforts. CIQA conducted many rounds of surveys, targeting important stakeholders - new learners, inter-mediate learners and study centre coordinators. These surveys</p>	<ul style="list-style-type: none"><li>• <a href="#">Link of the Reports of Expectation Survey</a></li></ul>
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		<p>garnered insights through online and offline modes, providing valuable data for analysis. The subsequent reports generated from these surveys highlighted areas requiring further attention and interventions.</p> <p><b>6. Documentation:</b> CIQA's commitment to thoroughness extended to maintaining detailed records of action plans, and outcomes. This meticulous documentation has served as a valuable resource, facilitating informed decision-making, and enabling a well-informed basis for future evaluations and improvements.</p> <p>The relentless dedication of the University to self-evaluative and reflective exercises has yielded tangible outcomes. Through the implementation of the Vision Document and the Strategic Action Plan, the institution has achieved significant improvements in various areas, from enhancing faculty capacity to embracing digital transformation. Stakeholder engagement initiatives have fostered a culture of participation and inclusivity, leading to a more holistic understanding of the institution's strengths and weaknesses. The feedback mechanisms have provided actionable insights for refinement, and the documented processes ensure that improvements are sustained over time.</p>	
3.	<p><b>Contribution in the identification of the key areas in</b></p>	<p>During the year 202-23, CIQA identified two key areas among others for</p>	<ul style="list-style-type: none"> <li>• <a href="#">Report on Panel Discussion on</a></li> </ul>

<p><b>which Higher Educational Institutions should maintain quality</b></p>	<p>making contribution in enhancing the University wide quality. The two key areas are- NEP 2020 implementation and preparation of PPR accordingly. In the academic year 2022-23, the Center for Internal Quality Assurance (CIQA) of the University took a pivotal step by submitting an Annual Quality Assurance Report (AQAR) on the NAAC Portal. This report served as a platform for identifying several key areas that warranted enhancement to uphold and advance the quality of education.</p> <p>During this period, a notable stride was made by the CIQA, which assumed a leadership role in the implementation of the National Education Policy (NEP) 2020 within the University. This undertaking involved the establishment of the NEP Cell as well as the NEP Task Force, both entrusted with the pivotal responsibility of driving forward the execution of NEP 2020.</p> <p>In order to foster a robust discourse around the implementation of NEP 2020, a panel discussion was organized by CIQA with NEP Cell of the University on April 12, 2022. Distinguished participants included members of the NEP Cell from the University, alongside four esteemed experts hailing from Gauhati University and Cotton University.</p> <p>Continuing its proactive engagement, the CIQA organised a noteworthy event on July 1, 2022 – a National Conference that convened Directors of CIQA from various Open Universities across India. This conference centred</p>	<p><a href="#">NEP 2020 Implementation</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Link of AQAR</a></li> <li>• <a href="#">Link of Report on CIQA Directors Conference</a></li> <li>• <a href="#">Repot on Faculty Development Programme (FDP) on July 19, 2022</a></li> <li>• <a href="#">CIQA Action Plan 2022-23</a></li> </ul>
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		<p>on the pivotal theme of charting out a strategic roadmap for the effective implementation of the New Education Policy (NEP) 2020 within the unique context of Open Universities.</p> <p>Drawing from the insights garnered through these initiatives, the CIQA devised a comprehensive Action Plan for the academic year 2022-23. This plan was presented for deliberation during a CIQA Committee meeting, where it underwent discussions and refinement.</p> <p>The CIQA organized a Faculty Development Programme (FDP) on July 19, 2022 for faculty members. This program, delved into the intricate aspects of crafting a curriculum framework in alignment with the principles of NEP 2020. The FDP distinctly highlighted the importance of NEP 2020, the integration of multidisciplinary curricula, the Learning Outcomes Credit Framework (LOCF), and the Choice Based Credit System (CBCS).</p> <p>CIQA provided exclusive assistance to the Academic branch of the University in developing an Action Plan for the implementation of the NEP-2020. This assistance encompassed aiding various schools and disciplines in creating Programme Project Reports (PPR) aligned with NEP 2020 guidelines for both undergraduate (FYUGP) and postgraduate (PG) programs under the Choice Based Credit System (CBCS). Additionally, CIQA played a role in ensuring the adherence to quality parameters for Self-Learning</p>	
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		Materials (SLMs), including addressing plagiarism concerns.	
4.	<b>Mechanism devised to ensure that the quality of Open and Distance Learning programmes matches with the quality of relevant programmes in conventional mode (For Dual Mode HEIs)</b>	Not applicable for Open University.	
5.	<b>Mechanism devised for interaction with and obtaining feedback from all stakeholders namely learners, teachers, staff, parents, society, employers and Government for quality improvement</b>	<p>In pursuit of the objective to maintaining and enhancing the quality of education and services offered by the university, CIQA devised a comprehensive mechanism to interact with and obtain feedback from some key stakeholders, including learners, and study centre functionaries during the academic year 2022-23.</p> <p><i>Feedback Tools and Methodology:</i> Two distinct feedback tools were employed to gather insights from different stakeholders:</p> <ol style="list-style-type: none"> <li>1. <b>New Learner's Expectation Survey:</b> At the beginning of the academic year, this survey was conducted online, allowing new learners to conveniently share their expectations, concerns, and aspirations regarding their educational journey at KKHSOU. The</li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">Reports of Expectation Survey of New Learners</a></li> <li>• <a href="#">Feedback Survey for Coordinators of Study Centres</a></li> </ul>

		<p>online platform ensured wider participation and ease of response submission.</p> <p>2. <b>Feedback Survey for Coordinators of Study Centres:</b> Study centre coordinators, who play a pivotal role in the delivery of education in a decentralized system like KKHSOU, were targeted through an offline survey. This survey aimed to gather insights from the coordinators' perspective on various aspects of university operations, including administrative support, learner support, communication, and overall effectiveness.</p> <p><b>Data Collection and Analysis:</b> The surveys were designed to capture specific feedback related to various dimensions of the university's functioning. After the stipulated time frame, the collected data from both surveys were meticulously analyzed. CIQA employed data analysis tools and techniques to derive meaningful insights from the responses provided by stakeholders. This analysis process involved identifying areas requiring attention.</p> <p><b>Reporting and Dissemination:</b> Upon completion of the data analysis, CIQA prepared comprehensive reports for each survey. The reports were then uploaded to the university's official website, ensuring transparency and accessibility of information to all stakeholders.</p> <p><b>Findings and Actions:</b> The insights gleaned from the feedback surveys were</p>	
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		<p>shared with the university's authorities. The findings were presented in a clear and concise manner, emphasizing the strengths, weaknesses, and areas for improvement identified by each stakeholder group. This sharing of findings facilitated an informed decision-making process within the university.</p>	
<p>6.</p>	<p><b>Measures suggested to the authorities of Higher Educational Institution for quality improvement</b></p>	<p>CIQA's consistent initiatives and dedicated efforts have led to significant enhancements across multiple facets of the University. These endeavours are in line with the overarching objective of enhancing the quality of education and services offered by KKHSOU.</p> <p><b>Proactive Discussions for Quality Enhancement:</b></p> <p>CIQA has been instrumental in fostering proactive discussions between the Higher Authority and key stakeholders within the University. These discussions have served as platforms for collaborative decision-making and strategizing quality enhancement initiatives. The national conference of CIQA Directors of Open Universities held at KKHSOU on 1<sup>st</sup> July, 2022, provided an exceptional platform for Directors of Open Universities across India to converge and exchange ideas on NEP 2020 implementation. Through these deliberations, CIQA has facilitated the identification of areas that require improvements, leading to the formulation and implementation of</p>	<ul style="list-style-type: none"> <li>• <a href="#">CIQA Committee Proceeding</a></li> <li>• <a href="#">Link of AQAR</a></li> </ul>

		<p>targeted action plans for NEP 2020.</p> <p><b>The CIQA Committee Suggestions:</b></p> <p>The views and suggestions of the CIQA Committee and external members are widely regarded by the authorities of KKHSOU.</p> <p><b>Leading the AQAR Submission Process:</b></p> <p>One of the significant contributions of CIQA is its pivotal role in the submission process of the Annual Quality Assurance Report (AQAR) to the National Assessment and Accreditation Council (NAAC). CIQA has taken the lead in orchestrating this process, ensuring that the AQAR comprehensively reflects the University's commitment to implementing various quality improvement measures. The AQAR not only highlights the University's achievements and progress but also integrates the valuable suggestions and recommendations proposed by CIQA. This involvement showcases CIQA's dedication to quality enhancement and its role in shaping the narrative of KKHSOU's pursuit of sustained excellence.</p> <p><b>Systematic Monitoring and Compliance:</b></p> <p>CIQA's commitment to quality improvement is further evidenced through its systematic and consistent monitoring of the University's compliance with the UGC Regulations of 2020. By rigorously evaluating the University's operations and services, CIQA identifies areas that require attention and</p>	
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		<p>enhancement. This monitoring process has led to the implementation of corrective measures, refining various aspects of the institution's functioning and ensuring alignment with quality benchmarks set by regulatory authorities.</p> <p><b>Collaborative Decision-Making and Implementation:</b></p> <p>CIQA's initiatives extend beyond monitoring and reporting. It actively engages in collaborative decision-making, where it involves key stakeholders to collectively determine the strategies and steps required for quality enhancement. By fostering collaboration and involving experts from diverse domains, CIQA ensures that the proposed measures are comprehensive, feasible, and effective. This collaborative approach also results in smoother implementation and better adoption of quality improvement initiatives across the University.</p> <p><b>Outcome of CIQA's Initiatives:</b></p> <p>As a result of CIQA's dedicated efforts, KKHSOU has witnessed tangible outcomes in its journey towards quality improvement. The University's engagement with CIQA has led to a more streamlined approach to addressing quality-related challenges. The discussions facilitated by CIQA have enabled efficient problem-solving and enhanced decision-making processes. The AQAR submissions have showcased KKHSOU's commitment to quality</p>	
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		<p>enhancement on a national platform, leading to increased recognition and credibility.</p> <p>The above description indicates a formal approach of CIQA in an informal way, CIQA with the help of informal discussion and interaction in the CIQA Directors' WhatsApp group initiates and follow up several actions with the help of different branches and schools of the University.</p>	
7.	<p><b>Implementation of its recommendations through periodic reviews</b></p>	<p>The CIQA Committee of the University convenes on a regular basis to review and discuss the CIQA activities and formulate action plans. This practice was followed even during the 2022-23 academic year. These action plans are designed to offer support to learners and ensure various aspects of quality assurance across the University are monitored effectively.</p> <p>CIQA demonstrated its proactive approach by creating several Committees to assess the University's existing Policies in view of the emerging educational landscape of the country, including NEP 2020. Furthermore, to ensure the seamless advancement of University activities, CIQA established distinct Sub-Committees. These Sub-Committees were assigned a range of responsibilities, encompassing the execution of NEP 2020 and also the submission of data for the Annual Quality Assurance Report (AQAR) on the NAAC Portal.</p>	<ul style="list-style-type: none"> <li>• <a href="#">CIQA Committee Proceeding</a></li> <li>• <a href="#">Link of AQAR</a></li> <li>• <a href="#">NEP 2020 all links</a></li> </ul>

		<p>These Sub-Committees held regular meetings, maintaining a consistent rhythm of engagement. The recommendations generated from their discussions were seamlessly integrated into the University's operations. For instance, the recommendations from these committees played a pivotal role in the enhancement of Feedback Surveys. This led to a revision of survey instruments, aligning them with the suggestions put forth by the relevant committees.</p> <p>On the 2nd of July, 2022, the CIQA Committee meeting addressed the issue of submitting the Programme Project Report (PPR) for new academic programs for the year 2023-24 to UGC-DEB, New Delhi. During the meeting, the responsibility for creating an Action Plan for this task was entrusted to CIQA and the Dean of the Academic branch. The meeting also discussed to conduct Outcome Based Programme Effectiveness Research in the University. A Committee was formed for this purpose.</p> <p>CIQA dedicated its primary focus to the implementation of the NEP 2020 during 2022-23. Collaborating closely with key stakeholders of the University, CIQA diligently pursued this objective in accordance with the directives received from both Union and State Governments. CIQA undertook a series of proactive initiatives within the University during this period, including the preparatory work for the introduction of Four-year</p>	
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		<p>Undergraduate (UG) Programmes. Additionally, they undertook the task of restructuring the credit framework to align it with the requirements outlined in NEP 2020. To facilitate credit transfer, CIQA ensured the University's registration with the Academic Bank of Credits in close association with the Examination branch of the University. Furthermore, CIQA took a proactive role in promoting and facilitating Massive Open Online Courses (MOOCs) within the University's academic offerings.</p> <p>CIQA organized meticulous review meetings to facilitate the effective execution of the above-mentioned initiatives. These gatherings provided vital platforms for comprehensive discussions on each initiative's progress. The insights and feedback from these meetings played a crucial role in shaping subsequent actions. Responding to valuable feedback, CIQA swiftly implemented measures for a seamless transition, showcasing their commitment to informed decisions and proactive adaptation. This dedication enabled CIQA to adeptly address challenges posed by implementing NEP 2020 in that timeframe.</p>	
8.	<p><b>Workshops/seminars/symposium organized on quality related themes, ensure participation of all stakeholders and disseminate the reports of such activities</b></p>	<p>In the academic year 2022-23, the CIQA took proactive measures to enhance the quality of education and ensure the participation of all stakeholders in various workshops, seminars, and symposiums. These are as below:</p>	<ul style="list-style-type: none"> <li>• <a href="#">CIQA Annual Report</a></li> </ul>

<p><b>among all the stakeholders in Higher Educational Institution</b></p>	<p><b>1. Panel Discussion on Implementation of NEP 2020 (12th April, 2022):</b> A significant step towards aligning with the changing landscape of education, the NEP 2020 panel discussion brought together experts from KKHSOU, Gauhati University, and Cotton University. Insights were shared, experiences were discussed, and strategies for effective implementation were deliberated upon. This discussion not only enriched the understanding of NEP 2020 but also fostered collaborative efforts in adapting to the policy's mandates.</p> <p><b>2. One-Day National Conference of CIQA Directors (1st July, 2022):</b> The national conference provided an exceptional platform for Directors of Open Universities across India to converge and exchange ideas on NEP 2020 implementation. The keynote address by Dr. Avichal Kapur, Joint Secretary, UGC-DEB added depth to the discussions, emphasizing the key aspects of the policy. This conference served as a catalyst for nationwide collaboration and standardization in the implementation of NEP 2020.</p> <p><b>3. Faculty Development Programme on Curriculum Framework (19th July, 2022):</b> The Faculty Development Programme facilitated a deeper understanding of NEP 2020's influence on curriculum design. The insights shared by renowned resource persons, Professor Manjulika Srivastava and Professor Swaraj Basu of IGNOU were invaluable in shaping the curriculum</p>	
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		<p>framework of the university.</p> <p><b>4. Stakeholders' Meetings at Jorhat and Tezpur (25th and 26th August, 2022):</b> The stakeholders' meetings in Jorhat and Tezpur served as a direct channel for feedback and suggestions from those directly involved in the university's activities. This engagement ensured that the concerns of stakeholders were addressed, aligning the university's practices with UGC guidelines and best practices.</p> <p><b>5. Workshop on Self Plagiarism (3rd December, 2022):</b> The workshop on Self Plagiarism, led by Dr. Gautam Kr. Sarma, Deputy Librarian of Tezpur University introduced innovative strategies to uphold academic integrity. Demonstrating the URKUND anti-plagiarism software and prevention techniques, this workshop contributed to maintaining high ethical standards in research and academic work.</p> <p><b>6. Workshop on Development of MOOCs/Online Courses (16th December, 2022):</b> The workshop conducted by Prof. Uma Kanjilal of IGNOU focused on leveraging technology to enhance education delivery. Faculty Members from KKHSOU and neighboring institutions were sensitized to the intricacies of developing MOOCs/Online Courses, aligning with the SWAYAM initiative. This workshop promoted the creation of high-quality online learning resources.</p>	
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		<p><b>7. Workshop on Time and Stress Management (27th December, 2022):</b> Addressing the holistic well-being of the university's workforce, the workshop on Time and Stress Management catered to Grade III &amp; IV Employees. Dr. Sanjib Raj's insights provided practical tools to manage stress, time, and attitudes more effectively, thereby enhancing overall productivity and job satisfaction.</p> <p>Furthermore, CIQA diligently disseminated information and updates through multiple channels including the university website, circulars, group emails, and WhatsApp groups. The engagement with faculty and officers to share updates about UGC ODL Regulations and NAAC Assessment and accreditation scheme further enriched the understanding of these critical aspects.</p>	
9.	<p><b>Developed and collated best practices in all areas leading to the learners and disseminate the same all concerned in Higher Educational Institution</b></p>	<p>One noteworthy action undertaken by the University is the development and collation of best practices across all areas within the University. By identifying and documenting successful approaches, CIQA aims to create a repository of effective methods that can be shared with all stakeholders in the higher education community. This initiative serves as a valuable resource for educators, administrators, and support staff, enabling them to enhance their</p>	<ul style="list-style-type: none"> <li>• <a href="#">Notification for the online examination</a></li> <li>• <a href="#">Jnan Taranga</a></li> <li>• <a href="#">PROCEEDINGS OF THE ONE DAY</a></li> </ul>

		<p>respective roles and contribute to the university's overarching mission of providing education beyond barriers.</p> <p>Here are two notable initiatives undertaken by KKHSOU in the year (2022-23):</p> <p><b>(i) Implementation of Proctored Online Examinations:</b> One of the university's notable initiatives was the implementation of Proctored Online Examinations during 2022-23. Recognizing the challenges posed by the COVID-19 pandemic and regional natural disasters, the Examination Branch of the university devised a comprehensive strategy to conduct secure and effective online exams. A user-friendly software platform was developed to facilitate these exams, and a successful trial run was conducted on June 10, 2022, to ensure both learners and faculty were well-prepared for the final assessments. Subsequently, the Degree 3rd Semester final term-end exams took place between July 6 and July 19, 2022, using the same online platform. An impressive number of 4780 out of 5106 eligible learners participated in these exams, showcasing strong support for this mode of examination in which both multiple-choice and essay-type questions were provided. A team of 55 invigilators ensured the smooth conduct</p>	<p><a href="#"><u>NATIONAL CONFERENCE OF CIQA-DIRECTORS</u></a></p>
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		<p>of online exams.</p> <p>In line with the university's commitment to ethical conduct, the Examination Branch took decisive action against instances of unfair practices (168 candidates) during online exams. The cancellation of 168 candidate's examination was based on concrete evidence and recommendations from the Examination Disciplinary Committee. This proactive response underscored the University's dedication to upholding academic integrity and maintaining the credibility of its evaluation processes.</p> <p><b>(ii) Creation of CIQA Director's Forum:</b> In a proactive initiative spearheaded by the CIQA, the University organised the CIQA Directors' Conference on 1st of July, 2022, at the City Campus of the University. This notable congregation drew together representatives from various open universities across India, united under the banner of CIQA.</p> <p>The outcome of this conference proved to be far-reaching, as it gave birth to the CIQA Director's Forum—a collaborative platform of significant importance. A WhatsApp group was</p>	
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		<p>established, seamlessly connecting the CIQA Directors from every open university of India. This group has emerged as an invaluable connection for the exchange of perspectives, observations, and insights. Additionally, it serves as a virtual forum for the dissemination of information about distinct events and commendable practices within the open universities.</p> <p>(iii) A Single Window Student Grievance Redressal Cell is being re-constituted for a term of 2 years for Three Tier Complaints/ Grievances/ Queries handing of the University as per UGC Guideline with the following members vide ref. no KKHSOU/Reg/Gen/11/2009/243/1848 dated 29/11/2022.</p> <p>The Cell commits to resolving grievances within five working days. In case of any delay, the Vice Chancellor is informed with valid reasons. After resolving a grievance, students are promptly informed through different communication channels within 24 hours.</p>	
10.	<p><b>Collected, collated and disseminated accurate, complete and reliable statistics about the</b></p>	<p>The CIQA plays a pivotal role in ensuring the quality of various services offered by the University. In particular, CIQA focuses on collecting,</p>	<ul style="list-style-type: none"> <li>• <a href="#">Reports of Expectation</a></li> </ul>

	<b>quality of the programme(s)</b>	<p>collating, and disseminating accurate, complete, and reliable statistics pertaining to the quality of the University's programs. This process involves multiple steps and actions to ensure the accuracy and integrity of the data collected.</p> <p>To facilitate this, the University utilizes software for its admission process and examination management, including the EDPS and tally software for accounting. These tools contribute to the consistent, accurate, and comprehensive collection of statistics related to learner enrollment, fees collected, learner retention, and dropouts. These data points are essential for evaluating the effectiveness and quality of the University's programs.</p> <p>Furthermore, the data submitted by the University annually in the AQAR were subjected to verification and validation by the National Assessment and Accreditation Council (NAAC) in due course of time. This external validation process ensures the reliability and credibility of the statistics presented in the AQAR.</p> <p>In addition to these measures, CIQA undertook a systematic survey among learners and other stakeholders of the University. This survey aimed to gather insights into the quality-related institutional processes and services</p>	<p><a href="#">Survey</a></p> <ul style="list-style-type: none"><li>• <a href="#">Feedback Surveys for Coordinators</a></li></ul>
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		<p>provided by the University. The survey was conducted in phases and employed various instruments for data collection. The findings from these surveys were meticulously collected, analyzed, and presented in the form of comprehensive reports. These reports are accessible through the university's official platform at <a href="http://dlkkhsou.inflibnet.ac.in/handle/123456789/739">http://dlkkhsou.inflibnet.ac.in/handle/123456789/739</a>. This transparency in sharing the survey outcomes enhances accountability and demonstrates the University's commitment to quality improvement.</p> <p>The reviews of program enrollment and pass-out ratios are published in the Annual Report of the University and the Horizon-University Newsletter of the University. These publications provide stakeholders with a clear overview of the University's performance in terms of program quality and learner outcomes.</p> <p>By collecting, collating, and disseminating accurate and reliable statistics, the University ensures that its programs and services meet the expectations and needs of learners and stakeholders, fostering continuous improvement and excellence in education.</p>	
11	<b>Measures taken to ensure that Programme Project Report for each programme is according to</b>	In the Year 2022-23, the CIQA guided the different Schools/Disciplines of the University in the preparation of the Programme Project Reports (PPRs)	<ul style="list-style-type: none"><li>• <a href="#">Link of the PPR</a></li><li>• <a href="#">Application of the New Course</a></li></ul>

<p><b>the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme</b></p>	<p>of different UG and PG Degree Programmes according to the norms and guidelines prescribed by the UGC.</p> <p><i>The 36<sup>th</sup> Meeting of the Academic Council held on 9-3-2023 approved the following programmes for the application of New programme to UGC-DEB according to NEP 2020 guidelines:</i></p> <ol style="list-style-type: none"><li><i>1. Bachelor of Arts (Hons) in Assamese</i></li><li><i>2. Bachelor of Arts (Hons) in English</i></li><li><i>3. Bachelor of Arts (Hons) in Sanskrit</i></li><li><i>4. Bachelor of Arts (Hons) in Economics</i></li><li><i>5. Bachelor of Arts (Hons) in Education</i></li><li><i>6. Bachelor of Arts (Hons) in History</i></li><li><i>7. Bachelor of Arts (Hons) in Journalism and Mass Communication</i></li><li><i>8. Bachelor of Arts (Hons) in Philosophy</i></li><li><i>9. Bachelor of Arts (Hons) in Political Science</i></li><li><i>10. Bachelor of Arts (Hons) in Sociology</i></li><li><i>11. Bachelor of Commerce</i></li><li><i>12. Bachelor of Business Administration</i></li><li><i>13. Bachelor of Computer Application</i></li><li><i>14. Bachelor of Social Work</i></li><li><i>15. Two Year B.Ed ODL Programme</i></li></ol>	
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		<p>16. <i>Master of Arts in Assamese</i></p> <p>17. <i>Master of Arts in English</i></p> <p>18. <i>Master of Arts in Education</i></p> <p>19. <i>Master of Arts in Political Science</i></p> <p>20. <i>Master of Arts in Economics</i></p> <p>21. <i>Master of Arts in Sociology</i></p> <p>22. <i>Master of Science in Information Technology</i></p> <p>23. <i>Master of Arts in Journalism and Mass Communication</i></p> <p>24. <i>Master of Business Administration</i></p> <p>25. <i>Master of Business Administration (Financial Management)</i></p> <p>26. <i>Master of Business Administration (Human Resource Development)</i></p> <p>27. <i>Master of Business Administration (Marketing)</i></p> <p>28. <i>Master of Commerce</i></p> <p>29. <i>Master of Commerce (Human Resource Development)</i></p> <p>30. <i>Master of Commerce (Financial Analysis)</i></p> <p>31. <i>Master of Commerce (Marketing Management)</i></p> <p>32. <i>Master of Arts in Philosophy</i></p> <p>33. <i>Master of Arts in Social Work</i></p> <p>While preparing the PPR, the University spelt out the programmes' missions and objectives, the relevance of the programme with the University's</p>	
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		<p>missions and goals, the nature of the target group of learners, instructional design, procedure for admission, curriculum transactions, evaluation, and programme outcomes etc.</p> <p>The University has clearly stated Programme Outcomes and Course Outcomes. The CIQA facilitated the preparation of Programme Guides for the respective programmes concern disciplines. It was also ensured that the same was uploaded in the University Website.</p> <p>Every Unit of a SLM, has a Unit-Specific learning objectives that are to be achieved by the learners after going through the Unit. The reading materials provided in the unit are expected to help the learner in achieving the learning objectives which will ultimately help in meeting the requirement of course specific and programme specific outcomes. Programme Outcomes and Course Outcomes are integrated into the assessment process which depend on the aim, objective, target group, programme structure, career prospects, type and duration of the courses on offer.</p> <p>On July 19, 2022, CIQA organized a Faculty Development Programme on <i>How to Develop the Curriculum Framework in the light of NEP 2020</i>. This event delved into various significant subjects, including an in-depth exploration of the NEP 2020, the implementation of a multidisciplinary curriculum, the Learning Outcomes-based Curriculum Framework (LOCF),</p>	
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		<p>and the Credit-Based Choice System (CBCS).</p> <p>Esteemed experts in the field, namely Professor Manjulika Srivastava and Professor Swaraj Basu of IGNOU, graced the occasion as resource persons. They shared their profound insights and knowledge, shedding light on the intricate aspects of the discussed topics. Professor Manjulika Srivastava specifically took a session on how to develop PPR.</p>	
12	<b>Mechanism to ensure the proper implementation of Programme Project Reports:</b>	<p>The CIQA and the Office of the Dean (Academic) work in tandem to ensure that the curriculum and instructional strategies align with the framework outlined in the UGC Regulation for PPR. This involves consistent oversight of the preparation of Self-Learning Material (SLM) units for respective programs. The processes for admission, faculty requirement, course structure, instructional design, curriculum transaction, and evaluation, as presented and approved in the PPR submitted to the UGC, are communicated transparently through the University Prospectus and Information Brochure.</p> <p><b>Alignment with Local and Global Perspectives:</b> The academic programs offered are designed to cater to the holistic development of the marginalized sections of society through education, research, training, and outreach. This approach balances local and regional awareness with national and global</p>	<a href="#">Link of the PPR</a>

		<p>perspectives, ensuring a comprehensive learning experience. The Board of Studies for each academic discipline, along with the Academic Council, is ensured the inclusion of the following essential elements into the syllabus:</p> <p><b>Incorporating Assam's Context:</b> The syllabus includes aspects of Assam's economic, social, cultural, historical, educational, philosophical, and ethical landscape, enriching the learning experience with local insights.</p> <p><b>Regular Syllabus Updates:</b> Syllabus updates are performed regularly to include contemporary topics and emerging learning areas, keeping the curriculum dynamic and relevant.</p> <p><b>Community Engagement:</b> Community engagement opportunities like fieldwork and project work are integrated into the curriculum where applicable, enhancing practical learning and fostering social responsibility.</p> <p><b>Alignment with Needs:</b> Programs are aligned to address the educational and skill development needs of the learners, ensuring that they acquire relevant competencies.</p> <p><b>Livelihood Opportunities:</b> Consideration is given to creating opportunities for learners' livelihoods, making the programs practically beneficial for their future careers.</p> <p><b>Formal Approvals:</b> Academic programs undergo formal approval processes by relevant bodies, including Schools of Studies as may be applicable,</p>	
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		<p>Academic Council, Board of Management (BoM) and finally UGC-DEB.</p> <p><b>Induction Programme:</b> The University conducts induction programs for new learners to familiarise them with the teaching-learning process, support services, and examination and evaluation systems of the University. The central induction program, as well as study centre-level programs, ensure that learners are well-informed about the University's processes.</p> <p><b>Personal Contact Programs (PCP):</b> Personal Contact Programs are organized in study centers to offer guidance and counseling on various aspects of teaching, learning, support services, examination, and evaluation. These programs enhance learner engagement and understanding.</p> <p><b>Discipline-wise Monitoring:</b> Each School/Discipline of the University actively participates in the counseling process, both offline and online. This involvement ensures the proper implementation of PPR provisions and provides learners with discipline-specific support.</p> <p><b>Examination and Evaluation Procedure:</b> The Examination Branch plays a vital role in maintaining the integrity of the examination and evaluation processes. The procedure incorporates both formative and summative assessment:</p> <p><b>Internal Assessment (30%):</b> This assessment includes a range of methods such as MCQ-based online examinations, home assignments, ongoing</p>	
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		<p>assessments during counseling, online/offline vivas, and attendance at Personal Contact Programmes.</p> <p><b>Term End Examinations (70%):</b> The assessment involves offline proctored examinations, MCQ-based online examinations, and blended mode examinations, ensuring comprehensive evaluation.</p>	
13	<p><b>Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.</b></p>	<p>The CIQA of the University has formulated an elaborate Action Plan for the year 2022-23, which was discussed and subsequently approved during the CIQA Committee Meeting. This plan outlines various activities and initiatives that the Centre intends to undertake in order to enhance its overall quality and effectiveness. The Action Plan encompasses a variety of essential aspects that contribute to the institution's quality enhancement, these are as below:</p> <ul style="list-style-type: none"> <li>•<b>SLM Audit (Self-Learning Material Audit):</b> This involves a comprehensive review of the University's self-learning materials, which are crucial for distance education and self-learning. The audit ensures that the materials are up-to-date, accurate, and aligned with the curriculum.</li> <li>•<b>Stakeholders' Meetings:</b> Engaging with stakeholders, including learners, alumni, academic counsellors, key functionaries and staff of the study centres, and other relevant community members, is essential for</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">CIQA Annual Report 22-23 link</a></li> <li>• <a href="#">Annual Report submitted DEB 2020-21link</a></li> <li>• <a href="#">Annual Report submitted DEB 2021-22 link</a></li> <li>• <a href="#">CIQA Action Plan link</a></li> </ul>



		<p>understanding their perspectives, needs, and expectations. These meetings provide a platform to gather valuable feedback that can be used to improve various aspects and functioning of the University.</p> <ul style="list-style-type: none"><li>•<b>Collection of Feedback Survey Reports:</b> Regular feedback from key stakeholders is critical for continuous improvement. These reports help identify strengths, weaknesses, and areas needing attention. Analyzing this feedback can guide the University in making informed decisions.</li><li>•<b>Faculty Development Workshops:</b> Enhancing the skills and knowledge of faculty members directly impacts the quality of education. Faculty development workshops offer opportunities for faculty members to learn about new teaching methodologies, technologies, and pedagogical approaches, ultimately benefiting the learners.</li><li>•<b>Training Programmes for Grade III &amp; IV Staff:</b> The University recognizes the importance of providing professional development opportunities to all staff members, including those in non-teaching roles. Such training programs enhance their efficiency, competence, and job satisfaction.</li><li>•<b>Interactive Sessions:</b> These sessions foster communication and collaboration among various stakeholders, promoting a culture of openness and continuous improvement. Interactive sessions can include seminars,</li></ul>	
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		<p>webinars, panel discussions, and workshops.</p> <p>Additionally, CIQA is involved in various reporting and record-keeping responsibilities:</p> <ul style="list-style-type: none"><li>•<b>Assisting in Annual Report Preparation:</b> CIQA plays a significant role in supporting the preparation of the University's Annual Report. By providing accurate and relevant particulars, CIQA contributes to a comprehensive overview of the University's achievements, activities, and challenges throughout the year.</li><li>•<b>Submission of Reports to Regulatory Bodies:</b> CIQA helps the institution meet its reporting obligations to regulatory bodies such as UGC (University Grants Commission), AISHE (All India Survey on Higher Education), NAAC (National Assessment and Accreditation Council), RUSA (Rashtriya Uchchatar Shiksha Abhiyan), and the Government of Assam. These reports are essential for maintaining compliance and demonstrating the University's quality standards.</li><li>•<b>Maintaining University Records:</b> CIQA maintains various records, documents, and reports related to the University's activities. These records serve as a historical repository of information and evidence of the University's growth and quality enhancement efforts.</li></ul> <p>The CIQA Committee ensures the regular review of progress and the</p>	
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		<p>implementation of the Action Plan. Any minor modifications made are likely to be based on evolving circumstances, feedback, and emerging needs. The emphasis on continuing quality development programs reinforces the institution's commitment to maintaining and enhancing its educational standards.</p>	
<p>14</p>	<p><b>Inputs provided to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.</b></p>	<p>The process of aligning educational programs with the needs of the job market is a crucial aspect of ensuring that graduates are well-prepared and competitive in their career pursuits. The CIQA often gathers input and insights in this regard from various stakeholders. In the different meeting of School of Studies, Interactive Sessions and Academic Council also discussed the matter regarding restructuring of programmes in order to make them relevant to the job market. These inputs are then used to design and modify educational programs to better match the demands of the job market.</p> <p>To cater to the needs of both general graduate learners and those pursuing specialized degrees, the University adopts a multi-faceted approach. For instance, in the case of BA pass course students, optional courses like "Introduction to IT" and "Office Management" are offered. These courses enhance the students' knowledge and skills in relevant areas that are sought</p>	<p>Links of the PPR</p> <ul style="list-style-type: none"> <li>• <a href="#">BBA</a></li> <li>• <a href="#">BCom</a></li> <li>• <a href="#">BCA</a></li> <li>• <a href="#">MBA</a></li> <li>• <a href="#">MScIT</a></li> </ul>

		<p>after by employers.</p> <p>Recognizing the importance of practical skills, the University integrates courses like "Spoken English," "Computer Application," "Environmental Studies," "Disaster Management," and "Office Management" into the BA program. These courses not only impart subject-specific knowledge but also equip students with practical skills that are applicable across various job roles.</p> <p>Programs such as BBA, B. Com, and BCA have been refined to offer "English for Professional Studies" instead of "General English." This shift reflects a focus on communication skills and terminology relevant to specific industries. This prepares students to communicate effectively in professional contexts, making them more job-ready.</p> <p>Professional programs like MBA and MSc-IT are designed with a strategic focus on specialized skill development. Whether in fields such as business, computer science, or mass communication, these programs are meticulously curated to offer in-depth knowledge and practical experience. This not only makes graduates proficient in their domains but also enhances their potential for career advancement and job opportunities.</p> <p>The University's approach to aligning programs with the job market is holistic. It encompasses the incorporation of pertinent courses as well as a</p>	
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		<p>strong focus on essential skills like critical thinking, adaptability, problem-solving, and other attributes prized by employers. In pursuit of this alignment, CIQA facilitated multiple rounds of discourse involving faculty members and external experts. Their goal was to revamp the existing UG/PG programs into the FYUG and PG (CBCS) formats, guided by NCF 2022 principles. These revisions encompass the integration of Skill Enhancement Courses (SEC), Ability Enhancement Courses (AEC), and Value Added Courses (VAC). Furthermore, the deliberations centered on the integration of projects, internships, and community engagement within the FYUG programs.</p> <p>The efforts made by the University to ensure its programs are in sync with the job market offer numerous benefits. Graduates are better positioned to secure employment and excel in their chosen fields. This, in turn, contributes to the overall economic growth and development of the region as skilled professionals enter the workforce.</p>	
15	<p><b>Facilitated system-based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.</b></p>	<p>One of the significant initiatives going to undertake by CIQA as its future action plan is to facilitate system-based research at the University for creating a learner-centric environment and bringing about qualitative improvements across the entire University system.</p>	<p><a href="#">Link of the Report of the Talk on Systematic Research</a></p> <p><a href="#">Link of the Proceeding of the</a></p>

		<p>Of course, the faculty members of the University enthusiastically engaged in conducting research that encompassed a wide array of aspects related to open and distance learning. The research conducted by faculty members adopted a micro-level approach many of these research outcomes were recognized and published in reputable journals, adding to the body of knowledge in the field. The research endeavors had a profound impact on the university's approach to education and its overall system. The inputs derived from these research publications have consistently contributed to the University's efforts in creating a learner-centric environment. By delving deep into the dynamics of open and distance learning, the faculty members gained valuable insights into innovative teaching methodologies, assessment practices, and engagement strategies that catered to the diverse needs of learners. The CIQA of the University has been actively working on creating a research culture in the University.</p>	<p><a href="#">Talk on Systematic Research</a></p>
<p>16</p>	<p><b>Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.</b></p>	<p>CIQA as a nodal coordinating unit of the University played a key role in successfully conducting of the first cycle NAAC assessment and accreditation in December, 2021. The University was awarded B+ grade by NAAC. After this first cycle NAAC assessment and accreditation, CIQA played another important role in submitting the first Annual Quality</p>	<p><a href="#">Link related to NAAC</a></p> <p><a href="#">Link of the AQAR 2021-22</a></p>

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		<p>Assurance Report (AQAR) that is a crucial document that the University has required to submit to the NAAC on an annual basis. This report reflects the institution's efforts, achievements, and initiatives in maintaining and enhancing the quality of education and related activities.</p> <p>In order to ensure a smooth and organized process for submitting the AQAR annually, the University took a proactive step by forming an AQAR Submission Committee. This committee was established vide the University Notification No. KKHSOU/NAAC Assessment/35/2017/PART/1255, dated 14-03-2022. The purpose of forming this committee is to oversee and coordinate the criterion-wise activities related to the preparation and submission of the AQAR. Under the leadership of CIQA, the AQAR Submission Committee played a pivotal role in the entire process of submitting the AQAR in time. Some of the key responsibilities played by the Committee are as below:</p> <p>The Criterion-wise committee was tasked with collecting relevant data, information, and statistics from various departments and administrative units of the University. This data would encompass a wide range of areas of the University such Curricular Aspects, Teaching, Learning and Evaluation, Research, Innovation, and Extensions, Infrastructure and Learning Resources, Student Support and Progression, Governance, Leadership, and</p>	
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		<p>Management, Institutional Values &amp; Best Practices. The collected data were then organized and compiled in a structured manner. This process involved categorizing the information under appropriate sections to ensure that the AQAR provides a comprehensive overview of the institution's activities and progress during the academic year.</p> <p>Based on the compiled information and analysis, the committee prepared the actual AQAR document. This involved writing narratives, presentation of quantitative and qualitative information that showcases the institution's efforts to enhance quality in education and related domains.</p> <p>Once the initial draft was prepared, the AQAR Submission Committee reviewed and refined it. This step ensured accuracy, coherence, and adherence to the guidelines provided by NAAC. The final version of the AQAR was approved by the Board of Management of the University before submitting the same to the NAAC portal.</p> <p>During the academic year 2022-23, the AQAR Submission Committee carried out the above-mentioned tasks to prepare the AQAR for that year. The committee used the data collected and the analysis conducted to create a comprehensive report that highlights the University's accomplishments, improvements, and aspirations in the realm of education quality.</p>	
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<p>17</p>	<p><b>Measures adopted to ensure internalization and institutionalization of quality enhancement practices through periodic accreditation and audit</b></p>	<p>The CIQA has taken significant steps to ensure the internalization and institutionalization of quality enhancement practices through periodic accreditation and audits. These efforts have resulted in notable outcomes, including the B+ grade accreditation by NAAC's Peer Team on December 21, 2021. The University has also successfully submitted the Annual Quality Assurance Report (AQAR) for the academic year 2021-22. To effectively enhance quality across the University, CIQA employed several strategic measures:</p> <ul style="list-style-type: none"> <li>• <b>Criterion-wise Committees:</b> In the process of facing the NAAC Peer Team and submitting the first AQAR in 2021-22, CIQA formed various criterion-wise committees. These committees were designed to focus on specific areas of quality enhancement, ensuring that mechanisms for improvement are deeply embedded within the institution's operations. Each committee was responsible for addressing different aspects of quality, enabling a comprehensive approach to quality enhancement. This approach helped in internalised, institutionalised and imbibed the quality enhancement mechanisms by all the functionaries of the University.</li> <li>• <b>Self-Learning Material (SLM) Audit:</b> The University conducted thorough audits of its self-learning materials, including e-contents. This</li> </ul>	<p><a href="#">Link of the notifications of the AQAR, NAAC committees</a></p> <p><a href="#">Link of the SLM Audit Report</a></p>
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		<p>exercise provided valuable insights to faculty members on areas that required improvement in the learning materials. By evaluating the content from a quality perspective, faculty members were better equipped to enhance the relevance and effectiveness of the educational resources provided to learners.</p>	
18	<p><b>Steps taken to coordinate between Higher Educational Institution and the Commission for various quality-related initiatives or guidelines</b></p>	<p>The CIQA of the University has successfully taken several steps to foster coordination between Higher Educational Institutions and the Commission for quality-related initiatives and guidelines. One significant initiative was the organization of a One-day National Conference of CIQA Directors from Open Universities across India, held on 1st July 2022 at the City Campus of Guwahati. This conference aimed to address the critical theme of aligning with the New Education Policy (NEP) 2020 and creating a roadmap for its effective implementation by Open Universities. The conference provided a platform for all CIQA Directors, including the Joint Secretary of UGC-DEB, Dr. Avichal Kapur, to discuss the pillars and mandates of NEP 2020. The keynote address was offered by Dr. Avichal Kapur, who in highlighting the pillars and important mandates of the NEP 2020, elaborated on the necessity of leveraging the ODL/online mode of education, enhancing the quality of Higher Education and uplifting the standards of Open University ecosystems.</p>	<p><a href="#">Link of the Proceeding of the National Conference of the CIQA Director's</a></p> <p>Link of the Report of the Visit of the CIQA director and Dean Academic to IGNOU and UGC</p>

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		<p>The conference saw active participation from CIQA Directors representing ten open universities across India. They shared their respective best practices and initiatives undertaken for the implementation of NEP 2020. This event not only facilitated the exchange of ideas but also nurtured closer relationships among the Open Universities. A pivotal outcome of the Conference was the establishment of the CIQA Directors' Forum, fostering ongoing communication and collaboration among these universities. The WhatsApp Group set up for this purpose has ensured continuous interaction and the sharing of insights.</p> <p>Furthermore, CIQA has maintained consistent engagement with the Distance Education Bureau of UGC. By actively staying connected with this regulatory body, CIQA ensures that it remains up-to-date with the various quality-related initiatives and guidelines issued by UGC. In 2022, the University deputed CIQA Director and Dean (Academic) to IGNOU and UGC to have detail interaction and discussion on quality related parameters and NEP Implementation.</p> <p>The proactive stance of CIQA is evident in its efforts to translate these guidelines into actionable plans within the University. By involving all key stakeholders of the University in the implementation process, CIQA</p>	
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		<p>promotes a holistic approach to quality assurance.</p>	
<p>19</p>	<p><b>Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.</b></p>	<p>The CIQA of the KKHSOU took the following initiatives for obtaining information from other Higher Educational Institutions on various quality benchmarks or parameters and best practices:</p> <p><b>National Conference of CIQA Directors:</b></p> <p>On July 1, 2022, CIQA organized a National Conference that brought together CIQA Directors from open universities across India. Dr. Avichal Kapur, Joint Secretary of UGC-DEB, served as the key-note speaker. During the conference, CIQA Directors presented quality benchmarks, parameters, and best practices from their respective universities. The ensuing discussions facilitated a knowledge-sharing platform, allowing for an in-depth exchange of ideas and experiences.</p> <p><b>CIQA Directors’ Forum:</b></p> <p>One significant outcome of the conference was the establishment of the CIQA Directors’ Forum. This initiative created a WhatsApp Group connecting all CIQA Directors, proving to be a valuable channel for obtaining information and insights from other open universities. This real-time communication platform has enhanced collaboration and information-</p>	<p><a href="#">Link of the Proceeding of the National Conference of the CIQA Dierctor’s</a></p>

	<p>sharing among the open education community.</p> <p><b>Engaging with Neighbouring Universities:</b></p> <p>CIQA proactively engaged with neighbouring universities in Assam to discuss relevant topics, including the implementation of the National Education Policy (NEP) 2020, quality parameters, and best practices. By organizing a panel discussion on NEP 2020 implementation, CIQA facilitated dialogue between its NEP Cell and experts from Gauhati University and Cotton University. This engagement enriched the university's understanding of quality benchmarks and best practices prevalent in the state.</p> <p><b>Faculty Development Programme (FDP):</b></p> <p>On July 19, 2022, CIQA conducted a Faculty Development Programme aimed at faculty members. This FDP focused on intricacies related to aligning curriculum frameworks with the principles of NEP 2020. The program underscored the importance of NEP 2020, multidisciplinary curricula integration, the Learning Outcomes Credit Framework (LOCF), and the Choice Based Credit System (CBCS). The participation of distinguished resource persons from IGNOU, Prof. Swaraj Basu, and Prof. Manjulika Srivastava, added to the program's effectiveness.</p> <p>The CIQA of Krishna Kanta Handiqui State Open University has undertaken various strategic actions to enhance quality assurance across its services. The</p>	<p><a href="#">Report of the Panel Discussion on NEP-2020 Link</a></p> <p><a href="#">Link of the Report of FDP on NEP2020</a></p>
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		<p>National Conference, CIQA Directors' Forum, engagement with neighbouring universities, and the Faculty Development Programme collectively contribute to the university's commitment to adopting best practices, aligning with NEP 2020, and benchmarking against quality standards prevalent in the open education landscape. These initiatives have not only fostered collaboration but also facilitated the exchange of knowledge, thereby enabling the University to thrive in its pursuit of excellence.</p>	
20	<p><b>Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.</b></p>	<p>i) <b>Submission of CIQA Annual Report for 2021-22:</b> In accordance with Annexure I, point No. III (xxi) of the UGC guidelines (No. F. 1-1/2020, DEB I dated 4th September 2020), it is mandatory for Higher Educational Institutions to furnish reports on the activities undertaken by their Centre for Internal Quality Assurance (CIQA) to their respective Statutory Authorities or Bodies. As per this requirement, the CIQA at Krishna Kanta Handiqui State Open University, Assam, has successfully submitted the Annual Report summarizing its endeavors during the fiscal year 2021-22. The Registrar of KKHSOU duly sent a hard copy of the report to the Joint Secretary at the Distance Education Bureau (DEB) Main Office, University Grants</p>	<p><a href="#">CIQA report (UGC-DEB) 2020-21</a></p> <p><a href="#">CIQA report (UGC-DEB) 2021-22</a></p> <p><a href="#">CIQA Annual Report 2021-22</a></p>

		<p>Commission (UGC), located at Bahadur Shah Zafar Marg, New Delhi.</p> <p>ii) <b>Submission of UGC CIQA Annual Report on Designated Portal for 2020-21 &amp; 2021-22:</b> The task of compiling the CIQA Annual Report for submission to the UGC DEB via its online portal was assigned to the CIQA. This undertaking involved a collaborative effort with various branches of the University. The finalized report was successfully submitted on the UGC DEB portal on the 29th of April, 2023.</p> <p>The CIQA Annual Report serves as a comprehensive overview of the University's adherence to UGC (ODL) Regulations, 2020. It covers a wide array of aspects, including the University's commitment to self-regulation through disclosures, declarations, and reports; meticulous monitoring of examinations to ensure their integrity; meeting Academic and Infrastructural Requirements; adherence to Quality Assurance Guidelines for Learning Material in Multiple Media, Curriculum, and Pedagogy; strict adherence to Guidelines on Programme Project Reports; effective functioning of Learner Support Centres; well-structured Grievance Redressal Mechanisms; streamlined processes for Evaluation and Certification; and well-managed Admissions processes.</p> <p>Additionally, the report encapsulates actions taken in alignment with CIQA's</p>	
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		<p>Objectives and Functions, initiatives taken to ensure the parity in the quality of ODL programs with their conventional counterparts, successful execution of personal contact programs, enrollment statistics, and fee collection details for the Academic Sessions of 2020-21 &amp; 2021-22. The report also highlights instances of Innovation and Best Practices, offering a glimpse of the University's forward-looking approach. Finally, the document outlines the Institution's upcoming plans for the subsequent year.</p>	
21	<p><b>Submitted Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session.</b></p>	<p>The Centre for Internal Quality Assurance (CIQA) of Krishna Kanta Handiqui State Open University works for quality assurance of the different services of the University. Prepare Details of Action Taken by CIQA and Outcome thereof (Not more than 500 words) on Submitted Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session. The inputs for the report is as below:</p> <p>The University prepares its comprehensive Annual Reports encompassing all aspects of the University. The Annual Reports of the University has been approved by the Board of Management of the University. The Copy of the Annual Report submitted to the Govt of Assam.</p>	<p><a href="#">CIQA report (UGC-DEB) 2020-21</a></p> <p><a href="#">CIQA report (UGC-DEB) 2021-22</a></p> <p><a href="#">CIQA Annual Report 2021-22</a></p>



		Further, CIQA prepares its Annual Report as per the UGC-DEB format and placed it in the CIQA Committee for approval. The approved copy of the CIQA Annual Report submits to the UGC-DEB annually.	
	<b>(a)Submitted a copy of report in the format as specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution Annually to the Commission.</b>	CIQA took the responsibility of compiling the CIQA Annual Report of the University for 2020-21 & 2021-22 and submitting it to the UGC-DEB through its online portal. This task necessitated close collaboration with various branches/schools within the University. The finalized reports were successfully lodged on the UGC DEB portal on April 29, 2023 after receiving approval from the CIQA Committee of the University.	
22	<b>Overseen the functioning of Centre for Internal Quality Assurance and approve the reports generated by Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes</b>	<p>The CIQA Committee plays a pivotal role in overseeing and maintaining the quality of activities within the University. Comprising both internal members, who are well-versed in the institution's workings, and external experts, who bring fresh perspectives and industry insights, this committee ensures the University's commitment to excellence.</p> <p>The CIQA Committee's responsibility encompasses a wide range of tasks aimed at upholding and enhancing the quality of education, research, and administrative processes. By regularly assessing various aspects of the University's functioning, the committee identifies areas of improvement and implements strategies to drive positive changes.</p>	<a href="#">Links of the Proceeding of CIQA Committee</a>

		<p>In line with a transparent and comprehensive quality assurance process, the University has engaged external experts also. Their involvement brings an objective assessment, free from internal biases, and adds credibility to the quality assurance process.</p> <p>A noteworthy aspect is that these external experts, in addition to overseeing the CIQA's operations, have been granted access to the committee's reports. This access to CIQA reports allows for an informed understanding of the ongoing assessments, improvements undertaken, and the overall quality landscape of the University.</p>	
23	<p><b>Facilitated adoption of instructional design requirements as per the philosophy of the Open and Distance Learning decided by the statutory bodies of the HEI for its different academic programmes</b></p>	<p>KKHSOU is committed to designing and developing curriculum in consonance with its vision to provide higher education and training in various skills using the latest educational inputs and technology. In planning the curriculum, while global pace and UGC's norms are kept in focus, KKHSOU gives prime importance in the regional needs of the people within its jurisdiction. Through education, research, training and extension, KKHSOU strives to play a positive role in the development of the region in general, and the development of the deprived and under-privileged sections of the society in particular. All the programmes offered by KKHSOU have some common characteristics which are reflected in all courses right from</p>	<p><a href="#">Link of the PPR</a></p>

		<p>the Certificate to Master's degree where it is clearly stated that besides providing knowledge to learners on different national and global aspects. The major thrust areas in this regards are as below:</p> <ul style="list-style-type: none"><li>• In all programmes an attempt is made to provide the scenario of Assam in all aspects such as economic, social, cultural, historical, educational, philosophical, and ethical.</li><li>• The basic motto behind the inclusion of such aspects is to make the learners aware of their own region.</li><li>• All the programmes are designed with a view to incorporating the latest knowledge from every field.</li><li>• Besides, wherever there is a scope, the University has offered its learners activities like field work, project work etc.</li><li>• Moreover, for all programmes, there is a common evaluation system.</li><li>• All learners enrolling in various programmes have to appear in sessional/unit test, MCQ based test and submit assignments during the course and then go for the term-end examination.</li><li>• Programmes have been designed to meet the educational and skill development needs of the learners.</li><li>• All the academic programmes are duly approved by the apex and statutory bodies. The UG and PG programmes have been launched according to the</li></ul>	
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		<p>approval of DEB/UGC and the Certificate/Diploma programmes are approved by the Academic Council and BOM, KKHSOU.</p> <ul style="list-style-type: none"><li>• To make the general graduate learners (BA pass course) more acceptable in the job market, the University has offered the learners with optional courses like Introduction to IT and Office Management.</li><li>• In line with the national requirements, the course of Environmental Studies and Disaster Management has been made compulsory in all the Undergraduate Degree programmes of the University.</li><li>• The learners of BBA, B.Com and BCA programmes have been offered English for Professional Studies instead of General English to make them job ready.</li><li>• Bachelor of Commerce (B.Com) Programme offered by the University is designed to cater to the needs of the learners in the area of business and commerce in current changing economic environment.</li><li>• The professional programmes like MBA, MSc-IT, PGDCA, PGDHRM, PGDMC focus on developing special skills in the fields of business, computer world, mass communication etc.</li><li>• Besides, KKHSOU not only aims to provide learners with skills and knowledge but also focus on promoting good health by introducing a course like YOGA which upholds positive health, prevention of stress related health</li></ul>	
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		problems as well as rehabilitation.	
24	<b>Promoted automation of learner support services of the Higher Educational Institution</b>	<p>The University has implemented several major automation initiatives, enhancing various aspects of its operations and services. These initiatives include:</p> <ol style="list-style-type: none"> <li>1. <b>Admission Alert System &amp; Online Admission Portal:</b> Prospective students can easily register for admission through an online portal by providing their contact details and preferred courses.</li> <li>2. <b>Electronic Data Processing System (EDPS) for Examination Branch:</b> The University employs an EDPS system to manage learner records, from generating enrollment numbers to printing final certificates after exam results are declared.</li> <li>3. <b>Home Assignment Portal Management System:</b> Study centers can efficiently submit learners' home assignment marks through CSV files or an online form. These marks are then integrated into the EDPS for further processing.</li> <li>4. <b>Learning Management System (e-Bidya):</b> The University employs an open-source software, Moodle, to facilitate its Learning Management System, providing a platform for course delivery and management.</li> </ol>	<p>Web Link: <a href="#">Admission Portal</a></p> <p>Web Link: <a href="#">Home Assignment Portal</a></p> <p>Web Link: <a href="#">LMS portal</a></p>

		<p>5. <b>Learner's Portal:</b> A dedicated portal empowers learners with access to essential documents, such as forms, assignments, e-mark sheets, e-admit cards, and important updates. Learners can also update their contact information.</p> <p>6. <b>E-Office Assignment Management System:</b> Faculty members can upload, edit, and manage assignments for various programs directly through this system. The assignments are accessible on the university website.</p> <p>7. <b>Circular Management System:</b> University circulars for employees are uploaded through this portal. It tracks circular reading and prioritization by administrators.</p> <p>8. <b>Complaint Management System/Online Ticket:</b> Queries submitted through this system are automatically forwarded to the relevant departments for resolution.</p> <p>9. <b>Management Information System (MIS):</b> The system generates and uploads various reports required for university authorities and external bodies like UGC, NAAC, and MHRD.</p> <p>10. <b>Online Leave Management System:</b> The university has introduced an efficient leave management system for its employees.</p> <p>11. <b>Customized Payment System:</b> A custom payment service allows for</p>	<p><a href="#">Web Link: Learner's Portal</a></p> <p><a href="#">Link of the e office management</a></p> <p><a href="#">Link of the e office management</a></p> <p><a href="#">Link of the Grievance Management System</a></p> <p><a href="#">Link of the e office management</a></p> <p><a href="#">Link of the online</a></p>
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		<p>secure online payments of fees such as certificates and re-scrutiny through the Bill Desk payment gateway.</p> <p>12. <b>Finance Management System (Customized Tally System):</b> The university's finance department utilizes a customized Tally Software for effective financial management.</p> <p>13. <b>Feedback Management System (Via Google Form):</b> The Continuous Internal Quality Assurance (CIQA) cell gathers learner feedback using Google Forms.</p> <p>14. <b>Library Automation:</b> The university's Central Library underwent automation using the SOUL 2.0 ILMS and later integrated RFID technology for efficient circulation and theft detection.</p> <p>These automation initiatives collectively contribute to streamlining the University processes, enhancing services, and improving the overall learning experience for students and stakeholders.</p>	<p><a href="#">payment portal</a></p> <p><a href="#">Link of the Feedback Management System</a></p> <p><a href="#">Link of the Library Automation</a></p>
25	<p><b>Coordinated with external subject experts or agencies or organisations, the activities pertaining to validation and annual review of its in-house processes</b></p>	<p>At KKHSOU, the different Schools of Studies initiate, conceptualize, design and develop the academic programmes of the University. The programmes are developed and prepared, following the established norms and procedures, by the in-house faculty members in collaboration with the eminent external subject experts. The academic activities are largely decentralised and</p>	

		<p>organised through Seven Schools. The Academic Council, while deciding on academic matters, takes cognizance of the recommendations, views and decisions of the Schools and the relevant committees. The Schools, through the Schools of Studies, design curricula and courses keeping in mind the needs of the target groups identified by the Vision and Mission of the University and self-study materials are prepared with the overall guidance of a team of subject experts together with a team of language experts, editors, technical and professional experts. The Course Coordinator manages the whole developmental process of the course. The coordinator constitutes the SLM preparation team in consultation with other faculty members of the Discipline. The SLM preparation team includes subject experts, content writers, content editors, language editors, format editor and translator (in case of bi-lingual SLM). The course coordinator ensures that the units are prepared on time and each member of the SLM preparation team adheres to the dates decided. The SLMs of the university undergo three types of editing: Language editing, Content editing and Format editing. The Content and Language editing are done by the external subject experts and Format editing is done by the in-house faculty members.</p>	
26	<p><b>Coordinated with third party auditing bodies for quality audit</b></p>	<p>The University did not undertake any activity in this regard in 2022-23</p>	



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	of programme(s)		
27	<b>Overseen the preparation of Self-Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution</b>	<p>The University was accredited by NAAC on 16-12 2021 to 18-12-2021 and was awarded a B+ grade in its First Cycle on 21 December, 2021. The University has to submit the AQAR to NAAC portal annually for each academic year. For smooth submitting of AQAR annually, the University vide the Notification No. KKHSOU/NAAC Assessment/35/2017/PART/1255 formed a AQAR Submission Committee on 14-03 2022. Subsequently, another seven NAAC Criterion-wise Committees have been notified by the University on 22-06-2022 for AQAR submission purpose. The primary tasks of both the committees are to compiled data and information finalise and upload on the NAAC portal. In adherence to these efforts, KKHSOU successfully submitted the AQAR to the designated NAAC Portal under the leadership of CIQA for the academic year 2021-2022 on May 24, 2023.</p>	<p><a href="#">Links of all documens related to NAAC</a></p> <p><a href="#">Link of the AQAR 21-22</a></p>
28	<b>Promoted collaboration and association for quality enhancement of Open and Distance Learning mode of education and research therein</b>	<p>The University has signed MoUs with a number of national as well as international institutions, universities, industries for academic and research collaborations. These collaborations have opened multiple avenues for the Uniiversity for doing collaborative works in the field of teaching-learning, research, and extension.</p>	<p><a href="#">Link of the MOUs</a></p>

29	<p><b>Facilitated industry-institution linkage for providing exposure to the learners and enhancing their employability.</b></p>	<p>A webinar on "Career Prospects, Preparation and Challenges" was successfully conducted by the Career Counselling and Placement Cell of KKHSOU conducted on during the year 2022. The virtual event aimed to enlighten participants about various career opportunities, challenges and strategies to overcome those with reference to different sectors, particularly relating to armed forces professions. The resource Person was Brigadier (Retd) Ranjit Barthakur. Brigadier Barthakur's insights and motivational guidance left a lasting impact on the participants, equipping them with the knowledge and determination to pursue their chosen career paths with confidence.</p> <p>The Career Counselling and Placement Cell of the University conducted another webinar on "Career Prospects in Banking and Insurance". Mr. Abhijit Charan Das, Chief Manager, Retail Branch Banking, ICICI Bank Ltd., Guwahati was the resource person of the webinar. The event took place virtually on the Zoom platform, offering participants an accessible and interactive experience. The event successfully met its objectives of enhancing awareness about career opportunities, providing preparation guidance, and motivating attendees to pursue excellence in their chosen</p>	<p><a href="#">Report of the Webinar on Career Prospects March</a></p> <p><a href="#">Report of the Webinar on Career Prospects August</a></p>

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		<p>careers within the banking and insurance sectors.</p> <p>With these activities, the University tried to provide exposure to the learners to the diverse world of work for enhancing their employability.</p>	
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## 2.2 Compliance of Quality Monitoring Mechanism- As per Annexure-I (Part V (2) of UGC (ODL Programmes and Online Programmes) Regulation, 2020:

Sl. No.	Provisions in Regulations	Action taken in respect of ODL	Upload relevant document
1.	Governance, Leadership and Management: Organisation Structure and Governance Management Strategic Planning Operational Plan, Goals and Policies	In view of the quality assurance toolkit developed by CEMCA, New Delhi, the ODL Manual of NAAC, and quality-related documents published by the Asian Association of Open Universities, the University has formulated its Strategic Action Plan (SAP) on the basis of revisiting the University's Vision Documents-2015. The SAP of the University includes different methods to be taken in terms of governance, leadership, management, goals and policies to serve the needs of learners and the other stakeholders.	<a href="#">Link of the SAP</a>
2.	Articulation of Higher Educational Institution Objectives	Based on the ODL manual of NAAC and the other relevant documents, the University formulated the Strategic Action Plan (SAP) in 2021 – 22 which helps in developing the articulation of clear vision, mission and strategies. On the basis of the SAP, the University articulates different activities to fulfil the institutional objectives.	<a href="#">Link of the SAP</a>  <a href="#">Link of the NAAC SSR</a>

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3.	Programme Development and Approval Procedures Curriculum Planning, Design and Development Curriculum Implementation Academic Flexibility Learning Resources Feedback System	The academic programs which were approved by the UGC in 2018 and 2021 have been maintained and implemented as per the approved plan and design. The curriculum was implemented with a lot of flexibility and innovative mediums with the help of ICT. Feedback was also taken from various stakeholders like learners and teachers etc.	<a href="#">Link of the LMS</a> <a href="#">Link of the e-SLM</a> <a href="#">Link of the Learner Zone</a> <a href="#">Link of the Feedback Report</a>
4.	Programme Monitoring and Review	With the establishment of the school system, the programmes developed by the University were discussed in school board meetings in the presence of external experts and the subsequently in the Academic Council on continuous basis.	<a href="#">Link of the Academic Council Minutes</a>
5.	Infrastructure Resources	The University procured new furniture, new equipment to make the City Campus of the University fully functional.	<a href="#">Photograph of Facilities link</a>
6.	Learning Environment and Learner Support	The e-Mentoring system, a unique system of personalised learner support system through WhatsApp had been further activated in 2022-23. Based on the MOOC pedagogy the Learning Management Systems (LMS) of the University namely <i>e-Bidya</i> has been fully equipped with	<a href="#">e-Mentoring Link</a> <a href="#">Link of the LMS</a> <a href="#">Grievance Report</a>

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		<p>learning resources. The grievance redressal mechanism was further strengthened in 2022-23. The University provides dedicated Helpline numbers for learners supports. Along with the central online counselling, the faculty members of the University attend the walk-in counselling on regular basis. Moreover, LSCs have been providing all kinds of support including the physical counselling to the learners.</p>	<a href="#">links</a>
7.	Assessment and Evaluation	<p>The University conducted examinations both in physical and online modes. The Supervisory Officer (SO) had been deputed for each examination centre by the University. The examination monitoring officers (EMOs) were also deputed while conducting offline examinations. The evaluation was also done both on a formative and summative basis.</p> <p>Evaluation works were done in designated Evaluation Centre under the direct supervision of the University.</p>	<a href="#">Examination Scheduled link</a> <a href="#">Examination Notices</a> <a href="#">EMOs list link</a> <a href="#">Notification of Results link</a>
8.	Teaching Quality and Staff Development	<p>The University encouraged the participation of faculty members in the UGC mandated orientation and reference courses conducted by different HRDCs. Further, the faculty members and administrative officers were</p>	<a href="#">Link of CIQA Reports</a>

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		participated different FDPs and training programmes conducted by the different HEIs and agencies. Moreover, in partial fulfillment of the CIQA Action Plan 2022-23, the CIQA of the University organised capacity building programmes and workshop on relevant areas.	
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### 2.3 Compliance of Process of Internal Quality Audit- As Per Annexure –I (Part V (3) ) of UGC (ODL Programmes and Online Programmes) Regulations, 2020

SL. No.	Provisions in Regulations	Action Taken in Respect of ODL	Upload Relevant Documents
1.	Academic Planning	The University maintain the UGC approved Programmes with guidance by the External Experts in School Board and Academic Council. The all-Academic Programmes were run by the Academic Planner of the university prepared for 2022-23.	Link of the <a href="#">Academic Planner</a>
2.	Validation	The Programmes conceptualize by the faculty members were discussed in the School Board Meetings and Academic Council in the presence of External Experts. Moreover, External Experts services were availed in the designing of the programme and courses. The learners' feedbacks were also obtained on Programmes validity, relevance and	<a href="#">Link of the Proceedings of the Academic Council</a> <a href="#">Link of the Proceedings of the Board of Management</a>

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		effectiveness.	
3.	Monitoring, Evaluation and Enhancement Plans Reports from Learner Support Centres (for Open and Distance Learning Programmes)	The Office of the Dean study Centre and Jorhat Regional Centre maintains regular contact with the LSCs and collects report through Study Centre Portal.	<a href="#">Link of the JRC Activities</a>
	Reports from Examination Centres.	The University deputed EMOs (Examination Monitoring Officer) and also appointed Supervisory Officers (SO) for examination centres. The COE collects the reports of the examination centres based on which necessary action has been taken.	<a href="#">Link of the Examination Report</a>
	External Auditor or other External Agencies Report.	The Financial Audit was conducted during 2022-23 years.	<a href="#">Link of the Univesrity Annual Report</a>



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**Type of HEI: Open University**

	<p>Systematic Consideration of Performance Data at Programme, Faculty and Higher Educational Institution Levels.</p>	<p>The University collected and maintained performance data of programme, of faculty, of learners, and the particular of which submitted to All India Higher Education Survey, NAAC and Govt of Assam.</p>	
	<p>Reporting and Analytics by the Higher Educational Institution</p>	<p>With the help of the EDPS Software, the necessary data were generated and analyzed the Reports of learner's admission, dropouts, retention and performance. Moreover, with the help of Tally Software, the University collected financial reports and analyzed the same for budgeting and executing the financial plan.</p>	

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	Periodic Review	The University developed Academic Planner, Examination Plan, CIQA Action Plan and the Annual Budget for the year 2021-22 which were regularly reviewed in the meeting of Academic Council, Examination Committee, CIQA Committee and Finance Committee, respectively	<a href="#">Link of the Academic Calender</a>  <a href="#">Link of the CIQA Action Plan 2022-23</a>
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## Part–III: Human Resources and Infrastructural Requirements

**3.1 Name and details of Director of Centre for Distance and Online Education (Dual Mode University)-Regular, fulltime, at least Associate Professor: Not Applicable**

**or**

**Name and details of Head for each school (for Open University)-Fulltime dedicated, not below the rank of an Associate Professor**

Mention details such as Regular Employee, Designation, Qualification, Salary  
(Attach appointment letter and joining report)

### Schools of Studies:

Sl No	Name of School of Studies	Name of Head of School of studies	Designation	Mobile No	Highest Education Qualification	Date of Joining	Appointment Letter & Joining Report
1	MANIRAM DEWAN SCHOOL OF MANAGE ENT	Prof. Nripendra Narayan Sarma	Professor & Director	9435119897	Ph.D	19-04-2016	<a href="#">Link</a>
2	INDIRA MIRI SCHOOL OF EDUCATION	Dr. Pranab Saikia	Associate Professor & Director (i/c)	9436378669	Ph.D	17-02-2017	<a href="#">Link</a>
3	HIRANYA CHANDRA BHUYAN SCHOOL OF	Dr. Ridip Dev Choudhury	Associate Professor &	7002948108	Ph.D	04-11-2020	<a href="#">Link</a>

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	SCIENCE AND TECHNOLOGY		Director (i/c)				
4	PADMANATH GOHAINBARUAH SCHOOL OF HUMANITIES	Dr. Pranjit Bora	Professor & Director	9706037886	Ph.D	04-01-2021	<a href="#">Link</a>
5	BHUPEN HAZARIKA SCHOOL OF MASS COMMUNICATION	Dr. Jayanta Kumar Sarma	Professor & Director	9435011815	Ph.D	06-02-2021	<a href="#">Link</a>
6	SURYA KUMAR BHUYAN SCHOOL OF SOCIAL SCIENCES	Prof. Joydeep Baruah	Professor & Director	9435115889	Ph.D	21-01-2021	<a href="#">Link</a>

### 3.2 Compliance status of “Human Resource and Infrastructural Requirements” –As per Annexure–IV of UGC (ODL Programmes and Online Programmes) Regulations, 2020

*HEI shall mention compliance details against the requirements in terms of Staffing norms and physical infrastructure exclusively/independently, as mentioned in the Annexure-IV of the Regulations. In addition, the faculty details shall be provided in the following format:*

Programmes Name	No. of Faculty required	No. of Faculty appointed	Complied Yes/No	If no, reason there of
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Type of HEI: Open University

UG	Assamese	03	03	Yes	
	English	03	04	Yes	
	Economics	03	04	Yes	
	Political Science	03	03	Yes	
	Sociology	03	02	No	
	Education	03	06	Yes	
	Philosophy	03	02	No	
	History	03	02	No	
	Sanskrit	03	01	No	
	Journalism & Mass Communication	03	03	Yes	
	Math	03	01	No	
	BSW	03	01	No	
	B. Com	03	03	Yes	
	BBA	03	03	Yes	
BCA	03	03	Yes		
PG	Economics	03	04	Yes	
	Political Science	03	03	Yes	
	Sociology	03	02	No	
	Education	03	06	Yes	
	Journalism & Mass Communication	03	03	Yes	

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Type of HEI: Open University

	Assamese	03	03	Yes	
	English	03	04	Yes	
	M.sc.IT	03	03	Yes	
	M.Com	03	03	Yes	
	MBA	03	03	Yes	
PGD					

Sr. No.	Programme Name	No. of Full Time dedicated faculty for ODL	Names	Designation	Qualification	Experience	Type (Regular/Contractual) With Gross Salary/month			Date of Joining programme and Joining Report
							Type	Gross Salary/Month	Contract period	
01	MA (Economics)	04	Prof. Joydeep Baruah	Professor	Ph.D.	19 years	Regular	2,40,402/-		21/01/2021
			Parag Dutta	Associate Professor	Ph.D.	14 years	Regular	2,25,658/-		31/12/2019
			Bhaskar Sarmah	Assistant Professor	Ph.D.	14 years	Regular	1,29,749/-		01/05/2012
			Utpal Deka	Assistant Professor	Ph.D.	11 years	Regular	1,11,810/-		15/02/2017

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02	MA (Political science)	03	Bipul Das	Associate Professor	Ph.D.	20 years	Regular	2,39,338/-		01/03/2014
			Abhijit Bhuyan	Assistant Professor	Ph.D.	13 years	Regular	1,25,946/-		01/05/2012
			Jahnabi Devi	Assistant Professor	Ph.D.	08 years	Regular	1,22,146/-		01/01/2015
03	MA (Sociology)	02	Dola Borkataki	Assistant Professor	Post Graduate	18 years	Regular	1,22,146/-		02/06/2014
			Gargi Gayan	Assistant Professor	M.Phill.	06 years	Regular	1,22,146/-		11/01/2016
04	MA (Education)	06	Pranab Saikia	Associate Professor	Ph.D.	16 years	Regular	2,46,482/-		16/02/2017
			Devajani Duarah	Assistant Professor	M.Phill.	11 years	Regular	1,22,146/-		25/05/2014
			Indrani Kalita	Assistant Professor	Ph.D.	09 years	Regular	1,22,146/-		01/01/2015
			Ritimoni Bordoloi	Assistant Professor	Ph.D.	14 years	Regular	1,24,816/-		01/05/2012
			Archana Adhikary	Assistant Professor	Ph.D.	11 years	Regular	1,15,154/-		01/10/2019
			Arunima Borah	Assistant Professor	Ph.D.	08 Years	Regular	1,15,154/-		30/12/2019

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05	MSc.IT	03	Ridip Dev Choudhury	Associate Professor	Ph.D	15 years	Regular	2,19,122/-		04/01/2020
			Sruti Sruba Bharali	Assistant Professor	Ph.D.	10 years	Regular	1,18,650/-		30/01/2015
			Tapashi Kashyap Das	Assistant Professor	Ph.D.	14 years	Regular	1,17,716/-		15/05/2010
06	MA (Assamese)	03	Neeva Rani Phukan	Associate Professor	Ph.D.	14 years	Regular	2,25,658/-		02/08/2010
			Mrinal Jyoti Goswami	Assistant Professor	Ph.D.	18 years	Regular	1,33,394/-		31/12/2013
			Sanjib Borah	Assistant Professor	Ph.D.	02 years	Regular	1,11,810/-		07/11/2020
07	MA (English)	04	Pranjit Bora	Professor	Ph.D.	19 years	Regular	2,40,402/-		01/01/2021
			Prasenjit Das	Associate Professor	Ph.D.	15 years	Regular	2,39,338/-		01/10/2010
			Pallavi Gogoi	Assistant Professor	Post Graduate	10 years	Regular	1,22,146/-		06/01/2015
			Chayanika Roy	Assistant Professor	M. Phill	10 years	Regular	1,15,154/-		01/04/2016
08	M.Com	03	Gobinda Deka	Associate Professor	Ph.D.	27 years	Regular	3,02,874/-		07/01/2020
			Devajeet	Assistant	Ph.D.	18 years	Regular	1,29,746/-		01/05/2012



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			Goswami	Professor						
			Dipankar Malakar	Assistant Professor	Ph.D.	12 years	Regular	1,22,298/-		04/01/2015
09	MBA	03	Prof. Nripendra Narayan Sarma	Professor	Ph.D.	31 years	Regular	3,32,514/-		19/04/2016
			Smritisikha Choudhury	Assistant Professor	Ph.D.	19 years	Regular	1,41,602/-		02/08/2010
			Chayanika Senapati	Assistant Professor	Ph.D.	08 years	Regular	1,29,746/-		31/12/2013
10	MA (Journalism & Mass Communication)	03	Jayanta Kumar Sarma	Professor	Ph.D.	07 years	Regular	2,27,290/-		01/02/2021
			Juri Hazarika	Assistant Professor	Ph.D.	13 years	Regular	1,05,426/-		22/09/2017
			Trisha Dowerah Baruah	Assistant Professor	Ph.D.	08 years	Regular	1,25,946/-		31/12/2013
11	BA (Assamese-M)	03	Neeva Rani Phukan	Associate Professor	Ph.D.	14 years	Regular	2,25,658/-		02/08/2010
			Mrinal Jyoti Goswami	Assistant Professor	Ph.D.	18 years	Regular	1,33,394/-		31/12/2013

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			Sanjib Borah	Assistant Professor	Ph.D.	02 years	Regular	1,11,810/-		07/11/2020
12	BA (English-M)	04	Pranjit Bora	Professor	Ph.D.	19 years	Regular	2,40,402/-		01/01/2021
			Prasenjit Das	Associate Professor	Ph.D.	15 years	Regular	2,39,338/-		01/10/2010
			Pallavi Gogoi	Assistant Professor	Post Graduate	10 years	Regular	1,22,146/-		06/01/2015
			Chayanika Roy	Assistant Professor	M. Phill	10 years	Regular	1,15,154/-		01/04/2016
13	BA (Economics-M)	04	Prof. Joydeep Baruah	Professor	Ph.D.	20 years	Regular	2,40,402/-		21/01/2021
			Parag Dutta	Associate Professor	Ph.D.	15 years	Regular	2,25,658/-		31/12/2019
			Bhaskar Sarmah	Assistant Professor	Ph.D.	15 years	Regular	1,29,749/-		01/05/2012
			Utpal Deka	Assistant Professor	Ph.D.	12 years	Regular	1,11,810/-		15/02/2017
14	BA (Political Science-M)	03	Bipul Das	Associate Professor	Ph.D.	21 years	Regular	2,39,338/-		01/03/2014
			Abhijit Bhuyan	Assistant Professor	Ph.D.	14 years	Regular	1,25,946/-		01/05/2012
			Jahnabi Devi	Assistant Professor	Ph.D.	09 years	Regular	1,22,146/-		01/01/2015
15	BA (Sociology-M)	02	Dola Borkataki	Assistant Professor	Post Graduate	19 years	Regular	1,22,146/-		02/06/2014

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			Gargi Gayan	Assistant Professor	M.Phil.	07 years	Regular	1,22,146/-		11/01/2016
16	BA (Education-M)	06	Pranab Saikia	Associate Professor	Ph.D.	16 years	Regular	2,46,482/-		16/02/2017
			Devajani Duarah	Assistant Professor	M.Phil.	11 years	Regular	1,22,146/-		25/05/2014
			Indrani Kalita	Assistant Professor	Ph.D.	09 years	Regular	1,22,146/-		01/01/2015
			Ritimoni Bordoloi	Assistant Professor	Ph.D.	14 years	Regular	1,24,816/-		01/05/2012
			Archana Adhikary	Assistant Professor	Ph.D.	11 years	Regular	1,15,154/-		01/10/2019
			Arunima Borah	Assistant Professor	Ph.D.	08 Years	Regular	1,15,154/-		30/12/2019
17	BA (Philosophy-M)	02	Bhaskar Bhattacharyya	Assistant Professor	Ph.D.	17 years	Regular	1,25,946/-		01/05/2012
			Tejasha Kalita	Assistant Professor	Ph.D.	17 years	Regular	1,14,166/-		08/04/2016
18	BA (History-M)	02	Priti Salila Rajkhowa	Assistant Professor	Ph.D.	11 years	Regular	1,08,618/-		07/02/2017
			Sukmaya Lama	Assistant Professor	Ph.D.	07 years	Regular	1,11,810/-		11/01/2015
19	BA (Sanskrit-M)	01	Indrani Deka	Assistant Professor	Ph.D.	22 years	Regular	1,32,342/-		01/05/2012

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**Type of HEI: Open University**

20	BA (Journalism & Masscommunication-M)	03	Jayanta Kumar Sarma	Professor	Ph.D.	07 years	Regular	2,27,290/-		01/02/2021
			Juri Hazarika	Assistant Professor	Ph.D.	13 years	Regular	1,05,426/-		22/09/2017
			Trisha Dowerah Baruah	Assistant Professor	Ph.D.	08 years	Regular	1,25,946/-		31/12/2013
21	BA (Math)	01	Harekrishna Deka	Assistant Professor	Ph.D.	14 years	Regular	1,05,426/-		08/11/2017
22	BSW	01	Mridusmita Duara	Assistant Professor	Ph.D.	13 years	Regular	1,18,650/-		22/03/2015
23	B.Com	03	Gobinda Deka	Associate Professor	Ph.D.	27 years	Regular	3,02,874/-		07/01/2020
			Devajeet Goswami	Assistant Professor	Ph.D.	18 years	Regular	1,29,746/-		01/05/2012
			Dipankar Malakar	Assistant Professor	Ph.D.	12 years	Regular	1,22,298/-		04/01/2015
24	BBA	03	Prof. Nripendra Narayan Sarma	Professor	Ph.D.	31 years	Regular	3,32,514/-		19/04/2016
			Smritisikha Choudhury	Assistant Professor	Ph.D.	19 years	Regular	1,41,602/-		02/08/2010

**HEIID: U-0054**    **Name of HEI: Krishna Kanta Handiqui State Open University**  
**Type of HEI: Open University**

			Chayanika Senapati	Assistant Professor	Ph.D.	08 years	Regular	1,29,746/-		31/12/2013
25	BCA	03	Ridip Dev Choudhury	Associate Professor	Ph.D	15 years	Regular	2,19,122/-		04/01/2020
			Sruti Sruba Bharali	Assistant Professor	Ph.D.	10 years	Regular	1,18,650/-		30/01/2015
			Tapashi Kashyap Das	Assistant Professor	Ph.D.	14 years	Regular	1,17,716/-		15/05/2010

### 3.3 Details of Administrative staff

Number of Administrative staff available exclusively for ODL programmes at HQ & at LSCs:

<b>Administrative Staff</b>	<b>Required (up to 5,000 students)</b>	<b>Available</b>
<b>Deputy Registrar</b>	1	3
<b>Assistant Registrar</b>	1	4
<b>Section Officer</b>	1	2
<b>Assistants</b>	3 (2 for DM Universities)	20
<b>Computer Operator</b>	2	2
<b>Multi-Tasking Staff</b>	2	27

[Link of the Appointment Letters of the Administrative and Supporting Staffs](#)

**4.1 Information of formative and summative assessments/examinations conducted with the actions taken to ensure sanctity of examinations:**

Sl. No.	Provisions in Regulations	Whether Complied Yes/No	If No, Reason there of
1.	All processes of assessment of learners different components of Examination shall directly handled by the concerned Institution no part of the assessment shall be outsourced	Yes	
2.	For ensuring transparency and credibility, fulltime faculty of the Open and Distance Learning mode Higher Educational Institution qualified faculty from University Grants Commission recognized Higher Educational Institutions only should be associated to function as invigilators, examination superintendents observers etc	Yes	
3.	All Examinations for Open and Distance Learning mode programmes shall be conducted within the Institution where the Study Centres or Learner Support Centres is located under the direct control and responsibility of the Open and Distance Learning mode Institution.  No Examination Centres shall be allotted to any Private organisations or unapproved Higher Educational Institutions.	Yes	
4.	The examination centre must be centrally located in the city, with good connectivity from railway station or bus stand, for the Convenience of the students.	Yes	

5.	The number of examination centres in a city or State must be proportionate to the student enrolment from the region	Yes	
6.	Building and grounds of the examination centre Must be clean and in good condition.	Yes	
7.	The examination centre must have an Examination hall with adequate seating capacity and basic amenities	Yes	
8.	Fire extinguishers must be in working order, locations well marked and easily accessible. Emergency exits must be clearly identified and Clear of obstructions	Yes	
9.	The Examination Centre shall have adequate and comfortable seating capacity and amenities including adequate lighting, ventilation and Clean drinking water facilities	Yes	
10.	Safety and security of the examination centre Must be ensured	Yes	
11.	Restrooms must be located in the same building as the examination centre, and restrooms must be clean, supplied with necessary items, and in Working order	Yes	
12.	Provision of drinking water must be made for learners	Yes	
13.	Adequate parking must be available near the Examination centre	Yes	
14.	Facilities for Persons with Disabilities should be available	Yes	



**4.2 Compliance status of ‘Evaluation’ and ‘Certification’–As per Regulations 15 and 16 of UGC (ODL Programmes and Online Programmes) Regulations, 2020**

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload Relevant document	If No, Reason thereof
1.	The Higher Educational Institution shall adopt the guidelines issued by the Commission for the conduct of proctored examinations.	Yes <a href="#">Link of the SOP of Examination</a>	
2.	A Higher Educational Institution offering Open and Distance Learning Programmes shall have a mechanism well in place for evaluation of learners enrolled through Open and Distance Learning mode and their certification.	Yes <a href="#">Link of the SOP of Examination</a>	
3.	<p>The evaluation shall include two types of assessments continuous or formative assessment and summative assessment in the form of end semester examination or term end examination:</p> <p>Provided that no semester or year-end examination shall be held unless:</p> <p>i) The Higher Educational Institution is satisfied that at least 75 per cent. of the programme of study stipulated for the semester or year has been actually conducted;</p> <p>ii) For Open and Distance Learning mode: the learner has minimum attendance of 75 per cent. in the programme specific Personal Contact Programme (excluding counselling) and lab component of each of the programmes; and detailed attendance records have been maintained by Learner Support Centre/ Regional Centre/ Higher Educational Institution</p>	No	<p>Full records not maintained</p> <p>Induction Programme, Project briefs are conducted on LSCs, but detailed records are not available in the LSCs</p>

4.	The curricular aspects, assessment criteria and credit frame-work for the award of Degree programmes at undergraduate and post-graduate level and/or Post-Graduate Diploma programmes through Open and Distance Learning mode shall be evolved by adopting same standards as being followed in-conventional mode by the dual mode Higher Educational Institutions and in Open Distance Learning mode by the Open Universities	Yes	
5.	The weightage for different components of assessments for Open and Distance Learning mode shall be as under: (i) continuous or formative assessment (in semester): Maximum 30 percent. (ii) Summative assessment(end semester examination or term end examination):Minimum70percent.	Yes  <a href="#">Link of the sample question papers</a>	
6.	The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments	Yes	
7.	Marks or grades obtained in continuous assessment and end semester examinations or term end examinations shall be shown separately in the grade card	Yes  <a href="#">Link of the sample Mark sheet</a>	
8.	A Higher Educational Institution offering a Programme in Open and Distance Learning mode shall adopt a rigorous process in development of question papers, question banks, assignments and their moderation, conduct of examination, evaluation of answer scripts by qualified teachers, and result declaration, and shall so frame the question papers as to ensure that no part of the syllabus is left out of study by a learner.	Yes  <a href="#">Link of the related documents</a>	
9.	The examination of the programmes in Open and Distance learning mode shall be managed by the examination or evaluation Unit of the Higher Educational Institution and shall be conducted in the examination centre as given under these regulations.	Yes  <a href="#">Link of the Examination Centre Details</a>	

10.	(a)The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV)recording of the entire examinationprocedure.	Yes <a href="#">Link of the Exam SOP</a>	
	(b)Availability of biometric system	No	All the LSCs not having the facility of biometric system in a consistent manner
	(c) The attendance of examinees shall be authenticated through biometric systemasperAadhaardetailsorotherGovernmentidentifiersofIndian learners	No	All the LSCs not having the facility of biometric system in a consistent manner
	(d) In case of non-availability of the Closed-Circuit Television facilities, the Higher Educational Institution shall ensure that proper videography be conducted and video recordings are submitted by particular incharge of examination centre to the Higher Educational Institution	Yes	
11.	The Higher Educational Institution shall retain all such Closed-Circuit Television recordings in archives for a minimum period of fiveyears	Yes	
12.	(a) Thereshallbean observer for each ofthe Examination Centre appointed by the Higher Educational Institution and	Yes <a href="#">Link of the SO list</a>	
	(It shallll be mandatory to have observer report submitted to the Higher Educational Institution	Yes <a href="#">Link of the SO Reports</a>	
13.	(a) All end semester examinations or term end examinations for programmes offered through Open and Distance Learning mode shall be conducted through proctored examination (pen-paper or online or computer based testing) within Territorial Jurisdiction, in the examination centre as mentioned in These regulations.	Yes <a href="#">Link of the Notification of the Examination</a>	
	(b)The Exams shall be under the direct Control and responsibility of the Open and Distance Learning mode Institution	Yes	
14.	The Examination Centre shall be located in Government Institutions like Kendriya Vidyalaya(s), Navodaya Vidyalaya(s), Sainik	Yes <a href="#">Link of the Exam SOP</a>	

	School(s), State Government Schools, etc. can also be identified as examination centre(s) under direct overall supervision of a Higher Educational Institution offering education under the Open and Distance Learning mode including approved affiliated colleges under the University system in the Country and no Examination Centres shall be allotted to private organisations or unapproved Higher Educational Institutions		
15.	The Learner Support Centres, as defined in the regulations and within the territorial jurisdiction, can also be used as examination centres provided they fulfil the criteria of an examination centre as defined in these regulations	Yes	
16.	The 'Examination Centre' shall be established within the territorial jurisdiction of the Higher Educational Institution	Yes	
17.	(a) Each award of Degree at under graduate and postgraduate level and postgraduate diploma for Open and Distance Learning shall be assigned a unique identification number and shall have i. Photograph ii. Aadhaar number or other government recognised identifier or Passport number, as applicable, iii. Other relevant details of the learner Along with the Programname.	<b>Yes</b> <a href="#">Link of the sample Mark sheet</a>	
	(b) Each award shall also be uploaded on The National Academic Depository	Yes	
18.	It shall be mandatory for Higher Educational Institution to mention the following on the backside of each of the degrees/certificates and marksheets issued by the Higher Educational Institution to the learners (for each semester certificate and at the end of the programme):(i)Mode of delivery; (ii) Date of admission; (iii) Date of completion; (iv)Name and address of all Learner Support Centres (only for Open and Distance Learning);(v)Name and address of Learner	<b>Yes</b> <a href="#">Link of the sample Mark sheet</a>	

### **4.3 Whether any examination held through online mode. Yes**

If yes, provide details regarding technology enabled online test with all the security arrangements ensuring transparency and credibility of the examinations, or through the Proctored Examination

In light of the unique circumstances, such as the devastating flood in the Barak Valley of Assam, the Examination Branch took decisive action to organize proctored online examinations for the Degree 3rd semester (New Course) 2021-22 (Winter). To facilitate this, a user-friendly and updated software was developed to support the administration of these online proctored examinations.

In order to ensure a seamless and successful experience for candidates, a mock test was thoughtfully arranged on June 10th, 2022. This allowed candidates to familiarize themselves with the online examination format and identify any potential issues in advance. The majority of eligible candidates participated successfully in the mock test, demonstrating their readiness for the final examinations.

The actual term-end examinations took place from July 6th to July 19th, 2022, exclusively through the developed online software. Impressively, out of a total of 5,106 eligible learners, 4,780 learners participated in the Term End examination for the Degree 3rd semester (New Course) 2021-22 (Winter), reflecting a significant level of support and engagement from the student body. To ensure the integrity of the examinations, a team of 55 invigilators was appointed to oversee the process and ensure its smooth conduct.

The evaluation process also demonstrated innovation and adaptability. Both Multiple Choice Questions (MCQs) and Essay Type Questions were evaluated through an online mode, with invigilators from the university and other study centres participating in the evaluation process.

However, in the pursuit of maintaining the highest standards of academic integrity, the university identified instances of unfair practices during the online examinations. Based on the findings and following the recommendations of the Examination Disciplinary Committee of the University, a decision was made to cancel the online examinations for a total of 168 specific courses (subjects) within the Degree 3rd Semester (New Course) Online Examination 2022.

This comprehensive approach exemplifies KKHSOU's dedication to adapting and

responding effectively to challenges, while also prioritizing the authenticity and quality of the academic assessment process.

The standard assessment process for each course includes both Internal Assessment (30% of the evaluation) and Term End Examinations (70% of the evaluation).

**Internal Assessment** comprises various methods:

- MCQ based online examinations
- Home Assignments
- Continuous assessment during regular counseling
- Online/Offline viva
- Attendance in Personal Contact Programme according to UGC guidelines

**Term End Examinations** encompass these approaches:

- Offline Proctored Examinations
- MCQ based Online Examinations
- Blended Mode Examinations
- Open Book Examinations

To facilitate MCQ based online examinations, the University's Examination Branch has developed its own online examination software. The Term End Examination, which carries a significant weight of 70% to 80% marks, is the final assessment opportunity. Offline Proctored Examinations are conducted at approved Examination Centers adhering to UGC guidelines and Standard Operating Procedure (SOP) of the university. Rigorous proctoring measures are followed, with the University closely monitoring all examination centers through various mechanisms.

During exceptional circumstances like the Covid-19 Pandemic, learners have the option to appear in Open Book Examinations, MCQ based Online Examinations, and Blended Mode Examinations as per UGC guidelines. The University's utilization of E-Governance for examination processes includes online exams, even during the pandemic using open book and MCQ formats.

The University provides detailed examination rules, SOPs, notices, and schedules on its website. Examinations are conducted according to the calendar, with the website containing essential information, including examination center details and amenities. The University oversees the conduct of exams via CCTV footage, invigilator lists, and external observers to ensure fairness.

Post-examination, answer scripts are sent by the examination center to the University

the same day. The evaluation process involves two zones, where evaluators are assigned by zonal officers. Answer scripts are carefully scrutinized.

Results are generally announced within two months of examination completion.

#### **4.4 Result and Student Progression for UG and PG Programmes for the session 2022-23**

<b>Semester beginning</b>	<b>Programme Name</b>	<b>No. of students admitted</b>	<b>No. of students appeared in exams</b>	<b>No. of students progressed to next year</b>	<b>% of students passed</b>	<b>% of students passed in first class</b>
July-2022-2023	1.UG (BA)	10503	7524	3976	53%	25%
	UG (B.Com)	307	190	42	22%	42%
	UG (BBA)	105	71	17	22%	41%
	UG (BCA)	163	119	28	23%	17%
	UG (BSW)	24	13	00	00	00
	PG (Assamese)	9204	8361	5199	62%	43%
	PG (English)	1887	1593	638	40%	34%
	PG (Economics)	832	691	286	41%	65%
	PG (Political Science)	3717	3156	1504	47%	50%
	PG (Sociology)	1154	946	482	51%	55%
	PG (Education)	4913	4319	2660	61%	65%
	MJMC	60	45	7	15%	42%
	PG (M.Com)	547	472	180	38%	74%
	PG (MSc.IT)	109	96	42	43%	81%
PG (MBA)	175	121	36	30%	94%	

## **Part–V: Programme Project Report (PPR) and Self-Learning Material (SLM)**

### **5.1 Compliance status of ‘Guidelines on Programme Project Report’ – As per Annexure-V of UGC (ODL Programmes and Online Programmes) Regulations, 2020**

*HEI shall mention the process followed to ensure that PPRs are prepared as per the guidelines mentioned in the Regulations The explicit details of approval by its Statutory Authorities shall also be mentioned.*

The University submitted the PPR to UGC after approval by the Academic Council. While preparing the PPR, the University spelt out the programmes’ missions and objectives, relevance of the programme with the University’s missions and goals, the nature of target group of learners, instructional design, procedure for admission, curriculum transactions, evaluation etc. The University has conducted the admission, SLM preparation, evaluation process as per the provisions of the PPR. The University has clearly stated Programme Outcomes and Course Outcomes as found in the following:

**Programme Specific Outcomes:** Based on the approved PPRs, the respective disciplines have prepared the Programme Guides, which are also made available in the University website.

**Course Specific Outcomes:** Based on the Programme Structure, the University offers various courses. The course specific learning outcomes are stated in the PPR.

**SLM Unit Specific learning objectives:** Every unit of SLM of a particular course has a number of learning objectives. The reading materials provided in the unit are expected to help the learner in achieving the learning objectives which will ultimately help in meeting the requirement of course specific and programme specific outcomes. Programme Outcomes and Course Outcomes are integrated into the assessment process which depend on the aim, objective, target group, programme structure, career prospects, type and duration of the courses on offer.

The University has developed mechanism for obtaining learners’ feedback on the SLM and the course.

CIQA and the office of the Dean (Academic) of the University are continually observing that SLM units are prepared as per the framework provided in the PPR for the respective programmes. The course structure (as it was proposed to UGC in the PPR and based on the subsequent approval of UGC) has been announced in the



University Prospectus and Information Brochure.

Accordingly, the office of the Controller of Examinations is conducting the evaluation process of the approved programmes course wise and as per evaluation criteria of formative and summative assessment. KKHSOU is committed to designing and developing curriculum in consonance with its vision to provide higher education and training in various skills using the latest educational inputs and technology.

The following are the common process of assessment of each course:

**Internal Assessment (30% evaluation):**

- MCQ based online examinations
- Home Assignment
- Continuous assessment during regular counseling
- Online/Offline viva
- Attendance in Personal Contact Programme as per UGC directive

**Term End Examinations (70% evaluation):**

- Offline Proctored Examinations
- MCQ based Online Examinations
- Blended Mode Examinations
- Open Book Examinations

In planning the curriculum, while global pace and UGC's norms are kept in focus, KKHSOU gives prime importance in the regional needs of the people within its jurisdiction. Through education, research, training and extension, KKHSOU strives to play a positive role in the development of the region in general, and the development of the deprived and underprivileged sections of the society in particular.

All the programmes offered by KKHSOU have some common characteristics which are reflected in all courses right from the Certificate to Master's degree where it is clearly stated that besides providing knowledge to learners on different national and global aspects, the University has also taken particular account of the regional aspects. We can highlight some of them as the following:

In all programmes an attempt is made to provide the scenario of Assam in all aspects such as economic, social, cultural, historical, educational, philosophical, and ethical. The basic motto behind the inclusion of such aspects is to make the learners aware of their own region. All the programmes are designed with a view to incorporating the

latest knowledge from every field. Hence, the syllabi are revised and updated time-to-time to acquaint the learners with the current topics and areas of learning. Besides, wherever there is a scope, the University has offered its learners the scope to engage themselves with the community while undertaking activities like field work, project work etc. Programmes have been designed to meet the educational and skill development needs of the learners. While developing the programmes the University has taken into account that besides acquiring knowledge, all programmes provide scope for livelihood for every learner.

All the academic programmes are duly approved by the apex and statutory bodies. The UG and PG programmes have been launched according to the approval of DEB/UGC and the Certificate/Diploma programmes are approved by the Academic Council and BoM, KKHSOU.

## **5.2 Compliance status of ‘Quality Assurance Guidelines of Learning Material In Multiple Media And Curriculum And Pedagogy’ – As per Annexure - VI of UGC (ODL Programmes and Online Programmes) Regulations, 2020**

*HEI shall mention compliance details against the requirements in terms of learning material (Print Media), Audio-Video Material, Online Material, Computer-based material and Curriculum and Pedagogy, as mentioned in the Annexure-VI of the Regulations for ODL programmes.*

KKHSOU prepared quality Self Learning Materials (SLM) using best resources of the Country. Self-Learning Materials (SLMs) are prepared through an organized system of course material development. SLMs are available both in print and e-format which are further supported by audio-visual resources to promote an individualized, creative and dynamic learning eco-system. The SLMs of various programmes are provided in the local languages i.e., Assamese, and MIL in Bangla and Bodo. SLMs in Braille and audio format also prepared for special learners. The learners are provided with SLMs in both print and digital format. Digital SLMs are provided to the learners through the Learners’ Portal.

**LMS (e-Bidya):** Initially, all e-SLMs were provided in PDF/HTML format through e-Bidya portal. Now this portal has been updated to Learning Management System (LMS) by using popular open source software Moodle which can be accessed via <https://www.lmskkhsou.in/web/> where audio visual material, discussion forum, online chat along with study material has been uploaded. While developing the e-SLM, audio-visual material, the print SLMs are considered as the base material. With the facilities available in the Multimedia Studio of the University, the University faculty members have developed video classes which are uploaded on YouTube and University website. Regarding curriculum and pedagogy, the University is guided by the PPR and

specified credit structure. While developing the audio-visual materials, the University ensures that synchronization of sound and image, appropriate graphics and animation relevant to the course content, and appropriate visual texture and related images are incorporated.

### **5.3 Compliance status in respect of Self-Learning Material– As per Annexure – VII of UGC (ODL Programmes and Online Programmes) Regulations, 2020**

*HEI shall mention the process followed to ensure that SLMs are prepared as per the guidelines mentioned in the Regulations. The explicit details of approval by its Statutory Authorities shall also be mentioned.*

The most dynamic aspect of the SLMs in Print form KKHSOU is that these are prepared and produced in both English and Assamese medium. The SLMs for both theory and practical components are supplied to the learners. The syllabi of different programmes have been prepared and upgraded as per the recommendations by the statutory bodies such as University Grants Commission/Madhava Menon Committee and so on.

**Process of developing Self Learning Materials:** At KKHSOU, the different Schools of Studies initiate, conceptualise, design and develop the academic programmes of the University. The programmes are developed and prepared, following the established norms and procedures, by the in-house faculty members in collaboration with the eminent subject experts. The detailed proposed programme (i.e., the duration of the programme, the learning outcome, the programme structure, target group of learners, eligibility criteria, medium of instruction, credit weightage etc.) in accordance with the course structure recommended by the School of Studies is placed before the Academic Council (AC) for approval of the same. Subsequently, the schedule for programme development is fixed and the in-house faculties are assigned the responsibility to coordinate and manage the various courses of the programme within stipulated time. The course coordinator prepares a list of potential content writers, editors and translators for developing the courses. This list is placed before the respective School of Studies. Thereafter, the recommendation of the School of Studies are placed before the AC for approval. The AC allocates the Programme Code, Course Code for each

programme.

**Instructional Design of SLM at KKHSOU:** Each programme offered by the University contains a number of courses as decided by the School of Studies. SLMs are prepared for each course following an Institutional House Style. Each course is divided into Blocks and majority of the courses have two or three blocks. Each block contains minimum 6-8 units or 4-6 units. A unit consists of minimum 3500-5000 words or 12-15 pages. Each unit is structured based on the principles of the Instructional Design which is based on the House-Style developed by the University. Each unit contains: Introduction, Learning Objectives, Presentation of the Sections, Check Your Progress, Activity, Let Us Sum Up, Further Reading, Answers to Check Your Progress and Model/Possible Questions.

The SLMs of the university undergo three types of editing: Language editing, Content editing and Format editing. The Content and Language editing are done by the external subject experts and Format editing is done by the in-house faculty members.

**Credit System:** While preparing the SLMs, KKHSOU follows the UGC Regulations passed from time to time. Currently, KKHSOU is following all the rules and regulations related to SLM development as suggested by the UGC (ODL) Regulations, 2017 and UGC (ODL and Online) Regulations 2020. In terms of study hours, one credit is equivalent to 30 hours of study. All the programmes are assigned credit weightages as follows:

- Master Degree Programme: 64-72 credits
- Degree Programme: 96-100 credits
- Diploma Programme: 36-40 credits
- Certificate Programme: 16-18 credits

At the end of last block of a course, a feedback form is attached to obtain the feedback from the learners on the SLM. Capacity building of Content writers, Content editors and Translators KKHSOU organizes workshops, training programmes for content writers, content editors and translators for their capacity building from time to time. The training and workshops are conducted to familiarize them on the development and preparation of SLMs. Experts from IGNOU as well as in house experts are invited as resource person to such programme.

**Institutional Arrangement/Structure for development of SLM:**

**HEIID: U-0054**    **Name of HEI: Krishna Kanta Handiqui State Open University**  
**Type of HEI: Open University**

**SLM Production and Distribution Cell:** This cell has been entrusted with the responsibility of production and distribution of SLMs. KKHSOU has empanelled printing presses which print SLMs in black and white. The different Disciplines prepare the Camera-Ready Copies (CRCs) and get its SLMs printed. Soon after the enrolment process of learners is completed, the SLMs are distributed to each learner for the courses in which he/she has enrolled.

**Role of Dean (Academic):** The Dean (Academic) deals with the planning of new Programmes. He/she gives relevant information and assists the different Schools/Discipline of KKHSOU in developing their proposals.

**Role of School of Studies and Disciplines:** The School of Studies and Disciplines of different subjects are the basic academic units responsible for the conceptualisation, design and development of academic programmes. The Courses of the Programmes are designed by the concerned Disciplines as per the House-Style of the University. The schedule for the development of the Courses is done according to the Academic Calendar of the University.

**Role of Course Coordinator:** The Course Coordinator manages the whole developmental process of the course. The coordinator constitutes the SLM preparation team in consultation with other faculty members of the Discipline. The SLM preparation team includes subject experts, content writers, content editors, language editors, format editor and translator (in case of bi-lingual SLM). The course coordinator ensures that the units are prepared on time and each member of the SLM preparation team adheres to the dates decided.

## Part–VI: Programme Delivery through Learner Support Centre (LSC)

### 6.1 Details of personal contact programmes implemented:

Please provide information in respect of programmes at UG, PG and PGD Programmes

S. No.	Programmes name	Centre Name	No. of Centres conducted PCP	No. of PCP held every year	Total no. of students registered in the programme	No. of Students Attended on an average basis
	UG	-	-	-	--	-
	PG	-	-	-	--	-
	PGD	-	-	-	-	-

**[NB: PCP details are provided in the Link](#)**

### 6.2 Compliance status of ‘Learner Support Centre’–As per Annexure–VIII of UGC (ODL Programmes and Online Programmes) Regulations, 2020

*HEI shall mention the process followed for identification of LSCs and the agreement terms for providing support to the learners thereby ensuring compliance to the LSCs provisions of the Regulations. The explicit details of approval by its Statutory Authorities/CIQA shall also be mentioned.*

KKHSOU has established clear guidelines in the Study Center Handbook, outlining the proper procedures for conducting counseling sessions and specifying the qualifications required for counselors. The link of the Handbook:

<https://kkhsou.ac.in/web/viewDocumentPdf.php?pdf=pdf/inductionProgram/2019/Handbook%20for%20the%20Study%20Centres%20PDF%20.pdf&q=Study%20Center%20Handbook>

**HEIID: U-0054**    **Name of HEI: Krishna Kanta Handiqui State Open University**  
**Type of HEI: Open University**

The University has taken special measures to extend its reach to underserved areas through a network of study and examination centers. These centers cater to learners in various disadvantaged regions, including hills (2%), tea gardens (11%), border areas (7%), and riverine (char) areas (27%). The University has equipped these centers with resources like computers and audio-visual aids to enhance the learning experience. Notably, the University has successfully enrolled learners from marginalized groups like ST/SC/OBC/Tea Tribe, constituting 56% of the total enrolment. Additionally, women comprise 40% of the total enrolment, a significant achievement in a region where KKHSOU stands as the first and only state open university.

The management of study centers is overseen by the office of the Dean (Study Centre), with a focus on decentralization. Jorhat Regional Centers have been established to streamline the management process. To ensure effective learning environments, the University provides essential services such as counseling, audio-visual facilities, and personal contact programs at these centers. The University encourages a participatory management approach that involves host institutions, coordinators, and learners.

HEIID: U-0054 Name of HEI: Krishna Kanta Handiqui State Open University  
Type of HEI: Open University

### 6.3 LSC wise enrollment details (Not for Private University)

[NB: LSC wise enrollment details are provided in the Link](#)

### 6.4 Off campus details (For Deemed to be University): Not applicable

### 6.5 Delivery of Self-Learning Material

*Delivery of Self-Learning Material to learners for ODL programmes as defined in Annexure-VI and Annexure-VII of Regulations*

Type	Date of Admission (for July and January Session)	Date of delivery of SLM	Whether SLM delivered to learners within a fortnight from the date of admission
Printing Material	1/08/2022	08/08/2022	Yes
	15/08/2022	23/08/2022	Yes
Audio-Video Material	1/08/2022	1/08/2022	Yes
	15/08/2022	15/08/2022	Yes
Online Material	1/08/2022	1/08/2022	Yes
	15/08/2022	15/08/2022	Yes
Compute based Material	1/08/2022	1/08/2022	Yes
	15/08/2022	15/08/2022	Yes



**6.6 Whether any course in a particular programme was  
allowed through OER/ Massive Open Online Courses:**

**Y/N: No**

S. No.	Programme Name	Courses allowed through OER/ MOOC	Name of Platform	Name of HEI offering the course(if any)	Duration of The Course	No. of Credits assigned to the Course	Percentage of total courses In a particular Programme in a semester wise – programmes wise)
1	Guidance and Couselling in Schools	MOOC	SWAYAM	KKHSOU	12 Weeks	4	
2	Skill Development of the youths and their Livelihood	MOOC	SWAYAM	KKHSOU	12 weeks	4	

## Part–VII: Self Regulation through disclosures, declarations and reports

### 7.1 Compliance status of Regulations 9 of UGC (ODL Programmes and Online Programmes) Regulations,2020–Self-regulation through disclosures, declarations and reports

S.No	Provision	Complied Yes/No with explicit link address	If no. Reasons, thereof
1.	Joint declaration by authorised signatories, Registrar and Director of Centre for Internal Quality Assurance has been displayed on HEI website authenticating that the documents from Sr. No. ‘2’ to ‘17’ have been uploaded on the HEI website?	Yes <a href="https://kkhsou.ac.in/web/viewDocumentPdf.php?pdf=pdf/disclosure/KKHSOU%20SELF%20REGULATIONS.pdf&amp;q=SELF%20DISCLOSURES">https://kkhsou.ac.in/web/viewDocumentPdf.php?pdf=pdf/disclosure/KKHSOU%20SELF%20REGULATIONS.pdf&amp;q=SELF%20DISCLOSURES</a>	
Uploading of the following on HEI website (Mention link)			
2.	The establishing Act and Statutes there under or the Memorandum of Association, as the case may be or both, of the Higher Educational Institution, empowering it to offer programmes in Open and Distance Learning mode	Act: <a href="https://kkhsou.ac.in/web/viewDocumentPdf.php?pdf=pdf/kkhsou-act.pdf&amp;q=Acts">https://kkhsou.ac.in/web/viewDocumentPdf.php?pdf=pdf/kkhsou-act.pdf&amp;q=Acts</a>  Statutes: <a href="https://kkhsou.ac.in/web/viewDocumentPdf.php?pdf=pdf/statutes.pdf&amp;q=Statutes">https://kkhsou.ac.in/web/viewDocumentPdf.php?pdf=pdf/statutes.pdf&amp;q=Statutes</a>	
3.	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities	Yes <a href="https://kkhsou.ac.in/web/recognition.php">https://kkhsou.ac.in/web/recognition.php</a>	

4.	Programme details including brochures or programme guides interalia information such as name of the programme, duration, eligibility for enrolment, programme fee, programme structure	Yes <a href="http://dlkksou.inflibnet.ac.in/handle/123456789/990">http://dlkksou.inflibnet.ac.in/handle/123456789/990</a>	
5.	Programme-wise information on syllabus, suggested readings, contact points for counselling/mentoring, programme structure with credit points, programme-wise faculty details, list of supporting staff, list of Learner Support Centres with addresses and contact details (for Open and Distance Learning mode), their working hours and counselling (for Open and Distance Learning mode) Schedule;	Yes	
6.	Important schedules or date-sheets for admissions, registration, re-registration, counselling/mentoring, assignments and feedback thereon, examinations, result declarations etc.	Yes <a href="https://kksou.ac.in/web/learner_corner.php">https://kksou.ac.in/web/learner_corner.php</a>	
7.	The feedback mechanism on design, development, delivery and continuous evaluation of learner-performance which shall form an integral part of the transactional design of the Open and Distance Learning mode programmes and shall be an input for maintaining the quality of the programmes and bridging the gaps, if any	Yes <a href="https://kksou.ac.in/web/learner_feedback_all.php">https://kksou.ac.in/web/learner_feedback_all.php</a>	
8.	Information regarding all the programmes recognised by the Commission	Yes	
9.	Data of year-wise and programme-wise learner enrolment details in respect of degrees and/or post graduate diplomas awarded	Yes	
10.	Complete information about 'Self Learning Material' including name of the faculty who prepared it, when was it prepared and last updated for Open and Distance Learning Programmes;	Yes <a href="https://lmskksou.in/eservices/e-Resources/#Resources%2Fe-SLM">https://lmskksou.in/eservices/e-Resources/#Resources%2Fe-SLM</a>	
11.	A compilation of questions and answers under the head 'Frequently Asked Questions' with the facility of online interaction with learners providing hyperlink support for Open	Yes	

	and Distance Learning Programmes		
12.	List of the 'Learner Support Centres' along with the number of learners who shall appear at any examination centre and details of the Information and Communication Technology facilities available for conduct of examination in a fair and transparent manner, for Open and Distance Learning programmes	Yes <a href="https://kkhsou.ac.in/web/sc_class_schedule.php">https://kkhsou.ac.in/web/sc_class_schedule.php</a>	
13.	List of the 'Examination Centres' along with the number of learners in each centre, for Open and Distance Learning programmes	Yes <a href="https://kkhsou.ac.in/web/viewDocumentPdf.php?pdf=pdf/exam_center/TotalCandidatesCentrewiseDEG6.pdf&amp;q=Exam%20Centre%20Details">https://kkhsou.ac.in/web/viewDocumentPdf.php?pdf=pdf/exam_center/TotalCandidatesCentrewiseDEG6.pdf&amp;q=Exam%20Centre%20Details</a>	
14.	Details of proctored examination in case of end semester examination or term end examination of Open and Distance Learning programmes	Yes <a href="#">Link</a>	
15.	Academic Calendar mentioning period of the admission process along with the academic session, dates of continuous and end semester examinations or term end examinations, etc	Yes <a href="#">Link</a>	
16.	Reports of the third party academic audit to be undertaken every five years and internal academic audit every year by Centre for Internal Quality Assurance	Yes <a href="#">Link</a>	

## Part–VIII: Admission and Fees

### 8.1 Compliance status of ‘Admissions and Fees’ – As per Regulations 14 of UGC (ODL programmes and Online Programmes) Regulations, 2020

S.No.	Provision	Whether being complied Yes/No
1.	The intake capacity under Open and Distance Learning mode for a programme under science discipline to be offered by a Dual Mode University shall be three times of the approved intake in conventional mode and in case of Open University, it shall be commensurate with the capacity of the Learner Support Centres (for Open and Distance Learning only) to provide lab facilities to the admitted learners:	Yes
2.	Enrolment of learners to the Higher Educational Institution, for any reason whatsoever, in anticipation of grant of recognition for offering a programme in Open and Distance Learning mode, shall render the Enrolment invalid	
3.	A Higher Educational Institution shall, for admission in respect of any programme in Open and Distance Learning mode, accept payment towards admission fee and other fees and charges- as may be fixed by it and declared by it in the prospectus for admission, and on the website of the Higher Educational Institutions; with a proper receipt in writing issued for such payment to the concerned learner admitted in such Higher Educational Institutions; only by way of online transfer, bank draft or pay order directly in favour of the Higher Educational Institution.	Yes
4.	It shall be mandatory for the Higher Educational Institution to upload the details of all kind of payment or fee paid by the learners on the website of the Higher Educational Institution.	Yes

5.	<p>The fee waiver and/or scholarship schemes for Scheduled Caste, Scheduled Tribe, Persons with Disabilities category of learners and students from deprived section of society shall be in accordance with the instructions or orders issued by Central Government or State Government:</p> <p>Provided that a Higher Educational Institution shall not engage in commercialisation of education in any manner whatsoever, and shall provide for equity and access to all deserving learners</p>	Yes
6.	<p>Admission of learners to a Higher Educational Institution for a programme in Open and Distance Learning mode shall be offered in a transparent manner and made directly by the Head Quarters of the Higher Educational Institution which shall be solely responsible for final approval relating to admissions or registration of learners:</p> <p>Provided that a Learner Support Centre shall not admit a learner to any programme in Open and Distance Learning for or on behalf of the Higher Educational Institution</p>	Yes
7.	<p>Every Higher Educational Institution shall–</p> <ul style="list-style-type: none"> <li>a) record Aadhaar details or other Government identifier(s) of Indian learner and Passport for an International Learner;</li> <li>b) maintain the records of the entire process of selection of candidates, and preserve such records for a minimum period of five years;</li> <li>c) exhibit such records as permissible under law on its website; and</li> <li>d) liable to produce such record, whenever called upon to do so by any statutory authority of the Government under any law for the time being in force.</li> </ul>	Yes
8.	<p>Every Higher Educational Institution shall publish, prior to the date of commencement of admission to any of its programme in Open and Distance Learning mode, a prospectus (print and e-form) containing the following for the purposes of informing those persons intending to seek admission to such Higher Educational Institutions and the general public, namely, as mentioned at sr.no. '8(a)' to '8(k)' below</p>	
8.(a)	<p>Each component of the fee, deposits and other charges payable by the learners admitted to such Higher Educational Institutions for pursuing a programme in Open and Distance Learning mode, and the other terms and conditions of such payment</p>	Yes

8.(b)	The percentage of tuition fee and other charges refundable to a learner admitted in such Higher Educational Institutions in case such learner withdraws from such Higher Educational Institutions before or after completion of programme of study and the time with in, and the manner in, such refund shall be made to the learner	Yes
8.(c)	The number of seats approved in respect to feach Programme of Open and Distance Learning mode, Which shall be in consonance with the resources	Yes
8.(d)	The conditions of eligibility including the minimum age of a learner in a particular programme of study, where so specified by th eHigher Educational Institution	Yes
8.(e)	The minimum educational qualifications required for admission in programme(s) specified by the Commission or relevant statutory authority or councils, or by the Higher Educational Institution, where no such qualifying standards have been specified by any statutory authority	Yes
8.(f)	The process of admission and selection of eligible candidates applying for such admission, including all relevant information in regard to the details of test or examination for selecting such candidates for admission to each programme of study and the amount of fee to be paid for the admission test	Yes
8.(g)	Details of the teaching faculty, including therein the educational qualifications and teaching experience of every member of its teaching faculty and also indicating therein whether such member is employed on regular or contractual basis or any other	Yes
8.(h)	Pay and other emoluments payable for each category of teachers and other employees	Yes

8.(i)	Information in regard to physical and academic infrastructure and other facilities, including that of each of the learner support centres (for ODL programmes) and in particular the facilities accessible by learners on being admitted to the Higher Educational Institution	Yes
8.(j)	Broad outline of the syllabus specified by the appropriate statutory body or by higher educational institution, as the case may be, for every programme of study	Yes
8.(k)	Activity planner including all the academic activities to be carried out by the higher educational institution during the academic sessions	Yes
9.	Higher Educational Institution shall publish information at sr. no. '8' above on its website, and the attention of the prospective learners and the general public shall be drawn to such publication on its website and Higher Educational Institution admission prospectus and the admission process shall necessarily be over within the time period mentioned in the Commission Order	Yes
10.	No Higher Educational Institution shall, directly or indirectly, demand or charge or accept, capitation fee or demand any donation, by way of consideration for admission to any seat or seats in a programme of study conducted by it	Yes
11.	No person shall, directly or indirectly, offer or pay capitation fee or give any donation, by way of consideration either in cash or kind or otherwise, for obtaining admission to any seat or seats in a programme in Open and Distance Learning mode offered by a Higher Education Institution	Yes



12.	No Higher Educational Institution, who has in its possession or custody, any document in the form of certificates of degree, diploma or any other award or Otherdocumentdepositedwithitbyapersonforthe purpose of seeking admission in such HigherEducational Institution, shall refuse to return such degree, certificate award or other documentwith a view toinduceorcompelsuchpersontopayanyfee orfeesinrespectofanyprogrammeofstudywhich such person does not intend to pursue or avail any facilityinsuchHigherEducationalInstitution	Yes
13	In case a learner, after having admitted to a Higher Educational Institution, for pursuing any programme in Open and Distance Learning mode subsequently withdraws from such Higher Educational Institution, no Higher Educational Institution in that case shall refuse to refund such percentage of fee deposited by such learner and within such time as notified by the Commission and mentioned in the prospectus of such Higher Educational Institution	NO
14	No Higher Educational Institution shall, issue or publish- (a) any advertisement for inducing learners for taking admission in the Higher Educational Institution, claiming to be recognised by the appropriate statutory authority or by the Commission where it is not so recognised; (b)any information, through advertisement or otherwiseinrespectofitsinfrastructureorits academic facilities or of its faculty or standard of instruction or academic or research performance, which the Higher Educational Institution, or person authorised to issue such advertisement on behalf of The Higher Educational Institution knows to be false or not based on facts or to be misleading	No

## Part–IX: Grievance Redressal Mechanism

### 9.1 Compliance status of ‘Grievance Redressal Mechanism’–As per Annexure- X of UGC(ODL Programmes and Online Programmes) Regulations,2020

*HEI shall mention the mechanism put into place along with brief details of grievances received and actions taken thereof. Also mention that how the learners have been made aware about this mechanism.*

The University has established effective mechanisms to address a range of concerns related to examinations, result withholding, re-evaluation, and more. These mechanisms ensure that the academic journey of learners remains smooth and transparent:

1. **Examination Committee:** To oversee matters pertaining to examinations, an Examination Committee led by the esteemed Vice Chancellor is constituted. This committee convenes regularly to address the diverse issues students may encounter during the examination process.
2. **Grievance Redressal Cell:** A Single Window Student Grievance Redressal Cell is being re-constituted for a term of 2 years for Three Tier Complaints/ Grievances/ Queries handing of the University as per UGC Guideline with the following members vide ref. no KKHSOU/Reg/Gen/11/2009/243/1848 dated 29/11/2022:

- |   |            |
|---|------------|
| i) Dr. Joydeep Baruah, Professor                  | : Chairman |
| ii) Dr. Gobinda Deka, Associate Professor         | : Member   |
| iii) Dr. Neeva Rani Phukan, Associate Professor   | : Member   |
| iv) Dr. Bhaskar Bhattacharya, Assistant Professor | : Member   |
| v) Dr. Samar Bhattacharyya, Asst. Registrar, SLM  | : Member   |
| vi) Sri Binod Deka, System Analyst                | : Member   |
| vii) Sri Baban sarma, Student                     | : Member   |
| viii) Dr. Kashyap Mahanta, Asst. Registrar (Exam) | : Convenor |

This specialized Single Window Student grievance Redressal Cell is entrusted with the task of resolving grievances and complaints from students. Grievances are received through various channels such as emails, phone calls, SMS, and social media, allowing for convenient communication. The cell commits to resolving grievances within five working days. In case of any delay, the Vice Chancellor is informed with valid reasons. After resolving a grievance, students are promptly informed through different communication channels within 24 hours.

3. **Direct Communication with Controller of Examinations:** Learners can communicate their examination-related concerns directly to the Controller of Examinations through applications and emails. These concerns include requesting re-evaluation of answer scripts, addressing withheld results, rectifying errors in mark sheets/certificates, and obtaining these documents. Once these issues are resolved, the outcome is swiftly conveyed to learners through their study centers.
4. **Transparent Processes:** To promote transparency, learners are empowered to apply for photocopies of their answer scripts, request re-scrutiny, and seek re-evaluation of theory papers. This involves submitting a prescribed form and paying the appropriate fee within a month from the date of receiving mark sheets. Any results initially withheld are cleared within 30 days from the mark sheet issuance.
5. **Online Grievance Redressal Portal:** The University maintains an online Grievance Redressal webpage on its official website. This platform serves as an additional means for students to raise concerns and have them addressed promptly.
6. **Discipline/School Involvement:** All grievances, including those related to examinations, are funneled to the respective discipline/school. The Discipline/School takes proactive measures to swiftly resolve genuine issues. Faculty members review question papers to assess their complexity, question

repetition, and general feedback. This valuable insight is then shared with the Controller of Examinations for improvement.

## 9.2 Details of Grievance received:

Numbers of Grievance Received	Numbers of Grievance Resolved
4296	4296

## 9.3 Complaint Handling Mechanism

*HEI shall mention the mechanism adopted for Complaint Handling Mechanism as per Regulations. Also, mention details of Nodal Officers*

### **Single Window Student Grievance Redressal Cell/Online Complaint Handling**

**System:** The University has established a Single Window Student Grievance Redressal Cell that receives feedback, grievances, complaints, suggestions and requests from the learners and general public through e-mail, telephone call, sms, personal visit or through various social media platforms, about the functioning of the University, anomalies in results, admission, supply of learning materials, counselling and tutorial sessions or regarding University policies. A notification has been issued to this effect fixing the maximum admissible time (five working days) for resolving the grievances and taking appropriate actions by the University.

**Grievance Redressal for sexual harassment:** The University has also put in place both off-line and online grievance redressal mechanisms for effective handling of internal complaints including those related to sexual harassments. The university has Internal Complaint Committee on Sexual harassment at work place since 2015. And the committee organises different awareness programmes to sensitise its employees in gender issues.

Nodal Officer of Grievance Redressal Cell:

**Dr Kashyap Mahanta,**  
**Nodal Officer, Student Grievance Redressal Portal**  
**Mobile: 8811016566**  
**Email: [grc@kkhsou.in](mailto:grc@kkhsou.in) / [km@kkhsou.in](mailto:km@kkhsou.in)**

**9.4 Details of Complaints received from UGC(DEB)**

<b>Numbers of Complaint Received</b>	<b>Numbers of Complaint Resolved</b>	<b>Whether Complaint was resolved within stipulated time i.e. 60days? (yes/No)</b>
<b>2</b>	<b>2</b>	<b>Yes</b>

## **Part–X: Innovative and Best Practices 2022-23**

### **10.1 Innovations introduced during academic year:**

KKHSOU, as an Open University, is deeply committed to embracing innovation both in its administrative processes and in catering to its diverse learner population. To effectively consolidate its innovative endeavours, the University has established an Innovation Cell.

Among the range of innovative practices introduced, there's the Learner Mentoring System, a platform designed to guide and support learners. The Learners' Charter sets out the University's commitments to its learners, while the Learners' Grievance Redressal Mechanism and the Online Complaint Handling System ensure that learner concerns are promptly addressed. The introduction of Model Study Centres at City campus of the University enhances the learning experience, and the Sikshartha Mitra initiative fosters a collaborative learning environment.

The University has also harnessed technology to improve accessibility to education, in line with its mission to eliminate educational barriers. The University's advanced ICT-based learner support system provides learners with easy access to self-learning resources. The e-Bidya- LMS of the University serves as a comprehensive repository for digital resources, while the dynamic website facilitates online admissions and payments, making education accessible to learners across the state. Going even further, the University has developed the KKHSOU Android App, extending its reach through mobile technology.

As an alternative to regular offline examinations, a pilot project for online proctored examination using internet connectivity was run in the month of May 2022 with the learners of undergraduate 3rd semester learners. A notification for the Mock Test was published on 19th May, 2022 and the first Mock Test was conducted on 30th May, 2022. Around three thousand learners registered for the pilot which was run successfully.

KKHSOU utilize various digital communication tools and platforms to facilitate seamless communication between learners, parents, counsellors, and administrators.

To cater to diverse learners of KKHSOU, our university is incorporating accessibility features into digital resources, making education more inclusive for learners with disabilities. The visually impaired learners are provided with free audio SLMs in CDs to overcome their difficulties of learning. The University has installed Braille printers for this category of special learners in the University SLM branch.

Faculty members of KKHSOU participate in webinars and online workshops/ training programmes to stay updated with the latest teaching methodologies, educational technologies, and research findings. CIQA organised a panel discussion on “Implementation of NEP 2020” at KKHSOU City Campus, Khanapara, Guwahati-22 on 12th April, 2022. The CIQA also organised a one-day Faculty Development Programme (FDP) on “How to Develop the Curriculum Framework in the light of NEP 2020” on July 19, 2022 at the conference hall of the University, at Khanapara. The highlight of the FDP was on NEP 2020, Multidisciplinary curriculum, LOCF and CBCS. CIQA also organised a Workshop on Self Plagiarism on 3rd December, 2022. The resource person made demonstration on URKUND-a anti plagiarism inflienet software and how to prevent plagiarism. Workshop on Development of MOOCs/Online Courses on 16th December, 2022 was organized by CIQA. Prof. Uma Kanjilal, Pro-Vice Chancellor & National Coordinator of SWAYAM (India MOOCs) and SWAYAM PRABHA (Educational DTH Channels) of the Ministry of Human Resource Development, IGNOU was the resource person of this workshop. CIQA organised this workshop in order to sensitize the faculty members of KKHSOU and Faculty members of nearby Colleges and Universities who are involved in the University SLM development process. The Resource person discuss on the modalities, guidelines and other relevant matters on Development of MOOCs/Online courses.

By embracing these and other innovative practices, KKHSOU is striving to provide a modern and effective learning environment that prepares ODL learners for the challenges of the future.

## **10.2 Best Practices of the HEI:**

One noteworthy action undertaken by the University is the development and collation of best practices across all areas within the University. Here are three notable initiatives undertaken by KKHSOU in the year (2022-23):

(i) **Implementation of Proctored Online Examinations:** One of the university's notable initiatives was the implementation of Proctored Online Examinations during 2022-23. Recognizing the challenges posed by the COVID-19 pandemic and regional natural disasters, the Examination Branch of the university devised a comprehensive strategy to conduct secure and effective online exams. A user-friendly software platform was developed to facilitate these exams, and a successful trial run was conducted on June 10, 2022, to ensure both learners and faculty were well-prepared for the final assessments. Subsequently, the Degree 3rd Semester final term-end exams took place between July 6 and July 19, 2022, using the same online platform. An impressive number of 4780 out of 5106 eligible learners participated in these exams, showcasing strong support for this mode of examination in which both multiple-choice and essay-type questions were provided. A team of 55 invigilators ensured the smooth conduct of online exams.

In line with the university's commitment to ethical conduct, the Examination Branch took decisive action against instances of unfair practices (168 candidates) during online exams. The cancellation of 168 candidate's examination was based on concrete evidence and recommendations from the Examination Disciplinary Committee. This proactive response underscored the University's dedication to upholding academic integrity and maintaining the credibility of its evaluation processes.

(ii) **Creation of CIQA Director's Forum:** In a proactive initiative spearheaded by the CIQA, the University organised the CIQA Directors' Conference on 1st of July, 2022, at the City Campus of the University. This notable congregation drew together representatives from various open universities across India, united under the banner of CIQA.

The outcome of this conference proved to be far-reaching, as it gave birth to the CIQA Director's Forum—a collaborative platform of significant importance. A



WhatsApp group was established, seamlessly connecting the CIQA Directors from every open university of India. This group has emerged as an invaluable connection for the exchange of perspectives, observations, and insights. Additionally, it serves as a virtual forum for the dissemination of information about distinct events and commendable practices within the open universities.

(iii) A Single Window Student Grievance Redressal Cell is being re-constituted for a term of 2 years for Three Tier Complaints/ Grievances/ Queries handing of the University as per UGC Guideline with the following members vide ref. no KKHSOU/Reg/Gen/11/2009/243/1848 dated 29/11/2022.

The Cell commits to resolving grievances within five working days. In case of any delay, the Vice Chancellor is informed with valid reasons. After resolving a grievance, students are promptly informed through different communication channels within 24 hours.

### **10.3 Details of Job Fairs conducted by the HEI:**

A webinar on “Career Prospects, Preparation and Challenges” organised by Career Counselling and Placement Cell, KKHSOU during, 2022-23.

Another webinar was organised on “*Career Prospects in Banking and Insurance*” by Career Counselling and Placement Cell, KKHSOU on 7th August, 2022. The webinar was organised virtually through Zoom platform.

### **10.4 Success Stories of students of ODL mode of the HEI**

**i)** Aashiyana Aazmin Hussain has qualified the UGC-NET for eligibility for Assistant Professor held on 12.10.22 in the Subject Education. Aashiyana Aazmin Hussain was a learner of MA in Education of KKHSOU.

**ii)** Kamala Ujir a 71-year-old learner of MA (Assamese) selected in the year 2022-2023 as Working President of Kamrup Mahanagar Zila Lekhika Samaroh. She is also Secretary of the North West Ananda Nagar Development and Preservation Society, Six Mile area, Guwahati (M)

**iii)** Bornali Adhikari(Goswami) a 56 years old learner has been actively associated with Purvajyoti Mahila Samiti of Bhetapara Maidan Borhojai area,Guwahati (M) as its General Secretary. Under her able leadership the

organisation has organized health camps for senior citizens as well as childrens of primary schools. They have also organized competitions for children keep ing their mental health as well as creative abilities in mind.

[Link of the Report](#)

### **10.5 Initiatives taken towards conversion of SLM into Regional Languages:**

The university is consisting of Seven Schools of Studies, each tasked with the creation and development of Self-Learning Materials (SLMs) for all its programs. The formulation of SLMs follows a systematic approach to course material development.

These SLMs are made available in multiple local languages, including Assamese, and MIL subjects in Bangla, and Bodo. Furthermore, for learners with visual or auditory impairments, the university provides SLMs in Braille and audio formats.

A distinctive feature of KKHSOU's SLMs in printed form is their availability in both English and Assamese mediums. These comprehensive materials cover both theoretical and practical components, ensuring a well-rounded learning experience for students. The syllabi for various programs are regularly updated based on recommendations from authoritative bodies such as the University Grants Commission and the Madhava Menon Committee.

The SLM Production and Distribution Cell consists of key members, including the Finance Officer (Chairperson), the Deputy Registrar (Academic) as a member, and the Assistant Registrar (SLM) serving as the Convener. This cell is responsible for overseeing the production and distribution of SLMs. The university has also partnered with approved printing presses for the production of SLMs in black and white.

### **10.6 Number of students placed through Campus Placements**

The University is continuously exploring the different options for the learners to enhance their employability. NEP 2020

**10.7**        **Details of Alumni Cell and its activity**

The first meeting of the Alumni Association of Krishna Kanta Handiqui State Open University was held on 30 th December, 2018 at the erstwhile KKHSOU City Office at Housefed Complex, Dispur, Guwahati. The general body of the Alumni Association was formed. The Association was registered under the Societies Registration Act XXI of 1860 on 09/02/2023. With the completion of this formalities, the Association is now all set to contribute for the betterment of the University.

**10.8**        **Any other Information**

None.

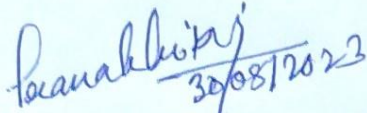


কৃষ্ণকান্ত সন্দিকৈ ৰাজ্যিক মুক্ত বিশ্ববিদ্যালয়  
KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

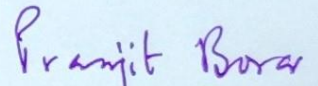
Head Office : Patgaon, Rani, Guwahati-781017, Assam, India  
City Office : NH-37, Resham Nagar, Khanapara, Guwahati- 781022, Assam, India

DECLARATION

I hereby declare that the information given above and in the enclosed documents is true, correct and nothing material has been concealed therein. In case information provided is found to be contrary to the fact, it will result in cancellation of recognition to offer ODL programmes, along with initiation of action as per provision of the UGC (ODL Programmes and Online Programmes) Regulations, 2020 and its amendments.

  
Signature of the Director:  
Name: Dr Pranab Saikia  
Seal:  
Date: 30/08/2023

Director (CIQA)  
Krishna Kanta Handiqui  
State Open University

  
Signature of the Registrar: 30.8.23  
Name: Prof. Pranjit Bora  
Seal:  
Date: 30/08/2023

Registrar i/c  
Krishna Kanta Handiqui  
State Open University  
Guwahati