Report

A Study on the Effectiveness of STRIDE Training Programmes (2019-2022)

Researchers

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Preface

Since the beginning of its establishment, the Indira Gandhi National Open University (IGNOU) has given special focus to the development of various functionaries working in and for the open and distance education system, and their grounding in Distance Education in general and in their specialized work in particular. The operation of open and distance learning (ODL) and of late the digital and online learning (DOL) involves team work and work specialization. A variety of teaching, academic, administrative, managerial, non-teaching, and technical and professional staff are involved in the design, development, delivery, and evaluation of ODL/DOL programmes and courses to the learners who are the centre of all teaching-learning activities. IGNOU established a Division of Distance Education (DDE) with the initiation of a Diploma in Distance Education in 1986, and this was upgraded in 1993 to the Staff Training and Research Institute of Distance Education (STRIDE) with the support from the Commonwealth of Learning, Asian Development Bank, and the Rajiv Gandhi Foundation to cater to the short and long-term continuing professional development requirements of various functionaries from the Asian region and the Commonwealth.

Towards this goal, STRIDE conducts various induction, orientation, specialized, refresher training programmes for all categories of functionaries (listed above) from IGNOU, state open universities, and university dual-mode distance education institutes in the country and overseas; as also offers a Post Graduate Diploma in Distance Education (PGDDE) and Master of Arts in Distance Education (MADE) as long-term professional development programmes for the ODL system. These short-term training and long-term programmes were used to be offered in about 21 countries (supported/sponsored by the Commonwealth of Learning, UNESCO-IICBA, Asian Development Bank, South African Development Committee, and the World Bank), and currently its programmes are offered online in 15 countries.

Alongside the expansion of the ODL system in India (which caters to above 11% of the total higher education students in the country), IGNOU itself caters to the educational aspirations of above 3.7 million students, through a network of 57 regional centres, 2158 learners support centres, 12 centres for defence personnel/Agni veers, and 25 overseas centres, with the support provided by 291 teaching, 200 academic, 836 administrative, and 364 Technical staff. STRIDE is directly responsible for orientation/induction and CPD of all the functionaries at IGNOU. The teaching and academic staff training has of late focused on various aspects of the implementation of the *National Education Policy 2020*, and the training of non-teaching staff has focused more on RTI, Vigilance awareness, financial aspects (including budgeting and auditing), e-governance and e-procurement. Supported by the Ministry of Education/GOI and approved by the UGC, IGNOU-STRIDE implemented the NEP-2020: Professional Development Programme for targeting the training of 15 lakh university and college teachers, as also implementing a 2 credit SWAYAM course on NEP-2020 for administrators and general practitioners of higher education. In recognition of its contribution, the UGC approved in 2022 STRIDE Short-term professional development (STP) and refresher programmes as equivalent to UGC-HRDC programmes of universities. STRIDE has

conducted 33 Programmes covering 1027 participants in 2022, and 14 programmes covering 500 participants in 2023 (till August, 2023). Some of its programmes are fee-based, and it has generated additional resources to the tune of Rs. 6 lakh in 2022 and Rs. 17 lakh in 2023 (till August, 2023). [It also offers a Ph.D programme in Distance Education, and publishes a peer-reviewed quarterly journal *Indian Journal of Open Learning*, approved by UGC-CARE].

Study of the effectiveness of its training programmes has been a continuous process. While each training programme follows the UGC-HRDC guidelines and involves four types of evaluation towards certification, STRIDE also conducts training needs analysis (TNA) and research on the effectiveness of its training programmes (besides conducting programme evaluation studies). The present research report-investigates the effectiveness of its training programmes conducted during 2019-2022. It is hoped that the findings of this study shall further strengthen its future training programmes, as also that the findings shall be useful to all those involved in ODL/DOL in the country and elsewhere. The researchers Dr. Gloria Kuzur, Dr. Ali Asgar and Prof. CRK Murthy are congratulated to have conducted this study and brought out this report.

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INTRODUCTION

The Indira Gandhi National Open University (IGNOU), one of the largest Open University in the world was established by an Act of Parliament in 1985. The rationale of establishment of IGNOU was driven by the objective of providing affordable and accessible quality education to deprived learners covering a multi-sections and diverse people in India. Since its inception IGNOU with its headquarters at New Delhi, has been able to reach the unreached and diverse learners through its network of 57 Regional Centres (RCs) and above 2000 Study Centres. Apart from offering educational programmes to learners in distance education, it also imparts training and conduct research activities in Open and Distance Learning through Staff Training and Research Institute of Distance Education (STRIDE), which was initially set up as Division of Distance Education (DDE) in 1986). Later, on the recommendation of the Commonwealth of Learning (COL), Asian Development Bank (ADB) and Ministry of Human Resource Development (MHRD), Government of India DDE was upgraded to STRIDE in 1993 with objectives to build capacities of ODL functionaries of South Asian and Commonwealth countries (IGNOU, 2023). Since then, this institute has been engaged in assessing the different training needs of teaching, academics and non-teaching staff of IGNOU and different distance higher education institutions (DEIs) and has conducted more than 600 major training programmes in last 35 years so that faculty, academics and other functionaries of ODL get acquainted with the ODL system and their knowledge and skills are upgraded from time to time. Under the Rajiv Gandhi Fellowship (RGF) scheme it also offered fellowship to the students and researchers from the Commonwealth countries.

Therefore, continuous professional development (CPD) is vital not only for the newly recruited teachers but also for existing faculty members to acquaint themselves with rapid structural changes (Asgar and Mythili, 2020) in the ODL system. Further, also around 40

major research projects have been completed by faculty members and academics posted at STRIDE. Till 2022, a total of 612 training programmes (Orientation, Refresher, Faculty Development Programmes (FDPs), and Administrative Staff Trainings) were conducted, and 13056 faculty and staff in India were trained. These trainees belonged to IGNOU, State Open Universities (SOUs), DEIs, conventional universities, DoPT, ARCTAC etc. and overseas institutions from 22 countries. These training programmes include Refresher (15), FDP (11), Workshops (476), and Orientation/Induction (110) programmes.

The themes or areas of training in the Open and Distance Learning Institutions have been worked upon at various levels and platforms from time to time. As per the Commonwealth of Learning organized round table on 'Training Distance Educators', held in April 1990 at Vancouver, the following six major areas of training were identified: i) General orientation to distance Education; ii) Policy, planning and management of distance education; iii) Instructional design and course development; iv) Technology in course development; v) Student support services; vi) Research and evaluation.

Presently, among other objectives of STRIDE at IGNOU, one of the focuses is to organize and conduct training and staff development activities for the identified target groups and institutions through various strategies leading to completion of certificates, diplomas and degrees. Therefore this institute via school of study offers academic programmes in the discipline of Distance Education, these programmes include Post Graduate Diploma in Distance Education (in ODL and Online mode), Master of Arts in Distance Education (in ODL and Online mode) and Ph.D in Distance Education (in regular mode). However, staff development has been focus area, and various kinds of training and capacity building activities have been/being carried out on traditional/contemporary themes like:

- Design and Development of Self-learning Materials/ Digital Learning Resources
- Learner Support Services
- Assessment and Evaluation
- Design and Development of Academic Programmes/Courses
- Programme Evaluation
- Curriculum and Instructional Design
- OER and MOOCs
- Multidisciplinary and Holistic Education
- Credit Accumulation/Accreditation of Prior Learning

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- Academic Bank of Credits
- Digital Pedagogy/Artificial Intelligence/Machine Learning/Deep Learning/Learning Analytics
- Online and Blended Learning
- Disability and Special Need Education
- Research Skills

In 2022, UGC has approved the STRIDE Short-term professional development (STP) and refresher programmes as equivalent to UGC-HRDC programmes of universities.

STRIDE activities go beyond the above discussed areas, as it also conduct training/programme evaluation and feedback studies in order to assess the quality and ascertain whether the training programmes met its objectives, thereby to improve future training programs and make it more effective, studies on evaluation of effectiveness of training programmes become fundamental and essential. Kirkpatrick and Kirkpatrick (2006) puts it that the reason for evaluation is to find the effectiveness of a training programme and ways to improve future training programmes. According to Manna and Biswas (2018), the "training effectiveness is fundamentally an evaluation that inspects the level to which training enhanced the employee's skill, knowledge, and behaviour inside the association". Also, the analysis and integration of feedback from different stakeholders caters to the revision process to enhance effectiveness of instructional design of the programmes (CIQA, 2021).

The present study focuses on examining the effectiveness of training programmes conducted by STRIDE during the last three years from 2019 to 2021. The requirement of faculty is changing, and the focus on NEP-2020 thrust areas demand a change with regard to the approach of teaching and learning in Higher Education Institutions.

Due to the COVID-19 pandemic situation, STRIDE organized training programmes both in the offline and online mode during the years under review. This study aims to find out the thematic areas covered in the training programmes during the four years for different categories of trainees, and analyse the effectiveness of online and offline training programmes conducted for faculty, academics, and non-teaching staff of IGNOU and other ODL institutions, the methodologies followed by the coordinators in organizing the these training programmes implemented by STRIDE, and seek suggestions of the stakeholders on different aspects of the training programmes for future improvement and seek the views of the resource persons of the training programmes on various aspects vis-à-vis the effectiveness

of the programme. Moreover, a very few evaluation studies on trainings or workshops are available. This may be because evaluation of training is not considered a part of the strategy for implementing a successful programme (Asgar and Satyanarayana, 2021) and outcome of the present study would be beneficial in planning and designing future training programmes of STRIDE and other training institutions.

1.1 Research Objectives

The major objectives of the study are as follows:

1. To analyze the thematic areas covered in the training programmes of both 'teachers and academics' and 'non-teaching' staff of IGNOU and other ODL institutions during 2019, 2020, 2021 and 2022, and match with the training requirements/needs of teachers/academics and non-teaching staff.

2. To study the effectiveness of offline training programmes conducted for teachers and academics of IGNOU.

3. To study the effectiveness of online training programmes conducted for teachers and academics of IGNOU.

4. To study the effectiveness of offline and online training programmes conducted for faculty of other ODL institutions.

5. To study the effectiveness of offline training programmes conducted for non-teaching staff of IGNOU.

6. To study the effectiveness of online training programmes conducted for non-teaching staff of IGNOU.

7. To examine the methodologies followed in organizing the training programmes by STRIDE for different target groups.

8. To seek suggestions of the stakeholders on different aspects of the training programmes for improvement of future programmes.

9. To seek the views of the Resource Persons of the training programmes on various aspects vis-à-vis the effectiveness of the programmes.

10. To suggest new training areas and revision in the design and processes of conducting offline and online (and blended) training for various functionaries of distance and online learning.

1.2 Framework of the Study

The framework of the study shows the design of the study and the different components which has been considered to study the effectiveness of training programmes conducted by STRIDE from 2019 to 2022.

The following figure shows the framework of the study:
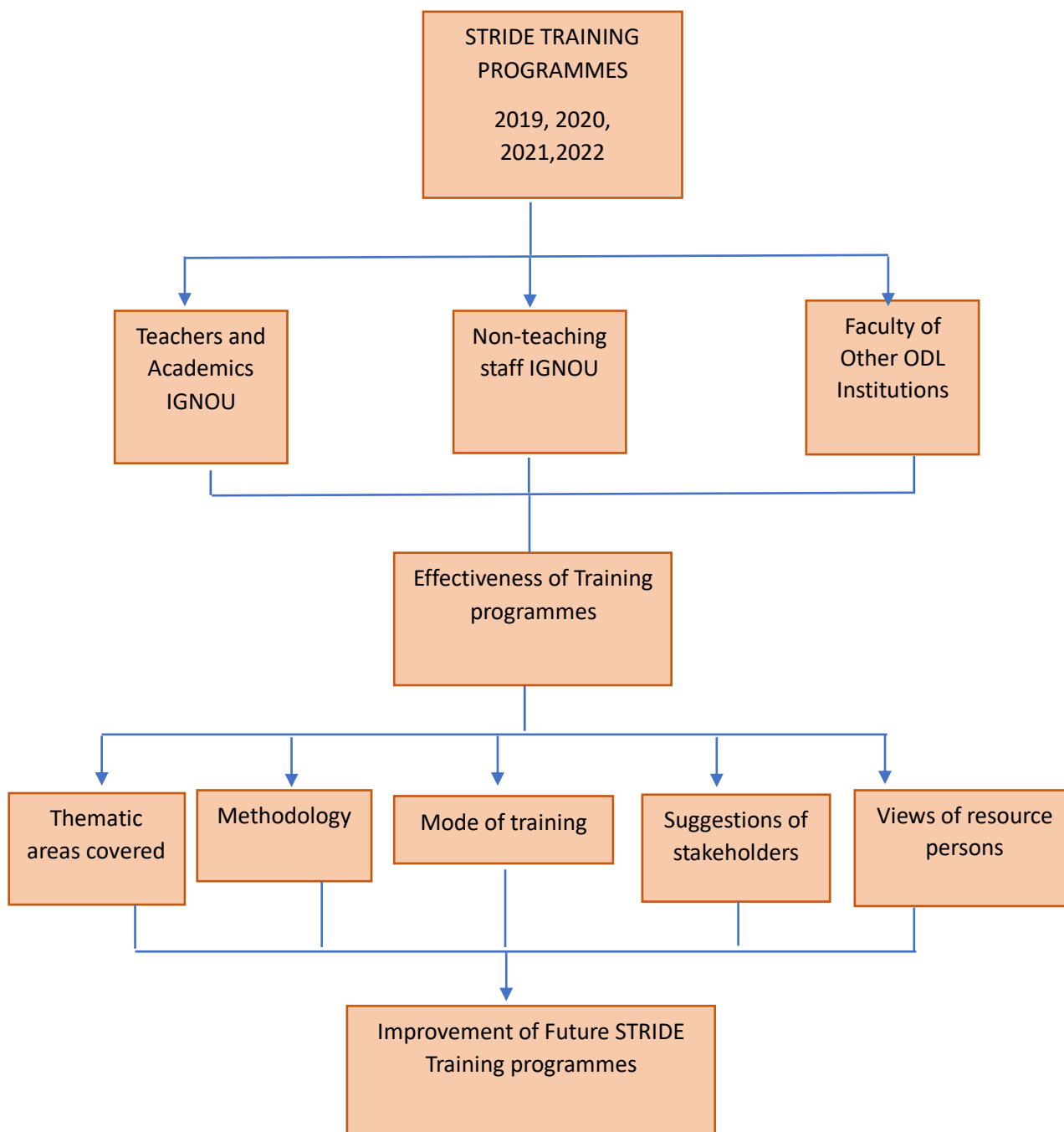
Figure No.:1 (a) : Framework of the study

The study covers all the training programmes conducted by STRIDE during the four consecutive years from 2019 to 2022. All these training programmes, specifically for the teachers and academics of IGNOU, the non-teaching staffs of IGNOU and the faculty of other ODL institutions has been considered for the study. The effectiveness of training programmes has been studied taking into consideration the various components of training - thematic areas covered, methodology adopted, mode of training, suggestions of stakeholders and views of resource persons. The feedback from the participants on each of these components were further analysed and reviewed in the study. The findings and the recommendations of the study would be beneficial in improvement of future training programmes in STRIDE.

1.3 Implications of the Study

Capacity Building is the core activity of STRIDE. Periodical feedback from the various stakeholders on this activity is crucial to improve the activity. Though feedback is received at the end of the every programme by the organizers, this will not reveal the real impact/ effectiveness of the training programme.

Hence, to know the effectiveness of training programmes, periodical evaluation is needed. Keeping this in view, the present study was conducted to find out the effectiveness of training programmes organized by STRIDE during 2019-2022.This study covered the training programmes conducted for teachers, academics and non-teaching staff of IGNOU and other ODL institutions during this period. The results will be useful for further improvement of Capacity Building activities of IGNOU and other ODL institutions in the country.
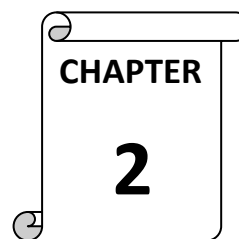
REVIEW OF LITERATURE

The literature review has been undertaken to analyse the theoretical framework of the research studies in the related areas of the current study. Studies on the different components of the effectiveness of training programmes, relating to methods, components, outcomes of programmes specific for staff of higher education institutions (HEIs) have been reviewed in the present chapter.

Bramley (2003) defined 'training' broadly, as "a process which is planned to facilitate learning so that people can become more effective in carrying out aspects of their work" which further includes activities like on-the-job learning, distance teaching-learning, team development, action learning and performance management and courses. Training and capacity building activities for teaching non-teaching employees are continuous activity to be carried out by the HEIs, in normal situation or other. A study conducted by Asgar and Ratra (2020) found that total 358 professional development programmes were organized by different institutions during the first three months of Covid-19 lockdown period. Majority of them were webinars and online conference (263), workshop (47) and FDP (48)to orient and update working professionals with emerging trends in teaching-learning, technology-enabled pedagogical approaches and administrative and financial matters (Asgar and Mythili, 2020). Training and staff development although is considered vital for all modes of education, staff training particularly is a major necessity for all staff in the distance education system to adapt them to the demands of the new job roles in which, some of them never had any experience (Mishra, 2007).The reason behind giving more focus on staff development and training in ODL institutions in general and IGNOU in particular is that, a majority of employees both teaching and non-teaching staff come from conventional educational institution or had work experience in other government or private organizations (Asgar and Mythili, 2020).

Training is considered to be effective when it achieves the objectives it intended to achieve and when the consequences of training are in alignment to the achievement of the

organisational goals (Mir, 2021). Thus, training is concerned with acquisitions of knowledge and specific skills for the effective conduct of a particular job. In the case of training for the distance HEIs functionaries, the specific targets are focussed towards the transfer of skills, methods, techniques and different tricks that facilitates for effective teaching learning to take place.

Effectiveness of educational programme can be achieved and supported by educational objectives, learning experiences and evaluation procedures (Biswas and Pradhan, 2008). A study on the effectiveness of training programme by Chaturvedi, *et al.* (2021), opined some of the dimensions of training programmes to be effective includes meeting expectations of students, attains goals of memory, understanding and reflective levels of teaching, uniform assessment for all participants, general and psychological principles of teaching are achieved, effective teaching, instruction material, infrastructure, teaching methodology and learning and all topics are covered in the training programme.

The Kirkpatrick's (1994) evaluation model has been widely used across disciplines in evaluation studies using four levels comprising reaction level (satisfaction of the participants), learning level (change in participants' knowledge, skills and attitude), performance level (changes in job-behaviour) and results level (changes for other stakeholders).Evaluation of training programmes using Kirkpatrick's model showed that faculty development programme specific to design and development of self-learning materials for open and distance learning was successful and effective with recommendations to plan more practical based training sessions and integration of digital tools in implementation of FDPs (Asgar and Satyanarayana, 2021). Another study conducted To examine effectiveness of training programmes conducted for 'non-academics' and 'teachers and academics' in IGNOU showed that 77 per cent of the trainees were able to transfer the knowledge and skills that were learnt during the training programmes to their workplace 'to some extent' and 23 per cent could transfer 'fully' to their work places (Pulist, 2017). Related to appropriate duration component of training programmes, a study showed that about 50 percent trainees opined that the duration of training programme on an average should be '3-5 days' to make it more effective (Pulist, 2017). Another study on teachers of *Kendriya Vidyalaya Sangathan* revealed that teachers have an acceptance of the concept of continuous professional development of an IGNOU programme and they showed their acceptance of ODL as an effective medium (Singh, 2018). Evaluation studies of participants who attended FDP for small-group-teaching in two phases, viz., immediately after the workshop were

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helpful in terms of providing high level of practical exercises, methods used, supportive learning environment and constructive atmosphere and later after some teaching experience, the training programme was revealed to be effective for their teaching activities (Hölzer, 2017).

Evaluation of the effectiveness of training programmes conducted for personnel, managers and teachers in Islamshahr University, Iran using Kirkpatrick's model, (Farjad, 2012) reported that training was below standard level and suggested for the optimization of training design, redefine training roles, proper budgeting, among others. In another study, the university teachers were dissatisfied with professional development programme related to trainees behaviour in classroom, follow-up of training, innovative teaching strategies and the reflective practice aspects (Malik, *et al.,* 2015). Training effectiveness of new learning and teaching methods on the healthcare staff's satisfaction using Kirkpatrick's model was found to be improved (Heydari, *et al.,* 2019). Combination of both retrospective self-assessment and independent ratings of trainees showed that FDP improved teaching competencies of trainees (Hewson, *et al.,* 2001). Kirkpatrick's model to evaluate training programmes for female head teachers in Saudi Arabia was effective in clarifying the trainee head teachers' and supervisors' perceptions of the training process outcomes and also access the strengths and weaknesses of the training process (Alsalamah and Callinan, 2021). It is recommended that research conducted in the future should focus on the benefits of the measurement of the effectiveness of training and the comparative measurement of effective training from the perspective of the different group of stakeholders (Mir, 2021).

Apart from the conventional components assessing effectiveness of training programmes, studies have emphasized on emerging areas of future training programmes for distance educators and the need to focus on competencies in the role of technology and instructional design in teaching and learning (Roberts, 2018; Lockwood and Latchem, 2002). Asgar and Ratra (2020) recommended that exclusive training is required for teachers on how to trouble shoot specific issues themselves in an online environment. Besides, apart from creating adequate infrastructure, purchasing latest training equipment, HEIs should also evolve policies to improve the quality of online training in the present situation and encourage faculty to use freely available online tools and e-resources.

The researchers, by utilising the above research studies, have tried to present the existing research problem in a context and theoretical perspective so that issues are comprehended

and concrete output is driven out of this work. Therefore, present research study has also taken into account the objectives, research design and findings of the previous studies conducted by different researchers while designing and carrying out the current evaluation study, which has specific and broader implications as mentioned in the previous chapter.

RESEARCH DESIGN

3.1 Research Design

i) *Methods*

The present study was an exploratory research using the Survey method. In the study, both primary and secondary data were collected from relevant sources and both quantitative and qualitative techniques were used.

ii) *Population and Sample*

All the training programmes (64) specifically for teachers and academics and non-teaching staff and all the participants who attended the programmes conducted by STRIDE, IGNOU during 2019 to 2022 were considered for the study. There were 53 training programmes conducted for the teachers and academics covering IGNOU and other ODL institutions and 11 were conducted for the non-teaching staff of IGNOU. About 1802 participants comprising of teachers and academics and 393 participants comprising of non-teaching staff attended various training programmes. The sample consists of the total population, i.e. 2195 itself **(Appendix I).**

The below given tables (3.1 and 3.2) show the total number of programmes and the total number of participants who attended the STRIDE training programmes in the years 2019, 2020, 2021 and 2022 respectively.

Table 3.1: Number of training programmes conducted during 2019-2022

	Types of Institution	2019	2020	2021	2022	Total Programmes
Faculty and Academics	IGNOU	12	4	6	14	36
	Other ODL Institutions	1	4	1	11	17
	Total	**13**	**8**	**7**	**25**	**53**
Non-teaching Staff	IGNOU	3	0	1	7	11
	Total	**16**	**8**	**8**	**32**	**64**

Population of teaching and academic staff

As presented in the Table 3.2 year-wise and mode-wise total respondents attended the training programmes were considered as total population of the study.

Table 3.2: Number and percentage of faculties and academics of IGNOU and other ODL institutions who attended FDPs conducted during 2019-2022

Year	2019	2020	2021	2022	Total No. of Participants
Mode/ Institutions	No. of Participants (Percentage in paranthesis)				
Offline	**410 (100.0)**	**87 (16.4)**	**90 (41.1)**	**221 (34.5)**	**808 (44.8)**
IGNOU	375	87	90	198	750
Other ODL Institutions	35			23	58
Online		**445 (83.6)**	**129 (58.9)**	**399 (62.2)**	**973 (54.0)**
IGNOU			84	57	141
Other ODL Institutions		445	45	342	832
Online / Offline				**21 (3.3)**	**21 (1.2)**
IGNOU				21	21
Grand Total	**410**	**532**	**219**	**641**	**1802**

Sample: Total population was treated as sample on whom the questionnaire was administered. Out of 1802 participants (faculty and academics of IGNOU and other ODL institutions), 71 participants (4 %) responded to the online survey. **The response rate was low, however, the study being qualitative in nature, the analysis was carried out to find out the trends/ patterns related to the effectiveness of STRIDE training programmes conducted both in the online and offline mode for the teaching and academics of IGNOU and other ODL institutions.**

Population of non-teaching staff

As presented in the Table 3.3 year-wise and mode-wise total respondents attended the training programmes of non-teaching staff were considered as total population of the study.

Table 3.3: Training programmes conducted for non-teaching staff of IGNOU (2019-2022)

Year/ Mode	No. of Participants attended (Percentage in paranthesis)				
	2019	2020	2021	2022	Total No. of Participants
Offline (F2F)	71 (100.0)	--	--	--	71
Online	--	--	40 (100.0)	282 (100.0)	322
Grand Total	**71**	**0**	**40**	**282**	**393**

Sample: Total population was treated as sample on whom the questionnaire was administered. Out of 393 participants (non-teaching staff of IGNOU), 16 participants (4 %) responded to the online survey. **The response rate was low, however, the study being qualitative in nature, the analysis was carried out to find out the trends/ patterns related to the effectiveness of STRIDE training programmes conducted both in the online and offline mode for the non-teaching staff of IGNOU.**

iii) *Tools and Techniques*

The data collection tools included questionnaires which were prepared in tune with the objectives of the research study. Tools created using the Google Form were used for collection of data during the online survey, while semi-structured questionnaire were also administered to the respondents as per the requirements. The effectiveness of each training programme were assessed from the feedback forms specifically designed using the 5 point Likert scale of ratings.

The variables/ thematic areas covered and studied in this research relating to the training imparted to the teachers and academics of IGNOU and other ODL institutions included the following:

- Orientation/ Induction Programmes on Distance Education
- Design and Development of Self Learning Materials (SLM) for Distance/ Online/ Blended Learning
- Instructional Design for ODL and Online Learning
- Design and Development of Audio/ Video Programmes
- Learner Support Services (LSS)
- Serving Students with Disabilities in Open, Distance and Online Learning
- Design and Development of Online Programmes/ Courses
- Various aspects of Research in ODL
- Assessment and Evaluation in ODL
- Various aspects of National Education Policy-2020

The variables/ thematic areas covered and studied in this research relating to the training imparted to the non-teaching staffs of IGNOU included the following:

- Awareness-cum-Training programme for Newly Appointed JATs
- Workshop on RTI-MIS on-line portal for CPIOs of IGNOU

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- Workshop for Newly Promoted Section Officers & Private Secretaries

- Training programme for Newly Promoted Assistant Registrars

- Towards Effective Implementation of NEP 2020: Capacity Building Programme for Newly Promoted Assistants of IGNOU

- Towards Effective Implementation of NEP 2020: Capacity Building Programme for Newly Promoted Assistants of RCs &RECs of IGNOU

- Implementation of NEP 2020: Capacity Building for Newly Promoted Section Officers of IGNOU

- 'Towards Effective Implementation of NEP-2020' Capacity Building Programme for Newly Promoted Assistant Registrars of IGNOU

- Implementation of NEP 2020: Capacity Building Workshop for Newly Promoted - Senior Assistants of IGNOU

- Workshop on RTI-MIS Online Portal for Central Information Officers (CPIOs) of IGNOU

- Financial Management for Newly Promoted Section Officers and Assistants Registrars of IGNOU

  The standard methodology followed for all the training programmes were analyzed and the views and suggestions relating to the mode of training, suggestions of stakeholders and views of resource persons were also collected for the study.

For the purpose of data collection, both the survey methods, online and offline, were utilized. Separate Google Forms –first for the faculty and academics of IGNOU and other ODL institutions as (**Appendix I**), second for the non-teaching staff of IGNOU (**Appendix II**) and the third one (**Appendix III**) which was related to training conducted by STRIDE during 2019-2022 for teaching faculty and academics of IGNOU and other ODL institutions. The fourth (**Appendix IV**) was related to training conducted by STRIDE during 2019-2022 for the non-teaching staff of IGNOU. The research tools (Appendix I and Appendix II) were designed, developed, and distributed after validation to the participants (2195 trainees) to their respective e-mail addresses which were obtained from the programme coordinators of each training programme. Some email addresses were also retrieved from STRIDE database of training programmes, participants and institutions etc. In order to reach and collect feedback from the maximum number of participants who attended the training programmes during 2019-2022, both the above questionnaires were also circulated in some of the WhatsApp groups which were created during the respective training programmes. Frequent

reminders were also emailed to the trainees so that more number of feedbacks could be received for the analysis.

Selected resource persons of the training programmes were interviewed and the views and suggestions were collated for improving the quality of future STRIDE training programmes.

The questionnaires for the non-teaching staff was designed bi-lingual, i.e., English as well as in Hindi, for ease of understanding and response from the non-teaching staff posted at IGNOU Headquarters as well as the Regional Centres of the university located across India, to collect data from them.

3.2 Data Analysis and Interpretation

All the primary and secondary data were analyzed through statistical techniques using SPSS and Microsoft Excel. The quantitative data collected from the primary (online survey) and secondary sources (STRIDE database) were categorized, organized and appropriate methodology was applied to tabulate/collate and find aggregates, percentages and make figures and tables.

The analysis on the thematic areas covered; effectiveness of online and offline training programmes conducted for faculty, academics, and non-teaching staff; methodologies followed in organizing the training programmes by STRIDE; suggestions of the stakeholders on different aspects of the training programmes; and views of the resource persons of the training programmes were found relevant for improvement and planning to conduct more effective training programmes in future following the emerging trends of teaching- learning particularly in ODL and online education.

DATA ANALYSIS AND INTERPRETATION

PART A:

Teachers and Academics of IGNOU and other ODL Institutions

The feedback data was collected from the trainees from IGNOU and other distance education institutions (DEIs) who have attended the online and offline training programmes of STRIDE during the year 2019-2022.

Profile of Respondents

The figure below shows the share of respondents from IGNOU and other ODL institutions. Out of total respondents of the study, 70% who have shared their views in the online survey were from other ODL Institutions and 30% were from IGNOU.
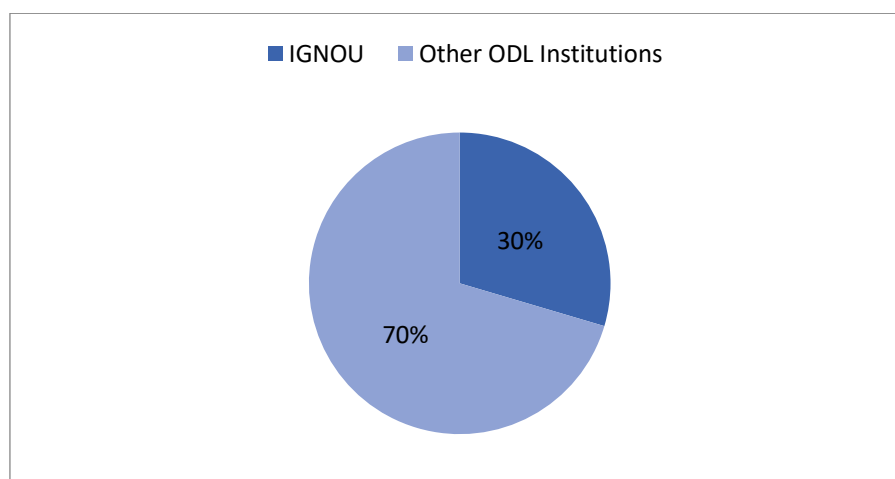

Figure 4(a): Share of respondents

The gender-wise respondents of the online feedback survey among the faculties who have attended the training programmes during 2019-2022 indicate that female respondents (66.7%) were more than male respondents (33.3%) from IGNOU. With respect to ODL institutions, the proportion of male respondents was (54%) while female respondents were (46%).
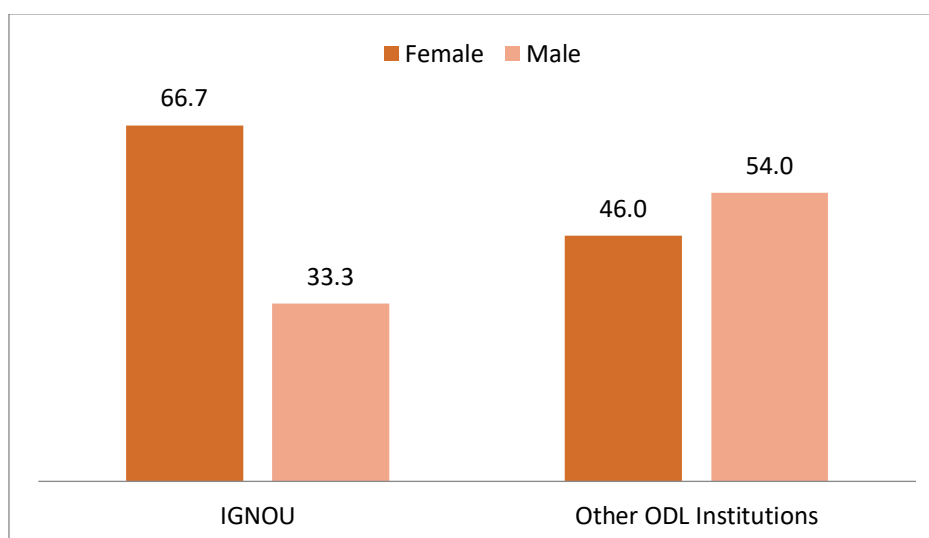
Thematic areas covered in the Training programmes for Teachers and Academics of IGNOU and other ODL Institutions

Theme-wise number of training programmes for teachers and academics of IGNOU and ODL institutions, conducted during the period of the study along with the mode of delivery are presented in the table below:

Table 4.1: Broad themes covered in the training for teachers and academics during 2019-2022

Sl. No.	Themes	Offline/ F2F	Online	Total No. of Programmes
1.	Orientation/ Induction Programmes on Distance Education	3	-	3
2.	Design and Development of Self Learning Materials (SLM) for Distance/ Online/ Blended Learning	3	3 (1 blended)	6
3.	Instructional Design for ODL and Online Learning	4	-	4
4.	Design and Development of Audio/ Video Programmes	4	-	4
5.	Learner Support Services (LSS)	1	-	1
6.	Serving Students with Disabilities in Open, Distance and Online Learning	-	3	3
7.	Design and Development of Online Programmes/ Courses	7	2	9
8.	Various aspects of Research	4	3	7
9.	Assessment and Evaluation in ODL	1		1
10.	Various aspects of National Education Policy-2020	2	13	15

In the present study, the participants who responded to the questionnaire were DOL teachers working in State Open Universities, DEIs and IGNOU. The detail theme-wise analysis on the effectiveness of training programmes for faculties conducted during 2019-2022 has been discussed in the following sections:

Section 1
Orientation Programmes

The faculties who join the open and distance institutions are new to the pedagogies of open and distance learning and thus requires orientation/ induction trainings to acquaint and adapt themselves to the demands of the new system.

The areas in which orientation training programmes are covered include the following broad themes of distance education:

1. Concepts and theories of Distance Education
2. Functioning of IGNOU and other ODL institutions
3. Overview of curriculum design and development models
4. Development of SLMs
5. Role of Support Services
6. Inter-relation among schools and operational divisions in programme/ course design; development and delivery
7. Assessment and Evaluation Strategies in ODL system

The following are the views expressed by the participants who attended Orientation/ Induction Programmes during 2019-2022 on helpfulness of concepts and theories of distance education towards fulfilling their responsibilities at their respective institutions.

Table 4.1.1: Concepts and theories of distance education covered in the programmes

Type of Institution	No. of respondents (% in parenthesis)			Total respondents
	Extremely helpful	Very helpful	Helpful	
IGNOU	12 (60.0)	6 (30.0)	2 (10.0)	20 (100)
Other ODL Institutions	24 (60.0)	14 (35.0)	2 (5.0)	40 (100)
Total respondents	36 (60.0)	20 (33.3)	4 (6.7)	60 (100)
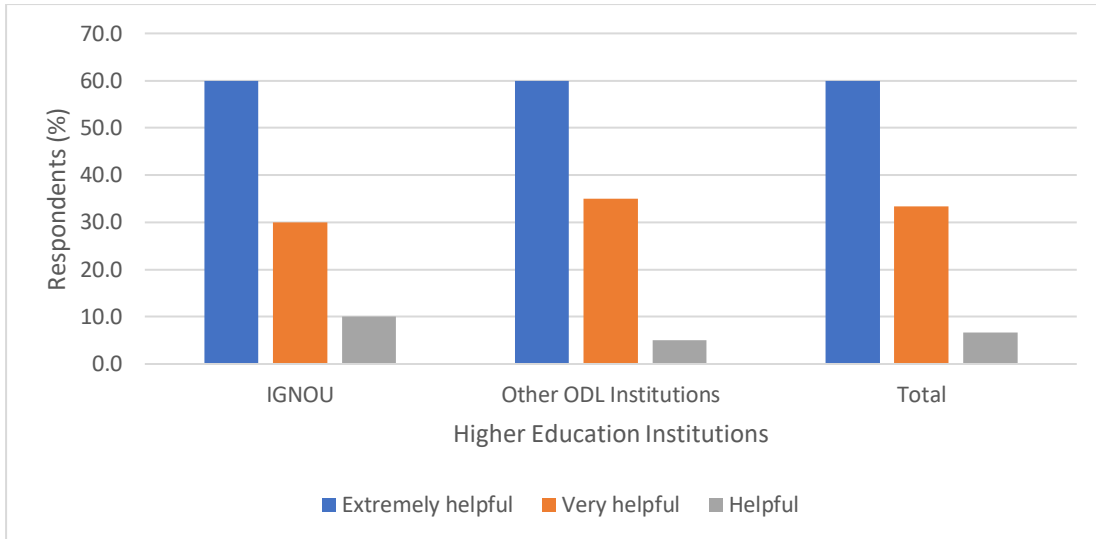
Figure 4.1.1: Concepts and theories of distance education

The above Table 4.1.1 indicates that respondents of both IGNOU and other ODL institutions, 90 % and 95 % respectively mentioned that orientation programmes were extremely helpful and very helpful. It was a strong indication that programmes were of a great use to all.

Table 4.1.2: Role of orientation/ induction programmes in understanding functioning of ODL institutions

Type of Institution	No. of Respondents (% in parenthesis)			
	Extremely helpful	**Very helpful**	**Helpful**	**Total**
IGNOU	10 (50.0)	6 (30.0)	4 (20.0)	20 (100)
Other ODL institutions	23 (57.5)	14 (35.0)	3 (7.5)	40 (100)
Total	33 (55.0)	20 (33.3)	7 (11.7)	60 (100)

Figure 4.1.2: Functioning of IGNOU and other ODL institutions

The analysis of the data as indicated in the Table 4.1.2 showed that respondents from other ODL institutions (92.5 %) followed by IGNOU (80%) felt that orientation programmes played a significant role and these were extremely helpful or very helpful in understanding the complexities of the educational system and functioning of their respective institutions in particular and ODL institutions in general.
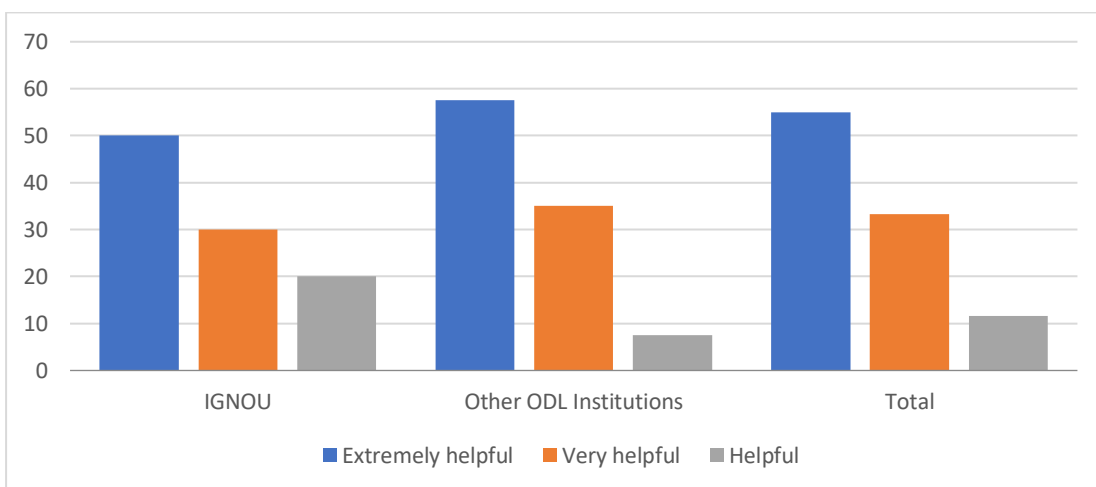
Table 4.1.3: Respondents opinion on Orientation programmes focussed on curriculum design and development models

Type of Institution	No. of Respondents (Percentage in parenthesis)			Total
	Extremely helpful	Very helpful	Helpful	
IGNOU	9 (45.0)	9 (45.0)	2 (10.0)	20 (100)
Other ODL institutions	18 (45.0)	21 (52.5)	1 (2.5)	40 (100)
Total	27 (45.0)	30 (50.0)	3 (5.0)	60 (100)
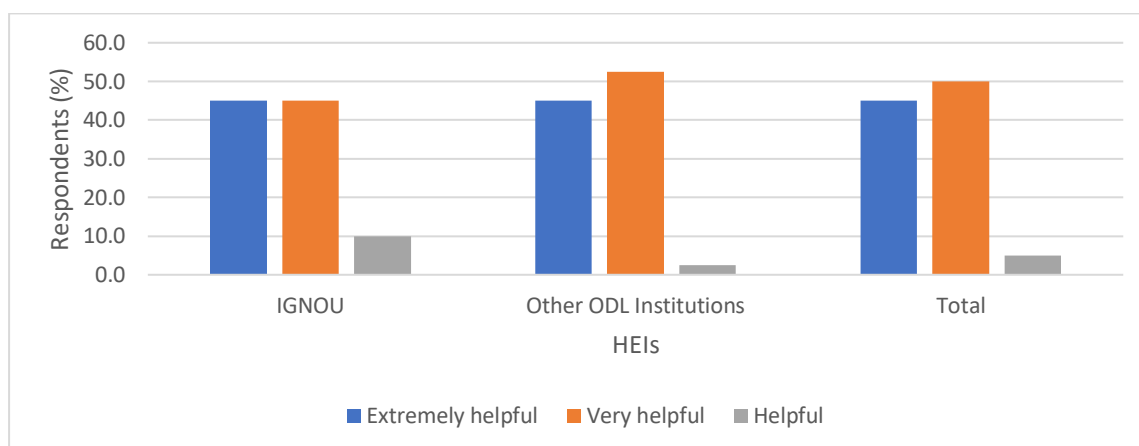
Figure 4.1.3: Orientation programmes on curriculum design and development models

Like on earlier aspects, respondents from Other ODL institutions (97.5 %) followed by IGNOU (90 %) mentioned that curriculum design and development models covered in orientation and induction programmes were extremely helpful and very helpful in discharging their tasks in their respective institutions.

Table 4.1.4: Respondents views on the content related to Design and Development of SLM

Type of Institution	No. of Respondents (Percentage in parenthesis)			Total
	Extremely useful	Very useful	Useful	
IGNOU	10 (50.0)	8 (40.0)	2 (10.0)	20 (100)
Other ODL institutions	21 (52.5)	18 (45.0)	1 (2.5)	40 (100)
Total	31 (51.7)	26 (43.3)	3 (5.0)	60 (100)
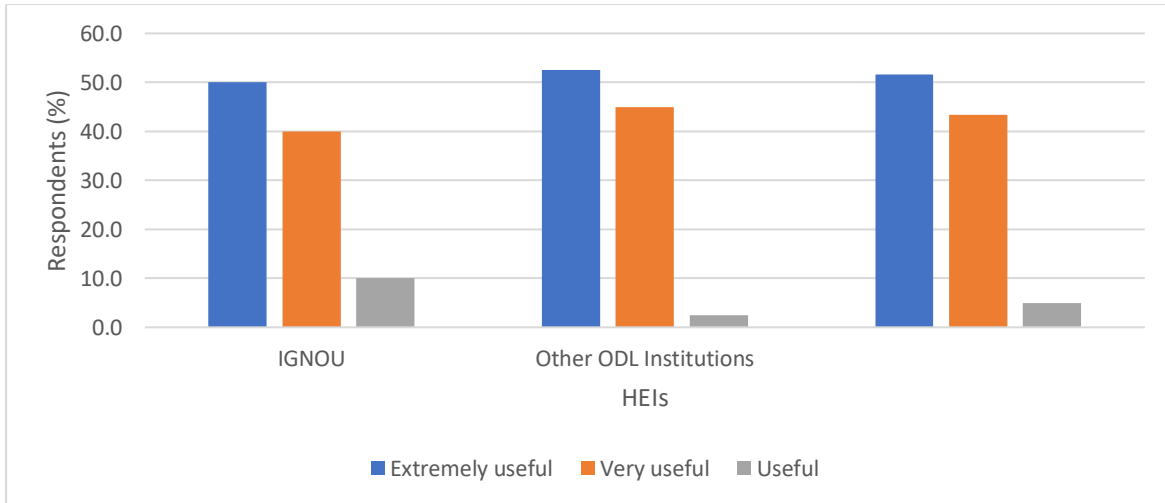
Figure 4.1.4: Design and Development of SLM

Results presented in Table 4.1.4 indicated that on a very significant component of Distance Education i.e. design and development of SLMs, majority of respondents from Other ODL institutions (97.5 %) and 90 % from IGNOU felt that the content covered in the programmes was extremely useful and very useful to them in developing the course material in the SLM format. Very small number of participants found it to be only useful.

Table 4.1.5: Respondents views on Role of Support Services in Distance Education

Type of Institution	No. of Respondents (Percentage in parenthesis)				Total
	Extremely relevant	Very relevant	Relevant	Less relevant	
IGNOU	6 (30.0)	9 (45.0)	5 (25.0)	0	20 (100)
Other ODL institutions	22 (56.4)	14 (35.9)	2 (5.1)	1 (2.6)	39 (100)
Total	28 (47.5)	23 (39.0)	7 (11.9)	1 (1.7)	59 (100)

Figure 4.1.5: Role of Support Services in Distance Education

The above Table 4.1.5 shows that 94.9 % respondents from other ODL mentioned that contents covered in the orientation related to design and implementation of support services were extremely relevant and very relevant followed by 75 % respondents from IGNOU felt it were extremely and very r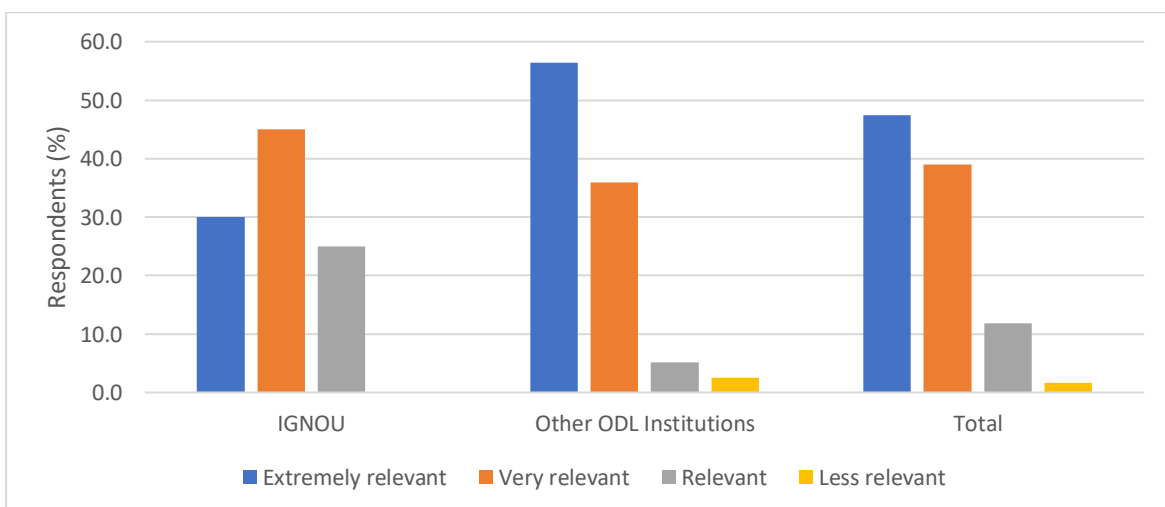elevant in design and development of support services in Distance Education. Very small number of respondents from Other ODL institutions found it to be less relevant.

Table 4.1.6: Understanding Inter-relationship among schools and operational divisions in programme/ course design and delivery

Type of Institution	No. of Respondents (Percentage in parenthesis)			Total
	Extremely useful	Very useful	Useful	
IGNOU	6 (30.0)	9 (45.0)	5 (25.0)	20 (100)
Other ODL institutions	22 (55.0)	15 (37.5)	3 (7.5)	40 (100)
Total	28 (46.7)	24 (40.0)	8 (13.3)	60 (100)
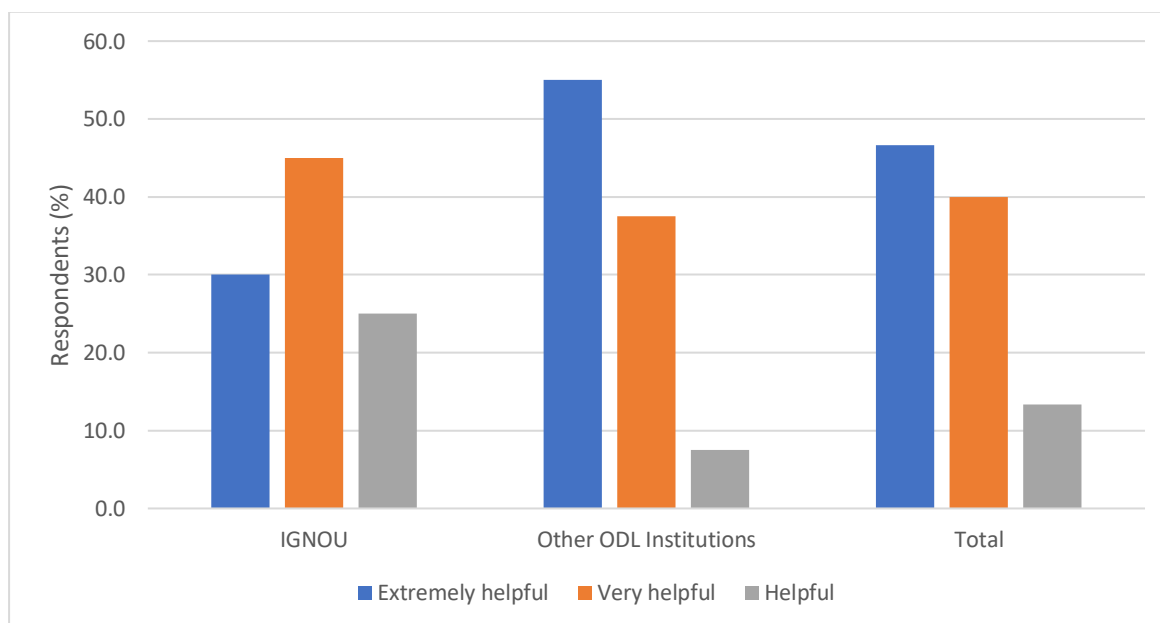
Figure 4.1.6: Understanding Inter-relationship among schools and divisions in programme/ course design and delivery

In ODL system teachers, academics and different officials posted in schools /divisions and other units work in a team. Therefore, it requires close inter relations among all these units in design, development and delivery of quality academic programmes and courses.

Analysis of the table 4.1.6 indicated that respondents from Other ODL institutions (92.5 %) followed by IGNOU (75 %) felt that orientation programmes were extremely useful and very

useful in understanding inter-relationship among schools and operational divisions in programme/ course design and delivery.

Table 4.1.7: Respondents views on Assessment and Evaluation Strategies

Type of Institution	No. of Respondents (Percentage in parenthesis)			Total
	Extremely relevant	**Very relevant**	**Relevant**	**Total**
IGNOU	8 (40.0)	10 (50.0)	2 (10.0)	20 (100)
Other ODL institutions	27 (67.5)	12 (30.0)	1 (2.5)	40 (100)
Total	35 (58.3)	22 (36.7)	3 (5.0)	60 (100)

Figure 4.1.7: Assessment and Evaluation Strategies
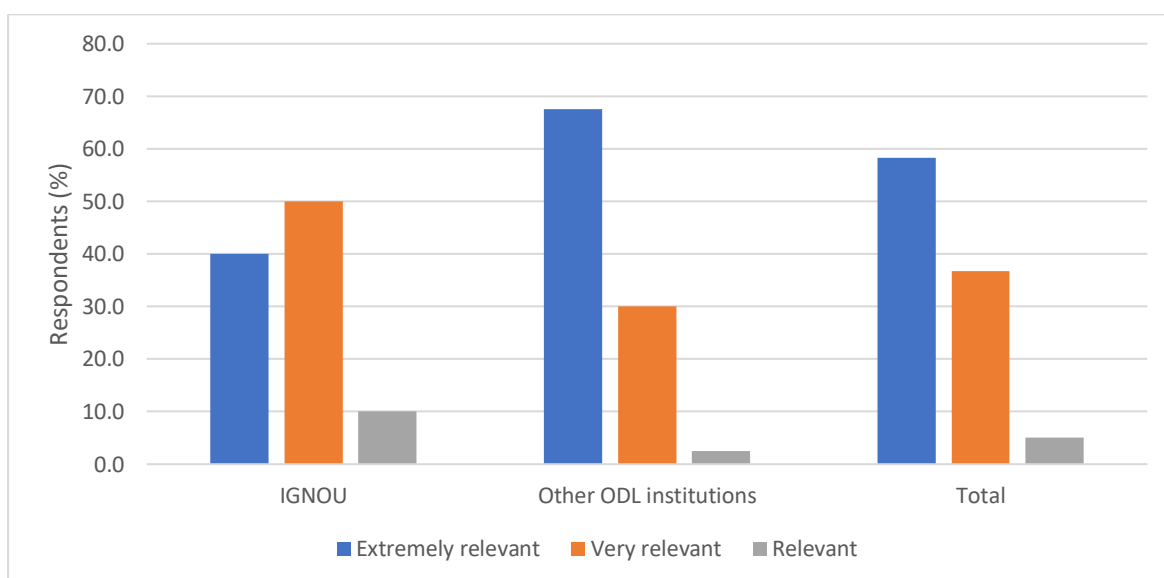
Analysis indicated that 97.5% respondents from Other ODL institutions (and 90% from IGNOU reported that assessment and evaluation strategies discussed during the orientation programmes were extremely relevant and very relevant to formulate good assessment and evaluation strategies for improving the services pertaining to different academic programmes offered by DEIs.

Section 2

Training programmes on Design and Development of Self Learning Materials (SLMs) for Distance/ Online/ Blended Learning Programmes

The training programmes on Design and Development of Self-learning Materials for distance/ online/ blended learning are advanced and specialized workshops conducted by STRIDE. The specific objectives of the SLM workshops are to explain the role of Self-Learning Print Materials in distance learning and Online Courseware; describe the steps involved in the design and development of a SLM unit and integration of technology; prepare teachers to develop a unit of SLMs and present it for peer and expert comments and modify the same based on suggestions; analyze issues involved in design, development and revision of courses/programmes discuss the interrelation and collaboration between various units of an institution with reference to design, development and distribution of learning resources; and identify the major challenges and develop the techniques to overcome those challenges particularly in design and development of courseware.

During the present research work, views of teachers and academics were also collected, following are the views expressed by the participants who attended the training programmes on the theme Design and Development of SLMs for Distance/ Online/ Blended Learning Programmes during 2019-2022 organized by STRIDE.

Table 4.2.1: Structuring a SLM Unit and writing Introduction, Objectives.

Type of Institution	No. of Respondents (Percentage in parenthesis)			Total
	Extremely useful	**Very useful**	**Useful**	**Total**
IGNOU	11 (52.4)	9 (42.9)	1 (4.8)	21 (100)
Other ODL institutions	28 (63.6)	14 (31.8)	2 (4.5)	44 (100)
Total	39 (60.0)	23 (35.4)	3 (4.6)	65 (100)
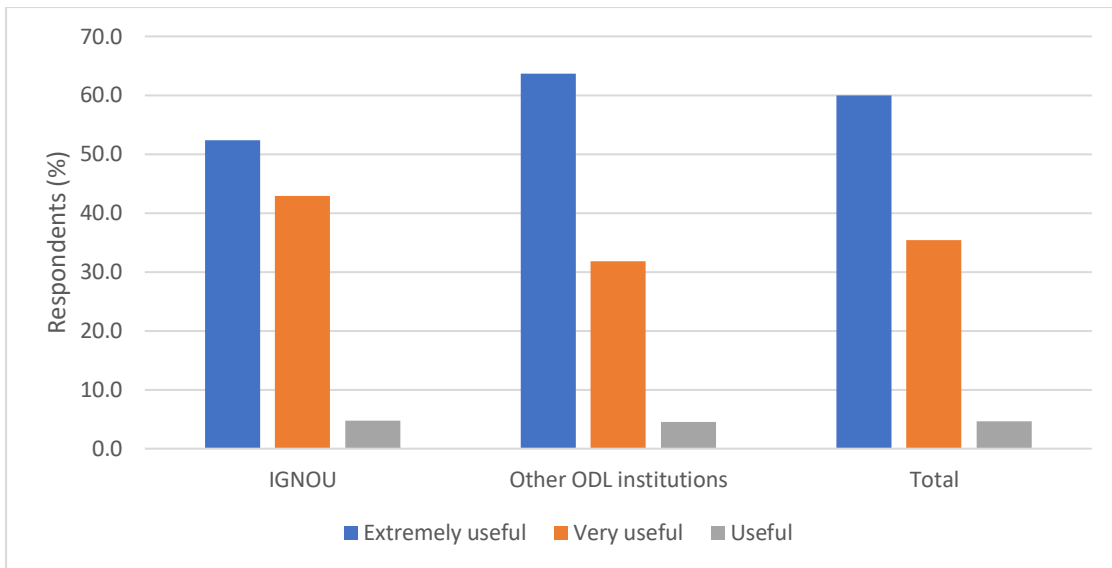
Figure 4.2.1: Structuring a SLM Unit and writing Introduction, Objectives

Almost similar percentage of respondents from Other ODL institutions (95.5 %) and IGNOU (95.2 %) felt that contents covered during the SLM workshops were extremely useful and very useful in developing a structure of a SLM unit, writing introduction and objectives etc.

Table 4.2.2: Respondents views on content related to use of various access devices to create interactivity in SLMs

Type of Institution	No. of Respondents (Percentage in parenthesis)			Total
	Extremely helpful	**Very helpful**	**Helpful**	
IGNOU	12 (57.1)	8 (38.1)	1 (4.8)	21 (100)
Other ODL institution	28 (63.6)	16 (36.4)	0	44 (100)
Total	40 (61.5)	24 (36.9)	1 (1.5)	65 (100)

Figure 4.2.2: Creating interactivity in the SLM using various access devices

One of the functions of the SLM is to engage the distance learners in academic activities and exercises for self-assessment. Creating interactivity in the SLM using access devises would help learners to easily access the content and comprehend it better. Thus, the training programmes organized were meant to upgrade the skills of the teachers in facilitating and improving quality teaching-learning by creating mechanisms for interaction with their learners in SLMs. Almost all the respondents (95.1%) from ODL institution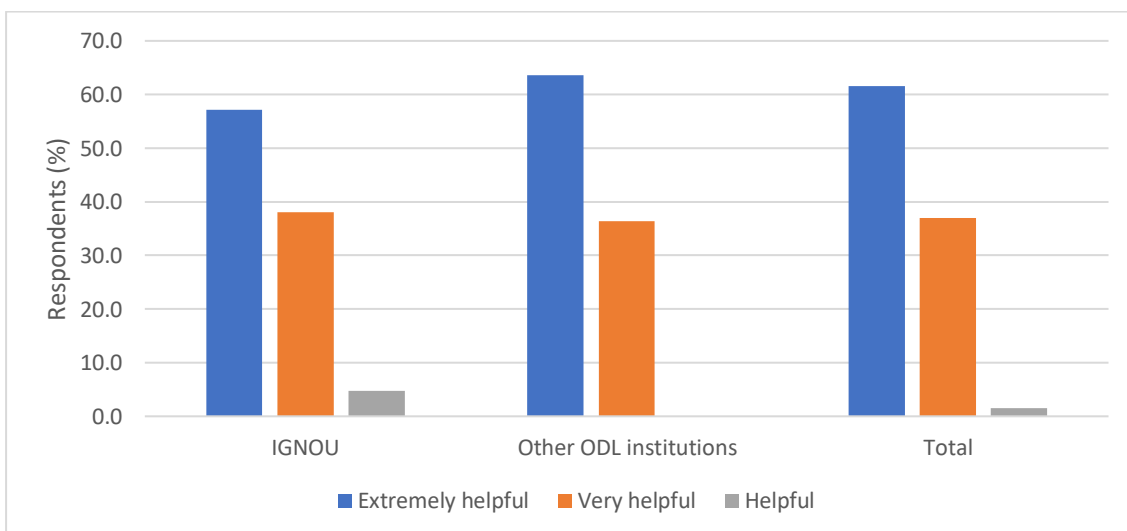s including IGNOU opined that the content covered related to creating interactivity in the SLMs using various access devices were extremely helpful and they could apply the knowledge and skills gained in the development of SLMs.

The editing of SLM units is the final process of examining and correcting the written/ print materials, so that material is ready for publication. The editing of SLMs takes place at three stages - i.e. content editing, format editing and language editing.

Table 4.2.3: Respondents views on contents dealing with Editing of SLM Units

Type of Institution	No. of Respondents (Percentage in parenthesis)			
	Extremely helpful	**Very helpful**	**Helpful**	**Total**
IGNOU	10 (47.6)	8 (38.1)	3 (14.3)	21 (100)
Other ODL institution	20 (45.5)	21 (47.7)	3 (6.8)	44 (100)
Total	30 (46.2)	29 (44.6)	6 (9.2)	65 (100)
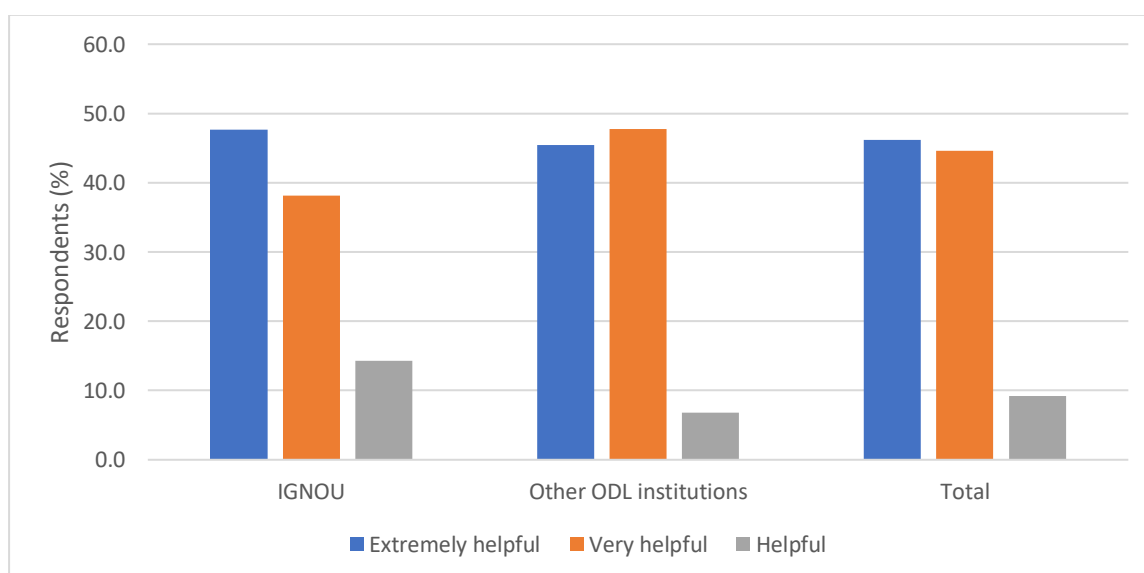
Figure 4.2.3: Editing of SLM Units

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Majority of respondents, 93.2% from Other ODL institutions and 85.7% from IGNOU opined that the contents included in the session related to editing of SLM units were extremely helpful and very helpful in developing and polishing their editing skills.

Table 4.2.4: Respondents opinion on Copyright and Plagiarism issues

Type of Institution	No. of Respondents (Percentage in parenthesis)				Total
	Extremely helpful	Very helpful	Helpful	Less helpful	
IGNOU	10 (47.6)	9 (42.9)	2 (9.5)	0.0	21 (100)
Other ODL institution	24 (55.8)	16 (37.2)	2 (4.7)	1 (2.3)	43 (100)
Total	34 (53.1)	25 (39.1)	4 (6.3)	1 (1.6)	64 (100)
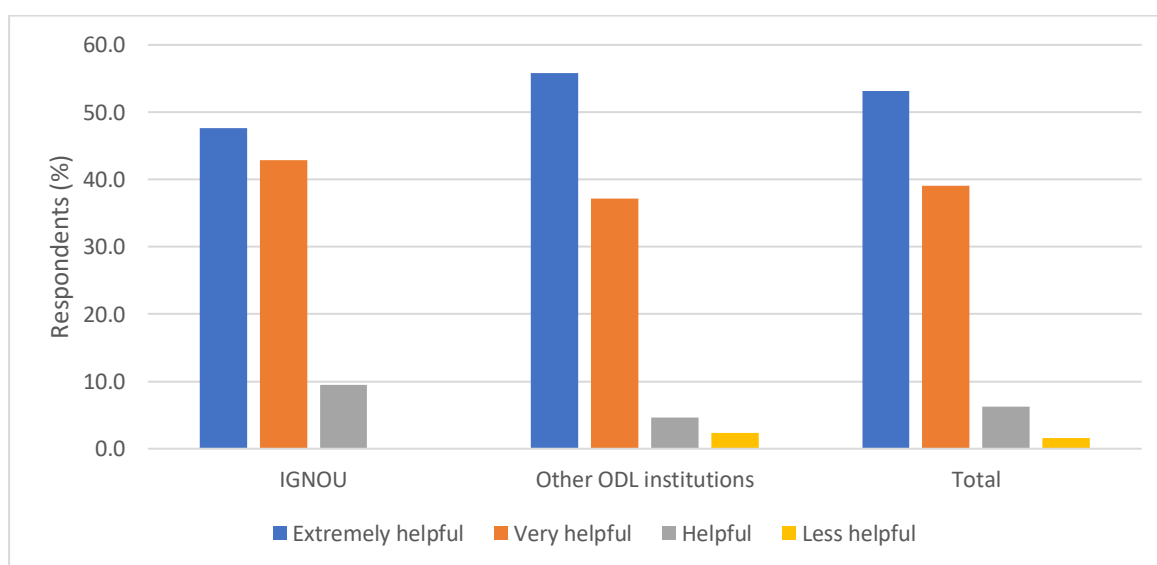
Figure 4.2.4: Respondents views on Copyright and Plagiarism issues

Table 4.2.4 indicates that 93% respondents of Other ODL institutions and 90.5% IGNOU respondents felt that content covered related to copyright and plagiarism issues were extremely helpful and very helpful to understand different aspects of copyright and plagiarism related issues. Very small number of respondents from Other ODL institutions found it to be less helpful.

Section 3

Training programmes on Instructional Design for ODL and Online Learning

Instructional design in an educational processes acts as a blueprint that facilitates better understanding and effective application of the pedagogic or instructional principles to improve teaching-learning experiences. Training programmes on Instructional Design for developing ODL and online learning resources covered issues like developing course design, concept maps that could help to associate ideas and identify relationships between different topics of a course. The broad learning objectives of the training programmes on these themes were - to introduce the genesis of ODL and the relevance of instructional design for ODL; to examine the different theories of teaching-learning and their educational implications for ODL; to explain the different models of instructional design; to describe different learning styles and learning preferences of ODL learners; to design learning outcomes for different learning areas; to design assessment strategies for distance and online learners; to identify quality issues in instructional design; to demonstrate hands-on experiences related to instructional design processes and practices.

The following are the views expressed by the participants who attended the training programmes on different themes of Instructional Design during 2019-2022 organized by STRIDE.

Table 4.3.1: Respondents views on Programme/Course designing in ODL/ online/ e-learning and blended learning

Type of Institution	No. of Respondents (Percentage in parenthesis)			
	Extremely helpful	Very helpful	Helpful	Total
IGNOU	9 (50.0)	6 (33.3)	3 (16.7)	18 (100)
Other ODL institutions	23 (57.5)	15 (37.5)	2 (5.0)	40 (100)
Total	32 (55.2)	21 (36.2)	5 (8.6)	58 (100)
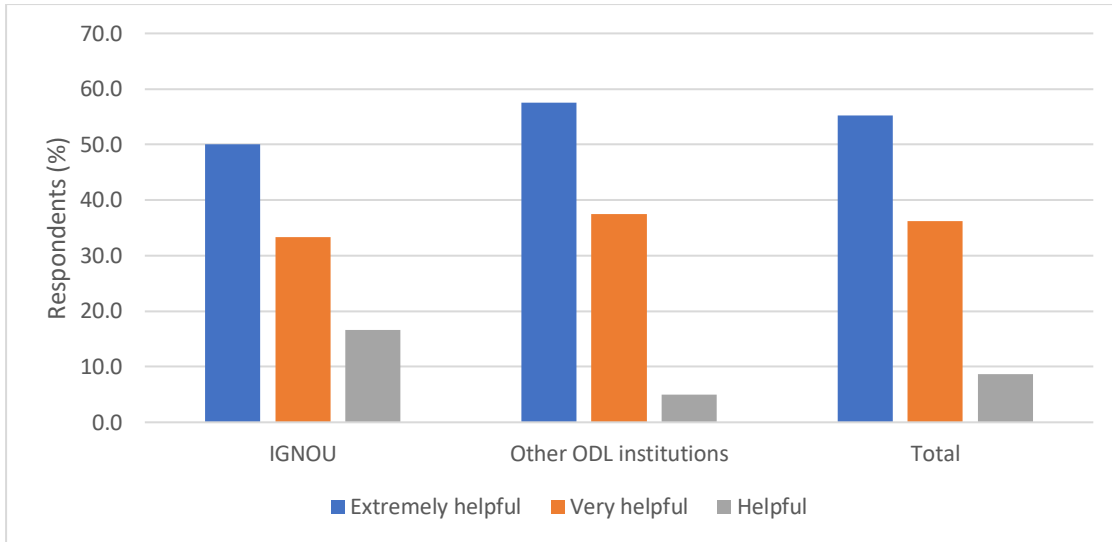
Figure 4.3.1: Respondents views on programme/course designing in ODL/ online/ e-learning and blended learning

Analysis of table 4.3.1 indicates that 95% respondents from Other ODL institutions and 83.3% from IGNOU mentioned that contents covered related to programme/ course designing were extremely helpful and very helpful.

Table 4.3.2: Respondents views on developing a curriculum map and course design matrix

Type of Institution	No. of Respondents (Percentage in parenthesis)			
	Extremely helpful	Very helpful	Helpful	Total
IGNOU	10 (55.6)	5 (27.8)	3 (16.7)	18 (100)
Other ODL institutions	22 (55.0)	16 (40.0)	2 (5.0)	40 (100)
Total	32 (55.2)	21 (36.2)	5 (8.6)	58 (100)
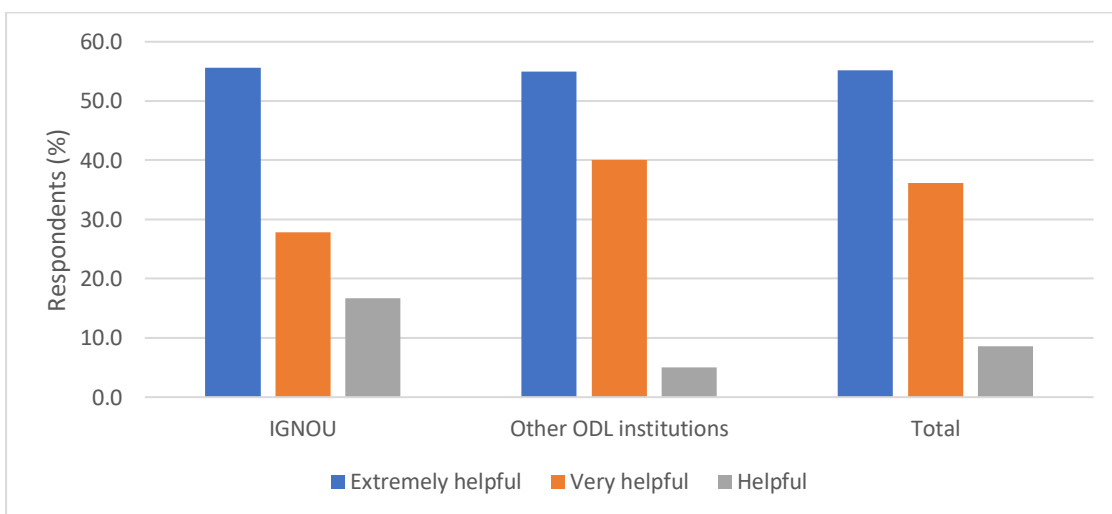
Figure4. 3.2: Developing a curriculum map and course design matrix

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Analysis of Table 4.3.2 indicates that 95% respondents from other ODL institutions and 83 % from IGNOU mentioned that contents covered on curriculum preparation, concept mapping and course design matrix were extremely and very helpful.

Table 4. 3.3: Respondents views on developing learning outcomes for courses/ units

Type of Institution	No. of Respondents (Percentage in parenthesis)			Total
	Extremely useful	Very useful	Useful	
IGNOU	11 (61.1)	4 (22.2)	3 (16.7)	18 (100)
Other ODL institutions	22 (56.4)	15 (38.5)	2 (5.1)	39 (100)
Total	33 (57.9)	19 (33.3)	5 (8.8)	57 (100)
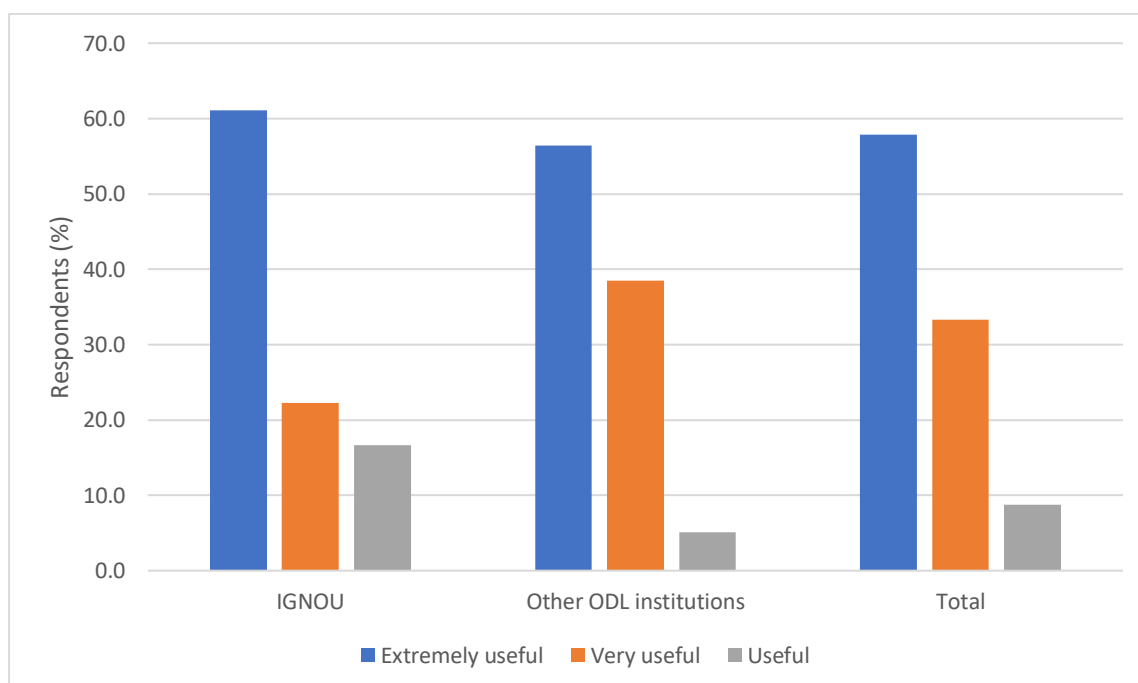
Figure 4.3.3: Designing learning outcomes for courses/ units

The analysis of the Table 4.3.3 indicates that 94.9 % respondents from other ODL institutions and 83.3% from IGNOU mentioned that contents covered related to developing learning outcomes for courses were extremely useful/ very useful towards development of programmes/ courses in their respective discipline.

Table 4.3.4: Respondents views on preparing test items, CRT, MCQs, FAQs, Quiz, Portfolios, Rubrics, Logs

| Type of Institution	No. of Respondents (Percentage in parenthesis)			Total
	Extremely relevant & useful	Very relevant & useful	Relevant & useful	
IGNOU	10 (55.6)	5 (27.8)	3 (16.7)	18 (100)
Other ODL institutions	20 (51.3)	17 (43.6)	2 (5.1)	39 (100)
Total	30 (52.6)	22 (38.6)	5 (8.8)	57 (100)
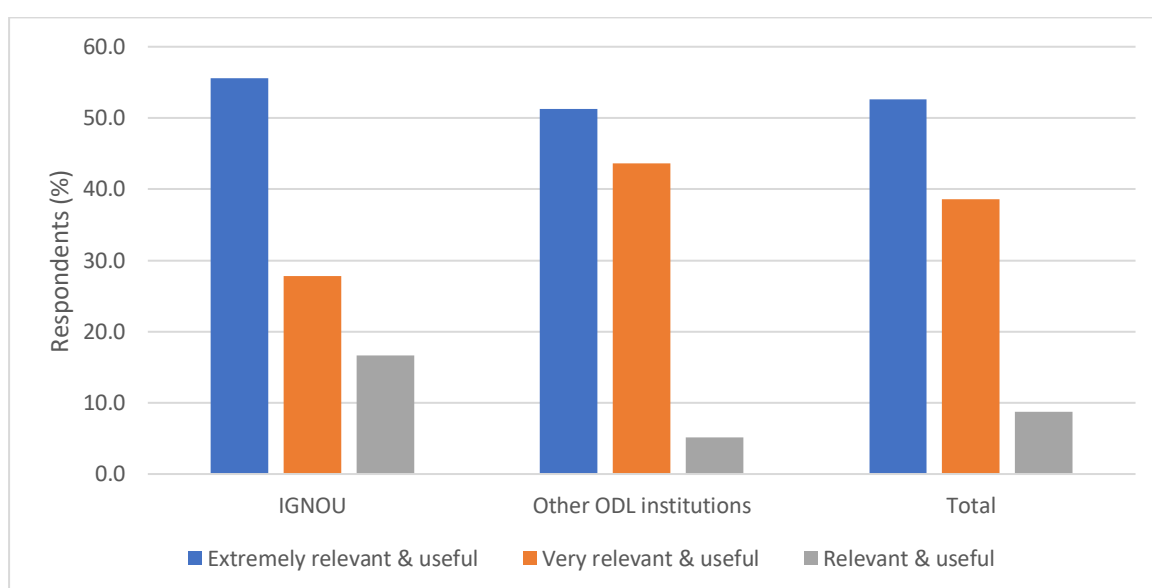
Figure 4.3.4: Respondents views on preparing test items, CRT, MCQs, FAQs, Quiz, Portfolios, Rubrics, Logs

Analysis of Table 4.3.4 indicates that respondents 95% from Other ODL institutions and 83.4% from IGNOU felt the issues covered related to preparation of test items, MCQs, FAQs, rubrics etc. were extremely/ very relevant and useful in developing/integrating the same in their course materials.

Section 4

Training programmes on Design and Development of Audio/ Video Programmes

Audio/video programmes play a significant role in ODL instructional system by reducing the distance between the learner and teacher. India's largest Open University, IGNOU has designed its teaching-learning system based on the print and electronic media based self-learning materials (SLMs). So special training for teachers is required for the Design and

Development of Audio/ Video Programmes. The learning outcomes of these training programmes are - to introduce the role of multimedia in ODL, specially in the context of NEP 2020; to design multimedia and understand its pedagogy; to develop script writing skills for audio and video presentations, and develop on camera presentation skills; to explain the technical aspects of camera and other devices; to practice teaching-learning through hands on audio and video training. The following are the views expressed by the participants who attended the training programmes on Design and Development of Audio/ Video Programmes during 2019-2022.

Table 4.4.1: Respondents opinions on the contents covered on script writing for audio and video educational programmes

Type of Institution	No. of Respondents (Percentage in parenthesis)				Total
	Extremely helpful	Very helpful	Helpful	Less helpful	
IGNOU	10 (55.6)	5 (27.8)	1 (5.6)	2 (11.1)	18 (100)
Other ODL institutions	20 (55.6)	10 (27.8)	6 (16.7)	0.0	36 (100)
Total	30 (55.6)	15 (27.8)	7 (13.0)	2 (3.7)	54 (100)
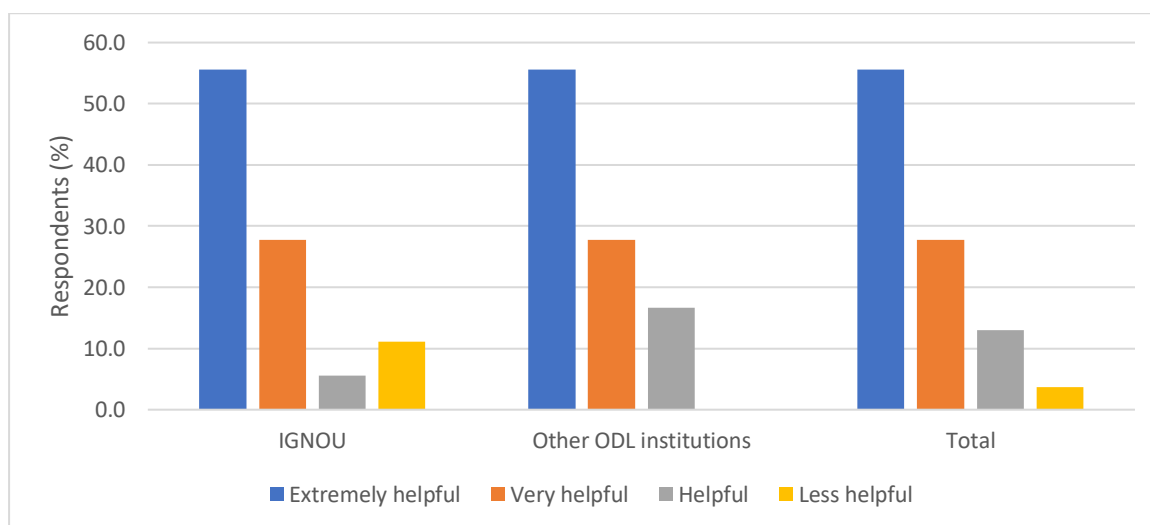
Figure 4.4.1: Contents covered on Script writing for audio and video educational programmes

Analysis of the Table 4.4.1 indicates that equal percentage i.e. 84.4% participants from both IGNOU and other ODL institutions reported that training programmes were extremely helpful in building participants capacities for developing script for audio and video programmes of different courses. Very small number (11%) of respondents from IGNOU found it to be less helpful.

Table 4.4.2: Respondents views on Anchoring/ Presentation of Audio programmes in studio

Type of Institution	No. of Respondents (Percentage in parenthesis)				Total
	Extremely useful	Very useful	Useful	Less useful	
IGNOU	9 (47.4)	8 (42.1)	0.0	2 (10.5)	19 (100)
Other ODL institutions	16 (44.4)	14 (38.9)	6 (16.7)	0.0	36 (100)
Total	25 (45.5)	22 (40.0)	6 (10.9)	2 (3.6)	55 (100)
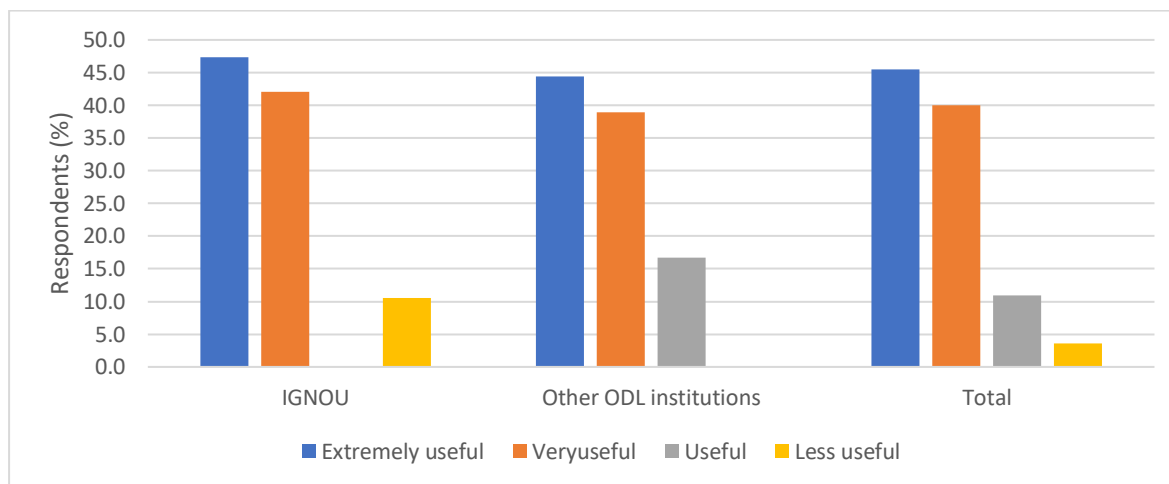
Figure 4.4.2: Respondents views on the issues related to Anchoring/ Presentation of Audio programmes in studio

Analysis presented in Table 4.4.2 indicates that teachers from IGNOU (89.5%) and other ODL institutions respondents (83.3%) found that contents covered which included theories and activities related to anchoring/ presentation of audio programmes were extremely useful. Very small number of respondents (10.5%) from IGNOU found it to be less useful.

Table 4.4.3: Respondents views on anchoring/ presentation of video programmes in studio

Type of Institution	No. of Respondents (Percentage in parenthesis)				Total
	Extremely useful	Very useful	Useful	Less useful	
IGNOU	8 (42.1)	8 (42.1)	1 (5.3)	2 (10.5)	19 (100)
Other ODL institutions	19 (52.8)	12 (33.3)	3 (8.3)	2 (5.6)	36 (100)
Total	27 (49.1)	20 (36.4)	4 (7.3)	4 (7.3)	100.0
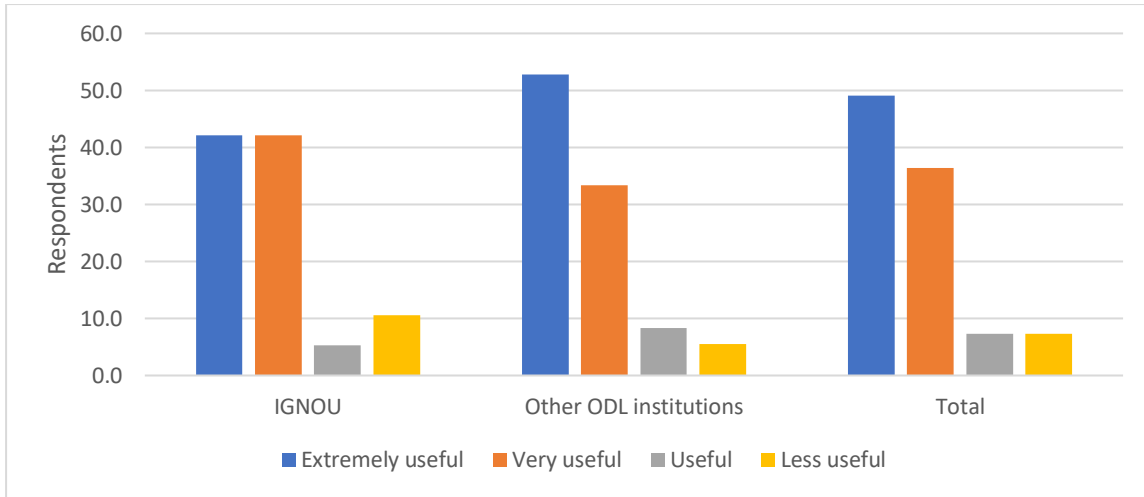
Figure 4.4.3: Anchoring/ Presentation of Video programmes in studio

Respondents from other institutions (86.1%) and IGNOU (84.2%) mentioned that contents and various activities of the training programmes were extremely useful in building their capacities for anchoring and live presentation of video programmes. Very small number of respondents from IGNOU and other ODL institutions found it to be less useful.

Table 4.4.4: Development of audio/ video programmes role of outdoor shooting- respondents' views

Type of Institution	No. of Respondents (Percentage in parenthesis)				Total
	Extremely useful	Very useful	Useful	Less useful	
IGNOU	8 (42.1)	7 (36.8)	1 (5.3)	3 (15.8)	19 (100)
Other ODL institutions	16 (45.7)	12 (34.3)	7 (20.0)	0.0	35 (100)
Total	24 (44.4)	19 (35.2)	8 (14.8)	3 (5.6)	54 (100)
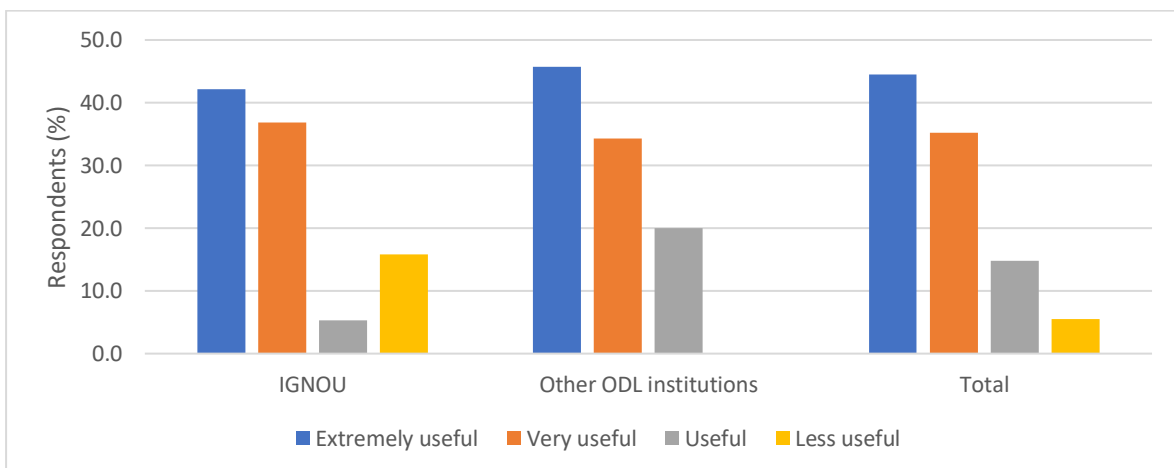
Figure 4.4.4: Respondents views on issues related to development of Audio/ Video Programmes and role of Outdoor shooting (ENG)

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Table 4.4.4 analysis indicates that 80% from other ODL institutions and 78.9% from IGNOU felt that contents covered in training programmes and skills imparted related to outdoor shooting for audio/video programmes with the help of outdoor shooting (ENG) were relevant and useful. Very small number of respondents from IGNOU found it to be less useful.

Section 5

Training programme on Learner Support Services

Training programmes on Learner Support Services (LSS) were conducted to review and relook at the few models of learners support services in operation right from the start of correspondence and distance education institutions. The areas in which training programmes were designed include the following broad themes:

a) Getting familiar with various components of LSS like: delivery of programmes/ courses; distribution of SLMs; counselling sessions; assignment evaluation etc.

b) Differentiating between counselling and tutoring;

c) Understanding roles and functions of Regional Centres (RCs) and Study Centres (SCs);

d) Coordination among schools, RCs and SCs in providing effective support services to learners.

Table 4.5.1: Respondents views on programme/course deliver, distribution of SLMs, counselling, and assignment evaluation, etc.

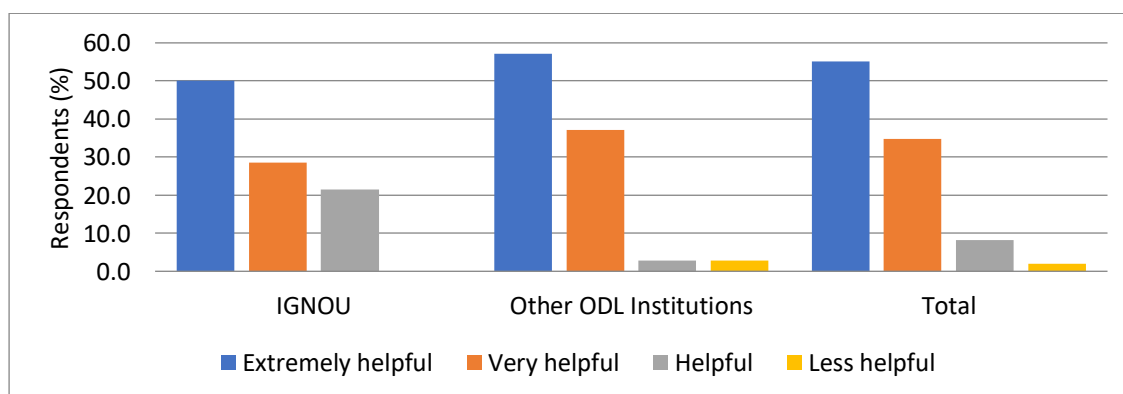| Type of Institution	No. of Respondents (Percentage in parenthesis)				Total
	Extremely helpful	Very helpful	Helpful	Less helpful	
IGNOU	7 (50)	4 (28.6)	3 (21.4)	0	14 (100)
Other ODL institutions	20 (57.1)	13 (37.1)	1 (2.9)	1 (2.9)	35 (100)
Total	27 (55.1)	17 (34.7)	4 (8.2)	1 (2.0)	49 (100)

Figure 4.5.1: Delivery of programmes/ courses, distribution of SLM, Counselling, and assignment evaluation, etc.

Results reflected in Table 4.5.1 indicate that 94.2% respondents from other ODL institutions and 78.6% respondents from IGNOU felt that contents related to delivery of courses, distribution of SLMs, Counselling session and assignment evaluation etc. included and disused during the programmes were extremely helpful in discharging their duties as teacher-cum-facilitators for ensuring seamless support services to distance learners. Very small number of respondents from other ODL institutions found it to be less helpful.

Table 5.2: Respondents views on the difference between counseling and tutoring in ODL

Type of Institution	No. of Respondents (Percentage in parenthesis)				Total
	Extremely helpful	Very helpful	Helpful	Less helpful	
IGNOU	6 (42.9)	3 (21.4)	5 (35.7)	0	14 (100)
Other ODL institutions	19 (52.8)	14 (38.9)	2 (5.6)	1 (2.8)	36 (100)
Total	25 (50)	17 (34)	7 (14)	1 (2)	50 (100)
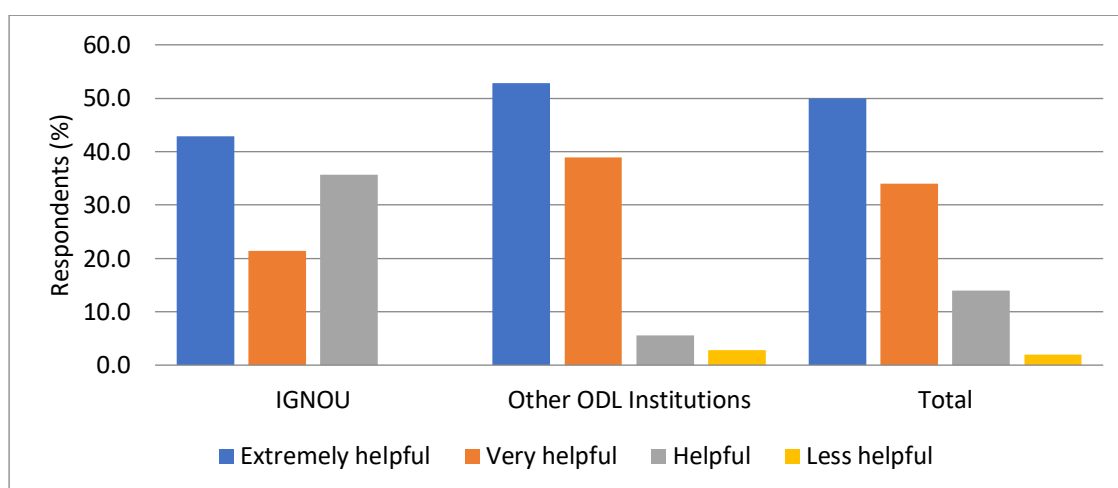
Figures 4.5.2: Difference between counseling and tutoring

Table 4.5.2 indicates that significant number (91.7%) of respondents from other ODL institutions and 64.3% from IGNOU mentioned that based on the training given they could distinguish between counselling and tutoring services in ODL system. This is needed for all those involved in functioning of ODL institutions. Very small number of respondents from other ODL institutions found it to be less helpful.

ODL institutions generally operate in two tier or three tier manner like – headquarters, regional centres and study centres. IGNOU since beginning functions following 3 tier model – with headquarters at Delhi, regional centres in major cities and study centres in reputed colleges and universities. Faculties from these institutions act as academic counsellors in respective subjects to interact with distance learners.

Table 4.5.3: Respondents views on the Functions of Regional Centres and Study Centres

Type of Institution	No. of Respondents (Percentage in parenthesis)				Total
	Extremely useful	Very useful	Useful	Less useful	
IGNOU	4 (30.8)	5 (38.5)	3 (23.1)	1 (7.7)	13 (100)
Other ODL institutions	19 (52.8)	12 (33.3)	4 (11.1)	1 (2.8)	36 (100)
Total	23 (46.9)	17 (34.7)	7 (14.3)	2 (4.1)	49 (100)
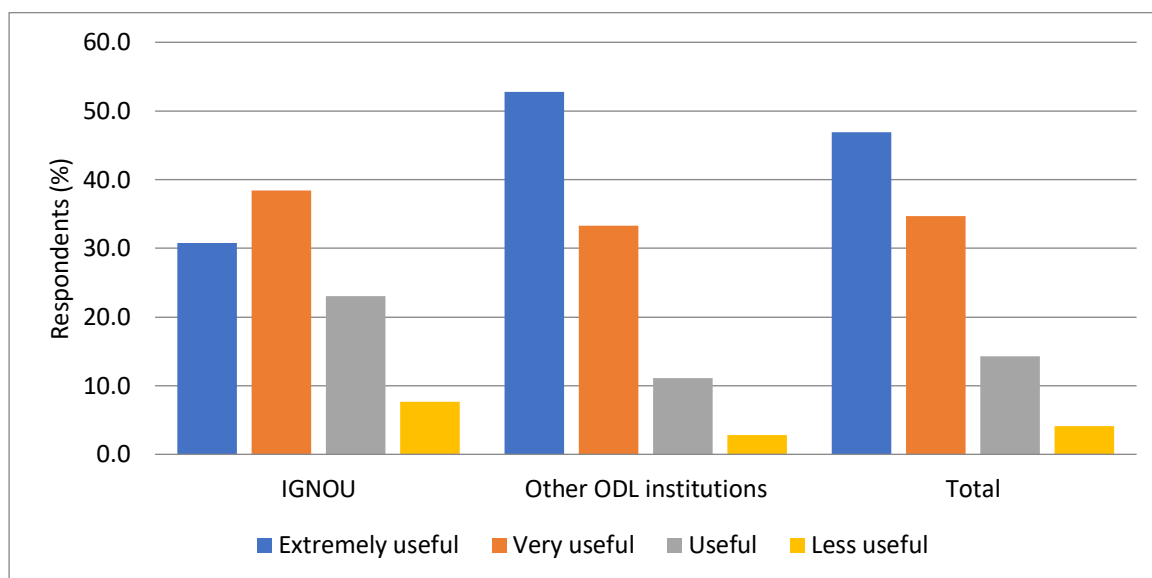
Figure 4.5.3: Functions of Regional Centres and Study Centres

As analysed in Table 4.5.3, significant number (86%) of respondents from ODL institution and 69.3% from IGNOU found that the training was very useful to them to understand the functions of headquarters; Regional Centres (RCs) and Study Centres. As Regional Centres and Study Centres cater directly to the needs of the ODL learners, the training imparted to faculties becomes essential in smooth functioning of the ODL teaching-learning process. Very small number of respondents from IGNOU and Other ODL institutions found it to be less useful.

ODL system is very complex and highly interdependent on other sub-systems/ units. In such scenario the coordination among various academic departments, divisions, sections/ Units is crucial for the functioning and success of any ODL institution.

Table 4.5.4: Views on coordination among schools, RCs and SCs in providing effective support services

Type of Institution	No. of Respondents (Percentage in parenthesis)				Total
	Extremely helpful	Very helpful	Helpful	Less helpful	
IGNOU	5 (38.5)	3 (23.1)	4 (30.8)	1 (7.7)	13 (100)
Other ODL institutions	16 (45.7)	11 (31.4)	7 (20)	1 (2.9)	35 (100)
Total	21 (43.8)	14 (29.2)	11 (22.9)	2 (4.2)	48 (100)
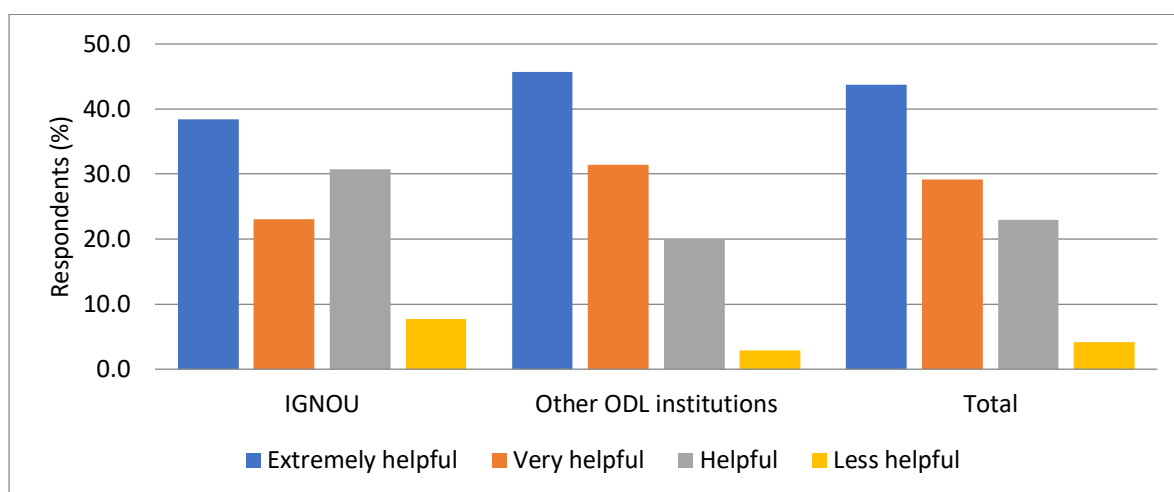
Figure 4.5.4: Coordination among schools, RCs and SCs in providing effective support services

Analysis of table 4.5.4 indicates that 77% respondents from other ODL institutions and 61.6% from IGNOU mentioned that discussion on the issues related to coordination among various units in providing effective support services were extremely useful to them to contribute to ODL institution and to distance learners in general. Very small number of respondents from IGNOU and other ODL institutions found it to be less helpful.

Section 6

Training programmes on Serving Students with Disabilities in Open, Distance and Online Learning

Training programmes on 'Serving Students with Disabilities in Open, Distance and Online Learning' aim to create awareness about the persons with various kinds of disabilities. Faculty attended this training would be able to assist the persons with disabilities more effectively, identify the needs and difficulties of persons with disabilities in DOL and develop strategies to solve them efficiently and design a 'Plan of Action', containing details of: i) Curriculum Design and pedagogy, ii) Content and learning, Resources, iii) Design of

Learning Activities, and iv) Delivery Strategies for PwDs in distance and online learning to be useful to all ODL institutions in the Country.

The broad areas in which training programmes are designed include the following:

a) Understanding the challenges of PwDs in HE with Possible Remedies
b) Developing and designing Inclusive Curriculum Design and Pedagogy
c) Designing and application of different mobile apps and assistive technologies
d) Developing Accessible Content and learning, Resources

Table 4.6.1: Respondents views on understanding the challenges of PwDs and Remedies

| Type of Institution | No. of Respondents (Percentage in parenthesis) | | | | Total |
	Extremely helpful	Very helpful	Helpful	Less helpful	
IGNOU	5 (33.3)	7 (46.7)	2 (13.3)	1 (6.7)	15 (100)
Other ODL institutions	18 (48.6)	12 (32.4)	6 (16.2)	1 (2.7)	37 (100)
Total	23 (44.2)	19 (36.5)	8 (15.4)	2 (3.8)	52 (100)
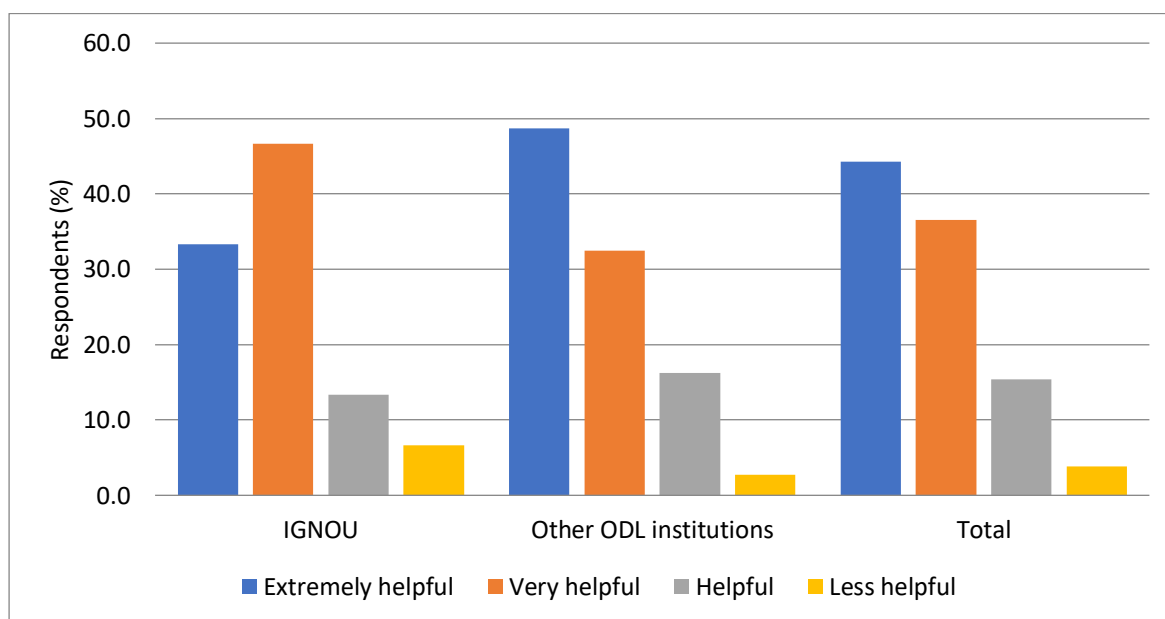
Figure 4.6.1: Understanding the challenges of PwDs Remedies

Table 4.6.1 indicates that about 80% respondents from both IGNOU and other ODL institutions mentioned that issues related to PwDs including possible solutions were extremely relevant and useful. Very small number of respondents from IGNOU and Other ODL institutions found it to be less helpful.

Table 4.6.2: Respondents views on Developing Inclusive Curriculum and Pedagogy

Type of Institution	No. of Respondents (Percentage in parenthesis)				Total
	Extremely relevant	Very relevant	Relevant	Less relevant	
IGNOU	5 (33.3)	5 (33.3)	4 (26.7)	1 (6.7)	100.0
Other ODL institution	18 (47.4)	16 (42.1)	4 (10.5)	0	100.0
Total	23 (43.4)	21 (39.6)	8 (15.1)	1 (1.9)	100.0
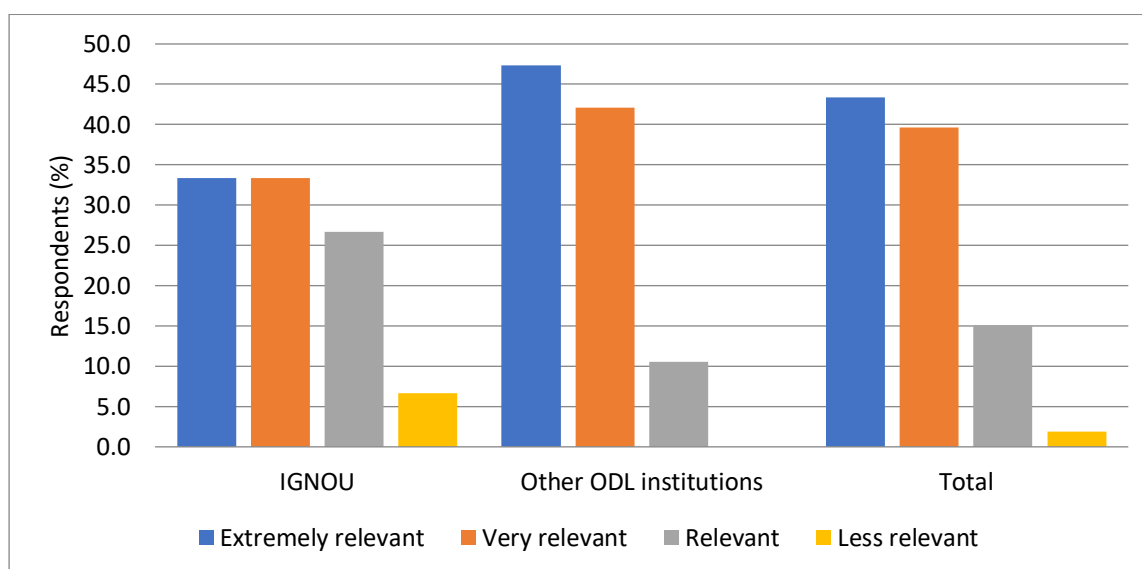
Figure 4.6.2: Developing Inclusive Curriculum and Pedagogy

Analysis of Table 4.6.2 indicate that almost 90% from other ODL institutions and 66% from IGNOU respondents felt that contents covered and different issues discussed related to inclusive curriculum design and pedagogy were extremely relevant and useful. Very small number of respondents from IGNOU found it to be less useful.

Table 4.6.3: Respondents views on Designing and application of different mobile apps and assistive technologies

Type of Institution	No. of Respondents (Percentage in parenthesis)				Total
	Extremely useful	Very useful	Useful	Less useful	
IGNOU	5 (33.3)	6 (40)	2 (13.3)	2 (13.3)	100.0
Other Institution	18 (47.4)	13 (34.2)	5 (13.2)	2 (5.3)	100.0
Total	23 (43.4)	19 (35.8)	7 (13.2)	4 (7.5)	100.0
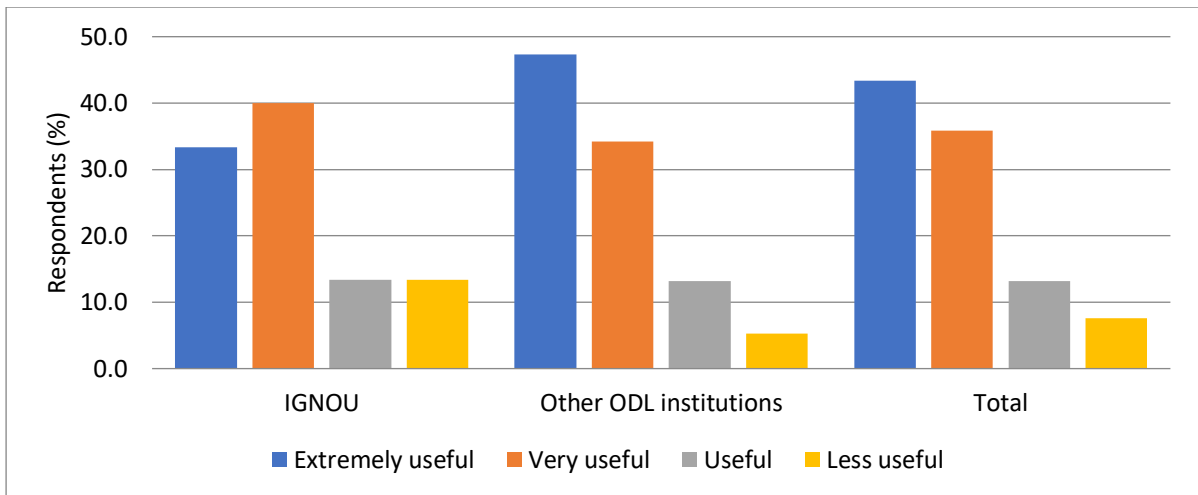
Figure 4.6.3: Designing and application of different mobile apps and assistive technologies

The results of Table 4.6.3 reveal that 81.6% other ODL institutions and 73% IGNOU respondents mentioned that contents on designing mobile apps and assistive technologies were extremely useful to them with the problems of PWDs and their specific needs to fulfil educational goals. Very small number of respondents from IGNOU and Other ODL institutions found it to be less useful.

Table 4.6.4: Respondents views on Developing Accessible Content and learning, Resources

Type of Institution	No. of Respondents (Percentage in parenthesis)				Total
	Extremely useful	Very useful	Useful	Less useful	
IGNOU	5 (33.3)	6 (40.0)	3 (20.0)	1 (6.7)	100.0
Other Institution	18 (47.4)	15 (39.5)	4 (10.5)	1 (2.6)	100.0
Total	23 (43.4)	21 (39.6)	7 (13.2)	2 (3.8)	100.0
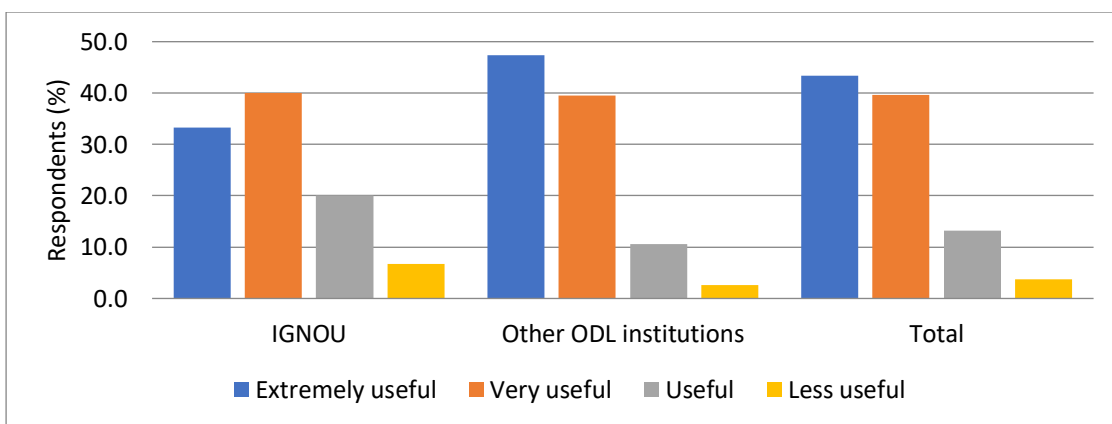
Figure 4.6.4: Developing Accessible Content and learning Resources

Analysis of Table 4.6.4 indicate that about87% from other ODL institutions and 73.3% from IGNOU respondents felt that contents covered and different issues discussed related to developing accessible content and learning resources were extremely useful/ very useful to them. Very small number of respondents from IGNOU and Other ODL institutions found it to be less useful.

Section 7

Training programmes on Design and Development of Online Programmes/ Courses

Online programmes, Swayam MOOCs are given importance by most of the ODL institutions and other conventional ones as well. Priority given in NEP 2020 prompted STRIDE to conduct exclusive programmes on design and development of online programmes/ courses and covering key features of the same in the design and development of SLMs with focus on technology integration.

Table 4.7.1: Respondents views on Design and Development of MOOCs

Type of Institution	No. of Respondents (Percentage in parenthesis)			Total
	Extremely relevant and useful	Very relevant and useful	Relevant and useful	
IGNOU	8 (50.0)	3 (18.8)	5 (31.3)	100.0
Other ODL institutions	23 (63.9)	10 (27.8)	3 (8.3)	100.0
Total	31 (59.6)	13 (25.0)	8 (15.4)	100.0
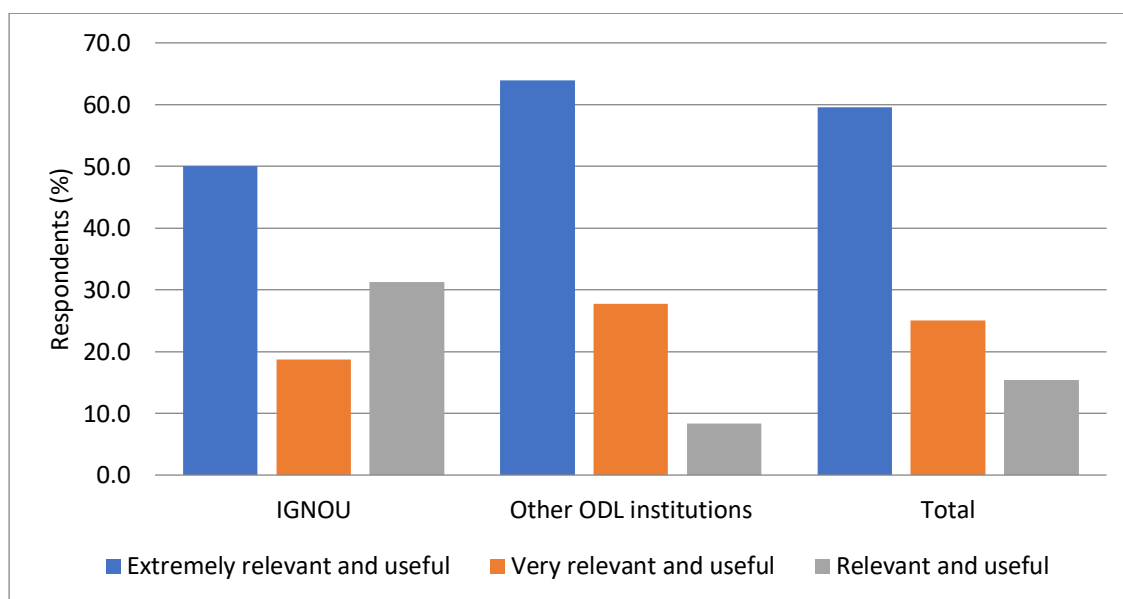
Figure 4.7.1: Designing and Developing MOOCs

Analysis of Table 4.7.1 indicates that 91.7% from other ODL institutions and 68.8% from IGNOU respondents mentioned that content covered on designing and developing MOOCs were extremely relevant and useful to develop MOOCs and online programmes.

Table 4.7.2: Respondents views on Design and development of online courses/ programmes

Type of Institution	No. of Respondents (Percentage in parenthesis)			Total
	Extremely useful	Very useful	Useful	
IGNOU	8 (47.1)	6 (35.3)	3 (17.6)	100.0
Other ODL institutions	24 (66.7)	10 (27.8)	2 (5.6)	100.0
Total	32 (60.4)	16 (30.2)	5 (9.4)	100.0
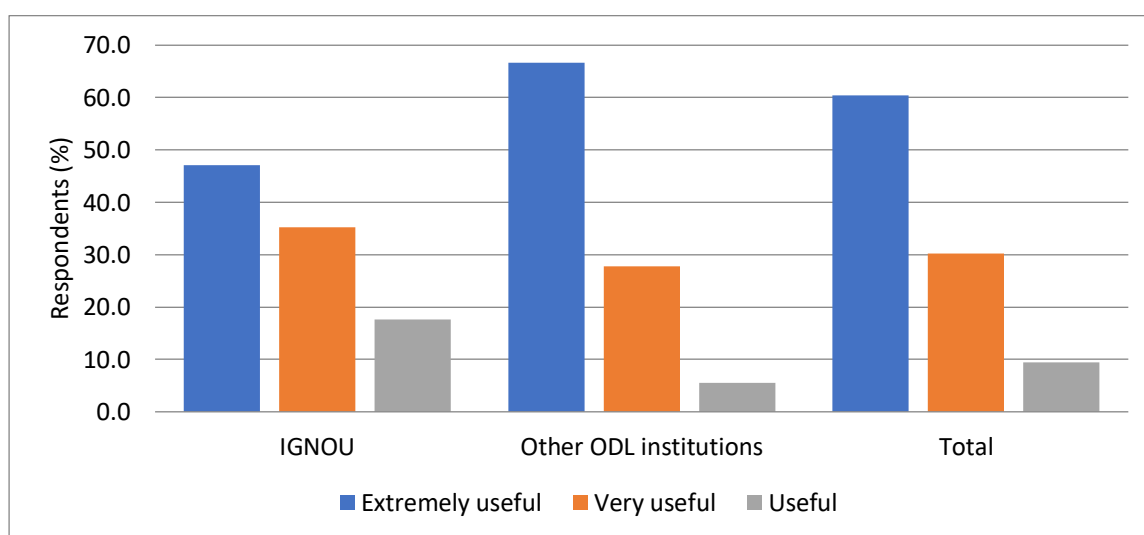
Figure 4.7.2: Design and development of online courses/ programmes

Results analysed in table 4.7.2 and Figure 4.7.2 indicate that respondents from other ODL institutions (89.5%) and IGNOU (82.4%) found content covered on design and development of online courses/ programmes were extremely relevant and useful in training on how to design and develop online programmes, MOOCs etc. in their institutions.

Table 4.7.3: Respondents views on Converting existing IGNOU programmes into online format

Type of Institution	No. of Respondents (Percentage in parenthesis)				Total
	Extremely helpful	Very helpful	Helpful	Less helpful	
IGNOU	9 (56.3)	2 (12.5)	4 (25.0)	1 (6.3)	100.0
Other ODL institutions	16 (44.4)	13 (36.1)	7 (19.4)	0.0	100.0
Total	25 (48.1)	15 (28.8)	11 (21.2)	1 (1.9)	100.0
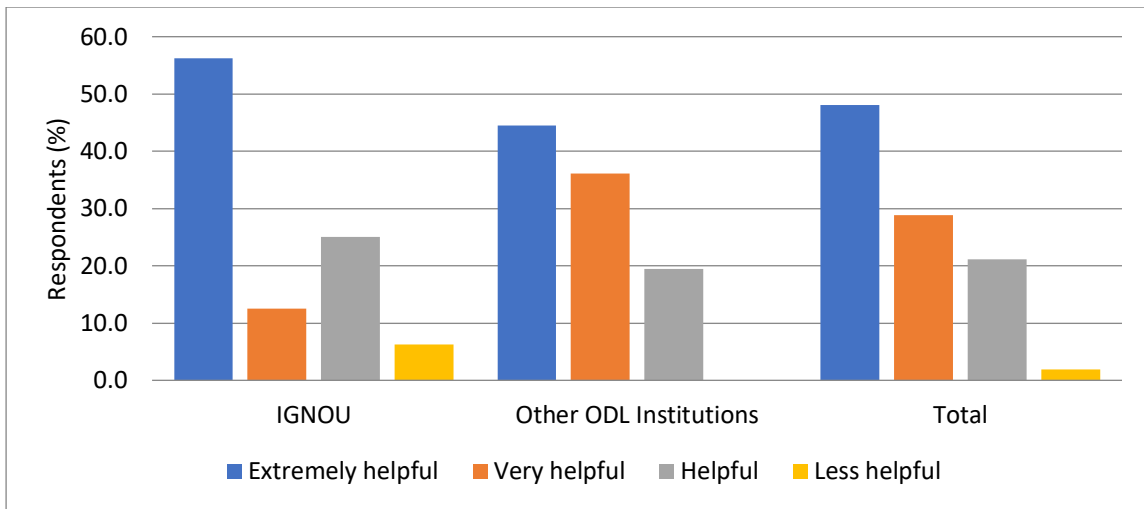
Figure 4.7.3: Converting existing IGNOU programmes into online format

Analysis mentioned in Table 4.7.3 indicates that 80.5% respondents from other ODL institutions and 68.8% from IGNOU mentioned that contents covered on converting existing materials into online format, which is the latest focus of many institutions, were extremely useful. Very small number of respondents from IGNOU found it to be less helpful.

Table 4.7.4: Using OERs in ODL programmes

Type of Institution	No. of Respondents (Percentage in parenthesis)			
	Extremely helpful	Very helpful	Helpful	Total
IGNOU	6 (37.5)	6 (37.5)	4 (25.0)	100.0
Other ODL institutions	20 (55.6)	13 (36.1)	3 (8.3)	100.0
Total	26 (50.0)	19 (36.5)	7 (13.5)	100.0
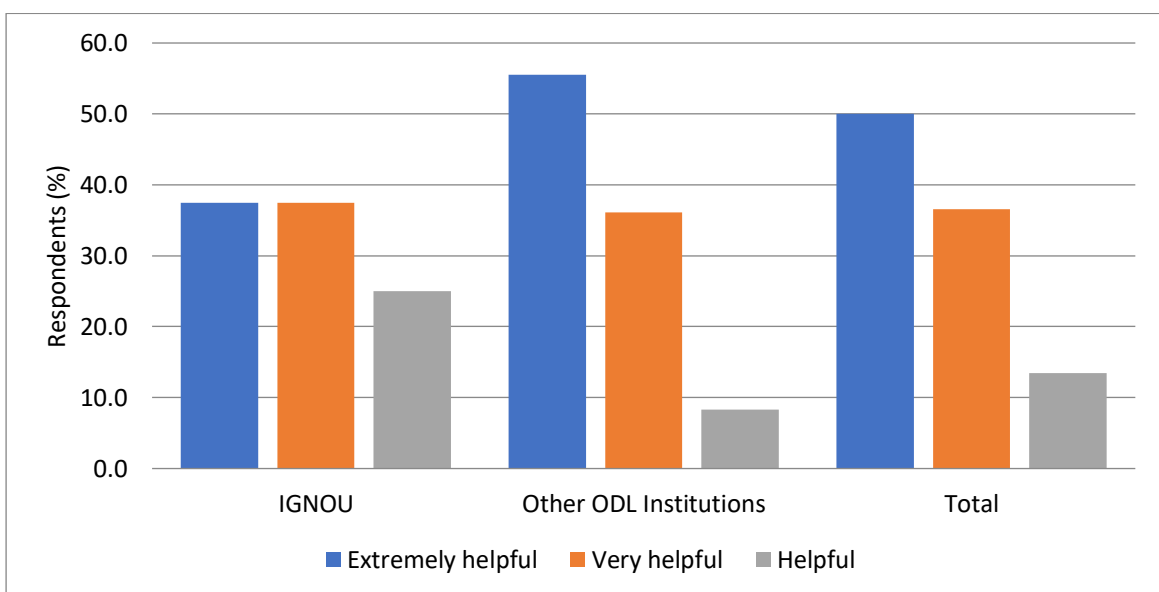
Figure 4.7.4: Using Open Educational Resources in ODL programmes

Using Open Educational Resources (OERs) is a very current issue all over the ODL system across the globe. As is shown in Table 4.7.4 and figure 4.7.4, the respondents (91.7%) from other ODL institutions and 75% from IGNOU expressed that the issues covered related to OERs will be extremely relevant and useful for developing ODL/ online programmes.

Table 4.7.5: Respondents views on integrating technologies in ODL

Type of Institution	No. of Respondents (Percentage in parenthesis)			Total
	Extremely useful	Very useful	Useful	
IGNOU	7 (43.8)	5 (31.3)	4 (25.0)	100.0
Other ODL institutions	20 (57.1)	12 (34.3)	3 (8.6)	100.0
Total	27 (52.9)	17 (33.3)	7 (13.7)	100.0
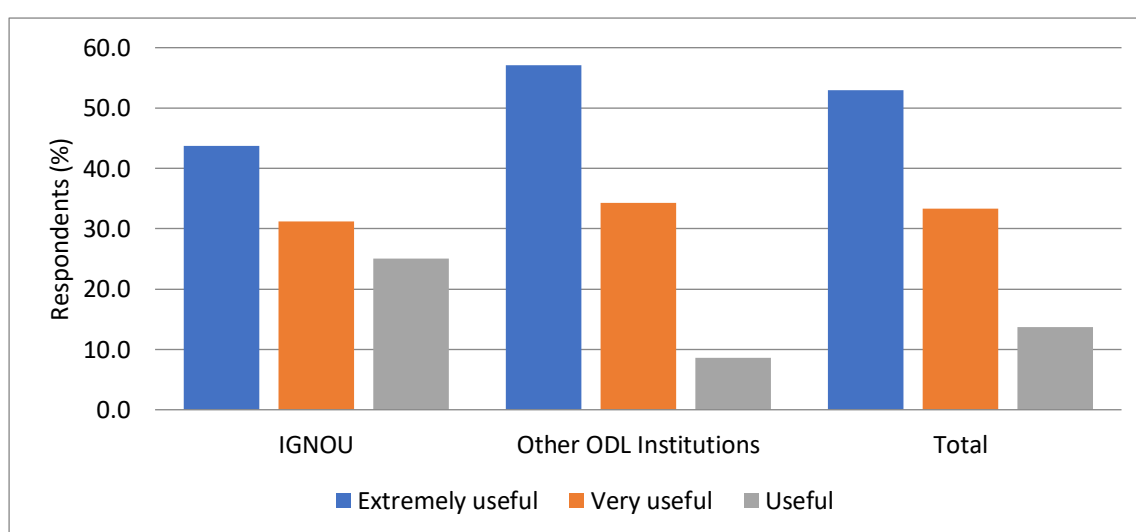
Figure 4.7.5: Integrating technologies in ODL

Analysis of Table 4.7.5 indicates that respondents 91.4% from other ODL institutions and 75% from IGNOU revealed that issues covered related to integrating technologies in ODL was extremely relevant and useful in developing the content materials for ODL and online programmes.

STRIDE organized exclusively Faculty Development Programme on 'Open, Distance and Online Learning: Emerging new realities: Bridging the Gap of Regular and ODL Mode' for the faculty of Rajiv Gandhi University in August, 2020 through the online mode. One of the main themes of the FDP was to develop the tools for online learning. The following table shows the rrespondents' views on the strategies in bridging the gap of regular and ODL mode for Rajiv Gandhi University faculty during COVID pandemic.

Table 4.7.6: Respondents views on strategies in bridging the gap of regular and ODL modes

Type of Institution	No. of Respondents (Percentage in parenthesis)				Total
	Extremely helpful	Very helpful	Helpful	Less helpful	
IGNOU	5 (33.3)	5 (33.3)	3 (20.0)	2 (13.3)	100.0
Other ODL institutions	20 (57.1)	9 (25.7)	6 (17.1)	0.0	100.0
Total	25 (50.0)	14 (28.0)	9 (18.0)	2 (4.0)	100.0
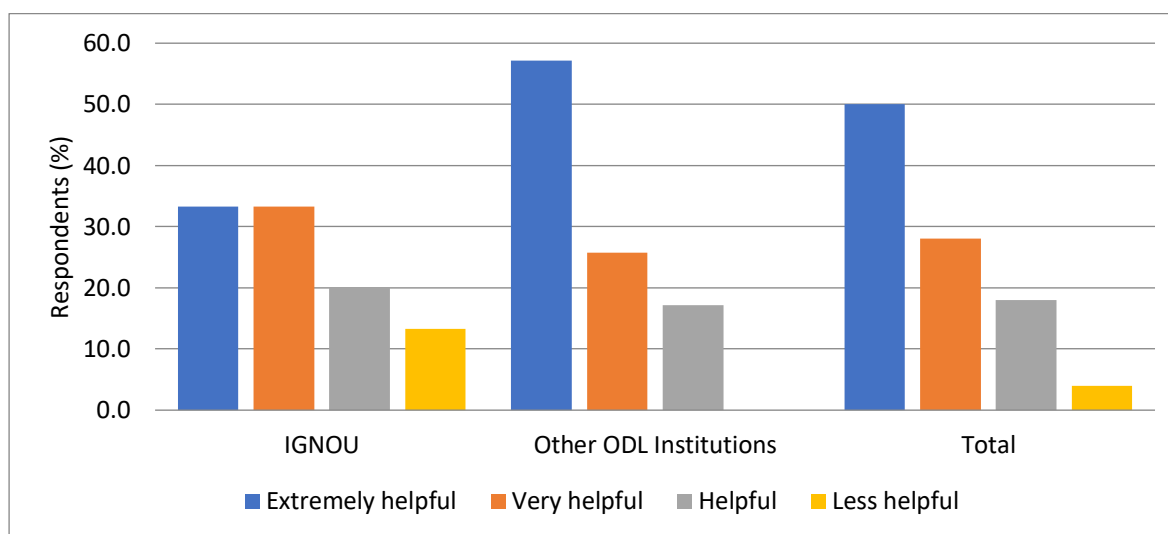
Figure 4.7.6: Strategies in bridging the gap of regular and ODL modes

82.8% Respondents from other ODL institutions and 66.6% from IGNOU mentioned that the FDP for the faculty of Rajiv Gandhi University on strategies discussed on how to bridge the gap between ODL and regular mode were extremely useful. Very small proportion of respondents mentioned that they found the training programme less helpful.

Table 4.7.7: Respondents opinion on Artificial Intelligence tools in education and research

Type of Institution	No. of Respondents (Percentage in parenthesis)				Total
	Extremely helpful	Very helpful	Helpful	Less helpful	
IGNOU	6 (40.0)	3 (20.0)	2 (13.3)	4 (26.7)	100.0
Other ODL institutions	16 (44.4)	14 (38.9)	6 (16.7)	0.0	100.0
Total	22 (43.1)	17 (33.3)	8 (15.7)	4 (7.8)	100.0
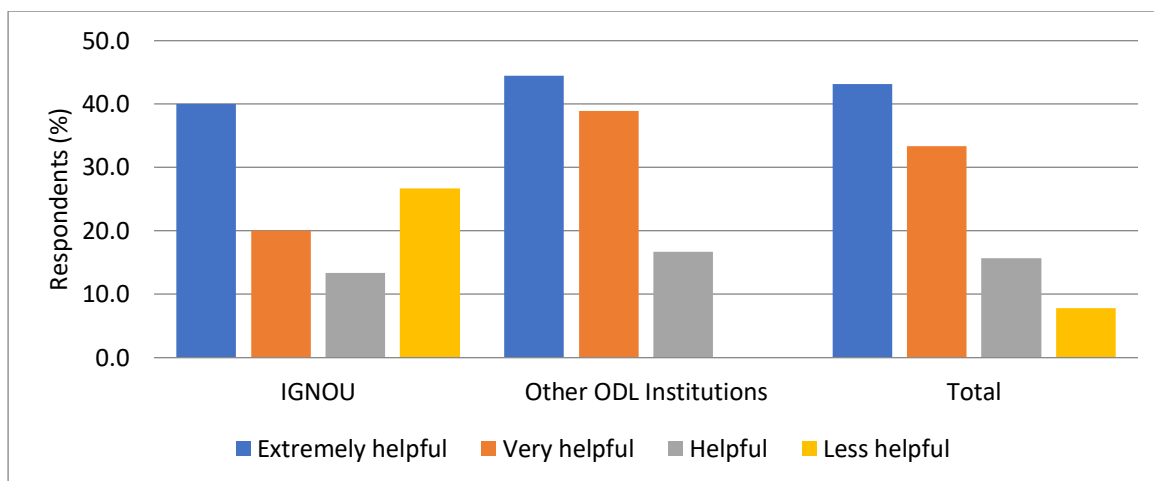
Figure 4.7.7: Artificial Intelligence tools in education and research

Analysis of Table 4.7.7 and Figure 4.7.7indicate that 83.3% from other ODL institutions and 60% from IGNOU respondents mentioned that contents covered related to application of artificial intelligence tools in education and research were extremely relevant and helpful. However, 26.7% of the respondents from IGNOU mentioned that they found it to be less helpful.

Section 8

Training programmes on Research

Quality academic research in higher education institutions forms the foundation of knowledge creation and innovation to address the continuously changing requirements of the society. With the changing societal conditions and advancement in technology and with increasing human dependence on the technology have enhances the potential of research in every sphere of life. The training progammes for the faculty of IGNOU and other ODL institutions were organized capacity building of ODL faculty in the field of research across the country. The following are the themes in which various training programmes on research were covered during 2019-2022:

a) Research visibility in Technology Enabled Distance Learning

b) Plagiarism and research concerns

c) Statistics and research methodology

d) Research monitoring and evaluation in distance education

e) ICT enabled research during COVID pandemic

f) Research in distance and online learning

Table 4.8.1: Respondents views on research visibility in technology enabled distance learning

Type of Institution	No. of Respondents (Percentage in parenthesis)				Total
	Extremely helpful	Very helpful	Helpful	Not helpful	
IGNOU	7 (50.0)	3 (21.4)	4 (28.6)	0.0	100.0
Other ODL institutions	20 (55.6)	11 (30.6)	4 (11.1)	1 (2.8)	100.0
Total	27 (54.0)	14 (28.0)	8 (16.0)	1 (2.0)	100.0
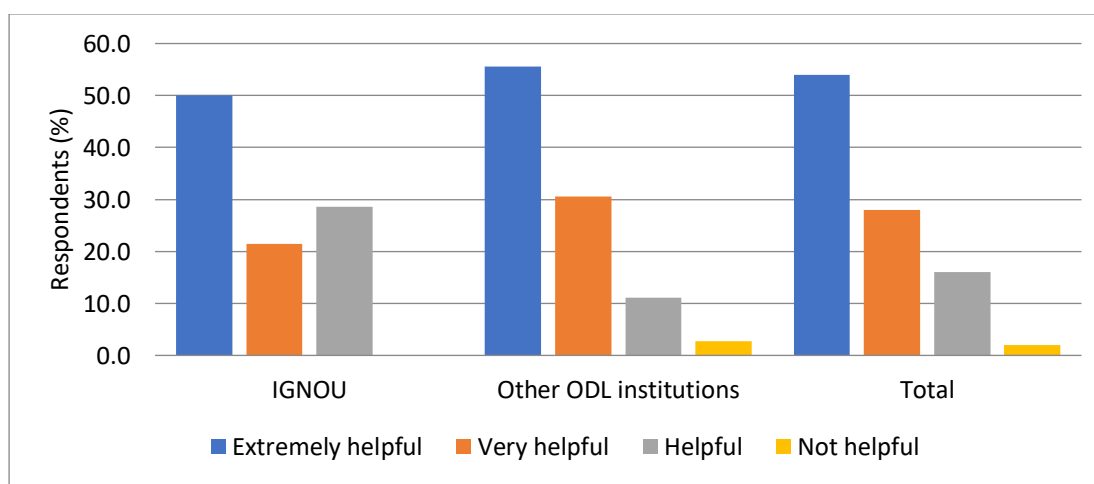
Figure 4.8.1: Research visibility in Technology Enabled Distance Learning

Analysis of results presented in Table 4.8.1 and Figure 4.8.1 indicates that 86.2% from other ODL institutions and 71.4% IGNOU respondents felt that issues on research visibility in technology enabled distance learning were extremely relevant and useful. Very small number of respondents from Other ODL institutions found it to be less helpful.

Table 4.8.2: Respondents opinions on Plagiarism and research concerns

Type of Institution	No. of Respondents (Percentage in parenthesis)				Total
	Extremely relevant	Very relevant	Relevant	Not relevant	
IGNOU	5 (35.7)	5 (35.7)	4 (28.6)	0.0	100.0
Other ODL institutions	16 (44.4)	15 (41.7)	4 (11.1)	1 (2.8)	100.0
Total	21 (42.0)	20 (40.0)	8 (16.0)	1 (2.0)	100.0
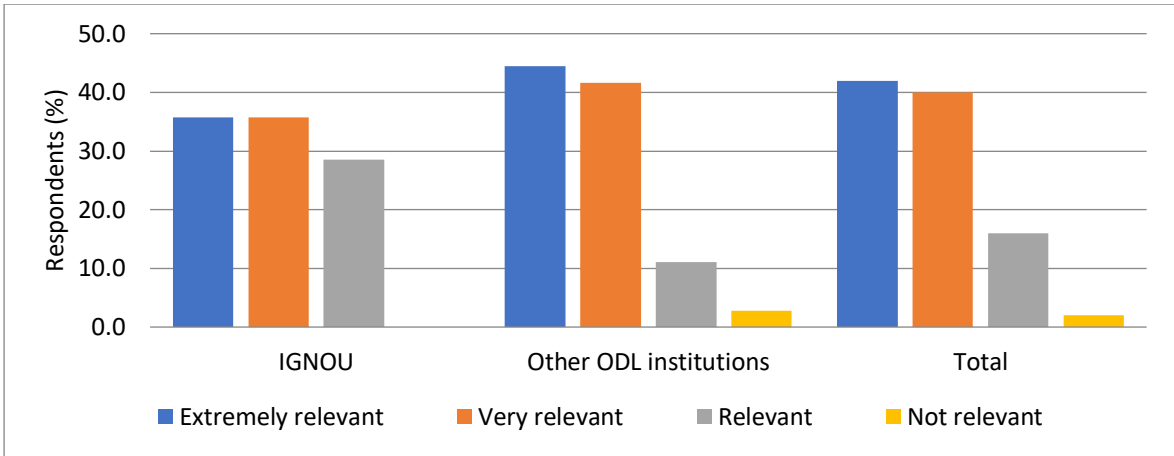
Figure 4.8.2: Plagiarism and research concerns

Analysis of Table 4.8.2 and Figure 4.8.2 indicates that 86.1% from other ODL institutions and 71.4% from IGNOU respondents felt that issues dealt on plagiarism and research concerns were extremely relevant and useful. Very small number of respondents from other ODL institutions found it to be less helpful.

Table 4.8.3: Respondents views on Statistics and research methodology

Type of Institution	No. of Respondents (Percentage in parenthesis)					Total
	Extremely helpful	Very helpful	Helpful	Less helpful	Not helpful	
IGNOU	6 (46.2)	4 (30.8)	2 (15.4)	1 (7.7)	0.0	100.0
Other ODL institutions	17 (47.2)	12 (33.3)	6 (16.7)	0.0	1 (2.8)	100.0
Total	23 (46.9)	16 (32.7)	8 (16.3)	1 (2.0)	1 (2.0)	100.0
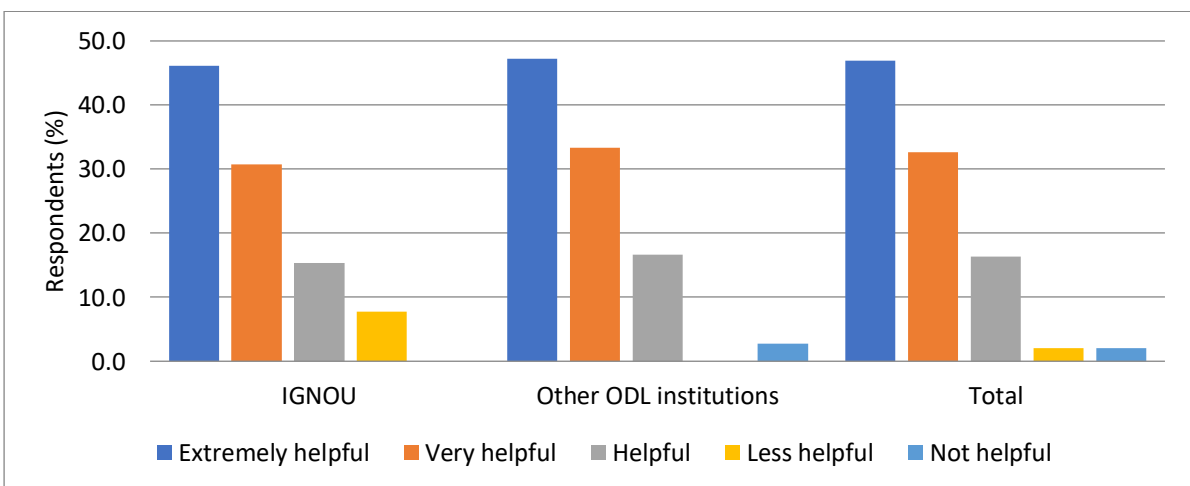
Figure 4.8.3: Statistics and research methodology

Analysis of Table 4.8.3 and Figure 4.8.3 indicates that 80.5% from other ODL institutions and 77% from IGNOU respondents felt that issues dealt on Statistics and research

methodology were extremely relevant and useful. Very small number of respondents from IGNOU found it to be less helpful and from other ODL institutions found it to be not helpful.

Table 4.8.4: Respondents views on research monitoring and evaluation in distance education

Type of Institution	No. of Respondents (Percentage in parenthesis)				Total
	Extremely useful	Very useful	Useful	Not useful	
IGNOU	5 (35.7)	4 (28.6)	5 (35.7)	0.0	100.0
Other ODL institutions	19 (52.8)	13 (36.1)	3 (8.3)	1 (2.8)	100.0
Total	24 (48.0)	17 (34.0)	8 (16.0)	1 (2.0)	100.0
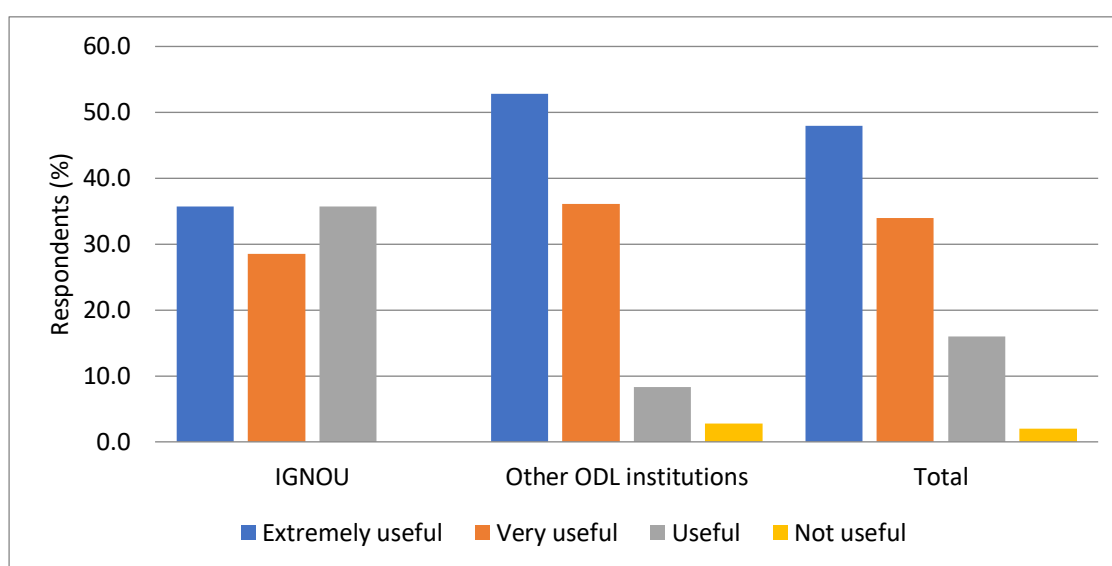
Figure 4.8.4: Research monitoring and evaluation in distance education

Analysis of Table 4.8.4 and Figure 4.8.4 indicates that 88.9% from other ODL institutions and 64.3% from IGNOU respondents felt that issues dealt related to research monitoring and evaluation in distance educationwas extremely relevant and useful. Very small number of respondents from Other ODL institutions found it to be not useful.

Table 4.8.5: Respondents views on ICT enabled research during COVID pandemic

Type of Institution	No. of Respondents (Percentage in parenthesis)				Total
	Extremely helpful	Very helpful	Helpful	Not helpful	
IGNOU	6 (42.9)	3 (21.4)	5 (35.7)	0.0	100.0
Other ODL institutions	19 (54.3)	12 (34.3)	3 (8.6)	1 (2.9)	100.0
Total	25 (51.0)	15 (30.6)	8 (16.3)	1 (2.0)	100.0
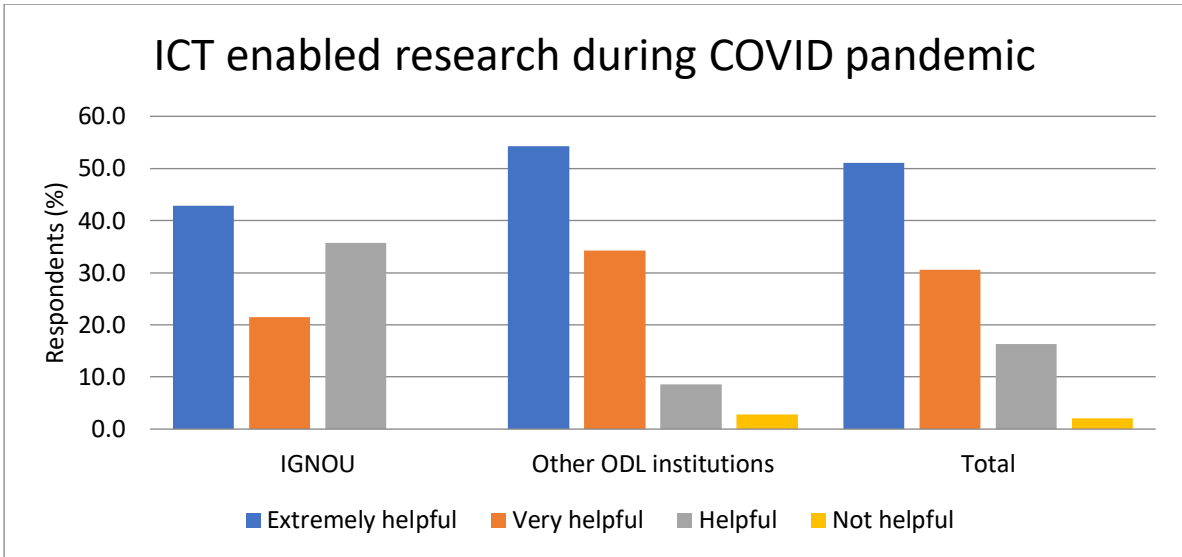
Figure 4.8.5: ICT enabled research during COVID pandemic

Analysis of Table 4.8.5 and Figure 4.8.5 indicates that 88.6% from other ODL institutions and 64.3% from IGNOU respondents felt that issues dealt on ICT enabled research during COVID pandemicwas extremely relevant and useful. Very small number of respondents from other ODL institutions found it to be not helpful.

Table 4.8.6: Respondents views on Research in distance and online learning

Type of Institution	No. of Respondents (Percentage in parenthesis)				Total
	Extremely useful	Very useful	Useful	Not useful	
IGNOU	4 (28.6)	6 (42.9)	4 (28.6)	0.0	100.0
Other ODL institutions	19 (52.8)	15 (41.7)	1 (2.8)	1 (2.8)	100.0
Total	23 (46.0)	21 (42.0)	5 (10.0)	1 (2.0)	100.0
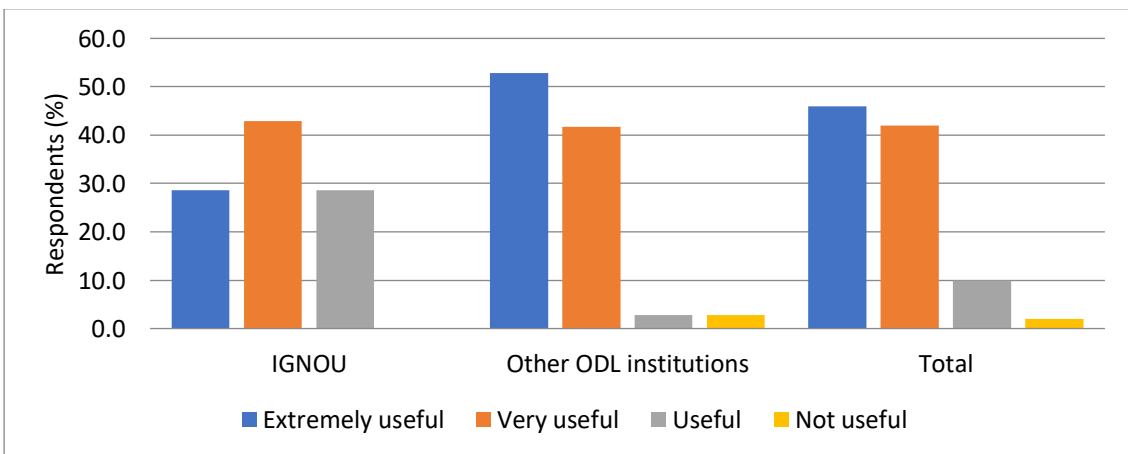
Figure 4.8.6: Research in distance and online learning

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Analysis of Table 4.8.6 and Graph 4.8.6 indicates that 94.5% from Other ODL institutions and 71.5% from IGNOU respondents felt that issues dealt on Research in distance and online learningwas extremely relevant and useful. Very small number of respondents from Other ODL institutions found it to be not helpful.

Section 9

Training programme (s) on Assessment and Evaluation in ODL

Assessment and evaluation is very significant aspect in any teaching-learning, more so in the case of ODL system, whose students and teachers are separated by time and space. Hence, this theme is included in most of the workshops conducted by STRIDE on various aspects of ODL systems. Apart from that, exclusive workshop upon the theme, "Assessment and Evaluation in ODL" were also conducted. The views of the respondents are analyzed in this section.

Table 4.9.1: Respondents views on Understanding the theoretical framework related to assessment and evaluation

Type of Institution	No. of Respondents (Percentage in parenthesis)			Total
	Extremely helpful	Very helpful	Helpful	
IGNOU	6 (33.3)	8 (44.4)	4 (22.2)	100.0
Other ODL institutions	22 (57.9)	13 (34.2)	3 (7.9)	100.0
Total	28 (50.0)	21 (37.5)	7 (12.5)	100.0
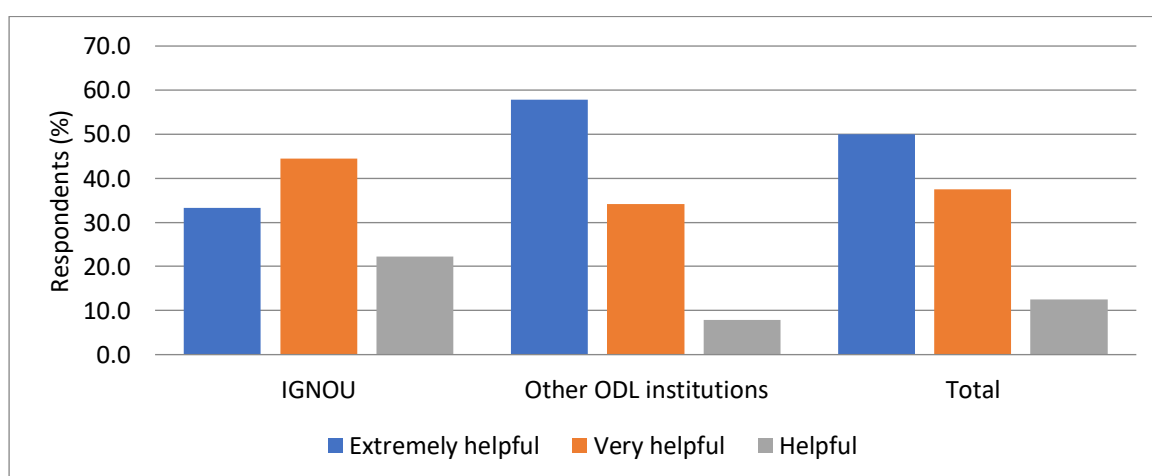
Figure 4.9.1: Understanding the theoretical framework related to assessment and evaluation

Analysis of Table 4.9.1 and Figure 4.9.1 indicated that 92.1% from other ODL institutions and 77.7% from IGNOU respondents mentioned that issues dealt on theoretical framework on assessment and evaluation were extremely useful in performing their tasks as faculty.

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Table 9.2: Respondents views on preparation of blue print for assessment and evaluation

Type Institution	No. of Respondents (Percentage in parenthesis)				Total
	Extremely relevant and useful	Very relevant and useful	Relevant and useful	Not useful	
IGNOU	5 (27.8)	11 (61.1)	2 (11.1)	0.0	100.0
Other ODL institutions	17 (44.7)	18 (47.4)	2 (5.3)	1 (2.6)	100.0
Total	22 (39.3)	29 (51.8)	4 (7.1)	1 (1.8)	100.0
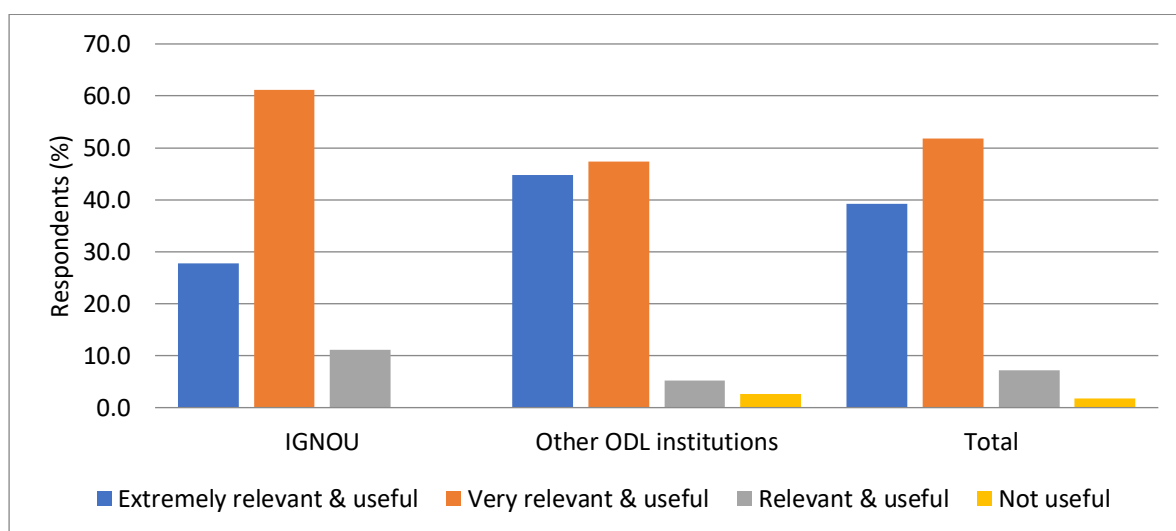
Figure 4. 9.2: Preparation of Blue print for assessment and evaluation

Analysis of Table 4.9.2 indicates that 92.1% from other ODL institutions and 88.9% from IGNOU respondents mentioned that contents covered on the blueprint for assessment and evaluation was extremely useful and relevant to them. Very small number of respondents from other ODL institutions found it to be less helpful.

Table 4.9.3: Respondents opinions on developing assessment/ evaluation tools

Type of Institution	No. of Respondents (Percentage in parenthesis)			Total
	Extremely useful	Very useful	Useful	
IGNOU	8 (44.4)	7 (38.9)	3 (16.7)	100.0
Other ODL institutions	18 (48.6)	16 (43.2)	3 (8.1)	100.0
Total	26 (47.3)	23 (41.8)	6 (10.9)	100.0
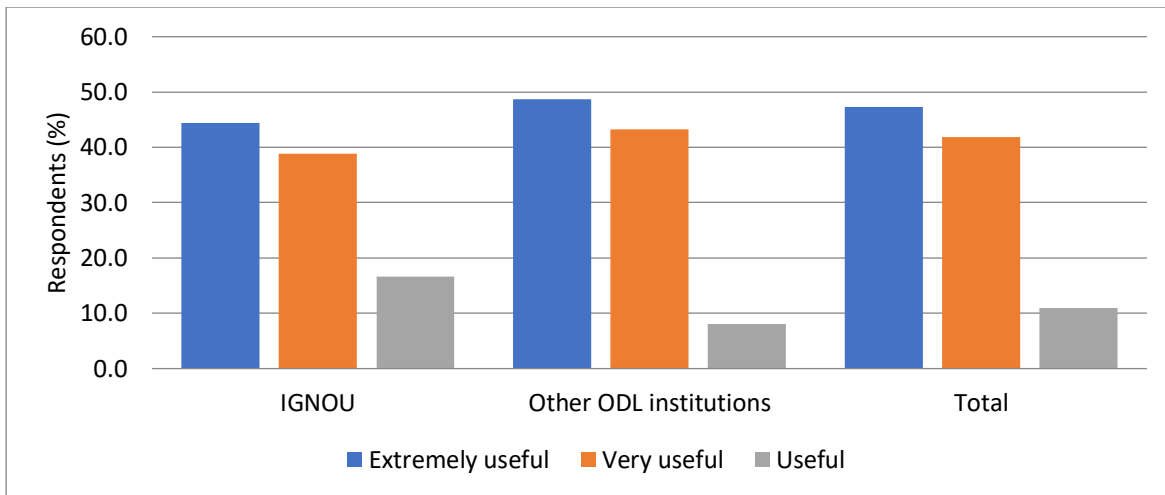
Figure 4.9.3: Developing assessment/ evaluation tools

With regard to the respondents' views on issues related to developing assessment and evaluation tools, the Table 4.9.3 shows that 91.8% respondents of other ODL Institutions and 83.3% respondents of IGNOU felt that the contents provided were beneficial to them.

Table 4.9.4: Respondents views on commenting on assignments and grading

Type of Institution	No. of Respondents (Percentage in parenthesis)			
	Extremely helpful	**Very helpful**	**Helpful**	**Total**
IGNOU	6 (33.3)	8 (44.4)	4 (22.2)	100.0
Other ODL institutions	18 (48.6)	15 (40.5)	4 (10.8)	100.0
Total	24 (43.6)	23 (41.8)	8 (14.5)	100.0
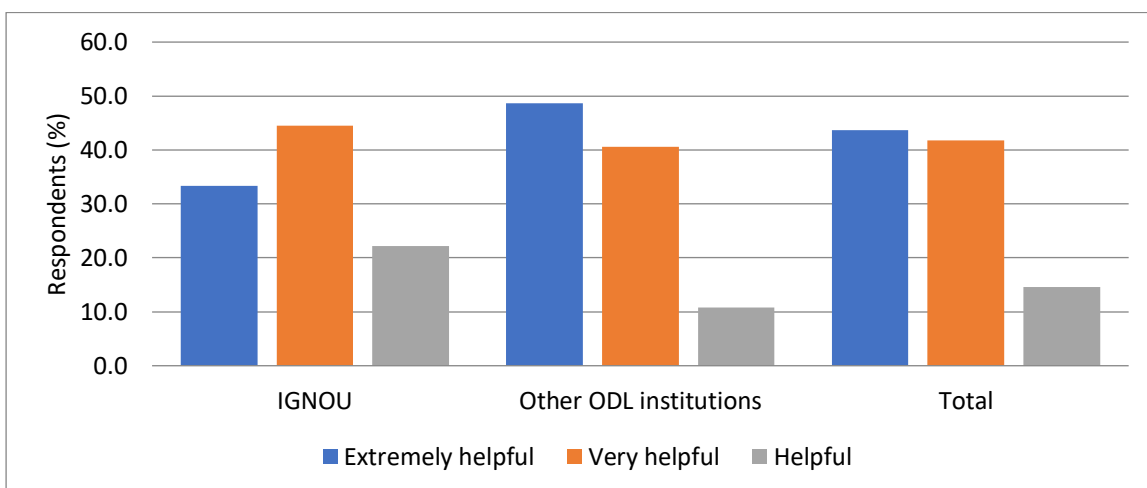
Figure 4.9.4: Commenting on assignments and grading

Analysis of Table 4.9.4 indicates that 77.7% from IGNOU and 89% from other ODL institutions respondents felt that the contents and process related to commenting on assignments and grading were extremely relevant and helpful to all faculties.

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Table 4.9.5: Respondents views on paper setting and moderation of question papers

Type of Institution	No. of Respondents (Percentage in parenthesis)				Total
	Extremely useful	Very useful	Useful	Less useful	
IGNOU	5 (27.8)	9 (50.0)	4 (22.2)	0.0	100.0
Other ODL institutions	19 (51.4)	16 (43.2)	1 (2.7)	1 (2.7)	100.0
Total	24 (43.6)	25 (45.5)	5 (9.1)	1 (1.8)	100.0
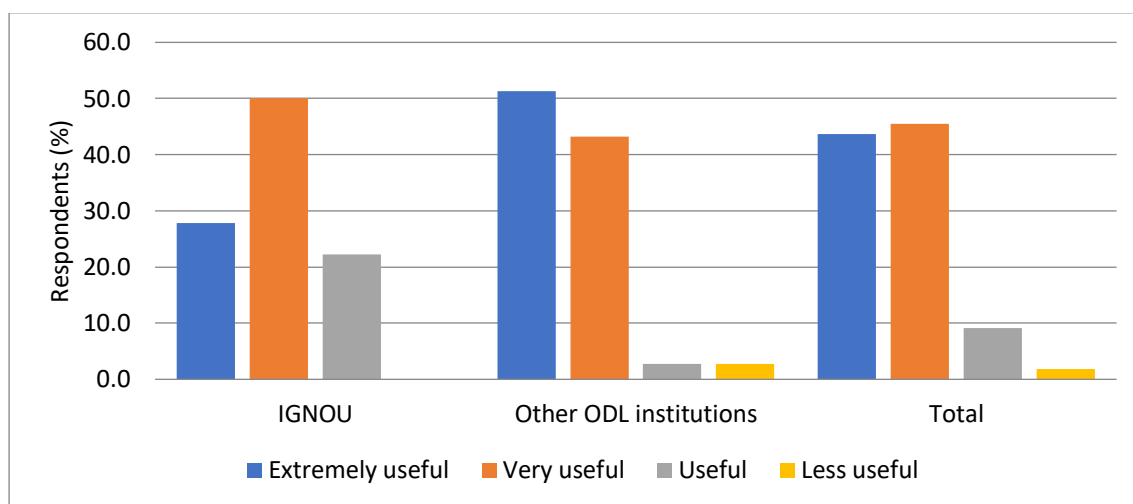
Figure 4.9.5: Paper Setting and moderation of question papers

Analysis of Table 4.9.5 and figure 4.9.5 indicate that 77.8% respondents from IGNOU and 94.6% respondents from other ODL institutions expressed that contents related to paper setting and moderation process covered in the training were extremely useful. Very small number of respondents from other ODL institutions found it to be less useful.

Section 10

Training programme (s) on various aspects of NEP2020

The focus and thrust areas of National Education Policy (NEP-2020) demand a change with regard to the approach of teaching and learning in HEIs in order to build India as a knowledge society and increase the GER to 50% by 2035. Since teachers form the centre of the learning process, emphasis of NEP2020 has been on issues related to innovative curriculum design, new pedagogical approaches, continuous assessment (online/offline), provide a learner centric environment and teachers to be mentor and guide of the learners. NEP-2020 also emphasises on continuous professional development of faculty and their engagement in research/teaching and inter-multidisciplinary academic collaborations. The National Education Policy-2020 emphasises on raising the quality and standards of Indian

higher education to meet global standards. The NEP 2020 addresses the issues of quality in higher education institutions by promoting quality academic research in all areas of teaching learning. With the requirement of 21st century, policy document focuses on the development of creative individuals for the economic and social development of societies. Quality academic research in higher education institutions forms the foundation of knowledge creation and innovation to address the requirements of the society. The following are the respondents' views on the training programmes conducted by STRIDE on various aspects of NEP-2020 during 2019-2022.

Table 4.10.1: Respondents views on training programmes on Draft National Education Policy-2019

Type of Institution	No. of Respondents (Percentage in parenthesis)				
	Extremely helpful	Very helpful	Helpful	Not helpful	Total
IGNOU	6 (37.5)	5 (31.3)	5 (31.3)	0.0	100.0
Other ODL institutions	24 (57.1)	12 (28.6)	5 (11.9)	1 (2.4)	100.0
Total	30 (51.7)	17 (29.3)	10 (17.2)	1 (1.7)	100.0
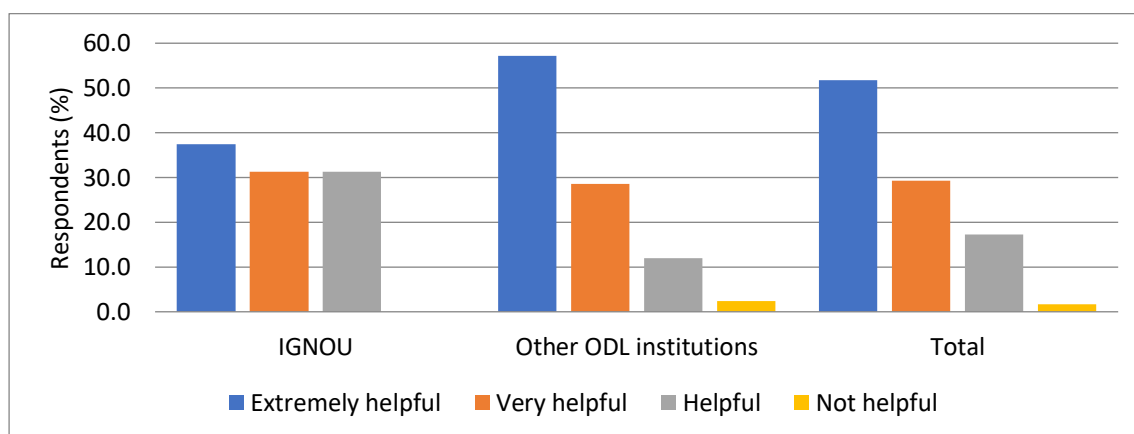
Figure 4.10.1: Training programmes on Draft National Education Policy-2019

The Table 4.10.1 and Figure 4.10.1 indicate that 68.8% respondents from IGNOU and 85.7% from other ODL institutions mentioned that the training programmes on Draft National Education Policy 2019 was extremely helpful and very useful to them. Very small number of respondents from other ODL institutions found it to be not helpful to them.

Table 4.10.2: Respondents views on training programmes related to NEP 2020: Learning Analytics in Online Learning

Type of Institution	No. of Respondents (Percentage in parenthesis)				Total
	Extremely helpful	Very helpful	Helpful	Not helpful	
IGNOU	5 (31.3)	8 (50.0)	3 (18.8)	0.0	100.0
Other ODL institutions	21 (50.0)	17 (40.5)	3 (7.1)	1 (2.4)	100.0
Total	44.8	43.1	10.3	1.7	100.0
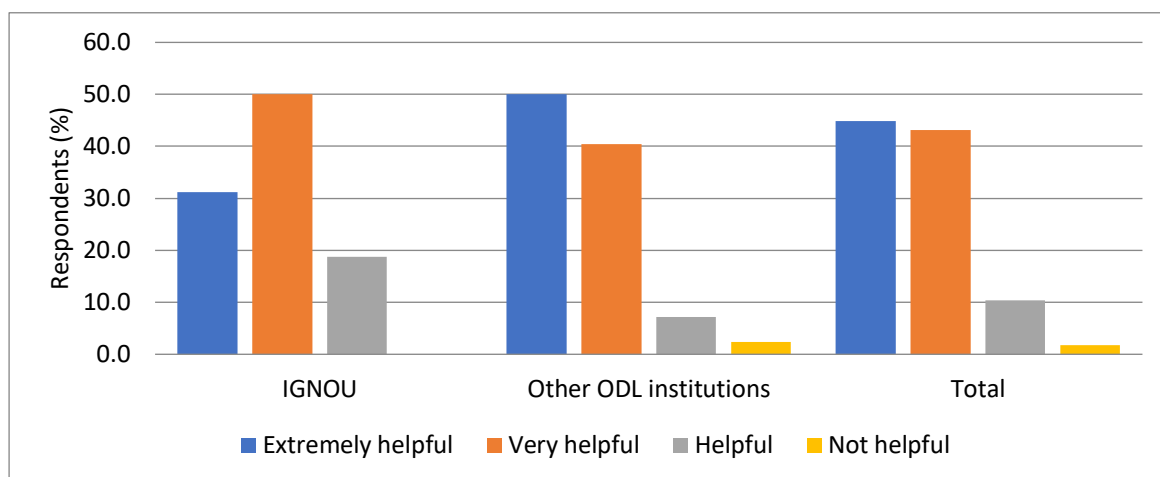
Figure 4.10.2: Training programme related to NEP 2020: Learning Analytics in Online Learning

Analysis of Table 4.10.2 and Figure 4.10.2 indicate that 90.5% participants from other ODL institutions and 81.3% IGNOU respondents felt that issues dealt in the training programme related to NEP 2020: Learning Analytics in Online Learning were extremely relevant and useful. Very small number of respondents from other ODL institutions found it to be not helpful.

Table 4.10.3: Respondents views on Training programme related to NEP 2020: e-Assessment for Online Programmes

Type of Institution	No. of Respondents (Percentage in parenthesis)					Total
	Extremely helpful	Very helpful	Helpful	Less helpful	Not helpful	
IGNOU	6 (37.5)	6 (37.5)	3 (18.8)	1 (6.3)	0.0	100.0
Other ODL institutions	23 (54.8)	13 (31.0)	5 (11.9)	0.0	1 (2.4)	100.0
Total	50.0	32.8	13.8	1.7	1.7	100.0
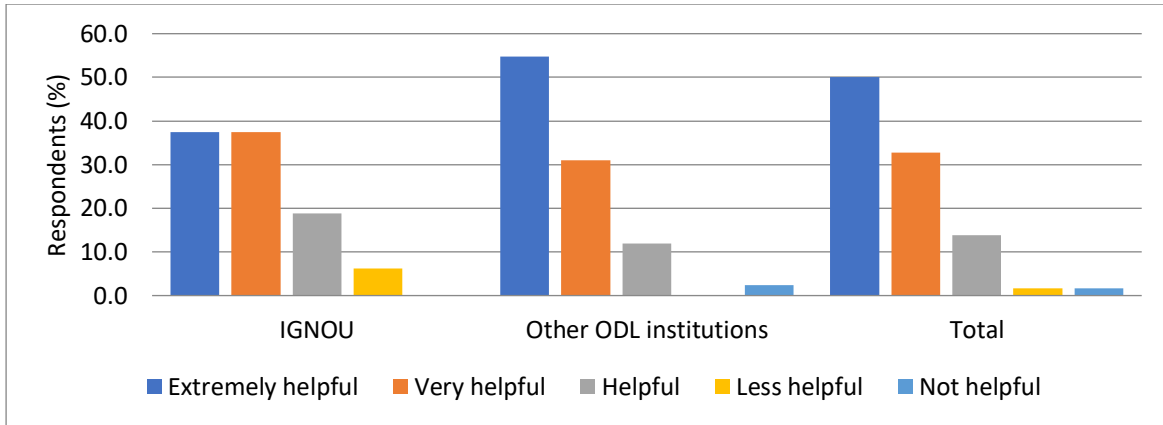
Figure 4.10.3: Training programme related to NEP 2020: e-Assessment for Online Programmes

Analysis of Table 4.10.3 and Figure 4.10.3 indicate that 85.8% faculty members from other ODL institutions and 75% respondents from IGNOU felt that issues dealt in the training programme related to NEP 2020: e-Assessment for Online Programmes were extremely relevant and useful. Very small number of respondents from IGNOU found it to be less helpful and from Other ODL institutions found it to be not helpful.

Table 4.10.4: Respondents opinion on Training programmes on NEP 2020: Persons with Disabilities and Educational Opportunities

| Type of Institution | No. of Respondents (Percentage in parenthesis) | | | | | Total |
	Extremely helpful	Very helpful	Helpful	Less helpful	Not helpful	
IGNOU	3 (17.6)	9 (52.9)	4 (23.5)	1 (5.9)	0.0	100.0
Other ODL institutions	22 (52.4)	15 (35.7)	3 (7.1)	1 (2.4)	1 (2.4)	100.0
Total	42.4	40.7	11.9	3.4	1.7	100.0
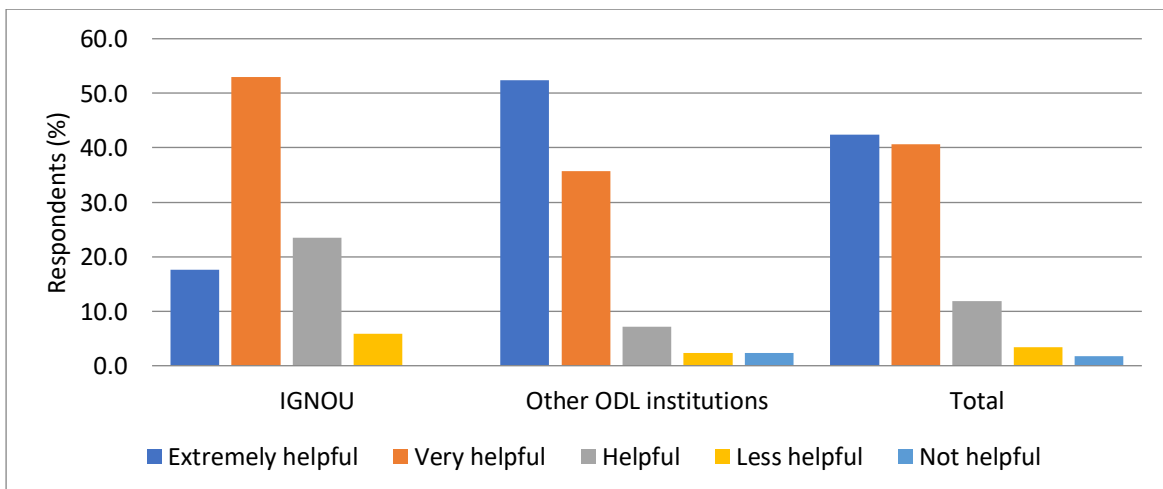
Figure 4.10.4: Training programme on NEP 2020: Persons with Disabilities and Educational Opportunities

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Results presented in Table 4.10.4 and Figure 4.10.4 indicate that 88.1% trainees from other ODL institutions and 70.5% IGNOU respondents felt that issues dealt in the training programmes on NEP 2020: Persons with Disabilities and Educational Opportunitieswere extremely relevant and useful. Very small number of respondents from IGNOU and other ODL institutions found it to be less helpful.

Table 4.10.5: Respondents views on training programmes on NEP 2020: Holistic and Multidisciplinary Education-Implications for ODL System

Type of Institution	No. of Respondents (Percentage in parenthesis)				Total
	Extremely helpful	Very helpful	Helpful	Not helpful	
IGNOU	6 (33.3)	7 (38.9)	5 (27.8)	0.0	100.0
Other ODL institutions	21 (50.0)	17 (40.5)	3 (7.1)	1 (2.4)	100.0
Total	45.0	40.0	13.3	1.7	100.0
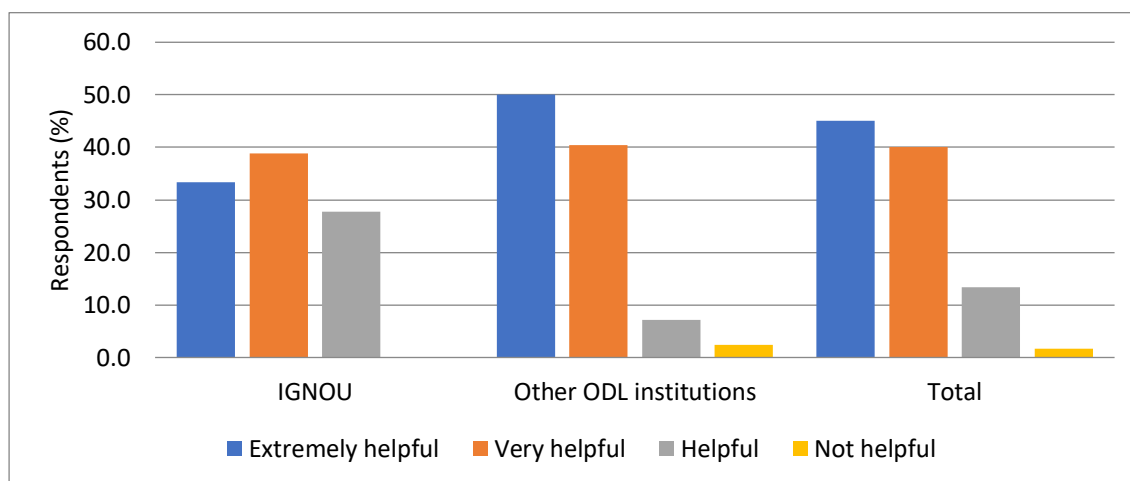
Figure 4.10.5: Training programme on NEP 2020: Holistic and Multidisciplinary Education-Implications for ODL System

Analysis of Table 4.10.5 and figure 4.10.5 indicate that 90.51% from other ODL institutions and 72.2% IGNOU respondents felt that issues dealt in the training programme on NEP 2020 Holistic and Multidisciplinary Education-Implications for ODL system were extremely relevant and useful. Very small number of respondents from other ODL institutions found it to be not helpful.

Table 4.10.6: Respondents views on Training programme on NEP-2020: Changing Role of Teachers in Distance and Online Learning

Type of Institution	No. of Respondents (Percentage in parenthesis)				Total
	Extremely helpful	Very helpful	Helpful	Not helpful	
IGNOU	4 (25.0)	9 (56.3)	3 (18.8)	0.0	100.0
Other ODL institutions	22 (52.4)	17 (40.5)	2 (4.8)	1 (2.4)	100.0
Total	44.8	44.8	8.6	1.7	100.0

Figure 4.10.6: Training programme on NEP-2020: Changing Role of Teachers in Distance and Online Learning.

Analysis of Table 4.10.6 and Figure 4.10.6 indicate that 92.9% from other ODL institutions and 81.3% IGNOU respondents felt that issues dealt in the training programme on NEP-2020: Changing Role of Teachers in Distance and Online Learningwere extremely relevant and useful. Very small number of respondents from other ODL institutions found it to be not helpful.

Table 4.10.7: Respondents views on training programme on NEP 2020 & Development and Use of Open Educational Resources

Type of Institution	No. of Respondents (Percentage in parenthesis)				Total
	Extremely helpful	Very helpful	Helpful	Not helpful	
IGNOU	5 (31.3)	5 (31.3)	6 (37.5)	0.0	100.0
Other ODL institutions	23 (54.8)	16 (38.1)	2 (4.8)	1 (2.4)	100.0
Total	48.3	36.2	13.8	1.7	100.0
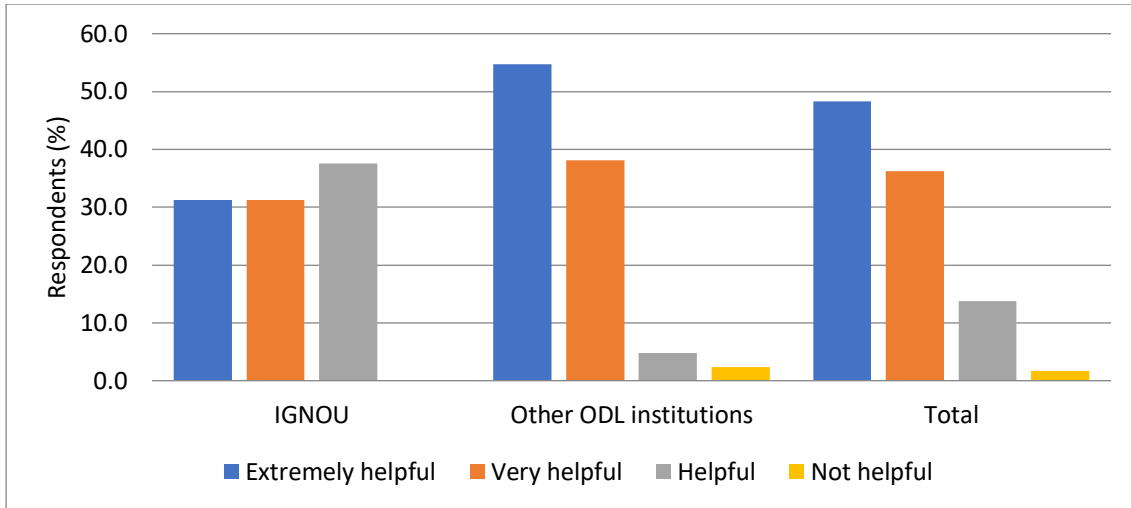
Figure 4.10.7: Training programme on NEP 2020 & Development and Use of OERs

Analysis of Table 4.10.7 and Figure 4.10.7 indicate that 92.9% from other ODL institutions and 62.6% IGNOU respondents felt that issues dealt in the training programme on NEP 2020 & Development and Use of Open Educational Resources were extremely relevant and useful. Very small number of respondents from other ODL institutions found it to be not helpful.

Table 4.10.8: Respondents views on training programme on NEP 2020 & Quantitative Methods of Research

Type of Institution	No. of Respondents (Percentage in parenthesis)					Total
	Extremely helpful	Very helpful	Helpful	Less helpful	Not helpful	
IGNOU	5 (31.3)	6 (37.5)	4 (25.0)	1 (6.3)	0.0	100.0
Other ODL institutions	23 (56.1)	13 (31.7)	4 (9.8)	0.0	1 (2.4)	100.0
Total	49.1	33.3	14.0	1.8	1.8	100.0
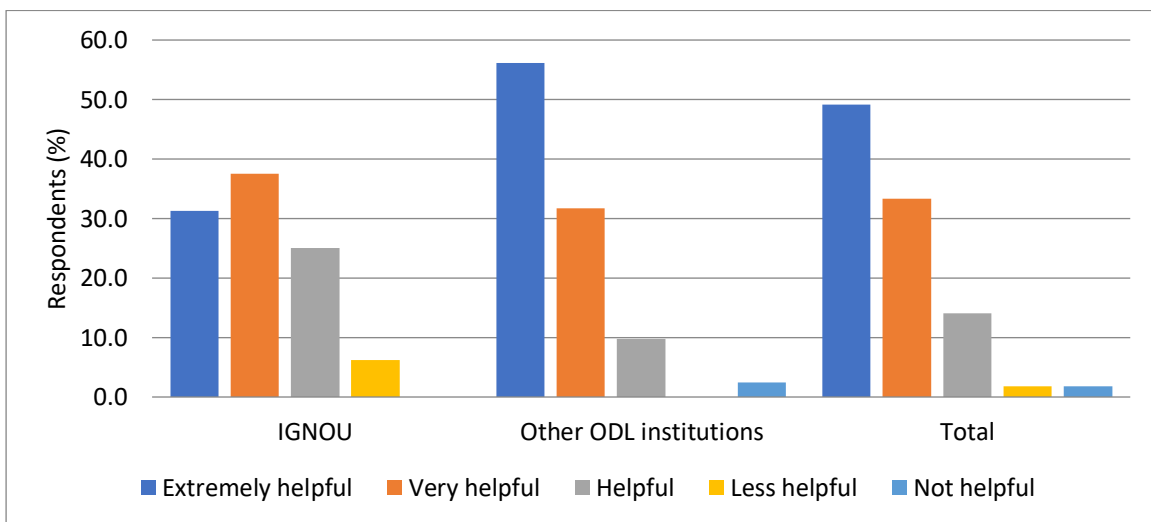
Figure 4.10.8: Training programme on NEP 2020 & Quantitative Methods of Research

Analysis of Table 4.10.8 and figure 4.10.8 indicate that 87.8% from other ODL institutions and 68.8% IGNOU respondents felt that contents dealt in the training programme on NEP 2020 & Quantitative Methods of Research were extremely relevant and useful. Very small number of respondents from IGNOU found it to be less helpful and other ODL institutions found it to be not helpful to them.

Table 4.10.9: Respondents views on training programme on NEP 2020 & Research Methodology in Distance and Online Learning

Type of Institution	No. of Respondents (Percentage in parenthesis)					Total
	Extremely helpful	Very helpful	Helpful	Less helpful	Not helpful	
IGNOU	7 (43.8)	5 (31.3)	3 (18.8)	1 (6.3)	0.0	100.0
Other ODL institutions	20 (50.0)	14 (35.0)	5 (12.5)	0.0	1 (2.5)	100.0
Total	48.2	33.9	14.3	1.8	1.8	100.0

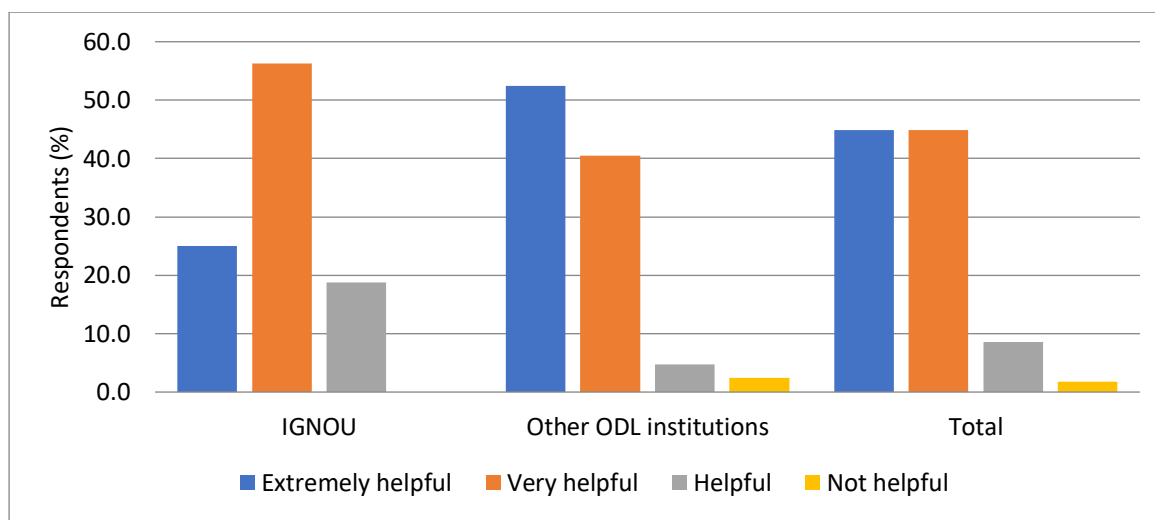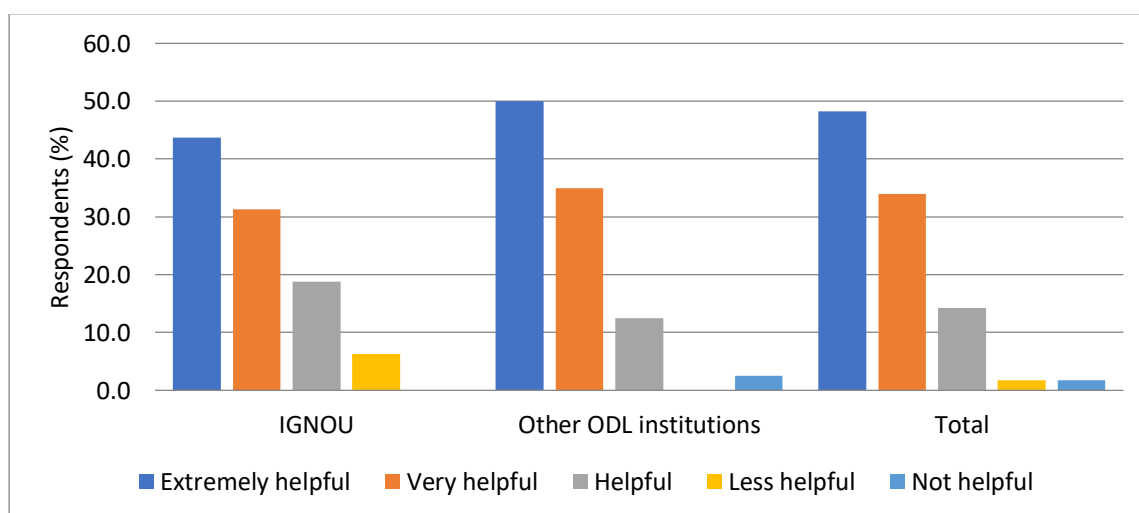Figure 4.10.9: Training programme on NEP 2020 & Research Methodology in Distance and Online Learning

Analysis of Table 4.10.9 and figure 4.10.9 indicate that 85% from other ODL institutions and 75.1% IGNOU respondents felt that contents dealt in the training programme on NEP 2020 & Research Methodology in Distance and Online Learningwere extremely relevant and useful. Very small number of respondents from IGNOU found it to be less helpful and other ODL institutions found it to be not helpful to them.

Table 4.10.10: Respondents views on training programme on NEP 2020: Skilling and Employability in Distance and Online Education

Type of Institution	No. of Respondents (Percentage in parenthesis)				Total
	Extremely helpful	Very helpful	Helpful	Not helpful	
IGNOU	4 (25.0)	7 (43.8)	5 (31.3)	0.0	100.0
Other ODL institutions	17 (41.5)	18 (43.9)	5 (12.2)	1 (2.4)	100.0
Total	36.8	43.9	17.5	1.8	100.0
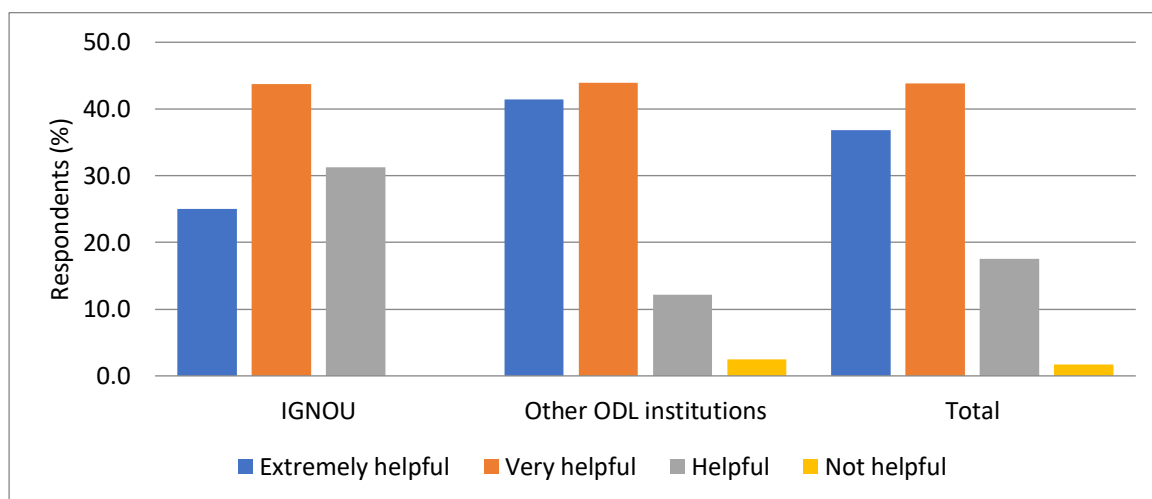
Figure 4.10.10: Training programme on NEP 2020: Skilling and Employability in Distance and Online Education

Analysis of Table 4.10.10 and Figure 4.10.10 indicate that 85.4% trainees from other ODL institutions and 68.8% respondents from IGNOU felt that contents dealt in the training programme on NEP 2020: Skilling and Employability in Distance and Online Educationwere extremely relevant and useful. Very small number of respondents from other ODL institutions found it to be not helpful to them.

Table 4.10.11: Respondents views on training programme on NEP 2020 & Data Mining for Research

Type of Institution	No. of Respondents (Percentage in parenthesis)					Total
	Extremely helpful	Very helpful	Helpful	Less helpful	Not helpful	
IGNOU	5 (33.3)	5 (33.3)	3 (20.0)	2 (13.3)	0.0	100.0
Other ODL institutions	18 (46.2)	14 (35.9)	6 (15.4)	0.0	1 (2.6)	100.0
Total	42.6	35.2	16.7	3.7	1.9	100.0
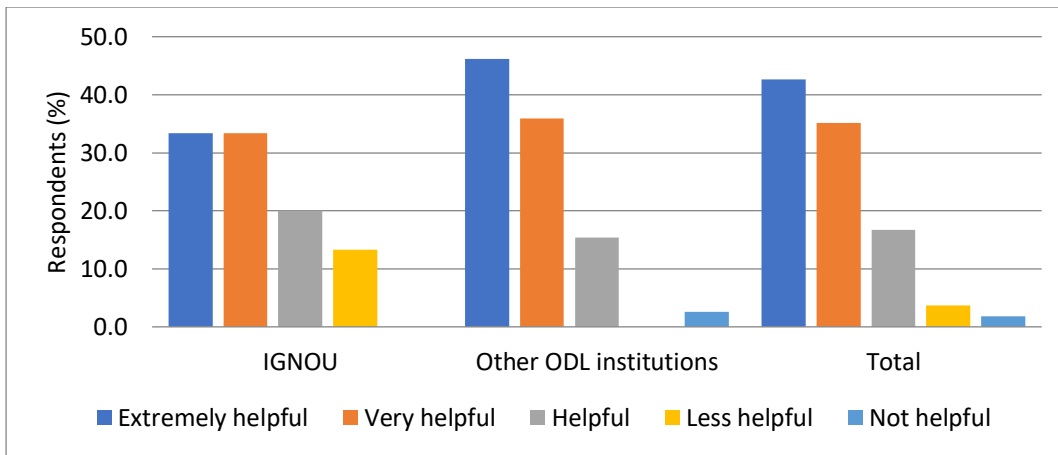
Figure 4.10.11: Training programme on NEP 2020 & Data Mining for Research

Analysis of Table 4.10.11 and Figure 4.10.11 indicate that 82.1% respondents from other ODL institutions and 66.6% participants from IGNOU felt that contents dealt in the Training programme on NEP 2020 & Data Mining for Researchwere extremely relevant and useful. Very small number of respondents from IGNOU and other ODL institutions found it to be not helpful to them.

Table 4.10.12: Respondents views on training programme on 'Design and Development of Online Courses'

| Type of Institution | No. of Respondents (Percentage in parenthesis) | | | | | Total |
	Extremely helpful	Very helpful	Helpful	Less helpful	Not helpful	
IGNOU	4 (26.7)	5 (33.3)	3 (20.0)	3 (20.0)	0.0	100.0
Other ODL institutions	21 (52.5)	15 (37.5)	3 (7.5)	0.0	1 (2.5)	100.0
Total	45.5	36.4	10.9	5.5	1.8	100.0
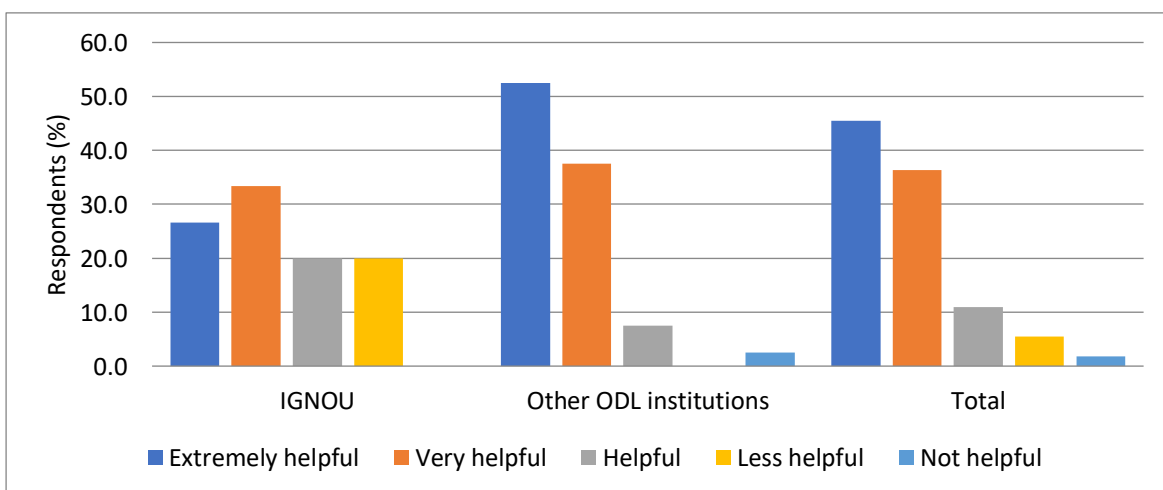
Figure 4.10.12: Training programme on 'Design and Development of Online Courses'

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Analysis of Table 4.10.12 and Figure 4.10.12 indicate that 90% respondents from other ODL institutions and 60% from IGNOU felt that contents dealt in the training programme on Design and Development of Online Courses were extremely relevant and useful. Very small number of respondents from IGNOU and other ODL institutions found it to be not helpful to them.

Table 4.10.13: Respondents opinion on training programme on NEP 2020: Governance and Leadership in Distance and Online Learning

Type of Institution	No. of Respondents (Percentage in parenthesis)					Total
	Extremely helpful	Very helpful	Helpful	Less helpful	Not helpful	
IGNOU	5 (33.3)	4 (26.7)	4 (26.7)	2 (13.3)	0.0	100.0
Other ODL institutions	21 (52.5)	15 (37.5)	3 (7.5)	0.0	1 (2.5)	100.0
Total	47.3	34.5	12.7	3.6	1.8	100.0
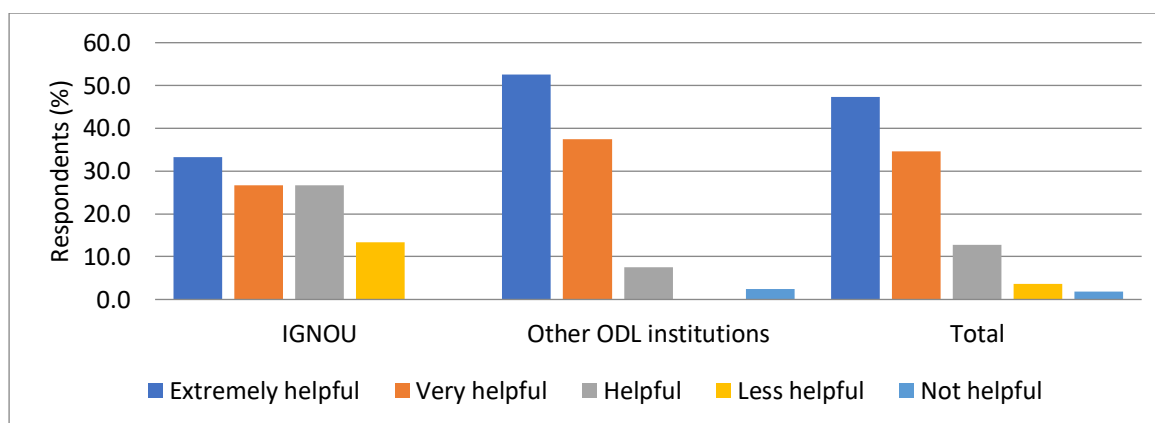
Figure 4.10.13: Training programme on NEP 2020: Governance and Leadership in Distance and Online Learning

Analysis of Table 4.10.13 and figure 4.10.13 indicate that 90% from other ODL institutions and 60% IGNOU respondents felt that contents dealt in the training programme on NEP 2020: Governance and Leadership in Distance and Online Learning were extremely relevant and useful. Very small number of respondents from IGNOU found it to be less helpful and from other ODL institutions found it to be not helpful to them.

Table 4.10.14: Respondents opinions on training programme on NEP 2020 and HE: Digital Pedagogy

Type of Institution	No. of Respondents (Percentage in parenthesis)					Total
	Extremely helpful	Very helpful	Helpful	Less helpful	Not helpful	
IGNOU	4 (26.7)	5 (33.3)	4 (26.7)	2 (13.3)	0.0	100.0
Other ODL institutions	21 (52.5)	14 (35.0)	4 (10.0)	0.0	1 (2.5)	100.0
Total	25 (45.5)	34.5	14.5	3.6	1.8	100.0
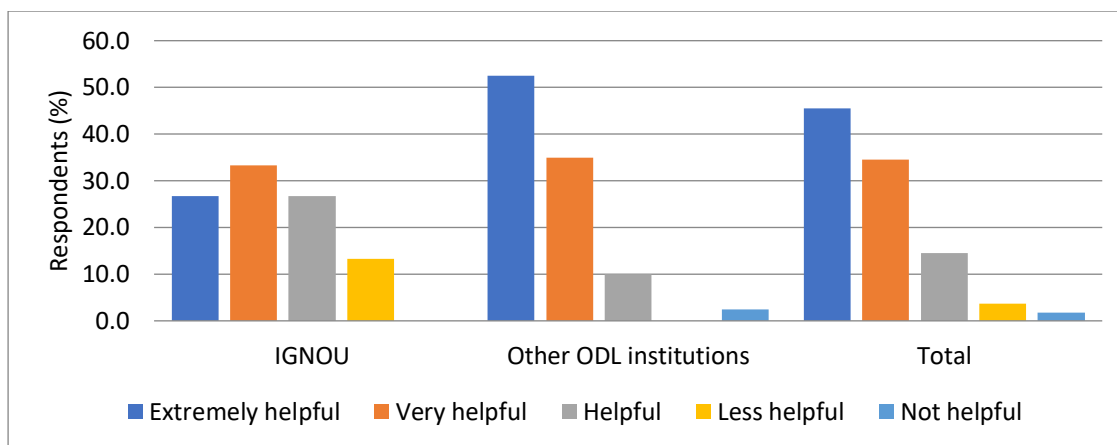
Figure 4.10.14: Training programme on NEP 2020 and HE: Digital Pedagogy

Analysis of Table 4.10.14 and figure 4.10.14 indicate that 87.5% from other ODL institutions and 60% IGNOU respondents felt that contents dealt in the Training programme on NEP 2020 and HE: Digital Pedagogy were extremely relevant and useful. Very small number of respondents from IGNOU and from other ODL institutions found it to be not helpful to them.

Table 4.10.15: Respondents opinion on Training programme on NEP 2020: Serving Students with Disabilities in Distance, Online and Blended Learning

| Type of Institution | No. of Respondents (Percentage in parenthesis) | | | | | Total |
	Extremely helpful	Very helpful	Helpful	Less helpful	Not helpful	
IGNOU	5 (33.3)	5 (33.3)	3 (20.0)	2 (13.3)	0.0	100.0
Other ODL institutions	23 (56.1)	13 (31.7)	4 (9.8)	0.0	1 (2.4)	100.0
Total	50.0	32.1	12.5	3.6	1.8	100.0
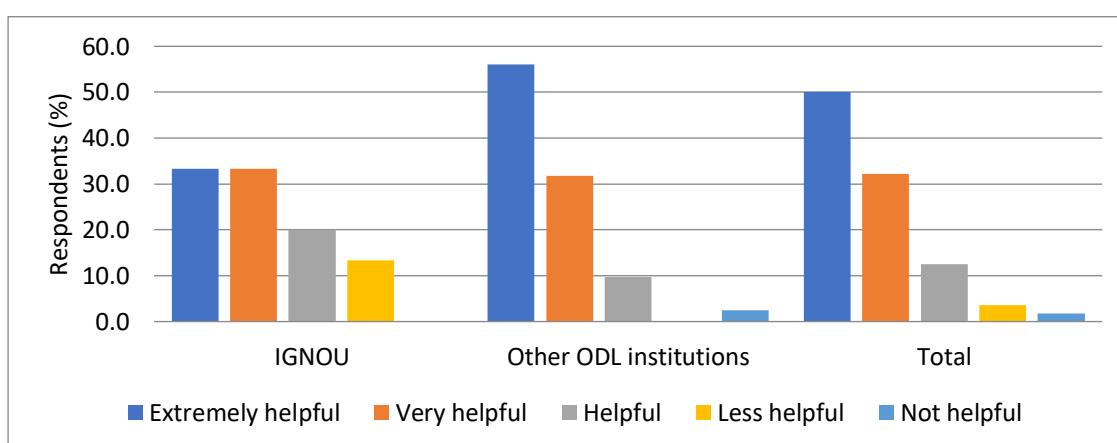
Figure 4.10.15: Training programme on NEP 2020: Serving Students with Disabilities in Distance, Online and Blended Learning

Analysis of Table 4.10.15 and figure 4.10.15 indicate that 87.8% from other ODL institutions and 66.6% IGNOU respondents felt that contents dealt in the training programme on NEP

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2020: Serving Students with Disabilities in Distance, Online and Blended Learningwere extremely relevant and useful. Very small number of respondents from IGNOU found it to be less helpful and from Other ODL institutions found it to be not helpful to them.

Methodology of STRIDE Training Programmes for Teachers and Academics of IGNOU and other ODL Institutions

The standard methodology that has been followed in conducting STRIDE training programmes targeted for the teachers are discussed in the following sections:

After the formulation of programme proposal, the programme schedule, administrative and budgetary approval of the training programme are taken from the Competent Authority, and a Training Need Assessment (TNA) are conducted on prospective participants to locate additional areas, besides those listed in the programme schedule.

The methodologies of the training programmes are based on the targeted learning outcomes through presentations by experts, workshop activities, reflections and finally evaluation. Since, STRIDE got recognition as the UGC-HRDC in March 2022, the guidelines of UGC-HRDC are followed so that the training programmes are interactive and focused. The resource persons represent various specialized areas of specific theme based training programmes from outside IGNOU as well as also from IGNOU.

List of activities are designed for the participants to undertake during the training programme. For example, identification of topics and hands-on-experience on technologies used in research; developing the proposal: identification of problem, objectives of research, selection of area of study, tools for data collection and research methodology and quantitative and qualitative tools to be used in one's research work; presentation of the proposal to the participating group and the experts.

The evaluation strategy for grading and certification included the following: holistic response (25), Presentation (15), Assignments (20), and MCQs (40) from a total score of 100 as per UGC-HRDC Guidelines. The certificates are issued to those who secure a minimum of 50% score out of 100.

The participants are provided with select reading materials through online resource web links. As the training programme progresses, additional links based upon the session are provided to the participants.

Mode of STRIDE Training Programmes for Teachers and Academics of IGNOU/other ODL Institutions

The training programmes conducted during 2019-2022, including Orientation/ Induction Programmes on Distance Education, Instructional Design for ODL and Online Learning, Design and Development of Audio/ Video Programmes and Learner Support Services (LSS) and Assessment and Evaluation in ODL have been conducted in the offline mode. The training programmes on Serving Students with Disabilities in Open, Distance and Online Learning have been conducted in the online mode. The training programmes on Design and Development of Self Learning Materials (SLMs) for Distance and Online Learning, Design and Development of Online Programmes/ Courses, Various aspects of Research, Various aspects of National Education Policy-2020 have been conducted in the offline as well as online mode. However one training programme on Design and Development of SLMs for Distance/ Online/ Blended Learning have been conducted in the blended mode.

The preferences of the mode of delivery of the training programmes for teachers and academics of IGNOU and ODL institutions are presented in the section below:

Figure 4.11: Respondents view on the preferred mode of training programmes
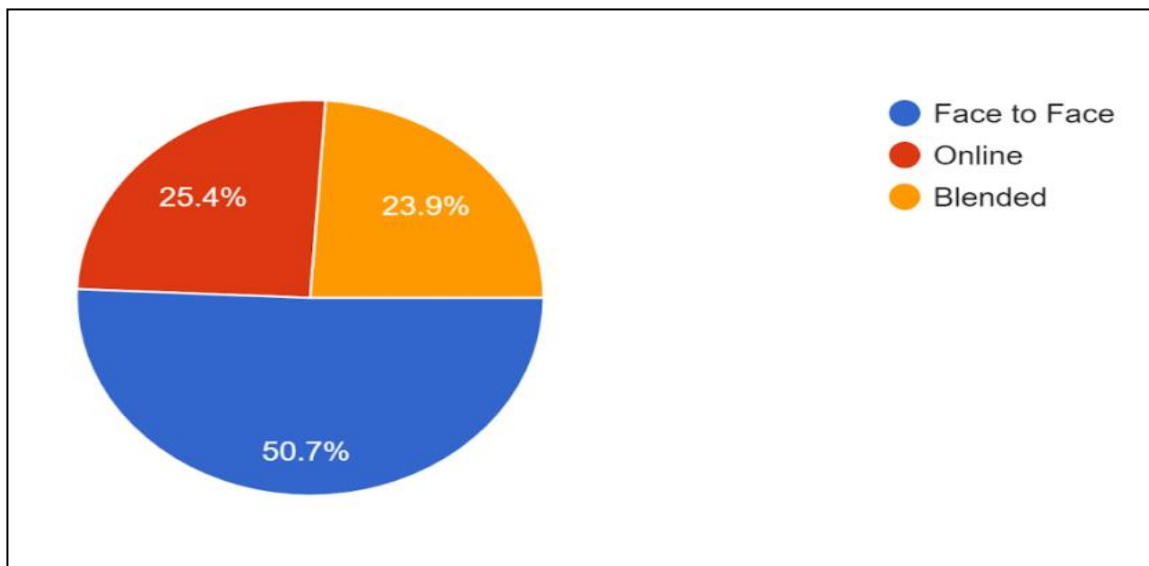
The face-to-face mode was the most preferred mode of training followed by the online mode and the blended mode. About 50.7% of the respondents preferred face-to-face mode while 25.4% and 23.9% gave their preference for online mode and blended mode respectively.

In response to an open ended question regarding their justification for choosing the preferred mode of delivery of training, the respondents who were faculty and academics from IGNOU and other ODL institutions gave the following reasons:

Respondents' opinions on justification for choosing a particular mode of training are summarized below:

Face-to-Face mode:

- More interactive environment
- Opportunity to interact with resource persons in person and also with fellow participants facilitating discussion and peer learning
- No technical and infrastructural problems in comparison to online mode
- Gives opportunity to the resource persons to gather feedback and assess participants understanding of issues and gaps in learning
- Less distractions as compared to online mode
- More effective as it provides support for good hands-on-practice
- Psychological effects are created by the various trainers and trainee is motivated by the behavior, skill of presentation, expression and their achievements during the discussion.

Online mode:

- Flexibility and ease of access to attend online training from the trainees preferred location
- Time and resources are better managed as travel time and costs are minimal in online mode of learning
- Provides flexibility to attend and manage from workplace
- Adopting to technology is useful to participants
- Online is convenient when it is difficult to travel physically.
- Opportunity to listen to the best experts from online mode.

Blended mode:

- Blended mode has a mix of face-to-face and online mode and provides optimum benefits of both.
- Blended mode is flexible as it considers the suitability and convenience of the trainees interms of travel time and resources.
- Online modes are good for few topics while some topics require practical hands-on experience as well as interaction with the resource persons.
- Blended mode of learning provides more opportunity for gainful knowledge.
- It provides opportunities to learn with one's own pace and speed.

Comprehensive views of different aspects of STRIDE training programmes for Teachers and Academics of IGNOU and other ODL Institutions

The effectiveness of STRIDE training programmes for the teachers and academics were assessed in terms of the comprehensive views or feedback of the participants with regard

to the different aspects of the training, comprising of the contents, methodology, resource persons, training resources (PPTs, Handbooks, e-resources, selected reading materials), innovative teaching strategies, activities/ group or individual work and peer interactions, logistics arrangements (infrastructure, food, hospitality).

The following Table shows the comprehensive views on different aspects of STRIDE training programmes for teachers and academics of IGNOU and other ODL institutions conducted during 2019-2022.

Table 4.11: Views of trainees on different aspects of STRIDE training programmes conducted during 2019-2022

Different aspects of Training	Excellent		Very Good		Good		Satisfactory		Not Satisfactory	
	IGNOU	Other ODL Inst.	IGNOU	Other ODL Inst.	IGNOU	Other ODL Inst.	IGNOU	Other ODL Inst.	IGNOU	Other ODL Inst.
Content	12 (57.1)	33 (66)	6 (28.6)	15 (30)	2 (9.5)	2 (4)	1 (4.8)	0	0	0
Methodology	9 (42.9)	29 (58)	8 (38.1)	18 (36)	3 (14.3)	3 (6)	1 (4.8)	0	0	0
Resource Persons	9 (42.9)	38 (76)	9 (42.9)	11 (22)	3 (14.3)	0	0	1 (2)	0	0
Training resources (PPTs, Handbooks, e-resources, selected reading materials	10 (47.6)	30 (60)	8 (38.1)	16 (32)	2 (9.5)	3 (6)	1 (4.8)	1 (2)	0	0
Innovative teaching strategies	8 (38.1)	27 (54)	8 (38.1)	18 (36)	4 (19)	3 (6)	1 (4.8)	2 (4)	0	0
Activities/ Group or individual work and peer interactions	10 (47.6)	27 (54)	7 (33.3)	20 (40)	4 (19)	2 (4)	0	1 (2)	0	0
Logistics arrangements (infrastructure, food, hospitality	8 (38.1)	25 (50)	7 (33.3)	19 (38)	5 (23.8)	5 (10)	1 (4.8)	1 (2)	0	0

Majority of the respondents from IGNOU and other ODL institutions gave their feedback that the content, methodology, resource persons, training resources, innovative teaching strategies, group/individual activities and peer interaction and logistics arrangement of the training programmes were excellent.

PART B

Non-teaching Staff of IGNOU Headquarters and Regional Centres

According to the STRIDE Handbook No. 16, the broad objectives of non-academic staff training at IGNOU are i) To prepare the staff for active participation in the system at the point of entry -- a sort of familiarization; ii) To upgrade knowledge and skills and consequently enhance efficiency in performing the assigned functions through continuous training; iii) To equip the staff to cope with varying responsibilities which have to be shouldered due to transfer of personnel from one functional area to another and also due to promotion from one cadre to another; iv) To cope with new technologies and systems and innovations there in; v) To develop a positive attitude towards work, colleagues and students; and vi) To inculcate a sense of belongingness to the institution.

The areas covered in the STRIDE training programmes for Non-Teaching Staff of IGNOU HQ and Regional Centres during 2019-2022

The following are the areas in which training was imparted to the non-teaching staff posted at IGNOU Headquarters and the Regional Centres. The target group were the Junior Assistant-cum-Typist (JATs), Central Public Information Officer (CPIOs), Section Officers, Private Secretaries, Assistants, Senior Assistants, and Assistant Registrars.

Year	Training Programmes
2019	1. Awareness-cum-Training programme for Newly Appointed **JATs** 2. Workshop on RTI-MIS on-line portal for **CPIOs** of IGNOU 3. Workshop Newly Promoted **Section Officers & Private Secretaries**
2020	Nil
2021	1. Training programme for Newly Promoted **Assistant Registrars**
2022	1. Towards Effective Implementation of NEP 2020: Capacity Building Programme for Newly Promoted **Assistants of IGNOU** 2. Towards Effective Implementation of NEP 2020: Capacity Building Programme for Newly Promoted **Assistants of RCs &RECs IGNOU** 3. Implementation of NEP 2020: Capacity Building for Newly Promoted **Section Officers** of IGNOU 4. 'Towards Effective Implementation of NEP-2020' Capacity Building Programme for Newly Promoted **Assistant Registrars** of IGNOU 5. Implementation of NEP 2020: Capacity Building Workshop for Newly Promoted - **Senior Assistants** of IGNOU 6. Workshop on RTI-MIS Online Portal for **Central Information Officers** (CPIOs) of IGNOU

	7. Financial Management for Newly Promoted **Section Officers and Assistants Registrars** of IGNOU

Some of the training areas for the non-teaching staffs from which responses of the online survey were received have been discussed in the sections below:

Awareness-cum-Training programme for Newly Appointed JATs

Table 4.12: Respondents views rrelated to Knowledge about work related to admission, re-registration, examination		
Response	**No. of respondents**	**Percentage of respondents**
Extremely helpful	3	50.0
Helpful	1	16.7
Very Helpful	2	33.3
Total	6	100.0

Analysis of Table 4.12 indicate that about 50% of respondents gave their views that the Awareness-cum-Training Programme for Newly Appointed JATs with reference to knowledge about work related to admission, re-registration, examination was extremely helpful and they could apply the knowledge learned in their individual departments.

Table 4.13: Respondents views on issues related to knowledge about functioning of RCs and SCs		
Response	**No. of respondents**	**Percentage of respondents**
Extremely helpful	3	50.0
Helpful	1	16.7
Very Helpful	2	33.3
Total	6	100.0

Analysis of Table 4.13 indicates that about 50% of respondents gave their views that the knowledge about functioning of Regional Centers and Study Centers was extremely helpful and they could apply the knowledge learned in their tasks at individual departments.

Table 4.14: Respondents views on issues related to Knowledge about various establishment related matters like leave rules, maintenance of service books, pension		
Response	**No. of respondents**	**Percentage of respondents**
Extremely helpful	2	33.3
Very Helpful	2	33.3
Helpful	2	33.3
Total	6	100.0

Analysis of Table 4.14 shows that the equal proportion of respondents found that the training on Knowledge about various establishment related matters like leave rules, maintenance of service books, pension rules were significantly useful to them.

Table 4.15: Respondents views on issues related to Noting and Drafting, diary dispatch		
Response	**No. of respondents**	**Percentage of respondents**
Extremely helpful	2	33.3
Very Helpful	3	50.0
Helpful	1	16.7
Total	6	100.0

Analysis of Table 4.15 shows that 83.3% of respondents found that the training on Knowledge about various establishment related matters like noting, drafting and diary dispatch were significantly useful to them.

Table 4.16: Respondents views on issues related to bills (LTC, TA, CEA) processing procedures		
Response	**No. of respondents**	**Percentage of respondents**
Extremely helpful	3	50.0
Very Helpful	1	16.7
Helpful	2	33.3
Total	6	100.0

Analysis of Table 4.16 shows that 66.7% of respondents found that the training on bills (LTC, TA, CEA) processing procedures were more than helpful to them.

Table 4.17: Respondents views on issues related to Knowledge/ Skill about GFR, ECR, cashbook, bill invoices and budget and audit		
Response	**No. of respondents**	**Percentage of respondents**
Extremely helpful	1	16.7
Very Helpful	2	33.3
Helpful	2	33.3
Less Helpful	1	16.7
Total	6	100.0

Analysis of Table 4.17 indicate that about 50% of the respondents gave the opinion that the training programme for JATs on issues related to Knowledge/ Skill about GFR, ECR, cashbook, bill invoices and budget and audit were very useful to them.

Table 4.18: Respondents views on issues related to Development of soft skills (communication and team building)		
Response	**No. of respondents**	**Percentage of respondents**
Extremely helpful	3	50.0
Helpful	3	50.0
Total	6	100.0

Analysis of Table 4.18 indicate that 50% of the respondents mentioned that during the training programme, the issues related to development of soft skills (communication and team building) taken up by the experts was extremely useful to them.

Workshop on RTI-MIS online portal for CPIOs of IGNOU

Table 4.19: Respondents views on issues related to knowledge about RTI Act 2005		
Response	No. of respondents	Percentage of respondents
Extremely helpful	1	20.0
Very Helpful	2	40.0
Helpful	1	20.0
Less Helpful	1	20.0
Total	5	100.0

Analysis of Table 4.19 indicate that about 60% of respondents gave their views that the Workshop on RTI-MIS online portal for CPIOs of IGNOU with reference to knowledge about RTI Act 2005 was extremely helpful and they could apply the knowledge learned in their individual departments.

Table 4.20: Respondents views on issues related to Issues and challenges of RTI Act 2005		
Response	No. of respondents	Percentage of respondents
Extremely helpful	1	20.0
Very Helpful	2	40.0
Helpful	1	20.0
Less Helpful	1	20.0
Total	5	100.0

Analysis of Table 4.20 indicate that about 60% of respondents gave their views that the Workshop on RTI-MIS on-line portal for CPIOs of IGNOU with reference to knowledge Issues and challenges of RTI Act 2005 was very helpful to them and they could apply the knowledge learned in their individual departments.

Table 4.21: Respondents views on issues related to Functioning of MIS online portal		
Response	No. of respondents	Percentage of respondents
Extremely helpful	2	40.0
Very Helpful	1	20.0
Helpful	2	40.0
Total	5	100.0

Analysis of Table 4.21 indicate that about 60% of respondents gave their views that the Workshop on RTI-MIS on-line portal for CPIOs of IGNOU with reference to functioning of MIS online portalwas extremely helpful and very helpful to them and they could apply the knowledge learned in their individual departments.

Workshop for Newly Promoted Section Officers & Private Secretaries

Table 4.22: Respondents views on issues related to knowledge about role and responsibilities of Section Officers and Private Secretaries		
Response	**No. of respondents**	**Percentage of respondents**
Extremely helpful	5	62.5
Very Helpful	2	25.0
Less Helpful	1	12.5
Total	8	100.0

Analysis of Table 4.22 indicate that about 87% of respondents gave their views that the Workshop for Newly Promoted Section Officers & Private Secretaries of IGNOU with reference to knowledge about role and responsibilities of Section Officers and Private Secretaries was extremely helpful and very helpful to them and they could apply the knowledge learned in their individual departments.

Table 4.23: Respondents views on issues related to knowledge about office procedures; administrative and financial rules		
Response	**No. of respondents**	**Percentage of respondents**
Extremely helpful	3	37.5
Very Helpful	5	62.5
Total	8	100.0

Analysis of Table 4.23 indicate that all the respondents gave their views that the Workshop for Newly Promoted Section Officers & Private Secretaries of IGNOUwith reference to knowledge about office procedures; administrative and financial rules was extremely helpful and very helpful to them and they could apply the knowledge learned in their individual departments.

Table 4.24: Respondents views on issues related to knowledge/ skills related to effective Noting and Drafting		
Response	**No. of respondents**	**Percentage of respondents**
Extremely helpful	2	25.0
Very Helpful	5	62.5
Helpful	1	12.5
Total	8	100.0

Analysis of figures placed in Table 4.24 indicate that 87.5% of the respondents gave their views that the Workshop for Newly Promoted Section Officers & Private Secretaries of IGNOUon office procedures; administrative and financial rules was extremely helpful and very helpful in building theirknowledge and they could apply these knowledge in their individual departments.

Table 4.25: Respondents views on issues related to Techniques for coping with stress		
Response	No. of respondents	Percentage of respondents
Extremely helpful	1	12.5
Very Helpful	3	37.5
Helpful	4	50.0
Total	8	100.0

Analysis of Table 4.25 indicate that 50% of the respondents gave their views that the Workshop for Newly Promoted Section Officers & Private Secretaries of IGNOU with reference to issues related to techniques for coping with stress was extremely helpful and very helpful to them and they could apply the knowledge learned in their individual departments.

Table 4.26 Respondents views on issues related to develop different soft skills		
Response	No. of respondents	Percentage of respondents
Extremely helpful	2	25.0
Very Helpful	5	62.5
Helpful	1	12.5
Total	8	100.0

Data placed in Table 4.26 indicate that 87.5% of the respondents gave their views that the Workshop for Newly Promoted Section Officers & Private Secretaries of IGNOUwith reference to issues related to develop different soft skills was extremely helpful and very helpful to them and they could apply the knowledge learned in their individual departments.

Newly Promoted Assistant Registrars

Table 4.27: Knowledge about changing scenario in ODL system with special reference to IGNOU		
Response	No. of respondents	Percentage of respondents
Extremely helpful	1	16.7
Very Helpful	4	66.7
Helpful	1	16.7
Total	6	100.0

Analysis of Table 4.27 figures indicate that 83.4% of the respondents gave their views that the Workshop for Newly Promoted Assistant Registrars of IGNOU with reference to issues related to knowledge about changing scenario in ODL system with special reference to IGNOUwas extremely helpful and very helpful to them and they could apply the knowledge learned in their individual departments.

Table 4.28: Respondents views on issues related to Role and responsibilities of Assistant Registrars		
Response	No. of respondents	Percentage of respondents
Extremely helpful	3	50.0
Very Helpful	2	33.3
Less Helpful	1	16.7
Total	6	100.0

Analysis of Table 4.29 indicate that 83.3% of the respondents gave their views that the Workshop for Newly Promoted Assistant Registrars of IGNOU with reference to issues to role and responsibilities of Assistant Registrars was extremely helpful and very helpful to them and they could apply the knowledge learned in their individual departments.

Comprehensive views on different aspects of STRIDE training programmes for non-teaching staff of IGNOU

The effectiveness of STRIDE training programmes for the non-teaching staff of IGNOU were assessed in terms of the comprehensive view or feedback of the participants with regard to the different aspects of the training, comprising of the curriculum of training programme, training resources (PPTs, Handbooks, e-resources, selected reading materials), methodology, resource persons, innovative teaching strategies, activities/ group or individual work and peer interactions, logistics arrangements (infrastructure, food, hospitality).

The Table 4.29 shows the comprehensive views of different aspects of STRIDE training programmes for non-teaching staff of IGNOU conducted during 2019-2022.

Table 4.29: Views of trainees on different aspects of STRIDE training programmes conducted during 2019-2022

Different aspects of Training	Excellent	Very Good	Good	Satisfactory	Not Satisfactory
Curriculum of the Training programme/ Workshop	6 (37.5)	8 (50)	2 (12.5)	-	-
Training Resources (PPTs, Handbooks, e-resources, selected reading materials	2 (12.5)	8 (50)	4 (25)	1 (6.25)	1 (6.25)
Training Methodology	4 (25)	7 (43.8)	4 (25)	1 (6.3)	
Resource Persons	6 (37.5)	9 (56.3)	1 (6.3)		
Innovative teaching strategies	4 (25)	5 (31.3)	7 (43.8)		
Activities/ Group or individual work and peer interactions	4 (25)	8 (50)	3 (18.8)	1 (6.3)	
Logistics arrangements (infrastructure, food, hospitality	2 (12.5)	7 (43.8)	3 (18.8)	2 (12.5)	2 (12.5)

Majority of the respondents from IGNOU in their feedback reported that the content, methodology, resource persons, training resources, innovative teaching strategies, group/individual activities and peer interaction and logistics arrangement of the training programmes were very good.

Methodology of STRIDE training programmes for non-teaching staff of IGNOU

The standard methodology of the training programme conducted for the non-teaching staff of IGNOU included presentations by experts, interactive discussions, sharing of ideas, individual/ group presentations, quiz, activities as well as collaborative tasks, and finally feedback and evaluation. The programme schedules are based upon pre-workshop needs assessment conducted through online Google forms. The resource persons included experts and officers from IGNOU of various divisions including Regional Services Division, Administrative Division and Finance and Accounts Division of IGNOU. External experts from ISTM, DoPT, and Government of India also taken sessions on relevant topics. The training resources are also provided to the participants during the training programmes. These includes IGNOU's Acts and Statutes, GFR, IGNOU Manuals, GOI Guidelines on Administration and Finance and other resources shared by the resource persons.

Mode of STRIDE training programmes for Non-teaching Staff of IGNOU

The training programmes for non-teaching staff of IGNOU were conducted in the offline or Face to Face mode in 2019. However, due to COVID 19 pandemic, the training programmes in Face to Face mode could not be conducted in 2020 and from 2021 onwards, the training programmes were conducted in the online mode.

The data collected from the online survey that was specifically designed to study the effectiveness of STRIDE training programmes during 2019-2022 also collected information from the respondents, who were the non-teaching staff of IGNOU, regarding their preferences for the mode of delivery of the STRIDE training programmes.

The preferences of the mode of delivery of the training programmes for non-teaching staffs of IGNOU are presented in the section below:

Figure 4.30: Respondents views on the preferred mode of training programmes in STRIDE
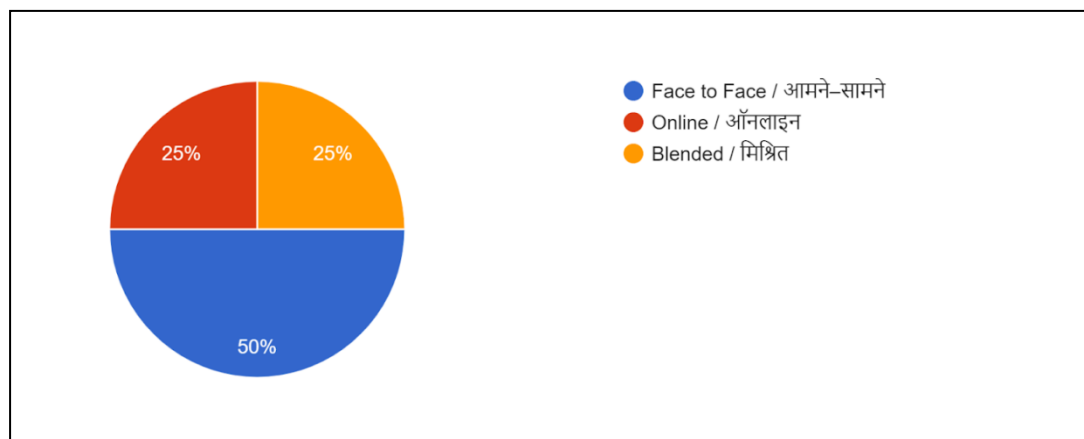
About 50% of the respondents gave their opinion that they prefer to attend training programmes in the Face to Face mode and an equal (25%) proportion of the respondents gave their preference for online mode and Blended mode as has been depicted in figure 15.1.

In response to an open ended question regarding their justification for choosing the preferred mode of delivery of training, the respondents who were the non-teaching staff of IGNOU gave the reasons:

Table 4.30: Respondents opinion on justification for choosing the preferred mode of training:

Mode	Reasons - Comments
Face to Face	- Allows more interactive sessions - Avoids internet disturbances and voice clarity of online mode - Address to queries done instantly and promotes groups/ peer learning - It is a more vibrant mode of training
Online	- Allows flexibility to attend training with job - It is more effective - It is time and money saving
Blended	- IGNOU is having offices spread all over India so online mode is convenient - Face to face interaction with trainees has long term impact than online mode of training - Poor internet services, frequent disturbances in the office during working hours create bottleneck in online mode of training. - Every time it is not possible to attend face to face training

Views of the Resource Persons of the training programmes on various aspects

About the effectiveness of the training programmes conducted by STRIDE was also analysed through formal/ informal discussion/ interactions with Resource Persons who took sessions in the training programmes organized during 2019 to 2022. The views of the Resource Persons of the training programmes on various aspects vis-à-vis the effectiveness of the programmes are briefly outlined below:

1. **Content:** Resource Persons at times feel the content to be covered under a topic is too much, hence one session is inadequate. They suggested that programme organizers identify main points to be covered under allotted topic and communicate the same to the resource persons to enable them to justify the topic and achieve the objectives set for the session/programme.

2. **Methodology:** The interactive method of teaching in training sessions become more effective with the presentations followed by deliberations with practical examples by the resource persons. In this context, some of the experts opined the lecture method of teaching should be made interactive and engaging with practical examples and technological interventions with small practical exercises, quizzes, etc. may be added for the session to become more effective.

3. **Duration:** Some of the experts felt that the duration of one and half hour session on a topic was inadequate to cover details and suggested that the duration of the session could be extended to three hours to cover practicals or hands-on components on a particular topic. But all the topics do not need/require three hours session, hence, programme coordinator identify which topics need three hours and allocate accordingly, rather than three hours session for every topic.

4. **Mode:** Few experts suggested that the offline (F2F) mode of conducting training was more effective than online mode as offline mode provides the opportunity to understand the gaps and needs of the participants through one to one interaction. It also provides an opportunity to observe and collect feedback for improving the quality of the lectures. The scope for such observation and feedback is relatively less in online programmes.

FINDINGS AND RECOMMENDATIONS

5.1 Findings

The findings of the study on the effectiveness of the STRIDE training programmes are summarised and discussed in this chapter.

STRIDE has conducted training programmes for the teachers and academics of IGNOU and other ODL institutions broadly on 10 thematic areas comprising of the following:

- Orientation/ Induction Programmes on Distance Education
- Design and Development of Self Learning Materials (SLMs) for Distance/ Online/ Blended Learning
- Instructional Design for ODL and Online Learning
- Design and Development of Audio/ Video Programmes
- Learner Support Services (LSS)
- Serving Students with Disabilities in Open, Distance and Online Learning
- Design and Development of Online Programmes/ Courses
- Various aspects of Research
- Assessment and Evaluation in ODL
- Various prominent areas of the National Education Policy-2020.

The different sub-themes under these broad themes are often concurrently found to be covered in other theme of the training programmes also. The respondents from both IGNOU and other ODL institutions gave their valuable feedback on relevant contents/topics included/covered in these training programmes conducted in different modes (F2F/Online/Blended) by STRIDE during 2019-2022.

The major findings of the study are presented below:

    i)   The respondents both from the teachers and academics of IGNOU and other ODL institutions reported that the orientation programmes were extremely helpful and

relevant in applying the knowledge and skills in their respective institutions. These orientation/ induction training programmes conducted in the offline / face to face mode for the three batches of the newly joined faculties of IGNOU to provide a foundation in ODL philosophy, introducing and acquainting them with the ODL teaching-learning environment and operational issues of ODL system. The training programmes were extremely useful in imparting knowledge and skills on various components, including the concepts and theories of Distance Education, functioning of IGNOU and other ODL institutions, overview of curriculum design and development models, development of SLMs, role of Support Services, inter-relation among schools and operational divisions in programme/ course design, development and delivery, and also implementing assessment and evaluation strategies.

ii)   Design and delivery of SLMs is considered backbone of the distance and online learning system, therefore training programmes on this theme are conducted frequently for the ODL teaching faculty. The respondents both from the teachers and academics of IGNOU and other ODL institutions gave their valuable feedback which was analysed and results revealed that the SLMs workshops and training programmes were extremely useful to them. They could apply the knowledge and skills learnt in developing the structure of SLM Unit, writing introduction and objectives (95.5% from other ODL institutions and 95.1% from IGNOU respondents felt that the content and skill aspects dealt were extremely helpful and very helpful); creating interactivity in the content presentation of SLMs using various access devices(extremely useful and very useful to 100% from other ODL institutions and 95.2% from IGNOU); editing of SLM Units, and deliberating the Copyright and Plagiarism issues and policies in their respective institutions.

iii)   The training programmes on instructional design for ODL and Online Learning conducted in the offline mode were found very helpful in imparting theoretical knowledge and hands-on experiences related to instructional design processes and practices. These training programmes were reported to be very relevant and useful in - Programme/Course designing in ODL/ online/ e-learning and blended learning, developing a concept map and course design matrix, developing learning outcomes for courses/ units, preparing test items, CRT, MCQs, FAQs, Quiz, Portfolios, Rubrics, Logs.

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iv)   The training programmes on design and development of audio/ video programmes conducted in the offline mode were found to be very effective in terms of - script writing for audio and video educational programmes, anchoring/ presentation of audio programmes in studio, anchoring/ presentation of video programmes in studio, audio/ video programmes with outdoor shooting (ENG), which were the contents covered during the training programmes on design and development of Audio/ Video Programmes. Respondents provided extremely positive response, is an indication that skill based programmes like this was also conducted very effectively by STRIDE to the best satisfaction of the participants.

v)   The respondents provided feedback on other areas/themes covered in training on Learner Support Services (LSS). These areas included- delivery of programmes/ courses, distribution of SLMs, Counseling and assignment evaluation; differentiation between counseling and tutoring; functions of regional centres and study centres; coordination among schools, RCs and SCs in providing effective support services to distance learners and reported that training on LSS were very helpful to the participants.

vi)   The training programmes on Serving Students with Disabilities in Open, Distance and Online Learning conducted in the online mode were found to be extremely helpful in imparting the awareness about the persons with various disabilities in general and the specific sub-themes like understanding the challenges of PwDs, possible remedies, developing and designing inclusive curriculum, pedagogy, designing and application of different mobile apps and assistive technologies, and developing accessible content and learning resources.

vii)   Training programmes on design and development of online programmes/ courses conducted in the offline and online modes were found to be extremely useful in catering to the needs and demands of the changing and evolving teaching-learning environment with the integration of technology and exclusively designing and development of online and e-learning programmes. These programmes are more skill based programmes, respondents from both offline and online modes found it to be extremely useful. It is another indication that STRIDE could organize skill based programmes very effectively both in the online and offline modes. More than 90% of the respondents from other ODL institutions and about 70% from IGNOU reported that the content covered in designing and developing MOOCs were extremely relevant and useful. Also, 91.4% from other ODL institutions and

75% from IGNOU respondents revealed that issues covered related to integrating technologies in ODL was extremely relevant and useful in developing the content materials for ODL and online programmes.

viii) Training programmes on various aspects of research like issues related to research visibility in distance learning; plagiarism and research concerns; statistics and research methodology; research monitoring and evaluation; ICT enabled research during COVID pandemic; research in distance and online learning conducted in the offline and online mode were found to be very effective by most of the respondents.

ix) Training programmes on Assessment and Evaluation in ODL conducted in the offline mode were found to be very relevant and extremely useful to the respondents, particularly in the areas covered - understanding the theoretical framework related to assessment and evaluation; preparation of blue print for assessment and evaluation; developing assessment/ evaluation tools; commenting on assignments and grading; paper setting and moderation of question papers.. Participants found operationally and academically these areas are crucial to ODL institutions functioning.

x) The training programmes on various aspects of National Education Policy-2020 conducted mostly in the online mode and some in the offline mode were found to be very effective to the faculty and academics of IGNOU and other ODL institutions. Respondents felt that the areas covered - multidisciplinary education, technology enabled learning, quality research, Academic Bank of Credits etc., were extremely useful to them.

xi) With regard to the comprehensive feedback on all the training programmes conducted by STRIDE during 2019-2022, majority of the respondents from IGNOU and other ODL institutions gave their feedback on the content, methodology, resource persons, training resources, innovative teaching strategies, group/individual activities and peer interaction and logistics arrangements of the training programmes, which were excellent. Majority respondents including a few Resource Persons expressed that STRIDE organisation of training programmes reflects thorough professionalism with utmost commitment.

xii) The faculties and academics of IGNOU and other ODL institutions gave their preferences regarding the preferred mode of delivery of the training programmes and it was found that the Face to Face mode was the most preferred mode of

training followed by the Online mode and the Blended mode. Participation rate in both the modes in organising training programmes is always encouraging to the organisers.

xiii) The methodology of the training programmes always based on the achievement of learning outcomes through expert presentations, discussions, workshop activities, reflections and finally feedback and evaluation. The assessment and evaluation methodology has changed since March 2022 as STRIDE got recognition as the UGC- HRDC equivalent centre for Training for ODL system.

xiv) The effectiveness of training imparted to the non-teaching staff of IGNOU located at the Headquarters and the Regional Centres covering the target group of the Junior Assistant-cum-Typist (JATs), Central Public Information Officer (CPIOs), Section Officers, Private Secretaries, Assistants, Senior Assistants, and Assistant Registrars were assessed for the years 2019-2022. However, information received from the respondents pertaining to the training programmes on the different themes covering administrative and financial issues was found to be extremely and very helpful to the non-teaching staff of IGNOU and they could apply the knowledge and skills learnt in their respective departments.

xv) Regarding the comprehensive views of the respondents on the overall training programmes, majority of the respondents from IGNOU gave their feedback that the content, methodology, resource persons, training resources, innovative teaching strategies, group/individual activities, commenting by experts and peer interaction and logistics arrangement of the training programmes were extremely useful and good.

xvi) The standard methodology of the training programmes conducted for the non-teaching staff of IGNOU included - presentations by experts, interactive discussions, sharing of ideas, individual/ group presentations, quiz, activities as well as collaborative tasks, and finally feedback and evaluation on the training programmes.

xvii) The Face to Face mode was the most preferred mode of delivery, followed by equal preferences for the online and blended mode of the training programmes for non-teaching staff of IGNOU.

5.2 Recommendations

The major recommendations for improving future training programmes to be conducted by STRIDE for the teachers and academics of IGNOU and other ODL institutions are summarized below under each broad category:

Content	• Need for training in conducting conferences, seminars, workshops, webinars through face to face and online mode • Some training programmes should be made compulsory for all faculty irrespective of professional titles they hold and may be allowed to attend one course of one week/10 days duration once in 2 years until their service in the university • More subject specific/ discipline based workshops • More innovative workshops related to sustainable goals, green skills and personality development
Methodology & Modes of delivery	• More hands on practicals with long duration training • Beneficial if more online training programmes are conducted • Programmes should be conducted in both Hindi and English languages • Face 2 face is better for any training programme • Conduct in the southern part of India and in other regions as well • Avoid sessions on weekends so that activities related to the training programmes could be completed. • Training programs are organized on a regular basis • Hands-on experience can be increased
Resource Persons	• The faculty has to be continuously updated with the rapid developments in higher education • Time and resources persons management • Resource persons providing hands-on training should be encouraged to take more sessions.
Training resources (PPTs, Handbooks, e-resources, selected reading materials	• Updated software shall be provided to the faculty of IGNOU • There should be soft copies of instructions delivered • The recordings of the online sessions should be shared with the participants • Workshop manual will be more useful • For ICT related programmes, the steps in print form may be provided
Innovative teaching strategies	• As experienced and senior faculty as participants, innovative strategies like – brain storming, more interactions, case presentations etc, need to be followed
Activities/ Group or individual work and peer interactions	• Group work is to be assigned on the related topic, field visit and practical sessions may be included in related theme of orientation • Training certificate and group photo are to be provided to the participants in folder. • Evaluation process of the work should be specified and proper time be given.
Logistics arrangements (infrastructure, food, hospitality	• Include city tour and provide good accommodation • Internet connection has to be better • Personal touch along with professional way enhances the effectiveness of training

Some of the recommendations for improving future training programmes conducted by STRIDE for the non-teaching staff of IGNOU both at the headquarter level as well as at the regional centre are summarized below:

Curriculum of the Training Programme/ Workshop	• Training of soft skills and how to use SAMARTH PORTAL effectively for employees and students for better Student Support Service.
Training Resources (PPTs, Handbooks, e-resources, selected reading materials	• Need to be circulated in advance
Training Methodology	• Practical exercises should be incorporated in the trainings • Programmes should be arranged on continuous basis and be made compulsory to attend • Should be organized every year for five-half days • Half days training will not hamper office work • Organize in the face to face mode
Resource Persons	• Experienced and engaging experts should take sessions
Innovative teaching strategies	• With the help of technology to be followed

On the basis of findings of the research study mentioned above, the following are suggested for the effectiveness of future training programmes for the non-teaching staffs of IGNOU:

- More Face-to-Face training programmes
- Operational areas like modern administration, automation, financial management and budgeting, Time management, discipline and punctuality need to be emphasised.

The findings and recommendations of the study will be a great help for the planners, designers and capacity building professionals, in designing capacity building programmes, not only in IGNOU but also in other open universities, dual mode institutions and training institutions across the sectors.

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APPENDIX I

Questionnaire for faculty and academics of IGNOU and other ODL institutions

A Study on the Effectiveness of STRIDE Training Programmes during 2019-2022

Dear Participant,

Please take a moment out of your schedule to provide your valuable feedback about STRIDE Training programmes (for faculty) which you have attended during 2019-2022. Please ll the relevant sections only of the enclosed questionnaire. Your feedback is very important for us, as your responses will be useful to the STRIDE Research Project on 'A Study on the Effectiveness of STRIDE Training Programmes during 2019-2022'. Your feedback shall be useful for planning and development of future training programmes and making them more useful.

Dr. Gloria Kuzur, Dr. Ali Asgar and Prof. CRK Murthy

Project Researchers

Staff Training and Research Institute of Distance Education (STRIDE)

IGNOU, New Delhi-110068

1.   Your Name:

2.   Your e-mail:

3.   Name of your Institution/ Organization/ University where you are working:

4.   Name of your Department/ Discipline/ Section:

5.   Name of the Programme (s) that you have attended that was organized by STRIDE during 2019 to 2022 (list them serially with Year) :

6.   Please specify in what way the Induction/ Orientation programme on Distance Education conducted by STRIDE benefited you and you could apply the knowledge and skills in your field of work. (Please tick only one option in each row)

- Concepts and theories Of Distance Education

Extremely Helpful   Very helpful   Helpful   Less helpful   Not helpful

- Functioning of IGNOU and other ODL institutions

Extremely Helpful   Very helpful   Helpful   Less helpful   Not helpful

- Overview of curriculum design development model

Extremely Helpful Very helpful Helpful Less helpful Not helpful

- Design and Development of SLMs

Extremely useful Very useful Useful Less useful Not useful

- Role of Support Services

Extremely relevant Very relevant Relevant Less relevant Not relevant

- Inter-relationship among schools and operational divisions in programme/ course design and delivery

Extremely useful Very useful Useful Less useful Not useful

- Assessment and Evaluation Strategies

Extremely relevant Very relevant Relevant Less relevant Not relevant

7. Design and Development of Self Learning Materials (SLM) for Distance/ Online/ Blended Learning conducted by STRIDE benefited you and you could apply the knowledge and skills acquired in your field of work. (Please tick only one option in each row)

- Giving structure to a SLM Unit and writing Introduction, Objectives, etc.

Extremely Useful Very useful Useful Less useful Not useful

- Creating interactivity in the SLM using various access devices

Extremely Helpful Very helpful Helpful Less helpful Not helpful

- Editing of SLM Units

Extremely Helpful Very helpful Helpful Less helpful Not helpful

- Knowledge about Copyright and Plagiarism issues

Extremely Helpful Very helpful Helpful Less helpful Not helpful

8. Instructional Design for ODL and Online Learning conducted by STRIDE benefited you and you could apply the knowledge and skills acquired in your field of work. (Please tick only one option in each row)

- Course designing instructions pertaining to print, audio, video, online/ e-learning multimedia, blended learning

Extremely Helpful Very helpful Helpful Less helpful Not helpful

- Developing a curriculum map and course design matrix

Extremely Helpful Very helpful Helpful Less helpful Not helpful

- Designing learning outcomes for courses/ units

Extremely useful   Very useful   Useful   Less useful   Not useful

- Preparing test items, CRT, MCQs, FAQs, Quiz, Portfolios, Rubrics, Logs, etc.

Extremely relevant & useful   Very relevant & useful Relevant & useful Less relevant & useful
Not useful

9. Design and Development of Audio/ Video Programmes conducted by STRIDE benefited you and you could apply the knowledge and skills acquired in your field of work. (Please tick only one option in each row)

- Script writing for audio and video educational programmes

  Extremely Helpful   Very helpful   Helpful   Less helpful   Not helpful

- Anchoring/ Presentation of Audio programmes in studio

  Extremely useful   Very useful   Useful   Less useful   Not useful

- Anchoring/ Presentation of Video programmes in studio

  Extremely useful   Very useful   Useful   Less useful   Not useful

- Outdoor presentation (ENG) to camera

  Extremely useful   Very useful   Useful   Less useful   Not useful

10.   Learner Support Services (LSS) conducted by STRIDE benefited you and you could apply the knowledge and skills acquired in your field of work. (Please tick only one option in each row)

- Getting familiar with various components of LSS like delivery of programmes/ courses, distribution of SLM, Counselling, assignment evaluation, etc.

  Extremely Helpful   Very helpful   Helpful   Less helpful   Not helpful

- Differentiating between counselling and tutoring

  Extremely Helpful   Very helpful   Helpful   Less helpful   Not helpful

- Understanding roles and functions of Regional Centres (RCs) and Study Centres (SCs)

  Extremely useful   Very useful   Useful   Less useful   Not useful

- Coordination among schools, RCs and SCs in providing effective support services to learners

  Extremely Helpful   Very helpful   Helpful   Less helpful   Not helpful

11.   Serving Students with Disabilities in Open, Distance and Online Learning conducted by STRIDE benefited you and you could apply the knowledge and skills acquired in your field of work. (Please tick only one option in each row)

- Understanding the challenges of PwDs in HE with Possible Remedies

  Extremely Helpful   Very helpful   Helpful   Less helpful   Not helpful

- Developing and designing Inclusive Curriculum Design and Pedagogy

Extremely relevant　　　Very relevant　　Relevant　　　Less relevant　　Not relevant

- Designing and application of different mobile apps and assistive technologies
Extremely useful　　　Very useful　　　Useful　　　Less useful　　Not useful

- Developing Accessible Content and learning, Resources
Extremely useful　　　Very useful　　　Useful　　　Less useful　　Not useful

12.　　Design and Development of Online Programmes/ Courses conducted by STRIDE benefited you and you could apply the knowledge and skills acquired in your field of work. (Please tick only one option in each row)

- Designing and Developing MOOCs
Extremely relevant & useful　Very relevant & useful　Relevant & useful　Less relevant & useful Not useful

- Design and development of online courses/ programmes
Extremely useful　　　Very useful　　　Useful　　　Less useful　　Not useful

- Converting existing IGNOU programmes into online format
Extremely Helpful　　　Very helpful　　Helpful　　　Less helpful　　Not helpful

- Using Open Educational Resources (OER) in ODL
Extremely Helpful　　　Very helpful　　Helpful　　　Less helpful　　Not helpful

- Integrating technologies in ODL
Extremely useful　　　Very useful　　　Useful　　　Less useful　　Not useful

- Bridging the gap of regular and ODL modes for Rajiv Gandhi University faculty during COVID pandemic
Extremely Helpful　　　Very helpful　　Helpful　　　Less helpful　　Not helpful

- Applying Artificial Intelligence tools in education and research
Extremely Helpful　　　Very helpful　　Helpful　　　Less helpful　　Not helpful

13.　　Please specify in what way the training programme (s) on **Research** conducted by STRIDE benefited you and you could apply the knowledge and skills acquired in your field of work. (Please tick only one option in each row)

- Research visibility in Technology Enabled Distance Learning
Extremely Helpful　　　Very helpful　　Helpful　　　Less helpful　　Not helpful

- Plagiarism and research concerns
Extremely relevant　　　Very relevant　　Relevant　　　Less relevant　　Not relevant

- Statistics and research methodology
Extremely Helpful　　　Very helpful　　Helpful　　　Less helpful　　Not helpful

- Research monitoring and evaluation in distance education

Extremely useful   Very useful   Useful   Less useful   Not useful

- ICT enabled research during COVID pandemic
  Extremely Helpful   Very helpful   Helpful   Less helpful   Not helpful

- Research in distance and online learning
  Extremely useful   Very useful   Useful   Less useful   Not useful

14.   Please specify in what way the training programme (s) on **Assessment and Evaluation in ODL** conducted by STRIDE benefited you and you could apply the knowledge and skills acquired in your field of work. (Please tick only one option in each row)

- Understanding the theoretical framework related to assessment and evaluation
  Extremely Helpful   Very helpful   Helpful   Less helpful   Not helpful

- Preparation of Blue print for assessment and evaluation

Extremely relevant & useful   Very relevant & useful   Relevant & useful Less relevant & useful Not useful

- Developing assessment/ evaluation tools
Extremely useful   Very useful   Useful   Less useful   Not useful

- Commenting on assignment and grading
Extremely Helpful   Very helpful   Helpful   Less helpful   Not helpful

- Paper Setting and moderation of question papers
Extremely useful   Very useful   Useful   Less useful   Not useful

15.   Please specify in what way the training programme (s) on various aspects of National Education Policy-2020 conducted by STRIDE benefited you and you could apply the knowledge and skills acquired in your field of work. (Please tick only one option in each row)

- Draft National Education Policy – 2019
Extremely Helpful Very helpful   Helpful   Less helpful   Not helpful

- NEP 2020: Learning Analytics in Online Learning

Extremely Helpful Very helpful   Helpful   Less helpful   Not helpful

- NEP 2020: e-Assessment for Online Programmes

Extremely Helpful Very helpful   Helpful   Less helpful   Not helpful
- NEP 2020: Persons with Disabilities and Educational Opportunities
Extremely Helpful Very helpful   Helpful   Less helpful   Not helpful

- NEP 2020: Holistic and Multidisciplinary Education-Implications for ODL System
Extremely Helpful Very helpful   Helpful   Less helpful   Not helpful

- NEP-2020: Changing Role of Teachers in Distance and Online Learning

Extremely Helpful   Very helpful   Helpful   Less helpful   Not helpful

- NEP 2020 & Development and Use of Open Educational Resources

Extremely Helpful   Very helpful   Helpful   Less helpful   Not helpful

- NEP 2020 & Quantitative Methods of Research

Extremely Helpful   Very helpful   Helpful   Less helpful   Not helpful

- NEP 2020 & Research Methodology in Distance and Online Learning

Extremely Helpful   Very helpful   Helpful   Less helpful   Not helpful

- NEP 2020: Skilling and Employability in Distance and Online Education

Extremely Helpful   Very helpful   Helpful   Less helpful   Not helpful

- NEP 2020 & Data Mining for Research

Extremely Helpful   Very helpful   Helpful   Less helpful   Not helpful

- NEP 2020 & Training Programme on Design and Development of Online Courses

Extremely Helpful   Very helpful   Helpful   Less helpful   Not helpful

- NEP 2020: Governance and Leadership in Distance and Online Learning

Extremely Helpful   Very helpful   Helpful   Less helpful   Not helpful

- NEP 2020 and HE: Digital Pedagogy

Extremely Helpful   Very helpful   Helpful   Less helpful   Not helpful

- NEP 2020: Serving Students with Disabilities in Distance, Online and Blended Learning

Extremely Helpful   Very helpful   Helpful   Less helpful   Not helpful

16.   What is your comprehensive opinion about the following aspects of all the training programme (s) attended by you during 2019-2022 at STRIDE?

(Please tick only one option in each row)

	Excellent	Very good	Good	Satisfactory	Not satisfactory
Content	☐	☐	☐	☐	☐
Methodology	☐	☐	☐	☐	☐
Resource Persons	☐	☐	☐	☐	☐

Training

resources (PPTs, Handbooks, e-resources, selected reading materials)	☐	☐	☐	☐	☐
Innovative teaching stategies	☐	☐	☐	☐	☐
Activities/ Group or individual work and peer interactions	☐	☐	☐	☐	☐
Logistics arrangements (infrastructure, food, hospitality)	☐	☐	☐	☐	☐

17. Given the opportunity, which mode of training would you prefer in STRIDE?

    ◯ Face to Face

    ◯ Online

    ◯ Blended

18. Please justify your choice for mode of training

19. Any suggestions you would give for improving effectiveness of future training programmes in STRIDE

A Study on the Effectiveness of STRIDE Training Programmes during 2019-2022

Dear Participant,
Please take a moment out of your busy schedule to provide your valuable feedback about STRIDE Training programmes (for non-teaching) which you have attended during 2019-2022. Please fill the relevant sections of the enclosed questionnaire only. Your feedback is very important for us, as your responses will be useful to the STRIDE Research Project on 'A Study on the Effectiveness of STRIDE Training Programmes during 2019-2022'; the findings will be used for improvement of the future training programmes.

Dr. Gloria Kuzur, Dr. Ali Asgar and Prof. CRK Murthy
Project Researchers
Staff Training and Research Institute of Distance Education (STRIDE)
IGNOU, New Delhi-110068
प्रिय प्रतिभागी,

2019-2022 के दौरान स्ट्राइड द्वारा आयोजित प्रशिक्षण
कार्यक्रमों (गैर शैक्षणिक कर्मचारियों के
लिए) के बारे में अपनी बहुमूल्य प्रतिक्रिया प्रदान करने के लिए '2019-2022' के दौरान प्रशिक्षण कार्यक्रमों की प्रभावशीलता पर कृपया अपने व्यस्त
दीनचर्या में से कुछ समय निकालें। आपकी प्रतिक्रिया हमारे लिए बहुत महत्वपूर्ण है, क्योंकि आपकी
प्रतिक्रियाएँ स्ट्राइड अनुसंधान परियोजना के लिए उपयोगी
होंगी। आपकी फीड़बैक भविष्य के प्रशिक्षण कार्यक्रमों को अधिक उपयोगी
बनाने में भी मददगार साबित होगा। संलग्न प्रश्नावली में सभी (अशैक्षणिक कर्मचारियों
के लिए) प्रशिक्षण कार्यक्रमों को सम्मिलित किया गया है। आप से अनुरोध है कि आप केवल
उन्ही प्रशिक्षण कार्यक्रमों के बारे में अपनी राय दे जिस में आप सम्मिलित हुए है
बाकी प्रश्नों को रिक्त छोड़ दें।

कृपया संलग्न प्रश्नावली के संबंधित भाग ही भरें।

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gloriakuzur@ignou.ac.in Switch account

Not shared

* Indicates required question

Your name / अपका नाम

Your answer

Your e-mail / आपका ईमेल *

Your answer

Name of your Department / Section / School / Division / आपके विभाग / अनुभाग / स्कूल / डिवीजन का नाम

Your answer

Name of the Programme (s) that you have attended that was organized by STRIDE during 2019 to 2022 (list them serially with dates)
Format: Name of the Programme and Year /
2019 से 2022 के दौरान स्ट्राइड द्वारा आयोजित उस कार्यक्रम (कार्यक्रमों) का नाम जिसमें आपने भाग लिया है (तारीखों के साथ उन्हें क्रमानुसार सूचीबद्ध करें)
प्रारूप: कार्यक्रम का नाम और वर्ष

Your answer

Please specify in what way the training programme on **Awareness-cum-Training Programme for Newly Appointed JATs** conducted by STRIDE benefited you and you could apply the knowledge and skills acquired in your field of work. / कृपया निर्दिष्ट करें कि स्ट्राइड द्वारा आयोजित **नवनियुक्त कनिष्ठ सहायको सह-टंककों (JATs) लिए जागरूकता-सह-प्रशिक्षण कार्यक्रम** से आप कितने लाभान्वित हुऐ और प्राप्त ज्ञान और कौशल को किस स्तर तक आप अपने कार्यक्षेत्र में लागू कर सकते हैं।

	Extremely helpful/ अत्यधिकमददगार	Very helpful / बहुत मददगार	Helpful / मददगार	Less helpful / कम मददगार	Not helpful / मददगार नहीं
Knowledge about work related to admission, re-registration, examination / प्रवेश, पुनः पंजीकरण, परीक्षा से संबंधित कार्य की जानकारी	○	○	○	○	○
Knowledge about functioning of Regional Centers and Study Centers / क्षेत्रीय केंद्रों और अध्ययन केंद्रों के कार्य की जानकारी	○	○	○	○	○
Knowledge about various establishment related matters like leave rules, maintenance of service books, pension / विभिन्न स्थापना संबंधी मामलों जैसे अवकाश नियम, सेवा पुस्तकों के रखरखाव, पेंशन के बारे में जानकारी	○	○	○	○	○
Work/ Skill related to Noting and Drafting, diary dispatch /	○	○	○	○	○

diary dispatch /
नोटिंग और ड्राफ्टिंग,
डायरी डिस्पैच से
संबंधित कार्य/
कौशल

Work related to
bill (LTC, TA,
CEA) processing
procedures / बिल
(LTC, TA, CEA)
प्रसंस्करण
प्रक्रियाओं से
संबंधित कार्य   ○   ○   ○   ○   ○

Knowledge/ Skill
about GFR, ECR,
cashbook, bill
invoices and
budget and audit
process /
जीएफआर,
ईसीआर, कैशबुक,
बिल चालान और
बजट और ऑडिट
प्रक्रिया के बारे में
ज्ञान/कौशल   ○   ○   ○   ○   ○

Development of
soft skills
(communication
and team
building) / सॉफ्ट
स्किल्स का विकास
(संचार और टीम
निर्माण)   ○   ○   ○   ○   ○

Please specify in what way the **Workshop on RTI-MIS on-line portal for CPIOs of IGNOU** conducted by STRIDE benefited you and you could apply the knowledge and skills acquired in your field of work. (Please tick only one option in each row) / कृपया निर्दिष्ट करें कि स्ट्राइड द्वारा आयोजित इग्नू के सीपीआईओ के लिए आरटीआई-एमआईएस ऑन-लाइन पोर्टल पर कार्यशाला से आपको किस तरह लाभ हुआ और आप अपने कार्यक्षेत्र में प्राप्त ज्ञान और कौशल को लागू करने में कितना मददगार साबित हुआ। (कृपया प्रत्येक पंक्ति में केवल एक विकल्प पर टिक करें)

	Extremely helpful/ अत्यधिकमददगार	Very helpful / बहुत मददगार	Helpful / मददगार	Less helpful / कम मददगार	Not helpful / मददगार नहीं
Knowlege about RTI Act 2005 / आरटीआई अधिनियम 2005 के बारे में जानकारी	○	○	○	○	○
Issues and challenges of RTI Act 2005 / आरटीआई अधिनियम 2005 से सबंधित मामले और चुनौतियां	○	○	○	○	○
Functioning of MIS online portal / एमआईएस ऑनलाइन पोर्टल का कार्यप्रणाली	○	○	○	○	○

Please specify in what way the **Workshop for Newly Promoted Section Officers & Private Secretaries** conducted by STRIDE benefited you and you could apply the knowledge and skills acquired in your field of work. (Please tick only one option in each row) / कृपया निर्दिष्ट करें कि स्ट्राइड द्वारा आयोजित नव पदोन्नत सहायक पंजीयकों के लिए आयोजित प्रशिक्षण कार्यक्रम से आपको किस प्रकार लाभ हुआ और आप अपने कार्यक्षेत्र में अर्जित ज्ञान और कौशल को कितना उपयोग कर सकते हैं। (कृपया प्रत्येक पंक्ति में केवल एक विकल्प पर टिक करें)

	Extremely helpful/ अत्यधिकमददगार	Very helpful / बहुत मददगार	Helpful / मददगार	Less helpful / कम मददगार	Not helpful / मददगार नहीं
Knowlege about role and responsibilities of Section Officers and Private Secretaries / अनुभाग अधिकारियों और निजी सचिवों की भूमिका और जिम्मेदारियों के बारे में जानकारी	○	○	○	○	○
Knowledge about office procedures; administrative and financial rules / कार्यालय प्रक्रियाओं; प्रशासनिक और वित्तीय नियमके बारे में ज्ञान	○	○	○	○	○
Knowledge/ skills related to effective Noting and Drafting / प्रभावी टिप्पण और आलेखन से संबंधित ज्ञान/कौशल का अर्जन	○	○	○	○	○
Techniques for coping with	○	○	○	○	○

stress / तनाव
मुक्त रहने की
तकनीक

Develop
different soft
skills / विभिन्न
सॉफ्ट स्किल्स
विकसित करना   ○   ○   ○   ○   ○

Please specify in what way the **Training Programme for Newly Promoted Assistant Registrars** conducted by STRIDE benefited you and you could apply the knowledge and skills acquired in your field of work. (Please tick only one option in each row) / कृपया निर्दिष्ट करें कि स्ट्राइड द्वारा आयोजित **नव पदोन्नत सहायक रजिस्ट्रार के लिए आयोजित प्रशिक्षण कार्यक्रम** से आपको किस प्रकार लाभ हुआ और आप अपने कार्यक्षेत्र में अर्जित ज्ञान और कौशल का उपयोग कितना कर सकते हैं। (कृपया प्रत्येक पंक्ति में केवल एक विकल्प पर टिक करें)

	Extremely helpful/ अत्यधिक मददगार	Very helpful / बहुत मददगार	Helpful / मददगार	Less helpful / कम मददगार	Not helpful / मददगार नहीं
Knowlege about changing scenario in ODL system with special reference to IGNOU / ओडीएल प्रणाली में बदलते परिदृश्य की जानकारी इग्नू के विशेष संदर्भ में	◯	◯	◯	◯	◯
Role and responsibilities of Assistant Registrars / सहायक रजिस्ट्रार की भूमिका और जिम्मेदारियां	◯	◯	◯	◯	◯
Office management, office procedures, administrative and financial rules / कार्यालय प्रबंधन, कार्यालय प्रक्रियाएं, प्रशासनिक और वित्तीय नियम	◯	◯	◯	◯	◯
Knowledge about students grievances and redressal mechanism /	◯	◯	◯	◯	◯

छात्रा का शिकायता और निवारण तंत्र के बारे में ज्ञान

Techniques for coping with stress, time management and team building / तनाव मुक्त रहने की तकनीक, समय प्रबंधन और टीम निर्माण

⚪ ⚪ ⚪ ⚪ ⚪

Develop different soft skills / विभिन्न सॉफ्ट स्किल्स विकसित करना

⚪ ⚪ ⚪ ⚪ ⚪

Please specify in what way the training programme **Towards Effective Implementation of NEP 2020: Capacity Building Programme for Newly Promoted Assistants of IGNOU** conducted by STRIDE benefited you and you could apply the knowledge and skills acquired in your field of work. (Please tick only one option in each row) / कृपया निर्दिष्ट करें कि **एनईपी 2020 के प्रभावी कार्यान्वयन की दिशा में इग्नू के नए पदोन्नत सहायकों के लिए क्षमता निर्माण कार्यक्रम** ने आपको किस प्रकार लाभान्वित किया और आप अपने कार्यक्षेत्र में प्रशिक्षण से प्राप्त ज्ञान और कौशल को कितना लागू कर सकते हैं। (कृपया प्रत्येक पंक्ति में केवल एक विकल्प पर टिक करें)

	Extremely helpful/ अत्यधिक मददगार	Very helpful / बहुत मददगार	Helpful / मददगार	Less helpful / कम मददगार	Not helpful / मददगार नहीं
Knowledge related to rules and regulations and other aspects of administration / नियमों और विनियमों और प्रशासन के अन्य पहलुओं से संबंधित ज्ञान	○	○	○	○	○
Develop skills related to noting drafting, file processing, maintenance of records and registers / नोटिंग ड्राफ्टिंग, फाइल प्रोसेसिंग, रिकॉर्ड और रजिस्टर के रखरखाव से संबंधित कौशल विकसित करना	○	○	○	○	○
Inculcate positive attitude and ethics for bringing about change in work culture / कार्य संस्कृति में बदलाव लाने के लिए नैतिकता और सकारात्मक	○	○	○	○	○

दृष्टिकोण को
अपनाना

Please specify in what way the training programme '**Towards Effective Implementation of NEP 2020: Capacity Building Programme for Newly Promoted Assistants of Regional Centers & Regional Evaluation Center**' conducted by STRIDE benefited you and you could apply the knowledge and skills acquired in your field of work. (Please tick only one option in each row) / कृपया निर्दिष्ट करें कि एनईपी 2020 के प्रभावी कार्यान्वयन की दिशा में क्षेत्रिय केन्द्रों और क्षेत्रिय मूल्याकंन केन्द्रों के नए पदोन्नत सहायकों के लिए क्षमता निर्माण कार्यक्रम ने किस प्रकार लाभान्वित किया और आप अपने कार्यक्षेत्र में प्राप्त ज्ञान और कौशल को कितना लागू कर सकते हैं। (कृपया प्रत्येक पंक्ति में केवल एक विकल्प पर टिक करें)

	Extremely helpful/ अत्यधिक मददगार	Very helpful / बहुत मददगार	Helpful / मददगार	Less helpful / कम मददगार	Not helpful / मददगार नहीं
Knowlege related to rules and regulations and other aspects of administration / नियमों और विनियमों और प्रशासन के अन्य पहलुओं से संबंधित ज्ञान	○	○	○	○	○
Develop skills related to noting drafting, file processing, maintenance of records and registers \ नोटिंग ड्राफ्टिंग, फाइल प्रोसेसिंग, रिकॉर्ड और रजिस्टर के रखरखाव से संबंधित कौशल विकसित करना	○	○	○	○	○
Inculcate positive attitude and ethics for bringing about change in work culture / कार्य संस्कृति में बदलाव लाने के लिए नैतिकताऔरसकारात्मक दृष्टिकोण को अपनाना	○	○	○	○	○

Please specify in what way the training programme **Implementation of NEP 2020: Capacity Building Programme for Newly Promoted Section Officers** of IGNOU conducted by STRIDE benefited you and you could apply the knowledge and skills acquired in your field of work. (Please tick only one option in each row) / कृपया निर्दिष्ट करें कि एनईपी 2020 का कार्यान्वयन: इग्नू के नए पदोन्नत अनुभाग अधिकारियों के लिए स्ट्राइड द्वारा आयोजित क्षमता निर्माण कार्यक्रम ने किस प्रकार आपको लाभान्वित किया और आप अपने कार्यक्षेत्र में प्राप्त ज्ञान और कौशल को कितना लागू कर सकते हैं। (कृपया प्रत्येक पंक्ति में केवल एक विकल्प पर टिक करें)

	Extremely helpful/ अत्यधिक मददगार	Very helpful / बहुत मददगार	Helpful / मददगार	Less helpful / कम मददगार	Not helpful / मददगार नहीं
Knowlege about office procedures / कार्यालय प्रक्रियाओं के बारे में ज्ञान	○	○	○	○	○
Knowledge about administrative and financial rules / प्रशासनिक और वित्तीय नियमों के बारे में ज्ञान	○	○	○	○	○
Knowledge about SAMARTH and its application / समर्थ (Samarth) और उसके अनुप्रयोग के बारे में ज्ञान	○	○	○	○	○
Effective noting and drafting / प्रभावी नोटिंग और आलेखन	○	○	○	○	○

Please specify in what way the training programme on **Towards Effective Implementation of NEP 2020: Capacity Building Programme for Newly Promoted Assistant Registrars of IGNOU** conducted by STRIDE benefited you and you could apply the knowledge and skills acquired in your field of work. (Please tick only one option in each row) / कृपया निर्दिष्ट करें कि **एनईपी 2020 के प्रभावी कार्यान्वयन की दिशा में प्रशिक्षण कार्यक्रम: इग्नू के नए पदोन्नत सहायक रजिस्ट्रार के लिए स्ट्राइड द्वारा आयोजित क्षमता निर्माण कार्यक्रम** ने आपको लाभान्वित किया और आप अपने कार्यक्षेत्र में प्राप्त ज्ञान और कौशल को लागू कर सकते हैं। (कृपया प्रत्येक पंक्ति में केवल एक विकल्प पर टिक करें)

|	Extremely helpful/ अत्यधिक मददगार	Very helpful / बहुत मददगार	Helpful / मददगार	Less helpful / कम मददगार	Not helpful / मददगार नहीं
Knowledge related to conduct rules, establishment rules, GFR, and other / आचरण नियमों, स्थापना नियमों, जीएफआर और अन्य से संबंधित ज्ञान	○	○	○	○	○
Skills related to procurement of goods and services, e-procurement and GEM procedures, bill processing, audit / माल और सेवाओं की खरीद, ई-खरीद और जीईएम प्रक्रियाओं, बिल प्रोसेसिंग, ऑडिट से संबंधित कौशल	○	○	○	○	○
Knowledge about admissions, examination procedures in the university / विश्वविद्यालय में प्रवेश, परीक्षा प्रक्रियाओं के बारे	○	○	○	○	○

में ज्ञान

Inculcate positive attitude and ethics for bringing about change in work culture / कार्य संस्कृति में बदलाव लाने के लिए सकारात्मक दृष्टिकोण और नैतिकता को मन में बिठाएं

○ ○ ○ ○ ○

Increase knowledge about RTI Act. / सूचना का अधिकार अधिनियम के बारे में ज्ञान बढ़ाएँ।

○ ○ ○ ○ ○
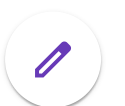
Please specify in what way the training programme on **Implementation of NEP 2020: Capacity Building Workshop for Newly Promoted - Senior Assistants of IGNOU** conducted by STRIDE benefited you and you could apply the knowledge and skills acquired in your field of work / कृपया निर्दिष्ट करें कि **एनईपी 2020 का कार्यान्वयन: इग्नू के नए पदोन्नत वरिष्ठ सहायक के लिए स्ट्राइड द्वारा आयोजित क्षमता निर्माण कार्यक्रम** ने किस प्रकार आपको लाभान्वित किया और आप अपने कार्यक्षेत्र में प्राप्त ज्ञान और कौशल को कितना लागू कर सकते हैं। (कृपया प्रत्येक पंक्ति में केवल एक विकल्प पर टिक करें)

|	Extremely helpful / अत्यधिक मददगार	Very helpful / बहुत मददगार	Helpful / मददगार	Less helpful / कम मददगार	Not helpful / मददगार नहीं
Knowlege about office procedures; administrative and financial rules / कार्यालय प्रक्रियाओं प्रशासनिक और वित्तीय नियम के बारे में ज्ञान	○	○	○	○	○
Knowledge about SAMARTH and its application / समर्थ (Samarth) और उसके अनुप्रयोग के बारे में ज्ञान	○	○	○	○	○
Effective noting and drafting / प्रभावी नोटिंग और आलेखन	○	○	○	○	○

Please specify in what way the **Workshop on RTI-MIS Online Portal for Central Information Officers (CPIOs) of IGNOU** conducted by STRIDE benefited you and you could apply the knowledge and skills acquired in your field of work / कृपया निर्दिष्ट करें कि स्ट्राइड द्वारा आयोजित इग्नू के केंद्रीय सूचना अधिकारियों (सीपीआईओ) के लिए आरटीआई-एमआईएस ऑनलाइन पोर्टल पर आयोजित कार्यशाला से आपको कितना लाभ हुआ और आप अपने कार्यक्षेत्र में प्राप्त ज्ञान और कौशल को किस स्तर तक लागू कर सके।

	Extremely helpful / अत्यधिक मददगार	Very helpful / बहुत मददगार	Helpful / मददगार	Less helpful / कम मददगार	Not helpful / मददगार नहीं
Knowlege about issues of RTI Act of 2005 / आरटीआई अधिनियम 2005 के अंतर्गत आनेवाले मामलों के बारे में ज्ञान	○	○	○	○	○
Skills to handle RTI queries in an efficient manner, keeping in view the provisions of the Act / अधिनियम के प्रावधानों के अनुरुप आरटीआई प्रश्नों को कुशल तरीके से संभालने का कौशल	○	○	○	○	○
MIS on-line portal and various provisions related to right to information / एमआईएस ऑन लाइन पोर्टल एवं सूचना के अधिकार से संबंधित विभिन्न प्रावधान	○	○	○	○	○

सबाधत विाभन्न
प्रावधान
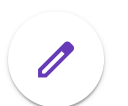
Please specify in what way the training programme on **Financial Management for Newly Promoted Section Officers and Assistants Registrars of IGNOU** conducted by STRIDE benefited you and you could apply the knowledge and skills acquired in your field of work / कृपया निर्दिष्ट करें कि स्ट्राइड द्वारा आयोजित इग्नू के नए पदोन्नत अनुभाग अधिकारियों और सहायक रजिस्ट्रारों के लिए वित्तीय प्रबंधन पर प्रशिक्षण कार्यक्रम ने किस तरह से आपको लाभान्वित किया है और आप अपने कार्यक्षेत्र में प्राप्त ज्ञान और कौशल को लागू कर सकते हैं।

	Extremely helpful / अत्यधिक मददगार	Very helpful / बहुत मददगार	Helpful / मददगार	Less helpful / कम मददगार	Not helpful / मददगार नहीं
Knowlege about the role and responsibilities of Assistant Registrars and Section Officers in handling financial matters / वित्तीय मामलों के निपटारे में सहायक रजिस्ट्रार और अनुभाग अधिकारियों की भूमिका और जिम्मेदारियों के बारे में ज्ञान	○	○	○	○	○
Knowledge about financial management, procedures / वित्तीय प्रबंधन, प्रक्रियाओं के बारे में ज्ञान	○	○	○	○	○
Financial rules related to pay fixation, taxation and pension / वेतन निर्धारण, टैक्स निर्धारण एवं पेंशन संबंधी वित्तीय नियम	○	○	○	○	○
Settlement of various bills and reimbursements mechanisms /	○	○	○	○	○

विाभन्न प्रकार क बिलों और प्रतिपूर्ति तंत्रों का निपटान

e-Governance, use of e-Portals / ई-गवर्नेंस, ई-पोर्टल का उपयोग

◯ ◯ ◯ ◯ ◯

Preparation of budget / बजट तैयार करना

◯ ◯ ◯ ◯ ◯

Develop different soft/technical skills / विभिन्न सॉफ्ट/तकनीकी कौशल विकसित करना

◯ ◯ ◯ ◯ ◯

What is your opinion about the following broader aspects of the programme (s) * attended by you during 2019-2022 at STRIDE? (Please tick only one option in each row) / स्ट्राइड में 2019-2022 के दौरान आपके द्वारा भाग लिए गए कार्यक्रम (कार्यक्रमों) के निम्नलिखित व्यापक पहलुओं के बारे में आपकी क्या राय है? (कृपया प्रत्येक पंक्ति में केवल एक विकल्प पर टिक करें)

	Excellent / उत्कृष्ट	Very good / बहुत अच्छा	Good / अच्छा	Satisfactory / संतोषजनक	Not satisfactory / संतोषजनक नहीं है
Curriculum of the Training Programme/ Workshop / प्रशिक्षण कार्यक्रम/ कार्यशाला की पाठ्यक्रम	☐	☐	☐	☐	☐
Training Resources (PPTs, Handbooks, e-resources, selected reading materials) / प्रशिक्षण संसाधन (पीपीटी, हैंडबुक, ई-संसाधन, चयनित पठन सामग्री)	☐	☐	☐	☐	☐
Training Methodology / प्रशिक्षण पद्धति	☐	☐	☐	☐	☐
Resource Persons / रिसोर्स पर्सन	☐	☐	☐	☐	☐
Innovative teaching stagies / अभिनव शिक्षण रणनीतियाँ	☐	☐	☐	☐	☐
Activities/ Group or individual work and peer interactions /	☐	☐	☐	☐	☐

interactions /
गतिविधियाँ / समूह
या व्यक्तिगत कार्य
और सहकर्मी
सहयोग

Logistics
arrangements
(infrastructure,
food,
hospitality) /
रसद व्यवस्था
(बुनियादी ढांचा,
भोजन, आतिथ्य)

☐ ☐ ☐ ☐ ☐

Given the opportunity, which mode of training would you prefer to attend in
STRIDE? / यदि मौका मिले तो, आप स्ट्राइड में किस प्रकार के प्रशिक्षण में भाग लेना पसंद करेंगे ?

○ Face to Face / आमने–सामने

○ Online / ऑनलाइन

○ Blended / मिश्रित

Please justify your choice for mode of training / कृपया प्रशिक्षण के तरीके के चुनाव का
औचित्य बताएं

Your answer

Any suggestions you would give for improving effectiveness of future training
programmes in STRIDE / स्ट्राइड द्वारा आयोजित भविष्य के प्रशिक्षण कार्यक्रमों की प्रभावशीलता
में सुधार के लिए आप कोई सुझाव देंगे

Your answer

Submit   Clear form

APPENDIX-III

Training Conducted by STRIDE during 2019-2022 for Teaching faculty and academics of IGNOU and other ODL institutions

Sl. No.	Title	Year	Number of Participant	Mode	Institutions
1.	Workshop on Assessment and Evaluation in ODL	23rd - 24th February, 2019	24	Offline	IGNOU
2.	Workshop on Approval and Launch of New Academic Programmes and Revision/Addition/Deletion of Course(s) in Existing Programmes	28th February, 2019	26	Offline	IGNOU
3.	Research Visibility in Technology Enabled Distance Learning	26th March, 2019	27	Offline	IGNOU
4.	Workshop on Plagiarism and Research Concerns	28th March, 2019	42	Offline	IGNOU
5.	Workshop on Revisiting and Review of Learner Support Services (LSS) at IGNOU in spirit of UGC Guidelines (Faculty Development Programme)	7-17th May, 2019	30	Offline	IGNOU
6.	Seminar on Draft National Education Policy-2019;	10th June, 2019	71	Offline	IGNOU
7.	A Two days workshop on conversion of the existing IGNOU programmes into online format	25th - 26th July, 2019	25	Offline	IGNOU
8.	Faculty Development Programme on Design, Development and Delivery of MOOCs	25th - 31st July, 2019	31	Offline	IGNOU
9.	Faculty Development Programme on Learning Outcomes based Curriculum Framework	24-30 September, 2019	27	Offline	IGNOU
10.	Faculty Development Programme on Design, Development and Delivery of MOOCs	3-7 October, 2019	35	Offline	Other ODL Institutions
11.	Faculty Development Programme on 'Skilling and Employability in Open Distance Learning'	October 31th - November 06, 2019	26	Offline	IGNOU
12.	Faculty Development Programme on Design and Development of Self Learning Materials: In Spirit of UGC (ODL) Regulations, 2017	13th -23rd November, 2019	25	Offline	IGNOU
13.	Faculty Development Programme on 'Use of Open Eduational Resources (OER) in Open Distance Learning'	02nd -06th December, 2019	21	Offline	IGNOU
14.	FDP on Integrating Technologies in Open Distance Learning	24th Feb. – 28th Feb. 2020	22	Offline	IGNOU
15.	Refresher/10 days FDP on Statistics and Research Methodology	25th Feb. – 6th March 2020	22	Offline	IGNOU
16.	FDP on Research, Monitoring and Evaluation in Distance Education	12th March – 21st March 2020	21	Offline	IGNOU

Sl. No.	Title	Year	Number of Participant	Mode	Institutions
17.	Follow up FDP on Integrating Technologies in Open Distance Learning	20th April 2020	22	Offline	IGNOU
18.	FDP on ODL: Emerging New Realities: Bridging the Gap of Regular and ODL Mode for the faculty of Rajiv Gandhi University during COVID Pandemic	28th July – Aug. 01, 2020	150	Online	Other ODL Institutions
19.	FDP on ICT enabled Research during COVID Pandemic	17th Aug. – 21st Aug. 2020	T-135	Online	Other ODL Institutions
20.	FDP on ICT enabled Research during COVID Pandemic -2nd Batch	24 – 30 Sept. 2020	120	Online	Other ODL Institutions
21.	National Workshop on Design and Development of Self-Learning Materials for Distance and Online Learning during COVID Pandemic	12th Oct. – 18th Oct. 2020	40	Online	Other ODL Institutions
22.	Faculty Development Programme on Serving Students with Disabilities in Open, Distance and Online Learning	26th April – 30th April, 2021	28	Online	IGNOU
23.	National Workshop on SLMs for Distance, Online and Blended Learning	Aug. 9th – 16th Aug. 2021	45	Online	Other ODL Institutions
24.	Induction –cum – Orientation Programme for Newly Recruited Faculty	Sep. 20th – 24th Sep. 2021	30	Offline	IGNOU
25.	Faculty Development Programme on Research in Distance and Online Learning	Oct.07th -13th Oct.2021	56	Online	IGNOU
26.	Faculty Development Programme on "Instructional Design for ODL and Online Learning" for faculty of IGNOU	Oct. 18, 20-22nd Oct. 2021	20	Offline	IGNOU
27.	Induction –cum – Orientation Programme for Newly Recruited Faculty - 2nd Batch	Oct. 22nd – 28th Oct. 2021	22	Offline	IGNOU
28.	Induction –cum – Orientation Programme for Newly Recruited Faculty - 3rd Batch	Nov. 22nd – 26th Nov.2021	18	Offline	IGNOU
29.	Workshop on NEP 2020: Learning Analytics in Online Learning (Online)	March 1 – 2, 2022	20	Online	IGNOU
30.	Workshop on NEP 2020: e-Assessment for Online Programmes(F2F)	March 07 – 09, 2022	19	Offline	IGNOU
31.	Towards Effective Implementation 'Instructional Design for Developing ODL and Online Learning (F2F)	10th March 2022	19	Offline	IGNOU
32.	NEP 2020: Persons with Disabilities and Educational Opportunities (Online)	March 14 – 16, 2022	79	Online	Other ODL Institutions
33.	Training Programme on NEP 2020 Holistic and Multidisciplinary Education-Implications for ODL System (F2F)	March 21 -23, 2022	24	Offline	IGNOU
34.	Training on NEP-2020: Changing Role of Teachers in Distance and Online Learning (Online)	March 24 – 26, 2022	62	Online	Other ODL Institutions

Sl. No.	Title	Year	Number of Participant	Mode	Institutions
35.	STP on 'Design and Development of SLMs for Distance and Online Learning' for Newly Recruited Faculty of IGNOU (Second Series: Batch 1) {Blended Mode}	May 17-23, 2022	21	Online / Offline	IGNOU
36.	STP on 'NEP-2020: Design and Development of Audio/Video Programme' (F2F and Online)	May 23-28, 2022	22	Offline	IGNOU
37.	NEP 2020 & Development and Use of Open Educational Resources (OER)	04th to 09th July, 2022	13	Online	Other ODL Institutions
38.	NEP 2020 & Quantitative Methods of Research for Teachers and Academics	12th to 14th July, 2022	50	Online	Other ODL Institutions
39.	NEP 2020 & Research Methodology in Distance and Online Learning	14th to 21st July, 2022	26	Online	Other ODL Institutions
40.	NEP 2020 & Higher Education: Skilling and Employability in Distance and Online Education (Online)	18th to 23rd July, 2022	29	Online	Other ODL Institutions
41.	STP on Design & Development of SLMs for Distance and Online Learning	25th July to 01st August, 2022	22	Offline	IGNOU
42.	NEP 2020: Design and Development of A/V Programmes	12th to 19th September, 2022	25	Offline	IGNOU
43.	STP on Design & Development of SLMs for Distance and Online Learning	22nd to 29th September 2022	24	Offline	IGNOU
44.	NEP 2020 & Data Mining for Research 27th to 28th September 2022	27th to 28th September 2022	19	Online	IGNOU
45.	NEP 2020 & Training Programme for Faculty of Private Universities on "Design and Development of Online Courses"	10th to 15th October 2022	24	Online	Other ODL Institutions
46.	NEP 2020: Governance and Leadership in Distance and Online Learning (Online)	18th to 20th October, 2022	25	Online	Other ODL Institutions
47.	NEP 2020: Design and Development of A/V Programmes	9th – 16th November 2022	19	Offline	IGNOU
48.	Training Programme on Design and Development of Online Courses for IGNOU Faculty	16th to 23rd November 2022	16	Offline	IGNOU
49.	Artificial Intelligence in ICTApplication in Education and Research	16th to 23rd November 2022	18	Online	IGNOU
50.	Follow-up of Design and Development of A/V Programmes	17th November, 2022	8	Offline	IGNOU
51.	NEP 2020 and HE: Digital Pedagogy	21st to 28th November 2022	15	Online	Other ODL Institutions
52.	NEP 2020: Serving Students with Disabilities in Distance Online and Blended Learning	29th Nov. to 06 Dec. 2022	19	Online	Other ODL Institutions
53.	Design & Development of SLMs for Distance and Online Learning (International Programme)	12th to 17th December 2022	23	Offline	Other ODL Institutions

APPENDIX - IV

Training Conducted by STRIDE during 2019-2022 for the Non-teaching staff of IGNOU

Sl. No.	Title	Year	No. of Participants	Mode
1	Awareness-cum-Training Programme for Newly Appointed **JATs**	20-22 February, 2019	12	Offline
2	Workshop on RTI-MIS on-line portal for **CPIOs** of IGNOU	25th April, 2019	27	Offline
3	Workshop Newly Promoted **Section Officers & Private Secretaries**	30th May to 3rd April, 2019	32	Offline
4	Training Programme for Newly Promoted **Assistant Registrars**	Aug. 23rd -27th Aug. 2021	40	Online
5	Towards Effective Implementation of NEP 2020: Capacity Building Programme for Newly Promoted **Assistants of IGNOU**	February 14 – 15, 2022	29	Online
6	Towards Effective Implementation of NEP 2020: Capacity Building Programme for Newly Promoted **Assistants of RCs &RECs IGNOU**	February 21 – 22, 2022	30	Online
7	Implementation of NEP 2020: Capacity Building for Newly Promoted **Section Officers** of IGNOU	10-11 March, 2022	35	Online
8	'Towards Effective Implementation of NEP-2020' Capacity Building Programme for Newly Promoted **Assistant Registrars** of IGNOU	11-12 May, 2022	30	Online
9	Implementation of NEP 2020: Capacity Building Workshop for Newly Promoted - **Senior Assistants** of IGNOU	24-25 May, 2022	47	Online
10	Workshop on RTI-MIS Online Portal for **Central Information Officers** (CPIOs) of IGNOU	31st May, 2022	73	Online
11	Financial Management for Newly Promoted **Section Officers and Assistants Registrars** of IGNOU	16-18 August, 2022	38	Online