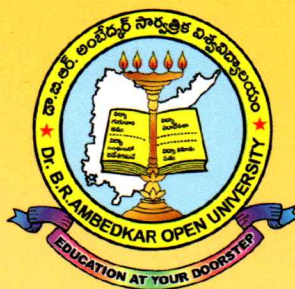# GRADE

Prof.G.RAM REDDY RESEARCH ACADEMY OF DISTANCE EDUCATION

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QUALITY ASSURANCE SERIES

Planning & Design of Academic Programmes,

House & Print Style

Manual

QUALITY ASSURANCE CELL

Prof .G. RAM REDDY RESEARCH ACADEMY OF DISTANCE EDUCATION (GRADE)

Dr. B.R. Ambedkar Open University

Hyderabad (A.P.)

> "We may forgo material benefits of civilization, but we cannot forgo our right and opportunity to reap the benefits of the highest education to the fullest extent......."
>
> — Dr. B.R. Ambedkar

> "Open Universities are veritably the new temples of learning. responding to new needs"
>
> — Prof. G. Ram Reddy

Executive Director
Prof. G. Ram Reddy Research Academy of Distance Education (GRADE)

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QUALITY ASSURANCE

"Quality, like excellence, is not a destination as much as it is a neverending journey." Peter Cookson

In recent years, increasing attention has been paid to the issue of quality in higher education, non-formal education and in open distance education. The migration to a distributed learning environment significantly heightens the need to assure quality. Distributed learning brings the potential of increased volume of students, increased staff reliance on technology and increased partnership with external organizations. There are, quite simply, far more stakeholders in the mix. A robust distributed learning program will typically involve instructors, program administrators and instructional designers familiar with the new media, technicians, evaluation specialists, student support staff and local facilitators.

Distance education takes a learner-centered approach rather than the traditional content-centered approach of textbooks. The key is the student. Learners need to become involved with and motivated by the material and to take ownership of the skills and knowledge that they acquire.

Without guidelines and procedures designed to assure quality in the design, development and deployment of the learning material and the management of all processes towards that end an organization runs the risk of disseminating courses that are, at best, effective but which do not serve the organization's mission. Poorly designed and delivered courses reflect badly on the organization's learning and assessment outcomes.

The Mission of Dr B.R. Ambedkar Open University is:
- ❑ Enrichment of on-going academic programmes;
- ❑ Competency building through education and training programmes;
- ❑ Interactive individual based teaching learning processes;
- ❑ Reliable and credible student evaluation systems;
- ❑ Result oriented, accountable and transparent administrative and logistic support systems; and
- ❑ Research, innovation, training and networking for system development and staff development.

Towards this end the Quality Assurance Cell, GRADE, has developed the Quality Assurance **Series** as guidelines for:
- ❑ Planning and Design of Academic Programmes;
- ❑ Development of Curriculum and Learning Material;
- ❑ House & Print Style Manual;
- ❑ Learner Support;
- ❑ Student Assessment and Evaluation;
- ❑ Governance; and
- ❑ System Evaluation and Research.

Open Distance Learning has been undergoing a rapid transformation in recent years. ODL centres have recognised the need to create an egalitarian society providing relevant quality education and training programmes for diverse sections of society, with a focus on using modern technologies in the teaching and learning process. There are a number of quality concerns with regard to Open Distance Learning like planning, documenting, reviewing and evaluating:

❏ Standards of performance and products;

❏ Quality aspects in the processes of course design, development of learning material and the production and deployment of the same;

❏ User friendly media and technology towards enhancement of quality of different learning inputs;

❏ Reforms in teaching-learning methodologies by "knowing your learner" and the concept of "learning to learn";

❏ Learner needs, learner services and the institutional response by establishing links between them;

❏ Performance ensuring measures for quality management and administrative practices;
and

❏ Research and development systems and the established benchmarks/guidelines therein for all processes and products in Open Distance Learning.

The Information and Communication Technologies have thrown up many challenges before the ODL institutions. One of the major concerns before the ODL system is 'Quality' in distance learning. Experts have now turned their attention towards improving the quality and striving for excellence in the ODL system especially at Dr. B. R. Ambedkar Open University.

This is highly critical to BRAOU, since we adopt a dynamic approach to development. One of the prerequisites for success with this approach is to keep an open mind on all issues of concern. Towards this end maintaining a unified approach to academic operation and standards is crucial.

"Quality Maintanance is a collective responsibility
of everyone in the Open University"

PLANNING AND DESIGN OF ACADEMIC PROGRAMMES

This category includes those policies and procedures that support and relate to the planing and design of academic programmes and the related

Activity /Process objective	Performance Indicators	Performance ensuring measures
1. Identification of a new programme/course to be developed	❖ A well defined policy of identifying the new programme/course is in place ❖ An established process for screening ideas related to new programmes based on the suggestions of the: University Authorities/ Faculty/ Public/ Apex Bodies	Clearly laid down policy for identifying a programme/course is made avaifable to all those concerned Process is available, flexible with reference to innovation and is reviewed annually
2. Programme feasibility	❖ Holding discussions with thexperts in the field ❖ Conducting a market study/ demand survey	Recorded minutes of the meeting are available The need assessment exercise in place that has norms laid down and documented is accessible to all

3. Programme planning	i) Programme objectives are clearly laid out
	
	ii) Programme structure is clearly indicated
	
	iii) A programme's curriculum design and syllabus are clearly indicated including:
	  - Learning objectives &outcomes
	  - Teaching learning strategies
	  - Media mix strategies
	  - Resources and constraints
	iv) Courses in the programme
	v) Duration/tenure of the programme/course
	vi) Admission policy and guidelines of the programme/course
	vii) Feestructure of the programme /course
	viii) Counsellingsystem for the programme/course
	ix) Student evaluation/exam regulations for the programme/ course
		All the stages in the planning of the programme are documented and available with the concerned personnel
		
		Evidence that all the stages inthe documented 'Programme Planning' are available with the concerned personnel
		
		Minutes of all relevant meetings recorded

HOUSE STYLE/ACADEMIC FORMAT SPECIFICATIONS

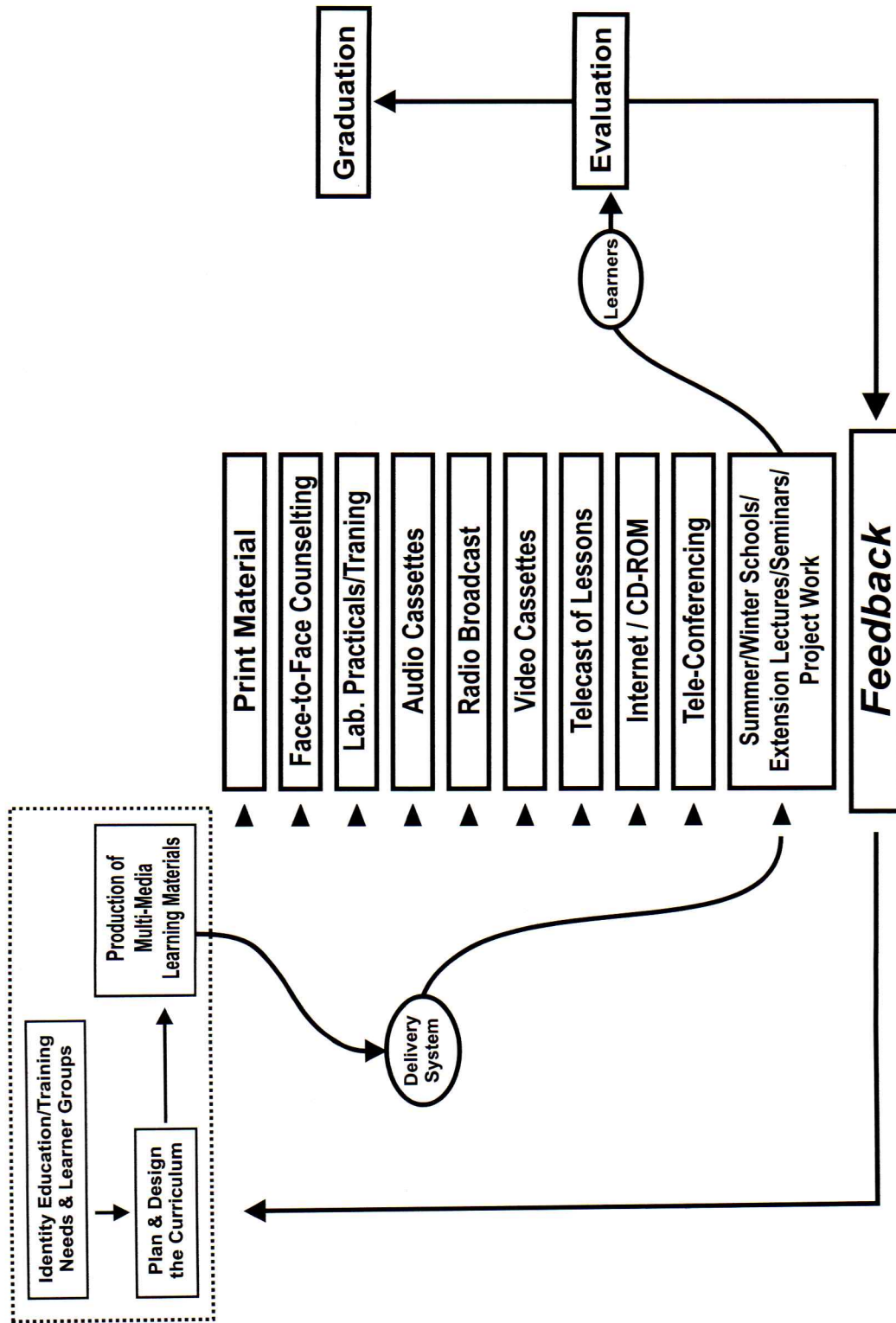|	House Style Format	Specifications
1.	Cover Page Particulars	* As per template -1 (a)
2.	Inner Title Page Particulars	* As per template -2 (a)
3.	Course Team Page Particulars	* As per template -3 (a) * Names of members in the Course Team may be about 5-6
4.	Content Pages particulars	* As per template -4 (a)
5.	Preface Page particulars	* As per template -5 (a) * May be titled only as 'PREFACE' * It may include information related to the course syllabus and the layout of the Units. It may also contain a paragraph about the subject matter, its purpose and expectations of student attainment on completing the course
6.	Block Page Particulars	* As per template -6 (a) * Contains an introduction to the Block * Names of the Units must be indicated * The number of Units in a Block may be between 3-6.

7.	Format of a Unit	* As per template -7 (a)
		* Unit title must be short and should be the same as the one given in the Contents Page
		* Printing of numerical page numbers may start after the first Unit Page
		* Objectives may be about 4-6 in number
		* Only behavioristic terms are to be used in the 'Statement of Objectives'
		* The end of the Unit must be followed by:
		  1. Summary;
		  2. Answers to Self Assesment Questions (SAQs)
		  3. Model Examination Questions (number of lines for a long answer may be 30 lines and for a short answer it is suggested as 15 lines)
		  4. Glossary
		  5. References
		* Number of pages in a Unit may be between 1 5-20

8.	Self Assesment Questions (SAQs)	Number of SAQs in a Unit may be between 4-6
		Model answers to the SAQs are to be given
		SAQs may be in serial order in a Unit
		    i.e. SAQ-1
		
		           SAQ-2
		If there is more than one question in a SAQ it may be expressed as indicated
		    i.e. SAQ-3
		          i) ....
		          ii) ....
		          SAQ-4

9.	Block Page Particulars	The end of the course should have: 1. Syllabus 2. Assignments 3. Model Question Paper
10.	Blocks/Units/Pages in a Course	* The number of Blocks in a Course may be between 4 and 6 * The total number of Units in a Course may be between 20 and 24 The number of pages in a Course may be between 300 and 400

PRINTING FORMAT SPECIFICATIONS

	Format	Specifications
1.	**FONT STYLE/TYPE FACE** * English	* New Times Roman

2.	**FONT SIZE & MARGINS**
	* Cover Page
	
	* Inner Title Page
		* As per template -1 (b)
		- The cover page must be expressed only in two colours
		- The colour of the Dr. BRAOU symbol must be different to that of the horizontal bar strip
		* As per template -2 (b)
		- In the case of more than one Volume in a course the number of Blocks and Units must be specified in the InnerTitle Page. The Blocks and Units must be in the font and size of the Subtitle. The following extra information will find mention in the first Volume of the Course:
		    Blocks 1-3
		    Units 1-15
		Simila'rly in the second Volume of the Course:
		    Blocks 4-5
		    Units 16-24
		- The Logo must be centered to the matter
		- The Logo's height is to be 5cms and the width is to be 5.5cms.
		- The name of the University is to be in 1 6 pt. bold and in caps
		- The address of the University and the year are to be in 14 pt. not bold and in cops.

	* Course Team Page
	* Contents Page
	* Preface
	* Block Page
	* Unit Page
	    Title/Heading
	    Contents (Unit)
	    Subtitles
	    Sub - Subtitles
	    Text
		* As per template -3 (b)
		* As per template -4 (b)
		* As per template -5 (b)
		* As per template -6 (b)
		* As per template -7 (b)
		16 pt. bold
		11 pt. bold
		14 pt, bold (All caps)
		12pt. bold
		11 pt.
		(leading to Auto-13.2)

3.	**P AGE SIZE** * Print Area	1 4.5 cms x 24 cms
		- The 'Print Area' does not include the page number. Page numbers are to be indicated in a corner but not in that alongside the spine. The page number rrfust be 2 spaces from the length of the 'Print Area' and lie on the edge of the bottom widfh.
		- The gap between the 'Print Area' and the spine edge is to be 2.5 cms. The gap between the 'Print Area' and the free edge is to be 4 cms.
	* Full Page	* A4/¼th Demi
	* Book Size	* 21.25 cms x 28 cms
4.	**LINES per TEXT PAGE**	* According to the specified font size, margin size and spacing.
5.	**S PACING** * Line spacing for Text * Paragraph to Paragraph spacing * Subtitle to Paragraph spacing	 * Single line 1½ lines 1½ lines
6.	**ORDER OF PRINTING**	* Cover Page Inner Title Page * Course Team Page with the cover design, * Course preparation team and copyright * particulars * Content Page * Preface * Course contents **At the end of the book** * Syllabus * Assignments * Model Question
7.	**PAGE COUNT**	* There are no missed pages * Pages are not repeated * The start of individual Unit contents are to be from odd numbered pages

THE MULTI MEDIA LEARNING SYSTEM OF Dr. B.R.A.O.U

Identity Education/Training Needs & Learner Groups

Plan & Design the Curriculum

Production of Multi-Media Learning Materials

Delivery System

- Print Material
- Face-to-Face Counselling
- Lab. Practicals/Traning
- Audio Cassettes
- Radio Broadcast
- Video Cassettes
- Telecast of Lessons
- Internet / CD-ROM
- Tele-Conferencing
- Summer/Winter Schools/ Extension Lectures/Seminars/ Project Work

Learners

Evaluation

Graduation

Feedback

GRADE

Research is perceived as an essential component of Hie Open Distance Learning (ODL) environment today. Although distance education has proliferated considerably, it has not been theorized enough nor have practices in distance teaching/learning been validated and made applicable adequately. Having recognised the need for research and development, Dr. B.R. Ambedkar Open University has established Prof. G. Ram Reddy Research Academy of Distance Education (GRADE).

Vision

To become a centre for excellence in Research and System Development in Open Distance Learning

Objectives

- To carry out research and to promote research activities in the field of distance education
- To conduct workshops, seminars and training programs
- To collaborate with institutions and agencies to undertake distance education research in India and abroad
- To undertake consultancy
- To sponsor research projects
- To disseminate knowledge in the field of distance education
- To establish a data bank in the field of distance education
- To offer fellowships
- To conduct evaluation studies

Research Thrusts

- Database creation on ODL
- Learner needs assessment
- Learning environments
- Use of new technologies
- Quality assurance

Strategies

- Networking and partnerships with international research organizations and acting as a nodal agency for the Andhra Pradesh Consortium of Distance Education (APCODE)

- Collaborating with Government and voluntary organizations in the development of multimedia training packages