



Dr. B. R. AMBEDKAR OPEN UNIVERSITY

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Centre for Internal Quality Assurance (CIQA)

Policy on
**TECHNOLOGY
ENABLED
LEARNING
POLICY**



B R A O U

ABOUT THE UNIVERSITY

The University, initially known as Andhra Pradesh Open University, was set up on 26th August 1982 through an Act of the A.P. State Legislature (APOU Act 1982). Subsequently, the University was renamed as Dr. B.R.Ambedkar Open University on 26 October, 1991 by the Government of Andhra Pradesh. The establishment of this University, the first of its kind in India, heralded an era of affirmative action on the part of the Government of Andhra Pradesh to provide opportunities of higher education to all sections of society to meet the changing individual and social needs. The University offers services to defense personnel, prison inmates and learners from remote and tribal areas who are not having access to education. All the programmes offered by the University are recognised by the University Grants Commission, New Delhi. The motto of the University is "EDUCATION FOR ALL". The university is adapting all the latest ICTs regarding teaching, learning and evaluation to reach the unreached.



- ◆ Enrichment of ongoing academic programs.
- ◆ Competency building through education and training programs. 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.



Dr. B. R. Ambedkar's social philosophy of education as a means of creating an egalitarian society is the vision of this University. Access to relevant, quality education and training programs for diverse sections of society with a focus on hitherto deprived sections at lower costs by using modern technologies in teaching-learning processes as well as in administrative and support services is the goal of this University. The University programs aim at making education and training instruments for living and for making a living.

TECHNOLOGY ENABLED LEARNING POLICY

I. PREAMBLE

Open Distance Education was conceived as alternate education to serve the higher educational needs of people deprived of educational opportunities. Distance Education which in the first generation used postal correspondence, gradually evolved into a second generation, that used mass media such as television and radio for imparting education. Third-generation distance education has introduced interactive technologies such as teleconferencing, video conferencing, and computer conferencing. Further developments in Information and Communication Technologies, especially the Internet and World Wide Web have revolutionized the sphere of higher education.

To provide educational opportunities to diverse sections of society, Dr. B.R. Ambedkar Open University adopted a multimedia approach to education since its inception. Keeping pace with the changing times, Dr.BRAOUhas adopted the technologies to teach and reach the learners in diverse ways and to connect with communities at the local, regional, and national levels.

2. VISION AND MISSION OF BRAOU

The strategic vision of Dr.BRAOU for online education is to provide high quality and affordable educational experience that enhances access and meets the emerging needs and interests of the learners.

The University has adopted the vision of Dr.B.R.Ambedkar's social philosophy of education as a means of creating an egalitarian society Access to relevant quality education and training programs for diverse sections of the society with a focus on hitherto deprived sections at lower costs by using the modern technologies in teaching-learning processes is the goal of the university. To fulfill this vision, Dr. B.R. Ambedkar Open University aims to the enrichment of ongoing academic programs, developing interactive teaching-learning processes and competency-building through education and training programs.

The e-learning programs of the university should operate within the gamut of the vision, mission, and stated objectives of the university.

3. DEFINITION OF TERMS

3.1. Educational Media Resources Research Centre

Dr. B.R. Ambedkar Open University has a well-equipped Educational Media Resources and Research Centre which has facilities for recording and editing Audio and Video Lessons. The (EMR&RC) studios have the latest technologies for recording and editing, and a team of trained and qualified staff working in various cadres including

producers, technicians, camera persons, etc. University also conducts two-way Live teleconferencing from Doordarshan / Mana TV studios.

3.2 e-Learning / Online Education

E-Learning is defined as a teaching-learning process that involves the integration of ICT to facilitate lifelong learning, information sharing, and flexible learning.

Online education refers to an educational environment in which learners can access course-related or training-related materials, resources, and communication via synchronous (live interactive) or asynchronous (anytime-anywhere) delivery methods via web conferencing and/ or a Learning Management System (LMS). Generally, instructors are not in the same location as the students that they are teaching.

3.3. Blended Learning

It is a teaching and learning approach that demonstrates a blend of different methods, technologies, and resources to improve student learning. Some examples of blended learning are flipped classrooms, online interaction followed by face-to-face teaching, online learning supplemented by face-to-face practicals, etc.

3.3. MOOCs

MOOCs are Massive Open Online Courses designed to be offered to a large number of participants that can be accessed anywhere using the Internet.

Any MOOC in the context of Dr.BRAOU shall be following the relevant notification and guidelines of the regulatory and monitoring bodies of Higher Education in India.

3.4. Open Educational Resources

OER are teaching, learning, and research resources and materials in any medium, digital or otherwise that are used to support education/training/research, which resides in the public domain or have been released under an open license that permits zero-cost access, reuse, revision, remixing, retention, and redistribution by others, with no or limited restrictions.

The University has enacted OER Policy which is made accessible through its website. By enacting the policy, the University has agreed to the Integration and use of OERs in the course material and design of Online courses. University intends to share different types of educational material in a phased manner. It has also agreed to share part of the educational materials under the CC-BY-SA license. However, the University has the discretion to decide upon the type of licensing as per the suggestions of the expert committee constituted for the said purpose.

4. VISION OF BRAOU TEL POLICY

The TEL Policy is developed to support the vision, mission, and goals of the University by facilitating student learning. The policy will enable the University to commit and enhance the deployment of appropriate technologies and resources to assist students and teachers in creating an environment of excellence in learning and

teaching. The TEL Policy will enrich the teaching and learning processes by utilizing information and communication technologies effectively and efficiently in courses and programs run by the University

4.1. Principles

The Technology Enabled Learning Policy is to be guided by the principles of –

- **Broadening access**

TEL enables the optimal use of technology and improves access to teaching and learning opportunities at the University

- **Ensuring equity and inclusiveness**

To address issues of equity and inclusiveness, Universities should make every effort to reduce the digital divide and address rural-urban challenges. It is important to design the courses keeping in view the requirements of special learners, and learners with disabilities. The use of transcription, closed captioning, compatible screen readers, or use of alternative technologies can help BRAOU to provide inclusive learning.

- **Quality Teaching-Learning**

Using appropriate technologies, University should ensure the quality of the courses on offer and create an environment for student-teacher and peer group interaction. Evaluation of the courses before launching them should be a pre-requisite criterion, for maintaining quality.

- **Collaboration and Partnership**

The TEL Policy encourages partnership and collaboration in content development and sharing it within the University and other Higher Education Institutions in the country. Universities can collaborate with National and International organizations working in the design and development of courses, training, and development of programs.

4.2. Objectives

The objectives of the Technology Enabled Learning Policy are to

- Enable effective use of technology to facilitate teaching-learning
- Foster student engagement, and self-learning in students and strengthen Faculty-student relations, making use of technology
- Expand the use of Technology Enabled Learning to reach a wider student population
- Promote research and innovation in Technology Enabled Learning
- Promote Digital Literacy and Use of Open Education Resources

5. POLICY STATEMENTS

5.1. Technology Infrastructure

Good Infrastructure and suitable technologies are of utmost importance for offering online programs. Appropriate investment in technologies and their maintenance for teaching-learning is a prerequisite for a good online learning environment.

Dr. B.R. Ambedkar Open University has established a Centre for Online Learning to coordinate the efforts of online learning activities of the University. The Centre for online learning needs to–

- Be Equipped with Cloud space to host the online programs;
- Provide access to university computers and networks through a secure and protected environment
- Develop content and deploy appropriate software on LMS
- Support open-source software for teaching and learning
- Coordinate with EMR&RC, and Dr.BRAOU for recording and editing of audio and video lessons using the infrastructure available in the studios.
- Outsource those activities to outside organizations that cannot be completed due to a lack of infrastructure in the university.

5.2. Teaching-Learning and Assessment

MOOC courses should be developed following the four-quadrant approach as per the guidelines provided by SWAYAM. The University will plan to adopt and adapt courses offered on the SWAYAM platform as per the guidelines of the University Grants Commission. Apart from the SWAYAM courses, the University can offer Online Courses based on the needs and demands of learners through its own Learning Management System.

Course Approvals

The faculty interested in offering online courses should finalize the Curriculum in the subject expert committee meetings and obtain necessary approvals from the Board of Studies and Executive Council.

The Centre for Online Learning of Dr. B.R. Ambedkar Open University will ensure the necessary technical support to the Faculty in the development of online course modules.

Non-Credit Certificate courses / MOOC Supplementary courses / Value-Added-online courses which are of less than one-year duration can be developed with the support of the Centre for Online Learning of the University.

Programs/Courses of more than one-year duration and credit courses are to be offered on the Institutional LMS with due approval from UGC-DEB.

Policy guidelines are subjected to amendments according to the regulations issued periodically by UGC and other regulatory bodies.

Course Information

The following information about the course needs to be finalized by the Faculty before the development of the course/program.

1. Course Coordinator
2. Course Curriculum and Instructional Design
3. Duration and Credits
4. The workload in terms of hours per week
5. Learning Outcomes
6. Course Delivery
7. Learner Engagement
8. Technical Support required
9. Criteria for Assessment and Certification

Scheduling the Online Course

Online courses are to be scheduled twice a year in alignment with the academic calendar of the university.

The Dean of the concerned Faculty to which the online course belongs, in consultation with the Course Coordinator and the Student Services Branch, should schedule the online courses. The Schedule should be communicated to the Centre for Online Learning three months in advance to enable the Centre to plan for the launching of the course/program before the learners get enrolled in the course.

Development of the Course Content

The University should identify and list out generic courses. The Ability Enhancement, Generic Elective, and Skill Enhancement courses in CBCS may be examined for their feasibility of being offered as online courses.

The process of development of e-text should be the same as that of the printed self-learning materials. E-Tutorials should be of short duration, each video not exceeding 15-20 minutes duration.

The rates of remuneration should be on par with university-approved rates for SLM preparation and Video recording and editing. Charges for Animation, Graphics, Simulation, etc. should be fixed on par with the rates prescribed by UGC SWAYAM.

Financial norms for the Development of MOOCs for SWAYAM (3885329_MOOCs-Guideline- (Development—Funding).pdf (ugc.ac.in)) are to be considered for courses developed and offered on SWAYAM.

Enrolments

The minimum and maximum enrolment of students in a course is decided by the Expert Committee keeping in view the technical support available in the University.

Examinations and Assessment

Assessment for online and blended courses should be part of the regular assessment plan of the university.

The Learning Management System should integrate both Formative and Summative Assessments required to test the competencies gained by the learners in the course. Quiz Bank needs to be created for Formative and Summative Assessments.

Summative Assessment and Evaluation should be conducted as per the UGC guidelines for online learning.

Evaluation of Activities/Assignments can be conducted by peer group review where the evaluation is carried out among the participants or by teacher review, where the teacher evaluates the Activities/ Assignments.

The Examination Branch of the University should make provision for necessary online fee payments and online evaluation of the answer scripts for online courses. The examination branch shall make necessary budget provisions for the evaluation and certification of online courses.

The Dean of the concerned Faculty to which the online course/program belongs has to provide a Panel of Examiners to conduct an online evaluation of the learners' performance. The Centre for Online Learning in consultation with the course coordinator and Faculty will send online Assessment Activities and Assignments to the learners for all the online courses.

Credits

The university can offer both credit and non-credit courses for the benefit of the learners. Credits for the Online Courses have to be decided by the Faculty with due approval in the BOS.

Where courses are offered both in regular and online / MOOC formats, the university should consider the transfer of credits and take necessary approval in BOS and other Governing bodies regarding the equivalence of the courses.

Internal Credit transfer is to be encouraged in Generic courses while for other Subject-specific courses, equivalence has to be checked.

The University has to sign necessary agreements with other Universities of the State for the transfer of Credits earned by Students in the Online Courses.

Certification

For the Non-Credit courses, the Centre for Online Learning will issue two types of certificates

– 1) Certificate of Participation, to those candidates who have completed 60% or more of all the modules and activities and 2) Certificate of Completion, to those candidates who have completed all the modules and activities.

While the Certificate of Participation will be signed by the Course Coordinator, the Certificate of Completion should be signed by the Controller of Examinations of the University.

Badges

To motivate the participants of online courses, Badges may be designed and distributed based on their understanding of course design, use of OERs, completion of modules in the online course, etc.

5.3. Delivery of Online Course

Once the online course is designed it should be pre-tested for quality and the smooth conduct of the course should be ensured. The course should then be formally launched. Necessary publicity should be given by the Public Relations Officer of the University to promote enrollment in the course.

Orientation Program

The course coordinator should conduct an orientation program for the participants of the online course. The main objective of the orientation course should be to motivate the students toward the successful completion of the course. The orientation should specify the learning outcomes, an overview of the course including duration, layout and course structure, attendance and participation, activities, assessment/evaluation/grading, and criteria for the award of the certificates. To help the students in self-learning, Frequently Asked Questions (FAQs) can be prepared. Contact details for technical support should be provided to the participants.

Learner Engagement and Support

The success rate of any Online course/program depends on the quality of educational materials, and activities that provide interaction with Faculty and peers to

sustain the interest of the learners. Students should be provided with all the support required, for the successful completion of the course.

Mentoring

Mentors for the online course should be recommended by the concerned Faculty or department offering the course. The number of mentors required for a course may vary depending on the number of modules and duration of the course. The Student Services Branch should make necessary budget allocations towards remuneration to the experts providing mentoring (Both Synchronous and Asynchronous) services. The Amount for facilitation/mentoring may be decided by the SSB as per the University Rules and by obtaining necessary permissions and approvals from the University regulatory bodies.

5.4. Professional Development

The role of the teachers in the University is crucial if the TEL Policy is to be effective. Teachers need adequate and timely support to be able to integrate and use technology in their teaching as well as assessment practices. Their knowledge, attitudes, and skills need to be continuously updated and upgraded, to be maximally effective.

Faculty should be given hands-on training from time to time in emerging technologies, e-learning tools and techniques, development and delivery of online courses, and online facilitation. The Centre for Staff Training and Development of the University should provide the necessary training for Faculty in developing online courses, enrolling students, and Assessing specified LMS (Learning Management System).

The university should initiate a mentoring program on TEL to support the Faculties in adopting blended learning. Universities should take steps to encourage teachers to research teaching and learning, promote critical reflection on teaching practices and publish research papers and reports that could be further used by the University in decision-making related to the use of technology in teaching-learning.

The university should encourage and promote the exchange of views amongst teachers to share innovations in the use of TEL with other Universities/Institutions and support participation in conferences and seminars within and outside the country as per HR policies.

Responsibilities of Faculty

- All the faculty are required to accept the scheduling of the course, mentoring, evaluation, and assessment of the learners' online courses as part of their normal duties on par with other regular courses (enrolled in)

- Faculty should acquire proficient e-learning and communication skills. Faculty should constantly update their knowledge of emerging technologies
- Faculty should think creatively in designing the courses and sustain learners' interest in the course.
- Faculty should facilitate student discussions, prepare assignments, track students' progress, and address issues of course maintenance.

Responsibilities of Learners

Learners in an online course have to spend the required time and effort for successful completion of the online course. An online learner should fulfill the following responsibilities -

- Attending the Course Orientation is important to get accustomed to the learning environment in which the course will operate.
- Reading Course Documents: Learners should read all course documents (e.g., syllabus, assignments) to become familiar with course expectations.
- Class participation is essential to course success. In an online course, Learning Management System automatically generates reports on student attendance and activity completion
- Organizing and Managing Time: The Learner needs to be well organized and must pay careful attention to the course schedule and deadlines.
- Academic Honesty: Academic honesty is the cornerstone of online coursework given to students. Students should follow the ethical code of conduct of the University
- Students are responsible for ensuring that they have access to the required hardware, software, and an Internet connection.
- Students have the responsibility of maintaining the security of their usernames, passwords, and personally identifiable information.
- Student interaction with peers and instructors is important in an online or blended course. Students must take advantage of all the communication options that are available in the course (e.g., email, discussion boards, chat areas) which help them in learning and completing projects online.

5.5. Governance

Monitoring and implementation of the TEL policy require a well-laid structure for governance. To bring clarity and resolve issues and challenges that emerge in the implementation of the online programs, the University shall constitute an Academic Advisory Committee with the following members:

Director (Academic)	Chairperson
Deans of Faculty from which the course is offered	Member
Head of the Department from which the course is offered	Member
Course Coordinator	Member
External Expert from the Department nominated by the V.C.	Member
Instructional Designer	Member
Director (Centre for Online Learning)	Secretary and Convener

The Committee shall hold quarterly meetings to discuss the implementation of the online courses. The Committee shall discharge the following functions:

1. Review the proposals submitted by the department for online courses
2. Accept, suggest improvements, or reject the proposals
3. Suggest a suitable instructional strategy for the courses
4. Decide on the financial support required to start the course
5. Address implementation challenges (Technology Support etc)

6. INTELLECTUAL PROPERTY

The University will retain the intellectual property rights on the learning materials developed by Faculty teachers and other staff for all teaching and learning resources that are developed as part of their teaching or paid remuneration for developing such materials.

The University also has the right to share teaching and learning materials developed by the teachers by using an appropriate open license which permits reuse, revision, remix, and redistribution of the same by others. A detailed guide to open licensing shall be made available to assist teachers in their teaching.

The University reserves the right not to share certain types of materials that may be commercially viable. Whenever a particular material is developed under collaborative efforts, the licensing of that material will be under the terms of the agreement deciding on the collaboration.

7. IMPLEMENTATION OF TEL POLICY

For the effective implementation of the TEL Policy, the University shall constitute a Policy Implementation and Monitoring Board headed by the Vice-Chancellor as Chairperson. The TEL Monitoring Board will function with the following Members.

Vice-Chancellor	Chairperson
Director (Academic)	Member
Deans of all Faculties	Member
Director (EMR&RC)	Member
Director (Student Services Branch)	Member
Controller of Examinations	Member
Director (Centre for Online Learning)	Secretary and Convener

The TEL committee should meet periodically depending on the need (at least once a year) to discuss the various issues related to online and blended learning.

The Committee should prepare an action plan ranging from the ensuing six months to the next five years. The Committee should encourage the Faculty members to offer online programs at various levels. The Monitoring Board should see that feedback surveys are conducted and data is collected from the learners undertaking the courses and also from the Faculty and mentors participating in the online programs. The TEL Monitoring Board shall undertake all such activities as (a) Advising the university on the implementation of the TEL policy (b) verifying the level of implementation etc.

The functions of the TEL Monitoring Board will be to

1. Prepare an annual report on the TEL activities in the University
2. Review the accessibility of technology by students,
3. Oversee the teaching and learning infrastructure and recommend changes to the existing system and adopt advanced technology, wherever needed,
4. Facilitate staff development activities related to the implementation of TEL policy,
5. Take steps to monitor and evaluate the implementation of TEL policy by undertaking student and Faculty surveys regularly, and
6. Based on the requirement, Committee may suggest the outsourcing of any facility – either technical or academic for strengthening the course.

Human Resources

The University shall equip the Centre for Online Learning with the following personnel to support the online programs of the university.

1. One Director in the rank of a Professor. The Director, EMR&RC shall support the online programs of the Faculty; coordinate with other offices of the University such as Examinations, SSB, and Academic Branch to offer the online programs; coordinate with other organizations; coordinate with Swayam. The Director shall from time inform the latest developments and UGC regulations regarding online courses to the Faculty and other academics of the University
2. Two Assistant Directors, one Assistant Director for Technical activities, and one Asst. Director to supervise the Academic matters.
3. One Instructional Designer for Online Programmes
4. Two Administrator-cum-developers (MOODLE or any other LMS)
5. Two Video editors and one Animator for editing the educational-video content.
6. Supporting Staff include – Section Officer (1); Junior Assistants (2); Attendees (2)
7. University shall deploy services of the existing staff working in various branches to develop online programs as per the requirement of the courses.

ANNEXURE-I : Action Plan for Implementation of TEL Policy

Specific Objectives	Activities/ Targets	Resources	Responsibilities	Timelines
SO1: Provide e-learning Infrastructure	1. Improve Internet Bandwidth- 2. Purchase of Software and Hardware	Adequate funding to be allocated.	IT Department	On-going
SO2: Set up a Learning Management System	Installing Moodle LMS for use by the Faculty Providing training on Moodle	Securing server facility (preferably Cloud space) for hosting the LMS Organising training for Moodle	IT Department Centre for Online Learning Centre for Staff Training and Development	LMS by June 2023 Organise Moodle training by December 2022 and continue this activity regularly
SO3: Set up an open access repository to share learning content developed by the teachers of the university	Create an OA repository using DSpace	Securing server facility for installation of DSpace	Library staff to manage the system	Set up an OA repository by December 2022
SO4: Provide orientation and regular training effective teachers to use of ICT	Organise training on blended learning regularly to assist teachers, develop courses	Provision of budget and support staff for the training	Centre for Staff Training & Development; Centre for Online Learning	Conduct training for the staff at least 2 times in a year
SO5: Provide orientation to learners in effective use of ICT effectively	Offer training on digital literacy course for the students	Adequate resources and Faculty to undertake student training	Deans of Faculties, Course Coordinators, All teachers	Organise digital literacy training regularly
SO6: Develop online / blended courses for teaching and learning	All the courses offered in the University use blended learning	Support faculty to develop blended courses	Each Faculty has to develop courses	Each teacher to orient learners using TEL By July 2025 develop five Online courses



Dr. B. R. AMBEDKAR OPEN UNIVERSITY

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Recognised by University Grants Commission, New Delhi.

PROGRAMMES ON OFFER - 2023-24



(A) Bachelor's Degree Programmes			(D) Diploma Programmes		
B.A. - Bachelor of Arts (English, Telugu & Urdu Medium)	Course Duration	Tuition Fee Rs.	Diploma in Marketing Management (English Medium)	Course Duration	Tuition Fee Rs.
B.Com. - Bachelor of Commerce (Telugu & English Medium)	3 years	2,700/- 1st Yr	Diploma in Financial Management (English Medium)	1 year	8,000/-
B.Sc. - Bachelor of Science (English, Telugu & Urdu Medium) (Lab. Fee Rs. 1600/- for each Science & Psychology Subjects)	3 years	2,500/- IInd Yr	Diploma in Human Resource Management (English Medium)	1 year	8,000/-
(B) Master's Programmes			Diploma in Operations Management (English Medium)	1 year	8,000/-
M.A. English, M.A. Hindi, M.A. Telugu, M.A. Urdu,	Course Duration	Tuition Fee Rs.	Diploma in Business Finance (English Medium)	1 year	5,200/-
M.A. Economics, History, Political Science, Public Administration, Sociology - (Telugu Medium)	2 years	5,300/- 1 year 5,000/- 2 year	Diploma in Writing for Mass Media in Telugu	1 year	5,200/-
M.A. Journalism and Mass Communication (English Medium)	2 years	5,300/- 1 year 5,000/- 2 year	Diploma in Environmental Studies (Telugu Medium)	1 year	5,200/-
M.Sc. Mathematics & Applied Mathematics (English Medium)	2 years	7,800/- 1 year 7,500/- 2 year	Diploma in Human Rights (English Medium)	1 year	4,000/-
M.Sc. Botany, M.Sc. Environmental Science (English Medium)	2 years	7,800/- 1 year 7,500/- 2 year	Diploma in Women's Studies (English Medium)	1 year	4,000/-
M.Sc. Physics, M.Sc. Zoology, M.Sc. Psychology (English Medium)	2 years	15,300/- 1 year 15,000/- 2 year	Diploma in Culture & Heritage Tourism (English Medium)	1 year	5,200/-
M.Sc. Chemistry (English Medium)	2 years	15,300/- 1 year 15,000/- 2 year	(E) Certificate Programmes		
M.Com. (English Medium)	2 years	18,300/- 1 year 18,000/- 2 year	Certificate Programme in Food and Nutrition (Telugu Medium)	Course Duration	Tuition Fee Rs.
(C) Professional Programmes (Post Bachelor's Level)			Certificate Programme in Literacy & Community Development (Telugu Medium)	6 months	1600/-
M.B.A. - Master's Degree in Business Administration (English Medium)	Course Duration	Tuition Fee Rs.	Certificate Programme in NGO's Management (Telugu Medium)	6 months	2100/-
M.B.A. - (Hospital and Health Care Management) with AHERF, KIMS & DET (English Medium)	2 years	7,800/- 1 year 7,500/- 2 year	Certificate Programme in Early Childhood Care & Education (English Medium)	6 months	2100/-
Master's Degree in Library & Information Science (MLISc) (English Medium)	2 years	15,300/- 1 year 15,000/- 2 year	(F) Research Programmes (Ph.D in)		
Bachelor's Degree in Library & Information Science (BLISc) (English & Telugu Medium)	2 years	1,20,000/-	English, Hindi, Education, Economics, History, Political Science, Public Administration, Sociology, Commerce, Mathematics, Physics, Chemistry and Environmental Science (English Medium)	Course Duration	Tuition Fee Rs.
Bachelor's of Education (B.Ed - ODL) (Telugu Medium)	1 year	10,300/-		3 years	15,000/- 1year 15,000/- 2year 15,000/- 3year
Bachelor's of Education (B.Ed - Special Education - ODL) (English & Telugu Medium)	1 year	5,300/-			
	2 years	40,000/-			
	2 ½ years	40,000/-			

BRAOU CALL CENTRE NO : 18005990101

