IGNOU

Manual
for Programme and Course Coordinators

Staff Training and Research Institute of Distance Education
Indira Gandhi National Open University

Manual for Programme and Course Coordinators

Indira Gandhi National Open University

Maidan Garhi, New Delhi 110 068

Manual for Programme and Course Coordinators

<u>**Advisory Committee for the Manual**</u>
Prof. S. C. Garg, Pro-Vice Chancellor: *Chairperson*
Prof. Santosh Panda
Prof. Parvin Sinclair
Prof. S. V. S. Chaudhary
Mr. V. K. Arora
Dr. C. G. Naidu
Dr. Kameswari Moorty
Dr. Sanjaya Mishra, *Coordinator*
Prof. P. R. Ramanujam, *Convener*

<u>**Contributors**</u>
Prof. A. R. Khan
Prof. Vijayshri
Prof. S.V.S. Chaudhary
Dr. Srikant Mohapatra
Dr. Pankaj Khare
Dr. C. G. Naidu
Dr. Zeba Khan
Dr. Sanjaya Mishra

Important Note: The payment norms, rates, rules and procedures mentioned in this Manual are based on information available at the time of going to the press. For the latest, please refer to the latest available notifications, orders and regulations. Users of this manual are requested to update as and when changes are notified.

FOREWORD

The Indira Gandhi National Open University has grown manifold since its inception in 1985 in terms of enrollment, geographical spread and need-based and relevant academic programmes. From just 2 programmes in 1987, it has now an impressive list of 125 programmes at the Certificate, Diploma, Degree, Post-graduate degree and Research degree level. The University today has eleven Schools of Studies that are responsible for conceptualization, design and development of these programmes. These efforts are also supported by experts and scholars from all over the country in terms of contributions to curriculum design, writing of units, and editing of courses. The mechanisms to design and develop courses and programmes in the University are continuously evolving, and are as dynamic as the University's philosophy of open learning. Over the years, teachers in the University have learnt on the job to maintain quality and academic rigour in the process of development of the programmes. Many innovations in the process of course/ programme development and delivery have now been incorporated and now, we have a systematic approach to the whole process of course and programme development and revision. We have also internalized in principle that every course should be revised in every five years to maintain currency and relevance to provide up-to-date knowledge, skills and attitudes to our students' community.

The present *Manual* is a documentation of the process of course design and development and how teachers in the University function to deliver their responsibility as academics. It tells in detail what we do and how we do. As such this is a process documentation manual that would be highly useful for new as well as senior faculty members of the University for their day to day work and for developing innovative, need based, and relevant programmes for democratizing higher education and building human resources for the developing knowledge economies. I look forward to extensive use of this Manual, and hope that many such *Manuals* will also be developed in future on Media and EduSat.

H. P. Dikshit
Vice Chancellor

<u>CONTENTS</u>

Introduction to the Manual

Section Overview

The Indira Gandhi National Open University (IGNOU) established in 1985 by an Act of Parliament, is a premier centre for educational innovation and excellence. It has contributed, so far, significantly towards national development by providing quality higher education at the doorstep of the Indian citizens. The demands in the educational system of the country have been enormous, as the Indian society considers education as an investment for life. It is in this context that IGNOU provides courses and programmes of a variety of nature to satisfy the needs of the national workforce. With a network of 58 Regional Centres and over 1400 Study Centres spread across the country, the University provides over 1000 courses as part of 125 programmes at Certificate, Diploma and Degree Level.

The University is committed to quality in all its activities – teaching, research, training and extension. IGNOU serves as the national resources centre for the expertise and infrastructure in Open and Distance Learning systems in the country. It is also the apex body in Open and Distance Education in the country to maintain its standard and promote the system.

1.1   Objectives of IGNOU

The objectives of the University are
- to advance and disseminate learning and knowledge by a diversity of means, including the use of any communication technology;
- to provide opportunities for higher education to a large segment of the population;
- to encourage the Open University and distance education system in the educational pattern of the country; and
- to coordinate and determines the standards in such system.

The objectives of the University as described in the First Schedule are given in the Annexure – 1.

1.2   Vision of the University

Indira Gandhi National Open University, the National Resource Centre for Open and Distance Learning with international recognition and presence, shall provide seamless access to sustainable and learner-centric quality education, skill up gradation and training to all by using innovative technologies and methodologies and ensuring convergence of existing systems for massive human resource required for promoting integrated national development and global understanding.

1.3   Rationale of the Manual

To offer a course/programme successfully is to design, develop and maintain it systematically. Though preparation of learning materials is a significant activity, even after 20 years of its existence, there is no one source to which teachers can refer for guidance and understanding of the processes involved. In the absence of any such document, teachers depend on the advice of senior faculty and/or work on their own ways, leading to delays and lack of uniform practice in the University. Over the years through constant innovation and practice, teachers in the University have gathered useful knowledge and experiences in programme/course development and delivery. However, it is important to note here that the absence of a *Manual* has also contributed towards innovation in various practices of the University. Therefore, though this *Manual* has been prepared to support the course development activity of teachers in the University, it is in no way envisaged to stop **innovation** in the guise of **standardization**. The Course/ Programme Coordinators in the University perform a variety of roles and work in different circumstances. This *Manual*, intends to document the current practices and norms of the University to facilitate their work. Though it is inevitable to have differences in practices amongst Schools and Programmes due to nature of the programmes and subject domains, it is essential for the University to have a common framework that serves as a guide for any deviations and alternative strategies to be developed and implemented. In other words, this *Manual* intends to provide academic background as well as process inputs for planning, development and delivery of programmes/courses.

1.4   Organization of the Manual

This *Manual* has been planned as a guide to various procedures adopted in the University for the Tasks performed by the Programme and Course Coordinator. The intention is to provide necessary academic rationale and information to the teachers to perform their duties effectively. Therefore, the *Manual* has been organized to provide information about theory and practice of *what we do*, *why we do* and *how we do it*. Besides this introductory **Section 1**, there are nine more sections to provide in detail the activities performed by the programme and Course Coordinators at IGNOU.

Section 2 describes the role of teachers in distance education, and various academic activities they perform at IGNOU. It gives an overview of the various academic bodies of IGNOU, and lists the programme and course coordination functions in generic terms.

Section 3 describes how to plan academic programmes, with a focus on the University's policies. This section presents how to prepare a concept note, and also estimate the cost and budget for the programme proposal.

Section 4 is all about the University's established process of approval of Programmes from Phase 1 to Phase 4.

Section 5 depicts the programme and course development process in detail, including the various models of course development, course development processes, issues related to translation, and preparation of programme guides.

Section 6 enumerates the self-learning print material production process at IGNOU. The print production process is demystified in this section by describing an overview of paper types, sizes, layout and printing process.

Section 7 discusses the electronic media production process at IGNOU. It presents the various approaches to media use and based on learner access to them why a supplementary approach has been adopted by IGNOU. It also shows how audio video materials are produced from the programme brief to the final capsuling. A brief overview of the latest developments in relation to electronic media use in distance education also forms part of this section.

Section 8 presents a framework for course maintenance and revision at IGNOU. It emphasizes the need for revision and course maintenance as a process of quality assurance and the University's endeavour to provide relevant education to the stakeholders.

Section 9 describes the role of course coordinators and programme coordinator from the assignment preparation and counseling activities. It emphasizes the need for orientation to counsellors and the monitoring function of the coordinator.

Section 10 discusses the need for interaction with various other agencies and units of the University, such as the Regional Services Division (RSD), Student Registration and Evaluation Division (SRED), Material Production and Distribution Division (MPDD), and others.

Each of these sections is supplied with relevant examples and references to official documents through the Appendices.

1.5   How to Use the Manual

You may like to use the *Manual*, as you want -- read it from the beginning to the end or read it section-wise. For the new teachers in the University, this *Manual* should be a starting point and they should read it thoroughly before actually jumping into any activity related to course/ programme. Thus, the Manual should be part of the basic training kit for induction programmes of newly recruited teachers. Experienced teachers in the University can also use this *Manual* as a reference point to check rules and procedures. It will also provide some indicators and basic academic inputs to many activities they perform. For example, the questionnaires given here can be useful in developing similar tools to gather course evaluation data. As such, this *Manual* should be available with every teacher as a reference and guide to processes and activities performed by them in the University.

1.6   Updating and Limitation

Though every care has been taken to accommodate different practices followed in the University, the Manual has attempted to give a total picture without any bias. We also intended to include case studies of different programmes to illustrate strengths, weaknesses, best practices and which way to avoid. But, only a couple of case studies were received, and therefore, it was decided to exclude them.

It is also practically impossible to keep the printed version of this *Manual* up-to-date with rules and regulations in a growing system like ours. Thus, we request you to up-date the relevant part as and when some changes occur. We, at STRIDE shall be keeping a master file of all such changes; and you are welcome to contact STRIDE on any issue discussed in this *Manual*.

Teachers and Academic Activities at IGNOU

Section Overview

Teachers in the open and distance learning system perform many different roles than their conventional counterparts, who is a performer in the classroom. Using his/her teaching skills, a teacher in the classroom facilitates learning of subject matter content by the learners. Whereas, the distance learner in the Open University study alone most of the time, and therefore, teachers have different role here. They also have different nomenclature, such as academic counsellors, tutors, etc. apart from the traditional designations like Professors, Readers and Lecturers. In this manual, we are concerned more with the traditional designations, and what their roles are in the open and distance learning system. Irrespective of the designations, most teachers in the open and distance learning systems broadly performs the following functions:

- Design and develop curriculum for academic programmes;
- Prepare learning materials in different media formats suitable for self-learning;
- Evaluate student performance; and
- Undertake academic counselling and other training activities.

In order to perform these functions, the teachers in distance education system should invariably be a team player, who is an expert in a specific subject domain, and also possess knowledge and skills to prepare instructionally suitable learning materials.

2.1 Teachers at IGNOU

In order to fulfill its mandate, the University has its organizational structure in place for effective governance. Teachers are appointed to plan, design and

develop courses and programmes in accordance with the objectives of the University. The University Statute, Clause 17 (5) states the duties of the teachers as under:

(a)   Preparation of the course materials, content editing and scrutiny, linguistic editing, etc. from the point of view of requirements of distance education and liaison of the work of outside experts associated;

(b)   His academic duties shall be to give guidance and instruction to students in the form of counseling, conducting of tutorials, seminars, practical and assessment/ examination/ evaluation and such other work assigned to him relevant to the academic activities of the University by its competent authority. He shall not ordinarily remain absent from work without prior permission or grant of leave;

[He, as referred above should be read as gender neutral]

To perform the duties assigned to them, the teachers in the University liaise with subject matter experts from all over the country to prepare quality materials, as per the norms and practices applicable from time to time.

2.2   Academic Bodies of IGNOU

Under the overall guidance and supervision of the Board of Management of IGNOU, there are two statutory academic bodies in the University – the Academic Council and the Planning Board.

2.2.1   Academic Council is the apex authority which decides academic policies of the University and gives directions on methods of instruction, evaluation and improvement in academic standards. It also provides guidance and supervision of research activities in the University. According to the statute 9A the powers of the Academic Council are:

(a) to exercise general supervision over the academic policies of the University and to give directions regarding methods of instruction, evaluation or research or improvement in academic standards;

Provided that all matters relating to research shall under the overall guidance and supervision of the Academic Council, be the responsibility of a Research Council whose function and composition shall be provided in the Ordinances.

(b) to consider matters of general academic interest on its own initiative or on a reference from the Planning Board or a School of Studies or the Board of Management and to take appropriate action thereon; and

(c) to frame such regulations and rules consistent with the Statutes and the Ordinances regarding the academic functioning of the University, including discipline, admissions, award of fellowships and studentships, fees and other academic requirements.

The University has set up a **Research Council** that functions under the overall guidance of the Academic Council. Subject to the provisions of the Act and Statutes, the Research Council performs the following functions:

(i)   Management and administration of the research policy and programmes of the University.

(ii)   Formulation of guidelines for registration, supervision, programme design, evaluation and awards of research degrees.

(iii)   Monitoring of research indicators for such evaluation.

(iv)   Determination of the criteria for purview of the research areas/themes/topics relevant to the School Board and/or the Area Committee.

(v)   Advise on research priorities and allocation of resources for research.

(vi)   Delegation of any of these functions assigned to the Area Committee or the School Board.

(vii)   Preparation of the consolidated reports on research efforts of the University.

(viii) Any other work related to research development and co-ordination.

The Academic Council in its 26th meeting held on 3rd September 2001 constituted a standing committee to be called the "**Academic Council Standing Committee**" to examine on behalf of the Academic Council, all proposals which fall under its purview.

2.2.2   Planning Board is responsible for design and formulation of priorities for programme offerings by the University. It has the right to advise the Board of Management and the Academic Council on any matter that it may deem necessary for the fulfillment of the objectives of the University (Statute 10). According to the provisions of Statute 16, the Planning Board at its 22nd meeting held on March 26, 1999 constituted a standing Committee, namely **Academic Programme Committee**, to perform the following functions:

(i)   Development of strategies for determining priorities in the development of new programmes;

(ii)   Co-ordination among all the concerned divisions and schools for launching of new programmes; and

(iii)   Develop and implement appropriate systems and procedures for improving the operational management.

2.3   Academic Structure of IGNOU

Teachers are the basic building blocks of the academic structure of the University. They are part of the **Schools of Studies** in the University. At present IGNOU has 11 Schools. These are:

(i)   School of Humanities

(ii)   School of Social Sciences

(iii)   School of Sciences
(iv)   School of Education
(v)   School of Continuing Education
(vi)   School of Engineering and Technology
(vii)   School of Management Studies
(viii)   School of Health Sciences
(ix)   School of Computer and Information Sciences
(x)   School of Agriculture
(xi)   School of Legal Studies

The Academic Council allots specific disciplines (i.e. branch of knowledge) to the School of Studies.

2.3.1   School Board: Every Schools of Studies have a "Board" to perform the following functions:

(i)   To organize developmental and research work in the School;
(ii)   To approve the course structure of the academic programmes of the School, in accordance with the directions of the Academic Council, in pursuance of Statute 9A, on the recommendation of the Expert Committee(s) constituted by it;
(iii)   To approve the syllabus in accordance with the course structure on the advice of Expert Committee(s) nominated by the Director of the School;
(iv)   To recommend to the Vice-Chancellor names of course writers, examiners and moderator for different courses on the proposal of the Director of the School prepared in consultation with the Professors of the disciplines assigned to the School;
(v)   To formulate proposals for orientation programmes for course writers in collaboration with other Schools;
(vi)   To formulate proposals for orientation programmes/summer schools for tutors and counsellors;
(vii)   To prepare general instructions for counselling to students for different programmes;
(viii)   To review methodologies adopted for preparation of educational materials for the courses in the disciplines assigned to the School, to evaluate the educational material and to make suitable recommendations to Academic Council;
(ix)   To review, from time to time the courses already in use with the assistance of outside experts, if necessary, and to make such changes in the courses, as may be required;
(x)   To review the facilities of the Study Centres and arrangements for Laboratory/ field work periodically, as may be determined by the School;
(xi)   To perform all other functions, which may be prescribed by the Act, the Statutes, the Ordinances and to consider all such matters, as may be referred to it by the Board of Management, the Academic Council, the Planning Board or the Vice-Chancellor; and
(xii)   To delegate to the Director or to any other member of the Board or to a Committee such general or specific powers, as may be decided upon by the School, from time to time. (Statute 10A (4)).

2.3.2   School Council: In order to encourage democratic participation, collective decision making, sharing of responsibility and generating accountability amongst all levels of teachers, the University has issued guidelines to have School Councils in every Schools of Studies where all the teachers of the School concerned are members. The function of the School Council are:

(i)   To consider/ discuss/ report the agenda items which are to be placed before the School Board;

(ii)   To consider/ discuss/ report any issues related to revision/ updating of courses, student support services, admission, examinations, international role, extension activity, quality assurance, evaluation of study materials and other academic activities, assessment of School performance, budgetary allocation, research and other academic matters pertaining to programme/ faculty development;

(iii)   To discuss and finalize the annual report and annual plan of the School; and

(iv)   To discuss and resolve any academic/ functional problems of teachers placed before it.

2.4   Academic Activities at Schools

This manual has been designed primarily to benefit teachers of IGNOU, and centre around the activities done by them in the Schools of Studies. The major activities performed in the Schools of Studies can be categorized as Design of academic programmes, development of learning materials, undertaking and guidance of research activities, undertaking projects and extension activities. The university provides guidelines on research, projects and extension activities separately leaving programme design and development to be the focus of this manual. In order to perform this task the teachers in the university are called Course Coordinators and Programme Coordinators. Throughout this manual we will cover in detail the various activities performed by them and elaborate the procedures, rules and guidelines adopted in the University.

2.5   Programme and Course Coordination

Any person responsible for conceptualizing and preparing the detailed proposal for a programme, and carrying out the follow-up action such as obtaining approval at various statutory bodies will be the **Programme Coordinator**, unless he/she volunteers to give it up. The Coordinator will be then decided at a discipline group meeting. In cases, where the programme coordinator opts to move to another discipline/ cell, whether within the School or to another School/ Division, s/ he will relinquish all coordination duties. However, in case the person wishes to retain membership of the Programme/ Course team, the matter will be decided at a discipline group meeting.

The task of course coordination is equivalent of teaching in the conventional university. Courses are allotted to faculty members for coordination in the Discipline group meeting and s/he will continue as **Course Coordinator** thereafter. Course coordination activities start immediately after a programme is approved and is a continuous process even after the course is prepared and printed. Thus, a course coordinator is responsible for the overall status of the course, as a teacher in the conventional university.

A **Programme Coordinator** performs the following functions:

i) Preparation of the Programme Guide and compile the assignment questions annually;

ii) Preparation of the schedule of activities annually (such as dispatch, counseling, assignment submission, etc.) in consultation with the Course Coordinators;

iii) Attending the meetings in connection with the programme development and carrying out the follow-up action;

iv) Convening the Programme Design / Expert Committee meeting, preparing the minutes and circulating the same to the members.

v) Liaise with all other agencies and divisions of the University to deliver the programme successfully; and

vi) Perform specific duties mentioned in this *Manual*.

A **Course Coordinator** performs the following function:

i) Conduct and organize course team meeting and carry out the follow-up;

ii) Arrange for the course writers meeting which includes getting the budget sanctions, intimating the course writers regarding the dates, arrangements for the stay of the course writers, provision of draft syllabi prepared, etc;

iii) Receiving the units from the course writers and transmitting the same to the members of the course team for the over all quality assurance, as described in this *Manual*;

iv) Interact with the course writers to ensure timely submission of the allotted units, and also supply them relevant new information on the topic;

v) Write, revise and edit units to prepare the learning materials suitable for self learning;

vi) Integrate instructional design features in the learning material written by outside experts;

vii) Interact with the Course editor, language editor and the format editor;

viii) Liaison with the transcreators and graphic artists for language translation and graphics preparation;

ix) Coordinating with the print production support staff for various production related activities;

x) Authenticating the bills related to course development/ maintenance;

xi) Prepare the assignments for the course, and coordinate the assignment preparation;

xii) Recommending the names of paper setters/ moderators/ evaluators; a

xiii) Initiation of the process of carrying out the errata sheet and minor revision work; and

xiv) Undertake specific duties as mentioned in this *Manual*.

Planning of Academic Programmes

Section Overview

Planning is the very first step in developing a new academic programme. The planning process results in the development of a programme proposal and detailed programme structure that includes:

• Needs Analysis of a Programme
• Prospective Learner Profile
• Concept Note
• Programme structure (Credits, media mix, etc.)
• Costing and Budgeting

In this section, we will discuss the above five topics to introduce you to the various issues and strategies you may wish to consider while planning an academic programme.

3.1 Needs Analysis of a Programme

The idea of developing a new academic programme may arise from one or more of the following reasons:

Faculty: The internal faculty in the University may decide to start a programme because of their expertise in the subject area. Expertise of the faculty available within a discipline or within the School or two or more Schools may lead to development of a new programme. While considering the expertise you may also consider the academic developments within the discipline and changes in different sectors for the manpower demands in that particular area.

Governing Bodies: In IGNOU, various statutory bodies like the Planning Board, the Academic Council and the Board of Management guide the policies and the

strategies of the University. In addition to the IGNOU's faculty there are experts drawn from academics, bureaucrats, and industry outside the University in these bodies. From time to time, these bodies guide the University to develop new programmes in different areas of concern. Sometimes, these governing bodies ask you to take up a new academic programme.

Funding Agencies: The Ministry of Human Resource Development (MHRD) is the funding agency for IGNOU. From time to time, the funding agency may ask the University to develop new programmes, which it considers are important to meet the national demands and human resource requirements in various sectors. There may be some other agencies, which would like to fund programme specific projects of their interest in their own areas of concern.

Industry needs: The industry needs of the work force with specializations may change from time to time. The University may respond to the new work force needs of the industry. Many times the industry itself may approach the University to develop new academic/vocational programmes in their specific areas of concern.

Learner needs: Sometimes the demand for new academic/vocational programmes may arise from the demand from the prospective learners. The demand from the learners may arise due to the employment opportunities of such programmes or their knowledge enhancement, which will help them in their careers/professions or may just improve their knowledge.

3.2   Assessing the Needs of the Target Groups

Before developing any new programme you may consider to identify the target population, the employment opportunities of the intended target group, the economic viability of the programme and the programme's academic relevance.

Target Population: Although we may have some idea about the target population before planning for a new programme; we should know the complete socio-economic and demographic characteristics of the students so that we can plan and develop a programme as per the needs of the target population. We will discuss more about this in the next sub section of this section.

Employment Opportunities: This is another significant aspect to assess the need of a new programme. The demand of the programme largely depends upon the employment opportunities that are available after completing the programme.

Economic Viability: We may need the monetary resources for the development, delivery and other overheads in developing and maintaining a programme. The resources may be generated either through the funding agencies or students in the form of collection of programme fee. In distance education, programme development involves high fixed costs and relatively low variable costs, the per student cost will be kept at relatively low when sufficient number of students are enrolled for the programme. Therefore, keeping the funding sources and the

student numbers in mind the economic viability of the programme can be worked out.

Academic Relevance: There may be some programmes which are of academic interest and unique to institutions developing such programmes. Though the demands for such programmes may not be high and economically not viable, still developing such programmes is worth considering, if these programmes are unique from the point of view of academic relevance.

In order to identify the need for a new programme you may want to conduct a study. For this purpose, you need to develop a questionnaire incorporating relevant questions. The questionnaire may be mailed to the Universities/Colleges/Other institutions who are involved in offering similar programmes or having knowledge in the identified discipline. Similarly, a separate questionnaire can be designed and the responses may be obtained from the industry and other sectors in order to determine the programme structure and its content so that the programme meets the needs of the industry; contains all the relevant academic inputs, and the students who pursue such programmes get better employment opportunities. A sample questionnaire developed for the purpose is attached Annexure – Need Survey and Need Survey-in.

3.3   Prospective Learner Profile

Before developing a new programme, you need to identify the prospective student population for your programme. For this, you need to consider the students' socio economic and demographic background, their motivation, learning factors and their educational background.

Demographic Background of the Students: You need to consider the demographic background of the students such as age range, gender distribution, employment status, urban/rural background, and access to media such as Internet, telephone, TV, radio, and access to IGNOU study centres etc.

Motivation: The motivation of the students for learning is important in determining the curriculum and methods of programme delivery. Some students may prefer vocational programmes, which contain more practical approach than theoretical contents or vice-versa. The students for open learning system come from heterogeneous population with varied socio-economic and demographic backgrounds. Therefore, they have access problems to the study centre, TV, radio, telephone, Internet etc. Depending on the heterogeneity and the accessibility problems, you may wish to offer your programme through more than one media like print, audio, video, teleconferencing, telecasting, radio broadcasting, internet etc.

Learning Skills: In open learning system, the students have less contact with the teachers/counselors. The students who have poor learning skills may face problems in completing the study. Therefore, you need to plan the programme and the study sessions so that they have enough time to learn.

Subject Background: It is important to know the prior educational qualifications of prospective students so that you can plan the programme structure and course content. For example, if the prospective students have less knowledge/qualifications than the required, it might become imperative for you to include some bridge courses so that all the students can enroll for the programme.

In order to identify the nature of the prospective students, their socio economic and geographical backgrounds; to estimate the size of the demand from the prospective students and to have an idea of the level of the programme you may like to conduct a short survey. At the time of conducting the survey, you have to keep in mind the design of the questionnaire (example in Annexure – Learner Profile), data sources, data collection methods and the sampling procedure. You may not have complete knowledge about the research methodology for the envisaged study. In such cases, you may have to consult appropriate professional in the University or outside to help you in conducting the study.

3.4   Preparing a Concept Note

A programme starts with the emergence of a big IDEA. In order to present the idea of a programme, you need to develop a 'concept note', which can be discussed, debated, modified and accepted by the faculty and School Board and other academic bodies of the University for developing into a full-fledged programme. A concept note is a short paper of about 5-6 pages that synthesizes the key ideas and arguments in favour of a programme. The concept note should preferably include the following, but not limited to:

- Need of the programme
- Market demand
- Academic relevance
- Social relevance
- Programme objectives
- Target groups
- Programme level and type
- Medium of study
- Outline of the contents
- Strategies to develop and deliver the programme
- Meeting university objectives

The concept note has to be written in both academic and generalistic style, as it will address teachers and administrator for their comments and agreement. Thus the concept note requires a blend of academic referencing and the convincing tone of more popular writing. For writing the concept note, the following may be suggested:

(i)   Think about the structure of the concept note, and develop a plan that conveys the key ideas clearly and logically;

(ii)   Focus carefully on the key issues of the concept note. The introduction must establish the significance of the programme;

(iii)   The main body of the concept note should include the points identified above, but not necessarily under the same headings;

(iv)   The final part of the concept note should include references and appendices that identifies expertise, resources and institutions;

(v)   The concept note should be presented well using a word processor. Accuracy of grammar and spelling should be ensured. Use boxes, charts, tables and graphs to make your point clear, and use structured heading and sub-headings to make the note easier to read;

(vi)   As far as possible, keep your language tight and snappy, check your phrasings and re-draft to make sure you are being as concise as possible.

While writing the main body of the concept note, you should answer the following questions:

Need of the Programme
- Is there a specific need of the programme? What? Why?
- How is the need established?
- Is there a report (government / non-governmental) specifying the need of the programme?

Market Demand
- Is the programme being envisaged has a market?
- Are successful learners going to be absorbed in the job-market?
- Is the programme available elsewhere?
- How many pass outs are there every year? Where do they get absorbed?

Academic and Social Relevance
- How is the programme socially relevant?
- Which strata of the society will benefit from the programme most? Why is it so?
- Why such a programme is academically relevant?
- Is it a new discipline / area of study?
- Is it going to improve certain trade / practice? What it is?
- What improvement will there be in the socio-economic status of the learners after undergoing the study of the programme, and how?

Having answered these questions, you will be in a position to establish that the programme should be started by the university, and then you should focus on the objective of the programme, specific target groups, level of the programme (Certificate / Diploma / Degree), type of the programme (General / Vocational / Professional), medium of study and how you propose to develop the programme and deliver it. You should also outline the brief contents of the programme. At the end, you should make reference to how launching of the programme will be in consonance with the objects of the Indira Gandhi National Open University.

The concept note developed should be discussed and debated in the faculty, before it is presented to the School Board for its approval (*See* Section 4).

3.5　Programme Structure

Once the Concept Note is accepted and School Board gives approval of the programme, the Programme Design/Expert Committee is constituted. Normally the Vice-Chancellor/Pro-Vice Chancellor/One expert (outside the university) is the Chairperson of the Committee and the programme proposer/programme coordinator becomes the Convener. The Programme Design Committee meets once or twice before it finalizes the programme structure and prepares a detailed programme report for consideration of the School Board and the Academic Council. However, it is the responsibility of the programme coordinator to prepare a draft proposal to be considered, debated and discussed by the members of the programme design committee in its meetings. The programme structure is an extension of the concept note, and includes the detailed courses and units/lessons in the programme with credit weightage, instructional strategies, assessment procedures and the media mix.

Developing a detailed outline of courses and units in the programme is an important task. Most programme coordinators request the members of the programme design committee to prepare detailed report for specific courses in the first meeting of the programme design committee. In order to develop a detailed programme structure, the committee in its *first meeting* should deliberate on the following:

(i)　*Overall Scenario:* It is important to identify the context within which the programme is envisaged.

(ii)　*Assessment of Needs:* The specific requirements of the programme are identified, discussed and accepted.

(iii)　*Developing Programme Aims and Objectives:* Based on the needs and the context in which the programme is envisaged, the generic aims and objectives of the programme are discussed and articulated.

(iv)　*Outline of the Courses:* Depending on the articulated objectives, the programme is divided into some courses. The programme design committee discusses and develops the specific objectives of the courses. The detailed content identification and organization is carried out later.

(v)　Theory and practical components are identified with their weight as percentage in the overall programme.

(vi)　Broad agreement of the instructional strategies, the assessment procedures and media mix to be followed are also agreed in the first meeting of the programme design/expert committee.

(vii)　Experts also agree to prepare detailed course-wise contents and propose a plan for media use.

3.5.1　Instructional Strategies

The Indira Gandhi National Open University follows an integrated technology mediated instructional strategy that takes advantages of different mass media

for delivery of education. Mostly academic programmes at IGNOU use print as the master medium, and other media (including face-to-face) are used as supplementary to the print-based learning materials. The programme structure should clearly state the various instructional media to be used in the programme.

Counselling: For each course of 6-8 credits (where a credit is equivalent to 30 hours of study by the learners in which he/she is engaged in reading the course materials, attending counselling sessions, preparing assignments and watching / listening A/V programme, telecast, etc.), IGNOU provides facilities for about 10% of the credit hours (i.e. 20-25 hrs) of academic counselling to the learners at designated study centres. Some programmes require specialized centers to be identified for the same and are called Programme Study Centre / Work Centre. The programme design committee should recommend how much counselling is required and where should it be conducted.

Audio-video programmes: It is suggested to prepare audio video programmes as per the needs of the subject. However, the norm is to have at least 2 audios and one video programme for every course of 4 credits. These programmes are also broadcast through TV and radio.

Teleconference: IGNOU has facility for one-way video and two-way audio teleconference with reception centers established at more than 150 centers. The programme design committee should recommend how frequently this facility should be utilized for the instructional delivery of the programme.

EduSat: With the launch and operation of India's first educational satellite, having tow-way interactive features and IGNOU being the nodal agency for its implementation, all programmes should deliberate on how best to utilize this facility.

Interactive Radio Counselling: With the emergence of Gyan Vani FM radio stations and also in collaboration with AIR, IGNOU is successfully running interactive-counselling sessions for its learners. It is important to integrate this technology in the design stage and clarify how the available technology can be used.

Laboratory: For Laboratory courses, it is important to provide practical hands on experience to the learners. The programme design committee should deliberate on how laboratory courses should be handled in the distance education mode.

Apart from all these instructional methods available and used at IGNOU, the programme design committee can also recommend any other means and processes. For example, some programmes and courses at IGNOU also have accompanying websites, CD-ROM and Home kits.

3.5.2   Assessment Procedures

In order to access the performance of learner, IGNOU adopts two methods - assignments and term-end examinations. For the continuous assessment, the assignments (tutor-marked and computer marked) are used. The programme

design committee on the basis of the requirements of the programme recommends the weightage for the assignments and term-end examination. It also specifies the nature of assignments (TMA/CMA) to be used in continuous assessment. *For details on assignments see Section – 9*. The programme design committee also deliberates on alternative assessment procedures and can recommend their use. For example, in the web-delivery mode of the Post Graduate Certificate in Management of Displacement and Rehabilitation, peer assessment is used, and there is no term-end examination at all. Submission of project report is considered as term-end examination.

3.5.3 Credit Weights

As per the accepted definition of credit at IGNOU, one credit is equivalent to 30 hours of study. The *Glossary of terms commonly used in Distance Education* (1997) defines a Credit as "a notional representation of a fixed amount of students study hours devoted to a various aspect of study: stud the text with comprehension, working on assignments, going through other course related documents, listening to the audio programme, viewing the video programme, attending the academic counselling sessions etc. Usually one credit is equivalent to 30 study hours".

The programme design committee fixes the credit value of each course in a programme. However, there is a range of credits for specific level of programmes accepted in the University. These are:

Certificate	=	12-16 credits
Diploma / PG Diploma	=	16-32 credits
Bachelor's Degree	=	96 Credits (32 credits in a year)
Master's Degree	=	64 Credit
M Phil	=	64-68 credits
Ph D	=	96-100 credits

Though the credit value of a course is decided a priori by the Programme Design Committee, it is possible to calculate the credit weights or study time in a particular course by following the 'rule of thumb' given below:

For texts (continuous)	= 70 wpm
For texts (with graphics)	= 40 wpm
Time to do activities and self assessment tests within text	= As per actual, as estimated by the teacher / unit writers
Audio and video programme	= Actual time x 2
Assignments (TMA)	= 10 hrs per assignment
Assignments (CMA)	= 2 hrs per assignment
Counselling	= 2.5 to 3 hrs on every 30 hrs of study time

The concept of Credit and the hours allotted to it has always been a mysterious thing for many teachers in the University. However, we would like to demystify this as an equivalence of the workload that the students in the conventional Indian College and University face in a year. In a semester, the normal teaching days in a university is about 105 days, which means 210 days of teaching in a

year. Suppose there is about 3-4 hours of teaching every day, the number of contact hours the students face is about 630-840 hours. Besides this the learners have to do their own study, use the library, and also discuss with peers and teachers in private. At IGNOU the normal credit weight for one year is about 32 credits (as in BDP), which is 960 hours of study time expected of the learners.

Similarly, in the western concept, one credit course is equivalent to one hour of teaching per week for 15 weeks. This comes to 15 hours of face-to-face contact. But, each hour of face-to-face contact also demands about 2-3 hour of student time to prepare and reflect. Thus each credit in the western world is equivalent to about 45-60 hours of study time by the students. In the case of IGNOU, the extra study time that a learner will put into his/her study is not calculated. But, the University uses the Credit as a notional indicator of the workload on the students.

3.5.4   Detailed Content Outline

Content outline of a course is very important as at the later stage it will form the basis of writing of the units. However, content is not just information to be learned. It should emanate from the course objectives and be organized so that the learner finds the information useful and process deep meaning. While selecting content the curriculum designer should take into account the potential of the content to address the cognitive, social and psychological dimensions of the individual learner. Content or subject matter (to be considered as candidate item) is a compendium of facts, concepts, generalization, principles, theories and process in a specific domain of knowledge. It is important to identify and list these candidate items after a thorough review of syllabi of various universities and standard textbooks available on the subject. The University Grants Commission (India) also recommends standard curriculum on most of the subject areas for consideration in the Universities. This could also be a starting point. Ornstein and Hunkins (1993) recommend the following criteria for selection of content:

Self-sufficiency: The content selected should help learners attain maximum self-sufficiency.

Significance: The content to be learned is significant only to the degree to which it contributes to the basic ideas, concepts, principles and overall aim of the course/programme.

Validity: The content selected should be current and valid at the time. It is important in the age of information explosion, where a content considered to be valid may become misleading. It also requires that the content should be checked at regular intervals.

Interest: The content should be selected with the learners' interest in mind. Though this can be questioned, it is most important in professional courses, where interest is related to the needs of the programme.

Utility: The content should be useful in terms of how the knowledge gained can be utilized in the job or how the content will enable the individual to gain competence.

Learnability: The content selected should be organized in a way to facilitate learning. This criterion actually specifies identification of difficult spots in the course, and recommendation of the use of media.

Feasibility: The content selected should be considered in terms of the credit weights, resources available, practical facilities, availability of counsellors, etc.

Once the content has been identified, it is necessary to organize the content. Organization of content can be done according to one or more of the following principles:

- Earliest to latest (as in History)
- Simple to complex
- Embryo to adulthood (development)
- Place to place (flow chart or process – based)
- Concrete to abstract
- Basic to advanced

Following these principles, the content can be arranged into conceptual blocks and units. Thus a course will have several blocks (say 4-5) where each block in turn would have 4-6 units. It is useful to outline the objectives of each unit at this stage to facilitate the unit writers follow what it is planned at the curriculum design stage. The course contents identified at this stage also have additional information for the suitability of media, especially the units where audio and video would be effective.

In the 2nd meeting of the programme design committee, the specific course outlines are discussed and finalized. A detailed programme report is prepared for submission to the School Board. Sometimes, in the meeting, a list of experts who can be considered for involvement in the course teams and unit writing work is also prepared. The programme coordinator, based on the discussion and recommendation in the meeting finalizes the programme structure for approval of the School Board and the Academic Council.

3.6   Costing and Budgeting

Financial resources are of vital importance for designing, developing, delivery and maintenance of an academic programme. The budgeting involves making certain that adequate funds are available for the above activities. Similarly, it is essential to make sure that the programmes are economically viable. For this purpose, the unit costs like per student, per graduate, per course etc. needs to be worked out. This part of the section describes about the need for preparation of a budget and cost calculations of a programme, different cost concepts widely

used in the literature, economies of scale, funding and the decisions on student fee.

3.6.1   Preparation of Budget and Cost Calculations

The design, development, delivery, maintenance of programmes involves a number of activities. The initial stage of programme development consists of the plan phase, which includes the development of programme concept. Normally it is expected to identify the need for any programme, identification of target groups, and meeting the experts in the related specialized areas.   The design stage of the programme involves preparation of content and structure of the programme by expert committees, determination of media mix, the course preparation strategies, the size of the target groups, strategies for delivery of courses etc. In the development stage of the programme the activities include meetings of expert committees and course writers, course writing/ editing/ revision, preparation of graphs/ charts/ diagrams, preparation camera ready copies, preparation of audio, video programmes, and translation in to other languages. The production stage involves printing of course material, production of audio, video programmes and duplication of audio, video programmes.

The major activities, which induce the cost in the delivery of programmes, are (a) admission of students, (b) printing and distribution of materials, study centres/work centres, counselling (face-to-face or online), (c) evaluation of assignments, holding examinations, dispatch of grade cards and maintenance of student records. These are very broad areas and in addition there might be expenditure on advertisement, telecast of programmes, etc. There are other common administrative costs like the general administration, finance, training, planning, estate management, etc.

In order to arrive at likely expenditure on various activities you have to prepare a budget indicating the resources required in the next one year or for the entire programme.

3.6.2   Cost Concepts

There are some common types of costs involved in development and delivery of a programme.

Fixed Costs: These are the costs incurred irrespective of the number of students enrolled for the programme, eg. development of printing material, production of audio/ video programmes, teleconferencing/telecasting of programmes, maintenance of programmes etc.

Variable Costs: The variable cost is the marginal cost spent on each additional student, eg. printing of printed materials, dispatch of material/ grade cards, evaluation of assignments/ term end examination etc.

Direct Costs: The direct costs are those costs, which are attributed directly to a particular unit, eg. development cost of a course, the material dispatch cost for a student etc.

Indirect Costs: Indirect costs are those costs, which cannot be attributed to a unit, eg. costs on payment of salaries on administration, finance, student admission and evaluation; payments on common services; etc. The indirect costs are also some times called overheads.

3.6.3   Economies of Scale

The distance education programmes involves high fixed costs and low variable costs. When large number of students are enrolled, the fixed costs are distributed among large number of students and thus per student cost comes down significantly. On the other hand, if few students are enrolled for a programme, per student costs will be higher. Therefore, one should ensure that sufficient numbers of students are enrolled for a programme in order to make the programme economically viable.

Some of the factors that contributes for the cost efficiency of a programme are student numbers, number of elective courses, frequency of course revision, media-mix, number of study centers/work centers, the extent of face-to-face counseling/on-line counseling, the level of student support, etc.

3.6.4   Funding

After estimating the costs of a programme, it is essential to consider the sources from where the money comes for the development, delivery, and maintenance of the programme. The sources can be either the Ministry or programme sponsors or students or from the University itself. You must ensure and allocate adequate resources. It is useful to divide different activities into the following subsystems and estimate the costs for each subsystem seperately:
- Programme design and development
- Programme delivery/Student support
- Administration/Overheads

In IGNOU, at the time of planning a new programme, the programme coordinator is expected to prepare the details of the likely costs on broad activities like development and production, delivery and overheads. This will help the University to prepare the budget and make sure that adequate funds are available. This will also help in deciding the fees that may be charged to the student.

As mentioned earlier, IGNOU is a government funding university. However, it is always encouraged to generate sufficient funds through internal sources to meet the expenditure. Although, there is no uniform policy across the programmes, generally, it is encouraged to seek funding from industry/ concerned ministries/ other organizations for the development and production of learning material, which are considered as fixed costs. Similarly, the delivery costs are expected to be met from student fees and the rest can be subsidized through government funds and other internal sources. On the other hand, if the new programme is likely to be of high demand then the University develops the programme on its own and recovers the full cost through the fees charged to the student.

3.6.5   Decision on Student Fee

The decision on student fee is more of an art rather than a science. In industry, the pricing decisions on the products stem from the ability to read the market conditions and the experience in dealing with the customers and products. In distance education, a number of factors may affect the policy decisions on the pricing of programmes. Generally, it is believed that education is a social sector and therefore the social concerns such as legal and ethical issues should be considered at the time of taking decisions on pricing of programmes. In any case, a good beginning would be to develop a cost based pricing showing the likely costs of each of the costing sub-system explained earlier.

In distance education, the various costs are categorized into two broad types, namely, fixed costs and variable costs. Fixed costs are those that do not vary with the number of enrolments. On the other hand, the variable costs are those that vary directly with the number of enrollments.

The per unit student costs can be worked out for various projected enrolments. In order to recover the full cost, we may fix the student fee of the programme equal to the per student cost. If the demand elasticity for the programme is not significant then we may increase the student fee of the programme over and above the cost with a mark-up. On the other hand, if the demand elasticity is significant or the student fee of the programme has to be fixed on the social considerations rather than economic considerations we may fix the student fee at an acceptable level below the cost. Then the subsidy has to be met either by the funding agencies or by cross subsidising from other economically viable programmes.

IGNOU generally follows a dynamic policy in determining the price of programmes. For the programmes where the demand is very high, professional and employment oriented, and/or the target student population is already employed the fees is fixed slightly at a higher level. For conventional programmes, where the demand is not very high, the student fee is fixed at a relatively low level. The bottom line is to recover at least the delivery costs of the programmes through student fee.

Two examples of worksheets for computing the delivery costs of programmes and arriving at the student fee if the university decides to charge the student only the delivery costs of the programme are given at Annexure - 5.

Procedures for Programme Approval

Section Overview

B efore developing a new programme or during the process of its development or before offering it to the students, you need to follow some formal procedural approvals from different statutory bodies and operational units of the University. This section introduces the programme approval process presently followed in the University. The section deals with two topics viz. (a) Phase 1 to 4 of Programme Approval Process, and (b) Programme Code Approval Process.

4.1 Phase 1 To 4 Forms and Programme Approval Process

In this part of the section the programme approval process and procedure is described to help you in your programme. The University as an organization has its own management structures and processes. There are statutory bodies like Board of Management, Planning Board, Academic Council responsible for the policies and programmes of the University. There are other bodies and academic Units involved in the process of programme approval process. We have discussed about these academic bodies in Section 2.

At different stages of a new Programme approval, you need to submit different specifically designed formats to the concerned bodies for consideration, direction and approval. These formats are:

1. **Phase – 1: Programme Proposal Form**: Once a brief note on the concept of the programme outlining its rationale and relevance is ready the Phase-I form, that outlines the programme proposal, is submitted to the School Board of the concerned School for its consideration and approval. The Phase-I Format includes the brief details on the scope of the programme, internal expertise available for development and maintenance of the programme. It also gives the details on the need analysis of the programme, likely target groups, level of the programme, medium of instruction, and collaborative arrangements for the design, development, and delivery. The Format of the Phase-I form is given as Annexure – 7. As soon as the Phase-1 is approved by the School Board, the Programme Design Committee is

constituted and starts preparing the programme structure that forms the basis of Phase-2.

2. **Phase–2: Programme Concept Form**: After deciding the programme structure, delivery schedule, target group, expected enrolment, collaborative arrangements, financial resource generation for the programme and the programme media mix, Phase-II form is submitted for consideration and approval of the Academic Programme Committee, which is a Standing Committee of the Planning Board. Once the programme gets the approval of the Academic Programme Committee, it goes to Planning Board for its ratification. At the time of submission of the Phase-II Form, the Programme Coordinator should work out the cost of the delivery of the programme in consultation with Planning & Development Division. The format of the Phase-2 is given as Annexure – 7.

3. **Phase-3: Programme Design and Detailed Programme Report**: The Phase-3 Form concerns with the programme design and detailed programme report. After the approval of Phase-II Form the Programme Coordinator in consultation with the programme experts prepares a detailed programme structure listing the courses and their nature including the credits, blocks, work books, manual etc. Therefore, the Phase-III Form (Annexure – 8) outlines the above details. In addition, the evaluation methodology, hands on experience/laboratory work, delivery mechanisms also included in this Format. The Programme Coordinator is also required to give the details in terms of time targets of various activities like course writers' meetings, course development, course production, completion of audio, video. Finalization of Study Centres/Work Centres and the launch of the Programme.

4. **Phase-4: Programme Launch Approval Form**: The Phase-4 Form concerns with the programme launch. The approval of this form is required from Academic Programme Committee. The Format indicates the extent of the readiness of the programme for launch. It gives details whether the course materials, programme guide, project guide/manuals, audio/video programmes and assignments are ready. It also indicates the readiness of support divisions like Student Registration & Evaluation, Regional Services, Material Production & Distribution, and Electronic Media Production for the specific programme. The details on the readiness of various activities are given in the Annexure – 9. The following flow chart indicates the flow of different activities in the programme development and various approval processes.

The Formats and their Approval Bodies

The following Table - 5 explain you to whom the different formats are submitted.

Table -5: Approval Bodies of the Forms

Sl.No.	Format	Approval Body	Nodal Unit
1.	Programme Proposal Form	School Board	The concerned School
2.	Programme Concept Form	a. Academic Programme Committee b. Planning Board	Planning and Development Division -Do-
3.	Programme Design and Detailed Programme Report	a. School Board b. Standing Committee of the Academic Council c. Academic Council	The concerned School Academic Coordination Division -Do-
4.	Programme Launch Approval Form	Academic Programme Committee	Planning and Development Division
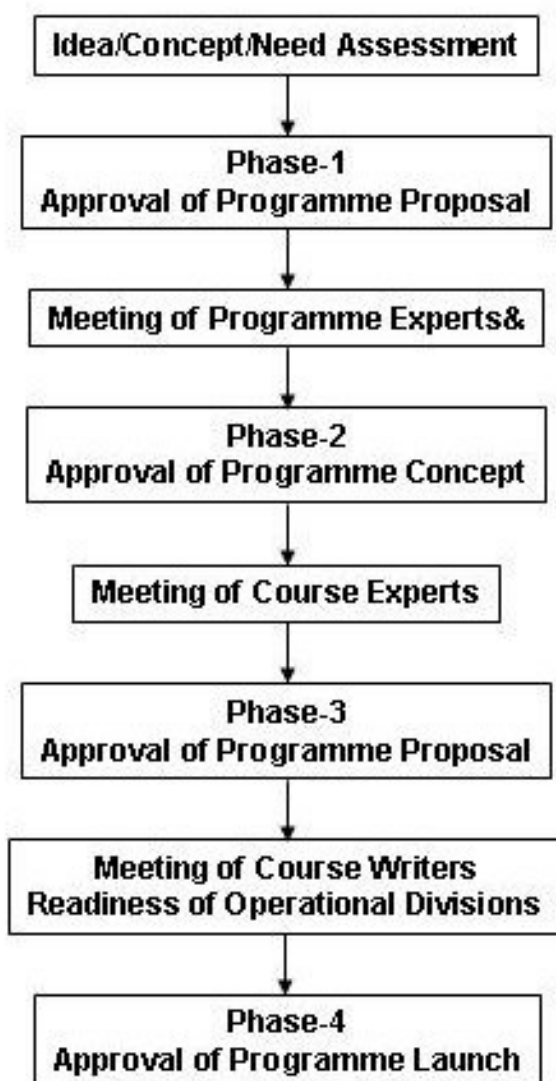
Fig-1: Flow-chart of the Programme Approval Process

4.2 Programme Codes, Course Codes and Colour Schemes

Printed materials constitute a significant component of the study material of distance and open learning students. The range of programmes covers from awareness to certificate, to diploma, to graduate and postgraduate levels. The courses also cover conventional, multidisciplinary and inter-disciplinary schemes. Proper codification of these courses and adoption of standardized method of codification is a necessity for inventory management.

Creating computer files of students records, taking print outs of address labels with details of the programmes, and pasting them on thousands of packets of study material is thus round the year activity at IGNOU; the following activities is handled mainly by the unskilled daily wage workers who prepare different sizes of packets of the study material for dispatch.

In view of the above facts, all programmes/courses have to be given specific codes so that they do not overlap with each other and indicate clearly the level of programme/course, the discipline and the nature of course. This would eventually help improve the efficiency of workers. Proper codification will also help in reference service, retrieval and classification of information on students and study material. Further, colour is a versatile and commercial medium that appeals to all visually   and sensitizes mind quickly & differently. Hence, chances of mistakes by workers in distinguishing, segregating and packaging of study material would be minimised if the cover pages of the study materials are given different colours for the programmes of different schools. Proper colour codification will also help in referral service, retrieval and classification of information on students and study material.

This part of the section discusses about the logic and scheme of assigning the programme codes, course codes and colour schemes. You need to consult the Planning and Development Division, which is a nodal unit for assigning the codes. The programme and course codes are assigned based on the recommendations of a committee approved by the Academic Council.

4.2.1   Programme Codes

Programme codes are unique alphabetic codes assigned to programmes for identification purpose. The Programme codes are assigned as follows:

- The code of your programme will have **two parts** consisting of alphabetic characters.
- The **first part** of the programme code should indicate the level of the programme, like Certificate-C, Post-Graduate Certificate-PGC, Diploma-D, Advanced Diploma-AD, Post Graduate Diploma-PGD, Bachelor Degree-B, Master's Degree-M, etc. If the faculty feels that the conventional codes like M.A., M.Sc., M.Com., etc. are more convenient and meaningful they can be adopted without any modification.

- The **second part** of the programme code should indicate the subject area of the programme like Food and Nutrition-FN, Rural Development-RD, Distance Education-DE etc.

Therefore, the programme code for Certificate Programme in Food & Nutrition will be–CFN, Post-Graduate Certificate in Food & Nutrition-PGCFN etc. Similarly, a Masters level programme in Chemistry will have a code MCH. On the other hand, if the faculty wishes to use conventional code M.Sc. for Master's level programme in science with specialization in Chemistry then the programme code will be M.Sc.(CH).

4.2.2   Course Codes

Course codes are unique Alpha-Numeric Codes assigned to courses for identification purpose.Although there is no unique way of giving course codes, one may keep in mind the following:

The course codes can have up to FIVE to TEN characters, which are designed in such a way that one can easily recognize and memorize them. The code may start with alphabetical characters followed by numerical characters or a combination of them used alternately viz. XYZ 012, XY 01Z2

The *Alphabetic Characters* can be designed in such a way as to identify:

(i)   The academic units involved in the development of a course.
(ii)   The course level (under graduate degree / post-graduate diploma / postgraduate degree etc.).
(iii)   Nature of the course (practical/theory/lab/project etc.)
(iv)   Any other parameter with which course can be easily recognized.

The *Numeric Characters* can be used to identify:

(i)   To recognize whether a course is fresh or revised.
(ii)   The serial number of the course.
(iii)   Number of credits in the course (if desired).
(iv)   The number of blocks in the course (if desired).

In practice, however, the course code should not be too short or lengthy. If a course code is too short it may not provide sufficient information for easy identification of the course. On the other hand, if it is too lengthy it is difficult to understand, remember, and pronounce easily. Length of each parameter within course code should also be optimized. For example, the discipline code should be either 1 or 2 alphabetic characters. Similarly, the code that indicates (a) theory/practical component and (b) language through which the course is offered should be 1 alphabetic character. The course level can have one numeric character and individual course 2 or 3 numeric characters.

The following have been recommended to identify a course:

That the code of a course should consist two parts namely, (a) **Alphabetic part** and (b) **Numeric part**. The symbol '-' differentiates alphabetic part and numeric part to make the distinction and easy readability.

Alphabetic Part will have two compulsory and one optional parameter. These are:

(i)   course level (*compulsory - one character width* - recommended codes are given in Table -1).

(ii)   discipline/area of studies code (*compulsory - two characters width* - some of the recommended codes are given in Table - 2).

(iii)   nature of the course (*optional - one character widt*h - recommended codes are given in Table - 3).

A course code will start with course level code followed by discipline/area of studies code and nature of the course code. In other words, the course level code will prefix the discipline/area of studies code and the nature of the course code will suffix the discipline/area of studies code.

Table- 1: Recommended Codes for Course Level

Programme/Course Level	Recommended Code
• Courses up to undergraduate level (like Certificate, Diploma, Bachelor's Degree etc. having entry qualification at + 2 level).	B
• Post-Graduate level courses (like Post-Graduate Certificate, Post-Graduate Diploma, Master's Degree etc.).	M
• Courses at the Research Degree level (M.Phil., Ph.D., etc.).	R
• Awareness Courses	N

Table - 2 indicates the list of disciplines along with the recommended codes. In addition, there are some areas of studies like tourism, women's empowerment, consumer protection etc. developed by various disciplines. Each area of study should also have a unique code reflecting the area of study.

Each School/Discipline may follow one of the codes listed above depending on the nature of the course. However, if there is any difficulty in assigning these codes the concerned School/Discipline may decide any other code in consultation with the Planning and Development Division. Thus, a course at the level of Master's degree in Tourism Studies will have one of the following (*alphabetic part*) codes depending on the nature of the course.

MTS   indicates a course in Tourism Studies at the level of Master's degree (observe nature of course code is omitted).

MTSP   indicates a project course in Tourism Studies at the level of Master's degree.

The **Numeric Part** will have *three characters* indicating two parameters related to a course. The parameters along with their character length are:

(a) Whether a course is fresh/revised (one character), and

(ii) Individual course number (two characters).

The first character of the numeric part indicates whether a course is fresh (0 stand for a fresh course) or revised course (1,2,3,4,5,6,7,8,9 indicates the course is revised one in that order) followed by individual course number (two characters 01 to 99). In other words, the individual course number will suffix the course code indicating whether a course is fresh or revised. The individual course number having two numeric characters is left to the discretion of concern discipline/area of study/school.

Table – 2: Recommended Codes for Discipline/ Area of studies

School	Discipline/Area of study	Discipline/ Area of study Code
1. School of Management	(a) Management	MS
	(b) Commerce	CO
2. School of Sciences	(a) Mathematics	MT
	(b) Physics	PH
	(c) Chemistry	CH
	(d) Life Sciences	LS
3. School of Humanities	(a) English	EG
	(b) Hindi	HD
4. School of Social Sciences	(b) Economics	EC
	(c) Political Science	PS
	(d) Public Administration	PA
	(e) Sociology	SO
	(f) History	HI
	(g) Library Science	LI
	(h) Tourism Studies	TS
	(i) Consumer Protection	CP
5. School of Education	(a) Education	ES
	(b) Distance Education	DE
6. School of Continuing Education	(a) Rural Development	RD
	(b) Women Education	WE
	(c) Journalism & Mass Communication	JM
	(d) Food & Nutrition	FN
	(e) Child Development	CD
7. School of Engineering & Technology	(a) Engineering & Technology	ET
8. School of Health Sciences	(a) Health Sciences	HS
9. School of Computer & Information Sciences	(a) Computer Science	CS

Table - 3: Recommended Codes Nature of Courses

Nature of Course	Recommended Code
• Lab./Practicals/Computing	L
• Project	P
• Elective	E
• Foundation	F
• Application oriented	A

Note: If no code is indicated it is assumed that it is a theory course.

The symbol '-' differentiates alphabetic part and numeric part to make the distinction and easy readability. Thus, in practice a course code will have a minimum of seven characters and maximum of eight characters.

4.2.3 Colour Scheme

Colour Scheme of a course is a unique colour or combination of colours coupled with design assigned to the cover pages of the printed material (Blocks) for identification purpose. As stated in course codes, there is no unique way of assigning colour scheme to courses. However, some broad points one can consider are:

1. There should not be too many colours as many people may not be able to identify and name the colours with marginal differences.
2. It will be helpful to have a combination of colour(s) and design for easy identification of course material (Blocks).
3. Each School can have a unique colour scheme. Alternatively, the colour scheme can be according to the level of programme (Certificate/Diploma/ Degree/Post graduate degree etc.).

In general, the following are in practice for assigning the colour scheme of courses.

Colour Scheme of Blocks: The committee recommends that each school will have a unique and distinct colour of the cover page of the blocks for all the courses/programmes developed by that school. The colours assigned to each school are shown in the following Table-4. In addition, some contrasting colours like Teal, Red, Brown, Blue-grey, Olive-green etc. can be used by future schools in consultation with nodal agency.

Table – 4: Recommended Colour Codes for Various Schools

School	Colour recommended
1. School of Management	Mustered Yellow
2. School of Sciences	Dark Grey
3. School of Humanities	White
4. School of Social Sciences	Sky Blue
5. School of Education	Navy Blue
6. School of Continuing Education	Light Rose
7. School of Engineering & Technology	Light Orange
8. School of Health Sciences	Bright Green
9. School of Computer and Information Sciences	Light Green
10. School of Agriculture	Olive Green

Colour Scheme of assignments: At present, the assignments are printed in white paper and there is no colour scheme. However, if a colour scheme is used, it is better to extend the colour scheme of the course to the assignments. The cover page of the assignments will have a unique and distinct colour in the form of a strip towards left margin as the university is currently following for letter-heads.

Programme and Course Development

Section Overview

Development of a programme is undoubtedly a major task of distance teachers. It is a complex process and actually starts with the conceptualization of the idea itself. However, in the context of this section, we consider programme development as just one of the steps in the overall process of teaching at the Open University.

5.1   Factors Affecting Course Development

There are nine factors affecting the development of distance education course (Brigham, 1992). It is very important for the programme / course coordinator to pay special attention to these factors to develop a course / programme on time and successfully launch it. These factors are:

i)   *The level at which courses must be approved:* Development of an agreed outline of the course with its level, objectives and specific topics as a course definition is very important for approval at the appropriate level in the University. As the approval authority goes top, there is a need to prepare this course definition in general terms, as the authorities are not subject matter experts in all subject matter. This generality sometimes result in ambiguous descriptions and multiple interpretations.

ii)   *Course production deadline:* The course production deadlines should be realistic and all course authors must adhere to the timeline agreed.

iii)   *Varying views of what constitutes respectable materials:* As the distance learning materials are subject to public scrutiny, it is important that their quality is properly ensured. Course / programme coordinator has to take responsibility of the final product and satisfy the various interpretation of quality.

iv)   *Shortage of available working time:* Lack of time availability has been given as a reason for delay in preparation of distance learning materials. This is

particularly so in dual mode universities, where teachers give priority to face-to-face teaching and research than to preparing distance learning materials.

v) *Availability of instructional support services*: Non-availability of instructional support such as format editing, graphics preparation, content and language editing and proofreading affect preparation of course materials.

vi) *Faculty experience with distance education:* Experienced faculty in the systems and practices of distance education develop course materials faster than novice. Orientation of faculty towards preparing learning materials help.

vii) *Adaptability of faculty to the course development environment:* Course writer's and faculty member's disposition and acceptability of the course development are important. This is so because most of them are drawn from conventional universities and colleges.

viii) *Interpersonal relationships between members of the course team:* Interpersonal relationship is very important in the course team, as the group is normally a mix of different expertise. Faculty and course developers also must learn how to accept judgment and criticisms of academic colleagues in respect to their work.

ix) *Course development models:* There are number of course development models –- course team model, contract author–faculty model, contact author–editor model, educational advisor model, coordinator–writer–editor model, personalized training, workshop generated model, seminar generated model, text transformation, wrap around texts, adaptation model (Smith, 1980, Lockwood, 1992; Narsimham, 1995; Panda, 2001). Choice of the model of course development also affects the process of programme development. Though there is no study to compare the different models, we will discuss some of these models in the next sub section. This will give you an overall idea to choose the model depending on your need and context.

5.2 Course Development Models

All the course development models listed above can be categorized into three groups: course team models; existing material models and fast track models.

5.2.1 Course Team Models

The course team model has been originally refined at the United Kingdom Open University (UKOU), and is a commonly adopted model that has many variations and sub-models. The IGNOU adopts the course team model for most of its programmes with exception in some specific cases. The course team is a group of highly specialized personnel comprising of several Subject Matter Experts (SMEs) (internal faculty and outside experts), educational technologists, audio-visual experts, editors, counsellors, graphic designers and others as needed. A chairperson coordinates the task of managing and assuring the quality of the materials produced over a period of two to three years. Because of the active involvement and representation of different categories of experts, the materials produced in the course team model are normally of high quality. However, the time and cost involved in this model is also high, which is a limitation.

There are other variants of the course team models where the internal faculty or the course coordinator plays a pivotal role. Some of these are:

Educational Advisor Model: The educational advisors are senior members of teaching departments with experience in educational technology. They operate as chairpersons of course team or advise the internal faculty and work in collaboration with the teaching departments and the distance education units in the dual mode institutions.

Contract Author-Faculty Model: It is also a variation of the course team model. In this case outside subject matter experts write the lessons/units and the internal faculty performs the role of the editor (content as well as format) to prepare the material.

Contract Author-Editor Model: This is a model adopted in institutions having no core faculty to teach a particular subject in distance mode. The learning materials are developed by outside subject experts, which are edited by either internal or external editors. The editors play the role of surrogate learners and content experts while preparing the materials.

Coordinator-Writer-Editor Model: This model is commonly adopted in IGNOU within the overall framework of the course team model. The coordinator is a member of IGNOU faculty, whereas the unit writers and editor can also be from outside the university. The course coordinator plays the role of a hub and manager to develop the course on time. For this purpose he/she uses the services of a number of course writers / unit contributors. These units are then edited for language, content and the format to adhere to IGNOU house style and quality. The content editing work is done either by the coordinator or outside expert, whereas the language and format editing are done by members of the language editing unit and faculty members of STRIDE respectively or the coordinator. Though the overall responsibility for the quality of the course lies with the course team, the coordinator-writer-editor model has made the course coordinator more responsible to assure the quality of the materials by following all the stipulated practices and procedures of the University.

5.2.2. Existing Material Models

Sometimes it is useful to consider use of existing learning materials. Using existing learning materials saves course development time and thus cost. If you consider that some of the existing materials are appropriate for your learners, "there is no need to re-invent the wheel". There are three approaches to consider existing learning materials are – complete adoption, adaptation, and wrap around. In the complete adoption model, the existing material is already in the suitable distance learning from and thus can be utilized without any change. For example, some of the IGNOU courses are used by State Open Universities and other universities outside India. We will discuss three different models here.

Adaptation Model: In this model, the existing learning material is adapted to suit a different context. The process of course adaptation starts with a critical analysis

of the existing materials vis-à-vis the course outline and objectives of the course to be developed. The analysis of the content is categorized as: can be adapted without any change; adapted without any change; adoption after heavy editing; replacement of examples and illustrations only or mirror editing; and writing of few fresh units. The learning materials for some of the courses in the Tourism Studies were developed using this model from the courses of the School of Management Studies.

Text-Transformation Model: This model is used, when learning materials already exist but are considered inadequate for their intended purpose either from the point of the content or learning design. In such a situation, text transformation model is used to prepare high quality distance learning materials. The process of text transformation starts with the identification of existing materials followed by a review of the changes required. Once the changes required are finalized through negotiation, a skilled text transformer comes into the scene and converts the existing materials into self-learning materials. The STRIDE has conducted a large number of workshops on conversion of correspondence materials into self-learning materials.

Wrap Around Model: This model is also known as "self-study book-based approach". When textbooks and articles are already available they can be adopted as core material with a wrap around text to create self-learning material package. This approach is very useful for courses, where there are fast developments and learning materials require quick revision. Some of the courses in the Master of Computer Application programme use the book-based approach for which the faculty reviewed existing textbooks and placed them before the expert committee to decide on the specific book to be adopted. Normally the wrap around text is a guide with objectives and activities to facilitate active learning.

5.2.3. Fast Track Models

In case you need to reduce the course development time, there are two fast-track models available. These are: Workshop Model and Seminar Model.

Workshop Model: The workshop model can be considered as an improvement over the course team approach. In fact, in the workshop model, we can bring all the course team members together and generate the self-learning material in a workshop. As for any workshop, it requires detailed planning to organize the course development workshop. The duration of the workshop is very important to bring out the learning materials in usable condition. During the workshop, the expert course writers participate to discuss the course outline and objectives to take care of omission and overlapping. The units are then allocated amongst the participants based on their specialization and interest. The content editor and the format editor (instructional designer) interact with the course writers continuously and provide necessary academic support. Graphic experts too work on the necessary graphics as suggested by the course writers. The workshop is supported by necessary library materials for reference and use. At the end of the workshop, the learning materials are ready to go for language

editing and printing. At IGNOU, the course materials for Certificate in Guidance and B.Sc. Physics lab courses were prepared using the workshop model.

Seminar Model: This is a variant of the workshop model, but as the name suggests the format is a seminar, where new information and knowledge is shared. This model is particularly useful for subjects that are in the nascent stage of development and the available literature is relatively less. In such a situation availability of expertise will also be limited and therefore, it is worth considering generating of materials through a seminar (with both commissioned and free for all paper submissions). The outcomes of the seminar in the form of the papers presented and the discussion in the proceedings became the learning materials. The Marketing of Services (MS-65) course of the Master of Business Administration programme was prepared through this model, and a learner guide was added later on to facilitate student learning.

In the literature on course development models, *personalized training* is discussed as one of the models. Personalized training is a just-in-time approach to provide necessary skills and competence to internal/external course writers on how to prepare learning materials. The personalized training is ideally done on one-to-one basis. However appropriate short-term training can be given at the time of need to faculty during the course development period in groups as well. Personalized training approach is successful if (a) there is a person to coordinate the administrative aspect of the project; (b) a realistic and agreed production schedule is worked out and all contributors adhere to it; and (c) there is continuous assistance available to the authors.

5.3   Programme Design Expert Committee

All the learning materials at IGNOU are prepared under the overall direction of a Programme Design Expert Committee. According to Statues 10 (A) (4), the members of the Expert Committee are nominated by Director of the School in consultation with the Professor of the discipline, and the School Board recommends constitution of the expert committee to the Vice-Chancellor. Normally the Director of the School also consults the programme coordinator / proposer. The Programme Design Expert Committee is constituted immediately after the approval of the Phase – I form by the School Board. The programme coordinator becomes the Convener of the Expert Committee, while constitution of the committee, due representation is given to subject matter experts from different parts of the country in tune with the national character of the university. SMEs are also identified from various specializations within the programme and as far as possible the best-acclaimed professors are included in the committee. The programme coordinator convenes the programme design expert committee to finalize the programme structure, including details of the courses, their syllabi, credit weights, suggested delivery approaches (including counselling, laboratory, seminar, projects, etc.), and audio-video programmes required. As such the programme design expert committees critically discuss and fine-tune the concept note and draft programme proposal to develop a

Detailed Programme Report for the approval of the School Board and the Academic Council.

5.4   Course Development Process

Once the Phase – III of the programme development process is approved, the course teams come into operation. However, the course teams are identified immediately after the Programme Design Expert Committee finalizes the Detailed Programme Report and its acceptance by the School Board. The faculty proposing the programme should then meet to propose course teams for various courses in the programme. Ideally, the programme coordinator in consultation with the internal faculty proposes the course teams for various courses suggested by the Programme Design Committee, making it part of the detailed programme report. This will save a lot of time, as immediately after the approval of the detailed programme report by the Academic Council, various course teams can be constituted by the Vice- Chancellor. As such, the proposals for the course teams come out of the faculty discussions and are placed in the School Board for consideration and recommendation to the Vice-Chancellor for approval and constitution of the course teams. Once the course team is identified, the course coordinator convenes the meeting of the course team to proceed in the development of the course and decide the course development models to be adopted. In all the process, the course coordinator consults the programme coordinator and also apprises him/her of the progress.

Of the several models of course development cited earlier, we describe the process for the course team model, as the process for the other models will be some variant of this basic process. In this section we discuss the process of print material development up to the Camera Ready Copy (CRC) preparation. Issues related to audio-video material development and assignment preparation are discussed in Section-7 and Section-9 respectively.

Once the detailed programme report is accepted by the School Board and the Academic Council, and the Course Team members and the Course Coordinator approved, the actual course development process starts. From this point to the development of the course is the overall responsibility of the course coordinator, who should from time to time report the progress and status of the course development to the programme coordinator and the Director of the School. As the course development is a time-bound activity, there is a need to work systematically and consider course development as a project and thus all the techniques of project management can be applied here to complete the task on schedule. However, some teachers in the University also strongly believe that the techniques of project management is not suitable for academic work like course development, and therefore much flexibility and tact is required of the course coordinator to deliver the expected task.

There are various stages in the print material development process, which may be identified as:

- Orientation of course writers for writing the units in a self-instructional format;
- Preparation of the first draft of the units by the respective course writers;
- Circulation of the first draft of each unit to the remaining course team members and the education technologist for their comments and suggestions;
- Discussion of the comments amongst the course team members (through e-mail or meetings, if possible), and finalization of the unit by the unit writer/ in-house faculty member responsible for the unit/ course coordinator;
- Editing of the course by the Course Editor who is usually an eminent expert in the field;
- Format editing by the educational technologist/ in-house faculty members;
- Language editing of the unit by the Language Editor;
- Developmental testing of the course material;
- CRC preparation as per the house style; and
- Print production process including copyediting and proof reading, before final production.

5.4.1   Orientation to Course Writers

It is important to provide orientation to course writers and conduct course writers meeting before you actually proceed in the course development work. This is important because all the course team members and the course writers will be able to work towards one common goal of teaching a subject to students who are not face-to-face. As a course coordinator, it is your responsibility to see and obtain necessary approval of all the course writers and course team members. Once the approval of the course writers/course team members are in place, you should plan to organize a 2-days meeting of the course team to discuss the course outline and also orient the course writers on the techniques of preparing self-learning materials. A tentative content for orientation of the course writers is given in Annexure-10. Sometimes, the course writer meeting for a number of courses in a programme are clubbed together to conduct the orientation programme. However in such cases, the course teams also discuss issues related to specific courses separately. As course coordinator, it is your responsibility to plan, organize and conduct the course team meetings in collaboration with the programme coordinator and the Director of the School. For this purpose, you should prepare a proposal and get it approved by the Pro-Vice Chancellor concerned, before inviting the course team members. It is important for administrative and financial purpose, for which you will receive support from the administration under the control of the Director of your School.

The meeting of the course team should look into the following:
- Detailed outline of the course up to unit level and indicate the objectives of each units to facilitate the course writers to cover the expected content and also provide link within the course;
- Possible audio-video programmes and rationale to prepare programme brief;
- Distribution of unit writing work amongst the members of the course team;
- Timeline to submit the first-draft of the lessons/units; and
- Orientation to course writers to prepare self-learning materials.

The course coordinator should prepare the minutes of the meeting for record.

5.4.2 Preparation of the Units

The course writes start their work after the first meeting of the course team or the orientation of the course writers. The course writers either prepare the relevant graphics or suggest the graphics to be included. In the latter case, the course coordinator gets the graphics prepared by the approved graphics designers of the University. During the preparation of the first draft, the course coordinator actually works as a monitor; softly reminds the course writers about the agreed deadlines; and supplies relevant information and latest literature to the course writers. As soon as the first draft of the units is received, the course coordinator circulates the units amongst other members of the course team for their comments, which are passed on to the original contributor for revision. Sometimes the course coordinator themselves work on the units to finalize them based on the comments received. At this stage, due payments are made to the course writers for their contribution after obtaining necessary copyright declaration and bill from them (Annexure – 11; Annexure – 12). The approved payment norm in the University is given in Annexure – 13.

For the purpose of editing, the course editor, format editor and language editor are normally part of the course team. However, if it is not so, the course coordinator should take necessary approval. The editing work should begin as and when at least one block of the course is ready. Normally the content editor is an established subject matter expert (within/outside the University). Most of the course coordinators themselves do the format editing in the University, though the services of the STRIDE faculty can be sought for this task. However, it is a good practice to involve a STRIDE faculty member to look into the format/instructional design issues in a course. Similarly the language editing work is done at the editing unit of the School of Humanities. However, in case of requirement external language editors are also used with due approval. The editing process work as follows:

- The course coordinator finalizes one block of self-learning material;
- It is sent to the content editor;
- After it is received from the content editor and necessary corrections, it is handed over to the format editor (This step is deleted, if the course coordinator does the format editing as well);
- After necessary corrections done according to the suggestions of the format editor, the block is sent for language editing;
- Necessary correction to the manuscripts after language editing completes the editing process.

The order of the steps is sometime changed depending on the exigencies and requirement. The preparation of the units/blocks/course should follow the guidelines and learning design issues discussed in *STRIDE Handbook-5* and the *Self-Learning Material Development: Developer's Handbook* (IGNOU, 2000). Faculty members are encouraged to have a personal copy of both these handbooks for ready reference.

Once all the process of assuring quality of the self-learning material is adhered to, the CRC preparation should begin. Ideally, the CRC preparation starts as soon as a block of learning material is finalized. The final manuscript should be handed over to the Section Office (publication), who in consultation with the course coordinator and Director of the School will get the CRC prepared through the approved list of agencies empanelled for composing of materials. Sometimes, the CRC is also prepared in-house under the direct supervision of the course coordinator. Once the CRC is finalized after through copyediting and proof reading, and the material becomes ready to undergo the print production process, which is discussed in detail in Section-6.

5.5   Roles and Functions of Course Coordinators

A Course Coordinator plays the following one or more of the roles:

- Subject Matter Expert
- Unit Writer
- Content Editor
- Format Editor
- Surrogate Learner
- Coordinator/ Project Manager
- Quality Assessor

The functions of the course coordinator in the course development can be summarized as follows:

- To convene the course team meetings and arrange the meeting as per the University rules;
- To serve as the single point contact for all members of course team;
- To interact with the unit writers and course team members on the subject matter content;
- To prepare minutes of the course team meeting for record;
- To supply necessary information and reference materials (if possible) to the unit writers to prepare the lessons as per requirements;
- To write, re-write, and revise units;
- To edit and/or interact with the course editors (content/format/language);
- To assure the quality of learning materials in terms of the instructional design and self-learning features;
- To finalize the Camera Ready Copy of the course materials in consultation with the publication staff;
- To organize course writers orientation; and
- To undertake any other relevant work in the interest of developing the course.

5.6   Translation Related Issues

In a multi-lingual country like India, the importance of translation of learning materials is very important to provide increased access to knowledge to a wide

range of population. It serves the needs of the people living in remote and rural areas. Except for language courses, most of the learning materials in IGNOU are prepared in English. Some of these are in great demands, and are available in Hindi as well. Hindi as medium of instruction has also not made much inroads into rural areas in non-Hindi speaking states. To create awareness in sensitive areas like human rights, women empowerment, consumer protection, reproductive & child health, nutrition & health education, HIV & AIDS, forest management, disaster preparedness, rural development and many other related areas 'translation intervention' would become more effective and meaningful if the teaching-learning process, including the multimedia support is provided in local (regional) language. Increasing accessibility, maintaining equity and ensuring quality are the hallmark for democratization of education through open and distance learning system. These objectives can be achieved and the endeavour for creation of a 'knowledge society' will get momentum with the help of a language which is close to the heart of the people and not which is foreign to the local cultural milieu and ethos.

5.6.1 Need Assessment and Target Group
Objective assessment of need for translation of course material should be done at the initial stages of planning. Will it increase outreach? Will it ensure equity by providing equal opportunity to all in acquiring knowledge and additional qualifications in regional language? Need of a region or for that matter need of a particular group in a region may vary from that of other regions and other groups in the same region. Feedback from potential target groups, from state administration and from non-governmental organizations needs to be obtained before undertaking the language translation.

Target groups for whom translation work would be undertaken may be dispersed in the entire region or concentrated in a particular area. The end-users and the beneficiaries need to be large enough to ensure sustainability of the endeavour for a reasonable period. Depending upon the target group identification, the course mix may be re-considered. Certain end-users with low level of learning skills may require greater level of learning inputs in terms of media support and audio-video material. One may think of additional activities supplementing both study material and multi-media packages to help reinforce complex theories and ideas in the course.

5.6.2 Budgeting and Cost- Benefit Analysis
To make any project viable it is necessary to undertake an in-depth analysis of cost involved and the benefits to be derived out of it. In a service providing university such as IGNOU with its mandate to provide quality higher education at affordable cost, such analysis may look a little out of place. However, considering the fact that all university programmes would have to be self-sustaining, such economic measures need to be undertaken. The benefit derived form making courseware available should at least commensurate to the cost involved.

Depending on the prescribed norms, a cost estimate needs to be made for all kinds of activities involved. Different activities for which financial support in the form of budget provisions required are, a) translation, b) DTP, c) editing, d) language vetting, e) subject vetting, f) scanning of cover, back pages, graphics, tables, g) page layout, h) printing of three draft copies & final CRC (camera ready copy), and i) transfer of CRC to CD for printing. Budget provisions have to be made for similar nature of activities undertaken for preparation of assignments, preparation of question papers for Term-end Examination. Financial provisions also need to be made for dubbing the audio-video CDs to regional language. Budget provision for the meetings of the translators has to be made, as it is crucial for the preparation of translators.

5.6.3   Identification of Sources of Funding

Funds for translation may be generated from multiple sources. Depending on the assessment of regional needs and the size of the beneficiaries, IGNOU may provide funds for translation work. State Open Universities (SOUs), Directorate of Distance and Continuing Education (DDCE) attached to dual-mode universities are receiving funds from Distance Education Council (DEC). Translation work can be taken up in collaboration with these institutions as well. National agencies like NHRC, NACO etc through their regional organizations may prove to be sources of funding for certain awareness related programmes. Even the respective state governments and a few non-governmental organizations might come forward to provide funds for translation of specific programmes. All such avenues for possible funding may be explored.

5.6.4   Coordination with School

Much of the translation related work takes place at the Regional Centre. Thus, it is important for the Schools to liaise with the specific RC to coordinate the translation activity. The School concerned should supply the learning materials and assignments for translation on time and work in tandem with the Regional Centre team to prepare the language version of the materials. The teachers at the School handle the Hindi version of courses. Revised course materials and any up-dating as part of course maintenance should also be passed on to the Regional Centre on time for translation.

5.6.5   Identification of Translator

Quality of the study material will depend much upon the translators. Therefore, identification of translators is crucial. A good translator should have command over both the subject and the language. S/he should agree to the timeframe assigned for completion of the work. S/he should accept the payment norms prescribed by the University for this purpose. As far as possible, the translators may be identified from the same city for proper coordination and accessibility.

5.6.6   Standardization in Translation

In the previous sub-section, we discussed that IGNOU maintains a *de facto* house style in all its course materials. Translation of certain keywords and phrases such as block, unit, structure, objective, introduction, let us sum up, check your progress need to be uniform. Subject specific glossary prepared by the respective State Bureau of Textbook Printing and Publication has to be consulted by all

translators to maintain uniformity in translation of keywords. Meeting of all translators of a particular course at the beginning and at regular intervals until completion of work will help ensure standardization.

5.6.7   Production Process
Once the translation work is over, it follows the production path from the CRC preparation to the printing. As the text is entered in to word processor, it is important to proof read and match with the manuscript. The process of editing, language vetting, and content vetting should also form part of the quality assurance model.

Use of Software: Standardization in use of software is required when more than one agency or individual do the text entry work. If compatibility in use of software is not given due attention from the beginning then it might create problems later. It is always advisable to use the latest available language software because it will have more options in terms of fonts and many other features required for qualitatively better output.

Page Layout and Scanning of Tables & Figures: This is a highly specialized work. Most textual materials contain a variety of graphics. Graphics are used in several forms: line, tone, single colour and in multiple colours. The original designs from which the printing is done are unlikely to be easily available. If these are available, this is the easiest and the best way of incorporating graphics. In the absence of the original graphics, the best available option is to scan the images available in the printed texts. The original image should be as neat as possible. Scanned images have to be appropriately cleaned using suitable software to maintain good resolution (say about 600 dpi) for printing, as scanning reduces the resolution. Graphics often have titles or explanatory notes printed against a background colour. These titles and explanations should be changed into the regional language. The titles and notes in English are deleted and replaced with those in the regional language. Deletion of the text also deletes background colour and thus the required colour has to be filled in.

Cover and Back page Layout and Scanning: The cover and back pages assume a place of importance as these create the first impression of a publication. These are printed on high quality art card. These have to be scanned and positioned as detailed in previous paragraph. There are some additional precautions to be taken. All numerals are to be in Roman. Apart from the course title and course code in the regional language, these are also to be given in English for ease of identification. While placing the logo care has to be exercised to ensure correctness of size, shape and sharpness.

Printing of Courseware: As per the current policy of the University all printing works for Study Materials would be undertaken at headquarters. The CRC prepared (laser printed hard copy and a soft copy in CDs) at the Regional Centres are sent to the Material Production and Distribution Division (MPDD) along with the software/ font in which the materials are prepared..

5.6.8   Other Issues

Apart from translation and preparation of CRC at the Regional Centres, the assignments are also translated and camera ready copy (CRC) of the assignments are sent to School/ MPDD at least three months ahead of the scheduled start of the academic session.

At present audio-video CDs are available in English and Hindi languages only. Once the course materials are available in regional language, media support has to be made available in the same language. All audio and video programmes of the Course need to be dubbed in regional language. For technical support, services of the State Institute of Educational Technology (SIET) and other Government controlled organizations could be utilized. The audio tapes prepared during the interactive phone-in radio programmes at the Regional Centres will also be used as further media support to the learners.

5.7   Programme Guide Preparation

Students in face-to-face institutions are appraised of the rules, regulations, syllabi and other information from time to time through notice boards, prospectus and sometimes by the teachers in the classroom. For the distance learners, the programme guide is the major means of information about the university's policies and practices adopted for the specific programme of study. The programme guide is a true friend and companion of the distance learner for the entire period of the study. Therefore, as a programme coordinator, you should prepare the programme guide carefully to satisfy all the information needs of the distance learners to complete a programme of study successfully. It has been found that distance learners require information about the following:

*   Credibility and accreditation of the university and the programme of study;
*   Acceptability of the programme in the job market;
*   Rules and regulations of the university, including the schedule of operation;
*   Programme specific information like, duration, medium of instruction, etc.;
*   Detailed syllabi of the programme including recommended texts, if any;
*   Facilities provided by the university, including access to library and counselling services;
*   Availability of the usage of audio-video materials;
*   Preparation of assignment responses and preparation of term-end examinations (including old sample question papers);
*   Study skills guide;
*   Addresses of different units of the university and contact persons; and
*   Various forms used in the university.

It is desirable that while preparing programme guide, due care is given to include all the above information as far as possible.

5.7.1 Components of a Programme Guide

The practices in different schools of the university differ as far as the design of the programme guide is concerned. But, all of them include most of the following:

- Information about the university (including its salient features);
- Information about the programme concerned, including the salient features and objectives of the programme;
- Programme structure with credit weight and year-wise distribution (if applicable);
- Schedule of courses in multi-year programmes like Bachelors Degree Programme, Master of Computer Applications etc.;
- Fee details and schedule of payments;
- Instructional system, including information on audio-video programmes available;
- Evaluation practices, including guidelines for assignment preparation and submission;
- University rules and forms;
- List of addresses of Regional Centres and programme activated study centres;
- Addresses of contact persons, in case of specific problems;
- Detailed syllabi of the courses;
- Sample question papers; and
- Additional Resources (Bibliography, online materials, etc.).

Some schools use assignment questions for the particular year in the programme guide itself. This is especially helpful for programmes of one year duration. It has also been observed that such a practice is not cost-effective, if the enrollment is less in the programme; and therefore year free programme guide is suggested as the model. However, it may also be noted that the programme guide should be up to date with the latest information applicable in a particular year. In order to keep the printed programme guide up-to-date, it is a good practice to use loose-leaf binders, though at IGNOU, it is not yet a practice. The loose leaf binder enables the learner to keep the copy of latest information received from the university and update the programme guide during the entire period of study. It is also useful to keep a digital copy of the programme guide available in a MS-Word or PDF file on the IGNOU website, so that past and present student can download the latest rules applicable to them.

Most of the time, the programme guides are descriptive and it is difficult to find information by the learners. Because of this the university receives more letters of query from anxious students though most of the information required is available in the programme guide. Realising this, the STRIDE has designed its programme guide for the Post Graduate Diploma in Distance Education (PGDDE) as a compilation of Frequently Asked Questions (FAQs) with keyword signposted at the margin (which is like the study materials). This question and answer format of the programme guide has been found to be very useful to the learners. It is just a beginning in the path of designing learner-friendly

programme guide. The following are some guidelines to prepare learner friendly programme guide:

- While preparing a programme guide consider the information needs of a distance learner.
- Browse and review different programme guides available in the university.
- Prepare a draft programme guide and ask colleagues to read it as surrogate learner. This is very helpful to receive comments from a learner's perspective.
- Design the programme guide like a self-learning material rather than a text-book. This is essential to initiate the learners to the world of self-learning materials.
- Give adequate side margins and use keywords and graphics as signposts.
- Prepare a detailed content outline at the beginning and an index at the end.
- Give additional blank space to make personalized notes.

Print Material Production

Section Overview

Open Universities are large publication houses. Because of their huge enrolment, they have to produce learning materials in large quantity. For example, in the year 2003-2004 over 9424000 blocks of learning materials were printed at IGNOU. The production of learning material is a collaborative process, where academics, printing technical staff and audio-video producers work together. In this section we will discuss the process of print material production.

For the printing of learning materials, the course coordinators are supported by publication staff in the respective Schools. However, it is useful to have an understanding of the whole process to maintain quality of the outputs and also complete the task as planned. As course coordinator, you need to have an understanding of the basics of the paper, layout design, and printing process. We will discuss each one of these in brief here.

6.1   Paper Types and Sizes

Papers for printing of learning materials come in various shapes and size, and therefore we also see books and other learning materials in different sizes. However, the University has adopted the practice of bringing out the study materials in A4 size to use the available paper in a cost-effective way. The International Organization for Standards (ISO) has standardized the size of the paper, and there are three different series of papers – A, B, C. We will discuss the A series here, as it is predominantly used in IGNOU. ISO 216 defines the A series of paper size on the basis of the following:

- The height divided by the width of all is the square root of two (1.4142)
- Format A0 has an area of one square meter
- Format A1 is A0 cut into two equal pieces. In other words, the height of A1 is the width of A0 and the width of A1 is half of the height of A0 (Fig.1)

- All smaller A series formats are defined in the same way. If you cut format A*n* parallel to its shorter side into two equal pieces of paper, there will have format A (*n*+1)
- The standardized height and width of the paper formats is a rounded number of millimeters (Table-1)

A0

A5

A3

A4

A2

A1
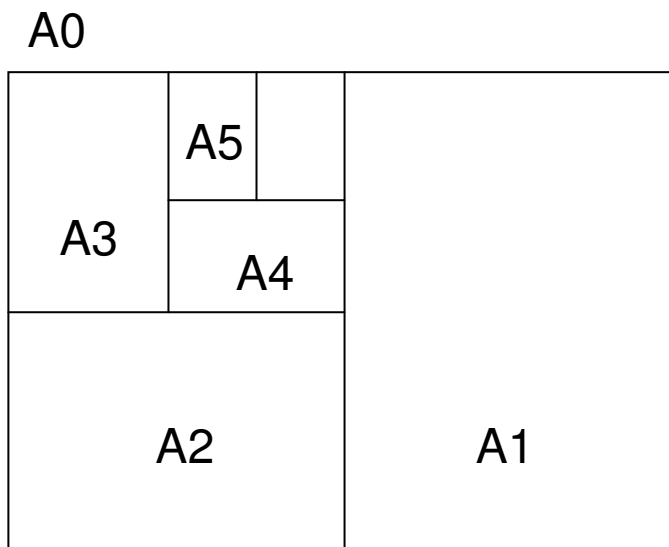
Fig.1: Paper size proportions

Table-1: A Series Paper Sizes

Series	Millimeters	Inches
A0	841x1189	33-1/8 x 46-1/4
A1	594x841	23-3/8 x 33-1/8
A2	420x594	16-1/2 x 23-3/8
A3	297x420	11-3/4 x 16-1/2
A4	210x297	8-1/4 x 11-3/4
A5	148x210	5-7/8 x 8-1/4
A6	105x148	4-1/8 x 5-7/8

The quality of the paper is determined in terms of its grammage, brightness, opacity, permanence and smoothness.

Grammage: The weight per unit of paper, measured in grams per square meter (gsm).

Brightness: It is a key indicator of paper quality, measured by shinning blue light on the paper, and finding out how much of the light is reflected.

Opacity: Highly opaque paper prevents print showing through on the other side.

Permanence: It is the ability of the paper to maintain its brightness and strength over time.

Smoothness: It is the paper's evenness and flatness.

The University procures paper in bulk quantity based on all the above quality measures. The paper used in the University is "Agro based environment friendly". Use of normal text paper (70 gsm) and art card (200/210 gsm) is the common practice for preparation of learning materials, and Directors of Schools can approve the requirements (Annexure – 14).

6.2   CRC Preparation and Layout

While preparing the CRC, it is important to understand that the final print size of the study material will be in A4 size, which means we have less print area than the actual A4 size because of the page depth and the margins to be allowed in page design. Thus, it is important to have an understanding of the layout available to us. Layout design is a creative art, and based on the textual and graphical information available, each page can have a different layout. However, a good layout design will have a common structure throughout the document. At IGNOU, the layout template has been almost standardized (Fig.2).
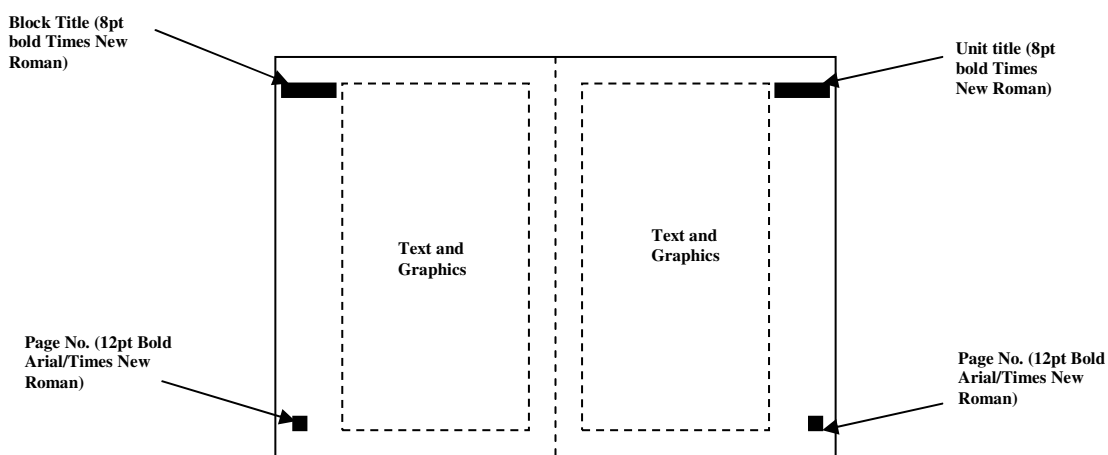
Fig. 2: Page layout of OGNOU Study materials

The inside text composition should also be standardized, and a suggestive text composition rule is given below:

- *Unit Title Area*: 18/20 pt Bold Upper Case Arial/Times New Roman
- *Structure/ Unit Structure Heading*: 14 pt Bold Italics Times New Roman
- *All Text* in 12 pt Times New Roman Left Aligned. For Hindi and other vernacular languages 2 pt bigger.
- *Main Section in 1.1, 1.2, etc*: 16 pt Bold Upper Case Arial/ Times New Roman
- *Sub-section in 1.1.1, 1.2.1, etc*: 14 pt Upper/Lower Case Arial/Times New Roman
- *Any further sub-sub-section* in 12 pt Bold Italics Upper/Lower Case in Times New Roman
- *Use line spacing* at 2 pt bigger than the font size used.

These instructions should be passed on to the text-composer for page layout. Graphics should also be prepared at this stage, and these should be inserted at appropriate place. Cover page needs to be designed and finalized using the

colour code assigned to the course/programme. The University's approved rates for text composition and graphics preparation are given in Annexure – 15.

While preparing the CRC, due care should be given to the preparation of the Credit/ Imprint Page, as due credits should be given to all involved in the preparation of the learning materials. The University makes it mandatory to include the following in the imprint page:

1) *Details of the Academic Contribution*
    a)   Programme Design/ Expert Committee (Original/ Revision)
    b)   Course Preparation Committee/ Course Team
    c)   Coordination Committee/ Coordinators
2) *Details of Print Production Assistance*
    a)   Print Production In-charge
    b)   Secretarial Assistance
    c)   Cover Design
    d)   Proof and Copyediting
3) *Details of Imprint*
    a)   Month and Year of Publication
    b)   Copyright along with the Indira Gandhi National Open University including Year (e.g. © Indira Gandhi National Open University, 2004)
    c)   ISBN (to be received on request from Registrar, MPDD)
4) *Standard Information*
    All rights reserved. No part of this work may be reproduced in any form, by mimeograph or any other means, without permission in writing from the Indira Gandhi National Open University.

    Further information on the Indira Gandhi National Open University courses may be obtained from the University's office at Maidan Garhi, New Delhi 110 068. Visit our Website at http://www.ignou.ac.in

    Paper Used: Agro based environmental friendly

    Printed and Published on behalf of the Indira Gandhi National Open University, New Delhi by (the name and designation of the Head, MPPD or Director of School Concerned).
5) *Print Line*
    The name and address of the firms where composed and printed.

The composed material should be proof read to compare with the original manuscript and proper care should be taken for copyediting to adhere to a uniform standard. While proofreading/ copyediting a set of special marks are used. As course coordinator it is useful to know them (Annexure – 16).

6.3   Printing Process

It is one of the highly skilled and technical works in the whole process of the production of learning materials. However, as a course coordinator, you should

understand the process to interact with the press and the publication staff. The print production process starts after you certify the final CRC. The following are the stages of printing till the material reaches the University warehouse.

1. Processing Stage, where negative and positive of the CRC are made through the imaging process.
2. Ferro proof and dummy approval stage.
3. Plate making stage, where plates for each colour used are made.
4. Actual printing stage, where the impression on the paper is made.
5. Binding and cutting stage.
6. Packaging and Forwarding stage.

The faculty is involved at the stage of the ferro approval. Remember, at this stage no editorial corrections should be made. However, you should check the following:

*   Margins
*   Page depth and width
*   Broken texts
*   Figures and their placements
*   Page placements
*   Quality of impression

You should also give specific colour printing instructions and or colour screen instructions at this stage. Normally, the ferro proof is submitted as prepared through the negative or the positive. If the ferro is prepared from the negative, the texts will be in **white** with a **blue** background or if prepared from the positive, the texts will be in **blue** with a **white** background.

The assigned printer should complete the printing job in the time given as per the contract, which is 10 days for booklet up to 60 pages and cover, and where the number of copies does not exceed 5000. In case the number of pages and quantity exceeds 60 pages and 5000 copies, the entire job should be completed within the time given by the Director of the School concerned. If the finished printed material is not delivered to the University as per the schedule, the Director of the School can recommend penalty as follows:

After the due day from 1st to 7th day	3% of the total bill
From 8th to 14th day	6% of the total bill
From 15th to 21st day	9% of the total bill
From 22nd to 28th day	13% of the total bill
Beyond 28th day	15% of the total bill including proceedings for recovery of damages caused to the University

6.4   Calculation of Print Order for Study Materials

While deciding the print run for a new course, the faculty decides the number of copies to be printed based on the number of study centre activated, expected number of student enrollment per year, and the life of the course (to be revised after *n* year). Thus a suggested formula for the Print Order for **New Course** is as follows:

(No. of expected Enrollment per year X *n*) + (No. of Regional Centres X5) + (No. of Study Centres Activated X3) = Number of Copies to be Printed ------ (1)

For re-printing of the Study materials, the MPDD takes the initiative depending upon the availability of stock every year. A formula normally used to arrive at the re-printing requirement is as follows:

i.   Student enrolment (last year) in the course (as round of 100) = a
ii.   Ten percent of a = b
iii. (No. of Regional Centre + No. of Study Centre activated)X 2 = c
iv.   Buffer stock (for sale by marketing unit, supply to evaluators/ paper setters, missing study material case) as decided by the demand (High/ Medium/ Low) of the Course. For buffer stock High demand is 500, Medium is 200, and Low is 100.
v.   The Print Order = a+ b+ c+ Buffer Stock (H/M/L) ------ (2)

6.5   Calculation of Paper Requirements for a Print Order

The University procures printing paper in A1 size in bulk in bundles of 500 sheets (called ream). As per figure 1, each A1 size paper will produce 8 sheets of A4 size. Thus while printing both side, each A1 size sheet will produce 16 pages of printed A4 size. One ream of A1 size paper will produce 8000 printed pages of A4 size. Thus calculating the paper requirements for each print order, the following formula is used:

i.   (Number of pages in the block X Number of Copies to be printed)/8000 = No. of reams of paper. ----- (3)
ii.   For each colour of printing, 2% wastage is added, to (3) above to decide the paper requirement for supply to the printer.

Electronic Learning Material Production
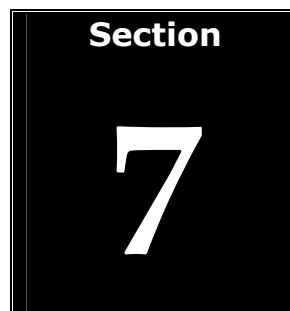
Section Overview

T he potential of communication technologies for knowledge sharing and connectivity with distance learners was realized when IGNOU was being envisaged. The Indira Gandhi National Open University Act 1985, Clause.4 mentions:

> The objects of the university shall be to advance and
> disseminate learning and knowledge by a diversity of
> means, including the use of any communication technology,
> to provide opportunities for higher education to a larger
> segment of the population and to promote the educational
> well being of the community generally, …

The integration of audio-visual media with the self-learning print material is the essence of IGNOU's teaching and learning environment. In this section, we will discuss the process and procedures involved in the planning, production and utilization of audio video software at IGNOU without going into details of 'message design' and presentation aspects.

7.1   Approaches to Media Use

In general, the open and distance teaching institutions follow four approaches of integrating audio-visual media with the self-learning print materials. The criteria for selecting an approach depend on their context:

Complementary media approach: The audio-visual media perform a corresponding role in the instructional system by presenting content, which is not covered in self-instructional print material. This means, a select area of the content is provided through audio-visual media, and not through print. This decision is normally taken at the time of the curriculum design by the expert committee.

Integrated media approach: In this approach, the audio-video elements follow a complementary approach. These are integrated in the textual print materials and cross-references are included in both media. Let's say, it is mentioned in a section in the print, "now listen to the audio programme titled…… and then move to the next section in the text", or the video tape, instructs, "stop the tape and open section 3 of text on page 15". This approach works to advantage when print and audio/video programmes reach students as cohesive multiple media-learning packages. Needless to mention, complementary and integrated approach of using media requires preparatory time, assured availability of broadcast time and learner access to media being the main consideration.

Supplementary media approach: The audio-video programmes perform a supplementary role in instructional system by representing and reinforcing the content, which is already covered in the self-learning print material by representing 'knowledge and skills' in ways that can facilitate learning from both print and the audio-video materials. For instance, the print material discusses the impact of 'television advertising', which is then supplemented by a video programme showing clippings of different advertisements and experts analyzing the impact of 'television advertising' frame by frame, the audience in the show also sharing their experiences and thoughts on the matter. Alternatively, in a linguistics course, print material dealing with "diction" can be very effectively supplemented by an audio programme. In essence the supplementary approach of using media enriches the quality of information, since it overlaps with the print, learners who do not get access to media are not deprived of the 'core content'. With this context**,** the IGNOU has adopted a supplementary approach of media integration.

Independent media approach: In this case, the audio or video materials become the main learning resource for the students. For example a programme intended for agricultural farmers, can very well be delivered only through TV Broadcast or through Video programmes.

7.2   Learner Access to Media

The curriculum oriented audio and video programmes are available for the student use at the Regional Centers and Study Centers of IGNOU. They can also be purchased at a reasonable price from Marketing Unit of EMPC. The audio programmes are broadcast on All India Radio (AIR) and video programmes on Doordarshan daily during the allocated transmission slots.

Now IGNOU has more media channels to reach its student population. The *Gyan Darshan*, the 24-hour cable video channel dedicated to education carries IGNOU's video transmission for two and a half hour daily. A network of educational FM radio stations run by IGNOU provides suitable time slots for audio programmes. The use of teleconferencing and interactive radio counselling have added new dimensions to IGNOU's instructional system by bring in real time interactivity between teachers and learners. Such a diversity of

communication inputs at the disposal of IGNOU is almost unprecedented in any other distance education system in the world. The communication systems have now been further strengthened by the launch of EDUSAT.

Notwithstanding this, the universal problem of underestimating the time required for generating media courseware is common to IGNOU also. When an academic programme or course is in the pipeline, all the resources are directed towards the preparation of print material, the audio-visual component of the curriculum is introduced only at the end. Such lopsided efforts have led to 'boomrang effect' in the past. Who can check and address this problem? Programme and Course Coordinators can play a significant role since they are the leaders of their projects. A meaningful output at user end can only be ensured by a holistic approach towards planning, production and utilization of the media. The groundwork for audio and video software must be initiated parallel to the preparation of print-based materials.

7.3   Planning for Audio and Video Courseware

The deliberations on how different media could be used for the course must begin as early as the Course Design Committee starts meeting to discuss the curriculum. The course team members are the experts in their respective fields; however, they need an orientation of the audio-visual media especially in IGNOU's context, which is normally done in the course-writer's orientation workshop. Involving the 'Producer Coordinator' of the concerned School as a member or special invitee in the course team meetings is an ideal situation. The course team should:

- Select topics/content for audio and video programmes; and
- Identify the course component which needs interactive communication support through videoconferencing or radio conferencing.

As print-based curriculum details are being worked out in the course team meetings, so shall be the progress made in the audio and video software planning and estimation of course requirement for interactive channels (tele-teaching and tele-counselling). A media mix of a minimum of 1 video and 2 audios for a 4-credit course was prescribed earlier when production resources were limited. This number could always go up depending on the requirement of the course. Some subject areas need more audio-visual support than others do. Similarly, in some courses more visual reinforcement is needed whereas in other cases audio could be a more suitable and cost effective media choice. The same criteria apply to interactive teleconferencing or radio counselling. After the course team meetings, the Programme Coordinator /Course Coordinator must have a blueprint of the media plans. The details below in table-1 and table -2 would also help in making adequate budget provision for the media activities.

Table -1: Video and Audio programmes for the Academic Programme/Course (Name of the Course/Programme)

S.no.	Course code	Block	Unit	Topic	Audio/Video	Completion Target

Table – 2: Topics for Interactive Audio-Visual Support

S.no.	Course code	Block	Unit	Topic	Teleconferencing/Radio Counselling	Hours per week/month/year

7.4   The Production Process

Once the production requirement is decided, programmes are entrusted to different faculty members of the School. The faculty member associated with a given Video/Audio programme is referred as the 'Content Coordinator' and is responsible for the academic content of the programme. The production requirements along with list of identified Content Coordinators are sent to Director, EMPC through School Director. The Joint Director, Production (JD, P) in consultation with the Producer Coordinator (of the concerned School) assesses the production load on producers working for the School and assigns the programme accordingly. In case the production load on internal producers is more than it can be handled, then the programme is outsourced to a producer from IGNOU's panel of Producers. The JD(P) and Producer Coordinator review the educational background and work profile of the Producers and identify the one who seems suitable for the particular subject area. When a programme is outsourced the empanelled producer works under the supervision of Producer Coordinator who coordinates between the Content Coordinator and the empanelled Producer and also takes care of administrative work. Instead of entirely outsourcing the programme, sometimes a 'Director' is hired on

assignment basis from among the panel. The Producer Coordinator in this case serves as the Producer of the programme.

Once the programme has been assigned to the Producer, it becomes a joint responsibility between Content Coordinator and the Producer to see it through completion. In fact, this is the beginning of the teamwork between the Content Coordinator and Producer, which has to go a long way. The detailed steps of production of video materials are given below. It is also important to note here that the production of audio programmes also follow almost a similar route, except for the video part.

7.4.1   Step 1. Research, Llearning Objectives and Programme Content

The Content Coordinator and Producer have detailed discussions about the objectives, content, and treatment of the programme. This is not one-day's job. Sometimes it requires several meetings. Apart from interacting with the Content Coordinator, the Producer has to do her/his own research using web sources, books, journals, magazines, videos and films, and interact with people in the field depending on the need of the programme. Once the Producer gets a general idea of what the programme is about, the decision on what specific content will go in the programme is determined by specific instructional objectives of the programme.

The learning objectives for the proposed programme must be very clearly outlined. The general principles of instructional design also apply to audio/ video programmes or media courseware. The responsibility of writing learning objectives lies with Content Coordinator. Objectives need to be specific and goal oriented. A learning objective is a statement of what the learner will be able to do when she/he has successfully completed the learning task (watched the video program). Keeping this in view, 'what is' that the video program must teach? Learning objectives make the Content Coordinator, Producer and the Scriptwriter focus on the expectations of the intended video programme.

One word of caution though! You should not become overambitious in planning so many learning objectives for a single programme. It is important to remember that no matter how interesting a video programme is, it may not hold audience attention beyond a certain point. Further, at IGNOU the video programmes are generally cut at about 27 minutes duration, including the beginning and end credits. Therefore, content information must be confined to 25 minutes. To be realistic there should not be more than 4-5 main objectives in a programme.

7.4.2   Step 2. Developing a Programme Brief

Based on the interaction between the two team members, the Content Coordinator prepares the programme brief which is about 1-2 page long write up (Annexure – 17). Programme Brief, at a glance, should provide information about the academic programme, course code, block, working title, language, target audience, language, duration, and instructional objectives of the programme. Then it has an outline of the content to be covered in the programme. Any other information such as experts in the particular subject who may be interviewed, reference books etc. may also be indicated in the

programme brief. The programme brief serves as a reference to check if you are moving in the right direction during different stages of production, thus must be very carefully done. Although the production is being shared by Producer and Content Coordinator, the copies of programme brief must also be sent to Director of the School and Director, EMPC to update them with progress of the programme.

7.4.3   Step 3. Preparing Academic Note

The next job for the Content Coordinator is to prepare an Academic Note based on the learning objectives and the outline articulated in the programme brief. In other words, it is an expansion (approx. 8-10 page long) of the outline contained in the programme brief. It must comprise of a logical flow of sequences/storyline; the concepts that need to be represented in the programme; and the processes that should be elaborated. The illustrations, experts, references of books etc. should all be included here. It must also give clear idea of what is being given in the related print material. All this work will now lead to script development.

7.4.4   Step 4. Script Development

Both audio and video programmes need scripting. Different kinds of programmes require different scripting approaches. Some scripts (e.g. drama) are very detailed. On the other hand, some scripts (programmes based on discussions, interviews) are merely outlines listing the talent involved and some tentative questions. There are programmes falling in between these two approaches, for instance a documentary script initially serves as a guideline for recording events (since shots cannot be planned in a documentary situation). Then, based on the material shot, a final script with commentary and specific shot details is written. Despite their diversity, all scripts whether for audio/video are meant to establish the programme's format and content, and organize important production information. The script is therefore most useful during planning, rehearsal, and production.

Getting academic note transformed into script is Producer's area of responsibility. Many producers themselves write the script. Some Content Coordinators with a flair for scriptwriting like to do it as well. A professional scriptwriter can also be engaged for this purpose. A complete script contains the spoken word, or dialogue, sound and music information. In case of video, the major visual elements, which should accompany the audio and important production information, should be given in the script.

Using the script, the programme content and production information are divided into two major categories and appear in the appropriate columns of the script. The video side has shot description and lots of blank space for the producer/directors to write shots, camera angles, lighting, location requirement and other details, also to draw the sketches in case a separate storyboard is not being used. In comparison, a radio script is simple and runs like a printed text since it does not have the complexity due to different kind of visual elements. However, radio script must not sound like print. The essence in audio is remembering the "spoken word".

The first step towards script testing would be the self-evaluation of the script, the Producer and Content Coordinator see whether the script covers all the learning objectives of the programmes and suitable for structured learning. If you find the script lacking on these accounts, revise it. Once you are satisfied with the script, get the feedback from other subject experts; it is much easier to make changes in the script stage rather than after the programmed is produced. Finally get it evaluated by one or two members of target audience for clarity, comprehension and general comments. Now prepare the final draft.

7.4.5   Step 5. Production

Production of a video programme is a creative process like writing poetry or painting a landscape through the language of sound and visuals. Nevertheless, it involves efforts of many individuals with expertise in different areas such as camera, sound, scenic design, graphics, and editing. This process is accomplished with the help of equipment and techniques, which may vary from simple to the most sophisticated ones. With the finalisation of the script, Producer gets busy with working out the details of Production including:

- Budget proposals
- Identifying Participants,
- Contacting Experts,
- Identifying Locations,
- Getting Permissions from institutions for recording
- Collecting archival materials/stock shots if required
- Finalizing recording dates for Studio/Location
- Set Design
- Computer Graphics/Animation/illustrations
- Editing

Most of these activities will be carried out for audio production except for working out the visual details.

The Content Coordinator's involvement is this teamwork will be required from time to time in activities such as identifying experts, illustration work etc. The presence of Content Coordinator during recording/shooting helps in content verification.   During editing, the Content Coordinator will be required to see the progress and logical flow of the programme.

7.4.6   Step 6. Formative evaluation

The edited programme is not a finished product. This is called a "rough cut" which is the shot sequences arranged according to the script without frills. The purpose of the rough cut is to get the feedback from subject experts and from 1 or 2 representatives of target audience. Any modifications required can be easily done at this stage. The Content Coordinator and Producer should consolidate inputs for revision of the programme and incorporate feasible changes if they are convinced.

7.4.7   Step 7. Finished Programme

The programme is given a finished look by using visual effects, mixing of sound tracks, and final credits etc. This is carried out after the approval of the "rough cut". The Producer obtains a certificate for technical quality of the programme from the Engineering Unit of EMPC. The finished product is then shown in a general preview session called "Programme Preview" inviting members from all Schools, EMPC and others contributors of the programme. The programme preview aims at sharing views and constructive criticism provides useful observations for future programmes. To carry out any changes in the programme at this stage are the prerogative of Concerned Producer and Content Coordinator. However, any factual errors pointed out must be taken care of even if it means lot of work. The purpose of general preview session is also to update colleagues about the fresh software on the subject since many subject areas overlap in different disciplines and other faculty members may find a programme useful for their students.

After the programme's preview, the video cassette with mixed track of audio referred as 'master tape' is submitted to the EMPC media library, along with the programme details. There is prescribed performa comprising of information on title, duration, course, synopsis of the programme, contributors of the programme, key words, and the certification by the Producer, Content Coordinator and Engineering Unit for technical quality. Another copy of the programme with un-mixed audio tracks is also submitted to the library, this may be needed in case programme is to be dubbed in other languages or in case tape is damaged during further processing for duplication etc.

Several copies for the completed programme are made for distribution to study centres and for sale to the students. From cassette, we have moved on to CDs, which occupy less space and have longer shelf life. When the programme is to be used for telecast, a telecast copy is made. The duration of the programmes used for telecast must fit well within the telecast capsule. The telecast capsules are made as per the fixed point chart and telecast schedule of a channel. The duration of programmes produced by IGNOU is approximately 27-28 minutes. In a half-an-hour transmission slot , the remaining few minutes are used for initial signature tune of IGNOU and any other relevant information, if there are still a few minutes left, small fillers on a theme relevant to the context are integrated.

7.5   Interactive Media at IGNOU

A variety of interactive media are used at IGNOU for delivery of education at a distance. Some of these are the teleconferencing, radio counseling, web-based media, and multimedia. We discuss some of the more established interactive media in this sub-section.

7.5.1 Teleconferencing

IGNOU has two-way audio and one-way video teleconferencing round the year activity. *Gyan Darshan–2* is now totally dedicated to interactive teleconferencing activity. The facility is available as a routine from 10.00 am to 5.30 pm on all working days as well as on weekends and holiday. The tele-teaching involves curriculum oriented lectures by the teaching faculty of the University and by the subject matter experts drawn from the academic institutions/ industry for a particular course. For instance, a tele-teaching session for a bachelor's degree programme in nursing will include the lecture delivered by the subject experts working in major hospitals. This gives students all over the country, an opportunity to see and interact with their teachers as well as to get the benefit of the expertise drawn from the field.

The objective of tele-teaching at IGNOU is to provide good quality education to its students at a national level. We have interactive communication technology at our disposal with a national coverage in principle; we are engaging the best teachers and resource persons in the field. However, the important concern is the 'missing learner' at the other end of learning continuum. This discourages the teachers to use one of the potential media of teaching at a distance. We also know that for some of IGNOU's professional courses the student response is very satisfactory. From the experience of organizing teleconferences for other educational institutions, we understand that this concern can be addressed by ascertaining the time slots that will be suitable to the students of a particular programme and by enriching the presentations with visuals, graphics, practical demonstrations, role-playing, and many other friendly interesting formats. The bottom line is that a student will make efforts to attend a teleconferencing session only when she/he realizes that by not attending she/he will miss important things. That is the reason induction programmes are attended in large numbers.

At EMPC end, the officer responsible for coordinating, scheduling and supervising is called the "Teleconferencing Coordinator". As per procedure, the requirement is sent by the Programme Coordinator to Director, EMPC through School Director. The requirement is ultimately passed on to the Teleconferencing Coordinator through JD (P) and Deputy Director. The Teleconferencing Coordinator allocates teleconferencing sessions based on availability and requirement, also keeping in view the requirements from outside agencies. The teleconferencing schedule for the month is prepared several days in advance and is published in *Gyan Darshan*/*Gyan Vani* monthly release of EMPC. It is also put on the web.

7.5.2 Radio Counselling

Radio counseling across the country is another audio-based platform for interactivity with IGNOU students. Every 1st and 3rd Sunday, it is done from Delhi, at a national level. On remaining Sundays, it is organized locally by all Regional Centers through *Gyan Vani* stations, where *Gyan Vani* stations are not operational, local AIR stations coordinate the sessions. Student response to radio counselling is overwhelming; about 25 to 30 student calls being attended to during one-hour session. Plans are underway to make Radio Counselling facility

available three days a week through *Gyan Vani* Delhi, which can be relayed by other FM stations as well.

The need of advance planning is crucial for organizing Teleconferencing and Radio Counseling. The requirements for both interactive media for each course should have been worked out during course committee meetings, and sent to EMPC one year in advance, so that a confirmed schedule can be communicated to students through programme guides and newsletter and other possible means. 'One year in advance' planning might sound overambitious but by doing this, we can keep the students well informed and allow them to avail the maximum benefit from these media.

7.5.3 EDUSAT

India's first thematic satellite, called EDUSAT, dedicated to Education was launched into a Geosynchronous Transfer Orbit (GTO) from Satish Dhawan Space Centre SHAR (SDSC SHAR), Sriharikota on September 20, 2004. It is now co-located with KALPANA-1 and INSAT-3C in its designated orbital slot of 74 degree East longitude in the Geostationary Orbit (GSO). The EDUSAT carries five Ku-band transponders providing regional spot beams, one Ku-band transponder providing a national beam and six Extended C-band transponders with national coverage beam. EDUSAT is the first exclusive satellite for serving the educational sector. It is specially configured for audio-visual medium, employing digital interactive classroom and multimedia multi-centric system. EDUSAT is primarily meant for providing connectivity to school, college and higher levels of education and also to support non-formal education including developmental communication. EDUSAT has the capability to support about 25 to 30 uplinks and about 5000 remote terminals per uplink. Indira Gandhi National Open University (IGNOU) has been designated as the nodal agency to coordinate all activities concerning the utilization of the facilities offered by EDUSAT. A National Core Group has been constituted for this purpose with Vice-Chancellor, Indira Gandhi National Open University, as the Chairman and representatives of ISRO, UGC and NIEPA as members.

The Core Group has been assigned the following functions:
 i. It would work out the proposals for allocating programme hours to various users like UGC, NCERT, NIOS, IGNOU, IITs, IIMs, NIEPA, the States and other stakeholders.
 ii. It would prepare a tentative programme schedule for the first three months beginning with the date of operationalization of EDUSAT. It will also suggest management issues relating to the utilization of EDUSAT on a long term basis.
iii. It would examine proposals given by Advisor (EDUSAT), ISRO for further action.

Utilization of EDUSAT needs preparations of two kinds:
 i. Establishment of ground infrastructure which implies setting up of uplink stations; Satellite Interactive Terminals (SITs), Receive Only Terminals (ROTs) and studios as per the requirement; and
 ii. Content development and capacity building.

As such, both these activities are a continuous process of expanding the resources both in terms of content and access in remote corners of the country.

Technically, the EDUSAT provides a communication link that facilitates point to point and multi-point interactive facility in digital environment, akin to the VSAT facilities. The EDUSAT provides high bandwidth data transfer, and thus support real-time communication that can be used in a virtual classroom. Thus, with the support of a Learning Content Management System (LCMS) with capacity of synchronous text and video chat, white-board, it can enable high degree of interactivity between students and resources persons simulating a virtual classroom. Students with access to the EDUSAT network through the SITs and ROTs can access the system.

7.5.4   Committee for Utilization of Educational Channels

The Vice Chancellor has constituted a Committee for utilization of educational channels. The Committee is entrusted with a mandate to work for effective utilization of media channels available to IGNOU. It monitors the quality of IGNOU's educational programmes and suggests ways of improvement. The Committee members also bear the responsibility of scheduling IGNOU's curriculum based programmes in consultation with the Schools on a six monthly basis for DD1 and *Gyan Darshan*. The Committee also recommends measures to streamline the flow of information and feedback mechanism. The Programme Coordinators/ Course Coordinators can seek the assistance and guidance of the Committee for media utilization related issues. A survey format (Annexure-18) is also regularly printed in the *Gyan Darshn* monthly bulletin to get learners' feedback

Course Maintenance and Revision

Section Overview

I n recent years there has been increasing emphasis on the relevance and quality of distance education. The explosion in knowledge and practices has created further interest among distance educators to keep the learning materials updated and relevant to the emerging needs of the society. The course maintenance and revision is part of the quality assurance. All the stakeholders, such as government agencies, universities/ educational institutions, professional bodies, employers, teachers and students, are concerned with the quality of the distance education materials (print and non-print) and associated support services.

Once the course materials are prepared and printed, the programme / course coordinator has to maintain the course to keep it up-to-date and undertake steps to revise it as required. In this section, we discuss the course maintenance and revision issues. Both these activities are not mutually exclusive, but are inter-related. The course maintenance provides necessary feedback on the need for course revision. Course maintenance is a continuous process, which keeps a tab on the weaknesses and the strengths of the course. Normally, revision is considered in a course context, though a programme can also be revised depending on the need. While in this section course revision is discussed, the same is also applicable for an entire programme. Every distance education course has a 'life-span', and after which the course requires revision. Course maintenance refers to the activities undertaken on the course during the 'life-span' of a course.

8.1 Course Maintenance

In spite of all your vigilant efforts as programme / course coordinator during the course development stage, it is possible that some typographic and / or factual errors escape your notice. And, course maintenance starts with this work. As soon as the learning material (course/block/unit) is prepared, the coordinator should open a file for the course maintenance and keep a 'master-copy' of the material in the file. All typographic and factual errors are usually recorded in the master-copy. At the same time, all the developments in the area should be kept

abreast so that remedial measures can be thought of and implemented. The course maintenance work usually consists of the following:

- Correction of errors and issue of errata sheets;
- Supply of additional reading and/or remedial learning material;
- Analysis of tutor's comments and learner performance in assignment responses and term-end examinations;
- Analysis of letters received from stake-holders like, learners, teachers, academic counselors, general public, etc.; and
- Undertaking of periodic learner feedback and course evaluation.

As we have agreement, course maintenance is not one time activity. We use all means of collection of feedback – formal and informal, to know weaknesses and strengths of every aspect of the programme / course. Even the minute point about the quality of the material should be taken into cognizance and implemented. Corrections are recorded in the master-copy as and when it is noticed. Some of the information may also become obsolete and redundant and thus the course require 'up-dating'. The programme/ course coordinator should own the responsible to maintain the quality of the programme/course throughout its life span.

There is a range of formal and informal procedures to gather views / responses of the learners. In order to gather information from the learners on the quality of the course, some Schools use feedback form in each Block of learning materials (Annexure: 19 & 20). Such feedback forms also help in the revision process. The information thus collected help to identify the areas where learners faced difficulty, and to suggest ways and means to overcome/resolve those problems, including supply of additional reading and references. It is also useful to conduct periodic learner feedback (Annexure – 21) to gather data for understanding the views of the learners on a course/programme. Occasional programme/course evaluation (Annexure -- 22 &23) should also be done as part of the course maintenance activity. Programme evaluation will help the coordinator to assess the quantum of course revision. In other words, the course maintenance activity will lead to the course revision activity. The outcomes of course maintenance activity result in two kinds of outputs:

- Errata sheets, and
- Remedial or additional learning materials.

The errata sheet should be prepared and sent immediately to the learners and it is a good practice to include it as a part of the programme guide for the subsequent offering of the course. The errata sheet should be comprehensive enough to include an index column (locating precisely the context of the error), an error column (statement of the exact error), and a correction column (what should actually be read in place of the error). An example of errata sheet is given in Annexure - 24. The errata sheet will help the coordinator to rectify those errors in subsequent reprint of the learning material.

The remedial or additional learning material can be supplied as separate booklet to the learners. The decision to provide the additional learning material as explanation and/or up dating of already exiting information is normally done keeping in view the life span of the programme and the quantum of the typographical / factual errors. All these decisions and the activities undertaken with regard to the course maintenance will provide a base for the course revision. In other words the entire course maintenance tasks performed become the basis for course revision.

8.2   Course Revision

Revision of the programme/course in distance education system is necessary and should be done at regular intervals to maintain the quality, credibility and relevance of the programmes amongst the stakeholders. Revision is a serious activity like the development of a new programme. The revision activity therefore should be taken up with all seriousness and on a scientific basis, rather than opting for simple and short-cut strategies (Panda, 2002). The coordinator has to demonstrate firm commitment to maintain and improve quality of the learning materials, and ensure that all necessary information about the programme/course is available with him/her. He/she has to apply appropriate mechanism for monitoring of every aspect of the programme/course to ensure that it fulfils the objectives set at the time of designing and development of the programme/course.

Any course revision activity should be seen in the context of the programme as a whole and its offer to the target group. As rightly mentioned, "… revision of a course, placed within or related to a full programme, has to take into consideration the programme objectives and strategies of revision to be adopted for other courses (and, therefore, the whole programme) – this shall require dialogue and consultation amongst all the programme/course coordinators of the concerned programme. While revising a course, therefore, one has to keep in mind the revision implications for overall programme structure and goals, and the overall subsequent programme delivery" (Murthy & Panda, 2002). The credit weightage of the programme/course is another important factor which is kept in mind while revising the programme/course.

The decision to revise or on the life span of the programme / course should ideally be taken by a team specially constituted for the purpose. However, the institutional policy on the course revision can provide necessary guideline in this regard. Nevertheless, there are many convincing reasons as to why a programme/course needs revision. Some of them are as follows:

• Innovations and developments in the content area (up dating is required when latest developments in the discipline demand that learners must be apprised of the same. We might have failed in understanding the characteristics of the distance learners. The feedback will help identify strategies that are highly effective for successful distance learning;

- Comments of the stakeholders (learners, employers, subject matter experts, counselors, etc.) on the weaknesses and strengths of the course;
- Failure in understanding the characteristics of the target group and hence in selecting the distance teaching/learning strategies;
- Problems faced by the learners in understanding the material;
- Judgment on the content load (content load from difficulty level and from credits of the programme/course point of view), content presentation, etc.;
- Inaccuracy in calculation of the credit value of the programme / course (credit value is decided notionally by the programme/course development team; some research work has been done on this issue in IGNOU);
- Too big and un-manageable correction file; and
- Requirements of the statutory bodies of the universities.

The programme/course coordinator is expected to adhere to the institutional policy on revision. IGNOU has resolved that every programme should be revised after 5 years. Depending on the nature of the content some programme/courses may be revised in a short span of time. Some of the courses, blocks and/or units can be reviewed and revised annually. Change in the knowledge base and practices will help decide the life span of the course/block/unit. During this period, however, every course should be reviewed on a regular basis.

The focus of the revision should essentially be the learner, and the rationale for revision must clearly cover the reasons identified above. The learner is in the best position to assess the quality of any distance education programme. The learners, however, may have different level of expertise when they determine the quality of the courses/programme. Their judgment is decisive for the future of any programme because they make the investment in terms of money, time and efforts (Lampikoski, 1995). Similarly, the perceptions of teachers are also important as they assess the quality of the programme from the perspective of a particular discipline. In other words, their perceptions may be academic or subject–oriented.

In a workshop organized by IGNOU on strategies for revision of self-learning materials held during 27 – 29 August 2002, a framework for revision of SLM was developed. The discussion in this section has been reproduced from the document developed in the workshop.

Focus of revision: The focus of any revision exercise is certainly the 'learner' – as to how the heterogeneous groups of learners comprehend and assimilate the content, carry out various learning activities, assignments and projects, and achieve the learning objectives and programme goals. Secondly, expert opinion about the nature, selection and organization of content is crucial, and therefore, the revision exercise also focuses on this aspect of the area of study. Since any revision exercise has implications for the way the programme/course shall be offered/delivered, it is worthwhile to examine various delivery aspects while the revision exercise is undertaken. One might also give a thought to the way the

programme/course (print and non-print material) was developed, and therefore, any modification required in the models of course development/revision.

What to revise: A decision needs to be taken on 'what' exactly is purported to be revised. While there will hardly be any choice as to **what** to revise, the focus can be readjusted when one looks at any array of feedback data received while the revision exercise is undertaken. Broadly, the variables included in revision comprises of: the curriculum structure; organization of content; selection and level of content; presentation of content (content as well as access devices); various allied activities like assignments, manuals, additional readings, log books; audio and video programmes; programme guides; assessment and evaluation schemes; and various aspects of programme delivery. Additional considerations include programme/course requirements/pre-requisites, employability, equivalences, and the like. In a way, the revision exercise covers almost the entire process that a course development passes through (but, the duration and strategies for revision can be relocated).

Any revision exercise may focus on some of the aspects that need to be given special attention and therefore some rigorous exercise shall be carried out for those. The scope of revision should include the curriculum, course units, non-print materials, assessment practices, analysis and organization of content (pedagogy), conceptual and language clarity, and the delivery of the programme / course. A comprehensive, though not exhaustive, list is provided below to facilitate the programme / course coordinator/team to be aware of what all aspects are involved in revision, as also locate the areas based on the feedback received from a variety of sources that need priority attention.

Curriculum
- Curriculum/programme and course structures
- Programme/course goals, perspectives and focus
- Content selection and organization
- Credits and student workload
- Media mix

Course units
- Unitization and unit structures
- Content: relevance, updating, density, difficulty, load
- Content presentation: language, access devices, self learning style, activities, format and layout
- Assignments, projects, practical, objectives, weightage and load, placement, design, relation with main course units.
- Translation

Non-print media
- Media selection and integration (supplementary, complementary, integrated)
- Media programme objectives and content (in relation with course units)
- Content selection and presentation

- Technical aspects of production (visuals, voice, graphics and animation, etc.)
- Instructional design for media (audio, video, radio, television, teleconferencing, radio counseling, internet)
- Online programmes; (additionally) interactivity, linkages, discussion forums, chats, online mentoring, online assignments, automated response system, etc.)

Assessment and evaluation
- Scheme of evaluation, weightage, nature and type
- Evaluation mechanism for assignments, projects, practicals

Process of development, production and delivery
- Models and processes of materials production
- Process of audio-video production and distribution
- Programme delivery (depending on the extent of revision)

8.3   Process of Revision

Various procedures for course revision, validation, periodic and annual reviews are available in the University. Data emerged from the course maintenance, feedback studies, periodic reviews will lead to the action plans for revision of the programme/course. By now we have fair understanding of the effectiveness of the teaching, learning and evaluation strategies adopted in designing, developing and implementing the programme. The process of revision may follow the following process:

i.   The programme / course coordinator prepares a proposal for revision of the course/ programme based on the following, but not necessarily all:
   - Errata sheets maintained from the beginning of the launch of the programme;
   - Supplementary/ remedial materials supplied to the learners during the life span of the programme;
   - Feedback collected / received from the various stakeholders (learners, teachers/tutors, experts, counselors, general public, etc.) through formal and informal methods. The programme / course coordinator / team have the flexibility to choose the strategy to be adopted to collect and analyze feedback received from various sources (example of tutor feedback in Annexure - 25);
   - Annual review of the course / programme conducted;
   - Analysis of learner performance in assignment responses and term-end examinations over the years;
   - Review of latest literature on the innovations and developments in the subject; and
   - Programme/course evaluation reports.
ii. The proposal is discussed in the faculty/discipline, and submitted to the School Board for approval (Annexure – 26).

iii. Based on the recommendation of the School Board, a Revision Expert Committee (REC) should be constituted, preferably including the original members of the Programme Design Committee, experts in the area, learners (current and pass-outs), academic counselors, evaluators, etc. The REC will discuss the finer details of the revision required, examine critically the course / programme unit-wise and re-structure it depending on the needs of the course / programme and various feedback reports available. The report of the REC is placed before the School Board for consideration and approval, and then approval by the Academic Council is sought (Annexure - 26).

iv. The programme / course coordinators actually start working on the revision as they work for course development, though this time the focus is on the recommended revision.

v. The revised materials should ideally undergo the process of developmental testing and also approval / endorsement of the REC including the course editor(s), as in the original course development before they are finalized and printed.

A **Flow Chart** on the programme/course revision developed during the Workshop on Strategies for Revision of Self-Learning Materials organized by IGNOU on August 27-29, 2002 is given in the Annexure - 27.

Assignments and Academic Counselling

Section Overview

A ssignments and counselling in distance education are considered as important components of the teaching and learning process. Broadly both these terms are called 'distance tuition'. As a programme/course coordinator, you have some specific roles to play in facilitating the assignments and counselling components of distance education. Before we discuss specific roles, it would be useful to understand the practices and significance of assignments and counselling.

At IGNOU, counselling sessions are organized regularly at the study centres. These sessions are conducted by part-time academic counsellors. They are subject experts and receive orientation from the IGNOU faculty to conduct counselling sessions. These counsellors also evaluate the tutor marked assignments submitted by the learners at the study centre. The counsellors are identified by the local study centre coordinator, and are appointed by the Director (Regional Service Division) after approval of the concerned faculty and the Pro-Vice Chancellor. Most of the courses at IGNOU have two types of assignments -- Computer Marked Assignments (CMA) and Tutor Marked Assignment (TMAs). The learners submit their CMAs directly to the Student Registration and Evaluation Division (SRED).

The counselling sessions are usually not compulsory for the learners to attend. But, these sessions are considered highly useful by the learners to:

• Solve their academic problems and doubts;
• Meet other learners and overcome the sense of isolation; and
• Use the library and audio visual materials at the study centre.

The counselling sessions are not lecture-oriented; rather the academic counsellors are trained to use problem solving, small group teaching skills to conduct the sessions with the aid of available audio video materials. For every course of 6-8 credits, the university provides about 10% credit hours of

counselling support to the learners, which means the counseling time should be about 10 sessions of 2.5 hours each.

In distance education, the assignments are treated as a tool for two-way communication between the tutor and the learner. Assignments help learners in the following ways:

a)   Practice and application of concepts learned through writing of assignments help learners to consolidate learning;

b)   Feedback received from the academic counsellors are useful to ascertain learner progress and act on remedial measures; and

c)   Assignments act as external motivating force to study, as they are compulsory component to complete a course.

The academic counsellors, while assessing the assignment responses, provide marginal comments and global comments along with the grade/mark. For details on tutor comments see STRIDE Handbook 4 on *Assessment and Evaluation in Distance Education*. TO understand about academic counseling in details refer to STRIDE Handbook 3 on *Academic Counselling in Open and Distance Learning.*

As a programme/course coordinator, you have the following roles to play in relation to assignments and counselling activities:

• Prepare assignment questions for each course in the programme, compile them and get it printed so as to enable the Material Production and Distribution Division (MPDD) to supply the assignments to the learners on time.

• Prepare model answers (whenever the faculty decides) for TMAs and key for the CMAs;

• Monitor the evaluated assignments; and

• Conduct orientation programmes for the counsellors.

9.1   Assignment Preparation

Assignments are part of the evaluation system adopted by IGNOU to continuously assess the performance of a learner. The "Ordinance on Conduct of Examination and Evaluation of Student Performance" approved by the BOM at its 29th meeting held on 19-8-1992, vide Resolution No. BM 29.8.2 specifies the following on the assignments:

"3.Assignments
(1)   The methods of evaluation for each course/programme involving the combination of two or more components mentioned in clause 2 above, including the relative weightage to be assigned to each of those components shall be prescribed by the Academic Council on the recommendations of the Board of the concerned School of Studies.

(2)   A student pursing a programme of study shall be required to submit one assignment for every two credits of each course that constitutes the programme provided that the maximum number of assignments for a course shall not exceed three.

(3)   The assignments may generally be of two types; those marked by tutors/counsellors and those marked by computer (multiple choice type). The instruction to candidates about the nature and type of assignments and the schedule for their submission shall be prescribed in the relevant programme guide and/or the course itself."

- As a programme coordinator, it is your responsibility to request all the course coordinators to prepare and submit to you the assignment questions for a particular year sufficiently in advance (say before 6-8 months before the commencement of the academic session).

- As you receive the assignment questions, you must go through all of them to ascertain their reliability and validity in term of the objectives of the course and the programme. It is a good practice to discuss the assignment questions with the course coordinator, if you decide to edit some parts. Further, the final set of assignment should be discussed in the faculty meeting.

- The approved set of assignment questions should be typeset, printed and supplied to the MPDD. Before printing, the programme coordinator /course coordinator should proof read it to eliminate any typographic errors.

- You should schedule the assignments in a logical way and give enough time (say at least 15 days) between two assignments. The last date of submission of assignments at the study centre should be clearly indicated.

- The assignment print run is decided according to the following formula:

  Expected enrollment + (3 x Number of study centres activated + number of regional centres) + (30% of expected enrollment for students belonging to earlier year) = Print run.

- The course coordinators should then prepare the model answers for TMAs and key for the CMAs and submit them to the programme coordinators, who should keep them in safe custody and provide it to the SRED after the last date of the submission of the assignment.

- As a course coordinator, it is your responsibility to prepare assignment questions and submit it to the programme coordinator.

- In large programmes like the BDP, BSc, MP, all responsibility to prepare assignments remain with the course coordinators.

- While preparing TMAs, you should consider the following points:
  - The question in the TMAs should cover the entire course content and objectives.
  - If there are 3 TMAs in a course, the first TMA should start with the Block 1 of the course and progressively cover the entire course in the 3rd TMA.
  - The TMAs should include objective types, short answer type and essay type questions.

- For writing objective type questions, refer Section 5 of the Handbook on *Self-Learning Material Development* (2000).
- For writing short answer type and essay type questions the following suggestions should be considered:
  a. Prepare items that elicit response according to the desired objectives.
  b. Clearly explain the task required of the learner.
  c. Indicate the weights/marks/points earned for each correct response.
  d. Don't give too much choice amongst optional items.

- While preparing CMAs, you should consider the following points:
  a. Prepare a blue print or table of specifications with objectives of the course and content areas.
  b. Depending on the importance of the content areas divide the number of questions. Normally one CMA consists of 50 items.
- In the CMAs only objective type multiple choice questions are used.
- A good multiple choice item has a stem -- statement that identifies the question, and the response alternatives – one of which is the correct answer and the others are distracters.
- While writing multiple-choice items, consider the following:
  a. Avoid statements that fail to present a complete thought or question.
  b. Avoid items that ask for a series of multiple true-false responses.
  c. Eliminate excessively wordy and irrelevant information.
  d. When using incomplete statements, avoid beginning with the blank space.
  e. Provide sufficient information in the item to allow student to respond to the question.
  f. Make sure there is only one right answer.
  g. Make all alternative possible and equally attractive to both less knowledgeable and skillful student.
  h. All alternatives should be approximately of equal length.
- While preparing TMAs and CMAs, you may like to refer STRIDE Handbook 4 on *Assessment and Evaluation on Distance Education.*

9.2   Monitoring of the Evaluated Assignments

As the handling and evaluation of assignments take place at the study centres, it is important to monitor the process by both Regional Centre staff and the faculty members of the Schools at the Headquarters. Monitoring of assignments is necessary in order to:

- Make distance teaching meaningful and effective;
- Provide feedback to the counsellors, and
- Strengthen students support services, especially regarding correspondence teaching.

The coordinator of the Study Centre, for purposes of monitoring of the assignments by the University will pick-up 2% of the evaluated assignment responses submitted by an evaluator. Maintaining this ratio, each assignment

responses picked up from a lot should not be less than five and not more than 15 in number. One copy of each of the assignment responses and the global comment sheet of such selected assignment for monitoring will be photocopied and sent to the Director of the School concerned at the Headquarters. It is suggested that care must be taken to ensure representation of each lot of the assignments and while selecting assignments as far as possible, one or two may be drown from the higher grade achiever group, average group and the below average group.

Once the assignment lot is received at the School, the concerned Director will pass on the same to the programme coordinator. The Programme Coordinator, depending on the workload of the faculty members will distribute the assignments amongst them for monitoring. As far as possible assignment monitoring should be done by the course coordinator. The monitoring report should be submitted in the prescribed format (Annexure: 28) to the Programme Coordinator, who will directly write to the coordinator of the study centre along with the monitoring report. The coordinator will pass on the report to the concerned evaluator/counsellor. In case the programme coordinator consistently receives adverse report on the evaluation performance of a counsellor, he/she may recommend discontinuation of the services of the concerned counsellor to Regional Service Division.

9.3   Orientation of Counsellors

Orientation of the academic counsellors on distance education as well as the courses/programmes of IGNOU is very important for their effective performance. Moreover, the academic counsellors are drawn from the existing campus based institutions. They are usually familiar with face-to-face lecturing. However, in distance education, they are expected to play the role of facilitator and/or problem solver. They also evaluate assignment responses. Since the methods and practices are unique in distance education, the academic counsellors need to be trained through short-term orientation programmes. At IGNOU, the orientation programme for the academic counsellors is conducted at the Regional Centre, and the current practice is to allocate funds from the RSD budget. As per the current practice Orientation Programmes for Academic Counsellors in the on-going proagrammes are conducted through teleconference. Whereas, orientation programmes for academic counsellors in new programmes are conducted at the Regional Centres.

-       Ideally the programme coordinator should maintain the list of approved academic counsellors.
-       In order to conduct orientation programme for the academic counsellors, the Regional Service Division should be approached with a plan/request to identify the un-trained academic counsellors by the programme coordinator.
-       The programme coordinator should propose the orientation programme to the Regional Services Divisions which is the agency to organize such programmes with the help of Regional Centres. All the necessary

approvals will be taken up by the RSD for the purpose. However, the programme coordinator should decide in a faculty meeting the resource persons from amongst the faculty for the counsellor training. The decision of the faculty should then be approved by the Pro-Vice Chancellor/competent authority.

- Depending on the number of untrained counsellors in a discipline/programme, every year orientation programmes should be conducted at different places/Regional Centres.

- The Distance Education course content of the orientation programme is depicted in Annexure - 29. For the programme specific orientation, the faculty will cover the details regarding the programme.

- For large programmes like BDP and BSc, the discipline coordinators takes case of the orientation programme of the academic counsellors on behalf of the programme coordinator.

Delivery of Programmes

Section Overview

Delivery of programmes conceptualized and developed at the Schools of Studies requires the active support and involvement of many units of the University and you should be able to collaborate and liaise with different agencies and units. At the programme planning stage, you should look into possible opportunities of collaboration with different government ministries, non-governmental organizations and international development agencies in your area of expertise. The nature of collaboration could be one or more of the following: academic, logistics and financial. In case a discussion to support a programme and collaborate with the university is finalized, the university prefers to have an MoU signed by the Registrar on behalf of IGNOU. The MoU is carefully drafted by the legal cell in consultation with the programme coordinator and the collaborative agency.

10.1 Regional Services Division

The Regional Services Division is the nodal unit for delivery of the academic programmes through the Regional Centres and the Study Centres.

The Regional Centre has been defined under section 2(J) of the IGNOU Act as under:

> "Regional Centre" means a centre established by the university for the purpose of coordinating and supervising the work of the study centres in any region and for performing such other functions as may be conferred on such centre by the Board of Management.

The study centre has been defined under section 2(o) of the IGNOU Act as under:

"Study Centre" means a centre established, maintained or recognized by the University for the purpose of advising counselling or for rendering any other assistance required by the students.

The study centres are the contact point for the learners, whereas, the regional centres are the link between the study centres and the headquarters. The regional centres function as the academic coordinating unit for the schools of studies in the following areas:

a. Support need assessment research and identification of region - specific courses.
b. Selection and appointment of academic counsellors;
c. Conduct of orientation programme of the academic counsellors;
d. Translation of course materials in regional language;
e. Support programme evaluation;
f. Activation of study centres for specific programmes; and
g. Monitoring of counselling activities.

The Regional Services Division works as the link between the Schools of Studies and the Regional Centres. As a programme coordinator, you need to interact with the RSD for all the above activities. The programme coordinator should initiate action on all these matters, and request RSD to support, supply relevant information and organize necessary events.

10.2 Student Registration and Evaluation Division

The Student Registration and Evaluation Division (SRED) is one of the significant and biggest units of the University. It is the hub for most student related data management, and conducts one of the biggest evaluation systems in the country. The major functions of the SRED are to:

- Admit and register students to various programmes of the university;
- Advertise the admission notice;
- Conduct entrance examinations;
- Conduct the term-end examinations; and
- Coordinate with the regional centres on admission schedules, and arrangements for the examinations.

As a programme coordinator, you need to coordinate and interact with the SRED for activities relating to admission, entrance examination and term-end examination processes. You should provide the necessary approved guidelines and modalities for conduct of admission and examinations as approved by the Academic Council.

10.3 Material Production and Distribution Division

The self-learning print material production is the responsibility of the Schools of Studies, and as such it is the responsibility of the course coordinators,

programme coordinator and the Director of the School collectively to print learning materials on time and supply it to the Material Production and Distribution Division. The MPDD must receive the assignments and course materials at least 4-6 months before the commencement of the academic session. As a programme coordinator, you should interact with the MPDD and do the following:

- Facilitate timely receipt of the printed course materials and assignments at MPDD ;
- Facilitate the supply of audio/video materials through EMPC for dispatch to the study centres and regional centres; and
- Check the balance print materials every year before undertaking re-printing of learning materials.

10.4 Electronic Media Production Centre

The Electronic Media Production Centre (EMPC) is a state-of-the-art facility for production of audio-video materials for the university's courses and programmes. It is also the up-link centre for the *Gyan Darshan* Channels and hosts the one-way video and 2-way audio teleconference studio, popularly known as the T*raining and Development Communication Channel* (TDCC). The EMPC also houses the central studio for the EDUSAT. The university has a supplementary policy for media use in the teaching learning process, and thus in addition to the print materials, audio-video materials is prepared for the difficult areas. Normally the identification of topics for audio-video programme is done at the time of curriculum finalization by the Programme Design Expert Committee. It is the responsibility of the course coordinators to interact with the EMPC allotted producer coordinator to prepare the audio-video programmes identified. Normally a course of 3-4 credits will have 2 audio programmes and 1 video programme. In case, the Programme Design Expert Committee has not identified the topics, the programme coordinator and course coordinator jointly should decide on the number of audio-video programmes and the topics. It can also be discussed in the Course Team. The course coordinators should prepare the programme brief and request the EMPC to produce the materials.

The EMPC also prepare schedule for the Gyan Darshan and the TDCC interactive channel. It is the responsibility of the programme coordinators to request for time slots for their programmes in the teleconference.

10.5 Staff Training and Research Institute of Distance Education

The Staff Training and Research Institute of Distance Education, (STRIDE) specializes in the development of quality print materials. It conducts training programmes for newly recruited teachers and course writers on how to prepare self-learning materials. STRIDE plays a significant role in the conduct of course writers meetings organized by the schools of studies. As the programme coordinators organize the course writers meeting, they involve faculty of

STRIDE in conduct of the training. There is a set curriculum for course-writer training (Annexure - 10). As the course materials are written, it is important to edit and transform them as per the requirements of instructional design for self-learning and see that the learning materials are pedagogically suitable. Though the faculty members are trained in self-learning material production, it is always better to involve a specialized instructional designer from STRIDE faculty as a format editor in the course team to look into the quality of the learning materials in terms their self-learning nature. Depending on the workload at a particular time, the STRIDE faculty makes all attempts to provide instructional design support to all Schools of Studies.

10.6 International Division

The International Division (ID) is responsible for delivery of programmes outside India. It acts as the coordinating Indian study centre for all the international students. It is the single window contact point for them. The International Division organizes orientation programmes and special counselling workshops for the international students depending on the need on a case-by-case basis. In all such cases the ID functions in consultation with the programme coordinator and Director of the schools. The ID also gets the assignments evaluated through the faculty members/ other approved evaluators and pass on the grade lists to the SRED. The ID also separately prints the learning materials for the international students, and therefore, a CD of all the print materials should be handed over to them.

References

Brigham, D.E. (1992) Factors affecting the development of distance education courses, *Distance Education*, 13(2), pp. 169-192.

Glossary of commonly used terms in Distance Education (1997), IGNOU: New Delhi

IGNOU (2000) *Self-Learning Material Development: Developer's Handbook*, STRIDE-IGNOU: New Delhi

Lampikoski, Kari (1995) *Who determines the quality in distance education?* http://wbweb5.worldbank.org/disted/Management/governance/q-02.html

Lockwood, F (1992) Alternative Methods of Materials Production, *Media and Technology for Human Resource Development*, 4(4), pp. 233-238.

Murthy, C. R. K. & Panda, Santosh (2002) *Report of the Workshop on Strategies for Revision of Self-Learning Materials, August 27-29, 2002,* IGNOU: New Delhi.

Narasimhan, N.V. (1995) Course Development Models in Distance Education, *Kakatiya Journal of Open Learning*, 1, pp. 60-74

Ornstein, A.C. & Hunkins, F. P. (1993) *Curriculum: Foundations, Principles and Issues*, Boston: Allyn and Bacon

Panda, S (2001) 'Models of Course Development: Workshop Report', STRIDE-IGNOU: New Delhi (unpublished)

Report of the Committee on 'Course Codes and Colour Scheme Codes', IGNOU, New Delhi, July, 2000.

ANNEXURES
(1 to 30)

List of Annexures

THE FIRST SCHEDULE

(*See* Section 4)

THE OBJECTS OF THE UNIVERSITY

1. The University shall endeavour through education, research, training and extension to play a positive role in the development of the country, and, based on the rich heritage of the country, to promote and advance the culture of the people of India and its human resources. Towards this end, it shall:

(a) strengthen and diversify the degree, certificate and diploma courses related to the needs of employment and necessary for building the economy of the country on the basis of its natural and human resources;

(b) provide access to higher education for large segments of the population, and in particular, the disadvantaged groups such as those living in remote and rural areas including working people, housewives and other adults who wish to upgrade or acquire knowledge through studies in various fields;

(c) promote acquisition of knowledge in a rapidly developing and changing society and to continually offer opportunities for upgrading knowledge, training and skills in the context of innovations, research and discovery n all fields of human endeavours;

(d) provide an innovative system of university level education, flexible and open, in regard to methods and space of learning, combination of courses, eligibility for enrolment, age of entry, conduct of examinations and operation of the programmes with a view to promote learning and encourage excellence in anew fields of knowledge;

(e) contribute to the improvement of the educational system in India by providing a non-formal channel complementary to the formal system and encouraging transfer of credits and exchange of teaching staff by making wide use of texts and other software developed by the University;

(f) provide education and training in the various arts, crafts. And skills of the country, raising their quality and improving their availability to the people;

(g) provide or arrange training of teachers required for such activities or institutions;

(h) provide suitable post-graduate courses of study and promote research;

(i) provide the counseling and guidance to its students; and

(j) promote national integration and its integrated development of the human personality through its policies and programmes.

2. The University shall strive to fulfill the above objects by a diversity of means of distance and continuing education, and shall function in cooperation with the existing Universities and Institutions of higher learning and make full use of the latest scientific knowledge and new educational technology to offer a high quality of education which matches contemporary needs.

INDIRA GANDHI NATIONAL OPEN UNIVERSITY
PLANNING AND DEVELOPMENT DIVISION

Thursday, May 20, 2004
New Delhi

Sir / Madam,

IGNOU is proposing to start a Post Graduate Diploma Programme in Agrochemical and Pest Management. Considering your expertise and long experience in this area, we would like to take your valuable opinion with respect to the need for the programme. It is therefore we request you to respond to the following questionnaire. Your immediate response to the questionnaire through e-mail or mail to the address given below will be highly appreciated. Kindly send the filled in questionnaire latest by 07/06/2004.

Thanking you,

Yours sincerely,

(Signature)

Questionnaire to Assess the Need for the Programme
"Post Graduate Diploma in Agrochemical and Pest Management"

SECTION "A" - PERSONAL DETAILS

1. Name :
2. Sex : Male / Female
3. Age : Years Months
4. Qualifications :
5. Designation :
6. Office address :

7. Experience in the Present Post: Years Months

Prof. Beena Shah (Director)	**Sri. R. Sudarsan (Analyst)**
Planning & Development Division, IGNOU, New Delhi - 110068.	Planning & Development Division, IGNOU, New Delhi - 110068.
e-mail - beena_shah2003@hotmail.com	e-mail - sudarsanvishaal18@yahoo.com
Phone (Off) 011-29533139	Phone (Off) 011-29533139 Extn – 2409

SECTION "B" - VIEWS ON THE PROPOSED PROGRAMMEME

Please (✓) the appropriate option. Please add an additional sheet if space provided for descriptive answers is inadequate.

1. Whether similar Programmeme(s) is/are being offered in your institute?   Yes / No
     If "Yes" Please specify the Programme in detail.
         1.1 Name of the Programme(s)   :
         1.2 The level of the Programme(s)   : (a) Certificate   (b) Diplpma
               The level at which it has been pitched   (c) P.G. Diploma   (d) UG
                                                                                 (e) PG   (f) Others

          1.3 Programme wise year of launch   :

         1.4 Duration of the Programme(s)   :

         1.5 Total number of seats available for the Programme(s):

         1.6 Is there seat allotted for the reserved category   :   Yes / No
               If "Yes" Please specify category wise.

          1.7 Does all the seats of the Programme are filled fully?   Yes / No

             (i) If "No" Please state the reasons.

         1.8 Please specify the medium of instruction of your Programmes.
               (a) English   (b) Hindi   (c) Regional language   (d) Any other

2. Do you feel the demand for the Programme(s) is growing?   Yes / No

          (i) If "Yes" please state the reasons?

3. What is the minimum eligibility for the enrolment in the Programme(s)?

4. Does the Programme has practical and project components?   Yes / No

          (i) If "Yes" specify the number of hours and their respective credits?

5. In what mode your institute is offering the Programme?

                  (i) Conventional Mode

                  (ii) Distance mode

6. Mention the job prospect for the Programmes in this discipline?

          (a) Can this Programme help in becoming self-employed?   Yes / No

(b) Can this Programme lead for higher education in this discipline? Yes / No

7. Do you feel that the student's interaction with the farmers is necessary while pursuing the Programme? Yes / No

8. Please state names of six industries / organizations where the successful students of this Programme could likely be absorbed.

    (i)   (ii)   (iii)

    (iv)   (v)   (vi)

9. Do you feel that the enclosed syllabus will meet the industry requirements? Yes / No
        If "No" please explain.

10. Can your institution be in anyway helpful for the students of this Programme who enroll in IGNOU? Yes / No
        If "Yes" how?

11. Is the duration of the Programme adequate?   Yes / No
        If "No", state the required duration.

12. Your opinion about IGNOU launching this Programme in the distance mode?

13. Is there a need for the programme to be offered   Yes / No

Date:

Place   (Signature with Name)

INDIRA GANDHI NATIONAL OPEN UNIVERSITY
PLANNING AND DEVELOPMENT DIVISION

Thursday, May 20, 2004
New Delhi

Sir / Madam,

IGNOU is proposing to start a Post Graduate Diploma Programme in Agrochemical and Pest Management. Considering your expertise and long experience in this area, we would like to take your valuable opinion with respect to the need for the Programme. It is, therefore, we request you to respond to the following questionnaire. Your immediate response to the questionnaire through e-mail or postal mail to the address given below will be highly appreciated. Kindly send the filled in questionnaire latest by 07/06/2004.

Thanking you,

Yours sincerely,

(Signature)

Questionnaire to the Industries to Assess the Need for the Program me
"Post Graduate Diploma in Agrochemical And Pest Management"

1. Name of the Organization   :
2. Organization Address   :

3. Established in the year   :
4. Area of Operation   :
5. Name of the Products   :
6. This Programme will help the agrochemical industry   Yes / No
7. Employees of Agro based industries can get updated   : Yes / No
    through this Programme
8. This Programme can generate self employment   :Yes / No
    If "Yes" please state the types of self employment

Prof. Beena Shah (Director)
Planning & Development Division,
IGNOU, New Delhi - 110068.
e-mail - beena_shah2003@hotmail.com
Phone (Off) 011-29533139

Sri. R. Sudarsan (Analyst)
Planning & Development Division, IGNOU, New Delhi - 110068.
e-mail - sudarsanvishaal18@yahoo.com
Phone (Off) 011-29533139 Extn – 2409

9. Do you think fresh graduates with this Post graduate Diploma in   Yes / No
    Agro chemicals and Pest Control can be employed in your
    organization or similar such organizations?

10. Do you think offering of this Programme through Distance mode   Yes / No
    will be more encouraged?

11. Is the enclosed syllabus of the programme adequate?   Yes / No

12. Is the duration for the programme sufficient?   Yes / No

13. Do you think practical and project component should be included   Yes / No
    in the Programme?

14. Can the organization in which you are working act as one of the   Yes / No
    special study centers for the said programme?

15. Can your organization provide incentive for your employees who   Yes / No
    undergo this Programme?

16. Do you think employment opportunities for students who   Yes / No
    complete this programme will increase in the years to come?

17. Do you think that there is need for the programme to be offered by   Yes / No
    IGNOU in your state?

18. IGNOU will be offering the said Programme in English. Do you   Yes / No
    feel that the programme should be in Hindi and in other regional
    languages also?

19. Will this programme generate employment opportunities for both   Yes / No
    the sex?

20. Please specify any other industry / organization that can benefit through this Programme.

Date :

Place: (Signature with name)

Questionnaire to Develop Prospective Learners' Profile

This study is intended to identify the prospective students for the programme on "XYZ". The information provided by you will help us in designing, development and delivery of the programme as per the needs of the prospective learners. You are one of the sample students selected to provide the information. Complete and send this to us at the earliest.

Please (√) appropriate response throughout.

1. Name:

2. Present address:

3. Sex: Male ☐   Female ☐

4. Age (years)
    a. 20-25   ☐
    b. 26-30   ☐
    c. 31-40   ☐
    d. 41-50   ☐
    e. Above   ☐

5. Marital status: Married ☐ Unmarried ☐ Divorced ☐

6. Social status:
    a. SC   ☐
    b. ST   ☐
    c. OBC   ☐
    d. General   ☐

7. Your birth place: Rural area ☐ Urban area ☐

8. Your working place: Rural area ☐ Urban area ☐

9. Highest educational qualifications:
    a. Diploma   ☐
    b. Degree   ☐
    c. Post Graduate Diploma   ☐
    d. Post Graduate   ☐
    e. M.Phil./Ph.D.   ☐
    f. Any other (pl. specify) ☐

10. Total number of members in the family living with you:

11. Number of earning members in the family living with you:

12. Average monthly income (of all earning members in the family living with you):
    a. Less than Rs.3000 ☐
    b. Rs.3001-5000 ☐
    c. Rs.5001-10000 ☐
    d. Rs.10001-20000 ☐
    e. Above Rs.20000 ☐

13. Do you have access to:
    a. Radio ☐
    b. Tape-recorder ☐
    c. Two-in-one ☐
    d. TV/VCR/VCP ☐
    e. Personal Computer ☐
    f. Internet ☐

14. Nature of your employment:
    a. Self Employed ☐
    b. Private Sector ☐
    c. Public Sector ☐
    d. State/Central Govt. ☐
    e. Unemployed ☐
    f. Another (pl. specify) ☐

15. Are You interested in enrolling for the programme? Yes ☐ No ☐ Can't Say ☐
    If Yes, at what level the programme should be offered:
        Certificate ☐ Diploma ☐ Degree ☐
    If No, What is/are the reason (s)?

THANKS IN ANTICIPATION OF YOUR COOPERATION

Costing and Budgeting of Programmes

Delivery Costs of a Programme-1

Programme: Post Graduate Diploma in Participatory Management of Displacement, Resettlement and Rehabilitation

Number of students expected to enrollment: 150

Month and Year of Estimation: March 2004

S.No.	Cost Item	Cost (Rs.)
Course Material		
1.	Printing of printed material @ *Rs. 16 per Block x 30 Blocks x 150 students*	72,000
2.	Despatch of printed material (Postal charges) (on the assumption that the material (say 30 Blocks) will be sent in three packets) @ Rs.	27,000
3.	Cost of two CDs @ *Rs. 20 per CD x 2 CDs x 150 students*	6,000
4.	Making copies of two CDs @ *Rs. 10 per CD x 2 CDs x 150 students*	3,000
5.	Despatch of two CDs (by courier service) to the students @ *Rs. 25 per packet x 150 students*	3,750
Project Work		
6.	Payment to supervisors for Project Work @ *Rs.300 x 150 students*	45,000
7.	Payment to project evaluators @ *Rs.300 x 150 students*	45,000
8.	Despatch of Project Work to the evaluators @ *Rs. 50 x 150 students*	7,500
Online Counselling		
9.	Payment to counsellors (E-counselling) in five groups of 30 students in each group @ *Rs. 500 x 5 groups x 8 courses*	20,000
10.	Evaluation of two online assignments per course @ *Rs.30 x 2 assignments per course x 7 courses x 150 students*	63,000
11.	Website maintenance cost: space required 1 GB @ *Rs.50,000 for 1 GB space*	50,000
12.	Website maintenance cost: Web Manager: one person @ *Rs. 10,000 per month x 1 person x 12 months*	1,20,000
Teleconferencing/Telecasting		
13.	One hour Teleconferencing: Payment to EMPC @ *Rs. 5,000 (for IGNOU programmes) per hour.*	5,000
14.	One hour Teleconferencing: Payment to Experts @ *Rs. 500 per expert x 2 experts*	1,000
15.	Telecasting (total 4 hours 30 minutes) @ *Rs. 5,000 per half-hour x 9 half-hours*	45,000
Term-end Examination		
16.	Paper setting @*Rs. 500 per set x 2 sets per course x 7 courses*	7,000
17.	Evaluation of term-end examination papers @ *Rs.15 per paper x 7 papers x 150 students*	15,750
18.	Despatch of Grade Cards @ *Rs.30 x 150 students*	4,500
19.	**Total (1 to 18) Cost**	**540,500**
20.	**Overheads** @25% of the above total cost (this includes overheads in student admission, material production and distribution, evaluation, and study centres)	**135,125**
21.	**Grand Total Delivery Cost (19+20)**	**675,625**

Programme delivery cost per student = $\dfrac{675,625}{150} = Rs.4504 \quad or \quad say \quad Rs.4500$

Fees likely to be charged per student = Rs. 5,000

Delivery Costs of a Programme-2

Programme: Certificate in Reproductive Child Health
Number of students expected to enrollment: 300
Month and Year of Estimation: September 2004

Cost Item	Cost (Rs.)
Printing of printed material @ Rs.16 per block for 10 blocks for 300 students (16x10x300)	48000
Despatch of printed material (9 blocks in one packet) @ Rs.60 per packet (60x300)	18000
Payment to academic counselors/Trainers (for 25-30 students per centre) for taking 32 theory counseling sessions @ 200 per session in 10 centres (200x32x10)	64000
Payment to clinical supervisors for practical/training @ Rs.300 per session of 4 hours in a group of 10 students (3 groups in one centre) in 10 centres for 30 sessions (300x30x10x3)	270000
Honorarium to 2 practical examiners (one internal and one external) (local) for 1 course for 1 day (600x2x3x10)	36000
Honorarium to Programme Incharges/Assistant Programme Incharges @ Rs.850 per month for six months (850x10x6)	51000
Teleconferencing payment to EMPC @ 5000/- per hour (for 12 hours) (5000x12)	60000
Payment to experts @ Rs.500 per session (500x12) – Teleconferencing	6000
Paper setting @ Rs.500 per set for two sets per course for 2 courses (500x2x2)	2000
Despatch of grade cards @ Rs.30 per student for 300 students	9000
Total	564000
Overheads @ 25% of the above total cost (this includes overheads in student admission, material lproduction and distribution, evaluation, and study centres)	141000
Grand Total	705000

Programme delivery cost per student = Rs.705000/300 = Rs.2350/-
Fees to be charged per student Rs.2500/-

INDIRA GANDHI NATIONAL OPEN UNIVERSITY

Maidan Garhi, New Delhi 110 068.

Phase 1: Programme Proposal
(for approval of the School Board)

1. Programme Title   _____

2. Programme Code   _____

3. Name of the School proposing the   _____
    Programme

4. Name of the Discipline proposing the   _____
    Programme

5. Programme Proposer(s)/Co-ordinator(s)   _____

6. Other Associating School(s)/Discipline(s)   _____

7. Existing Workload of the Discipline proposing the Programme/Course

    a)   Maintenance
    b)   Course Development

8. Academic Resources available in-house in the
    area of the Programme _____

9. A Brief Note on the Concept of the Programme (outlining its Academic
    Rationale/Relevance)

    _____

    _____

    _____

    _____

10. Social Relevance of the Programme (Please specify if it is a special need based
    programme)

    _____

    _____

_____

_____

_____

11. Need Assessment/Field Survey/literature survey Undertaken or Proposed (Please specify the nature of survey)

_____

_____

_____

_____

_____

12. Target Group _____

13. Type of Programme   Certificate _____

                                Diploma   _____

                                Degree   _____

14. Level of the Programme – UG/PG/Any other _____

15. Medium of Instruction English   Hindi   Any other

15. Collaborative Arrangement Envisaged outside IGNOU for

     a)   Design

     _____

     _____

     _____

     _____

     b)   Development

     _____

_____

_____

_____

c)   Delivery

_____

_____

_____

_____

d)   Any other

_____

_____

_____

_____

16.   Proposed strategies for the programme

a)   Design

_____

_____

_____

_____

b)   Development

_____

_____

_____

c)   Delivery

_____

_____

_____

_____

17.   Budgetary requirement for

   a)   Need Assessment   Rs._____

   b)   Develop Programme Structure   Rs._____

18.   Proposed Launch Date _____

Date   Signature(s) of Programme Proposer(s)

Observations and Signature of the Director of the School

Observations and Signature of the PVC

Explanatory Note: A programme expert committee may be constituted only after the approval of the School Board for drawing detailed Programme design to be submitted to Planning Board.

INDIRA GANDHI NATIONAL OPEN UNIVERSITY

Maidan Garhi, New Delhi 110 068

Phase 2: Programme Concept Form
(For approval of Academic Programme Committee and Planning Board)

1. Programme Title   _____

2. Programme Code   _____

3. Name of the School proposing the   _____
    Programme

4. Name of the Discipline proposing   _____
    the Programme

5. Programme Proposer(s)/Co-ordinator(s) _____

6. Other Associating Discipline(s)/   _____
    School(s) of IGNOU

7. Level of Programme (Please tick as Applicable)

    Certificate   UG Diploma   Degree

    PD Diploma   PG Diploma   Research Degree

    Any other (Please specify) _____

8. Medium of Instruction   English   Hindi   Any other

9. Programme objectives with specific contribution to the fulfillment of University's
    Objectives

    _____

    _____

    _____

    _____

10. Proposed Programme structure

Total number of courses _____ Credits

% Theory _____ % Practical _____

Any other project/field work etc. _____

Counselling/contact hours _____

Total number of audio programmes _____

Total number of video programmes _____

Tele-conferencing time _____

Radio broadcasting time _____

Telecast time _____

Kits/floppies/CD Roms _____

11. Proposed number of Regional Centres and Study Centres for First Launch _____

12. Special features (Please mention only the departures from the University norms in respect of design development, delivery and evaluation strategies)

_____

_____

_____

13. Existing related programmes/courses, if any and the nature of relationship

_____

_____

_____

14. Target Group

_____

_____

15. Expected enrolment over a five year period _____

16. Collaborative arrangements envisaged outside IGNOU

    a) Academic _____

    b) Financial _____

    c) Delivery _____

    d) Any other _____

17. Proposed fee _____

18. a) Estimated collection of annual fee   Rs. _____
       over a five year period

    b) Expected income form the sale of   Rs. _____
       materials (Print, A/V) over a five year
       period

14.   Approval of the School Board
      - Details of Meeting (Date & Item No.)
      - Observations of the School Board
    (Please enclose a copy of the Minutes)

                            Signature(s) of Programme Proposer(s)

Observations and Signature of the Director of the School

Observations and Signature of the PVC

Explanatory Notes:
1.   *At the time of discussion on this programme concept form, planning division is expected to inform the APC/PB about the Programmes of similar nature, if any, under development (or on offer) in the University.*
2.   *The cost of delivery of programme should be worked out by the Planning Division in consultation with concerned service Divisions.*

INDIRA GANDHI NATIONAL OPEN UNIVERSITY
Maidan Garhi, New Delhi 110 068

Phase 3: Programme Design and Detailed Programme Report
(For approval of the School Board and the Academic Council)

1.   Programme Title   _____

2.   Programme Code   _____

3.   Name of the School proposing   _____
      the Programme

4.   Name of Discipline proposing   _____
      the Programme

5.   Programme Proposer(s)/   _____
      Co-ordinator(s)

6.   Other Associating Discipline(s)/   _____
      School(s)

7.   Programme Objectives

      _____

      _____

      _____

      _____

8.   Type of Programme

      General   Professional   Technical

      Vocational   Any other _____

9.   Level of Programme (Please tick as Applicable)

      Certificate   UG Diploma   Degree
      PG Diploma   PG Diploma   Research Degree
      Any other _____

10. Eligibility for Enrolment _____

11.   Entrance Test   Yes   No

12.   Duration of Programme   Minimum   Maximum

13.   Medium of Instruction   English   Hindi   Any other

14. Progrmme Structure
    (following information should be given for the entire programme)

    Total number of courses _____ Credits _____

    % Theory _____ % Practical _____ Any other
                                              (Please specify)

    Counselling/Contact hours _____

    Total No. of audio programmes _____

    Total No. of Video programmes _____

    Tele-conferencing time _____

    Radio broadcasting time _____

    Telecast time _____

    Kits/Floppies/CDs Rom _____

    Computer mediated counselling _____

    Any other _____

15.   List of Courses:

Sl.No.	Course Code	Title of the course	Type of course compulsory/ optional	Credits	No. of blocks, manual, workbooks etc.

(Please indicate, where applicable, the adoption/adaptation of existing courses)

16. (a) Multimedia components in the instructional package (Audios/Vidoes, Network (Internet) Broadcasts, Tele-conferencing, etc)

Sl. No.	Media	Description	Any other details	Duration

(b) For A/V Programmes

	Audio	Video
Academic Note initiated on	_____	_____
Shooting Schedule for	_____	_____
Expected Review Schedule	_____	_____
Finalisation of Programme	_____	_____
Duplication for despatch to SC/RC/PI	_____	_____

17. Delivery mechanism and support systems for teaching-learning

Media Remarks	Agency	Time Needed
Print material	MPDD/Any other	_____
Counselling/contact (face to face)	Study Centre/ Programme Centre	_____hrs
Tele-conferencing	School/EMPC	_____hrs
Audio	School/EMPC	_____hrs
Video	Study Centre/ Radio	_____hrs
Radio counselling	Radio Station	_____hrs
Hands-on/Laboratory work	Study Centre Work Centre	_____hrs
Computer mediated Counselling	Tele-centre/SC Any other	_____hrs

18.   Instruction Pattern   Annual   Semester

19.   Evaluation Methodology
       i)   Theory
               a)   Continuous assessment   _____% weightage
               b)   Term and examination   _____% weightage
       ii)   Hands-on/Laboratory work
               a)   Continuous assessment   _____% weightage
               b)   Term-end examination   _____% weightage

               Any other (Please specify the details)_____

20. Annual enrolment expected _____

21. Fee to be charged Rs._____ per semester Rs._____ annual

22. Details of collaborative arrangement with external agencies (Educational
    Institutions/Employer Groups/Industry/Government Departments/Foreign
    Institutions/Private Agency/Any other) for the programme.

       a)   Development
               i)   Name of the agencies _____
               ii)   Nature of collaboration _____

       b)   Delivery
               i)   Name of the agencies _____
               ii)   Nature of collaboration _____

23. Approval by other Statutory Bodies

       School Board's approval of Proposal (**Phase 1**) _____

       Planning Board's approval of Programme Concept Form (**Phase 2**) _____

       School Board's approval of Programme Structure (**Phase 3**) _____

24.   Proposed schedule (from the date of approval of the   **In No. of months**
       Academic Council)

       ## Course writers' meetings

       Course development   _____

       Course production   _____

Completion of audio/videos   _____

Finalisation of the list of study centres   _____

Finalisation of the list of work centre   _____

Advertisement date   _____

Entrance test date   _____

Programme launch date   _____

Programme Co-ordiantor

Observations and Signature of the Director of the School

Observations and Signature of the PVC

Explanatory Notes:

1. *The programme approved by the Academic Council should be circulated to all operational divisions (RSD,SRED, MPDD and EMPC) to ensure their preparedness.*
2. *Syllabi of courses should be enclosed for consideration of the Academic Council. If the syllabi for some course(s) are not ready, they should be submitted for approval of School Board and Academic Council before proceeding with development work.*

INDIRA GANDHI NATIONAL OPEN UNIVERSITY
Madian Garhi, New Delhi 110 068.

Phase 4: Programme Launch Approval Form
(For the approval of the Academic Programme Committee)

1. Programme Title   _____

2. Programme Code   _____

3. Name of the School proposing   _____
   The Programme

4. Name of Discipline proposing the   _____
   Programme

5. Programme Proposer(s)/Co-ordinator(s) _____

6. Other Associating Discipline(s)/   _____
   School(s) of IGNOU

7. Academic Resources available   _____
   in-house in the area of the
   programme

7. Level of programme (Please tick as applicable)

   Certificate   UG Diploma   PG Diploma

   PG Degree   Research Degree   Any other

9. Duration of the Programme Minimum   Maximum

10. Medium of instruction   English   Hindi   Any other

11. Programme fee _____

12. a) Programme proposal (Phase – 1) approved on

      b) Programme Concept Form (Phase – 2)
         approved on

c) Detailed programme Report (Phase – 3)
approved on
(i)   School Board
(ii)   Academic Council

13.   Approved target date for programme launch

14.   Readiness of study material

Printed material	**Total No. to be Produced**	**Material received**	**Remarks**
Applicant's Guide			
Printed Blocks			
Assignments			
Programme Guide			
Project Guide/Manuals			
Audio Programmes			
Video Programmes			

15. Readiness of support Divisions

Student Registration and Evaluation Division	Yes/No	(Annexure –a)
Regional Service Division	Yes/No	(Annexure –b)
Material Production Distribution Division	Yes/No	(Annexure –c)
Electronic Media Production Centre	Yes/No	(Annexure –d)

16.   Proposed launch Date _____

Programme Co-ordinator(s)

Observations and Signature of the Director of the School

Observations and Signature of the PVC

INDIRA GANDHI NATIONAL OPEN UNIVERSITY
Maidan Garhi, New Delhi 110 068
Programme Launch Approval Form (Phase 4)
(to be obtained from SR & ED)

1.   Programme Title   _____

2.   Programme Code   _____

3.   Readiness of Registration schedule   Yes/No

4.   Readiness of Advertisement Matter   Yes/No

5.   Are Modalities of Entrance Test,   Yes/No
     if any, Cleared ?

6.   Target Date for Advertisement in   _____
     News Papers

7.   Target Date for Entrance Test   _____

8.   Target Date for Registration to be   _____
     Completed

9.   Is Assignment Submission Schedule   Yes/No
     Ready ?

10. Are Term-end examination   Yes/No
     Methodologies cleared?

11. Have Term-end Examination   Yes/No
     Paper Setters and Evaluators
     Identified?

12. Are Practical Exam Modalities   Yes/No
     cleared ?

13. Is Software for student   Yes/No
     Registration Ready?

Director   Programme
Student Registration and Evaluation Division   Co-ordinator(s)
Date _____   Date _____

INDIRA GANDHI NATIONAL OPEN UNIVERSITY
Maidan Garhi, New Delhi 110 068

Programme Launch Approval Form (Phase 4)
(To be obtained from RSD)

1. Programme Title   _____

2. Programme Code   _____

3. Is the list of Study Centres finalised ?   Yes/No

4. Total number of Study Centres   _____

5. Is the list of Work Centres/ laboratories ready ?   Yes/No

6. Total number of Work Centres   _____

7. Are Admission Nodes/Regional Centres informed and activated   Yes/No

8. Target Date for Receipt of Registered Students' List (Study Centre-wise)   _____

9. Has the Appointment of Academic Counsellors been completed ?   Yes/No

10. Is the Schedule of Orientation Programme for Academic Counsellors ready ?   Yes/No

11. Is Student Counselling Schedule ready ?   Yes/No

12. Proposed Duration of Counselling   _____

13. Is Practical Schedule for Practicals (if any) ready ?   Yes/No

Director
Regional Services Division
Date _____

Programme
Co-ordinator(s)
Date _____

INDIRA GANDHI NATIONAL OPEN UNIVERSITY
Maidan Garhi, New Delhi 110 068

Programme Launch Approval Form (Phase 4)
(To be obtained from MPDD)

1.   Programme Title   _____

2.   Programme Code   _____

3.   Readiness of Material
     a) Handbook and Prospectus is   Yes/No
     received
     b) Programme Code is received   Yes/No
     c) Total number of Blocks received
     d) Total number of Assignment   _____
     received
     e) Total number of blocks to be   _____
     received
     f) Any other print material   _____
     (please specify) received

4.   Total number of Audio programmes   _____
     received

5.   Total number of Video programmes   _____
     received

6.   Is despatch schedule ready ?   Yes/No

7.   Target date for despatch for course   _____
     material to Students

8.   Target date for despatch of study   _____
     material including Audio & Video
     programmes to the study centre
     and regional centre

Director   Programme
Material Production & Distribution Division   Co-ordinator(s)
Date _____   Date _____

INDIRA GANDHI NATIONAL OPEN UNIVERSITY
Maidan Garhi, New Delhi 110 068

Programme Launch Approval Form (Phase 4)
(To be obtained from EMPC)

1.   Programme Title   _____

2.   Programme Code   _____

1.   Readiness of Audio-Video Programmes
      a) Audio Programmes

      Produced _____ Duplicated _____ Under Production _____

      b) Video Programmes

      Produced _____ Duplicated _____ Under Production _____

4.   Schedule for Tele-conferencing (if any) have been finalised   Yes/No

5.   Schedule for Radio Counselling (if any) finalised   Yes/No

6.   Schedule for Telecast/Broadcast of audio/video programmes   Yes/No
      has been finalised

Director   Programme
Electronic Media Production Centre   Co-ordinator(s)
Date _____   Date _____

Training of Part-time Course Writers: Objectives, Contents, Strategies

Objectives	Contents	Suggested Strategies
1. To explain the basic features of Distance Education	Difference between distance education and other systems of education; philosophy of distance education and its implications.	A handout on distance education sent along with the letter of offer to the writers; lecture-cum-discussion and a general overview through a video.
2. To identify the unique characteristics of distance learner	Knowledge about target learners; knowledge about characteristic variations in and psychology of distance learners and adult learners.	A handout on adult psychology and adult learner.
3. To describe the features of the IGNOU systems.	A brief history, organisational structure and academic activities of the IGNOU.	Copies of the IGNOU act and brochures (the relevant ones) to be sent; face-to-face interaction.
4. To explain the rationale behind a particular course structure.	Level of the target group -- their previous knowledge and standards assumed; outline of the course.	A handout with relevant course outline (sent before hand) and face-to-face interaction with the faculty.
5. To explain what unit design is.	Principles of Self Learning Materials and its pedagogic implications; features of Self Learning Materials and functions thereof; variations in format; house-style of a particular programme; level and scope of content; how to pretest and incorporate the feedback in the unit and idea of concept mapping.	A prepared self-instructional unit (with explanations) to be sent; face-to-face explanation by DE expert (could be supplemented with a video) and faculty experts highlight the house style decided on for a particular course.
6. To explain the role of simple language and conversational style.	Need for using simple words, active verbs, simple sentences and addressing the learner directly to relate the material to the affective domain of learning.	Distance education experts talk about the overall importance of the needs specified being supplemented by talks by subject experts (Specific examples may be picked up from the material sent or the writers could be asked to pick up examples)
7. To prepare assignments	Purpose, functions and types of assignments; academic communication & evaluation; scope and number of assignments, frequency etc.	Studying the handling of sample assignments and discussions being followed by a video on two-way communication. Subject-specific instructions be given.
8. To describe the assessment system.	Types of evaluation: purpose of various types of evaluation; grading – its advantages, issues	Lecture-cum-discussion (illustrations are essential)

	involved, weightage, etc.	
9. To describe the role of multi-media package in IGNOU.	Functions and limitations of various media and the choice of media in the context of a subject.	A lecture on multi-media approach demonstrating the use of audio-video for various disciplines.
10. To identify areas in need of audio and video programmes.	Notion of 'briefs' and academic notes and how to write them; identification of areas which need audio and/or video programmes; duration of programmes.	Samples of 'briefs' and academic notes; discussion with faculty experts; discussion with producers (hopefully with a grounding in the particular subject) present throughout the session.
11. To write for practical/field based courses (School-specific)	Outlining and designing of practicals and field trips and relating them to theoretical inputs; reporting on practicals and field trips and evolving methods of evaluating the practicals.	An outline of practicals should be sent beforehand to the writers; A one day workshop: In the morning session, discussion on experiments innovatively designed for the IGNOU students and demonstrations may be discussed and in the afternoon session a lecture on how to write for practicals including discussion on how to tabulate results may be organized.
12. To adhere to work schedule	Explaining the importance of working according to schedules and outlining the schedule itself.	A manual.

Schedule for the two-day workshop:

Day 1:   **i)**   **To work for Objectives 1, 2 and 3 through lecture-cum-discussion sessions and handouts.**

           ii)   **To work for Objectives 4, 5 and 6 through a handbook prepared specially for this purpose and discussion.**
           (Subject specific, take-home exercises on writing objectives, introduction, preparing self-assessment questions and concept mapping are recommended)

Day 2:   **i)**   **Work for Objectives 6, 7 and 8 and discussion on the take-home exercises.**

           ii)   **Discussion on Objectives 9, 10, 11 and 12**

INDIRA GANDHI NATIONAL OPEN UNIVERSITY
SCHOOL OF _____

Bill No. _____

PRE-RECEIPTED BILL FOR PAYMENT TO COURSE WRITERS/ARTISTS/TRANSLATORS

Received Rs. _____ on account of _____

1. Remuneration for preparation/editing/translation/vetting of _____ Course material/discipline based course material.

Name of Course/ Programme	Title Units/ Words	Number of Units/Words	Rate per Unit/Per thousand words	Amount	
				Rs.	**Ps.**

OTHER CHARGES

2. Word Processing along with 3.5" Floppy. No. of pages _____@Rs. 15/- per page

3. Postage (Actual): _____

4. For Drawings: No. _____ @ Rs. _____ per drawing

5. For Tracing: No. _____ @ Rs. _____ per tracing

6. Misc. Charges: (to be specified) _____

(Rupees _____)

NOTE: Voucher/certificate (duly authenticated with signatures of the claimant) in support of items (2) to (6) to be attached.

I agree that the copyright of the above course material will rest with **Indira Gandhi National Open University**.

_____
SIGNATURE
(Revenue Stamp to be affixed)
Name _____
Designation _____
Address: _____
Date: _____

Certified that the course material detailed on pre-page as prepared / edited / translated / vetted has been received in good order and the number of pages/word/units mentioned is correct. The amount claimed is in accordance with the rate prescribed and the payment may be released.

CLASSIFICATION
Revenue Accounts, academic programmes,
Other Charges, Payment to Course Writers/
Translators/Vettors/Artists

_____   _____
(Signature)   **(Signature)**
Faculty Concerned   Director
                                                                                     School of _____

Passed for payment of Rs. _____ Paid in cash/cheque No. _____

dated _____ Rs. _____ (Rs. in words)_____

ASSISTANT FINANCE OFFICER

Name of the Course Writer   _____

                                                         _____

                                                         _____
                                                         (Address of the Course Writer)

To
The Registrar (Administration)
Indira Gandhi National Open University
Maidan Garhi, New Delhi 110068

Reg. Assignment of copyright in course material in respect of Block _____
        Unit_____
        Title:

I hereby assign the copyright in the above course material to the Indira Gandhi National Open University and certify that I have acknowledged all sources used in preparation of the unit (s). To the best of my knowledge, no parts of the material infringe the existing copyright laws.

                                                         Yours faithfully,

Date: **(Signature of Course Writer)**

RATES FOR REMUNERATION FOR COURSE WRITING, TRANSLATION AND EDITING, ETC

ACTIVITY	UNIT	EXISTING RATES	REVISED RATES
1. Writing of Units			
a) For Professional Courses	Per Unit	Rs. 1000	Rs. 3000
b) For PG level (non-professional)	Per Unit	Rs. 1000	Rs. 2500
c) For UG level (non-professional)	Per Unit	Rs. 1000	Rs. 2000
2. Editing (6/8 credit courses)			
a) For professional courses	Per course	Rs. 10,000	Rs. 30,000 (Rs. 5,000 per block if only one or two blocks are assigned. If half or more than half of course is assigned for editing, the remuneration payable will be proportionate)
b) For PG level (non-professional)	Per course	Rs. 10,000	Rs. 25,000 (Rs. 4000 per block if only one or two blocks are assigned. If half or more than half of course is assigned for editing, the remuneration payable will be proportionate)
c) For UG level (non-professional)	Per course	Rs. 10,000	Rs. 20,000 (Rs. 3000 per block if only one or two blocks are assigned. If half or more than half of course is assigned for editing, the remuneration payable will be proportionate)
3. Editing 3/4 credit courses			
a) For Professional courses	Per course	Rs. 5000	Rs. 15,000 (Rs. 5000 per block if only one block is assigned. If half or more than half of course is assigned for editing, the remuneration payable will be proportionate)
b) For PG level (non-professional)	Per course	Rs. 5000	Rs. 12,500 (Rs. 4000 per block if only one block is assigned. If half or more than half of course is assigned for editing, the remuneration payable will be proportionate)
c) For UG level (non-professional)	Per course	Rs. 5000	Rs. 10,000 (Rs. 3000 per block if only one block is assigned. If half or more than half of course is assigned for editing, the remuneration payable will be proportionate)
4. **Translation**	Per Unit	Rs. 500	Half of the normal rate for writing of Units
5. **Vertting/lang. Edit. of Translated Unit**	Per Unit	Rs. 250	One fourth for writing of Units
6. **Substantial Revision**	Per course/ block		Same as for editing subject to additional payment for new unit written

7. **Preparation of Question bank**	Per question	Rs. 4	Rs. 10
8. **Preparation of assignments**	Per Assignment		Same as application for setting up question papers
9. **Word Processing**			
a) Normal	Per page	Rs. 8	Rs. 15 (with Floppy)
b) With mathematical work	Per page	Rs. 10	Rs. 20 (with Floppy)
10. **Typing**	Per page	Rs. 2	Rs. 5

The above rates are also proposed to be made applicable when the whole course is assigned to a course team in the form of a project. The same rates will be applicable to the internal faculty from other schools/divisions when they contribute. However these shall not be applicable to the programme/course jointly prepared by two or more schools and to editorial cell for language editing and translation cell for translation/language editing work.

The term professional courses will include courses like management, computer application, engineering technology, health sciences etc.

[Approve by BOM in its 51st Meeting held on 19.61997, vide resolution BM51.10.1(ii)]

Printing Related Rules

S. No.	Description	Approval Authority
1.	CRC preparation (Laser Composing)	Director of Schools/ Heads of Divisions/ Registrar (MPPD)
2.	Graphic Designing (Cover Design, Artwork preparation, etc.)	-do-
3.	Use of Normal text Paper (70 gsm) & Art Card (200/210 gsm) for printing	-do-
4.	Penalty for delay as per contract	PVC Concerned
5.	Special jobs requirements i.e. Use of 80 gsm Paper, Imported Art Paper, Imported Art Card, P.S. plates (including 4 page-plate printing), Lamination, etc. Proposal may include proper justification and financial implications (extra expenditure/estimate)	PVC Concerned

Note: All work would be allotted at approved schedule of rates and through approved panels.

(MPDD Notification dated 15th September 2003).

List of checks and balances relating to special powers delegated to Directors of Schools/ Head (MPPD) authorizing them to approve print orders for study material

1. The job should be executed only through the empanelled printers at the approved rates.

2. As far as possible, print job to be rotated amongst the approved printers so as to give them equal opportunity keeping, however, in view the interest of the university.

3. Print run to be decided keeping in view the stock already available with the university, student enrolment, estimates of sale of material to public and other factors having an impact on stock position. For this purpose, information may have to be obtained from the concerned Division.

4. Payment to be made only after the material has been received in good condition and entered in the stock registers.

5. For award of work to printers not on panel of the university, the existing procedure of considering the matter on the recommendation of a committee constituted for the purpose and approved by the VC will continue.

6. Print runs above 20000 may be routed through the VC/PVCs.

7. Every school/division should set up a print committee to facilitate the Director in placing orders for reprinting to empancelled printers only. Copies of award letters should be sent to a central unit for monitoring the jobs assigned and ensure fair deal to the university/printers in respect of time and tasks.

(Approved by the BOM in its 70th Meeting held on 17.11.2001, vide resolution no. 70.13.1)

Schedule of Rates for Laser Composers

S. No.	DESCRIPTION		RATES PER PAGE (in Rs.)	
			English	Hindi
1.	**From Manuscript** For running matter in 8/9 Pt with 2 Pt Interlinear spacing in English and 3 Pt in Hindi	A4 size A5 size	45.00 25.00	55.00 30.00
2.	For running matter in 10/11 Pt with 2 Pt Interlinear spacing in English and 3 Pt in Hindi	A4 size A5 size	40.00 22.00	48.00 26.00
3.	For running matter in 12/13 Pt with 2 Pt Interlinear spacing in English and 3 Pt in Hindi	A4 size A5 size	35.00 18.00	42.00 22.00
4.	For tabular/table matter for items at Sl. No. 1 to 3 (Additional % on above rates)		20%	
5.	For mathematical and scientific matter for items at S. No. 1 to 3 (Additional % on above rates)		30%	
6.	Any other Indian Language		50%	
1.	**From Floppy/Dikette** If the raw text (without typography commands) provided in the form of floppy using software (Wordstar) Discount of above rates for providing laser outputs		**English** 50%	**Hindi** 30%
2.	Rate per page for additional print out		3.00	
3.	Rate for graphics generated on DTP		0.50 per sq. cm	
4.	Scanning of illustrations (supplied by IGNOU) Rate per colour		0.50 per sq. cm	

1. Above rates are inclusive of proof reading at composer's end for 1st proof and submit revised proof in duplicate, if required.
2. The proofs as well as final printouts to be provided in the form of laser prints only.
3. For carrying out minor alterations/corrections, no extra charges will be paid.
4. Where illustrations are involved, the charges will be paid proportionately.
5. A rebate of 75% on composing charges shall be admissible for a standing matter on Cover/text page for use in a number of publications (with minor changes).

Designing charges for graphics

S. No.	Description	Rates
1.	Line diagram irrespective of size	@ Rs. 50/- per diagram
2.	Multi colour line diagram irrespective of size	@ Rs. 60/- per diagram
3.	Graphics/Scientific Diagram (including freehand graphics)	@ Rs. 150/- per diagram for B/W
	If any graphic has more than one component, the graphics should be treated as one	@ Rs. 200/- per diagram for colour
4.	Cover designing (Designing of main cover including of all Block titles of same course)	@ Rs. 1500/-
5.	Map outline/detailed MAP	
	Outline MAP in A4 size	@ Rs. 200/- per MAP
	Detailed MAP in A4 size	@ Rs. 400 for B/W
		@ Rs. 500/- for colour

Marks in Left Margin	Marks in Text	Meaning
e∧	Be canful	Insert missing matter
ℓ/	Be carefull	Delete extra matter
ℓ/	Be careful	Leave out matter and close up space
stet	Be careful	Leave as typed (if you correct something wrongly)
caps	be careful	Change to capital letter
l.c./	Be Careful	Change to lower case letter
#∧	Becareful	Insert space
tr /	Be carfeul	Transpose or change order of letter or words
NP	Be careful	Begin a new paragraph
run on	.... never. Be careful	Continue text on same line. No new paragraph
⊏	Be careful	Move to right
⊐	←Be careful	Move to left
Spell out	e.g.	Write out abbreviation or figure in full
✗	Be careful	Remove unwanted marks
?	BECAREful	Check, refer appropriate authority
⊙∧	Be carefull	Insert period
⁇	Be careful	Insert quote
³	10 times	Superscript character
₂	H20	Subscript character
	[None]	No correction on this page

CAPS ℓ/ <u>Marking Up</u>
When you are preparing a text for typesetting, ~~you~~ go through it careful, correcting all the errors.

l.c./ s/ ←Follow all the Rules that your organization has adopted.

Mark the text clearly so that the typist knows your intentions.
run on ⊏Use the signs given in the table.

Programme Brief

Academic Programme:
Course Code: **Block:**
Video / Audio programme
Working title:
Target audience:
Duration:
Language:
Completion Target:
Instructional Objectives of the proposed programme: ● ●
Outline (of content to be covered)
Any other Information:

IGNOU   Annexure-18

Study of Utilization of Multimedia Facilities by IGNOU Students

Dear Student,

As you may know, at IGNOU we use a variety of electronic mass media in our courseware. Through this study, we want to find out the effectiveness of these media in reaching you and supporting your self study. Please answer all the questions given below accurately as it will help us to identify the problems and take care of them. Thank you for your cooperation.

Usha chandar

Research Officer, EMPC-IGNOU, Sanchar Vatika, Maidan Garhi, New Delhi – 110068 or email: uchandra@Ignou.ac.in

Please Tick   √   The appropriate answer. You may also tick more than one option wherever necessary.

1. **Name :**   2. **Enrollment No.:**

3. **Mailing Address:**

    Contact Telephone: Fax: Email id:

4. **Gender: Male ☐   Female ☐**   5. **Marital Status: Married ☐   Unmarried ☐**

6. **Category:**   SC ☐   ST ☐   OBC ☐   Physically Challenged ☐   General

7. **Age (in years):** ☐   8. **Programme:**

9. **Regional Centre:**   **Study Centre:**

10. **Medium:**   English ☐   Hindi ☐   Others ☐   11. **Territory:**   Urban ☐   Rural ☐

12. **Status:**   Employed ☐   Unemployed ☐   Student ☐

13 **Profession:**   Private ☐   Government ☐   House ☐   Self Employed ☐   Agriculture ☐

    Any other, [specify]:

14 **Previous Educational**   upto High School ☐   10th Pass ☐   12th Pass ☐   Graduate ☐

    Qualification: Post Graduate ☐   Any other, [specify]:

15 **Which of the following do you have at home?**

    Radio ☐   Tape Recorder ☐   Telephone ☐   Computer ☐

    B/W TV ☐   Audio CD Player ☐   Mobile ☐   Internet ☐

    Color TV ☐   VCD Player ☐   Fax ☐   Cable Connection ☐

    Any other, [specify]:

16. **How often do you visit the IGNOU Study Centre / Work Centre / Tele Learning Centre?**

    Daily ☐   Weekly ☐   Monthly ☐   Never ☐   Any other, [specify]:

17 **Where do you use the following media facilities?**

Place of Use	Multi Media facilities used (Please put mark)					
	Radio	**TV**	**Computer**	**Internet / Email**	**Audio CD / VCD**	**Telephone / Fax**
At Home						
At Office / Work place						
At Regional Centre / Study Centre						
Any Other, Please Specify						

130

18   Share your experiences regarding the following multi media facilities of IGNOU [Put√   for YES and X for NO]

Multi media facilities of IGNOU	Are you aware of the facility? If yes, from where? EMPC-IGNOU Booklet / Newspaper / IGNOU Newsletter / IGNOU website / Letter from RC / SC / Letter from faculty / any other, specify.	Is it available at the Study Centre / Work Centre / Tele learning Centre Allotted to you?	Do you use the facility?
Audio cassettes / CDs / Players			
Video cassettes / CDs / Players			
Interactive Tele conferencing with TOLL FREE facility			
Interactive Radio Counseling (AIR)			
Gyan Darshan			
Gyan Vani (FM Radio)			

Multi media facilities of IGNOU	How often do you use the same? Daily / Weekly / Fortnightly / Rarely / Not at all / Others, specift.	How useful do you find it? Very Useful / Just Okay / Not Useful
Audio cassettes / CDs / Players		
Video cassettes / CDs / Players		
Interactive Tele conferencing with TOLL FREE facility		
Interactive Radio Counseling (AIR)		
Gyan Darshan		
Gyan Vani (FM Radio)		

19.   If you are not using any of the above multi media facilities at all, please give the reason. Why?
   a.   Audio cassettes / CDs / Players:
   b.   Video cassettes / CDs / Players:
   c.   Interactive Tele conferencing with TOLL FREE facility:
   d.   Interactive Radio Counseling AIR):
   e.   Gyan Darshan:
   f.   Gyan Vani (FM Radio):

20.   If you are watching any other educational channel such as National Geographic / Discovery / History Channel, please give the details of the programmes you like in them, and why you like them?

21.   IGNOU give your suggestions to improve the multi media facilities of IGNOU.

SAMPLE ONLY

Dear Student,

While studying the units of this block, you may have found certain portions of the text difficult to comprehend. We wish to know your difficulties and suggestions, in order to improve the course. Therefore, we request you to fill out and send us the following questionnaire, which pertains to this block. If the space provided is insufficient, kindly use a separate sheet.

Questionnaire

Enrolment No.

1. How many hours did you need for studying the units?

Unit no.	1	2	3	4
No. of hours				

2. Please give your reactions to the following items based on your reading of the block:

Items	Excellent	Very Good	Good	Poor	Give specific examples, if poor
Presentation Quality					_____ _____
Language and Style					_____ _____ _____
Illustrations Used (diagrams, tables, etc.)					_____ _____ _____ _____
Conceptual Clarity					_____ _____ _____
Check Your Progress Questions					_____
Feedback to CYP Questions					_____ _____

3. Any other comments:

Mail to:
Course Coordinator (ES-318)
STRIDE, IGNOU, Maidan Garhi
New Delhi – 110068, India.

Annexure – 20

Dear Student,

While studying these you may have found certain portions of the text difficult to comprehend. We wish to know your difficulties and suggestions, in order to improve the course. Therefore, we request you to fill out and send us the following questionnaire, which pertains to this block.

QUESTIONNAIRE

Enrolment No.

LSE-06

Block-1

1. How many hours did you need for studying the units?

Unit no.	1	2	3	4	5	6
No. of hours						

2. How many hours (approximately) did you take to do the assignemtns pertaining to this block?

Assignment NO.	1	2
No. of hours		

3. In the following table we have listed 4 kinds of difficulties that we thought you might have come across. Kindly tick (√) the type of difficulty and give the relevant page number in appropriate columns.

Page Number and Line Number	Type of difficulties			
	Presentation is not clear	Language is difficult	Diagram is not clear	Words/Terms are not explained

4. It is possible that you could not attempt some SAQs and TQs. In the following table are listed the possible difficulties. Kindly tick (√) the type of difficulty and the relevant unit and question numbers in appropriate columns.

Unit No.	CYP No.	TQ No.	Type of difficulty			
			Question Not-clearly posed	Cannot answer on the basis of information given	Answer given (at the end of unit) not clear	Answer given is not sufficient

5. Were all the difficult terms included in the glossary? If not, please list in the space given below.

6. Any other suggestion (s)

Mail to:
Course Coordinator (LSE-06)
School of Sciences, IGNOU, Maidan Garhi
New Delhi – 110068, India.

133

STAFF TRAINING AND RESEARCH INSTITUTE OF DISTANCE EDUCATION
Indira Gandhi National Open University
Maidan Garhi, New Delhi 110 068

Feedback Questionnaire for PGDDE Learners

(Please tick (✔) in the relevant box)

GENERAL

1. Name (Optional):
2. Gender: Male ☐ Female ☐
3. Age: <25 ☐ 26-30 ☐ 31-35 ☐ 36-40 ☐ 41-45 ☐ 46-50 ☐ 51-55 ☐ 56-60 ☐ >60 ☐
4. Highest Educational Qualification:
   Graduation ☐ Post-Graduation ☐ M. Phil. ☐ PhD. ☐ Other ☐ _____
5. Discipline:
   Science ☐ Social Science ☐ Humanities ☐ Engineering & Technology ☐ Medicine ☐
   Commerce and Management ☐
6. Employment Status:
   Employed ☐ Unemployed ☐
7. Sector of Employment:
   School Level ☐ University and College ☐ Business and Industry ☐ Government ☐
8. Total Years of Experience:
   1-5 Yrs ☐ 6-10 Yrs ☐ 11-15 Yrs ☐ 16-20 Yrs ☐ >21 Yrs ☐
9. Your Study Centre:_____ Code: ☐☐☐☐
10. Do you feel that the PGDDE Programme has met your expectations?
    Yes ☐ No ☐ Uncertain ☐
    If no, please explain the reason vis-à-vis your expectations

_____

_____

SPECIFIC

11. How frequently did you attend counselling sessions in 2000?
    Regularly (Almost all) ☐ Occasionally (Once in a month) ☐ Never ☐
12. Do you think the number of counselling sessions (10 Per Course) in PGDDE is sufficient?
    Sufficient ☐ Just OK ☐ Not sufficient ☐
    If not sufficient, what would be the appropriate number? _____
13. How many assignments you have submitted in the year 2000? _____
14. What is the average turn around time of evaluated assignments?
    2 Weeks ☐ 4 Weeks ☐ 6 Weeks ☐ 8 Weeks ☐ More than 8 Weeks ☐
15. Have you appeared in the December TEE? Yes ☐ No ☐
    If yes, appeared in: Once Course ☐ Two Course ☐ Three Course ☐ Four Course ☐ All
    courses ☐

16. Please rate your satisfaction to the following products/services provided by IGNOU:

Products/ Services	Highly Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Not Satisfied	Highly Not Satisfied
a) Dispatch of study materials and assignments					
b) Quality of study materials					
c) Access to study centre library					
d) Use of audio and video cassettes at study centre					
e) Information about counselling schedule					
f) Counsellors and their method of counselling					
g) Help from Coordinator and other staff of the study centre					

17. What measures you will suggest to improve the programme in general?

_____

_____

18. What is the most valuable aspect in this programme?

_____

_____

19. What is the least valuable aspect in this programme?

_____

_____

20. Any other Comments:

Thanks for Your Cooperation

S A M P L E   O N L Y

Staff Training and Research Institute of Distance Education
INDIRA GANDHI NATIONAL OPEN UNIVERSITY
Maidan Garhi, New Delhi-110 068
http://www.ignou.ac.in

Dear Friend

One of the activities of Staff Training and Research Institute of Distance Education (STRIDE) is Research and Development to provide its learners quality of self-learning material. The present study on "Qualitative Course Evaluation: A Case of the Course ES-302 of PGDHE" programme is a collaborative research activity. The objective of this study is to get feedback on the qualitative aspects of the course materials such as structure, language, contents, format and style, support services and assignments etc. We kindly request your cooperation by sparing your valuable time to fill this questionnaire and mail it back to us within two weeks in an enclosed stamped envelope. Please feel free to give your frank opinion. We assure you that your views expressed in the questionnaire will be kept strictly confidential, and would be used for our study purpose only.
With kind regards,

Dr.Ashok K. Gaba   Dr. N.K. Dash
Rsearch Officer, STRIDE   Reader, School of Education
Email:akgaba@ignou.ac.in   Coordinator ES-302 of PGDHE
                                                              Email:nkdash@ignou.ac.in

Qualitative Course Evaluation: A Case of the Course ES 302 of PGDHE
Programme of IGNOU
(Questionnaire for the Learners)
(Please ✓ in appropriate box or explain as required in separate sheet if space is insufficient)

1.   Personal Information

1.1 Your present status:	Employed ☺	Unemployed ☹	Self-employed ☺

1.3 If employed, write your present status & designation

Office Address: _____
_____

City/Town: _____

State : _____   Pin Code: _____

Phone: _____   Email: _____

1.4 **You belong to**:	Rural ☺	Urban ☺	Metro ☺
1.5 **Gender**:	Male ☺	Female ☺	

1.6. In which age-group you belong to?	21-25 years	☺	26-30 years	☺	31-35 years	☺
	36-40 years	☺	41-45 years	☺	46-50 years	☺
	51-60 years	☺	61-65 years	☺	Above 65 years	☺

1.7 Your qualification before joining PGDHE	Post graduate	☺	M.Phill	☺	Ph.D.	☺
	B.Ed.	☺	M.Ed.	☺	Any Other	☺

1.8 Year of enrolment in PGDHE programme				

1.9 Year of completion of the PGDHE programme				

1.10 What was your performance in the ES-302 (Please mentioned your grade)	Term-end examination	A-1	A-2	A-3

2.   Course Materials

2.1 How many printing mistakes or errors did you find in each unit?

Many	☹	Very Few	☺	Not at all	☺

2.2 Give your overall views on the following aspects of the course material of ES-302
(Please ✓ in appropriate box)

Aspects	Excellent	Very Good	Good	Poor
Language				
Style				
Content				
Structure				

2.3 State, whether the course material is adequate or lengthy for your study?

Adequate	☺	Inadequate	☺	Lengthy	☹

2.4 (a) If inadequate, what area/topics/units do you suggest to incorporate in this course?

2.4 (b) If the material is lengthy, which topic do you suggest to delete from this course?

2.5 How did you benefit from the following aspects for answering the questions of term-end exams?

Aspects	A great deal	Quiet a lot	Not very much	Can't say
Studying on your own				
Attending tutorials				
Watching video				
Listening to the radio				
Teleconferencing				

2.6 How many units were you able to complete before term-end exams?

(a) 100% ☺	(b) More than 50% ☺	(c) 50% 😐	(d) Not at all ☹

2.7 Please ✓ in the appropriate column as per your experience pertaining to the course ES-302

Views	Agree	Strongly agree	Disagree	Strongly Disagree	Can't say
(a) It helped me to improve my teaching skill					
(b) It made me competent in my profession					
(c) I found all courses of PGDHE o.k. except ES-302.					
(d)The material of ES-302 was not up to my expected level					

2.8 (a) In which part of the course did you face problem? (Please ✓)

Blocks	1	2	3	4	5	6	7	8	9
Block-1:Instruction in a Systemic Perspective Unit-1:Instructional System									
Unit-2:Input Alternatives-Teacher Controlled									
Unit-3:Input Alternatives-Learner Controlled									
Unit-4:Evoloving Instructional Strategies									
Unit-5:Topic Plan and Course Designing									
Block-2:Communiction Skills Unit-6:Teacher Competence in Higher Education									
Unit-7:Skills Associated with a Good Lecture									
Unit-8:Skills Associated with the Conduct of Interaction Sessions									
Unit-9: Skills of Using Communication Aids									
Block-3:Evaluation Perspectives in Higher Education Unit-10: Status of Evaluation of Higher Education-1									
Units-11:Status of Evaluation of Higher Education-11									
Unit-12:Evaluation Situations in Higher Education -1									
Unit-13: Evaluation Situations in Higher Education-11									
Block-4: Evaluation in Higher Education: Meaning and Processing Unit-14: Mechanics of Evaluation-1									
Unit-15 Mechanics of Evaluation-11									
Unit-16:Processing Evaluation Data-1									
Unit-17 Processing Evaluation Data-11									

Note:1=Language; 2=Structure; 3=Introduction; 4=Objective; 5=Contents; 6=Exercises; 7=Let us Sum Up;8= Unit-End Activities; 9= Points for Discussion

2.8 (b) Please specify the nature of problems you have faced while going through the course material (if any).

2.9 How far you were able to understand the units?

(a) 100% ☺	(b) More than 50% ☺	(c) 50% 😐	(d) Not at all ☹

138

2.10 How did you find the course materials ?

(a) Fully self-instructional	☺	(b) Partially self-instructional	☺
(c) Reasonably self-instructional	😐	(d) Not at all self-instructional	☹

2.11 How did you find the contents in the material from instructional point of view?

Relevant	☺	Irrelevant	☹	Can't say	😐

2.12 While reading the blocks, did you feel as if your teacher is communicating with you?

Always	☺	Sometimes	😐	Never	☹

2.13 Did you attempt the self-check questions/ exercises/ activities provided in the units?	Yes	☺	No	☹

2.13 (a) If yes, how often did you see the answers before attempting them?

Always	☺	Sometimes	😐	Never	☹

2.13 (b) If Never, what was your reaction, when your answer is different from that of answer given at the end of the unit?

2.14 How did you find self-check exercises/questions helpful for understanding the material?

Very helpful	☺	Reasonably helpful	😐	Not at all helpful	☹

2.14 (a) If helpful, 'how' and if not helpful, 'why'?

2.15 What is your preference of questions in exercises? (Please rank your preference**)**

Types	1	2	3	4	5	6
Objective type						
Multiple-choice						
Fill in the blanks						
True-false						
Matching type						
Essay type						

2.16 Did you find 'objectives' in the units useful?	Yes	☺	No	☹

2.16(a) If yes, 'how, and if not 'why'

2.17Did you find summary/let us sum up useful?	Yes	☺	No	☹

2.18 Do you find the supplied reading materials of a high academic standard?	Yes	☺	No	☹

2.19 Did you find reading materials interesting?	Yes	☺	No	☹

2.19 (a) If no, suggest how to make them interesting?

2.20 Did you find the language of the supplied reading material easy to comprehend?

Yes	☺	No	☹

2.21 Did the reading materials contain enough illustration, figure, cartoons and diagrams to explain the involved concepts?

Yes	☺	No	☹

2.22 How much relevant is the course ES-302 for your performance in professional activities?

(a) Very relevant	☺	(b) Somewhat relevant	☺	(c) Not at all relevant	☹

2.23 Please ✓ on any of the options.

Options	SA	A	D	SD	U
(a) I found the units of course ES-302 very exciting while studying.					
(b) I found the topics in this course of ES-302 so interesting that I like to continue with them after I finish my course.					
(c) I face problems while reading the course ES-302.					
(d) I found the programme guide useful in understanding the course.					
(e) The content in the units of ES-302 are presented in a confusing way.					
(f) The activities/self questions have helped me in my learning.					
(g) I do not understand a lot of words in the study materials.					
(h) Besides, course units, I read other related books also.					

Note: SA= Strongly agree; A=Agree; D=Disagree; SD=Strongly Disagree; U=Undecided

2.24 Are you satisfied with the reading material?	Yes	☺	No	☹

2.24 (a) If no, what suggestion would you like to provide for the improvement of the course revision?

2.25 From your point of view, what should we keep in mind while designing ES-302?
      (If space is insufficient, please attach a separate sheet)

3.   Counselling

3.1 Did you attend the counselling sessions at your study center?

Yes	☺	No	☹

3.1 (a). If no, what were the reasons?

3.1 (b) If yes, what percentage of counselling sessions did you attend?

Less than 25% ☹	26-50% ☹	51-75% ☺	76-100% ☺

3.2 What are your views regarding counselling sessions?

Views	Yes	No
(a) Was the time devoted to couselling sessions sufficient?		
(b) Did you prepare for counselling sessions?		
(c) Were your doubts clarified by your counsellor?		
(d) Were you satisfied with the way sessions were organized?		

3.3 What are your suggestions to improve the counselling sessions? Please explain:

4.   Extended Contact Programme

4.1 The extended contact programme you attended was:

(a) Face to face mode ☺	(b) Teleconference cum face to face mode ☺

4.3 Have you attended the ECP ?	Yes	☺	No	☹
4.4 Were you satisfied with the structure of the ECP?	Yes	☺	No	☹
4.5 Were the resource persons helpful?	Yes	☺	No	☹
4.6 Were you able to participate in the teleconference?	Yes	☺	No	☹
4.7 Did you ask questions pertaining to the course or related to different content?	Yes	☺	No	☹
4.8 Were you satisfied with the presentations made by the experts in the teleconference?	Yes	☺	No	☹
4.9 Did you achieve competence in teaching skill and evaluation process that are discussed in ES-302 during ECP?	Yes	☺	No	☹

4.10. Which mode do you prefer for the ECP?

(a) Face to face mode ☺	(b) Teleconference cum face to face mode ☺

4.11 What are your suggestions to improve ECP? Please explain:

5.   Media and Information Technology

5.1 Did you use radio/video programme related to ES-302 ?	Yes	☺	No	☹

5.1 (a) If Yes, where?	Study Center	☺	Regional Center	☺

5.1(b) If no, what were the reasons? Please specify.

5.2 Please give your comments on language, style and contents of audio and/Video.

Aspects	Excellent	Very Good	Good	Poor
Language				
Style				
Content				
Audio/Video				

5.3 What are your suggestions for the improvement of audio/video lessons?

5.4 Did you watch T.V. programmes related to ES-302	Yes	☺	No	☹

6.   Library Facilities

6.1 Was the library facility available at your study center?	Yes	☺	No	☹

6.2 Did you find adequate journals in the library related to your course?

Adequate	☺	Inadequate	☺

6.2 (a) If inadequate, give the title of the books/journals which you think useful for completing the course?

7.   Assignments

7.1 Do you think the assignments for course of ES-302 were:

Appropriate	☺	Inappropriate	☺

7.2 If appropriate, why, if inadequate please explain?

7.3 Are you satisfied with the grade of the assignment responses?	Yes	☺	No	☹
7.4 Did you read units carefully before writing assignments?	Yes	☺	No	☹
7.5 Did you supplement your knowledge by reading text and suggested books?	Yes	☺	No	☹
7.6 Did the assignments help you in your learning?	Yes	☺	No	☹
7.7 Did the assignments help you in your preparation for examination?	Yes	☺	No	☹
7.8 Were you satisfied with the quality of the questions asked in the assignments?	Yes	☺	No	☹
7.9 Were assignments questions too difficult to write?	Yes	☺	No	☹

7.10 How many of the assignments submitted by you were received back with tutor comments?

Three	☺	Two	😐	One	☹

7.11 Were you satisfied with the grades on the assignment responses?	Yes	☺	No	☹
7.12 Did you think the grades given on the assignments were related to the tutor comments?	Yes	☺	No	☹
7.13 Did marginal comments pointed out your mistakes?	Yes	☺	No	☹
7.14 Did these comments help you in improving your learning?	Yes	☺	No	☹
7.14 Did the comments suggest you to consult further reading materials/journals/reference books?	Yes	☺	No	☹

8.   Support Services

8.1 Did you receive the course materials for all the courses on time according to the schedule?

Yes	☺	No	☹

8.2 Did the system adopted for the distribution of reading material by the University suit you.

Yes	☺	No	☹

8.2 (a) If no, give reasons and suggestion.

8.3 Did the staff of the university help you in receiving the material in case you have not received?

Always	☺	Sometimes	😐	Never	☹

8.4 Did you prefer to receive all the blocks and assignments of the courses in the beginning of the sessions?

Yes	☺	No	☹

Thank you very much for completing the questionnaire

Rajiv Gandhi Fellowship Scheme
Learner Questionnaire

Personal Data

1. **Name:** _____
2. **Home Country:** _____
3. **Age:**   <25 ❑   26-39 ❑   40-45 ❑   >55 ❑
4. **Gender: Male ❑   Female ❑**
5. **Highest level of education attained:**
   Bachelor's degree ❑   Master's degree ❑   Phd/EdD ❑
   Subject-area _____
   Certificate/diploma in what area) _____
6. **Reasons why you registered in the Scheme:**
   a) **for promotion at work/ increment in salary**   ❑
   b) **to apply or quality for a new position**   ❑
   c) **for interest**   ❑
   d) **for professional growth**   ❑
   e) **your supervisor told you to**   ❑
   f) **other – please note** _____
7. **If available in the future, would you enroll in a similar programme?**
   Yes ❑   No ❑

Student Support

8. **Indicate appropriately how many hours of face-to-face tutor contact session time were available to you, either individually for with other students present.**
   < 10 ❑   10-29 ❑   30-49 ❑   50-69 ❑   >70 ❑
9. **Did you always attend the sessions? Yes ❑   No ❑**
   If not, approximately how many hours did you attend?
        < 10 ❑   10-29 ❑   30-49 ❑   50-69 ❑   >70 ❑
      If none, please indicate why you did not.
   _____
10. **Did you ever receive personal counseling/ tutoring? Yes❑ No❑**
     If yes, approximately how many hours? _____
11. **Did you ever receive counseling/ tutoring from your tutor via the telephone? Yes ❑   No ❑**
     If yes, approximately how many hours? _____

12. **In your opinion, could you have benefited from additional tutor time, either in face-to-face sessions or via the telephone?**

   _____

13. **Was your tutor adequately prepared for the session?**
   Yes ❑   No ❑   Usually ❑

14. **Were the tutorial sessions helpful? Yes ❑   No ❑   Usually ❑**

15. **Indicate ways in which the tutorial sessions could be improved.**

   _____

   _____

   _____

16. **Did you receive reference materials to complete the course outside of those provided through the course material?**
   Yes❑ No❑
   If so, were these readily available to you?

   _____

Assignments

17. **Were there the right number of assignments in the course?**
   Too few ❑   Too many ❑   Right number ❑

18. **Was the marking scheme for the assignments clear to you (that is, did you know why you received the marks you did)?**
   Yes ❑   No ❑   Somewhat ❑

19. **Did you receive adequate and timely feedback and comments on your assignments? Yes ❑   No ❑   Usually ❑**

20. **Were the assignments at an appropriate level?**
   Too difficult ❑   Too easy ❑   About right ❑

Final examinations

1. **Were the final examinations at an appropriate level?**
   Too difficult ❑   Too easy ❑   About right ❑

2. **Was the weighting for the final examinations appropriate in terms of the assignments and the amount of work required?**
   Too high ❑   Too low ❑   About right ❑

3. **The length of time permitted for the examinations was**
   Too long ❑   Not long enough ❑   About right ❑

General Comments

4. **Did you find that there was more time required to complete the courses than you had initially anticipated?**
   Yes ❑   No ❑   Somewhat ❑

5. **Did you find that there was more effort required to complete the courses than you had initially anticipated?**
   Yes ❑   No ❑   Somewhat ❑

6. **What in your opinion, is the greatest strength of this programme?**

   _____
   _____
   _____

7. **The greatest weakness?**

   _____
   _____
   _____

8. **If this Programme was to be implemented again, in what ways could it be improved to assist out-of-country students?**

   _____
   _____
   _____

9. **Did you find the printed materials easy to follow? Do you have any suggestions regarding the print or other course materials?**

   _____
   _____
   _____

10. **Assuming that you are planning to continue with the Programme, in what ways could it be improved to assist you as a student enrolled in the Second Year of the Scheme?**

    _____
    _____
    _____
    _____

Source: Murthy, C. R. K. & Ramanujam, P. R. (1997) *Rajiv Gandhi Fellowship Scheme – MADE Programme for the Commonwealth Countries: Report of the Internal Evaluation*, COL & IGNOU: New Delhi

ERRATA SHEET
(FOR ILLUSTRATION ONLY, NOT ACTUAL)

Course Code: ES- 318
Block No.: 3
Release Date: January 2001

Page	Section	Line	Please read	In place of
11	Media in…	5	Transparencies	Transpotencies
31	Television	8	The language of television includes basic shots	Language television has basic shots

Rajiv Gandhi Fellowship Scheme
Tutor Questionnaire

Personal Data

1. **Name:** _____
2. **Home Country:** _____
3. **Age:**   <25 ❑   26-39 ❑   40-45 ❑   >55 ❑
4. **Gender: Male ❑   Female ❑**
5. **Highest level of education attained:**
   Bachelor's degree ❑   Master's degree ❑ Phd/EdD ❑
      Subject-area _____
   Certificate/diploma in what area) _____
6. **Reasons why you agreed to be a tutor in the Scheme:**
   a.   **for interest**   ❑
   b.   **for professional growth and experience**   ❑
   c.   **for additional income**   ❑
   d.   **you were asked by your supervisor**   ❑
   e.   **other – please note** _____

Student Support

7. **Indicate appropriately how many hours of face-to-face contact you arranged for the learner.**
   < 10 ❑   10-29 ❑   30-49 ❑   50-69 ❑   >70 ❑
8. **Indicate approximately what percentage of the total number of enrolled students attended the tutorial sessions:**
   Most of the time ____ Some of the time _____ non of the time ____
9. **Did you carry out any counseling/ tutoring on an individual student basis? Yes ❑   No ❑**
   If so, approximately how many hours? _____
10. **Did you carry out any counseling / tutoring via the telephone?**
    Yes ❑   No ❑
    If so, approximately how many hours? _____
11. **In your opinion, could the learners have benefited from additional tutor time, either in face-to-face sessions or via the telephone?**
    Yes ❑   No ❑
12. **Did you feel that the orientation workshop adequately prepared you for your role as a tutor? Yes ❑   No ❑**

If not, in what areas would you have benefited from additional instruction? _____

_____

_____

13. **Did the learners require reference materials outside of those provided by the course material? Yes ❑   No ❑**
    If yes, were these readily available? _____

Assignments

14. **Were there the right number of assignments in the course?**
    Too few ❑   Too many ❑   Right number ❑
15. **Was the marking scheme for the assignments clear to you?**
    Yes ❑   No ❑   Somewhat ❑
16. **Were you able to help the learners if they had queries regarding the marks they received? Yes ❑   No ❑   Somewhat ❑**
17. **Were the assignments at an appropriate level?**
    Too difficult ❑   Too easy ❑   About right ❑

Final examinations

18. **Were the final examinations at an appropriate level?**
    Too difficult ❑   Too easy ❑   About right ❑
19. **Was the weighting for the final examinations appropriate in terms of the assignments and the amount of work required?**
    Too high ❑   Too low ❑   About right ❑
20. **The length of time permitted for the examinations was**
    Too long ❑   Not long enough ❑   About right ❑

General Comments

21. **What in your opinion, is the greatest strength of this programme?**

    _____

    _____

    _____

22. **The greatest weakness?**

    _____

    _____

    _____

23. **If this Programme was to be implemented again, in what ways could it be improved to assist tutors in managing and tutoring?**

    _____

    _____

24. **Did your students find the printed materials easy to follow? Do you have any suggestions regarding the print or other course materials?**

_____

_____

_____

25. **Assuming that you will continue to tutor in the Programme, in what ways could it be improved to assist you as a tutor during the Second Year of the Scheme?**

_____

_____

_____

26. **The support provided by, and the communication between yourself and COL could be described as: good___ adequate ___ needs improvement__**
    Please Comment

_____

_____

__

27. **The support provided by, the communication between yourself and IGNOU could be described as:**
    good___ adequate ___ needs improvement__

    Please Comment _____

_____

Source: Murthy, C. R. K. & Ramanujam, P. R. (1997) _Rajiv Gandhi Fellowship Scheme – MADE Programme for the Commonwealth Countries: Report of the Internal Evaluation_, COL & IGNOU: New Delhi

INDIRA GANDHI NATIONAL OPEN UNIVERSITY
Maidan Garhi, New Delhi 110 068

Phase Zero : For New Course(s)/Major Revision in Existing Course(s)
(For Approval of the School Board and Academic Council)

1. Proposed New Course(s) _____

2. Programme Title _____

3. Programme Code _____

4. Name of the School offering the Programme _____

5. Name of the Discipline Proposing the Course _____

6. Course Proposer(s)/Co-ordinator(s) _____

7. State whether the course is New or Revised _____

8. Programme Details (Please give details of the programme of which it forms a Part of)

   a) Certificate ☐   Degree ☐   Any other ☐

   Diploma ☐   UG Diploma ☐

   b) Total credits _____

   c) Medium of instruction   English ☐   Hindi ☐   Any other ☐

   d) Annual Enrolment in the Programme over last three years (year wise)

   _____

   _____

   _____

   e) Programme Fee _____

9. Academic Rationale for adding/revising the course

_____

_____

_____

_____

_____

_____

_____

_____

_____

10. Details of Proposed Course

    a) Title   _____

    b) Credits   _____

    c) Print material

       i) No. of blocks   _____

       ii) No. of units   _____

       iii) Any other   _____

    d) Other media

       i) No. of audio programmes   _____

       ii) No. of video programmes   _____

       iii) Any other   _____

11. Budgetary Requirements

    a) Design _____

    b) Development _____

12. Proposed Launch Date _____

13. Approval of the School Board _____

Date   **Signature(s) of Course Proposer(s)**

Director of the School

Pro- Vice-Chancellor

Explanatory Note

i)   A course expert committee may be constituted only after the approval of the School Board for drawing detailed course structure to be submitted to Academic Council.

ii)   The same proforma may be used for submission to the Academic Council after incorporating changes, if any, pertaining to item No.10 as advised by course expert committee along with the approval of the School Board and a detailed syllabus.

iii)   Before submitting the approval of the School Board to the Academic Council, the Director of School concerned should also authentic the information

FLOW CHART ON REVISION

Programme Team Identifies

Need for Revision (Prepare a tentative proposal)

Discuss in the discipline

Approval from School Board (Form O)

Collect feedback from students/graduates, counsellors, etc.& develop a framework

Take help from possible sources to develop the framework

Revision Expert Committee (REC)

Approval from Academic Council or SC of AC (Form O)

Allotment of work to course writers

Receiving revised units by the course/programme coordinator

Course editing by editor/ coordinator

Developmental testing on learners & counsellors

Feedback & modifications by the coordinator

Revised course/programme finalisation (by programme team/ coordinator)

Launch new/revised courses/programme

INDIRA GANDHI NATIONAL OPEN UNIVERSITY

Assignments Monitoring Form

Monitored By: _____

1. Programme: Course:
2. Assignment no.
3. Evaluator's Name: Code No.:
4. Study Centre: Code No.:
5. Date of receipt of assignments from the Study Centre:
6. Date of sending evaluated assignments to the study centre:
7. Grading: ☐ Lenient ☐ Severe ☐ Inconsistent ☐ Satisfactory
8. Comments:

Enrolment No.	Days with the Evaluator		Unsatisfactory	Satisfactory	Very good
		Script			
		Global comments			
		Over all			

10. Monitor's Remark: Ring ◯ Yes or No as appropriate.
    - Factual error in the script overlooked   -Yes/No
    - Grade explained   -Yes/No
    - Further communication from student invited
      where necessary   -Yes/No
    - Excessive/unrealistic demands made   -Yes/No
    - Lack of specific comments   -Yes/No
    - Comments are likely to help students improve   -Yes/No
    - Necessary references to course materials are made   -Yes/No
    - Counsellor is too indulgent/undemanding   -Yes/No

11. Further comments on the positive/negative aspects of the counsellor's distance tutoring through assignment response.

_____

_____

Date: Signature

Training of Counsellors: Objectives, Contents and Strategies

Objectives	Contents	Suggested Strategies
1. To talk knowledgeably about the distance education system	How different open/distance education is from the conventional and correspondence education, etc.	A pamphlet
2. To appreciate the need for Self Learning Materials in the distance mode of teaching/learning	Need for Self Learning Materials and knowledge about course structures and how they are interlinked; rationale behind unitization, etc.	Lecture-cum-discussion (2 hours)
3. To integrate audio/video materials effectively in the counselling sessions	Role and purpose of audio/video materials in the system	A video
4. To evaluate and write comments on assignment-responses	Role and purpose of assignments; significance of comments, knowledge about the grading system, etc.	A video followed by a lecture-cum-discussion (3 hours)
5. To handle counselling sessions effectively; thorough understanding of course materials and assignments	What counselling entails and how it is different from lecturing/tutoring, etc.; philosophy behind the overall structure and content of the course concerned and the corresponding assignments.	A pamphlet and a video followed by a discussion (3 hours)
6. To listen to students' problems sympathetically	Significance of establishing useful rapport with the students (to break the sense of isolation)	Lecture (1 hour)
7. To maintain a corrections file and keep a record of student attendance, performance, etc.	Need for a corrections file and how to maintain it; need to keep a file for student-profile.	A pamphlet
8. To efficiently schedule time	How delay in sending the responses, etc., would cause frustration in students	A video

One-Day Consultation Workshop on Manual for Programme and Course Coordinators

Date: February 4, 2005
Venue: Conference Hall, Block 8

List of Participants

1. Ms. Pity Koul, School of Health Science
2. Ms. Rita Sarkar, School of Health Sciences
3. Dr. S. R. Jha, School of Sciences
4. Dr. Poornima Mittal, School of Sciences
5. Dr. Madhu Tyagi, School of Management Studies
6. Dr. Kamal Yadava, School of Management Studies
7. Dr. Vibha Joshi, School of Education
8. Ms. Poonam Bhusan, School of Education
9. Dr. Annu Thomas, School of Continuing Education
10. Ms. Santosh Tanwar, School of Continuing Education
11. Dr. R. Satyanarayana, Staff Training and Research Institute of Distance Education
12. Dr. Anju Sehgal Gupta, School of Humanities
13. Sh. Ashis Agrawal, School of Engineering and Technology
14. Dr. Durgesh Nandini, School of Social Sciences
15. Dr. Kiron Bansal, Electronic Media Production Centre
16. Prof. P.R. Ramanujam, Staff Training and Research Institute of Distance Education

Participant Contributors
1. Dr. C. G. Naidu, PDD
2. Prof. A. R. Khan, SOSS
3. Prof. Vijayshri, SOS
4. Dr. Zeba Khan, EMPC
5. Dr. Sanjaya Mishra, STRIDE