



ASSAM DON BOSCO UNIVERSITY

Centre for Distance and Online Education

Tapesia Gardens, Kamarkuchi, Sonapur – 782 402, Assam, INDIA

DISCLOSURE STATEMENT

Assam Don Bosco University (ADBU), through its Centre for Distance and Online Education (CDOE), affirms that the Quality Assurance Guidelines related to Learning Material in Multiple Media, as well as Curriculum and Pedagogy for its Open and Distance Learning (ODL) and/or Online Programmes, have been implemented in strict adherence to the standards and recommendations prescribed by the University Grants Commission – Distance Education Bureau (UGC-DEB), as outlined in **Annexure VI** of the UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.

Accordingly, the University has institutionalised a rigorous framework to ensure that all learning materials and pedagogical processes conform to the quality benchmarks mandated by UGC-DEB.

Notification of Guidelines: Annexure – VI

Quality assurance guidelines of learning material in multiple media and curriculum and pedagogy**

A. For Open and Distance Learning Mode

I. Learning Materials (Print Media):

Quality Standard:

Self-Learning Materials (SLM) developed by the Centre for Distance and Online Education, Assam Don Bosco University, adhere to the UGC-DEB quality standards and are designed to be **self-explanatory, self-contained, self-directed, self-motivating, and self-evaluating**, ensuring effective learner engagement in the ODL mode.

The Self-Learning Material (SLM):

- Is self-contained and provides a complete course description including unit overviews, objectives, activities, assignments, and additional resources.
- Specifies the **credit value** of each module or unit.
- Enables learners to practise and progress at their own pace and convenience.
- Contains clear guidelines on **academic integrity**, including expectations related to online behaviour and avoidance of plagiarism.
- Is designed to impart concepts, skills, and enduring learning experiences.
- Provides **multiple learning pathways** to actively engage learners.
- Encourages higher-order thinking, critical reasoning, and advanced problem-solving.

Indicative list of quality standards for printed learning materials:

- (i) SLM shall be structured on the **Learning Outcome Based Curriculum Framework (LOCF)**.
- (ii) SLM shall adopt a **two-way communication approach**, presented in an interactive, conversational style that promotes learner engagement.
- (iii) SLM shall include experience-based activities and assignments to ensure active participation.
- (iv) Learners shall receive clear information on programme and course structure.
- (v) A detailed concept or **learning map** shall be included for self-directed learning and clarity of learning outcomes.
- (vi) SLM shall encourage the application of new knowledge and skills.
- (vii) Course content shall be organised into **Blocks** and **Units** for effective comprehension.

Unit structure shall include:

- (a) Consistent layout and format
- (b) Content overview
- (c) Structured unit with Introduction, learning outcomes, reference to prior learning, and end-of-unit Summary
- (d) Logical sequence of sections and sub-sections aligned to objectives, with examples and relevant case studies
- (e) Explanation of icons, symbols, formulae, etc.



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(f) Glossary/keywords for new or technical terms

(g) Suggested readings (print and online)

II. Audio–Video Material: Quality Standards

Audio–video learning materials at ADBU are developed to complement and reinforce the SLM and are aligned with the curriculum structure. The materials ensure:

(i) Supplementation and reinforcement of SLM content

(ii) Consideration of learner background and prior knowledge

(iii) Simple, clear, and learner-friendly presentation style

(iv) Clear information on supporting study activities

(v) Content free from unnecessary jargon

(vi) Clear statement of aims, objectives, and target audience

(vii) Alignment with learning outcomes

(viii) Guidelines on integration of audio/video with other course elements

(ix) Compatibility with web-based delivery systems

(x) Coherence and continuity across sessions

(xi) Use of graphics, animations, and simulations to enhance learner engagement

III. Online and Computer-Based Material: Quality Standards

Digital content prepared by CDOE, ADBU meets the following benchmarks:

(i) Digital content is **not scanned SLM**, and if scanned, it is converted into accessible formats (Word, PDF, ePub).

(ii) File sizes are optimised for easy download and access.

(iii) Content is easily navigable and searchable using metadata.

(iv) Unicode compliance is ensured, especially for Indian languages.

(v) Digital content is accessible to all learners, including those with disabilities.

(vi) Content is compatible across platforms and devices.

(vii) Audio-video content is provided through streaming servers to save data for learners.

(viii) File compression maintains quality without compromising accessibility.

(ix) Required digital players/software are made easily available.

IV. Curriculum and Pedagogy: Quality Standards

The curriculum and pedagogy for ODL programmes at ADBU meet the following standards:

(i) Curriculum objectives are aligned with the University's mission.

(ii) Stakeholder involvement is ensured during curriculum development.

(iii) Design aligns with **UGC Model Curriculum** and **LOCF**, incorporating regional needs.

(iv) Curriculum appropriateness is justified based on the stage of learning.

(v) Curriculum is linked to previous and subsequent learning stages.

(vi) Diverse learning experiences are integrated.

(vii) Curriculum structure is clearly defined.

(viii) Teaching–learning strategies are clearly articulated.

(ix) Instructional methods and media mix are explicitly mentioned.

(x) Assessment methodology is clearly defined.

(xi) Content is reliable, valid, and aligned with learning outcomes.

(xii) Outcomes are clearly benchmarked.

(xiii) External expert inputs are incorporated when necessary.



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(xiv) Curriculum aligns with national competency requirements.

(xv) Credit value of each module/unit is clearly indicated.

B. For Online Mode

E-Learning Materials Quality Standard

All Online courses adhere to the SWAYAM four-quadrant digital framework:

(i) Mandatory four-quadrant structure:

Quadrant-I: e-Tutorial (videos, animations, simulations, virtual labs, transcriptions)

Quadrant-II: e-Content (digital SLM, e-books, case studies, articles, open-source resources)

Quadrant-III: Discussion Forum (real-time academic interaction by Course Coordinator/Team)

Quadrant-IV: Assessment (MCQs, quizzes, assignments, FAQs, solutions, discussion topics)

(ii) Courses use innovative presentation techniques to maintain learner engagement.

(iii) Course Coordinators ensure all graphics, videos, or materials adhere to copyright norms.

(iv) A four-credit course includes **20 hours of video content** and **20 hours of reading material**.

(v) Quadrant III is facilitated by trained Mentors, Course Coordinators, and Academic Counsellors, supporting discussions through forums and optional web-conferencing tools.



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