



## 1 Quality Assurance Guidelines in Online Learning

In the world of online learning, it is important to ensure that the courses provided meet specific quality standards. These quality standards can be categorized into four quadrants, as per the UGC regulations 2020 Guidelines.

**Quadrant-I, known as e-Tutorial**, focuses on providing organized video and audio content. This includes animations, simulations, video demonstrations, virtual labs, and transcriptions of the videos. The purpose of e-Tutorial is to present the material in an engaging and informative manner.

**Quadrant-II, referred to as e-Content**, contains self-instructional material in digital format. This includes e-books, illustrations, case studies, presentations, and web resources such as references, related links, open source content, videos, research papers, and journals. In addition, it also includes anecdotal information and the historical development of the subject. This quadrant aims to provide comprehensive and diverse study materials.

**Quadrant-III serves as the discussion forum**, where learners can raise doubts and seek clarifications. The Course Coordinator or their team will respond in near real-time to address these concerns. The purpose of this quadrant is to create an interactive and collaborative learning environment.

**Quadrant-IV focuses on assessment**. It includes various types of problems and solutions, such as multiple-choice questions, fill in the blanks, matching questions, short answer questions, long answer questions, quizzes, assignments, and their corresponding solutions. It also covers discussion forum topics and frequently asked questions (FAQs) to clarify common misconceptions. The purpose of this quadrant is to evaluate the learner's understanding and provide opportunities for self-assessment.

To ensure learner engagement, the courses should employ innovative presentation techniques. Graphics, animations, images, sound clips, and video clips used in the courses must not be plagiarized or used without proper permissions from the owners.

The duration of a four-credit course typically consists of 20 hours of video content and 20 hours of reading material. Additionally, for Quadrant III, one **mentor** can be appointed per course for every 250 registered learners. These mentors are subject matter experts who are well-versed in technology. Both the **Course Coordinators** and Mentors should actively participate in the Discussion Forum. Other interactive platforms, such as web conferencing, may also be considered.

In terms of course delivery, the duration and number of interactive sessions vary depending on the credit value of the course. The delivery includes **synchronous** online counseling, webinars, and interactive live lectures, as well as asynchronous mentoring through the discussion forum. The study material for self-study, including assessments, is provided along with the interactive sessions.

Adhering to the UGC regulations, the **E-Learning Material** follows the four quadrant approach. Quadrant-I focuses on video and audio content, including animations, simulations, video demonstrations, and virtual labs. Quadrant-II provides self-instructional material, e-books, illustrations, case studies, and various web resources. Quadrant-III facilitates doubts clarification through a discussion forum. Lastly, Quadrant-IV includes assessments in different formats to evaluate the learners' knowledge.



In conclusion, the quality of learning material in online mode is essential for effective learning. By following the four quadrant approach and adhering to the specified guidelines, online courses can provide engaging and comprehensive learning experiences for students.

## 2 Checklist for OL Teachers

### Content Development and Organization

- [ ] Develop e-Tutorials that include video, audio, animations, and virtual labs, organized in an accessible manner.
- [ ] Create self-instructional materials and curate supplementary resources for e-Content to enhance learning.
- [ ] Ensure all content follows a structured approach, considering the four quadrants for comprehensive coverage.

### Interaction and Engagement

- [ ] Establish and maintain a discussion forum for Quadrant-III, actively facilitating student discussions and clarifying doubts.
- [ ] Encourage student engagement beyond the Q&A format, such as through collaborative projects or peer learning activities.

### Assessment and Feedback

- [ ] Design assessments in various formats to cater to different learning styles, aligning with Quadrant-IV guidelines.
- [ ] Provide clear instructions for assignments and assessments, and be readily available for clarifications and feedback.

### Quality Control

- [ ] Observe the specified quality standards, ensuring innovation and originality in content presentation.
- [ ] Regularly review course materials for relevance, accuracy, and alignment with learning objectives and standards.

### Flexibility and Support



- [ ] Offer flexibility in access to course materials and assignment deadlines, acknowledging the diverse needs of online learners.
- [ ] Provide additional support and resources for learners who may need further assistance in navigating the online learning environment.

#### Compliance and Documentation

- [ ] Ensure that all media and resources used are appropriately cited and are free from plagiarism.
- [ ] Familiarize yourself with and adhere to the UGC Regulations of ODL and OL Programs 2020.

By using this checklist, online teachers can ensure they are effectively implementing the best practices for e-learning, following the standards and guidelines outlined for quality online education delivery.

### 3 Teacher's Manual for Video Creation for Quadrant 1 (eTutorial)

#### **Recording Option 1 in Campus Studio:**

Dressing Guidance:

**Formal Attire:** Opt for professional attire that is comfortable and reflects the seriousness of the educational setting. This could include a well-pressed shirt, blouse, or dress, paired with dress pants or a skirt.

**Colors and Patterns:** Stay away from loud colors or patterns that might distract from the content. Neutral and solid colors work best, with muted tones and subtle patterns as an alternative.

**Accessories:** Minimal and understated accessories are advisable. Avoid anything that may create noise or distract the viewer.

**Personal Grooming:** Ensure hair is neat and styled away from the face if possible. Pay attention to personal grooming to appear well put together.

Voice and Modulation:

**Clarity and Volume:** Speak clearly and at a volume that can be easily heard. Project your voice but avoid shouting.



**Pacing and Pauses:** Control the pace of your speech, allowing for natural pauses and emphasis to highlight important points.

**Modulating Tone:** Reflect the tone appropriate for the content. Use a dynamic range of intonation to maintain interest and convey enthusiasm.

**Makeup Application (if applicable):**

**Natural Look:** If using makeup, aim for a natural and light look that enhances your features without being distracting.

**Foundation and Concealer:** Apply an even layer of foundation. Use concealer to cover any blemishes or dark circles.

**-yes:** Focus on well-groomed eyebrows and light eyeshadow if desired. Finish with mascara for a bright, awake look.

**Lips:** Choose a neutral or light lip color to complete the look.

**PowerPoint Slide Preparation:**

**NCDOE Template:** Use the provided NCDOE template for uniformity and to align with the institution's guidelines. This provides a cohesive visual experience for the viewers.

**Content Organization:** Arrange content systematically, ensuring a logical flow. Each slide should have a clear purpose and contribute to the overall message or learning objective.

**-Visual Enhancements:** Incorporate images, charts, or graphs when applicable to enhance understanding and engagement. Ensure visuals are of high quality and relevant to the content.

**-Text and Font Choice:** Use legible fonts and maintain a clear, readable text size. Bulleted lists and short sentences help in easy comprehension.

**Rehearsal:** Rehearse your presentation to ensure smooth delivery and to familiarize yourself with the content. Pay attention to timing and adjusting the pace as necessary.

**Recording Option 2 on Zoom Platform:**



Please refer to the attached Video Background as well as the PPT Format for the recordings.

**Make short videos ranging from 3 to 10 minutes, breaking down your 1-hour lecture into micro-concepts.**

*Make short videos – 3 minutes to 10 minutes. Divide your 1 hour lecture into micro-concepts and record short duration videos.*

This option is use if Professor is using only PPT.

Using the PPT as a Virtual Background for the Faculty Video – [Sample Video](#)

Steps to configure and use both of these are as below –

Using the PPT as a Virtual Background for the Faculty Video

1. Download/Update the Latest Zoom application for Desktop
2. Join the meeting
3. Click on Share inside the Zoom Meeting
4. Go to Advanced on top of the window selection screen
5. Select “PowerPoint as Virtual Background”
6. Select the PPT which you will be using through the session
7. Click on Start Recording
8. You can resize your video and move it around on the screen as you seem fit
9. You have to control the PPT using the buttons visible at the bottom of the screen
10. [Other minute features of this feature can be seen here](#)