

**INSTITUTIONAL QUALITY ASSURANCE:
A COMPARATIVE STUDY OF KNOU, KOREA AND DR.BRAOU, HYDERABAD,
INDIA**

**A
REPORT
(Part of KNOU Exchange Fellowship)**

Submitted

to

**Korea national Open University,
Seoul, South Korea
Korea**

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Title of the Project:

Institutional Quality Assurance: A Comparative Study of KNOU, Korea and Dr.BRAOU, Hyderabad, India

Outline Of the Project

- ❖ **Introduction**
- ❖ **Objectives**
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- ❖ **Methodology**
- ❖ **Institutional Quality Practices by Dr.BRAOU**
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INTRODUCTION:

Open and Distance Education system plays a significant role in developing countries to impart higher education .The growth of ODL (Open Distance Learning) in India and throughout the world has been phenomenal particularly during the last two decades. The revolutionary changes in the information and communication technologies on one side and the social demand for education for all on the other side resulted in the emergence of Open and Distance learning as a reality in the field of education.

Distance Education system is an innovative in the field of education in the twentieth century. There is a historical break through in 1982 with the establishment of Dr.B.R.Ambedkar Open University, formerly known as Andhra Pradesh Open University in India. It is the first Open University in the country. The University was established to democratize the higher education. A strong higher education system which provides the intellectual capital to stimulate sustainable development is important for strengthening democratic values, equity and rational thinking. Open learning is envisaged as the most suitable medium for spreading socially relevant and purposeful education at minimal cost.

It is a known fact that the modern distance education with use of technology started in 1969 with the establishment of Open University of UK (OUUK)(Jung etal,2013). In Asia, Korean Open University started in 1972. With the proliferation of IT tools & techniques in the 80's&90's, the design and delivery of distance education services has been reengineered. The rapid developments in the Information and Communication Technologies turned the world into a global village. However, while bridging the gap in distance, by providing the quality of services to the learners whether distance education has attained the quality of excellence desired is an important consideration particularly in India where the institution is dealing with large number of students.

BACK GROUND AND RATIONALE OF THE PROPOSAL

Open and distance education as an approach and mode is in the process of transformation. There exists a paradigm shift in the education system. This paradigm shift is from exclusion to inclusion and from teacher centered to learner centered and lecture centric mode of delivery to technology centric mode of delivery.

At this juncture Quality Assurance in Open Distance Learning became major concern, ie the systems and processes are to be ensured quality. In fact Quality is always an issue and one of the critical concerns in higher education and in ODL system as well in India. Stakeholders who are interested in ODL have become increasingly interested in quality assurance issues. Learners are demanding better quality educational services and provisions. This means ODL providers must pay close attention to quality in terms of products, processes, production, delivery systems and philosophy (COL, 1997). The total quality approach, which covers not only products but services and process as well, is a very useful methodology that holistically examines the process of ODL as an integrated whole (Zuhari,Purwanto & Isman,2002). There are two definite types of “quality”: Quality of design and Quality of the process. Quality is defined as the level of value in a product or a level of achievement standard against which to judge others (Uvah, 2005). Quality Assurance which is the process for determining this is defined as both fitness for purpose and fitness of purpose. While fitness for purpose is related to the universality’s mission, that is what the universities have set for themselves; fitness of purpose refers to their capacity to satisfy the national goals of higher education (Odejide, 2007). Therefore Odejide opines further that the principal responsibility for quality assurance rests with the institution themselves and not with the national universities commission as it does at present. In other words, it is in the interest of the institutions to carry out periodic audits of their programmes in which they identify their strengths and weaknesses.

Quality Assurance becomes an important factor during 1990s. But it is not possible to have a uniform Quality assurance strategy which can be adopted by all institutions. Because each institution is unique in their own way regarding programmes offered, heterogeneous of students, scope of the institution etc. However there is a need for every institution to focus on Quality in fulfilling the needs and aspirations of the learners. The important factor is that how to ensure the quality in the system and its processes. Because the organization success depends on quality of the products and processes.

With this background the researcher would like to take up a study on

“Institutional Quality Assurance: A comparative study of Korean National Open University, Korea and Dr.B.R.Ambedkar Open University, Hyderabad, India”.

Following are the major areas that require high quality assurance in every Open and distance learning institutions.

1. Curricular Aspects
2. Teaching and Evaluation

3. Students Support Services
4. Technology, Infrastructure and Learning Resources
5. Research and Extension
6. Best Practices
7. Human Resources

OBJECTIVES:

- To understand the Education system in Korea in general and Open Distance Education in particular
- To examine the quality assurance practices and services at Korean National Open University(KNOU),Korea
- To examine the quality assurance practices and services ay Dr.B.R.Ambedkar Open University, Hyderabad,India
- To make a comparative study of Institutional Quality Assurance practices and services of Dr.B.R.Ambedkar Open University, Hyderabad,India and Korea National Open University,Korea
- To identify the strategies for effective implementation of Quality services

EXPECTED OUTCOMES

At the end of the project, the following outcomes will be realized

- The major areas of quality practices in KNOU will be identified.
- Show case innovative and promising practices and initiatives in development of quality in Dr.BRAOU ,India and KNOU,Korea.
- Technologies used for increasing quality services will be identified.
- Suitable strategies and methods to enhance the quality of services will be identified
- The feasibility and possibility of suitable strategies for the adoption in the host institution can be examined.

METHODOLOGY

The researcher would like to adopt the following methodology.

- Interviews with the Administrators who are involved in the policy making in Korea National Open University, Korea, about the administrative and other support services.
2. Interaction with the staff members working in Korea National Open University, Korea regarding the Quality of academic support services.
3. Discussions/ interactions with the students if possible to know the reasons for dropout
4. Interview /interaction with the stakeholders about their expectations regarding the quality of support services in Korea National open University, Korea.

EDUCATION SYSTEM IN SOUTH KOREA :

Modern reforms started in South Korea in the field of education in the late 19th century. In 1945 the democratic education has been emerged.. The government adapted 6-3-3 system during that phase and initiated the adult education system also. During 1945-50 Compulsory Education was introduced , That was a major milestone in the field of education in South Korea. This compulsory education was made free. In 1960s the quantitative education has been came into force. Then educational facilities were increased, junior colleges were started and universities were expanded. After that Qualitative education came in 1980s, during which the formal education Act and Preschool Education Support Act were initiated. The 1990s period was known as the current system of education

The public education system is divided into three parts. Six years of primary school, three years of middle school and then three years of high school

South Korea has a strong education system. There is a great demand for education on offer for older children and teens to enter into university education. No doubt, the academic outcomes are good, and these days the south Korean government has a focus on encouraging students to be more creative, recognising strength beyond traditional exam subjects.

Pre-School is not compulsory. It is optional for ages of 3 to 6 years. Fee is payable, although there is government support for parents of low income. Primary School (Chodeung Haggyo) is compulsory from age 6 to 12 years for all children. This stage of schooling is provided free of charge. Middle School (Jung Haggyo) begins when students are around 12 years old, and lasts for three years. Middle school education is free of charge in South Korea, and covers both compulsory and elective subjects.

There are different options for Secondary School (Godeung Haggyo). Here the parents should pay the fees for education. But there are some concessions for lower earning families. For this the age group is 15 to 18.

Higher Education at a Glance :

Higher education in South Korea is imparted by colleges and universities , industrial universities, Junior colleges, Universities of education, broad cast and correspondence universities, technological universities and other universities. The universities offer courses that lasts for 4-6 year and provide theoretical education that is needed for the overall

development of the human kind. Junior colleges and Industrial universities offer 2-3 years higher courses of study. These institutions will provide practical education.

The Graduate schools focus on academic research as well as practical – oriented studies.

The undergraduate studies in south korea encompasses the Associate degree and the bachelor degree programmes. This programme last for 4-6 years.

The master's degree programme is for 2 years, offered by the universities and 4 year by colleges.

The Doctoral degree programmes are administered by the Ministry of Education. The duration of these programmes are 3 years or more and required to submit a thesis

Life Long Education: Life long education programmes are also provided in South Korea. They are classified as

- Para – school Education
- Occupational and Technical Education
- General or Liberal Education

- General or Liberal Education

OPEN AND DISTANCE EDUCATION SYSTEM IN SOUTH KOREA:

KOREA NATIONAL OPEN UNIVERSITY

KNOU is a National Open University of South Korea established in 1972 as a branch of Seoul National Open University. In 1982, KNOU was separated from SNU and established as a National Open University and providing higher education through Distance Learning in Korea for more than 180,000 students. KNOU is the first distance and lifelong educational institution of South Korea. It is the largest educational Institution in the country by enrolment. As of 2009, the University has 46 offices and regional learning centres nation wide and domestic cable television channel for broadcasting lectures . It offers bachelors and masters degree for various fields as well as non-degree qualifications such as diploma and certificates or lifelong learning units.

With the increasing demand for higher education and life long education in this knowledge/ information society, for the first time Korea National Open University has established .national Distance Graduate schools which bestow masters degrees through online education. Since its establishment ,KNOU has continuously fulfilled the needs of people who missed the opportunities previously for higher and professional and advanced degrees due to many constraints. KNOU has made a significant efforts in raising the standards of lifelong education and distance education in Korea. By providing the quality of knowledge continuously to those with a profound interest in re-educatetion through cyberspace, KNOU stands as a forerunner in supporting and fostering the self –development of talented individuals who contribute to the national development.

The university has four colleges

- College of Liberal Arts
- College of Social Science

- College of Natural Science
- College of Education

It has also seventeen graduate schools

Vision

The Hub University of Knowledge Network that opens the Age of Wisdom

Core Value

- Knowledge
- Network
- Openness
- With U

Strategic Direction : Strengthening of Education Competence, Strengthening of Research Competence, Enhancement of Social Role, Establishment of Future Educational Environment, Assurance of Global Competitiveness, Advancement of Administrative Competence

Core Strategy

- Curriculum diversification
- Future oriented curriculum Development
- Developing customized model for distance education
- Promoting teaching competencies
- Fostering better research infrastructures
- Promoting research competencies
- Strengthening of publicity
- Raising social recognition of KNOU
- L-KNOU speacilization
- Revenue expansion
- Establishing new and diverse campuses
- Fostering ubiquitous learning environment
- Expanding international exchanges
- Assuring educational quality at an international level

- Overseas market investigations
- Innovations in administrative and management systems
- Enhancement of quality in administrative service

Present Study:

Institutional Quality Assurance: Comparison between KNOU & Dr.BRAOU

We all are witnessing that Open and Distance education as an approach and mode is in the process of transformation. There exist a paradigm shift in the education system. At this juncture quality Assurance in open and distnave learning became a major concern. Stakeholders who are interested in ODL have become increasingly interested in Quality Assurance issues.

Institutional Quality Assurance Practices at Dr.BRAOU

Curricular Aspects:

The curricular aspects are the mainstay of any educational institution. However the responsibilities of various HEIs in this regard vary depending on their administrative standing.

The following are the key aspects

- Curriculum design and Development
- Academic Flexibility
- Curriculum Enrichment
- Feed back system

Teaching, Learning and Evaluation

The efforts of an institution to serve students of different backgrounds and abilities, through effective teaching-learning experiences. The key elements are

- Student Enrolment and Profile
- Catering to student diversity
- Teaching-Learning Process
- Teacher Profile and Quality
- Evaluation Process and reforms
- Students performance and learning outcome
- Student Satisfaction Survey
- Student enrolment and profile

Student Support Services: The efforts of an institution to provide necessary assistance to students, to enable them to acquire meaningful experiences for learning at

the campus and to facilitate their holistic development and progression. The key elements are

- Student Support
- Student Progression
- Student Participation and Activities
- Alumni Engagement

Technology Infrastructure and Learning Resources

The adequacy and optimal use of technology, the facilities available in an institution are essential to maintain the quality of academic and other programmes on the campus. The main parameters are

- Technologist facilities
- Physical Facilities
- Library as a learning resource
- IT infrastructure
- Maintenance of Campus infrastructure

Research and Extension

The facilities provided and efforts made by the institution to promote Research culture. The institution has the responsibility to enable faculty to undertake research projects useful to the society. Serving the community through extension, which is a social responsibility and a core value to be demonstrated by institutions, promotion of research and facilities. The key factors are

- Resource Mobilization for research
- Innovation Ecosystem
- Research publications and awards
- Consultancy
- Extension activities
- Collaboration

Best Practices:

An educational institution has a social responsibility to be proactive in the efforts towards development in the larger contexts. This role of the institution is reflected in terms of the kind of programmes, activities and preferences (values) that it incorporates within its regular functioning. The extent to which an institution is impactful in this is a sure reflection of its quality. Such practices which are evolved internally by the institution leading to improvements in any one aspect of its functioning – academic, administrative or organizational are recognized as best practices. They include

- Institutional Values and social responsibilities
- Best Practices
- Institutional Distinctiveness

Institutional Quality Practices at KNOU KNOU :

Core Value : Knowledge, network, Openness, With U Strategic Direction Core Strategy

- Tuition Fee....very cheap
- 70% student pay, 30% Govt will pay
- As Korea and Japan are aging societies, enrolling and reenrolling is main criterion
- Offers Undergraduate and Post graduate programmes.
- Access: 100% as there is no problem with internet connectivity
- Invest more on services to enhance the quality

KNOU Motivation

To attract learners, KNOU use all types of sources for information dissemination, like

- News papers
- More advertisements
- Widely usage of TV, Mobile and Website for information dissemination
- Make use of cable TV
- Utilise all kinds of Technology to reach unreached
- But no use of Audio

Evaluation

- Internet learning is on demand
- Web based lectures
- Multimedia Lectures
- No e- assessment
- Mid Report...Online(Multiple choice Questions)
- Plagiarism Check
- Final Exams..on paper only

Learner Support Services

- Admissions – Online/Off line
- Technology use, Video/Teleconference
- Print material - Optional for students
- Regional campuses – 13
- Departments – 23
- Revision of academic books takes place for every three years
- Separate Institute for Distance education
- Counselling
- Mentoring
- Child care centre

Best Practices:

- Online programmes
- Various types of delivery mechanism
- TV and Mobile
- Technology is not an obstacle
- Caters to Prisoners
- TY and PC are available at Prisons
- No disadvantage groups
- Exists no gender discrimination

Future Plans/Scope

- The researcher wish to publish this study in a reputed journal
- Looking forward for future collaborations for mutual benefit of the Parent University and KNOU
- Researcher wish to extend the invitation to the faculty members of KNOU to visit Dr.B.R.Ambedkar IOpen University,India for any possible research work under AAOU fellowship

