

GUIDELINES

For Unit-writing



Directorate of Academic Planning & Course Production (AP&CP)
ALLAMA IQBAL OPEN UNIVERSITY, ISLAMABAD

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INTRODUCTION

Dear Unit-writer,

This small booklet has been prepared for you, the author of the distance Teaching material or the Unit-Writer as a manual or guidelines. The courses written for the distant students are quite different from those written for the students of formal institutions. The Distant students have to study this material without the presence or active guidance of the teacher. Most often they have to study and try to comprehend the texts by themselves. That is why, you as a Unit-Writer, have to take into account the special needs constraint of a Distant student, studying far away from the writer or the teacher. You have to take care that you really produce self-study material which the student could study, understand and enjoy by himself/herself.

The instructions given in this manual have been written in the form of a unit, so that you could have it before you as a sample when writing a unit, yourself.

Outcomes

After studying this manual, you will be able to:

- i) Prepare self-study material in the shape of a unit for the Distance Teaching text-books;
- ii) Follow the instructions to make your unit interesting and student –active;
- iii) Arrange different parts of a unit required to make it a self-study text.

1. Distant Student

In Distance Education System, the preparations and production of a course is of vital importance. The students learning at a distance have somewhat different problems and needs than those of formal schools or colleges. Let us see who these distant students are:

People learning through distance learning system are part-time students: who usually could offer some time for study after their work, service or business. They could have, therefore, one or more problems like these:

- i) They do not have a regular contact with their tutor.
- ii) They do not even have contacts with other fellow-students.
- iii) They cannot enjoy educational facilities, nor can they benefit from learning aids, as library or laboratory.
- iv) They have a feeling of seclusion, a sense of working all alone.

That is why they have to adopt their own methods for working on self-study material and chalk out a timetable best suited to their circumstances.

In distance teaching we must guard against three main dangers for the learner:

- i) Isolation and lack of motivation
- ii) Lack of communication with tutors and fellow learners

iii) Passivity

(*Writing for Distance Education, Manual: International Extension College, Cambridge, P.15*)

2. Self-study Material/Unit

Self-study material is specially structured teaching material for the distant learners to be studied by themselves without the supervision of a teacher. The material of a course is divided into units. One unit comprises of almost one-week study material.

2.1 What is a Unit?

A course can have 3-4 credit hours and contain 09 units during the semester. A unit is a part of a course to be studied by a student in 02 weeks.

A unit contains explanations about the subject, footnotes, illustrations, maps, pictures, references, glossary, etc. so that the students are properly guided and they could easily comprehend the concepts given in the unit.

2.2 Characteristics of a Unit

A unit should be written in a manner and style best suited to the student's level of learning. They should be able to study and understand this self-study material by themselves.

As a Unit has to be studied without the presence or supervision of the tutor, it should be as simple and comprehensible as possible. The students should be able to grasp the contents of the unit without the help of someone.

2.3 Objectives and Learning Outcomes of a Unit

The objectives of a Unit are clearly stated at the start of a Unit to tell the students what they will be able to learn after studying the given material. The objectives provide guidelines for the students, as well as the unit-writer. As a Unit-writer, you should arrange the objectives of the unit and must be in such a way that it becomes clear that what the student will be able to know as a result of studying the unit. For this purpose, some appropriate words should be used which are indicative of certain activities. For example, to solve, to state, to compare, to list, etc., are verbs that point at some performance or activity – they are in behavioral terms.

Courses objectives shall be planned while keeping learning outcomes in mind. Learning outcomes are the specific, measurable knowledge and skills that the learner will gain and perform after completing the course.

The difference between course objectives and learning outcomes is the former describes an intended state (what you hope your students will learn), whereas the latter expresses a present or observed state (what your students actually learned).

Why are learning outcomes important?

As instructors and content authors, focusing on outcomes is a great way to improve the effectiveness of your course because it encourages you to put yourself in the learner's perspective. They are also valuable because they give instructors, learners and administrators clear, measurable criteria for assessing whether a course has done its job and if you need to

improve your approach to the material. If you start with a clear learning outcome in mind but find that the course fails or struggles to achieve this outcome, then you need to rethink your approach.

2.4 Characteristics of the Objectives of a Unit.

The important characteristics of the objectives of a unit are being given below. As a unit-writer, you should always give due consideration to them:

The objectives of units should be fully in accordance with the educational level of the students. The objectives of a unit are very important in the act of the study. They have to be referred to time and again during the teaching and studying of the unit. It is essential, therefore, that they are:

- Mentioned at the start of a unit;
- Brief and concise;
- Simple and clear;
- The objectives should be given in behavioral terms. They should indicate some activity and demand some sort of performance by the students;
- The objectives of a unit should be attainable.

Why do the learners need to know his objectives? Learning can be meaningless and very boring, if you don't know why you are learning. If you do know why, and the aims are one that you feel is important, then you will make more effort and learn better. If you know what you are trying to achieve, then you will be better able to evaluate your own progress and you will gain greater satisfaction when you have achieved your aim.

Should objectives for writers and learners be stated in the same form?

The idea behind stating objectives is the same in both cases, that both should know what they are aiming at.

How do you act about stating objectives?

If objectives are to be precise enough to be really helpful to both writer and learner, you need first to think them out carefully and then to formulate them in suitable words. (*Writing for distance education*, International Extension College, Cambridge, Corrected and reprinted 1982 pp.78-79.)

Please consider the following verbs used for objectives:

<u>PRECISE ACTIVITY</u>	<u>VAGUE ACTIVITY</u>
Compare	squint
Discuss	appreciate
Enumerate	know
Solve	understand
State	Write

2.5 Main Points

A unit is a study material to be studied usually in 02 weeks as self-study material. The language of the unit should be simple and in accordance to the level of the student, the objectives of the unit should be clearly mentioned at the start of the unit.

2.6 Teaching Aids

Teaching Aids are needed to make the study material comprehensible and interesting. The teaching process could be carried on in a structured way and appropriate manner with the use of these teaching aides:

Details of Teaching Aids

The following teaching aids are to be included in a unit for the benefit and interest of the students:

Before the Text

- Table of Content
- Introduction of the Unit
- Objectives of the Unit

Within the text

- Section headings
- Activities
- Main points at the end of each section
- Illustrations/diagrams
- Self-assessment questions at the end of each section.

After the text

- Answers to Self-assessment questions
- Glossary
- Bibliography
- Web links

Additional Teaching Aids

The use of these additional aids is also thought to be appropriate and beneficial:

- i) Sub-headings of the sub-sections in a section
- ii) List of illustrations/maps/photographs, etc.
- iii) The use of boxes or some particular symbols for activities, written exercises or questions
- iv) Index at the end of a unit.

3. Structure of the Unit

- How well is the unit structured in terms of the amount of specs/attention/emphasis given to the different learning outcomes in the unit?
- Is the balance right?
- Is there a clear and appropriate progression through the Unit?
- Is the pace right?
- Does the material jump too quickly from one point to another?
- Does it labour points too much?
- Is there repetition, duplication?
- Is there any material that is superfluous, ambiguous or confusing?
- Are there any important missioners?
- Are the connections with previous units and succeeding units clear?
- Is the place of the unit in the course as a whole, apparent?

(Fleming. Alec: *Course Production Handbook*, Islamabad, Allama Iqbal Open University, 1980, pp.60-61)

The contents or topics to be discussed in a Unit could be divided into three or four sections to facilitate the students, study and comprehension.

The topics/titles of the unit should be arranged in a logical sequence.

A balance should be kept between more important and less important teaching material.

Teaching material should proceed further, step by step and point by point. Next point or concept should not be brought under discussion unless, the first point or concept has been completely discussed.

Some sort of exercise should be added here and there in order to recapitulate what has already been taught to the students.

The unit should be well connected with the previous and the next units.

The quality and nature of the work assigned to the students must be kept in view as they have to complete it within a week's time through their part-time study.

4. Style of a Unit

It is essential to note that a Distance Teaching text is presented as Self-study material. Its style must be therefore, in accordance with the nature and level of the course. It must be:

- As simple as possible
- Clear and definite
- Personal and informal
- Interesting

A Distance Teaching lesson needs to be encouraging and friendly towards the student working in isolation. This is a place where writers often go wrong simply through misconceptions about what is expected of them, they adopt the formal, impersonal style of a textbook when a friendly, personal tone is needed. (Jenkins, Janet: *Editing Distance Teaching Texts*. Cambridge, International Extension College, 1981, p.36)

Make sure that the text comes over to the reader as work and friendly, as far as possible as if, the teacher, were really there. Keep the style varied and lively check the language and eliminate long or unfamiliar words passive verbs and double negatives, unless they are essential (which they sometimes are). Rewrite long sentences; keep as few verbs as possible in each sentence. (*Writing for Distance Education*, p.55)

5. Numbering System

Numbering the headings and sub-headings in a unit is very important, these numbers clearly tell the students where a section or sub-section starts and where does it end. For example, No. 1 should come before the heading of the sections, Nos. 1.2, 1.3, should come before the headings of the sub-section, as you can notice the numbering system in these pages.

We may use (1), (2), (3), if need be, for further numbering the items. For further division or arrangement, we may use (a), (b), (c), or i), (ii), (iii).

6. Main Points

Giving the main points or a summary at the end of each section and at the end of the unit proves very useful for recapitulation. Sometimes a student goes through a whole passage or section but remains quite unaware of the contents and objectives of the section but a summary or a few main points brings home the real meaning of the writer.

6.1 Objectives of Main Points

- i) To draw attention to the important points of a section or the unit writing at the end of it.
- ii) To recapitulate what has been stated in the section just studied, before proceeding any further.
- iii) To consolidate the contents of the section before starting the next one.
- iv) To recapitulate the whole unit in order to be able to readily understand the next one.
- v) Main points are the summary or the gist of the section or the unit. That is why they play an important role in the teaching process. They should, therefore, be framed very carefully in order to facilitate the students to fully comprehend the subject matter.

6.2 Main points

- Main points are the essence or gist of a section or a Unit.
- Main points promote the process of revision and comprehension of section or a unit.

- Main points consolidate and recapitulate the important points in a sub-section or section.

6.3 Activity

Revise section No.4 and write down the main points of the section.

7. Activities

7.1 Importance of Activities in Teaching

Activities enjoy a special importance in a text-book, as teaching aids; activities provide a basic structure of the lesson for the students. Some activities must be included in the unit in order to make it interesting and student-active. They should not be treated as unnecessary. In fact, an activity is related to some aspect of the text and helps in understanding and remembering the portion of the unit just studied.

7.2 Main Objectives of Activities

Activities generally help in stimulating a student to do something, to consider the practicability of some idea to write something down. Questions can be used to make the students think. Question keeps them active and alert. Thus they are actively involved in the subject and they do not divert from the point under discussion.

Through questions the students can readily digest the statements or arguments presented before them.

Written work is of great significance for the distant learners. It helps them to strengthen the lesson already studied. Sometimes just copying the same point or portion from a lesson clarifies an ambiguous or different text and is committed to memory.

Written exercises could be of various types:

- Assessment of the comprehension of the student although questions about a given text. It shows how much they have grasped and how far they have been able to comprehend the text.
- Using words and idioms in sentences which have been studied in the text.
- Making a precise of a given passage from the text.
- Rewriting a lesson or section of a lesson in own words.

Activities include the following:

- To collect information on a certain topic;
- To make a list of books,
- To arrange picture or scientists or authors,
- To draw a man,
- To consult a dictionary or an encyclopedia,

- To interview people for a certain purpose.

Such activities help in comprehension and consolidation of the lesson.

Activity as an aid to learning may involve one or more of three things: thinking, writing and doing... Remember the term active learning, covers a wide variety of things do, from having a quite think to digging a garden.

It implies that learners pause and consolidate what they have learned so far, before moving on to the next stage. (*Writing for Distance Education*, PP.17,55.)

7.3 Instructions about Activities

In a unit, activities should be arranged in such a way that they move step by step towards achieving the objectives. Anyway, this should be kept in mind that the activities are in accordance with the level of the course. You have to give due consideration to the following points regarding the activities included in the unit:

- They have been placed within the text of the unit.
- They do create interest in the students.
- They keep the students alert and active.
- The activities are of different types.
- The activities are adequate.

From the student's point of view, the activities are the lesson. It is through reading that they obtain information and ideas, but it is through repetition, practice, thinking out problems and application that they learn. Thus the activities form the basis of the lesson and they are the first things the writer needs to think about; they are not extras to be added on at a later stage. The set of activities which make up a lesson need to be put together to form a sequence, just as face-to-face lesson. (*writing for Distance Education*, p.23.)

Examine the following activities:

Activity 1: Prepare a diagram indicating all the tenses and all the three persons (singular and plural, positive and negative, as well as interrogative). Please use the verb sleep.

(*Teaching of English*, B. Ed, Allama Iqbal Open University, Islamabad, Unit No.14 Tenses, P.208.)

Activity 2: Write three headlining for newspaper concerning the following:

- A national News.
- An International News.
- Sports News.

7.4 Activity

Count the numbers of Activities included in the unit you are writing of present and make a list of all of items.

8. Illustrations

8.1 Need for Illustrations

In Distance Teaching text, various types of diagram sketches, tables, maps and photographs are thought to be important aid for learning. They have two distinct objects.

- i) They teach well and could explain a point or idea better than the text;
- ii) They add something to the text itself in one way or the other.

The main functions of illustrations are helpful to make text readable, comprehensible and interesting. They are used more for decoration, perhaps to break up a big chunk of text, but even here they should be relevant and helpful to ensure the students interest. (*Editing Distance Teaching text*, p.63.)

8.2 Characteristics of good Illustrations

While writing a unit, you should make all efforts to see that illustrations really help in understanding and illustrating the text, they are interesting and informative; they are well connected to the material present in the text.

You should ensure that the illustrations are as closed to the related text as possible. It should also be checked that the captions and the necessary explanation concerning the illustrations are clearly given.

Check arrangement and presentation of illustration to ensure that they enhance the message of the document.

Identification makes sure (that) all curves, data points and excess (have been identified).

- a) Elimination of detail: make sure illustrations contain no excess detail. When the detail is important, find a place in text to incorporate in it.
- b) Scales: make ensure photographs that need scales have them, make sure the presentation is simple, clear and consistent.
- c) Consistent structure: make sure (that) similar parts of illustrations with served parts and similar illustrations in a series (have been) arranged consistently.
- d) Relationship with text: make sure illustrations suits the significance of the data as expressed in text.

(Mullins, C.D., *Editing the manuscript*, annex,5, report, workshop on technical editing, Islamabad, Islamic Research Institute, 1986, pp.105-106.)

8.3 Instructions about Illustrations

You should give clear instructions regarding the placement and size of the illustration.

9. Self-Assessment Questions

9.1 Objectives of Self-Assessment Questions

The main objective of self-assessment question is that the student can assess himself/herself and know whether he or she has followed the text or not. The self-assessment questions help the students to find out whether or not they have succeeded in grasping the objectives of the unit. After the assessment, if needed, the students may change their methods of study or the timings. Thus, the self-assessment questions:

Enable the students to assess themselves. The students can judge where they stand and know how much more they need to think to make up.

- Provide an exercise for the students.
- Help the students to visualize the implied concept and in after the objectives.

It is essential that the self-assessment questions should be prepared in such a way that the students may utilize the knowledge and information gain from the unit. The questions should prove to be really useful.

9.2 Typical Self-Assessment Questions

There are three types of self-assessment questions.

- i) Questions to answer one's own self: These questions cover only one unit or one topic. These should therefore, be given immediately after the unit. In this way they help the students to test themselves.
- ii) Recapitulation questions: Such questions are based on varied topics and are given after the unit.
- iii) Activity question: In these questions the students are directed to perform an activity. Such questions do not carry their answers. If necessary only hints are given. Self-assessment questions may be framed in any different ways. For example:

There are many ways of setting questions; some examples are questions with a yes/no answer, language drills and multiple choice. There should be variety in a course, but the editor is also looking for

questions that are clearly formulated and test the student in an appropriate way.

Most self-assessment questions demand further thought about what the student has just learned---the ordering of idea of creating statement. (*Editing Distance Teaching Text p.22.*)

To pick out the correct answer from the same suggested answers.

- To fill in the blanks with appropriate words.
- To answer in YES/NO.
- To differentiate between true and false answer statements.
- To separate correct from incorrect statements.

9.3 *Characteristics of Good Self-Assessment Questions*

The self-assessment questions must be:

- i) Elaborate, explicit and direct.
- ii) Based on and relates to the text.
- iii) In accordance with the objectives of the unit given after every new topic, section and at the end of the unit.

Given along with short and clear-cut instructions that the students can answer easily. These questions demand correct answer. Correct answers must be given at the end of the unit to guide the students.

9.4 *Self-Assessment Questions*

Fill in the blanks with appropriate words:

- (a) Self-assessment questions enable the students to ____themselves. (Know assess, read).
- (b) There are _____ Types of S.A.Q's. (Many, Eleven, Three).
- (c) The S.A.Q's must be based on the ____ (Activities, Memory, Text).

(*Guide for the preparation of manuscripts, UNESCO, report workshop on technical editing, p.79.*)

10. *Final Preparation of Unit*

10.1 *Final Checking*

When the unit has been written, check it thoroughly in respect of the following before handing it over:

- All the pages have been numbered.
- Table of contents is simple. The numbers given to the main headings/subheadings in the text correspond exactly to the numbers in the table of contents.
- Numbers and captions of all the illustrations have been given at the appropriate place.
- Meanings and explanations of all the terms and difficult words have been given.
- Main points activities, Footnotes, self-assessment questions have been properly arranged in the unit.
- Answers to all the self-assessment questions have been included in the end.
- Introduction and objectives of the unit appear at the start of the unit.
- Bibliography of the books appropriately given.
- All the necessary corrections have been carried out after going through the manuscript.
- All the pages have been properly stapled and covered.

11. Answers

Self-Assessment Questions (Sub-section 9.4)

- Assess
- Three
- Text

12. Glossary

Activity:

In a Distance Teaching Text, an activity is included as an educational aid. Activities form the basis of a lesson and keep the students interesting in the lesson, alert and attentive. They help in comprehension and consolidation of the lesson.

Distance Education:

System of education in which a student studies without a classroom and active involvement of a teacher. He learns under given instructions on his own place and according to his own time table. The people who cannot take admission in colleges or leave their homes or working places, study through Distance Education.

Illustration/Visual:

Photographs, (Figures or sketches used for explaining the study material. Illustrations are used to; clarify some point, to make the text interesting, and readable. They should really help in understanding the text.

Self-assessment questions:

These are the questions given after a section of a unit or at the end of a unit. They enable the student to assess themselves.

13. Appendices

- *Composition and Responsibilities of Course Team*
- *Checklist/Certificate for Course Coordinator*
- *Checklist/Certificate for Chairman Course Team*
- *Checklist/Certificate from Editor*
- *Template of Course Books*

Composition and Responsibilities of Course Team

The course is developed by the Course Team consisting of the following with the responsibilities mentioned against each:

Chairperson

The Department head is the chairperson of the Course Team. S/he is responsible to call for a meeting of the Committee of Courses (COC) and approval of the courses/programs from other statutory bodies of the university.

Course Development Coordinator

The course development coordinator is responsible to conceive the idea and prepare the content of a course. The course development coordinators may also write unit(s) and/or could outsource the unit writing within and outside the university. S/he shall coordinate with the unit writers and develop the course book before launching the course in any semester of a specific program. S/he is also responsible to prepare the course assignments and related material of course developed.

Writers

Writers are responsible to write a single or more units according to the approved course contents while keeping in mind the enclosed guidelines for unit writing. The authors should also ensure that the reported work are entirely their own wherein the material taken from other sources are properly cited. Plagiarism constitutes unethical publishing behavior and is unacceptable, therefore, it shall be avoided in all its forms. Writers shall also submit an Anti-plagiarism report from the QEC department of the university.

Reviewers

Reviewers are responsible for critical analysis of the content of a unit/course write-up and provide feedback that may assist authors in improving their manuscripts. Reviews shall be conducted objectively wherein observations shall be formulated along with supporting arguments that could be used by authors to improve their manuscript. Personal criticism of the authors is inappropriate and shall be avoided. Reviewers should also suggest any significant and related work already published which is not cited by the authors.

Editor

Editors are responsible for fixing grammatical, punctuation, and spelling errors. They shall also check that names, places, and organizations are spelled properly and that facts, dates, and statistics are accurate and up to date. Editors shall ensure that study material is written in accordance with the AIOU style guide. They shall work closely with writers and may suggest changes to enhance readability, conciseness, and style of the write-up.



ALLAMA IQBAL OPEN UNIVERSITY

Department _____

CHECKLIST/CERTIFICATE FOR COURSE COORDINATOR

Title of the Course _____ Course Code _____

Level _____ No of Units _____ No. of Pages _____ No. of Illustration _____

Certified that the course mentioned above has been completed in respect of the following: -

- ☐ List of the course team
- ☐ Objectives of the units
- ☐ Content list of the course
- ☐ Content list of the units
- ☐ Heading and sub-headings
- ☐ Number of all headings and sub-headings
- ☐ Student learning activities
- ☐ Self-Assessment question (at least 50% of them are objective type)
- ☐ Answer to all the Self-Assessment question at the end of each unit
- ☐ Necessary footnotes/explanations
- ☐ Glossary
- ☐ Bibliography
- ☐ All the units have been checked/revised for the sequential/ logical order
- ☐ The language of all units is simple and according to the level of the course.
- ☐ Illustrations are properly labeled/numbered as well connected with the text.
- ☐ Typed copies (hard & soft) of the manuscripts are enclosed and all the typographical mistakes have been corrected.
- ☐ Every page of the manuscripts has been initiated/attested.
- ☐ The certificates by the Committee of Courses and reviewers of the course are attached.

All the above-mentioned requirements have been checked and forwarded for necessary action, please.

(Course Coordinator)

Dated _____

Chairman/Chairperson: _____

Dean of Faculty: _____

Head of Directorate of AP&CP: _____



ALLAMA IQBAL OPEN UNIVERSITY

Department _____

CHECKLIST/CERTIFICATE FOR CHAIRMAN COURSE TEAM

Title of the Course _____ Course Code _____ Level _____
Credit _____ No. of Units _____ No of Pages _____ No of Illustration _____
No of Radio/TV/Non Broadcast Programs suggested by the Course Team _____
Name of the Course Development Coordinator _____
Course outline recommended by the Committee of Courses in meeting No. _____ held on _____ (copy enclosed)
Recommended by Faculty Board in Meeting No. _____ held on _____ (copy enclosed)
Approved by the Academic Council in Meeting No. _____ held on _____ (copy enclosed)
Proposed date of launching _____

Certified that the course mentioned above have been discussed/checked in Course Team meeting in respect of the following: -

- ☐ Course contents in the light of the recommendation made by the Committee of Courses
- ☐ Content of each unit.
- ☐ Student Learning activities
- ☐ Self-Assessment Questions
- ☐ Number of Radio/TV/Non-broadcast programs
- ☐ Language of the course according to the level
- ☐ Illustration in connection with the text
- ☐ Glossary
- ☐ Bibliography
- ☐ Scripts of Radio/TV/Non-broadcast programs
- ☐ Assignments
- ☐ Student's allied material
- ☐ Tutor's material

All the above mentioned have been checked and forwarded for necessary action, please.

(Chairman Course Team)

Dated _____

Chairman/Chairperson

The above course along with the checklist is forwarded for approval and further process, please.

(Chairman/Chairperson)

Dean of Faculty _____

Head of Directorate of AP&CP _____



ALLAMA IQBAL OPEN UNIVERSITY

(Editing Cell)

CHECKLIST/CERTIFICATE FROM EDITOR

Title of the Course _____ Course Code _____ Level _____
No of Units _____ No. of Pages _____ No. of Illustration _____

Certified that the course mentioned above has been checked thoroughly and edited in respect of the following and is now completely ready for printing.

- ☐ Objectives have been stated clearly.
- ☐ Activities are related to each objective.
- ☐ The text does teach very well.
- ☐ The presentation is interesting and varied.
- ☐ Languages of all the units are simple and according to the level of the course.
- ☐ All information is accurate.
- ☐ The text does not have biased information.
- ☐ Necessary glossary of terms has been included.
- ☐ The bibliography is in APA Style.
- ☐ The material in each unit is developed in a logical order.
- ☐ Illustrations are properly labeled/numbered as well connected with the text.
- ☐ Page and paragraph numbering, references, footnotes, and glossary have been shown in the text as specified in the guidelines on the format.
- ☐ The general layout is appropriate and effective.

Signature _____

Name of Editor _____

Dated _____

Head of Directorate of AP&CP _____

PROGRAM TITLE

COURSE TITLE



Course Code: 0123

Units: 1-9

Department

Faculty

University

(All Rights are Reserved with the Publisher)

First Edition..... Year

Year of Printing.....

Number of copies

Publisher

Printer.....

Price Rs.

COURSE TEAM

Chairman Course Team:

Course Development Coordinator:

Writers:

- 1.
- 2.
- 3.

Reviewers:

- 1.
- 2.
- 3.

Members:

- 1.
- 2.
- 3.

Editor:

Layout:

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FOREWORD

By Vice Chancellor

PREFACE

Dean of Faculty

ACKNOWLEDGEMENT

By course Development coordinator

AIMS & OBJECTIVES OF THE COURSE