



Madhya Pradesh Bhoj Open University, Bhopal

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Vision 2030

Preface

With great pleasure I present the Vision Document 2030 of Madhya Pradesh Bhoj State Open University Bhopal to the stake holders and to the general public interested to know about the University and its future growth. The New Education Policy 2020 has provided the platform on which this Vision Document is formulated.

We at our University, endeavours to do justice to Indian philosophy of education. It is our conviction, determination and motto to provide 'Education for All'. Conscious efforts have been initiated towards University's vision and mission, which is that of community development of all the strata of society, either from periphery or center; by providing inclusive, open, distance and flexible higher education. Innovative and global best practices are adopted to positively transform the teaching-learning pedagogy, skill-development of students, promotion of languages, arts and culture, provision of holistic environment and the changing scenario of higher education in upcoming days with the implementation of National Education Policy 2020.

We are launching new skill-oriented, technological and humanities-oriented courses; we have introduced credit transfer, flexible entry-exit for students, on-demand exam; adopted green practices on campus; and best practices in administration. Societal welfare is also sought through adoption of villages, Special Learner Support Centre for imparting education to differently abled, sex-workers, transgenders, , physically challenged persons; sponsoring the education of wives and children of army martyrs; and more.

Therefore, it was felt necessary to prepare a Vision Document for the next 10 years aligning the vision and mission of MPBOU with that of NEP 2020. The target set before us to enhance our Gross Enrolment Ratio from the present 27.3 % to 50% by 2035 shall only be possible if Open Universities and other Universities offering programme through ODL/Online mode are allowed to expand their operations targeting the disadvantage groups in our society by providing quality education at their door step. During the next 10 years MPBOU will turn out to be a major provider of Higher Education in the State of Madhya Pradesh and shall be acclaimed for its contribution to Higher Education in the country. I humbly own the responsibility of any omission and commission in the Vision Document 2030. The contribution made by Dr. Anita Kaushal, Dr. Kishore John, Dr. Prashant Solanki and Dr. Rajesh Saxena in preparing this Vision Document is acknowledged and appreciated.

Best Wishes,
Prof. Sanjay Tiwari

Executive Summary

MPBOU has made an attempt to prepare a vision document for the next decade (2020-2030) in conformity with the vision, mission, values, and objects of the University as mentioned in the MPBOU Act 1991 (MP Act of 1991). The New Education Policy 2020 emphasised on Institutional Development Plan (IDP) for each higher educational institution highlighting strategy for increasing participation of Socially and Economically Disadvantaged Groups (SEDGs), affordable education, inclusive admission policy and curriculum and increasing employability potential of academic programmes. The policy has proposed for a flexible student- centric educational pattern based on both horizontal and vertical mobility of students within and across institutions and programmes having provision for multiple entry, exit and credit transfer.

The major thrust area of the vision document is on access, equity, affordability, quality, innovation, accountability and transparency in administration. University Community Linkages, Technology-Enabled Learning, Skill Development Education, Institutional Collaboration at the National and the International levels, Faculty Development Programmes, Consultancy policy, Placement Policy, Alumni Involvement, Examination Reforms, Total Quality Management and Learners Satisfaction Survey on regular basis are some of the major thrust areas of the Vision Document 2030 of MPBOU.

Resource mobilisation to make the university self-sustainable, networking of Regional Centres and Study Centre for qualitative improvement in student support services, reform in curriculum to make it both job and research oriented, infrastructure development in the permanent campus as envisaged in the Master Plan, scholarship and free education for the disadvantaged groups have been covered in the document.

During the next decade MPBOU shall set a target to establish itself as a premier institution of higher learning in the country with greater emphasis on need- based and skill-based job oriented education creating employment opportunities for the youth of the state. Total quality management will be emphasised on every sphere of activities undertaken by the university. Staff recruitment and training, campus development, online programme delivery, leadership in higher education sphere, positive contribution towards creation of a knowledge society as a major producer of indigenous knowledge and effective participation of students and teachers in socio-economic development of the people and the state are few of our goals set to be

achieved during the next ten years.

We as a team strive for providing quality education and bringing positive difference in the lives of all the stakeholders in the purview of MPBOU. I express my gratitude to the State Government authorities and officials, Governing Bodies of the University, for their support and guidance in achieving the goals of the University.

It is our commitment to achieve newer milestones and create 'Naya Bharat' for our present and future generations. I wish all the success to each and every individual.

To design a technology enabled holistic curriculum for addressing the Global, National and Regional needs through futuristic, socially responsible and learner centric robust curricula.

To offer distinct and divergent academic disciplines and pedagogy for Inculcating Critical Thinking Enhancing communication skills and creativity Boosting conceptualization and problem solving skills Reducing the digital divide and emerging as a digital repository in ODL

Providing seamless technology enabled learning to the students Enhancing the employability skills of the learners.

The MPBOU has been developing the credit based Self-Learning Materials (SLMs) for all the Programmes since its operation in 2003. It is the need of the hour to strengthen its Programmes on par with the conventional Universities for encouraging mobility during the course of study. Thus, the Choice Based Credit System (CBCS) will be implemented in all the UG and PG Programmes to provide plenty of scope to opt for multiple subjects with flexibilities in a Programme that will offer a wide range of options/add-ons to ensure intellectual development, in addition to a learner's core subject.

According to the Madhya Pradesh Skill Development Mission "Skill Gap Assessment Study and Action Plan for Madhya Pradesh" (2022), the median age of Madhya Pradesh will increase to 37 years by 2026. Hence, the State needs to invest in Skill Development immediately at multi-levels to reap benefits of demographic dividend. Further, the Report alarmed that during 2015-16, the youth unemployment rate in the State was 14% (age between 18 and 29) that was marginally higher than the national average 13%. However, the FICCI in its "Envisioning India 2030" predicts that India's working age population will increase by around 12 million per year until 2030.

With an aim to enhance the skill sets of the unemployed youths in the State and to make them qualified, the University conducts 26 Vocational Diploma Programmes and Certificate Programmes in skill development in diverse sectors through the Community Colleges. The Curricula of these Programmes shall be revised in compliance with the National Skill Development Corporation (NSDC) and the National Vocational Education Qualifications Framework (NVEQ) for fulfilling the nation's demands in terms of increasing the skilled youth. It is proposed that the University shall introduce at least 100 Skilling Programmes through Constituent Community Colleges and Community Colleges by 2030.

In Chapter-II, the Draft National Education Policy, 2022 (NEP), illustrates the importance of the liberal arts education that has indeed become extremely important in the modern day employment landscape of the 21st century, and liberal arts education of this kind is already being extensively implemented today (e.g. in the United States in Ivy League schools) with great success. The NEP also advises that the Universities should offer the liberal arts education in the coming days.

In order to implement the suggestion of the NEP, the University shall propose to introduce four-year Bachelor of Arts (Liberal Arts) Honors Degree and Bachelor of Science (Liberal Arts) Honours Degree through distance mode. These Programmes shall offer holistic learning environment to the learners for their personal growth through research and analytical thinking to develop talents and values for employability, leadership and social consciousness and harmonious global environment.

As the flexible learning is synonymous with the Open and Distance Learning, the University unfolds the provisions for multiple entries in the existing UG and PG Programmes like MCA (Master of Computer Applications), M.Sc (Counselling and Psychotherapy) and BCA (Bachelor of Computer Applications) and for multiple exits in B.Sc (Apparel and Fashion Design) Programmes. In want of modularity in more Programmes, the University shall propose to introduce at least 10 Programmes, including UG, PG, Diploma and Certificate Programmes for enabling multiple points to enter and exit.

The 4th Sustainable Development Goal of the United Nations aims to “ensure inclusive and equitable quality education and promote Lifelong Learning Opportunities for all” (UN,2016).

Lifelong learning is a mission of the University to reach rural communities for improving their livelihoods. In this regard, an exclusive School of Continuing Education functions in the

University for offering skill development Programmes.

In future, the University shall establish lifelong learning section as part of all the Schools/Departments of the University for offering need based short-term programmes for expansion of lifelong learning with open enrolment.

In the present scenario, collaborative method is encouraged among the Higher Educational Institutions for sharing learning resources such as research, faculty and learner exchange. This method provides a wide range of opportunities to the learners. In this regard, the University shall initiate steps to sign the Memorandum of Understandings with the other Open Universities and the Dual Mode Universities for adapting/adopting their Programmes in the MPBOU.

Expansion of tertiary education is being undertaken with the support of the Information and Communication Technology (ICT). The University Grants Commission encourages the Online Programmes through MOOCS/ SWAYAM.

The University shall initiate the Hybrid Learning Model (where part of the program is taught online and part in person) to attract the adult and working professionals who are aspiring for additional credentials. The model provides them with the flexibility to access course material as their schedule permits.

In 2016, the University Grants Commission had permitted the Credit transfer for Online Learning Courses through SWAYAM in all the Universities' Programmes. In view of this, the MPBOU shall propose to implement the Regulations for providing multiple opportunities for the learners to choose their interested Courses through SWAYAM that will be considered for credit transfer.

The Skill Development Programmes planned in the MPBOU to cater to the needs of those who aspire for enriching their skills, MPBOU has Community Colleges across the State. These Community Colleges have industry tie-ups to offer hands on experience to the learners.

The FICCI insists on the effective industry and academia engagement to increase employability of trainees. It also expects that apprenticeship should be integrated across vocational and higher education.

According to the "Skill Gap Assessment and Action Plan for Madhya Pradesh", the Government of Madhya Pradesh through the Madhya Pradesh Global Investors Meet identified

eight sectors for greater focus as listed below:

- Apparel & Textile Manufacturing
- Engineering, Automotive & Metals
- Agriculture & Food Processing
- Building & Infrastructure
- Tourism & Hospitality
- IT / ITES

With a view to fulfilling the demands for skilled manpower in India, the University shall propose to launch specialized courses to cater to the needs of the above sectors.

The relevance of the curriculum to the present context is ascertained and the curricula are revised from time to time. In MPBOU, the curricula are revised with a view to including the new emergence of the subject periodically. However, the role of stakeholders in the revision is well recorded now. In this context, the University has developed feedback mechanism for the teachers, subject experts, academic counselors, learners, alumni and employers separately for collecting their opinions for consideration while revising the curricula. Moreover, the University shall propose to revise the curricula at least once in three years. Notwithstanding, the final Unit will be allotted as dynamic unit for incorporating new trends. The final Unit will be revised as and when required.

According to the MPBOU Act, the University is empowered to coordinate and determine the standards in the Open and Distance Education system in the State. In 1991, the Government of Madhya Pradesh mandated the University to ascertain Common Syllabus for the Distance Education in the State. In this regard, the Curriculum Development Cell, MPBOU held a meeting with the representatives of the State Universities for possible implementation.

In the wake of emerging demands for quality distance education and online education for increasing the Gross Enrolment Ratio (GER) in Higher Education in Madhya Pradesh, it is warranted that the sustainable quality in Distance Education should be ensured on par with On Campus Education. In view of this, the MPBOU shall take effective measures for introducing Uniform Syllabus in Distance Education in the State in consonance with other Universities.

Action Plan 1

- Revise the existing Curriculum on the basis of OBE
- Train the Faculty Members to launch short-term skilling programmes
- Develop mechanism for Recognition of Prior Learning (RPL) for assessment of skills and subsequent certification
- Collaborate with local Industries
- Establish at Least one Constituent Community College in each District
- Recognize 5 Community Colleges in a City Corporation, 3 in a Municipal Corporation, 1 in a Town Panchayat and 1 in a Panchayat Union

Action Plan 2

- Promote Entrepreneurs
- Provide funding/incubation support for promising entrepreneurial ideas
- Virtual Lab for practical experience
- Train the Faculty Members on CBCS by the Curriculum Development Cell, TNOU
- Change the necessary regulations in Curriculum by the respective Board of Studies
- Revise the existing Curriculum as per the norms of CBCS
- Introduce the Environmental and Human Values in the Curriculum
- Appointing the Eminent Course Writers for transforming Curriculum into the
- Self-Learning Materials
- Orient the Course Writers
- Integrate the ICT in the SLMs

Action Plan 3

- Organise a series of Workshops on Liberal Arts Education by the Curriculum
- Development Cell, MPBOU
- Conduct the training programmes involving experts in Liberal Arts Education to orient the
- MPBOU Faculty Members
- Identifying the specializations for BA.Hons., (LA)/ B.Sc.Hons., (LA)
- Design the Syllabi and Regulations
- Obtain the approval from the Statutory Bodies

- Appoint the Course Writers for SLM preparation
- Develop ICT integrated SLMs
- Frame appropriate research guidelines
- Launch the Programmes

Action Plan 4

- Review the existing curricula of the select Programmes for modular approach
- Introduce appropriate changes in the regulations of the syllabi to enable a system of flexible entry and exit
- Design the methods for certifications
- Develop ICT integrated Self Learning Materials (SLMs)
- Collaborate with Industries for providing employment to those opting to exit the system before completing their degree course

Action Plan 5

- Train the faculty members to introduce lifelong learning Programmes by the Curriculum
- Development Cell, MPBOU
- Designing the Curricula with the support of stakeholders
- Develop platforms for academia-industry interactions to facilitate collaborations
- Persuade the Industries to send their employees for lifelong learning programmes

Action Plan 6

- Enter MoUs with the Higher Education Institutions (HEIs)
- Identify the Programmes for adaption and adaptation
- Develop the mechanism for implementation
- Engage the experts to vet and edit the curriculum

Action Plan 7

- Effectively Implementing the UGC's Regulations
- Identify the suitable modules for each Programme by the Curriculum Development Cell, MPBOU

- Develop adequate bandwidth for fast and uninterrupted internet connectivity across all geographies
- Develop device-agnostic technology for accessing online content
- Devise a mechanism to collaborate with MOOCs service providers and successfully deliver such courses

Action Plan 8

- Initiate MoU with the Industries for launching specialized Programmes
- Design suitable curricula for fulfilling the industrial demands
- Develop the offline and online Course materials Develop content/pedagogy for courses related to emerging industries through academia-industry collaborations

Action Plan 9

- Develop Feedback Designs for the Stakeholder by the Curriculum Development Cell, MPBOU
- Obtain the approval for feedback forms from the Statutory Bodies
- Incorporate the feedback forms in the SLMs for the learners and alumni
- Collect the feedbacks from the teachers, academic counselors and the subject experts
- Collect the feedbacks from the employers
- Analyse all the feedbacks by the Centre for Internal Quality Assurance
- Obtain the approval for the result of the analysis from the Statutory Bodies
- Implement the feedbacks while revising the curricula by the Board of Studies
- Train faculty to enable them to deliver the revised curricula

Action Plan 10

- Hold meetings with the State Universities that run Distance Education
- Submit a detailed proposal to the Government
- Constitute State Integrated BOS for Distance Education Programmes
- Identify the Programmes for each stakeholder
- Design the Syllabi and Regulations for Programmes
- Appoint the eminent Course Writers

- Train the Course Writers
- Develop the quality SLMs
- Develop e-contents
- Offer the Programmes through online

Teaching Learning and Evolution

Madhya Pradesh Bhoj Open University, Bhopal is serving and enriching the learner society in many ways and it plays a major role as a contribution of GER in Madhya Pradesh. Madhya Pradesh Open University acts as gate-keeper, disseminator and creator of new knowledge and serves an ever growing and more diverse socially deprived learners community.

Goal

- To reach out to larger segments of the society and serve the learners of different backgrounds and abilities, through effective teaching- learning experiences.
- To establish the Specialized Centres for educational development and academic practices.
- To involve the learners in programmes planning, feedback and evaluation.
- To ensure academic quality in design and development of curriculum as well as delivery mechanism for enhancing student engagement.
- To promote learner centric approach in delivering the innovative programmes through appropriate media mix in the dynamic educational ODL system.
- To deliver and develop Sustainable Development directed academic programmes through technology supported learning.
- To upgrade assessment process in ODL through automated examination and evaluation process for maintaining the quality in the ODL system.
- To measure the learner performance for realization of learning outcomes, which are specifications of what a learner should be capable of doing on successful completion of a course and /or a programme.

Road Map

S.No	Parameter	2022-20	2024-25	2029-30
1.	Percentage of Teaching-Learning process in the ODL programmes being continuously improved	20%	50%	90%
2	Percentage of Establishment of special centre for curriculum development and enhancing academic practice	25%	50%	90%
3	Percentage of Sustainable growth of learners enrolment	10%	40%	75%
4	No. of new skillset programmes to be introduced with the support of sectors/industries on need basis	5	40	80
5	Percentage of SLM format for each programmes turned as inbuilt teacher	10%	60%	100%
6	Percentage of Financial Assistance to the socially backward candidates those who are pursuing the MPBOU programmes	10%	40%	70%
7	Percentage of Providing the learner with Disability Support Service (DSS).	To be initiated	25%	50%
8	Percentage of Creating E-content delivery platform known as LMS (Learning Management System)	To be initiated	50%	90%
9	Percentage of using an innovative mix of technologies and digital content and devices which will improve teaching and learning and programme delivery mechanism	5%	40%	90%
10	Percentage of Utilizing the Open Educational Resources (OER) for effective teaching, learning and research materials	Initiated	50%	90%
11	Adopting Automated evaluation system	30%	75%	100%
12	Percentage of Integrated curriculum outcome with evaluation process with the help of feedback analysis	30%	65%	85%
13	Providing effective training programme to the faculties for developing curriculum, preparing of SLMs, technologies oriented programme delivery mechanism	5%	40%	80%
14	Training the Faculties in the technology enabled evaluation methods	5%	40%	90%

Strategic Action Plan

- Creating LMS platform in the University
- Introducing an innovation mix of technologies like web conference, teleconference, webinar, mobilets, television broadcast for delivering the MPBOU programmes
- Bring out a new paradigm shift in designing and developing curriculum for MPBOU programmes
- Creating LMS and effective utilization of OER concepts for delivery mechanism of MPBOU programmes
- Initiation for applying disability support services to the learners in teaching and learning process.
- Resuming the ERP services in the field of admission, administrative and evaluation process
- Undertaking national and international collaboration for training and development of MPBOU faculties to strengthen teaching and learning process.
- Executing Faculty Exchange programmes for on the job training in the developed universities in the student learning and evaluation methods.

Research


Research plays a pivotal role in the successful growth of a nation. In countries like US & China academicians along with researchers and scientists play a key role in contributing to successfully solving the society's problems. Indian Universities are fast catching up with their global counterparts in propagating research to the cause of the common man.

Goal

- To undertake the Strategic partnerships between universities in India and abroad with a view to expand research collaborations
- To establish a clear career path for researchers which develops their talents and rewards them appropriately
- To ensure a more effective collaboration with enterprise, funding agencies and the Universities for reviewing mechanisms, research and innovation activities, including knowledge transfer and commercialization
- To promote a 'research culture' and enabling the faculty to undertake action oriented

research projects useful to the society

- To encourage the faculty for involving the multi and trans-disciplinary research for the benefit of industries and society.
- To undertake the collaboration with foreign institutions / agencies in imparting innovation and extension in research.
- To enable the Faculty for submitting project proposals and approach funding agencies for mobilizing resources for research.
- To undertake the University consultancy policy in generating revenue along with the research Faculty by extending their expertise to funding agencies.
- To start a International Multi-disciplinary Journal, in the on line mode and later to trifurcate for Science, Social Science and Humanities disciplines


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