



Madhya Pradesh Bhoj (Open) University, Bhopal

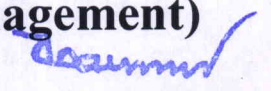
POLICY

**FOR DEVELOPMENT OF SELF LEARNING
MATERIAL**

(Print Media & Audio–Video Material)

**[Based on extracts of the University Grants Commission (Open and Distance
Learning Programmes and Online Programmes) Regulations, 2020
(Annexure VI &VII)]**

(Approved By The Board Of Management)


कुलसचिव
म.प्र. भोज (मुक्त) विश्वविद्यालय
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1. Preamble:

Self-Learning Materials of MPBOU are an important aspect of Open and Distance Learning which needs to be developed with the approach of making it self-explanatory, self-learning, self-motivating, self-contained, self-directed and self-evaluating. It should strive to include the constructive approach of learning and as far as possible there should be emphasis on real life situations, case studies, collaborative learning and self-evaluation.

2. Definitions:

There are a few terms which are frequently used in the process of preparing SLMs at MPBOU.

2.1 University: University refers to the Madhya Pradesh Bhoj Open University (MPBOU).

2.2 Self-Learning Material (SLM): The printed study materials (written in self-instructional style) for both theory and practical components of the programmes that are provided to the learners.

2.3 Programme: Programme means the curriculum of combination of courses in a particular field of study.

2.4 Course: The Programme is divided into courses. Here, course is used to describe the teaching materials and other components of the study. Each course consists of a few printed booklets called Blocks, a few audios, a few videos and some assignments as may be applicable.

2.5 Block: The Self Learning Material of a Course is divided into Blocks which comprises of preferably 6-8 units.

2.6 Unit: A Unit is a self-contained portion of a Chapters covering one or more interwoven learning concepts.

2.7 Credit: Credit is a standardised transparent system which is necessary for smooth running of educational process in a definite time period. The University follows the system of assigning credits as per UGC regulations and other regulatory bodies may be applicable.

2.8 Coordinator: The person who will coordinate the programme and course design, SLM preparation and development process.

2.9 SLM Writer(s): Is/are person(s) authorized by Madhya Pradesh Bhoj Open University for writing and developing the content of units of the courses.

2.10 Content Reviewer(s)/Editors(s): is/are person(s) authorized by Madhya Pradesh Bhoj Open University and are subject experts in a particular domain of knowledge for editing the content to fit into the courses.

2.11 In special conditions SLM content development and printing can be outsourced

through e-tendering following the conditions decided by Madhya Pradesh Bhoj Open University.

3. Purpose of the SLM Policy

The purpose of the SLM policy is to:

3.1 Develop a mechanism of preparing SLM in such away that quality learning is promoted.

3.2 Provide a standardize procedure to be followed by all the Schools/Departments of the University.

3.3 Provide guide lines to be followed by all SLM Writers and Content Reviewers/Editors.

3.4 Ensured at the University meets national regulatory requirements.

4. Applicability

The SLM policy would applicable to the following:

4.1 All types of Self Learning Materials released by the University in any physical or electronic format.

4.2 All content developers within the University and those engaged by the University for writing and editing materials on contract basis as subject matter experts on payment of certain fees or maybe free (with consent);

4.3 In cases where the materialis developed in collaboration/partnership with other institutions/publisher the guidelines governing that collaboration as indicated in the MOU/agreement will prevail. However, any such agreement should duly consider the SLM Policy before anydeviation is agreed upon with justification approved by the competent authority of the University.

5. Norms for offering Programme through MPBOU

The University would follow the norms as suggested by the regulatory authority from time to time. In case of organization specific, special need based and collaborative programmes the University would work out the modalities to suit the requirements.

6. Institutional Arrangement

6.1 Role of Director (Academic): The Director (Academic) has a major role to play in the process of SLM preparation. The Director (Academic) deals with the planning of new Programmes and facilitates different Schools of MPBOU in developing their proposals. The upgraded syllabus of any Programme is framed by the Board of studies (BOS) on Courses (CCS) convened by the Director(Academic)which requires approval from the Academic Council of the University.

6.2 Role of Schools and Departments: The Schools and Departments of different subjects arethebasicacademicentitiesresponsiblefortheconceptualisation,designanddevelopment ofacademicprogrammes.Forinterdisciplinaryandinterdepartmentalacademicprogramm es, the respective departments would jointly prepare SLMs and e-resources orwouldadopt/adaptthe availableSLMs ande-resources.

6.3 Role of Course Coordinator: The Coordinator manages the whole process of development of the course. The Coordinator constitutes the SLM preparation team in consultation withthe Director (Academic) and other faculty members of the Department. The SLM preparation team includes the coordinator, subject experts,

content writers, content editors, language editors, format editor, translator (in case of bi-lingual SLM). The course coordinator would ensure the adoption of the University House style on SLM, which the University would notify along with the guidelines for SLM writers.

6.4 Role of SLM Branch: The SLM Branch will take care of printing and timely delivery of the SLMs.

6.5 Role of Electronic Media Production & Research Center (EMPRC): The Centre would coordinate the development of the audio and video content of SLM.

6.6 Role of Centre for Internal Quality Assurance (CIQA): With a view to enhance the quality of the SLMs, CIQA would conduct Quality Audit of the SLMs from time to time. The CIQA would also develop a system for obtaining learner's feedback. The CIQA will take care of the following to elicit inputs toward improving the quality of SLM units:

- SLM Audit
- Feedback Responses from the learners from various programmes
- Counsellors workshop
- Stake holders meetings

CIQA would prepare guidelines for SLM Writer and Content Editors to ensure quality of SLM. The guideline will provide the specification including anti-plagiarism.

7.0 Learning Materials

7.1 Learning Materials(Print Media): Quality Standard

1. Learning Materials through print-media is termed as Self Learning Materials (SLM), being developed with the approach of self-explanatory, self-contained, self-directed, self-motivating and self-evaluating.
2. The Self Learning Material shall be self-contained providing complete course description comprising overview of units alongwith objectives, activities, assignments and additional resources.
3. There shall be description of credit value of each module or unit in the courses.
3. There shall be description of credit value of each module or unit in the course.
4. The course material shall provide an environment for practice, at the learner's own pace and in his/her own time.
5. There shall be clear guidelines on academic integrity and netiquette (internet etiquette) expectations regarding activities, discussions and plagiarism.
6. The course shall be designed to teach concepts and skills that the learner will retain throughout the study.
7. There shall be multiple learning paths for engaging the learner in active learning.
8. The content shall provide opportunities for learners to engage in higher- order thinking, critical-reasoning activities and thinking in increasingly complex ways.
9. The following is an indicative list of quality standards for printed learning materials:
 - (i) The Self Learning Material shall be structured on the Learning Outcome based Curriculum Framework (LOCF).
 - (ii) The Self Learning Material shall be designed with the approach of two-way

communication between the learner and content. The content of Self Learning Material shall be presented in an interactive, conversational format with dialogue and personal system of writing method which will create the nature of interactivity in Self Learning Materials

- (iii) The Self Learning Material shall involve the learner actively through various experience-based activities and assignments.
- (iv) The learner should get clear information about the structure of the programme and course.
- (v) There shall be detailed concept/learning map in Self Learning Material for the learner so that he or she will be self-directed for completion of his or her studies with clearly stated learning outcomes.
- (vi) The Self Learning Material shall encourage learner to apply new knowledge and skills.
- (vii) The content of a course should be divided into a few Blocks on major related themes, each block containing a few Units on a major theme for effective learning.
- (viii) Units in the Self Learning Material shall be developed in defined formats with the following features, namely:-
 - (a) Consistent layout and format;
 - (b) Inclusion of overview of content;
 - (c) A unit structure, Introduction, and expected learning outcomes and reference to prior learning at the beginning of the unit and Summary at its end
 - (d) Presentation of content in appropriate sequence in sections and sub-sections synchronized with learning objectives and outcome, containing plenty of examples including national or international case studies, wherever relevant;
 - (e) Explanation of icons, symbols, formula etc. used in content;
 - (f) Explanation on technical, new, difficult terms or word in a glossary/ keyword section;
 - (g) Inclusion of adequate suggested reading (both print and online)

7.2 . Audio-Video Material: Quality Standards

1. The following is an indicative list of quality standards for audio-video materials:

- (i) The audio-video material shall supplement and complement the Self Learning Material and based on the curriculum structure.
- (ii) There shall be adequate consideration of learners' prior knowledge, skills and attitudes.
- (iii) Level and style of presentation and language shall be simple and appropriate to aid in self-learning.
- (iv) There shall be clear information on types of support material and study activities to be used by the learner.
- (v) It shall be clear and unambiguous, also preferably free from pedagogic jargon.
- (vi) The aim, objective and target audience for the audio or video material shall be clearly defined.
- (vii) It shall conform to the learning outcomes.

- (viii) There shall be clear guidelines with regard to the use of the audio or video material vis-a-vis other content of the course.
- (ix) Audio or video material shall be developed in forms and formats that will be easily accessible by the learners and compatible with web- based delivery.
- (x) Audi or video material shall provide continuity and coherence within and between audio or video based study sessions.
- (xi) The content need to be interactive with appropriate use of graphics, animations simulation etc. to keep the learners engaged.

7.3 Online and Computer based Material: Quality Standards

The following is an indicative list of quality standards for Online and Computer based materials:

- (i) The digital content should not be merely scanned files of the Self Learning Material. If content is scanned it should be made available in accessible format such as Word Processing, Portable Document Format or E-Pub format.
- (ii) The file size should not be very heavy so that the learners are easily able to access and download the content.
- (iii) The course content in digital format shall be easy to navigate and searchable through metadata.
- (iv) The digital content needs to be Unicode compliant so that font issues are not faced by the learners specially in the case of Indian languages.
- (v) Digital content should be accessible to all with special attention to the needs of the learners with disabilities.
- (vi) The digital content shall be available across platforms and devices.
- [(vii) Since the learners may not have access to unlimited Internet data plan, it is advisable that the audio-video material is made available through streaming server instead of file uploaded as such on the server.
- (viii) The compression of the digital files needs to be optimised so that the quality is not compromised and content is easily accessible.
- (ix) For digital content the appropriate required players need to be easily available or made available

7.4 Curriculum and Pedagogy: Quality Standards

The following is an indicative list of quality standards for curriculum and pedagogy:

- (i) The curriculum objectives shall be consistent with the mission of the M.P.Bhoj (Open) University.
- (ii) There shall be involvement of all the stakeholders in the process of framing the curriculum objective.
- (iii) While designing the curriculum, the M.P.Bhoj (Open) University shall take into consideration the University Grants Commission Model Curriculum and the Learning Outcome- based Curriculum Framework (LOCF) and incorporate local or regional needs.
- (iv) There shall be rationale for the appropriateness of the curriculum to the stage of learning.

- (v) There shall be linkages of the curriculum to previous and subsequent stages of learning.
- (vi) There shall be such learning experiences which allow a diversity of methods (like learning from practice, opportunities for distributed and concentrated practice, learning with peers, learning in formal situations inside and outside the department, personal study, specific teacher inputs etc).
- (vii) The structure of curriculum shall be defined.
- (viii) There shall be a complete strategy on teaching and learning methods.
- (ix) The instructional methods or pedagogy and the media mix should be clearly spelt out.
- (x) A comprehensive methodology for assessment and evaluation should be clearly stated.
- (xi) The content shall be reliable and justify the learning outcome(s).
- (xii) There shall be clear definition of intended outcomes of learning, benchmarked to identifiable stages of learning.
- (xiii) There shall be the use of reference points and expertise from outside the M.P.Bhoj (Open) University, if required, in programme design and in the processes of programme development and approval.
- (xiv) There shall be relevance of curriculum to national competency requirement.
- (xv) There shall be description of credit value of each module or unit in the course.

8.0 Guidelines on Preparation of Self-Learning Material:

Overview of Self Learning Material is developed with the approach of self-explanatory, self-contained, self-directed, self-motivating and self-evaluating. The major challenge for the Open and Distance Learning system is near absence of the teacher. Therefore, it is very essential to pre-plan each of the activities. The learning material plays vital role in this system and it includes Self-Learning Material in print and electronic forms. A key challenge of Learning Material is ensuring that its writing is to be in a way that is engaging and which actively involves the learners. Another challenge of learning material is rapidly changing technology and deploying traditional teaching-learning methods through these technologies. Therefore, it is necessary to have the proper planning prior to development of the learning material. During the planned period, the following points should be considered very carefully:

- background of learner and learning needs,
- learning experiences, and
- support and preparation in adapting to flexible learning.

Learning materials place much more emphasis on the processes of learning. Following are the major ingredients to be considered while developing the learning material by authors (in case of print material) and instructional designers (in case of e-learning material):

- (a) learning objectives
- (b) assessment of prior knowledge

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- (c) learning activities
- (d) feedback of learning activities
- (e) examples and illustrations
- (f) self-assessment tests
- (g) summaries and key points
- (h) study tips

The learning material should be developed with the constructivist approach and that should lay emphasis on real-world tasks, learner's choice of tasks or situations, case studies, collaborative learning tasks, opportunities for observing others, & self-evaluation. M.P.Bhoj (Open) University may also adopt or procure the Learning Materials from expert agencies or consultant if it saves the time and cost without compromising on the quality.

8.1 Planning for Development of Learning Material:

Due to the near absence of the teachers in the Open and Distance Learning mode, the learner has the opportunity to take the decision(s) at any point during the learning path. This may create disagreement between learner's perception and the objective of the learning material. Therefore, it is required to consider the following key points during planning for the development of learning material:

- (a) **Learner Profile:** It is required to consider literacy level (including level of language proficiency), age group, information communication technology skills, aim of study, personal background and home situation, prior knowledge, prior skills, learning situations, etc.
- (b) **Background:** In Open and Distance Learning system, learner studies at his/her pace and not like the face-to-face mode. Most of the learners are working professionals and they get time to study at their homes. If we add certain references which they cannot access at home, then it will create an obstacle in their learning. Therefore, it is necessary to consider the accessibility of course resources and references at the place of learning.
- (c) **Learning Objectives and Outcomes:** It is required to define the learning objectives and outcomes prior to initiating the process for the learning material development. The learning objectives can be of terminal, intermediate or enabling nature. These learning objectives can be set at course/unit/module level.
- (d) **Group of Learning Material:** Considering the principles of Open and Distance Learning mode of education, the programmes shall be accompanied with learning material or resources which shall comprise of self-learning material or e-learning material, e-books, practical book, student's handbook, question bank, assignment book, Audio Video material, programme guide, project manual, etc.

8.2 Preparedness of Learning Material

A. For Open and Distance Learning mode: The preparedness level of Self Learning Material (SLM) at the time of submission of the proposal shall have the following, namely:-

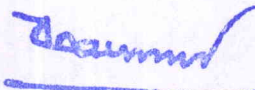
(i) Under Graduate Programmes (3 years duration): Self Learning Material should be ready in all respect for first two years and its approval by the statutory authorities of the University.

(ii) Post Graduate Programmes (2 years duration): Self Learning Material should be ready in all respect for first year and its approval by the statutory authorities of the university.

(iii) For Post Graduate Diploma Programmes (2 years duration): Self Learning Material should be ready in all respect for first year and its approval by the statutory authorities of the university.

9.0 Revision of SLMs:

Revision of SLMs need to be undertaken in the subsequent phases of programme delivery which should be based on the experience and data obtained from the feedback received from the learners and through other means of checking feedback. Likewise, SLM feedback should be obtained from Counsellors, Subject Experts and other stakeholders also. The University shall undertake the revision of SLMs preferably in 3 years or as per the requirement of the regulatory authority.


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