



Yashwantrao Chavan Maharashtra Open University, Nashik – 422 222

2.3.1.A: Policy for developing Self Learning Material (SLM)

1. **Cover page:** The Program Coordinators design the cover page which reflects the content of the material. This will make the reader / learner / searchers understand what the book has to offer and motivate them to study its content.
2. **Title:** The title of the self learning material book / booklet indicates as to what is to be studied in the book / booklet / unit.
3. **Unit:** Yashwantrao Chavan Maharashtra Open University follows the following structure of the unit for developing self learning materials.
 - Introduction
 - Objectives
 - Contents
 - Summary
 - Technical terms
 - Self Check Questions
 - Field work
 - References/ further reading

The content of unit is presented in the same sequence as given above.

1. **Introduction:** This is the beginning part of the self learning unit/lesson. A learner has to get a clear idea of what they have to learn from the unit. The main points and sub-points of the unit should be put in a way that would appear to be achievable.
2. **Objectives:** Objectives of the unit / lesson should be clear, meaningful and put in simple language. It should be written from the learner's point of view. The verbs used should record the learning change. For example: it can be done like this, explain it, observe it, record it and so on.
3. **Contents:** Content shall contain main point and sub-point with suitable headlines and explained in proper and step by step manner. Main Points are highlighted and put in bold font. The font of the sub-units / points is smaller as compared to that of the unit and main points. The Illustrations in the form of diagrams, figures and flow charts are appropriate with the contents.
4. **Summary:** At the end of content, the abstract or summary of the content is given to summarize / memorize the content of the unit/lesson.
5. **Technical Terms:** The context based meaning of the technical terms is given for better understanding of the content by the learners.
6. **Self Check Questions:** After learning of the unit by the learners, few objectives and descriptive questions and or small activities is asked to perform by the learners to ensure the learning outcome of the learners.
7. **Field Work:** In case of Scientific / Technical / Professional programs, laboratory based practical, workshop based practical or field based practical is performed by the learner for acquiring skill based competencies.

- 8. References / Further Reading:** The list of reference books are given at the end of the unit for further reading and to understand the content in details leading to further investigation in the area of knowledge.

The production of the unit is self-directed to the learners so that a learner can learn and understand the content without the help of teachers. The writing style is essentially conversational. The write up shall include the words like 'you', 'yourself' to instruct / direct the learner. This helps to create an impression that the teacher is around and talking to the learner. The writer must be trained in self instructional writing skills and if necessary training programs are arranged by the school of studies to potential expert writers.

Parts of Unit: The self-study materials should reflect the teacher's skill in the form of writing. Usually a unit consists of three stages: the beginning, the main body and the end.

- 1. The opening of the Unit:** A unit begins with an introduction. The introduction should be brief, readable, motivating and should arouse learner's curiosity. It should be connected to the previous unit as well as the next unit. It should direct the learner how to approach the unit and let the learner get the idea about what they are supposed to learn after having studied the unit. Each unit should deal with a specific theme. Important points should be listed initially. The main points and sub-points should be numbered accordingly. For example if the main point is given number 5, the sub-points will get 5.1.2.3 the numbering should be restricted to three digits only. If there are more sub-points, they should be put in bold so that the learner can understand that it is important.
- 2. Introduction:** The Unit should be lively and encouraging as it is done in the actual classroom. It should first welcome the learners to the learning activity and establish a rapport between the teacher and learners. It should also give the organization of the book / units the specific principles on which it is based and the required guidance. It is essential to establish a link between the previous content and the new context so that the learner can understand what they have already learnt and what they are going learn further.
- 3. Objectives:** Objectives of the unit are statements made about what the learner would be able to learn and or do after learning the unit. Objectives are based on the goals to be achieved. Goals are presented from the learner's point of view. It means the change in the learner's behaviour. Objectives are the observations about what is to be achieved. In this context it is necessary to make use of action verbs. For example: you can see, you can writes, you can do etc. So that the change in learners behaviour that has taken place can be measured. Objectives should be given in terms of comprehension, application, synthesis and evaluation.
 - **Writing knowledge based objectives:** it includes actions such as find out, write, underline, tell, make a list, recognize, reproduce, name, count, etc.
 - **Writing comprehension based objectives:** It includes recognition, explanation, analysis, presentation, formulation, justification, correct selection, telling unique features, suggest, classify, illustrate.
 - **Writing application based objectives:** It includes to guess, to identify, to search, to find out, to explain, to evaluate, to utilize, to direct, to activate etc.
 - **Writing Synthesis based objectives:** It includes putting things together, expressing an opinion, identification, to reproduce, to discuss, to inter link, to summarize, to reconstruct, to simplify, to present in brief, to derive, to act upon etc.
 - **Writing evaluation based Objectives:** It includes to justify, to assist, to recognise, to criticize etc.

4. **Content of Unit:** A learner studies it in a variety of ways. Therefore the presentation has to be clear and relevant to the content. The content is divided into main points and sub-points. Each point should have something new to offer. There should be some kind of exercise for the learner to judge whether they have understood the given points. Division of the content into main points and sub-points makes it easy for the learner to study the content. For this purpose the writer has to first prepare the outline of the unit. Then the writer should write about each point making use of the best of the resources. This demands the skills of presentation on the part of the writer. This would make the learner produce with every point at ease. This makes the writing learner centred. There should be a logical link between the points so that a learner can easily move from one point to another. There should be continuity through all the points. In order to make the learner receive the content the presentation of all the points should be accurate and based on pedagogy of learning and educational psychology. For example: from knowledge to ignorance, from concrete to abstract, from real to unreal and so on. The language used has to have a personal touch which implies conversational style. Explanations, illustrations, example, Self Assessment Questions (SAQ), activities should be used profusely in order to make learning enjoyable.
5. **The end of the Unit:** Learners should have the experience of comparing the content without any outside aid. In short, all the difficult terms, hard terms, vocabulary items, words with multiple meanings, new concepts should be illustrated properly. It is necessary to give a list of references which can help learners to understand the content and various concepts in it. The reference books given at the end of each unit or at the end of each book should be easy to understand and comprehend. A number of activities should be given in which the learner is able to put to use the knowledge they have acquired.
6. **Distribution of Self Learning Material:** It has to be released as Open Educational Resources (OER) under Creative Commons (CC) by free licence so it can be used by others learners and institution of higher learning as OER. It should be converted into input format so that it can be uploaded on the Google Play books App and can be read conveniently any time anywhere by any one. If the settings of content are done on A5 size paper for e-book it is more convenient for smart phone users...

POLICY GUIDELINES FOR THE APPROVAL AND LAUNCH OF NEW ACADEMIC PROGRAMS & REVISION / ADDITION / DELETION OF COURSE(S) IN EXISTING PROGRAMS

APPROVAL AND LAUNCH OF NEW ACADEMIC PROGRAMS

The planning, design and development of an academic program at the University will be done in two stages, namely: Stage-I: Program Proposal Stage; Stage-II: Program Development Stage. There are separate forms that have to be filled up, namely: Program Proposal Form (PPF) for Stage-I and Program Development Form (PDF) and Program Project Report (PPR) for Stage II and these forms are to be approved by the Statutory Bodies of the University: **Program Proposal Form by the School Council and the Planning Board while Program Development Form by School Council and Academic Council.**

As per UGC (ODL) Regulations, 2017, the PPR has to be approved by the highest academic authority of the University. Hence the approval of **Program Project Report has to be sought from the School Council and the Academic Council.**

Detailed guidelines for each stage have been enumerated in the form of steps to be taken for the development and launch of a new academic program.

Stage - I: Program Proposal Stage

Step-1: A new academic program will be initiated by a teacher(s) of a School. Before formulating a proposal for development of a new program, the teacher(s) should check for the duplication of the proposed program with existing academic programs / courses of the University. Duplication may be in terms of learning objects, curriculum or level of program.

Step-2: The teacher(s) who initiates a new program (hereafter referred to as Program Coordinator) will prepare a Concept Note for the proposed academic program to express the rationale and relevance of the proposed program vis-à-vis University Mandates and objectives. The Concept Note (CN) may be based on need assessment through primary or secondary sources. The need of the program may also emerge from any of the following: Statutory Authorities of the University, Program Advisory Committees; Ministries of State & Central governments; NITI Ayog; Apex Bodies; Region Specific Proposals from Regional Centers or External Funding Agencies engaged in education and social service sectors of India. The educational requirements of external agencies must be met within the mandate and objectives of the University. The need assessment study may also be conducted through direct interaction with stake-holders, in the form of survey of prospective learners, employees, employers, teachers / trainers in relevant areas. Need assessment study based on survey and field work based research methodologies may be undertaken and inputs may be obtained from Regional Centers as per the provision made in the Need Analysis studies.

The School may earmark an exclusive budget in its Annual Budget for conducting need assessment study and for convening exploratory meetings of Experts so that these activities can be conducted smoothly within a stipulated time. The outcome of the need assessment study should be documented.

Step-3: The Concept Note may provide adequate coverage to the need of the program, socio-economic relevance of the program, objectives of the program vis-à-vis objectives and mandate of the University, level of study, credit points, and duration of the program and target group. The Program Coordinator will submit the Concept Note and propose names of subject experts for constitution of the Program Expert Committee for the proposed academic program for approval of the School Council.

Step-4: Based on the level of the program, the budgetary requirement for the development of the program and its delivery will have to be worked out by the Program Coordinator in consultation with the Director of the School. The development of instructional resources is a complex and lengthy process. The Program Coordinator should carefully work out the schedule for the development of program and accordingly earmark budget and workforce to ensure successful completion of activities in stipulated time. Costs involved are: prescribed sitting fee and TA/DA to external members of the Program Expert Committee; payment for unit writing, course editing, translation and vetting of units, word processing of manuscript, preparation of graphs, pictures, Camera Ready Copy (CRC) and printing of course materials at prescribed rates. If the development activities of a program are spread over beyond the current financial year then budget estimates will be accordingly spread over financial years covering entire time span of development so that appropriate budget is always available at right time for smooth development of program.

Step-5: The Program Coordinator will thereafter fill up the **Program Proposal Form (PPF)** and submit it to the Director of the School for its consideration by the School Council.

Step-6: After the approval of the PPF by the School Council, the PPF along with the report of need assessment study will be submitted by the Program Coordinator through the Director of the School concerned to the Planning Board.

Step-7: The Planning Board will examine the PPF from with respect to planning aspects of design and delivery of program and availability of funds and workforce for design and delivery of the proposed academic program. The Program Coordinator should see the availability of teachers in relevant discipline in the School and their willingness for writing and editing of course materials or for supporting / coordinating other academic activities of the program and accordingly recommend external experts and man power resources for the development of the program.

Stage-II: Program Development Stage

Step-1: On approval of PPF by the Planning Board, the Program Coordinator will initiate the process of developing the program which should not exceed the stipulated time period depending on the credits of the program as follows: 16 credits: 1 year; 32 credits 2 years; 64 credits 3 years and 96 credits: 4 years. In case it goes beyond the given stipulated time period, for the reason on record, the entire process will have to be repeated. The Director of the School will ensure allocation of resources for design and development of the proposed program in its Annual Budget.

Step-2: The **Program Advisory Committee (PAC)** recommended by the School Council should be appointed with the approval of the Vice-Chancellor. Internal faculty members involved in designing of the proposed program would also be the members of the Program Advisory Committee, which will be chaired by the Director of the School. The Program Coordinator would convene the meetings of the Program Advisory Committee after approval of the Vice-Chancellor through the Director of the School concerned. The expenditure on convening of meetings of the Program Advisory Committee will be met from the budget earmarked for this purpose in the Annual Budget of the School.

Step-3: The Program Advisory Committee will frame learning objectives of the program in terms of knowledge and skills to be imparted, eligibility criteria for admission, program duration, target group of students, broad program structure including various media components, credit points, delivery and student support mechanism, evaluation methodology, and such other issues pertaining to the program keeping in view the overall policy, Acts and Statutes of the University. The Program Advisory Committee will suggest names of experts for designing courses, writing units and editors for different courses for consideration of the School Council.

Step-4: The approval of the Vice-Chancellor would be sought by the Director of the School concerned for course-wise list of Course Writers. After approval of the Vice-Chancellor, the Program / Course Coordinator would assign unit writing to course writers of different courses. Consent of the experts would be obtained before assigning the task to them. The Course Coordinators will pursue the course writers for delivering the course units as per the schedule agreed upon.

Step-5: The Program Coordinator in consultation with the Director of the School will decide and confirm the Program Code & Course Codes for the academic program and its courses.

Step-6: The Program Coordinator in consultation with Director of the School will work out the program fees based on one time cost of development and batch wise cost of operations.

Step-7: The Program Coordinator should also fill up the Program Project Report (PPR) as per the UGC (ODL) Regulations before developing the academic program, which will be submitted to the Director of the School for approval.

Step-8: The Program Coordinator will fill up the Program Development Form (PDF) and submit it along with the PPR to the Director of the School to be placed before the School Council.

Step-9: After approval of PDF and PPR by the School Council concerned, the same will be submitted through the Director of the School concerned (after incorporating changes recommended by the School Council if any) to the Academic Council for approval.

Step-10: Once the PDF and PPR are approved by the Academic Council, the Program Coordinator will get the PPR uploaded on the University website under the name of New Programs.

Step-11: When all the Self Learning Materials (SLMs) and other components of the learning package have been developed and arrangements for delivery of the program have been made, the Program Coordinator will through the Director of the School, inform the Planning Officer to apply to UGC for Recognition of the Program.

Step-12: The Program Coordinator through the Director of the School would inform the Student Services Division and Regional Centers for their role in delivery of the program. The School and the respective Divisions would work out detailed plan to achieve targets in stipulated time. The Program Coordinator through the Director of the School will be interacting with the above Divisions. These Divisions would indicate their readiness in prescribed pro-forma for each Division which will be annexed with PDF. This pro-forma's are to be signed by the Heads of the respective Divisions.

REVISION / ADDITION / DELETION OF COURSE(S) IN EXISTING PROGRAMMES

Periodic revision of curriculum and corresponding changes in the instructional resources is necessary to maintain the dynamism of the program and also make the learning outcomes relevant in the context of the changing ecosystem of the State & the Nation. Regular updating of the contents is required to be done for the benefit of the learners. The Board of Management (BOM) of the University decided that every course should be reviewed and revised at least once in five years of its launching. Further, the life of all online courses is 2 years.

The Program Coordinator needs to apply in the **Program Revision Form (PRF)** for revision / addition / of courses in new areas / disciplines / specializations / deletion of courses in the existing program. The Program Coordinator will fill up the PRF giving a brief about the program under revision, level, medium of instruction, past enrolment, curriculum details, relevance and rationale for revision, details of revision proposed, its implication on evaluation of student performance and delivery of learning at LSCs, financial requirements for revision and proposed date of launching of the revised program.

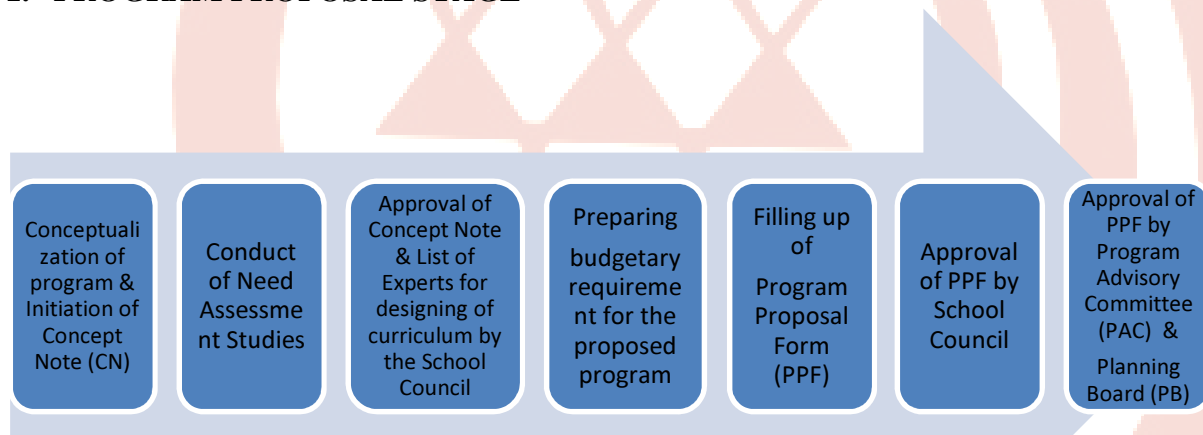
- **Minor Revision:** Revision of less than 1/3 of contents of a Course will be treated as Minor Revision. In case of Minor Revision, PRF needs approval of School Council only.
- **Major Revision:** If more than 1/3 of the content of a Course will be revised, then the revision will be treated as a Major Revision. In case of Major Revision, PRF needs the approval of the School Council followed by the approval of the Academic Council.

- **Revision with Addition of Courses:** In case of addition of a new course to an existing Program, PRF needs the approval of the School Council followed by the approval of the Academic Council.
- **Program Advisory Committee (PAC):** may be constituted only after the approval of the School Council for drawing detailed course structure to be submitted to Academic Council.
- The same pro-forma (PRF) may be used for submission to the Academic Council after incorporating changes, if any, as advised by Program Advisory Committee along with the approval of the School Council and a detailed syllabus.

The revision of academic programs / courses is a scheduled activity of the Schools as it needs to be carried out at least once in a five years of launching a program/Course. Schools may earmark adequate resources for timely completion of revision of the courses.

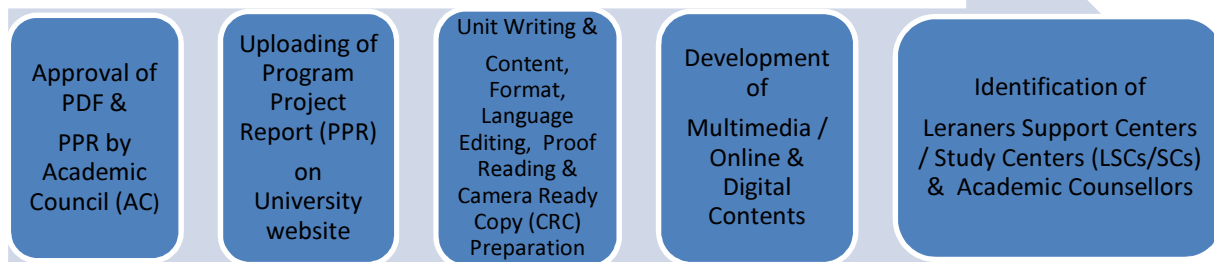
FLOW CHART: APPROVAL AND LAUNCH OF NEW ACADEMIC PROGRAM

1. PROGRAM PROPOSAL STAGE

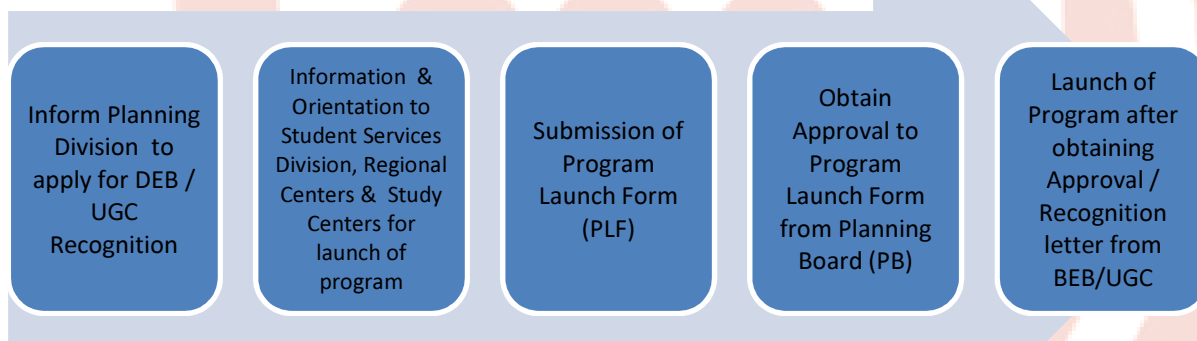


2. PROGRAM DEVELOPMENT STAGE





3. PROGRAM LAUNCH STAGE




Director
Center for Internal Quality Assurance
 Yashwantrao Chavan Maharashtra Open University, Nashik