

POLICY DOCUMENT ON SELF LEARNING MATERIAL



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Development of Self Learning Materials (SLM) is a systematic process. The University develops its Self Learning Materials (SLM) as per the guidelines of University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020. The policy documents are the extracts of this regulation which is presented as under:

QUALITY ASSURANCE GUIDELINES OF LEARNING MATERIAL (PRINT MEDIA)

I. 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 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

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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).

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II. Curriculum and Pedagogy: Quality Standards

1. 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 Higher Educational Institution.
- (ii) There shall be involvement of all the stakeholders in the process of framing the curriculum objective.
- (iii) While designing the curriculum, the Higher Education Institution 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 Higher Educational Institution, 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.

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GUIDELINES ON SELF-LEARNING MATERIAL

I. Preparation of Learning Material

1. Self-Learning Materials (SLMs) should be self-explanatory, self-contained, self-directed, self-motivating and self-evaluating. It should be engaging and actively involve the learners. During the planning of the Self Learning Material, the following points should be considered very carefully:

- (i) backgrounds of learner and learning needs;
- (ii) learning experiences; and
- (iii) support and preparation in adapting to flexible learning.

2. The following major points should be considered by teachers while developing the printed learning materials or e-learning materials:

- (i) learning objectives
- (ii) assessment of prior knowledge
- (iii) learning activities
- (iv) feedback of learning activities
- (v) examples and illustrations
- (vi) self-assessment questions/In-text questions
- (vii) summary/key points
- (viii) study guide

3. The learning material 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.

4. **Planning for development of learning material:** Due to the absence of interaction with the teachers in the Open and Distance Learning mode, the learner has 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 materials. Therefore, it is required to consider the following key points during planning for the development of learning material:

- (i) **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.
- (ii) **Background:** In Open and Distance Learning system, learner studies at her/his own pace unlike in the face-to-face mode. A substantial number 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.
- (iii) **Learning Objectives and Outcome:** It is required to define the learning objectives and outcomes prior to initiating the process developing the learning materials. The learning objectives can be of terminal, intermediate or enabling nature. These learning objectives can be set at course, unit, or module level.

5. **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.

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