



REPORT ON

**TWO DAY WORKSHOP ON
DEVELOPMENT OF SELF LEARNING MATERIALS FOR OPEN
AND DISTANCE MODE OF LEARNING**

6 -7 MARCH, 2018

ORGANISED BY

**CENTRE FOR OPEN AND DISTANCE LEARNING
TEZPUR UNIVERSITY**

IN COLLABORATION WITH

**TEACHING LEARNING CENTRE
TEZPUR UNIVERSITY**

UNDER

**PANDIT MADAN MOHAN MALAVIYA
NATIONAL MISSION ON TEACHERS AND TEACHING**



The Report

Open and Distance Learning has assumed the status of the most rapidly growing segment of education in today's world because of its approaches on flexible learning opportunities to individual and group learners resulting in both education and training. Well defined as a process to create and provide access to learning when the source of information and the learners are separated by time and distance, or both, Open and Distance Learning has been a boon to the learners who are unable to access traditional classroom learning.

As distance learning is different from the conventional mode of teaching in the sense that there is limited physical presence of the instructor, Self-Learning Materials become an important aspect of it so much so that at times they serve the role of the instructors to the learners. The Self-Learning Materials should not only impart knowledge to the learners but they should be capable enough to stimulate and motivate them to learn. The potential impact of distance learning on all education lies in the very use of instructional materials complemented by visual, auditory, audio-visual and multimedia content.

The structure of Self-Learning Materials, therefore, requires careful design and implementation. Continual skill upgrading, implementing and retraining the technological advances and safe use of print and web-based materials, have been the need of the hour for the effective implementation of this fastest growing area of knowledge. The two day workshop held on **March 6 & 7, 2018** was organized keeping in view the importance of quality Self Learning Materials in distance learning. All the contributors of Self Learning Materials from Tezpur University and outside were urged to register for this workshop to take full advantage of the lectures and practical sessions that have specially been designed for them under the



guidance of experts. The workshop aimed to train the authors of SLM to prepare learner friendly materials using upgraded technological devices, minimize the absence of teacher centric mode facilitated by the face to face leaning and enhance the possibility of reaching the learners with maximum output.

The workshop started with a brief inaugural in the presence of a host of guests and invitees. Prof. M.M. Sarma, the former Vice Chancellor (acting) inaugurated the workshop as the Chief Guest. The other dignitaries of the Inaugural Session included Resource Persons Prof. Santosh Panda and Prof. C.R.K. Murthy from IGNOU, and Prof. M.K. Sarma, Director, TLC. Among the invitees, the Registrar Dr. Biren Das, Prof. S.K. Dutta, Director, CIQA, Dr. Rajeev K. Doley, Director, CID and Member Secretary, CIQA, Dr. Madhurima Goswami, Head, Chandraprabha Saikiani Centre for Women's Studies, and Heads of Departments and other faculty members of the University. A total number of 46 participants had attended the two-day workshop consisting of six technical sessions. Among the participants, 90% are authors of SLMs of CODL while others are interested resource persons to be associated with CODL as SLM writers.



Prof. Debabrata Das, Director of CODL, while introducing the theme to the participants, emphasized the ever increasing role of Open and Distance Learning (ODL) for overall learning process worldwide and also brought in blended learning into the context explaining about the contribution of ODL system in the enhancement of Gross Enrolment Ratio (GER) of the country leading to the national agenda of making it 30% by the year 2025. Prof. Das urged that ODL has also contributed significantly in the outreach to the disadvantaged sections of the society including SCs, STs and women evidenced by the higher growth rate of enrolment in higher education through ODL of those sections compared to the face to face mode of education. He also put the point into context that there is a paradigm shift of the methodology, pedagogy and delivery of ODL mode during recent times in search of enhanced quality. He added that the materials that are provided to the learners in ODL are no longer referred to as “Study Materials” rather they are now called “Self-Learning Materials” since those materials are self-explanatory and easily comprehensible to the learners so that they do not need much help from external sources or a teacher to learn them. He also emphasized on the quality of Self-Learning Materials since they serve as the most crucial deciding factor in the context of the quality of ODL. Centre for Open and Distance Learning is mandated to contribute to the quality outreach of education to all in flexible mode and in the tryst of achieving the goal, the current workshop is a humble attempt. In his speech, Prof. M.K. Sarma gave a brief description about Teaching Learning Center (TLC) which is an initiative under Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT) - a mission undertaken by



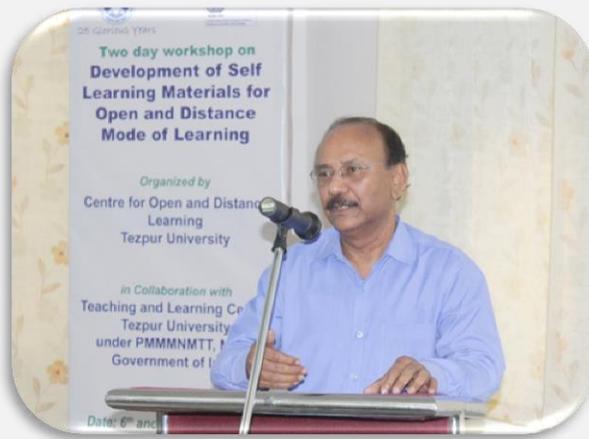
the Ministry of Human Resource Development (MHRD), Government of India. The main objective of PMMMNTT is to create an atmosphere conducive to all round development across the country for teaching and learning and TLC is tirelessly working towards achieving this objective. Prof. Sarma talked about the active role played by TLC in organizing workshops and seminars not only in Tezpur University but also all over the state. He emphasized on the importance of a holistic

approach in teaching learning process. Teaching learning process cannot go only by catering to the needs of learners under face to face mode but it encompasses the holistic improvement of the teaching learning process including distance learners. He further added that though the Self Learning Materials in ODL are supplemented by audio-visual materials, the importance of written materials can never be undermined.

The workshop, he believed, would not only help the participants in writing quality SLMs but it would also help them to think creatively and innovatively.

Former Vice Chancellor, Prof. M.M. Sarma suggested that the SLMs should be written in a way that the learner enjoys studying them. In this context he shared his personal experience with distance education in 1982 at one of the pioneer institutes, Central Institute of English and Foreign Languages (CIEFL) Hyderabad, which is now known as English and Foreign Languages University (EFLU). That was the time when he first had access to Self Learning Materials and he was quite amazed to find the same quite interesting and highly entertaining. CIEFL had even presented subjects like Linguistics and Grammar in a humorous manner. Since the quality of distance learning depends a lot on the quality of the SLMs, the writer of SLM needs to be able to predict the areas where a learner is likely to face problems or get bored. He added that adding humour to the SLMs along with the inclusion of audio-visual content can be an effective way to make distance learning interesting. Prof. Sarma then cited the example of Finland which tops Human Capital Index and where 60% of the students going to school go for higher education. In order to improve the poor scenario in India in this context, he believes that distance learning can play a crucial role. With this deliberation he declared the session to be inaugurated. The Inaugural Session was ended with a vote of thanks by Partha Pratim Kalita, Assistant Registrar, CODL.

Apart from technical sessions, the workshop had practical sessions where writers of Self learning materials presented their sample study materials prepared in the line of the



deliberations of the resource persons in various sessions. Valedictory session was presided over by Prof Sunil Kr Dutta, Director CIQA and Professor at Dept. of Cultural Studies, Tezpur University. In his brief speech Prof Dutta put great emphasis on the overall quality of distance learning system to make it equivalent in standard to that of regular mode of offering.

Ms Pragma Sarma, Assistant Professor, CODL presented a brief of the technical sessions hold during the two days of the workshop and helped the guest and participants to grasp an overview of the sessions.



Deliberating from the chair of the Chief Guest Prof. Dhruba Kr Bhattacharrya, Dean, Academic Affairs told about the importance of



the use of technology such as multimedia for the distance learners so that less privilege sections of learners due to geographical location and constrain of time do not find themselves lagged behind by the advancement of technology used in modern teaching learning process. Prof Bhattacharrya, while saying that, stressed on the ethical use of the digital technology not to violet

copyright.

The Valedictory ended with the Vote of thanks offered by Ms Ankita Bhattacharya, Asst Professor, CODL.



Outcome of the Workshop:

Framework Design of SLM

There were six technical sessions taken by Prof. Santosh Panda and Prof. C.R.K. Murthy on various aspects of ODL and development of SLM. The sessions were delivered through lectures as well as group hands on exercise. On the basis of the inputs given by the Resource Persons, a brief framework design of SLM is prepared and presented below.

I. Open and Distance Learning: An Overview

The process of teaching and learning has been undergoing change and modifications and accordingly, the regulations laid down by UGC are also changing. The move towards a system of Distributed Learning and Blended Education has demanded that a professor needs to adapt herself/himself to the changes brought in the teaching learning process. These changes encompass introduction of online component, web-based learning, delivery through audio-visual mode of learning, activity based learning etc. Recent innovations in teaching-learning process involve all the above mentioned means of learning along with the traditional classroom-based teaching-learning process. ODL system has a close connection with

blended education needs of learners who campus without quality of their system has undergone traditional system to ICT based of flexibility is system emphasizing and mode of delivery.



because it caters to the are away from the compromising on the education. The ODL a paradigm shift from correspondence learning. High degree brought into the ODL on quality materials Commonwealth of

Learning (CoL) has emphasized on ensuring access to education to all through its member countries including India. India has contributed immensely, especially towards the outreach of education through establishment of Open and Distance Learning institutions and Open Universities. Indira Gandhi National Open University (IGNOU) being the largest open university hosting over seven lakh students has emerged as the largest caterer to the ODL mode of education posing as 'People's University'.

State Open University system has also contributed in an impactful way offering various academic programmes. Pioneered by Karnataka State Open University, currently India has 13 State Open Universities, one State Private Open University and 117 Dual Mode Universities apart from IGNOU at the national level catering to over 40 lakh learners. However, there have been concerns in a few quarters in regard to the quality of the education offered by the ODL institutions culminating in academic degrees.

Government of India through University Grants Commission (UGC) recognizes the degrees offered through ODL mode equivalent to the degrees obtained through the face to face mode of learning from recognized universities. This has perhaps influenced the increased number of enrolment in ODL and some institutions took undue advantage ignoring the quality aspect of education. The situation is also fuelled by the absence of a rigorous regulation although Distance Education Council hosted at IGNOU monitored the ODL system throughout the country until recently.

Having realized the concerns in quality materials and delivery, UGC has stepped in and taken over the regulatory role;

Education Council and into it by the name of Bureau. There has been transformation in the country by the regulation in the name (ODL) Regulations, attempts to bring in



abolishing Distance Education Council and establishing an arm Distance Education regulatory ODL system of the enactment of a new and style of UGC 2017 which significant changes

in the quality of ODL system. It is in this context that the faculty members, counsellors and resource persons need to re-energize themselves in the tune of the new regulatory framework.

Choice Based Credit System (CBCS) has shifted the focus from lecturing to the improvement of quality education. Under the CBCS, there is a core course in every semester to be compulsorily studied by a student along with elective course that can be chosen from a pool papers. The elective course can be generic that adds generic proficiency to the students or it can be discipline centric or it can be chosen from an unrelated discipline. Along with core and elective courses, there is also foundation course in the CBCS. Each course in CBCS is divided into theory, practical and tutorial. Such a system demands that the onus of learning should be on the learners while the teachers play the role of facilitators.

An important topic that needs to be understood in terms of ODL is plagiarism. Paraphrasing someone else's ideas or words without giving due credit, writing quotation without using quotation marks, citing source incorrectly, keeping the sentence structure of someone else's writing with some changes to the words, all amount to plagiarism. It is also important to note that self-plagiarism which is the reuse of one's own work without citing the original work, should also be avoided.

II. SLM Structure and Development

In ODL mode the SLMs play the role of an instructor. Therefore, there are certain characteristics of SLMs that need to be kept in mind-

- a. Self Learning Materials should be self-explanatory so that a learner does not require any external support to understand the content.

- b. Self Learning Materials should be self-contained and the learner should not require additional material to understand the same topic.
- c. SLMs should also provide guidance to the learners about how to proceed with the course and should be self-directed.
- d. SLMs should be capable of motivating the learner by citing familiar situations and help in raising curiosity in the minds of the learners.
- e. The SLMs should also be self-evaluating and should contain exercises, activities, self-assessment questions etc.

These characteristics differentiate textbooks from SLMs.

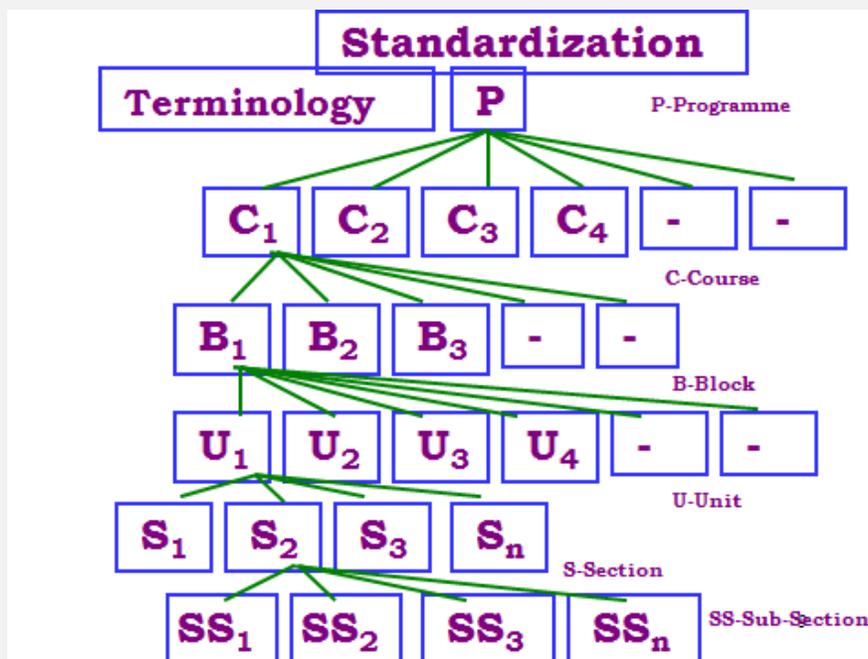
II.I Textbooks vs SLMs

In order to prepare quality SLMs, a writer needs to understand the difference between a textbook and an SLM. The following points shall highlight this difference:

- a. A textbook assumes interest while an SLM is supposed to arouse interest in the learners.
- b. Textbooks are written mainly for the teacher. A teacher follows the textbook to explain the concepts to the learners. On the other hand, SLMs are written exclusively for the learners. The content of an SLM should be such that they are easily comprehensible to the learners.
- c. In a textbook there is no indication of study time. The teacher decides the study time for the students. On the other hand, SLMs give estimates of study time to the learners.
- d. Textbooks are written for wider market whereas SLMs are written for particular learner group.
- e. A textbook rarely states aims and objectives whereas an SLM always gives aims and objectives.
- f. Textbooks are structured for subject specialists while SLMs are structured according to the needs of the learners.
- g. There is little or no self-assessment in a textbook whereas an SLM lays major emphasis on self-assessment.

II.II SLM Design

The Self Learning Materials have a definite structure depending upon the subject and level of learning. There is a standardization of terminologies used in ODL systems. These terminologies have a structural hierarchy that is followed as shown in the following figure:



*Taken from the PPT of Prof. CRK Murth

A programme is divided into courses and which are further divided into blocks. Each block consists of Units. The content of the units are further broken into sections and sub-sections. The structure of a unit refers to the detailed itemization of the content. This itemization of content into sections and sub-sections presents a clear outline to the learners and help them in overviewing and locating the desired content of the unit.

A unit is designed based on the time a learner should invest in finishing it. The design should help the learners in retaining their motivation throughout.

II.III Structure of a Unit

A unit consists of three parts-

- a. **The beginning:** The beginning should comprise of the unit structure that is the framework of all the content of the unit placed in sequence. It is followed by the introduction that briefs the learner about the theme and provides study guidance. While writing the introduction, care must be taken that the language is simple and direct so that the content appears interesting and not difficult and cumbersome to the learners. The objectives of the unit are also placed in the beginning to help in measuring the learning outcomes in advance. While writing the objectives it is advisable to use certain behavioural terms as follows:

Descriptive verbs- define, describe, explain etc.

Discriminative verbs- compare, differentiate, distinguish, classify etc.

Motor performance verbs- drive, type, draw, measure, write etc.

To have a clear understanding of how these terms can be incorporated in objectives; the following example may be referred to-

Objectives:

After reading this unit, you shall be able to:

1. Explain the concept of Self Learning Materials;
2. Differentiate between Textbooks and SLMs;
3. Prepare a proper structure of a Unit.

- b. **The main content of the unit:** The main body of the unit is the main content of the unit arranged in a logical order. The main body answers the questions of the learners and makes addition to their existing knowledge. The content should be written in learner friendly language and personalized style so that the learner gets the feel that the content is directly conversing with him/her. The use of personal pronouns like ‘You’ and ‘We’ will help in this regard. While writing the main content of the unit, it is very important that the linkage is maintained properly. Each idea or sentence should be linked to the next idea or sentence. The main body should also include illustrations, wherever required. Activities like ‘Check Your Progress’ (CYPs), ‘Self-Assessment Questions’ (SAQs), Stop and Read, Reflection Spot etc. should also be incorporated to make the content more learner oriented.

The following summarizes the structure of the main body of the unit:

- Small steps- In order to provide learner-centric education, the content should be divided into small sections so that the learner can move from one section to the other in a systematic manner.
- Logical arrangement- in order to maintain a logical arrangement, the following principles are to be followed:
 - From Known to unknown- The new concepts presented to the learners should be linked to their pre-knowledge. It is only then the new knowledge will be meaningful to the learners.
 - From simple to complex- The content should be started with easy ideas/ concepts and should gradually move to the complex ones.
 - From concrete to abstract- Concrete materials should be presented first and gradually abstractions should be introduced.
 - From particular to general- Before generalizing a concept, a few particular cases need to be discussed
 - From actual to representative- The learners should be first advised to engage themselves in some real or actual events or objects related to the unit before proceeding with it. If engaging with real events or objects is not possible, representative forms such as charts, diagrams etc. can be used to make the content easy to learn.

- Personalised style- The content should be more personal and interactive such that the learner feels that he/she is given individual attention. It should build conversation between a teacher (the role of which is played by the SLM) and a learner.
 - Language- Language is a crucial deciding factor for the effectiveness of an SLM. Keeping the language simple, effective and direct is imperative in distance learning. The use of words should be such that the learner does not need to consult a dictionary quite often.
 - Sentences- It is important that the writer keeps the sentences short and simple. It is always advisable to break down lengthy sentences into two or more small and simple sentences. The sentences should communicate the ideas and concepts directly.
 - Vocabulary- Though the use of jargons might make the content appear more scholarly, the same should be avoided in SLMs since the focus should be more on how well the learners can understand the content through simple and direct language.
 - Paragraphs- While writing SLMs, it is advisable to present one idea in one paragraph. Paragraphing makes the content more systematic and clearer.
 - Illustration, CYPs, SAQs, Activities- These need to be effectively used in the content to make it more interesting, comprehensible and to stimulate the learners' imagination and creativity.
- c. **The conclusion:** The concluding part sums up the entire unit. It is a repetition of what has already been discussed. Thus it helps the learner to recall the important points in the unit and to check if they have completed all the learning activities. It also consists of glossary, references, suggested readings, self-assessment questions and activities.

Here is the structure of a sample unit:

UNIT 1: TUTOR COMMENTS	
1.1 Introduction	
1.2 Objectives	
1.3 Tutor Comments and the Distance Tutor: Scope and Significance	
1.4 Various Types Of Tutor Comments	
1.4.1	Harmful Comments
1.4.2	Hollow Comments
1.4.3	Misleading Comments
1.4.4	Positive Comments
1.4.5	Negative Comments
1.4.6	Null Comments
1.4.7	Constructive Comments
1.4.8	Global Comments
1.5 Summary	

Conclusion:

The insightful sessions of the workshop were quite helpful for the participants as was reflected in the modifications that they made in their write-ups during their presentation. The knowledge about the various aspects related to ODL as well the changes brought in its realm with the advent of ICT and blended learning indeed helped the participants in understanding the whole concept, aims and objectives of ODL. The sessions gave a clear description about the characteristics of SLM and how an SLM is different from a textbook. Such distinct characteristics imply that the design and curriculum of an SLM cannot be the same as used while developing a textbook. The sessions gave a clear description about the instructional design issues, curriculum design, and transaction that highlight the importance of concept maps involved in the development of an SLM. Keeping the language and content of SLM learner friendly is another important aspect that the participants learnt during the workshop. It is indeed very important that an SLM is learner centric lest the aim of ODL remains unmet. Hands on sessions in the workshop and activities, presentations by the participants contributed to quality development of SLM for ODL system. It is confirmed that the inputs of the workshop will reflect in the SLM of CODL in future.



Resource persons' Profiles:

Prof. Santosh Panda

Prof. Santosh Panda, Ph.D. in Education is a Professor of Distance Education since 1997 at the Staff Training and Research Institute of Distance Education (STRIDE) at the Indira Gandhi National Open University (IGNOU). He has also acted as former Director of STRIDE.

Prof. Panda was the Chairperson of National Council for Teacher Education. He was also Director of the Association of Indian Universities (AIU), Founding Director of Inter-University Consortium (IUC) at IGNOU, Director, Centre for Flexible & Distance Learning, the University of South Pacific, Fiji Islands.

He acted as Visiting Professor at University of London (UK), Manchester Metropolitan University (UK), University of New Mexico (USA), Beijing Normal University (China, P R); Adjunct Professor at University of Maryland (USA); and a senior Fulbright Scholar at University of New Mexico, Albuquerque, USA,

Prof. Panda has conducted workshops in about 25 countries. He keeps interest and consults in areas of teacher education, distance education and online learning/ OERs/ MOOCs, staff development, higher education, financing and costing, accreditation and quality assurance, programme evaluation, and open schooling. He has provided consultancy to wide number of organisations like British Council, Commonwealth of Learning, Ford Foundation, UNESCO, World Bank etc. including the Governments of many foreign countries.

He is the former chief editor of the refereed Indian Journal of Open Learning, and sits on the Editorial Board of above dozen prestigious refereed international journals.

Prof Panda has 48 publications in Refereed Journals, 44 Book Chapters, 34 Conference Papers and 19 Books in his credit.

Prof. C.R.K. Murthy

Prof C.R.K. Murthy holds a Ph.D in Education and has been closely associated with the growth of Distance Education in the country. Prof. Murthy started his career as Lecturer in Distance Education in 1992, simultaneously resuming equivalent positions in Academic planning and International Relations till 1998. He is presently working as the Professor of Distance Education at Staff Training and Research Institute of Distance Education. Prof Murthy held the position of Director, (STRIDE), IGNOU from 2013 to 2016. He was also associated with organizations like NCERT, NIEPA in national level Research Projects/Surveys in areas related to Educational Planning and Administration.

As the Director of STRIDE he was responsible for giving direction to various activities such as Staff development, Systemic research, Programme Evaluation Studies, designing, Developing and Production of materials related to various aspects of ODL, educational planning and management in general and open and distance higher education systems in particular, student support services etc

Prof. Murthy has a wide experience in planning, designing and conducting more than 300 workshops/training programmes in various aspects of distance education in India and abroad (Ethiopia, Liberia, Nigeria, Sri Lanka, Bangladesh, Kenya, Ghana, Singapore, Dubai; New Zealand and Papua New Guinea (PNG). He has interacted with more than 20,000 teachers and professionals involved in ODL systems at higher education level.

He is credited with successfully completing many research projects in distance education. Prof Murthy also assumed the role of Chief Editor of Indian Journal of Open Learning (IJOL) till 2016, and currently he is a member of several boards and councils. Prof Murthy also has a large number of research papers and books on various aspects related to higher education and distance education in his credit.

Participants' Profile:

The forty six participants who participated in the workshop are a dynamic group, consisting of teachers from various institutions of Higher Education and research scholars pursuing their PhDs. The participants belong to different areas of learning, namely English and Foreign Languages, Sociology, Mass Communication and Journalism, Management, Energy, Mathematics and Education.

Ninety five registrations were received for the workshop, out of which the participants were selected on the basis of their current contribution to the development of Self Learning Materials for CODL, including a few who were shortlisted on the basis of their interest and potential to develop Self Learning Materials in future. 42 out of the total participants are contributing to the development of Self Learning Materials.



Organizing Committee

Patron	Prof. M.M. Sarma Vice Chancellor
Adviser	Prof Minmoy K. Sarma
Convener	Prof Debabrata Das
Coordinator	Dr Suchibrata Goswami
Members	Pragya Sarma Partha Protim Kalita Swapnarani Bora Ikbal Hussain Ahmed

Contact Address

Dr Suchibrata Goswami
Coordinator, workshop organizing committee
Centre For Open & Distance Learning
Tezpur University (A Central University)
Napaam, Tezpur: 784028 Assam , India
Phone: +91-03712-265358
Intercom: 5358
Mobile: 9435354228



Programme Schedule

DAY I : 6 March

Time	Programme
9.00 am-9.30 am	Registration
9.30 am -10.00 am	Inaugural Session
10.00 am-10.20 am	REFRESHMENT
Technical Session I	
10.20 am -11.50 am	Developing learner friendly Self learning materials
Technical Session II	
12.00 – 1.30 pm	Writing of Self Learning Materials
1.30 pm- 2.30 pm	LUNCH
Technical Session III	
2.30 pm- 4.00 pm	Practical Sessions on SLM development
Technical Session IV	
4.00 pm- 5.30 pm	Use of Multimedia in SLM development
DAY II : 7 March	
Technical Session V	
9.30 am – 11.00 am	Editing SLM
Technical Session VI	
11.15 am-12.45 pm	Issues related to Copyright and Plagiarism
12.45- 1.30 pm	Concluding session

Venue: Seminar Hall, Academic Building I



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MHRD, GOI

6 AND 7 MARCH, 2018



About the Workshop

Open and Distance Learning in modern times assumes the status of the most rapidly growing segment of education because of its approaches on flexible learning opportunities to individual and group learners resulting in both education and training. Thus, it is well defined as a process to create and provide access to learning when the source of information and the learners are separated by time and distance, or both.

Having said that, it is also pertinent to emphasize that the potential impact of distance learning on all education lies in the very use of instructional materials with visual, auditory, audiovisual and multimedia content. Self-Learning materials become extremely important in distance education due to the physical absence of an instructor to draw the attention of the learners, motivate them to learn and explain the content that learners are having difficulty in understanding.

In this context, the structure of self learning materials requires careful design and implementation to hold with integrity the raw information of the participants. Continual skill upgrading, implementing and retraining the technological advances and safe use of print and web-based materials, have been the call of hour for the effective implementation of this fastest growing area of knowledge.

The workshop on March 6 & 7, 2018 is an initiative in this direction and all the contributors of Self Learning Materials from Tezpur University and outside are urged to register for this workshop to take full advantage of the lecture and practical sessions that have specially been designed for them under the guidance of experts. The workshop aims to train the authors of SLM to prepare learner friendly materials using upgraded technological devices, minimize the absence of teacher centric mode facilitated by the face to face learning and enhance the possibility of reaching the learners with maximum output.

Registration Procedure

- ⇒ Preference will be given to the contributors of SLM
- ⇒ Participants have to apply in the format given
- ⇒ No registration fee is required for participation.
- ⇒ First 50 registrations will be taken into consideration
- ⇒ Registration request must reach prior to **20.02.2018**. Pl Click the link for registration <https://goo.gl/1NuVPB>
- ⇒ Attending all sessions is mandatory

Travel & Accommodation

- ⇒ Limited shared accommodation to the outstation participants will be provided for 2 nights on first come first serve basis inside TU campus.
- ⇒ No TA/DA will be provided to the participants except local hospitality.

Email: codtworkshop@gmail.com

How to reach Tezpur University

Tezpur University is well connected by hired vehicle both from Dolabari and Porowa Chariali. University buses are available to Tezpur University time to time from the town and vice versa through Porowa route .

About Centre For Open and Distance Learning

The Centre for Open and Distance Learning (earlier Directorate of Distance Education) was established in 2011 with the aim of disseminating knowledge and imparting quality education through open and distance learning mode. The Centre offers various post-graduate, undergraduate, diploma and certificate programmes in emerging areas of science & technology, social sciences, management and humanities with flexible system to cater to the needs of the learners who otherwise cannot avail the regular mode of education. The basic focus of the Centre is to prepare human resources of the region and the country by making them skilled and employable.

About TLC and PMMMNMTT

The Teaching Learning Centre, Tezpur University, was established in 2015. In line with the National Policy on Education (NPE) 1986, the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT) made a focused reference to the crucial dependence of quality ensured delivery of education. PMMMNMTT is a central government sponsored scheme with all-India coverage. One among the initiatives of PMMMNMTT is setting up of Teaching Learning Centre (TLC) in different Central Universities.

The TLC promotes the value and practice of excellent teaching that facilitates student learning. The TLC program and resources support evidence based teaching and provide diverse opportunities for teachers. TLC also aims to empower teachers through training, re-training, refresher and orientation programmes in generic skills, pedagogic skills, discipline specific content up-gradation, ICT and technology enabled training and other appropriate interventions .

Workshop on
Development of Self Learning Materials for Distance Mode of Learning

Organized by
CENTRE FOR OPEN AND DISTANCE LEARNING
TEZPUR UNIVERSITY
in collaboration with
TEACHING LEARNING CENTRE
TEZPUR UNIVERSITY

Date: 6-7 March, 2018

Venue: Academic Building 1

Time	Programme	
DAY I: TUESDAY, MARCH 6, 2018		
REGISTRATION		
9.00 am – 9.30 am		
9.30 am – 9.35 am	Welcome Address	Dr Suchibrata Goswami Asst. Professor, CODL
9.35 am – 9.50 am	Felicitation and introduction of the Resource Persons	
9.50 am – 9.55 am	Introducing the Theme	Prof Debabrata Das, Director, CODL
9.55 am- 10.00 am	Address by Director, TLC	Prof. Mrinmoy.Kr. Sarma
10.00 am –10.10 am	Address by the Chief Guest	Prof. Madam M. Sarma, Dept. of EFL
10.10 am—10.15 am	Vote of Thanks	Partha Pratim Kalita, Asst. Registrar, CODL
REFRESHMENT		
10.30 am -12.00	Technical Session I: Distance Education an overview Prof. Santosh Panda, STRIDE, IGNOU, New Delhi	
12.00 – 1.30 pm	Technical Session II: Design and Development of Self Learning Materials Prof. CRK Murthy, STRIDE, IGNOU, New Delhi	
LUNCH		
2.30pm-4.00pm	Technical Session III: Practical Sessions on development of SLMs Prof. Santosh Panda and Prof. CRK Murthy	
4.00 pm– 5.30 pm	Technical Session IV: Practical Sessions contd... Prof. Santosh Panda and Prof. CRK Murthy	
DAY II: WEDNESDAY, MARCH 7, 2018		
9.30 am– 11.00 am	Participants' Presentations	Prof. Santosh Panda and Prof. CRK Murthy
TEA BREAK		
11.15 am-12.45 pm	Technical Session VI: Use of multimedia in development of SLMs and Web based Learning ----- Prof. Santosh Panda	
12.45pm- 1.30 pm	Technical Session V: Editing SLMs, Issues related to Copyright and Plagiarism Prof. CRK Murthy	
LUNCH		
2.30 pm – 2.40 pm	Welcome and Summing up of the workshop----- Pragya Sarma, Asst. Professor, CODL	
2.40pm—2.55 pm	Participants' feedback	
2.55 pm –3.10 pm	Remark by Resource Persons	

3.10 pm—3.20 pm	Address by -----Prof. Sunil. Kr. Dutta, Director, Centre for Internal Quality Assurance
	Address by the Chief Guest -----Prof. Dhruva Kr Bhattacharrya, Dean, Academic Affairs
3.20 pm—3.25 pm	Vote of Thanks



List of Participants

Sl no	Name	Email ID
1	Rajat Kanti Nath	rknath@tezu.ernet.in
2	Dr. Runumi Das	runumi@tezu.ernet.in
3	Nayanmoni Gogoi	nayanmoni@tezu.ernet.in
4	Pragya Sharma	pragya@tezu.ernet.in
5	Dr. Kakali Mahanta	kakali@tezu.ernet.in
6	Dr. Ashalata Devi	kh_asha@tezu.ernet.in
7	Sumi Handique	sumihandique@rediffmail.com
8	Dr. Pratibha Deka	pratibha@tezu.ernet.in
9	Dr. Uttam Kr. Pegu	uttamkp@tezu.ernet.in
10	Dr. A. S. Shimreiwung	shimreiwung@gmail.com
11	Dr. Pranamika Bhuyan	pranamikab1@gmail.com
12	Dr. Juri Dutta	jurid76@gmail.com
13	Priyanka Saha	priyankasaha.saha18@gmail.com
14	Kanta Kaveri Sonowal	kantakaveri@dibru.ac.in
15	Hoimawati Talukdar	hoimawati@gmail.com
16	Dr. Suchibrata Goswami	suchitu@tezu.ernet.in
17	Raj Kiran Doley	rajkiran.tezu@gmail.com
18	Jharna Choudhury	jharnachoudhury123@gmail.com
19	Tanya Marina Brooks	tanyabb@tezu.ernet.in
20	Manjurani Bora	manjudas09@rediffmail.com
21	Dr. Prarthana Barua	prarthanabarua33@gmail.com
22	Joyshree Choudhury	joyshreepahi50688@gmail.com
23	Karishma Hussain	karishma.hussain@gmail.com
24	Denim Deka	denim.deka25@gmail.com
25	Binita Sarmah	binitasarmah8june@yahoo.com
26	Barnali Sharma	mainabarnali@gmail.com
27	Pubali Bora Kashyap	pubalib57@gmail.com
28	Bichitra Bikash	bichi1111@gmail.com
29	Dr Indrani Sarma	indrani15s@gmail.com
30	Labiba Alam	labiba16alam@gmail.com
31	Hasnahana	hasnahana@gmail.com
32	Debarshi Baruah	deba43@gmail.com
33	Gautami Bharali	bharaligautami2@gmail.com

34	Darpa Saurav Jyethi	darpa@isine.ac.in
35	Dr P Anbarasan	anbu@tezu.ernet.in
36	Syeda Umme Tasnim	umme.tasnim@gmail.com
37	Kuntala Dowarah	kuntaladowarah@gmail.com
38	Benjamin Karam	benzykaram@gmail.com
39	Dr. Pratibha Sharma	prativasarma@rediffmail.com
40	Damini Kashyap	daminik912@gmail.com
41	Dr.R.D.Padmavathy	padma@tezu.ernet.in
42	Swapnarani Bora	swapnabora@tezu.ernet.in
43	Dr. Sanjib Sahoo	Ssahoo1@tezu.ernet.in
44	Dr. Nirmali Gogoi	nirmali@tezu.ernet.in
45	Yeasmin Sultana	yeasmin@tezu.ernet.in
46	Dr. Rajinder Singh	badotra@tezu.ernet.in
47	Shashpra Chakravarty	sashapra@gmail.com
48	Mridul Dutta	mridul@tezu.ernet.in
49	Porosha Sonowal	sonowalporosha607@gmail.com
50	Pinky Dutta	pinky@tezu.ernet.in
51	Ankita Bhattacharyya	ankita@tezu.ernet.in
52	Mohammad Asif	implulseasif@gmail.com
53	Sradhanjali Pradhan	sradha@tezu.ernet.in
54	Rashmi Das	rashmidas094@gmail.com





Felicitation of Prof M.M. Sarma by Director, CODL



Felicitation of Prof CRK Murthy by Director, TLC



Felicitation of Prof S Panda by Director, CODL



Felicitation of Prof D K Bhattacharria, Dean, Academic Affairs



Felicitation of Prof S Dutta, Director, CIQA



Interactive session with Resource person



Presentation by participants



Presentation by participants

