

Guidelines

for

SLM (Self-Learning Material) Writers of KKHSOU

The University deserves the right to change the rules and procedures described in this Programme Guide. Please check from time to time with the University Website for updates.



**Krishna Kanta Handiqui State Open
University**



Krishna Kanta Handiqui State Open University

Guidelines for SLM (Self-Learning Material) Writers of KKHSOU

1. Writing and presenting a subject matter in a SLM unit is somewhat different from writing a Unit/Chapter for a conventional learner even though the content may remain the same. A conventional learner can take the help of his/her teachers in the class, if he fails to comprehend an issue. However, a distant learner does not get the help of a teacher. A distant learner may be located miles away from the accessibility of a teacher or a counsellor. The Study Centres of the University organise counselling sessions as per the Academic calendar. Some learners may not be able to make it convenient to attend the same. The Counselling sessions are not mandatory also. Therefore, we must consider this 'isolated' environment of the distant learner in preparing the SLM.
2. A conventional learner can easily consult other reference books or may visit the College/University library. The distant learners may not have easy access to such resources. In fact, the SLM provided, may be the only resource available to him/her. A conventional learner can easily consult his/her friends; take the help of internet or any other resources during the course of study. A typical distant learner may not have access to any such resources. From this perspective, the SLM writer should try to prepare the SLM as an **all-inclusive reading**.
3. Keeping the above in view, the following are suggested for the SLM writers while preparing the content of the unit.
 - i. Please follow a conversational style while writing the Unit. This will help the learners feel like the presence of an 'in-text teacher'. The methods used by a conventional teacher to teach a concept normally includes introducing the concept, explaining the concept and summarizing the concept. While doing so the teacher gives examples. The SLM should be prepared as if it is a "teacher in print".
 - ii. In the **LEARNING OBJECTIVES**, please include a few objectives, which could be achieved by the learners after reading the Unit.
 - iii. In the **INTRODUCTION** part, please try to link the unit with earlier discussion, or earlier concepts the learner had in the subject. The introductory part should arouse an interest towards the Unit and should inform the learner about the subsequent coverage in the Unit. The SLM writer should work in close coordination with the Course Coordinator of KKHSOU in familiarising with the structure of the Programme and Syllabi of the respective courses.

- iv. To the extent possible, please refer to earlier discussion in the same Unit or other Units, if relevant.
- v. Please include **LET US KNOW** to discuss relevant peripheral issues of discussion to provide additional resources/information to the learners.
- vi. The terms, which are unlikely to be familiar for learners, should be defined alongside the text in a box. KKHSOU does not provide any footnote or end note. Therefore, the unfamiliar terms may be defined in brief in around 20-30 words in an alongside box.
- vii. (a) Please number the Tables (Unit number followed by table number. For example, if the Unit is Second Unit of a Course and the Table is the third table of the Unit, the number of the Table would be Table 2.3). Similar style is to be followed with Figures and Exhibits as well.
(b) In case of Figure and Equation, the following aspects should be considered
 - If a figure/image is taken from Internet or some other source, then **figure source** should also be given, otherwise copy-right issue may arise.
 - Figure should be drawn properly. If the figure contains labelling itself, then those labelling should be edited/typed by the SLM writer to make it more visible. Otherwise, a mismatch of font occurs. Labels should be in Arial font as SLM font is Arial.
 - If the **equations** are not written/typed properly, format editing becomes difficult.
- viii. After discussing a few concepts, please include **CHECK YOUR PROGRESS (CYP)** to test the progress of learning. In CYP, please include a few objective-type questions, which can be answered in just a few lines. There could be questions to examine the learners' comprehension of the immediate previous section of discussion in the Unit. Please mark the questions as Q1, Q2, Q3..... and maintain the serial order across the unit. The answers have to be provided at the designated place as per the structure of the Unit. The answers should not be in toto representation from the SLM text. Rather it should reflect the learners' ability to understand and express the same as if the answer is in his/her own words. Please note that your answers should conform to the word limits specified in the CYPs.
- ix. Please include **ACTIVITY** in the Units so that the learners can get themselves engaged in the learning process. An **ACTIVITY** is not necessarily a Question that the learner can readily answer from the given text or discussion. Rather an **ACTIVITY** should provoke the learner to think about it and make him/her analyse it from the surrounding environment, personal experience or in discussion with others in the society. Please note that including an **ACTIVITY** in a Unit is not mandatory. However, **ACTIVITY** should always be included, wherever there is a scope. For example, if we are discussing the concept of Consumer Basket, the learners can be engaged in an activity of interacting with a few

households to find out the proportion of expenditures on food items, non-food items, rentals etc.

- x. In **LET US SUM UP**, the SLM writers should summarise the important points of discussion. For the convenience of learners, the summary may be presented in bullets. The words should not be directly copied from the text of SLM. Rather it should reflect the essence of summary of the Unit in a spontaneous manner.
 - xi. In **FURTHER READINGS**, to the extent possible, please include those books/learning materials, which are easily accessible, easy to understand, easily available in the market, and not very highly priced. Please note that **FURTHER READINGS** are not the list of books/learning materials that you consulted during the course of writing of the Unit. The books/learning materials you consulted in writing the Unit should be included separately, at the designated place as per the structure of the Unit as **REFERENCES**.
 - xii. Further Readings and References need to be provided as per APA style.
 - xiii. In **MODEL QUESTIONS**, please include the following:
 - a) Short Questions
 - b) Long Questions
 - c) Easy, moderate and difficult types of above questions
4. The University is hopeful that with the above brief outline, the SLM writers will be able to prepare a SLM Unit with much ease. Lecturing a topic might be much easier than writing a SLM unit on the topic. It is an academic challenge to present the concept in a very lucid way.
 5. The University has decided to publish all the SLMs with ISBNs. **As such, the University will check the contents of the Units utilising Plagiarism Software.** The University encourages avoiding quotations to the extent possible. Even if required, the original sources of the quotations need to be mentioned in text.
 6. While assigning SLM writers, the University would provide a Model Unit for their reference.
 7. The University has a house style as follows, which may be adopted by the SLM writers if they decide to submit digitally. This measure will help the Course Coordinators in saving time and effort in the subsequent process of SLM printing.

Fonts and Font Sizes

Font used	: Arial, 11 (Across the text)
Title of the Unit	: All CAPS, Bold, 16.
Section Title	: All CAPS, Bold, 14.
Sub-section Title	: Title Case, Bold, 12.
In para-quotation	: 10.5. (For more than 30 words, quotation in separate para is to be used.)

Line-gap	: 1.5 inch.
Hyphenation	: Off across all text.
Page	: A4

8. The structure of the SLM Unit will normally have the following pattern:

Unit No

Title of the Unit

UNIT STRUCTURE (in Arial, all CAPS, 14).

1.1 Learning Objectives

1.2 Introduction

1.3 Text....(Section)

1.4 Text...

1.4.1 Text.....(Sub-section)

1.4.2 Text...

1.5 Text

1.6 Let Us Sum Up

1.7 Further Readings

1.8 References

1.9 Answers to Check Your Progress

2.0 Model Questions

Please note that portions marked in bold are part of the House Style of the University and are to be followed mandatorily.

9. The concerned Course Coordinator will provide the structure of the concerned SLM Unit. The structure which was finalized in Experts Committee Meeting, does not allow any scope for deviation. However, the SLM writer may decide about the relative extent of coverage for the respective sections. In this regard, the SLM writers will be guided by the principle of all-inclusiveness as stated in Point No. 2 above. Substandard writing will never be encouraged and might lead to rejection of submission or reduction in payment as the University may find it appropriate. Once the SLM writer understands the essence of writing SLM as per the rationale and structure, the question of writing substandard SLM will not arise. In this regard, the SLM writers are advised to seek the suggestions of Course Coordinators in case of any confusion.

10. The SLM writer should always keep in mind that the SLM Unit should sustain the learners' interest in the subjects and concepts. It should continually keep the learners engaged. To that extent, they need to be familiar with the Programme Objectives, Course Objectives, Programme Outline and Syllabi of the respective courses. Regarding all these the SLM writers should work in close coordination with the Course Coordinator of KKHSOU.

11. Writing of a SLM Unit is one part of the SLM development process. The process comprises of adjusting to the house-style of KKHSOU, content editing, language editing, making it ready to print and conversion to page maker software. After that proof copy corrections are made towards printing as per specified numbers. Delay in the submission of SLM Unit will cause progressive delays in the subsequent processes. Writing one Unit of SLM should not take more than 15 to 20 hours. However, Course Coordinator of KKHSOU may grant extension depending upon the urgency.

The SLM writers should always remember that the delay in submission of SLM Units will ultimately inconvenience the University in providing time bound benefits to the learners.

12. The SLM writers should adopt a missionary spirit of facilitating the distant learners in their independent learning through good quality learning materials written in a lucid manner as per the Unit structure.
