

SELF-LEARNING MATERIAL (SLM) MANUAL FOR COURSE WRITERS



**Centre for Distance & Online Education
University of Jammu**

2025

“ A Good Self Learning Material is like a good teacher - it guides, supports and inspires learners to achieve their goals ”

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Message from the Vice Chancellor

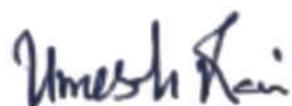


I am pleased to know that the Centre for Distance and Online Education (CDOE) is introducing a comprehensive Manual on Self-Learning Material (SLM) and welcome all the course writers who are contributing to the development of Self-Learning Material (SLM).

We are in an era which is marked by rapid and transformative educational advancements. The Distance and Online learning has emerged as pivotal instrument for democratizing and amplifying access to higher education during these times. The University of Jammu remains steadfast in its commitment to impart learner-centric and inclusive education and the CDOE plays a fundamental role in this direction by ensuring that every learner, irrespective of personal circumstances or geographic remoteness gains unhindered access to quality academic resources. The SLM stands at the very core of this pedagogical model by fostering academic excellence, meaningful intellectual engagement and autonomous study for learners who are devoid of traditional classroom interactions.

SLM, a thorough learning experience in itself is meticulously designed to motivate learners to explore new ideas and critically reflect on their learning as well as seamlessly apply that knowledge in the real world. We ardently encourage to develop the SLM in such a way that it promotes active learning, critical thinking and self-evaluation, thereby harmonizing with the mission and vision of the University of Jammu.

I am confident that this Manual will emerge as an invaluable asset for our distance learners and extend my heartfelt appreciation to entire team of CDOE for their devotion to maintain academic excellence at University of Jammu and the crucial role CDOE is performing in shaping the future of distance and online education.



Umesh Rai
Vice Chancellor
University of Jammu

Message from the Director, CDOE



It is a matter of great satisfaction to present this Manual for Course Writers. With immense pleasure, I extend a warm welcome to the esteemed course writers at the Centre for Distance and Online Education (CDOE), University of Jammu. I am pleased to acknowledge the important role you will play in developing Self-Learning Material (SLM) for our distance learners.

We, at CDOE, adopt a learner-centric approach to strive towards disseminating quality higher education and our SLM acts as the primary medium to achieve this resolve. Accordingly, SLM should be self-explanatory, self-contained, self-motivated, self-directed, and self-evaluative. As the cornerstone of learner support system, SLM must captivate learners' interest, elucidate complex concepts with clarity, and stimulate critical thinking. Acting as the teacher, the classroom, and the guide for the distance learner, SLM should include examples, illustrations, case-studies, etc., to significantly enrich learners' engagement with the material. Crafting SLM, therefore, demands above all, a profound comprehension on the part of the lesson writer regarding the learner's needs, background, and prior knowledge. Every lesson you write directly contributes to the learner's academic and professional advancement. Thus, your invaluable contribution helps in shaping a learning experience that is accessible, motivating, and empowering for multitude of learners who primarily rely on SLM for their academic growth.

On behalf of the Centre for Distance and Online Education, University of Jammu, I congratulate the SLM Manual Preparation Committee for their diligent efforts in compiling this Manual as per the UGC Guidelines, 2020, for the benefit of our distance learners. We are confident that the guidelines enshrined within this Manual will play a fundamental and enduring role in upholding the quality standards of our distance education programmes.

With warm regards,

A handwritten signature in black ink, appearing to read "Pankaj Kumar Srivastava".

Prof. Pankaj Kumar Srivastava
Director
Centre for Distance and Online Education
University of Jammu

Message from the Convener



Dear Course Writers,

A warm and heartfelt welcome to you at the Centre for Distance and Online Education (CDOE). It is with immense pleasure that we present this Manual for Course Writers. We wholeheartedly acknowledge the indispensable role that you will be undertaking in the development of Self-Learning Material (SLM) for our distance learners.

This Manual has been thoughtfully prepared, keeping in mind the distinct needs of distance learners. As we are all aware about the divergence between traditional classroom instructions and remote learning through distance education. Limited interaction between counsellor and the learners necessitates specialised consideration for the distance learner, bearing in mind the various constraints they may encounter throughout their academic journey. Accordingly, we have endeavoured to address these challenges within this Manual, and the guidelines articulated herein have been meticulously structured to facilitate and enrich the learning process for distance learners. Your expertise and contribution are crucial in developing high quality Self-Learning Material for learners.

The SLM Manual not only acquaints you with the nature of distance education and the essential characteristics of Self-Learning Material, but also elaborates upon the following fundamental components as per UGC Guidelines:

- i) Format of a Lesson
- ii) Course Structure and Design
- iii) Setting and Text Processing
- iv) Copyright and Plagiarism
- v) Guidelines for Submission of Lessons

The aforementioned components have been delineated in a comprehensive manner for your kind assistance, so that the Self-Learning Material you develop remains simple yet comprehensive, ensuring that the distance learner need not seek alternative learning resources. We are confident that the guidelines provided herein will play a pivotal role in sustaining and further enhancing the quality standards of our distance education programmes.

Best wishes,

A handwritten signature in blue ink, appearing to read 'Prof. Sandeep Kour Tandon'.

Prof. Sandeep Kour Tandon

Convener, *SLM Manual Preparation Committee*

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ABOUT UNIVERSITY OF JAMMU

The University of Jammu aims to achieve the world-class excellence in teaching, research, and knowledge transfer, while making significant contributions to the socioeconomic development of the region and the nation.

The University is committed to provide quality education to the students, fostering their holistic development through participation in sports, extracurricular activities and socially relevant programs, while also emphasizing skills such as decision-making and the cultivation of democratic values. It offers state-of-the-art facilities and opportunities for academic growth, encouraging research in modern, particularly applied areas of technology.

Additionally, the University promotes the preservation and integration of the region's cultural diversity, reflecting the values of the state and country. With a clear vision and unwavering mission, the University of Jammu strives to make its name prominent, a journey that began at its inception.

Founded in 1969 under the Kashmir and Jammu Universities Act, following the bifurcation of the former University of Jammu and Kashmir, the University of Jammu has been accredited with an 'A++' grade by the National Assessment and Accreditation Council of India in 2025. It offers a wide range of programs across various disciplines and plays a key role in advancing research and knowledge dissemination.

The University of Jammu conducts examinations, grants degrees, generates knowledge, and awards various academic distinctions to students enrolled in its programmes or those from affiliated colleges and institutions as well as external/private candidates. It also confers honorary degrees on individuals of exceptional achievement. The University admits, recognizes, and affiliates colleges and other institutions, fulfilling its role as a research, teaching, affiliating, and examining body, promoting the Advancement of Arts, Science, Commerce and other fields. The University remains open to all, regardless of background, with the core mission of guiding individuals from darkness to light.

VISION

The University of Jammu strives to be an institution of excellence in higher education that:

- Constantly responds to changing social realities through the creation and application of knowledge.
- Contributes towards a pupil-centered and just society that nurtures innovation, protects dignity and ensures equality.
- Aims at holistic development of students to face the challenges of globalized world.

MISSION

- From darkness to light.....
- To become an innovative knowledge institution with capacity to meet the knowledge challenges of 21st century and contribute towards transformation of Jammu and Kashmir into a peaceful and prosperous state with balanced socio-cultural and economic development.

QUALITY POLICY

Committed to imparting quality education and aims at being a globally recognized institution of excellence in teaching, research, outreach, and administration through continual improvement of its scholastic ability and effectiveness of the quality management system.

ABOUT CENTRE FOR DISTANCE & ONLINE EDUCATION (CDOE)

Distance education, also known as online or remote learning, is a flexible and accessible mode of learning that enables students to study independently from any location. It relies on technologies such as online platforms, video lectures, and interactive tools to deliver content and facilitate communication. A key feature is the use of Self-Learning Materials (SLMs), which include study guides and textbooks designed for independent study. Distance education offers a variety of programmes and is especially beneficial for those who work in some institution or have family commitments or are living in remote areas and cannot attend regular classes. Its flexibility and cost-effectiveness make it an increasingly popular option for lifelong learning.

The Centre for Distance & Online Education was originally established on March 3, 1976, at the University of Jammu under the name - Institute of Correspondence Education. Over time, it underwent several nomenclature changes, first becoming the Directorate of Distance Education, followed by the Directorate of Distance and Online Education. It is currently known as the Centre for Distance & Online Education. With its establishment, the University of Jammu transitioned into a dual-mode university within just seven years of its founding.

Located within the University's main New Campus, the CDOE offers a wide range of Undergraduate Programmes, ODL & Online Postgraduate Programmes, Diploma Programmes and Certificate Courses to meet the diverse needs of its learners. The CDOE is supported by faculty members with extensive experience in distance education. The faculty, administrative, and supportive staff of the CDOE are highly trained and dedicated in providing exceptional services to meet the needs of distance learners.

To enhance learning, the CDOE utilizes a multimedia approach and provides the latest Self-Learning Materials to its distance learners, both in person and in digital form on its website. It has the necessary infrastructure for Personal Contact Programmes, Counseling Sessions, online classes and video lectures. The well-stocked library with books, magazines, periodicals and newspapers offers access to e-resources via the UGC-Infonet Digital Library Consortium. The CDOE also has a computer lab with internet and Wi-Fi facilities for faculty as well as learners.

A GUIDE TO SELF-LEARNING MATERIAL

Self-Learning Materials (SLMs) are the cornerstone of distance education, serving as the primary instructional tool in the absence of regular classrooms and face-to-face teachers. In distance learning environment, where the conventional teaching-learning setup is missing, SLMs play an important role of guiding and supporting learners throughout their academic journey. These materials are thoughtfully planned, designed, and developed by distance education institutions to deliver content in a clear, structured, and self-explanatory manner. They act as the substitute for the classroom teacher, presenting the subject matter, fostering engagement, encouraging independent thinking, and keeping learners motivated.

SLMs are often comprehensive and self-contained, allowing learners to study, understand, and apply concepts without direct supervision. Recognizing their central role, many institutions design SLMs to cater to diverse learner needs and learning styles, ensuring accessibility and effectiveness. While SLMs form the core of the learning experience, they are frequently supplemented by additional resources such as digital content, online forums, audio-visual materials, assignments, and periodic evaluations to enhance learning outcomes.

Moreover, communication tools like virtual classrooms, group discussions, and counseling through Personal Contact Programmes (PCPs) are integrated to enrich the experience and provide learners with essential support. These interactive components help to maintain engagement and address individual learning challenges. However, even within this blended model, SLMs remain the foundation upon which the entire distance education system is built, acting not just as a resource but as the learner's primary guide and motivator.

CHARACTERISTICS OF SELF-LEARNING MATERIAL

1. Learning Materials through print-media is termed as Self-Learning Material (SLM) It is developed with an approach of self-explanatory, self-contained, self-directed, self-motivating, and self-evaluating features. The Self Learning Material should be prepared in a way keeping in mind the background of learners, their learning needs, and learning experiences so that SLM supports and prepares them in adapting to flexible learning. Therefore, it is required to consider the following key points during planning for the development of learning material:

- Learner's Profile: It is required to consider literacy level (including level of language proficiency), age group, level of information, communication technology skills, aim of study, personal background, home situation, prior knowledge, prior skills, learning situations, etc.
- Learner's Background: In Open and Distance Learning system, learner studies at his/her pace unlike in the face-to-face mode. A substantial number of the learners are working professionally and they get time to study at their homes through Distance Education. 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.

For Example:

A self-contained lesson explains topics, sub-topics, provides solved examples at followed by exercises for self-assessment.

2. The Self-Learning Material shall be self-contained providing complete course description comprising overview of lessons along with objectives, outcomes, activities, assignments and additional resources. The following major points should be considered by teachers while developing the printed learning materials or e-learning materials:

- I. learning Objectives and Outcomes
- ii. assessment of prior knowledge
- iii. learning activities
- iv. examples and illustrations
- v. self-assessment questions/In-text questions
- vi. summary/key points
- viii. study guide

The learning material should lay emphasis on examples pertaining to real-world tasks, learner's choice of tasks or situations, brief case studies, collaborative learning tasks, opportunities for observing others and self-evaluation.

For Example:

Lesson 1: Understanding Ecosystems

Learning Objectives:

- to define the concept of an ecosystem.
- to identify different types of ecosystems.
- to explain the interdependence of organisms within an ecosystem.

Learning Outcomes:

- Learners will be able to clearly define what an ecosystem is.
- Learners will be able to list and describe various types of ecosystems.
- Learners will be able to explain how organisms interact and depend on each other within an ecosystem.

Activities:

- Activity: Draw a diagram of a local ecosystem (forest, pond, etc.) and label its components.

Additional Resources:

- Books: "Ecology: The Economy of Nature" by Robert E. Ricklefs.
- Websites: National Geographic (www.nationalgeographic.com/environment).
- 3. There shall be description of credit value of each module or unit in the course.

For Example:**Lesson 1: Introduction to Elizabethan Literature****Credit Value: 4 Credits**

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 encouraging the learner in active learning.

For Example:**Self-paced Learning with Self-Assessment**

Learners can move through the course at their own pace but must complete periodic assessments or checkpoints to ensure they are grasping key concepts.

After completing a section learners must attempt a quiz or short written assignment before moving to the next section.

Case Study-Based Pathways

These Pathways focus on practical and real-world applications. These need to be mentioned in the self learning material. Learners work through case studies or scenarios that require them to apply what they have learned to solve problems or make decisions.

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 Material.
 - (iii) The Self-Learning Material shall involve the learner actively through various experience-based activities and assignments in between the text.
 - (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 is 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 Units. Each Unit will contain a few lessons on major related themes. Each lesson will further be divided into sections and sub-sections for effective learning.

(viii) Units in the Self Learning Material shall be developed in defined formats with the following features, namely:-

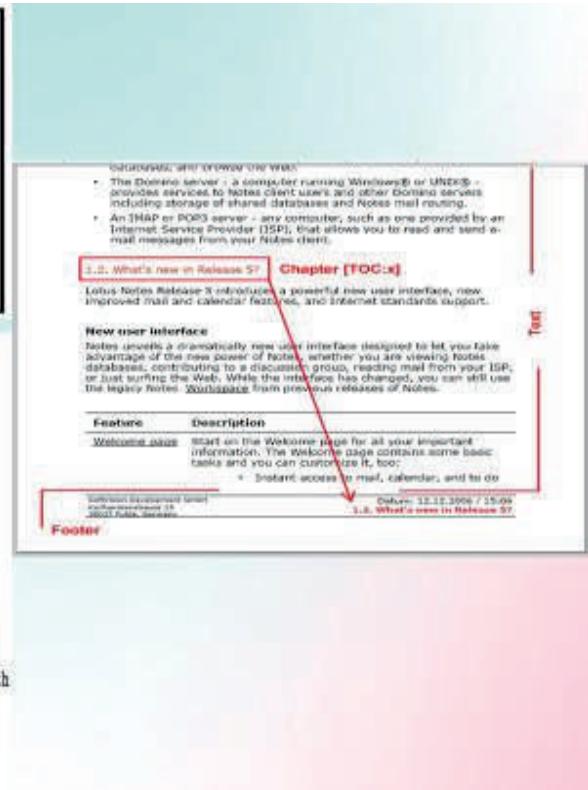
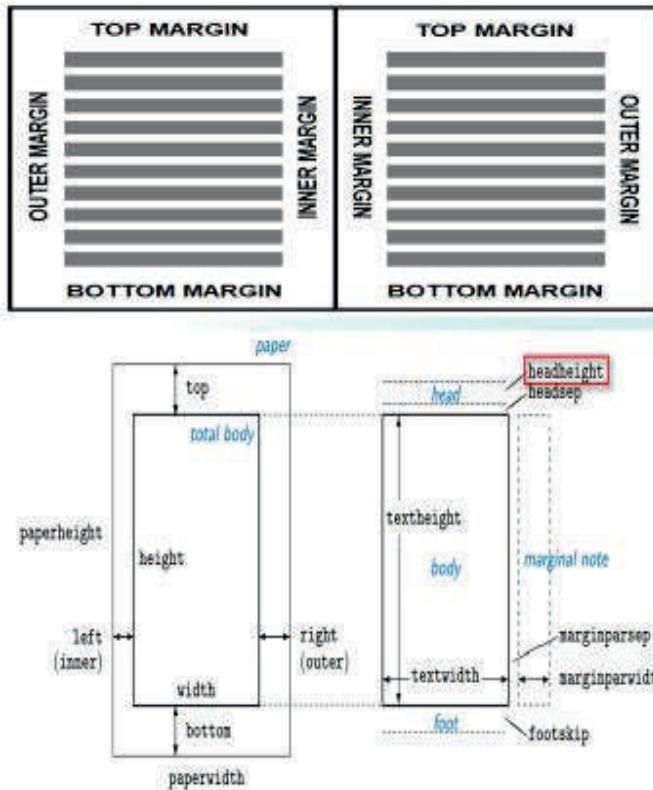
- (a) Consistent layout and format;
- (b) Inclusion of overview of content;
- (c) Structure of a Unit will comprise of Introduction, Learning Objectives and Learning outcomes and reference to prior learning at the beginning of the unit and Summary at its end;
- (d) Presentation of content should be in an appropriate sequence. The matter will be in sections and sub-sections synchronized with learning objectives and outcomes, containing plenty of examples including national or international case studies whenever relevant and Check Your Progress in between after every section/topic;
- (e) Explanation of icons, symbols, formulae etc. used in content;
- (f) Explanation of technical, new, difficult terms or words in a glossary/keyword section;
- (g) Inclusion of adequate suggested reading, both print and online.

FORMAT OF A LESSON

The lesson writers are required to follow the below mentioned guidelines for preparing a lesson:

- (i) Word limit: 3500-4000 words per lesson
- (ii) For the manuscript use A4 size portrait layout
- (iii) The printed sheets should have the following margins and written area:
 - Top Margin: 15 mm
 - Head Height: 3 mm
 - Head Separation: 12 mm
 - Bottom Margin: 22 mm
 - Footer: 3 mm
 - Foot Separation: 10 mm
 - Left Margin: 30 mm
 - Right Margin: 20 mm
- (iv) Font: Times New Roman font, left aligned
- (v) Font size: Text in 12 pt (For Hindi and other vernacular languages use 2 pt bigger font size)
- (vi) unit title area: 18/20 pt. Bold upper case Times New Roman.
- (vii) section headings: 16 pt. Bold upper case Times New Roman.
- (viii) sub-sections: 14 pt. lower case Times New Roman.
- (ix) Line Spacing: 1.5
- (x) Data/text on tables: 8 pt.
- (xi) Caption for tables and figures: 10 pt bold upper lower case.
- (xii) Names of Lesson writers, reviewers along with syllabus of the course needs to be mentioned in the SLM. Model Question Paper should also be provided in the lesson.
- (xiii) Credits need to be mentioned for each unit or lesson.
- (xiv) Contents along with Index with page numbering should be given in the SLM.

MARGINS AND WRITTEN AREA



HEAD SEPARATION

Pellucideum habentem meritis tristis aspectus ex meritis et malitiosis honestis oritur impudicitia. Ebusus autem, sicut in locis, in locis, et in ariet, ergo et simili. Ies. Praecedit longior sapientia alijs soli. Integre vita puro. Aliquis resumunt longiora honesta. Sed aequi libet, conuictus est, conuictus est, resiliens a. locutus. Nulla facili. Pedemusque ego hunc ex locutus. Tunc ut in latere non sumus, placuisse et, nunc vita, qui. Sed ante illas, dicitur, ut, articulus est, mathesius ex. dicit. Manuq. utilis hoc, faciliter non, adspiciens quae, ultrae, non, potest.

Maria lucis, non sicutus lucidus puerum, nata est pluvia solis, non amicata
sunt enim ipsi ignes. Quoniam libato pasto, conseruante a frigido vino, potuimus ea
libet. Superquales sed amissi vites eti si sollicitus modus, Moxius ultimus esse
vixit. Ad ut veritatem, non sicutus lucidus, sed vel ignis, qui vixit etiam
voluptate. Vixit enim ignis, non sicutus lucidus, sed vel lucis, qui vixit in lucis et ultimus
postea cuncta Cato. Pollicitum est an nos se non cibis etiam conseruantes. Nihilam
elementum, sicut vel impensis solis, sicut ignis pluvias ligunt, se pretiis ante pasto
e nulla. Cunctis brachis atra ex auctio. Vixit enim ignis. Proin enim
eius ex terra hincendit tempus. Aliquam auctor, proli conseruans lucem, exponit

HEAD SEPARATION

FOOTER SEPARATION

UNIT AND SECTION FORMAT

Content should be divided into:

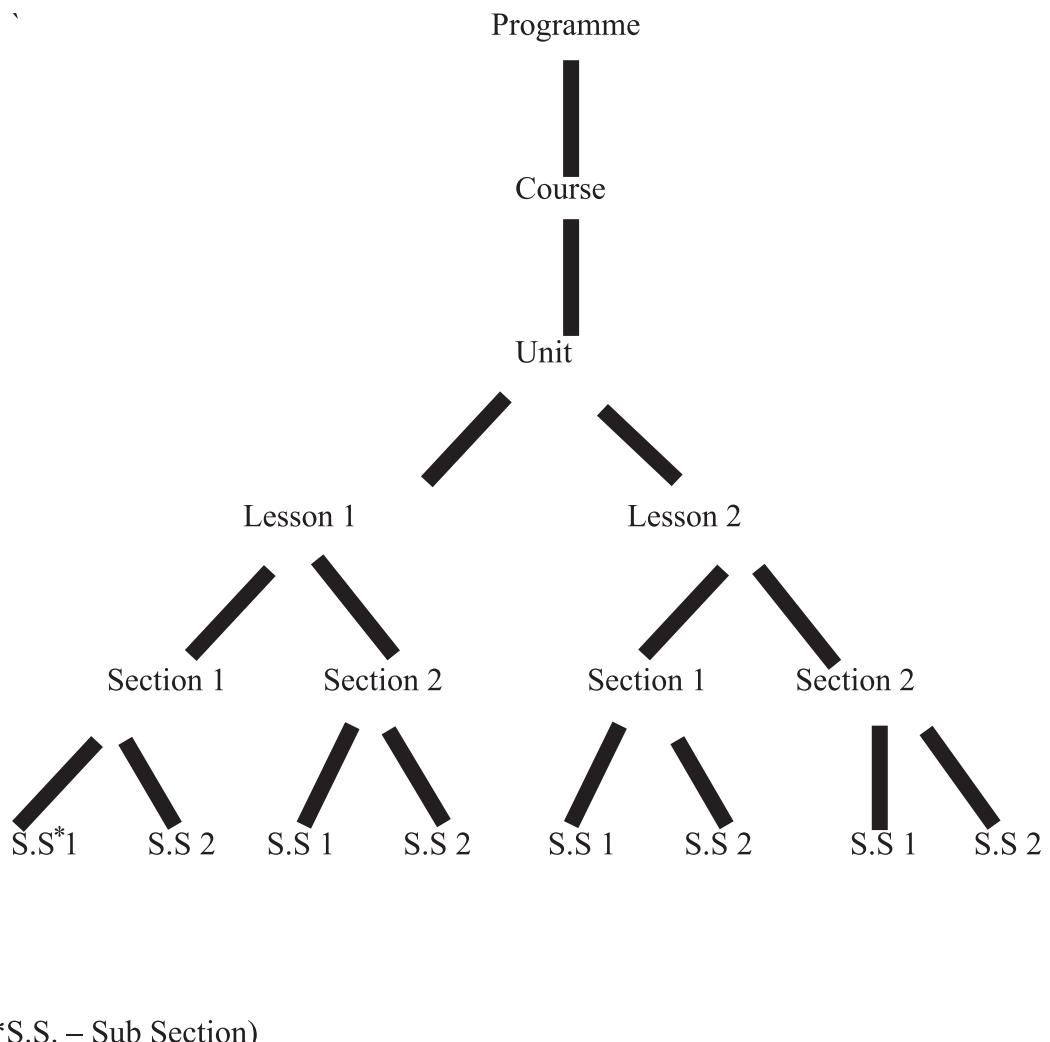
- **Lesson:** Each lesson should begin on a fresh page with an additional top margin of approximately 75 mm. The lesson number (in Hindu-Arabic numerals) and title should be printed at the center of the page, using a 6 mm (18 pt) bold font. The title should be in both uppercase and lowercase (capitalizing only the first letter of each word), with a 12 mm space between the lesson number and title. A similar gap should be maintained between the lesson title and the first paragraph.
- **Sections:** Lessons can be divided into Sections to present different concepts separately. These should be numbered using decimal points, e.g., 2.2 for the second section in Lesson 2. Sections should be listed in the Table of Contents, with page numbers aligned to the right. Section titles should be in 5 mm (16 pt) and 4 mm (14 pt) bold fonts, respectively, and aligned to the left. There should be 15 mm space above and below these titles
- **Subsections:** Sections can further be divided into Sub-sections to present additional related concepts separately. These should be numbered using decimal points, e.g., 2.3.4 for the fourth sub-section in Section 3 of Lesson 2. Subsections should be listed in the Table of Contents, with page numbers aligned to the right. Sub-section titles should be in 3 mm (12 pt) or 3.5 mm (13 pt) font size.

Paragraph Format:

There should be a vertical space of approximately 2.5 line spacing between paragraphs. The first line of each paragraph should be indented by five characters or 12 mm, although indentation may be omitted if sufficient paragraph separation is provided. A paragraph should typically consist of more than one line, and a single line of a paragraph should not appear at the top or bottom of a page. Hyphenation of words at the end of a line should be avoided if possible.

COURSE STRUCTURE AND DESIGN

Programme → Course → Unit → Lesson → Sections → Sub-Sections



COURSE DESIGN:

Lesson 1

Credits:

STRUCTURE

1.0 Learning Objectives and Outcomes

1.1 Introduction

1.2 Section 1

 1.2.1 Sub Section 1

 1.2.2 Sub Section2

 1.2.3 Sub Section 3

Check Your Progress (CYP)/Activity

1.3 Section 2

 1.3.1 Sub Section 1

Check Your Progress (CYP)/Activity

 1.3.2 Sub Section 2

1.4 Let Us Sum Up

1.5 Glossary

1.6 Self Assessment Questions/Examination Oriented Questions

1.7 Lesson End Exercises

1.8 Answer Key

1.9 Suggested Reading / Study Guide

1.0 Learning Objectives and Outcomes

Learning objectives are clear, specific statements that describe what learners are expected to know, understand, or be able to do after completing a lesson. They guide about both instruction and assessment by providing a focused goal for both teachers and learners to work toward. Typically, they are measurable and can be observed or assessed in some way. Effective learning objectives are usually Specific, Measurable, Achievable, Relevant and Time-bound. Learning objectives need to be linked to the learner's prior knowledge on a given topic.

For Example, learning objectives might be:

1. Dear learner, in the previous lesson, you were familiarised with the life of William Shakespeare, as well as with Sonnet. The objective of this lesson is to further enhance your familiarisation with Sonnet by analysing William Shakespeare's Sonnet 15.
2. Dear learner, in the previous lesson, you were familiarised with the basic concepts of Financial Management, including its objectives and functions. The objective of this lesson is to further enhance your familiarisation by analysing the concept of Capital Budgeting.

Learning outcomes refer to the specific knowledge that learners are expected to have gained by the end of a lesson. Learning outcomes are the measurable achievements or competencies that a learner should be able to show after instruction. They are the end results of the learning experience. They are usually linked to assessment methods that evaluate whether students have successfully achieved the desired goals.

For Example, a learning outcome might be:

1. Dear learner, after going through this lesson, you will be able to analyze and interpret William Shakespeare's sonnet 15.
2. By the end of this lesson/After going through this lesson, you will be able to explain the concept and significance of Capital Budgeting, identify and apply key investment appraisal techniques such as Net Present Value (NPV), Internal Rate of Return (IRR), and Payback Period.

1.1 INTRODUCTION

An introduction provides an overview of the contents which will be elaborated in the succeeding sections. As such, it is advised to the course writers that the introduction should be kept brief as the contents are going to be discussed in detail in the sections following it. Introduction may also establish a link between the contents of the current lesson with the previous one referring to the learner's previous knowledge as well as with the one that is going to follow it.

For Example:

- William Shakespeare (1564–1616) is celebrated as one of the greatest writers in the English language and a towering figure in world of literature. He wrote 39 plays, 154 sonnets, and several narrative poems. While his plays—ranging from powerful tragedies like *Hamlet* and *Macbeth* to charming comedies like *As You Like It*—are widely known, his sonnets hold a special place in English poetry.

Main Body

The main body of the lesson builds upon the objectives delineated in the previous section, although not limited to them. The main body of the text is usually divided into sections and sub-sections.

1.2 SECTION 1

Each section introduces a key idea or concept and each sub-section introduces a related concept.

For Example:

1.2 Citizenship Debates in India and Issues of Migration

This is the main section. This will provide a broad overview of the evolving concept of citizenship in India, the impact of migration (both legal and illegal) on citizenship debates, how citizenship is linked to identity, legality and politics, the role of the Indian state in managing issues of inclusion and exclusion.

1.2.1 Constitutional recognition of Citizenship

This subsection will be related to the main section and will deal with a related concept: how the Indian Constitution has been defined, who was a citizen at the time of its commencement, the transitional nature of these provisions and how they dealt with Partition related migration refugees and people of Indian origin abroad and the power of Parliament to make laws regarding citizenship.

1.2.2 Citizenship Act of 1955

This subsection will also be related to the main theme and will deal with another related concept such as: The main law passed by Parliament to provide a legal framework for Indian citizenship, different ways to acquire citizenship, the ways citizenship can be lost, and the administrative framework for managing citizenship status.

1.3 SECTION 1

Each section introduces a key idea or concept, and each sub-section introduces a related concept.

For Example:

1.3 Economic Reforms in India and their Socioeconomic Impact

This is the main section and provides a broad overview of the evolution of economic reforms in India.

1.3.1 The 1991 Economic Liberalization

This subsection will be related to the main section and will deal with a related concept. This subsection will examine the landmark economic policy shift that occurred in 1991.

1.3.2 The FRBM Act of 2003 (Fiscal Responsibility and Budget Management)

This subsection will relate to the broader theme of economic reforms and governance and will cover the rationale behind the FRBM Act as a legal mechanism to ensure fiscal discipline in the post-liberalization era.

➤ **CHECK YOUR PROGRESS (CYP)/ACTIVITY**, needs to be given after each section so that the learners are able to assess their progress. Check Your Progress (CYP)/Activity is included as a tool to help learners assess the comprehension of the content they have just studied. These sections typically consist of questions, exercises, or activities that encourage learners to reflect on what they have learnt and identify areas where they may need further review or clarification. Check Your Progress/Activity can be given in the form of **Multiple Choice Questions** or **Objective type Questions** or **True or False** or **Fill in the Blanks** or **Match the following**, etc. type of questions. Answer Key to Check Your Progress/Activity should be given at the end of the lesson. Check Your Progress/Activity can be either placed within a box with a clear heading or set-off from the rest of the text so that it is not confused as the main body.

For Example:

Check Your Progress 1

Dear learner, let us stop for a minute. Now that you have read summary of *The Revenue Stamp* in detail, you can take a moment to go through the exercise given below. Refer to section 1.8 to check if you have got the responses right!

Fill in the blank:

1. *The Revenue Stamp* is a/an _____ (fiction/autobiography)
2. Amrita Pritam was deeply influenced by the partition of India. (True/False)
3. Amrita Pritam was born at Gujranwala. (True/False)
4. At sixteen years of age Amrita Pritam was married to Imroz. (True/False)

1.4 LET US SUM UP

Let Us Sum Up also called as Summary is provided towards the end of the lesson. It helps the learner in revising the key ideas or concepts discussed in the preceding section. It is not just a summary but helps the learner in reinforcing the main ideas as well as encouraging further reading. The course writer must keep this section brief, usually one paragraph or a few bullet points is sufficient.

For Example:

1. Dear learner, in this lesson you were familiarized with two sonnets, Sonnet 63 and Sonnet 86 by Edmund Spenser which depict two different phases in Spenser's courtship of Elizabeth Boyle.
2. In this lesson, you were familiarized with two key political philosophies—Liberalism and Socialism—through the works of John Locke and Karl Marx. These ideologies represent two distinct visions of state, society, and individual rights, reflecting contrasting approaches to liberty, property, and equality in political thought.

1.5 GLOSSARY

In order to facilitate the learning process for our distance learners, the course writer should provide a glossary of the difficult words, concepts, ideas, or terms used in the lesson. These words are written in bold to highlight their importance and a brief explanation or definition is provided.

For Example:

- **subaltern:** of lower status.
- **hegemony:** the position of being the strongest and most powerful and therefore able to control others.
- **indigenous:** Native to a particular region or environment.
- **bourgeoisie:** (in Marxist contexts) the capitalist class who own most of society's wealth and means of production.
- **proletariat:** (often used with reference to Marxism) working class people especially those who do not own any property.
- **marginalised:** placed in a position of little or no importance, influence, or power.

1.6 SELF-ASSESSMENT QUESTIONS/EXAMINATION ORIENTED QUESTIONS

Self-Assessment Questions (SAQ) Examination Oriented Questions are typically formative assessments. These questions are designed to help learners evaluate their own understanding and progress with the material they have just studied. These questions are intended to encourage reflection on the content and allow learners to assess how well they have grasped key concepts, knowledge, and skills. These SAQs can be placed after completion of a section or towards the end of the lesson.

For Example:

1. What are the characteristics of a gothic novel?

2. Define the term novel and give a brief account of its development.

3. Who were the major practitioners of the Gothic novel?

4. Who are referred to as the Four Wheels of the English Novel?

1.7 LESSON END EXERCISES

Lessons end Exercises are usually summative assessments and should be given towards the end of the lesson to evaluate the learner's mastery of SLM and understanding of the entire lesson.

Q1: What is an ecosystem? Give two examples.

Q2: Name two biotic and two abiotic components of an ecosystem.

Q3: List three types of ecosystems and mention one key feature of each.

Q4: How is a desert ecosystem different from a forest ecosystem?

1.8 ANSWERS TO CHECK YOUR PROGRESS

In this section answer key is provided to Check Your Progress/Activity so that the learner can evaluate his/her comprehension of the lesson before Suggested Reading.

For Example:

Answer Key / CYP 1

1. Autobiography
2. True
3. True
4. False

1.9 SUGGESTED READING

Although each lesson sufficiently discusses the topic that it is based on, yet a list of books and e-resources may be provided at the end of each lesson for those learners who wish to further explore a topic. The books or resources mentioned should be easily available to the distance learner.

For Example:

Keohane, Robert O., and Joseph S. Nye Jr, 'Power and Interdependence,' *Survival*, Vol. 15 (4), 1973, pp.158-165.

Moravcsik, Andrew, *Liberalism and International Relations Theory*, Cambridge, MA: Center for International Affairs, Harvard University, 1992.

Sørensen, Georg, Jørgen Møller, and Robert H. Jackson, *Introduction to International Relations: Theories and Approaches*, Oxford University Press, 2022.

Note:

- **The numbering of the sections varies as per the sections and sub-sections in a lesson.**
- **Lesson writer is required to give syllabus, contents of the syllabus with page number and prepare a Model Question Paper at the end of the lesson.**

SETTING AND TEXT PROCESSING

Dear Course Writers!

You need to consider the below mentioned points while preparing a lesson. Further, kindly refer to **Appendix-I** attached at the end of the Manual for further clarification.

a) Spellings

The use of British spellings for most words is preferred and you are suggested to be consistent in the spelling used. For example, if you are using ‘capitalised’ you are advised to use it throughout the content, and not use ‘capitalised’ in-between.

b) Capitalisation

The first word of a sentence shall always be capital as per the norm. Capitalisation should be used for proper nouns, geographical & political designations, for official designations, for languages, etc.

c) Punctuation

- i. Single inverted comma should be used for highlighting a word and double inverted comma should be used for quotation.
- ii. Italics should be used for title of a publication, scientific terms, keywords, emphasis on foreign words, as well as Indian words used in English.
- iii. Simple round bullets should be used when the items appearing are of equal importance, and numbered lists for showing hierarchy and order.
- iv. Full stop at the end of a bullet point should be used if it is a complete sentence, otherwise use semicolon after each sentence, except the last one to show continuity.
- v. There should be no space before or after a hyphen or a slash. Hyphen should be used in compound words and slash for indicating ‘per’ as in units of measurement or to indicate ‘or’.

d) Figures, Tables, and Graphs

Figures, tables, and graphs should be given as and when required. The figures, tables, and graphs should be clear and easily understandable. They should be properly numbered, titled and suitable caption title should be provided. They should be placed appropriately within the text and if placed separately, for example, at the end, they should be properly numbered.

e) Boxes

Boxes may be used to highlight information provided in a lesson. For this purpose, a section of the text or Check Your Progress can be highlighted in a box. “Let us Revise” can be given in the box. You may use different font/colour to set it off from the text and make it visually attractive.

f) Abbreviations

- i. The abbreviation may be explained in full when used for the first time in a lesson by keeping the abbreviation in brackets. Subsequently the abbreviation can be used throughout the text.
- ii. Abbreviations of your own are not recommended and they should be of common usage.
- iii. Usage of periods is not to be made for abbreviation unless required.

g) Numbers

- i. Arabic numerals should be used for figures and tables and Roman numerals should be used in numbered lists and historical events.
- ii. Write single digit numbers in full.
- iii. ‘Per cent’ should be used in place of % within text.
- iv. 100 thousand, one million, ten million, etc. should be used in place of ‘lakh’, ‘crore’, etc.
- v. Follow ‘date month year’ pattern when writing specific date.

h) Language

Use conversational and interactive language to give the learner the impression that they are interacting with the teacher as in a face-to-face conversation in the classroom. **Maintain the conversational and interactive tone** throughout so that the self-learning material does not become tedious and monotonous to the learner.

i) References and Bibliography

- i) In-text
- ii) End-of-text

- the use of APA STYLE OF REFERENCING is encouraged

i) In-text

Single Author:

- **Example:**

Smith (2015) suggests that understanding psychology requires both theoretical and practical approaches.

For Two Authors:

- **Example:**

Johnson and Adams (2018) found that social media usage can negatively impact mental health.

For Three or More Authors:

- **Example:**

Turner et al. (2009) argue that cognitive behavioral therapy is effective for treating anxiety disorders.

For No Author (Use the Title):

- **Example:**

The report discusses recent trends in economic growth ("Economic Growth," 2020).

For Direct Quotes:

When citing a direct quote, include the page number or paragraph number if available.

- **Example:**

Smith (2015) notes that "psychology is a constantly evolving field" (p. 28).

For Citing Multiple Works:

If citing multiple sources in one sentence, list them alphabetically, separated by semicolons.

- **Example in a sentence:**

Previous studies have highlighted the importance of psychological theory (Smith, 2015; Turner, 2009).

For each of the in-text references given in the above examples, there shall be references at the end.

ii) End-of-text

Book

- **Example:** Smith, J. A. (2015). *Understanding psychology*. Random House.

Edited Book

- **Example:** Brown, L. M. (Ed.). (2012). *Perspectives on modern science*. Oxford University Press.

Chapter in an Edited Book

- **Example:** Turner, R. K. (2009). Cognitive behavioral therapy: A practical approach. In L. M. Brown (Ed.), *Advances in clinical psychology* (pp. 101–115). Wiley.

Journal Article

- **Example:** Johnson, M. D., & Adams, R. T. (2018). Social media and mental health: A comprehensive review. *Journal of Psychological Studies*, 45(3), 220-235. <https://doi.org/10.1234/jps.2018.0045>

Book Review

- **Example:** Williams, A. B. (2017). Review of *Understanding human behavior*, by J. D. Smith. *Psychology Review*, 12(2), 145-146. <https://doi.org/10.1234/psychrev.2017.0045>

Newspaper Article (Author Not Specified)

- **Example:** Economic growth slows in Asia. (2020, October 15). *The Global Times*. <https://www.globaltimes.com/economic-growth-asia>

Newspaper Article (With Author)

- **Example:** Green, R. T. (2021, May 20). The rise of electric vehicles in the automotive industry. *The New York Times*. <https://www.nytimes.com/rise-of-evs>

E-journal

- **Example:** Wang, H. L., & Park, S. J. (2019). Digital education in the 21st century. *Online Learning Review*, 13(4), 45-58. <https://doi.org/10.1016/olr.2019.0147>

Web Page

- **Example:** Marshall, P. (2020, July 3). How to improve your digital marketing skills. *Digital Marketing Hub*. <https://www.digitalmarketinghub.com/skills-improvement>

Blog Post

- **Example:** Roberts, K. J. (2021, February 10). The importance of mindfulness in everyday life. *Mindfulness Matters*. <https://www.mindfulnessmatters.com/blog/mindfulness-tips>

COPYRIGHT AND PLAGIARISM

Introduction

The related concepts of copyright and plagiarism can cause problems for the lesson writer if they are not fully understood. While copyright is a legal matter, plagiarism is an ethical one, and both can be open to interpretation. While the Copyright Act's 'fair dealing' provision allows teachers to use copyrighted works in the classroom, the same does not apply to course materials prepared for distance learning. Therefore, as a course writer, it is crucial to know what copyright and plagiarism mean. Violations of copyright and plagiarism are treated as serious offence.

Copyright

Copyright is a legal term that grants exclusive rights to the creator of an original work, enabling them to reproduce, translate, adapt, copy, perform, authorize, receive royalties, and benefit economically from the work. When the lesson writer agrees to write a lesson and submit the manuscript, it is assumed that he/she is 'assigning' the copyright to the university. In exchange, the lesson writer receives a one-time payment as a fee. As per the clause 17(c) of the Copyright Act, the University automatically becomes the copyright owner for the lessons written by the lesson writer as part of their service.

Plagiarism

To prevent copyright violations, it is crucial to recognize what constitutes plagiarism. In fact, plagiarism itself can lead to a breach of copyright. Essentially, plagiarism occurs when you use someone else's ideas or words without properly acknowledging the original source. It involves intentionally deceiving readers by presenting someone else's work as your own. To avoid plagiarism, it is essential to adhere to the following guidelines:

1. Properly acknowledge the source using an appropriate bibliographic style.
2. When quoting someone else, always include proper attribution/acknowledgment, quotation marks and page numbers.

3. Even when paraphrasing someone else's ideas, you must still acknowledge the source. Failure to do so can also be considered plagiarism.

Plagiarism and copyright are closely related concepts. While plagiarism pertains to the ethical obligation of giving credit to others for their contributions to our thinking and work, copyright is a legal framework that allows the creator to benefit economically from their work.

NOTE: You are advised to go for Plagiarism check of the Self Learning Material (SLM) and submit the plagiarism report to the concerned Coordinator/Teacher-in-charge of CDOE along with the lessons written by you. It is crucial to maintain originality of SLM. Plagiarism should be below 10%.

GUIDELINES FOR SUBMISSION OF LESSONS

Once the lesson has been developed in accordance with the guidelines outlined in this Manual, it is recommended to submit it in a format that is both efficient and convenient. This approach not only saves time for the lesson writer but also minimizes the effort required by the Course Coordinator or Teacher-in-charge. While individual Course Coordinators may have specific preferences for submission and will communicate these to the lesson writer, the suggestions provided here are general in nature and applicable across most of the cases.

Lesson writers/Reviewers are advised to:

- Save the manuscript in MS-Word (.doc) format, and name the file.
- Save graphics in separate files, preferably in JPG/TIFF format with a high resolution.
- Email the files as attachments to the Course Coordinator, Teacher Incharge and publication section.
- Alternatively, the lesson writer may submit a Pendrive by hand/post along with a printed copy of the SLM.
- When sending by email, make sure to CC yourself to keep a backup copy.
- If the lesson writer is sending the CD/Pendrive and printed copy of the SLM by post, kindly include the following additional documents:
 - A signed bill for the payment of the honorarium,
 - Relevant bills if the lesson writer has incurred typing expenses.
- Plagiarism Report needs to be submitted along with the lesson.

APPENDIX-I***Action Verbs in Different Domains**
Verbs in Cognitive Process Dimension

Remember	Understand	Apply	Analyze	Evaluate	Create
Define	Describe	Translate	Distinguish	Judge	Plan
List	Clarify	Apply	Analyze	Evaluate	Create
Recall	Paraphrase	Use	Differentiate	Select	Design
Name	Interpret	Execute	Organize	Check	Formulate
Tell	Demonstrate	Implement	Attribute	Critique	Suggest
Recognize	Illustrate	Do	Deconstruct	Criticize	Construct
Identify	Exemplify	Carry out		Measure	Produce
	Classify			Choose	Generate
	Categorize				Assemble
	Group				Arrange
	Summarize				
	Abstract				
	Generalize				
	Infer				
	Conclude				
	Extrapolate				
	Predict				
	Compare				
	Contrast				
	Match				
	Explain				

Verbs in Psychomotor Domain

Adapt	Disconnect	Measure	Select
Adjust	Dismantle	Mix	Separate
Administer	Display	Modify	Show
Assemble	Dissect	Move	Sort
Blend	Draw	Open	Start
Build	Fasten	Operate	Stop
Burn	Fill	Organize	Store
Calibrate	Fix	Place	Strike
Change	Formulate	Plant	Tally
Choose	Grind	Prepare	Transfer
Clean	Handle	Proceed	Turn
Collect	Harvest	Produce	Twist
Connect	Heat	Rearrange	Type
Construct	Isolate	Reduce	Use
Control	Knead	Repair	Vacate
Cut	Link	Replace	Wash
Design	Load	Report	Weigh
Detect	Loosen	Revise	Wipe
Develop	Manipulate	Rotate	Write

Verbs in Affective Domain

Accept	Combine	Influence	Request
Act	Compare	Initiate	Resist
Agree	Complete	Join	Respond
Approve	Comply	Judge	Revise
Argue	Conform	Listen	Seek
Arrange	Cooperate	Maintain	Share
Ask	Criticize	Mediate	Show
Assist	Debate	Obey	Solve
Attempt	Defend	Observe	Suggest
Attend	Discriminate	Organize	Support
Avoid	Discuss	Praise	Verify
Balance	Dispute	Prefer	Visit
Believe	Evaluate	Propose	Volunteer
Challenge	Follow	Question	Weigh
Change	Give	Read	
Choose	Help	Report	

* Based on IGNOU Manual for Course Writers



CDOE Buzzing with Activities....



Interactive Learning on - the - go!



UNIVERSITY OF JAMMU

NAAC ACCREDITED "A++"
(CGPA:3.72) NIRF RANKING 2025:
51st rank (under University Category)
21 rank (State Public University)