Scoping Study on Open Educational Practices at Madhya Pradesh (BHOJ) Open University

Prepared by:
IT for Change

Prepared for:
CEMCA-COL

June 2023

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1. Executive Summary

Open distance learning (ODL) refers to a flexible mode of education that allows learners to study remotely, leveraging various technologies for communication and interaction. Open universities (OUs) adopt ODL to provide accessible and flexible educational opportunities to diverse learners. Open educational resources (OER) are freely accessible educational materials that can be used, shared, and modified by educators and learners. While ODL allows open universities to provide flexible and accessible education by accommodating learners' needs and circumstances, OER can offer freely available, high-quality learning materials, reducing financial barriers, and enabling customization. These resources, such as textbooks, videos, and simulations, are made available under open licenses, reducing reliance on proprietary resources. Open education practices (OEP) involve the use of OER along with open pedagogies, methodologies, and technologies to enhance teaching and learning. They complement ODL and OER by encouraging collaboration, knowledge sharing, and the adoption of innovative pedagogies. These practices foster a community of educators, allowing them to collectively enhance the quality of education, share best practices, and continuously improve teaching and learning experiences.

This report documents the scoping study conducted by IT for Change in collaboration with the Commonwealth Educational Media Centre for Asia (CEMCA) and Commonwealth of Learning (COL) on the open educational practices currently in place at Madhya Pradesh (BHOJ) Open University (MPBOU) in Bhopal, Madhya Pradesh. It also suggests some possible strategies for collaboration and support between MPBOU and CEMCA.

The study was designed to assess the current state of OEP/OER policies and practices and identify possibilities for collaboration between MPBOU and CEMCA for supporting OEP implementation. Members from IT for Change visited Madhya Pradesh (BHOJ) Open University (MPBOU) between 26th to 28th June 2023 for conducting the study and interacted with participants including the Vice-Chancellor, Registrar, Directors, faculty members, administrative staff and functionaries from various departments at the university. Data collection was done through desk research, focus group discussions, and direct interactions.

This report presents a phased plan of action for the collaboration between CEMCA and MPBOU to incorporate open educational practices (OEPs) and leverage ICTs to enhance access to quality learning materials. The initial scoping study revealed that there is a need for capacity building of staff on OEP and OER and finding suitable alternatives for the proprietary software wherever feasible. The suggestions include familiarizing staff with OEPs, enhancing OEP implementation, upgrading the resource creation facility, policy enhancement and implementation, ongoing faculty support development, establishing communities of practice and implementing feedback and support mechanisms. Recommendations include policy enhancement, raising awareness, conducting training programs, mapping existing resources, and supporting resource development. These actions can help create a foundation for OEP integration and facilitate staff engagement in open education practices. These actions aim to establish a supportive environment, foster collaboration, and ensure the university's OER policies and OEP implementation align with its vision of open education.

Successful implementation of the plan will enable the university to optimize its IT infrastructure, utilize free and open-source software, and develop a robust OER repository over time. By embracing open education practices, the university can enhance access to quality learning materials, improve teaching and learning outcomes, and create a culture of open collaboration. This report emphasizes the importance of collaboration between CEMCA and the university's administration, faculty, and staff. A mechanism for getting regular feedback from stakeholders will ensure the plan's effectiveness and enable necessary adjustments to align with the university's specific goals and resources.

By leveraging the expertise of CEMCA and implementing the suggested plan of action, MPBOU can enhance its educational offerings, and contribute to the broader goal of increasing access to quality education through open educational practices.

2. Objective

This study was aimed at understanding the status of the OEP at the institution, identifying gaps (if any) and informing the way forward. Specifically, it aimed to:

1. Assess the current state of OEP/OER policies and practices. This includes OER policies and practices, competencies of the faculty members on OEP, available infrastructure and management support.

2. Identify areas that need support.

3. Recommend the way forward through an institution-specific road map for supporting OEP implementation and as a part of this, to identify areas of collaboration between the institution and CEMCA.

2.1 Scope of the study

The following areas were covered during the study:

1. The Open Educational policies and practices currently in place at MPBOU.

2. Status of OEP implementation and the extent to which the stated objectives have been achieved.

3. Integration of digital technologies in the OEP with respect to:

   a) faculty professional development

   b) creating, adapting and publishing OER

   c) designing and transacting courses

4. Capacity building initiatives by the institution for the faculty on adopting and promoting OEP.

5. Enabling and disabling factors, associated with implementation of OEP, including potential areas of improvement.

3. Study Activities

The purpose of this study was to develop an initial understanding of the knowledge of/ awareness towards OEPs, as well as to identify ways to support the university in adopting them. The study included an analysis of institutional policies, technological facilities, resource repositories, and other relevant records. A multi-method, multi-audience approach was adopted that collected both qualitative information and quantitative data from the key stakeholders at the institutions including management, faculty members, support staff and others. Through this process, significant aspects in terms of knowledge, skills, practice and attitudes of the stakeholders, as well as the institutional support were intended to be captured.

3.1 Study Plan

The major activities planned under the study were:
1. Desk research regarding the university (faculty members, staff, infrastructure, programs offered, student strength etc.)
2. Reviewing documents on Open Educational Resources and/ Open Educational Practices from the university.
3. Developing specific evaluation questions informed by the desk research and initial interactions with faculty members.
4. Developing suitable assessment tools that can aid in capturing necessary data elements.
5. Conducting in-person focus group discussions and direct interviews with select key informants to gather required data (quantitative and qualitative).
6. Analysing the data collected and sharing insights derived from it with the program team.

3.2. Data collection tools for the study

Specifically for this study, the following tools were created for information gathering:

1. Desk Research
   The objective was to develop an initial understanding of the vision and mission of the university, its background and related particulars by going through the university website and additional documents. This was done by the research team with some inputs from the university.

2. Direct Interactions with Stakeholders
   During the visit to MPBOU, the team interacted with key stakeholders across senior leadership, management and faculty. These select face-to-face interactions were designed to provide insights into the effectiveness of the OEP initiatives by understanding experiences and perspectives of the stakeholders.

3. Focus Group Discussions
   The Focus Group Discussions (FGD) were conducted in-person with faculty members, administrative staff, library staff, and the technical support team in homogeneous groups. This

allowed for open discussions amongst participants. The idea was to interact with as many faculty, admin and staff members as possible, with no more than 6 participants per discussion group.

3.3 Broader itinerary of the study

The research team, comprising of two members from IT for Change conducted in-person direct interactions and focus group discussions on 26th, 27th and 28th June 2023. These interactions were scheduled in coordination with the university as per the availability of stakeholders on these dates. The research team also visited the OEP-related facilities at the university (such as the electronic media centre, laboratories, library, server room, etc.).

4. Key findings

4.1 Desk research

The **Madhya Pradesh Bhoj (Open) University** (MPBOU) was established under an Act of the State Assembly in 1991 with the following objectives :
- Expand Higher Education by reaching the unreached through various flexible means suited to the Open and Distance Learning (ODL) mode using emerging information and communication technology.
- To promote national integration and the integrated development of human personality for the Community's well-being.
- To determine/maintain standards and promote Distance Education.

The **Vision** of the University is to be an institution of excellence in open and distance education (ODL) through its academic philosophy, inspirational ways of education delivery and systematic interventions in teaching-learning processes to serve the societal needs and sustainable development goals for making future global citizens.

The **Mission** of the University is :

1. To build an integrated open education system enabling the learners to attain their career as well as social and national goals.
2. To emerge as a knowledge centre through ICT facilities in education delivery processes and academic governance.
3. To attain the global standards of academic practices through research, institutional collaborations and need-based training programs.
4. To make learners competitive and socially responsible citizens by incorporation of humanistic values and vocational skills in academic programs/curriculum.
5. To ensure inclusive and equitable quality higher education and promote lifelong learning opportunities to all sections of society.

The implementation of the open distance learning (ODL) programs is at follows:

1. As of now, there are 11 Regional Centers including one in Bhopal and 611 Learner's support or Study Centers (LSCs). These study centers have been established reaching out to remote forest and tribal regions across the state.

2. As of 2022, 76 thousand students are studying in the university.

3. There are 23 Academic departments and 14 administrative departments at the University.

4. There are 16 faculty members including 10 Directors, 2 Assistant Directors, 3 Lecturers and 1 placement officer. There are also few Consultants and contract staff working in various departments.

5. The University currently offers the following 33 courses.
   a) Master Degree Programmes – 17
   b) Bachelor Degree Programme – 08
   c) Diploma Programmes – 04
   d) Certificate Programmes – 03
   e) Others – 01

6. The University has 'annual system' for all the courses. Examinations are held in June-July every year in the various study centers.

7. The study centres provide the physical space for the learning interactions for the students. In a year, there will be 13 days of interactions/sessions with the students at these Study Centers.

8. The University has shared course materials in PDF format with students through Regional Centers and Study Centers. All the Regional Centers and Study Centers are equipped with wi-fi which students can access.

Brochure of Courses

9. Self Learning Materials (SLMs) for almost all programmes have been uploaded and available on the University's website.

10. The Self Learning Materials are revised once every three years. Currently, the process to write new SLMs has been initiated.

11. The University has an Internet Audio Service named 'BHOJ-VANI', similarly there is an Internet Video Service named 'BHOJ-DARSHAN'

12. The University has its own YouTube channel with 43.1k subscribers consisting more than 860 videos.

13. The current Gross Enrollment Ratio (GER) is 27.1% which is the highest so far. But the University wants to increase it further – by attracting more 'in-service' students.

14. The University leverages "mponline" for all the online administrative functions and the student grievances are routed through the "CM Helpdesk".

15. The student admission-to-completion ratio is quite good. The dropouts are only about 10%.

The University has an OER policy defined (which was done with the help of CEMCA in 2021) and it is available on its website as well.

CEMCA conducted a capacity building program on adoption of OER in MPBOU in October 2021. It was an online program which was attended by the leadership team as well as the faculty members.

4.2 Direct interactions with stakeholders

These interactions were conducted face-to-face with key stakeholders across senior leadership, management and faculty, such as – the Vice-Chancellor, Registrar, Director (Centre for Internal Quality Assurance), Director (Academics), Director (IT) and few other Directors of various functions at the University. They provided valuable insights into their experience, on the functioning of the university, and challenges being faced and the potential way forward.

Research Team with the Vice Chancellor - Dr Sanjay Tiwari

1. The Vice Chancellor said his mission is to create a "Center of Excellence of technology enabled accessible learning" and that it will have four pillars – "Embrace, Engage, Enlight and Empower".

2. The VC is very much in favour of ICT integration and OEP implementation across the University functions. He said there are plans to offer new courses, developed in-house, in blended mode.

3. Of the total participants in this category, a few were unfamiliar/could not speak in detail about OER and OEP currently in place at the university. This was attributed to the 'OER Policy" not being evangelized among the various departments and faculty.

4. The main challenge that was explained by the participants is the lack of continuity in key staff / faculty members. Most of the Directors are on deputation and have joined the University recently. This has resulted in not having much of 'Institutional Memory'.

5. Another challenge that was highlighted was that the staff who are being recruited/deputed do not have experience in working at Open Universities. Also, since there is no formal induction course/process, it is difficult to understand the institutional memory.

6. The participants, including the Vice Chancellor and the Registrar, confirmed that the University is self-sufficient w.r.t finances.

7. Most of the Directors play multiple roles and are mainly tied up with administrative work. At present, not much core academic work is happening at the University.

8. Some participants highlighted the integration of digital technologies using OEP in the university processes:

   (a) Some participants felt that not much is being done in terms of ICT integration at the University, particularly for academic activities.

   (b) In terms of staff's professional development, they stated that very few capacity building sessions on digital technology were conducted in the past. They felt more such sessions are necessary to strengthen understanding.

   (c) In terms of creating, adapting and publishing OER, the university has a well-equipped Educational Media Production Centre where the faculty has been creating video sessions for various topics. These videos are uploaded to YouTube on the official university account.

   (d) The university has purchased the Google Meet and Zoom licenses and uses the same for conducting webinars with Regional Directors and sometimes even Study Centers. However, there are no online sessions being conducted directly by the University for the students.

   (e) The university leverages the State Government's online platform "MPOnline" to manage courses and keep a track of course progress, subjects, examinations, study material etc. Any customizations required by the University is addressed by the mponline team.

9. The participants also spoke about the Self-learning Material (SLM) which is available on the website. The process to update/revise the SLMs has just been initiated.

10. The university is planning to start some online courses and is open to collaboration and receiving pedagogical and technological support for the same. However, this may not be an immediate need since the SLM development has just commenced.

11. The participants acknowledged the issue of staff shortage and mentioned that as the main reason for lack of academic activity including development/enhancement of SLMs and designing & offering of new courses.

12. There is no comprehensive orientation program/ module for newly appointed members so that it is available for posterity. That is making it difficult for new Directors to hit the ground running.

13. The participants highlighted the need to conduct capacity building programs on digital technology for the faculty members and requested support for the same.

14. The participants mentioned that although the University has good IT infrastructure, it is not being leveraged effectively – either for administrative purposes or for academic work. Most of the work is still paper based and being done manually.

The participants also mentioned that a lot of the planned projects by the university had been put on a hold in order to complete the NAAC accreditation process. The university will be completing these pending projects in the coming months.

4.3 Focus group discussions

The focus group discussions were conducted with members from the following departments:

- Library and Electronic Media Production and Research Centre
- Student Support Department
- Center for Internal Quality Assurance
- Academic Coordination
- Information Technology

The findings from these discussions are as follows:

1. All the participants agreed that capacity building programmes/ workshops/ seminars are needed to increase awareness amongst the faculty and staff on OER and OEP.

2. Sessions on digital literacy were also requested to familiarise the staff members with maintenance and basic troubleshooting for the resources at the university.

3. While creation of audio-visual resources by the faculty is ongoing, some faculty members have been more active and enthusiastic than others. The participants spoke about a reluctance to integrate ICT into administrative and academic work among staff members. Shortage of staff and existing workload were mentioned as possible reasons.

4. The *"MPOnline"* portal from the State Government is being leveraged to manage most of the course transaction related processes such as – managing student profiles, admissions, examinations, grievance redressal, tracking printed course material, etc. Hence, there is no data stored within the University and also not much analysis is being done.

5. The SLMs (Self-learning materials) available on the website for various courses offered require updation and the process has been initiated. Hence, this is the right time for the faculty members involved in the development of SLMs to participate in a capacity building program on OER/OEP and also digital technologies in general. The faculty also wish to make the

content more interesting by introducing a variety of images, graphics, hyperlinks and opportunities for discussion.

6. While most of the university staff is keen on following OEP, high workload resulting from shortage of staff and other administrative responsibilities have been a major challenge towards taking it up.

7. There is no dedicated focus at the university on OER implementation at present. The participants felt having an OER Coordinator to help facilitate creation of resources (among others) will definitely help.

8. The Center for Internal Quality Assurance (CIQA) is currently in the process of developing SOPs (Standard Operating Processes) for SLM creation. They intend include use of OER and implementation of OEP also as part of these SOPs. They said there is a need to conduct capacity building sessions on OER and sought help for the same.

9. The CIQA members also felt that it will be good to have an OER Repository for the University and said any support in making that happen will be welcome.

10. The "mponline" portal is being used for most of the technical needs – both administrative and academic. Students register grievances visa "CM Helpline" directly with the center or student corner.

11. Most of the technologies used for resource creation at the University are proprietary ones. Few open source software like Audacity (for audio creation) and Open Shot (for video) are being used. The technical team is keen to explore more Free and Open Source Software (FOSS) applications.

12. Some of the participants felt establishing 'e-learning centers' will be useful for the students. They also expressed interest in exploring 'blended learning' models to reach out to the students and sought help for the same.

4.4 Other observations from the field

The research visited the EMPRC Center and the IT Center (Computer lab & server room) to see and assess the IT infrastructure available.

The Electronic Media Production and Research Centre (EMPC) is a department that contributes to the university with regular resource creation through videos. At the EMPRC, the faculty record their sessions and the EMPRC team edits those videos. The technologies used include FOSS tools like Audacity and Open Shot. The videos are edited as-is and no specific checks on OERs / copyright licensing are done.

The University uses Windows Operating System in all the computers. Most of the computers have i5 or i7 processors with 4 GB RAM. Currently, the computer lab does not have any computers since all of them have been given to the departments. However, new computers are being procured for the Computer lab which should make the lab fully functional again in the next 1-2 months.

Discussion on the IT Infrastructure

The University has a RedHat server. However, it is not being used much at present since not much data analysis is happening in-house.

The university uses Google Meet and Zoom for webinars & video calls, mails for formal communication and whatsapp for group communication.

The University relies on mponline for most of its data needs. However, it also uses MS-SQL and MySQL for smaller requirements.

Certain spaces in the university are also undergoing renovation. The university has separate spaces for the Library, for EMPRC, for Computer Lab with ample space and resources. The university also contains 1 boardroom and 2 seminar halls which are well equipped.

The University has a library which is well stocked with more than 25000 books. However, since very few students come to the University in-person, these books are not being used much. There is an effort being made to make these available online through e-granthalaya.

The research team also visited one Study Center in Bhopal and interacted with the Students who had come there to write their examinations.

5. Data analysis

Open educational resources and open education practices are vital in open distance learning for an open university. They facilitate accessibility, customization, collaboration, quality enhancement, lifelong learning, and global impact, ultimately contributing to the mission of providing inclusive, high-quality education to learners worldwide. This report analyses the open educational practices at MPBOU under the following parameters:

1. **Accessibility**: The Self Learning Materials shared in the form of PDF and made available on the University website provides access at a significant scale. However, there is scope for further enhancing the process by creation of material that are bilingual, multilingual or using other dialects spoken in the state. Creation of resources in other formats (videos, audio files, podcasts, online discussion forums etc.) is also necessary to promote equal access to education for all, including marginalized communities, individuals with disabilities, and those in remote areas.

2. **Licensing and Copyright**: It is evident that awareness regarding licensing and copyright, specifically in relation to open licenses like Creative Commons is integral to the sustainability of the resource creation process. The level of awareness about OER/OEP among the faculty needs to be enhanced.

3. **Collaboration and Partnerships**: The university and its faculty have expressed an openness towards possible collaborations among stakeholders, including other educational institutions and organizations. There is a possibility of conducting a joint study with an organization/ institute on collating the feedback from the students and analyzing the same which will help in identifying areas for improvement. Such projects can help enhance the student experience and improve the GER at the university.

4. **OEP in Course Design and Transaction**:

    (a) Course design.

        i.   The study found that integration of OEP in the course design/ revision process at MPBOU needs to be focused on. Although video resources created by the faculty are available online, more strategies to integrate them with the course materials need to be explored.

        ii. The university management and faculty have already expressed a desire to create online courses as well as to create more interactive and inclusive SLMs. Therefore, a comprehensive outcomes-based capacity building programme that combines awareness of OEP and elements of online course design might be valuable here.

    (b) Course transaction.

        i.   Currently, not many online sessions are being conducted by the University. This is something that the faculty want to change and would need help/support transacting offering courses online.

ii. Additionally, many students, especially those with cognitive disabilities, can learn more effectively using computers. Multisensory information presented by computer programs is stimulating and can offer a way to teach students who have limited reading ability. Some participants expressed a desire to setup e-learning centers which could address this.

5. **Quality Assurance**:

The university has a dedicated department called *Centre for Internal Quality Assurance (CIQA)* for the review, evaluation, and continuous improvement of content, instructional design, and assessments. The team found that the SOPs are currently being prepared / enhanced for a host of academic processes. The QA team is quite familiar with the OER/OEP and are planning to integrate them into the SOPs.

6. **Technology Infrastructure**:

Although there were mentions of the technological infrastructure being insufficient and not being up to date, we understand technology infrastructure up-gradation, particularly procurement of new computers, is in progress. Thus, as of now, the study is unable to comment on this matter. A needs-assessment post the up-gradation may be necessary.

The technology team as well as some faculty members want to explore FOSS applications for resource creation. A capacity building program can be conducted on the relevant FOSS applications.

7. **Capacity Building**:

The need for capacity building among faculty, administrators and support staff was evident in the discussions with stakeholders. Participation of key stakeholders in the policy development and implementation process might impact adoption and integration of OEP in the university processes. The capacity building will need to happen at multiple levels and in parallel with creation of OER as well as course design, as technology is best learnt by doing.

The academic faculty members indicated a desire to design and offer new courses online. They want to explore the blended models for the course transaction. There is an opportunity to leverage an LMS like Moodle for course design and transaction. The faculty members will need capacity building on course design through Moodle and the IT staff will need to be trained on installation/configuration of Moodle.

8. **Assessment and Recognition**:

There still remains scope for recognizing the learning outcomes that can be achieved through OEP. Mechanisms for recognition of learning through OER and OEP can assist the quality assurance process and develop best practices.

6. Recommendations

The interactions with the Vice-chancellor, Directors, faculty, members of the administrative staff as well as the support staff helped identify several areas for strengthening OEP at the university. The graphic below provides an overview of the scope for collaboration between CEMCA and MPBOU.
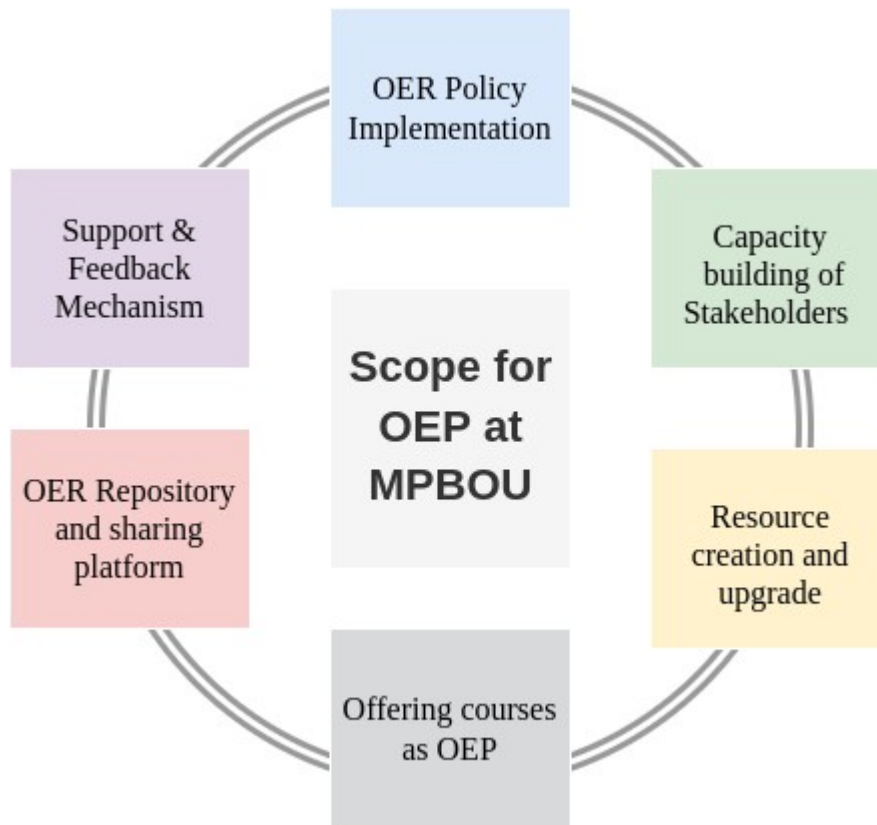
Scope for Collaboration between CEMCA and MPBOU

1. **Policy enhancement and implementation**
   CEMCA can continue providing their support in helping the university revise/enhance their OEP policy and ensure that it aligns its visions and goals. Involving key stakeholders in the policy revision/enhancement processes will be key in ensuring its integration into institutional practices.

2. **Resource Mapping and Inventory**
   Existing resources can be further assessed and potential areas for OEP integration can be identified, in collaboration with the university. Creating an inventory of available OERs, free and open-source software and multimedia resources can also help identify areas where OEPs can be integrated. Helping establish a centralized OER repository where staff can share, access, and collaborate on the development of OERs might also be helpful.

3. **Capacity building of faculty and staff members**
   Establishing a sustainable program for faculty development including workshops, webinars,

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seminars and mentoring opportunities might help strengthen the understanding and implementation of OEP. This can include:

(a) Conducting introductory workshops on OEPs, open licenses and the benefits of OERs can be the first step in facilitating their implementation. This can include highlighting the potential of ICTs, audio, video, multimedia, and online technologies in enhancing access to quality OER and learning materials.

(b) Organizing training sessions to familiarize staff and help them transition to free and open-source software (FOSS) alternatives, if any.

(c) Professional development focused on '*learning by doing*' i.e. integrating OERs into the technological, pedagogical and content aspects of designing and transacting distance learning or online courses.

(d) For faculty members in particular, the 'Technological Pedagogical Content Knowledge (TPCK) framework can also be covered. It focuses on technological knowledge (TK), pedagogical knowledge (PK), and content knowledge (CK) and offers a productive approach to many of the dilemmas that teachers face in integrating digital resources in teaching-learning processes.

(e) Providing mentorship opportunities, peer-to-peer learning, and creating online communities of practice which can help foster collaboration and knowledge sharing.

Although the traditional method of conducting capacity building workshops can be effective, online and blended courses (MOOC model), online resource repositories including stories, activities, assessments, common queries and FAQs, as well as building and strengthening professional learning communities are methodologies that can help provide existing faculty and new joinees with continuous support and the facilitation required to smoothen OEP implementation.

4. **Pilot projects**
Initiating small-scale pilot projects in select departments or programs can also be used to showcase the benefits of OEPs. Adequate support and resources can be provided to these pilot projects and their impact evaluated over time. Providing guidelines for licensing, attribution, and quality assurance can help ensure the repository maintains high-quality resources.

5. **Scaling up OEP Implementation**
Gradually scaling up the integration of OEPs to all departments and programs will be practical. Departments can be encouraged to develop their own strategies for OEP implementation, aligned with the university-wide policy. This will include adding online and blended programs into the institution's portfolio, for which an online LMS (such as Moodle) will be required.

6. **Community of Practice**
Creating a community of practice within the university will help bring together staff members interested in open education and encourage knowledge sharing, peer support, and

collaboration among community members to foster the development and adoption of OERs and OEPs.

The specific collaboration opportunities can be classified into two categories.

6.1 Immediate / Short-term

The following are the areas where CEMCA can collaborate with MPBOU in the immediate / short-term.

1. An orientation / awareness session on the OER/OEP for the faculty members. This will include accessing & curating OER. This can be identical to the one conducted by CEMCA in October 2021, but this time, it can be conducted onsite.

2. Capacity building program for the faculty members on integrating ICT and OER/OEP into their SLMs. The process of revising SLMs has just begun and hence this will be the right time to conduct this program.

3. Conduct an orientation program to the faculty members on various models – online, blended, MOOC etc… which will help to them to plan their upcoming courses accordingly.

6.2 Mid-term / Long-term

The following are the areas where CEMCA and MPBOU can collaborate in the mid/long term.

1. Capacity building program for the faculty to design and offer courses in blended model. This will include e-content development as well as conducting sessions for the students. An LMS like Moodle can be included as part of this program. The IT team needs to be trained on installing & configuring the Moodle system.

2. Capacity building program on exploring FOSS alternatives for content creation. This will be needed when the faculty members start designing new courses. The IT team and few technology-savvy faculty can be part of an intensive training program and can act as MRPs who can conduct similar sessions for other faculty members.

3. Capacity building program for the faculty on Technological Pedagogical Content Knowledge (TPCK) framework which will help them to effectively integrate the digital technologies and resources in the teaching-learning process.

4. Capacity building program to build and strengthen the 'Institutional Memory' through an LMS based induction program for the new faculty/staff. This can have relevant videos, frequently asked questions (FAQ) and can be designed as self-paced MOOC course.

5. Capacity building program for integrating technology more effectively in EMPRC, student support and CIQA functions. This will include measuring the effectiveness of the various initiatives through feedback and data analysis.

6. Help the University to create its own OER Repository consisting of the resources created in-house as well as the resources accessed from other sources, curated and/or customized. This can be linked to the University website so that the Students get one-point access.

7. Conclusion

The collaboration between CEMCA and the university, guided by the recommendations outlined in this report, can help pave the way for integration of open educational practices. By leveraging ICTs, audio, video, multimedia, and online technologies, the university can increase access to quality learning materials and create an environment that encourages collaboration, innovation, and lifelong learning. Implementing OEPs will position the open university at the forefront of open education initiatives, benefiting both the institution and its stakeholders. Continuous evaluation, feedback mechanisms, and adaptability are essential to ensure that the plan of action remains aligned with the university's evolving needs and goals.

8. Annexures

8.1 Annexure-1 : Direct Interactions

1. List of participants in the direct interactions:

   (a) Prof. Dr. Sanjay Tiwari - Vice-Chancellor, MPBOU

   (b) Prof. Dr. Anil Sharma - Registrar, MPBOU

   (c) Dr. Uttam Singh Chauhan – Director Academics, MPBOU

   (d) Dr. L P Jharia – Director Examinations, MPBOU

   (e) Dr Ratan Suryavanshi, Director Student Support, MPBOU

   (f) Dr Anita Kaushal – Director CIQA, MPBOU

   (g) Dr Kishor John – Director Library & EMPRC, MPBOU

   (h) Dr Sushil Kumar Dubey – Director IT & Evaluation, MPBOU

   (i) Dr Mangala Gowri – Asst Director Academics & CIQA, MPBOU

   (j) Dr Rajesh Saxena – Programmer IT, MPBOU

8.2 Annexure-2 : Study Tools and Plan

1. The tools prepared for the study can be found here.
2. The broad research plan for the study can be found here.