



EXTRACT

Minutes of the 23rd Meeting of the Academic Council held on 28th July, 2023

Item No.15 – Noting of e-content and Self Learning Material developed by faculty members of CDOE.

Dr. Prashant Sahai Saxena, CDOE briefed the members about the e-content developed by the in-house faculty members for the programmes being offered in Online Mode and ODL Mode.

He further briefed that the CIQA Director has reviewed and approved revised Self Learning Material developed by the in-house faculty members for programmes as given below and as mentioned in the agenda, being offered in Open and Distance Learning (ODL) Mode from the Academic Year 2023-24

1. BBA
2. BCA
3. M.Sc. (Mathematics)
4. MBA
5. MCA

The Members including Director-CIQA reviewed the SLM for accuracy, completeness, relevance to the syllabus and the quality of the writing and presentation. After discussion and deliberations, the members approved the offering of above programmes in ODL Mode and the Self Learning Material (SLM)

For Vivekananda Global University, Jaipur


Registrar
(Dr. Praveen Choudhry)
Registrar

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VIVEKANANDA GLOBAL UNIVERSITY, JAIPUR

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UNIVERSITY

Date: 27-07-2023

Review Report of Self Learning Materials (SLM) for CDOE programmes

In pursuance of the ongoing commitment to ensuring the highest quality of Self Learning Materials (SLM) used in ODL programmes namely BBA, BCA, MCA, MBA and M.Sc. (Mathematics) proposed to be offered by CDOE-VGU, the Centre for Internal Quality Assurance (CIQA) established a dedicated review committee to conduct a comprehensive evaluation. We are pleased to announce that the review has been successfully completed, and we are proud to share the outcome with the members of academic council.

The committee was entrusted with the responsibility of reviewing the SLM for accuracy, completeness, and relevance to the syllabus, assessing the quality of writing and presentation, identifying areas for improvement, and making recommendations to enhance the quality of the SLM.

Director-CIQA pleased to inform you that the Review Committee has diligently carried out this task and has submitted their comprehensive report. The report reflects the hard work, dedication, and commitment of the committee members in ensuring the quality of our self-learning materials.

Director - CIQA, has approved the SLMs after careful consideration of the committee's input. The approval signifies that the SLMs meet the rigorous quality standards set by the CIQA for the benefit of our learners.

Dr. Devendra Kumar Doda
Director-CIQA



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VGU/2023-24/CIQA/0030A

Date: 03-07-2023

Office Order

Review Committee for Self-Learning Material (SLM) of CDOE

In order to ensure the quality of the Self Learning Material (SLM) used in CDOE-VGU, the Centre for Internal Quality Assurance (CIQA) has decided to conduct a comprehensive review of all SLM. The review will be conducted by a committee consisting of the following members:

- Prof. Vijay Vir Singh, President, Chairperson
- Prof. (Dr.) Baldev Singh, Director, CDOE, Member
- Mr. Sandeep Jain, CIQA-Coordinator, Member
- Dr. Monu Bhargava, Faculty of Management, Member
- Dr. Surendra Kumar Yadav, Faculty of Computer science & applications, Member
- Dr. Mridula Purohit, Faculty of Basic & applied Science, Member

The review committee will be responsible for the following tasks:

- Review the SLM for accuracy, completeness, and relevance to the syllabus.
- Assess the quality of the writing and presentation of the SLM.
- Identify any areas where the SLM can be improved.
- Make recommendations for improving the quality of the SLM.

The review committee will submit its report to the CIQA Director within one month of the date of this order. All departments are requested to cooperate with the review committee and to provide them with all the necessary assistance.

Dr. Devendra Kumar Daga

Director, CIQA



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Self Learning Materials Development Policy



Vivekananda Global University
Jaipur (Rajasthan)

For Vivekananda Global University, Jaipur

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Self -Learning Materials Policy

I. PURPOSE

The purpose of formulating policies for self-learning materials is to establish a framework for developing self-learning materials tailored to the needs of learners enrolling in Vivekananda Global University's ODL Mode Programs. The guidelines have been formulated to ensure the quality and effectiveness of Self Learning Materials (SLMs) in accordance with the UGC-DEB Regulation-2020 Annexure-VII.

II. OBJECTIVES

The primary objectives of the self-learning materials policy are as follows:

- (i) To meet the expectations of individuals residing within the geographical areas under Vivekananda Global University's jurisdiction.
- (ii) To facilitate ongoing development of self-learning materials in line with evolving knowledge trends.
- (iii) To provide a standardized format for subjects, ensuring maximum accessibility for learners.

III. COVERAGE

Vivekananda Global University's self-learning materials encompass concise yet comprehensive coverage of all subjects offered by the university across undergraduate, postgraduate and PhD levels. This includes regular courses, self-financing courses, and private education courses.

IV. EXPLANATION TO SELF LEARNING MATERIAL

Self-Learning Materials (SLM) possess inherent characteristics such as being self-explanatory, self-contained, self-directed, self-motivating, and self-evaluating. The development of these SLMs involves a meticulous planning process, often beginning with a learning needs assessment that considers learner backgrounds, experiences, and readiness. The adaptable nature of self-learning materials allows for revisions based on hidden talents or potential.

V. ESSENTIALS FOLLOWED TO DESIGN SELF-LEARNING MATERIALS

Self-learning materials are designed with specific characteristics that mimic the functions of an effective teacher. They serve as guides, motivators, explanations, discussion facilitators, question posers, progress assessors, remedial measure suggests, and advisors to learners. The following characteristics ensure the effectiveness of self-learning materials while fostering a sense of interaction with an invisible teacher:

Self-Contained

Efforts are made to ensure that the content is self-sufficient, eliminating the need for learners to seek additional sources or external guidance, including a teacher. The content within each unit is meticulously detailed, avoiding redundancy and presenting only essential information. This approach ensures that learners have access to all necessary information while avoiding superfluous or redundant details.

Self-Explanatory

Self-learning materials are presented in a manner that allows learners to comprehend the material with minimal external support. Concepts are explained comprehensively, making them accessible to the majority of learners. The content is both self-explanatory and conceptually clear, achieved through a careful analysis and logical presentation tailored to the mental and linguistic backgrounds of the target audience. While some learners may require additional support and guidance, the materials aim to make independent learning feasible.

Self-Directed

Self-learning materials provide essential guidance, hints, and suggestions at each stage of the learning process. They are designed to facilitate learning through easy-to-follow explanations, sequential development, illustrations, and interactive learning activities. In this way, they fulfill the role of a teacher, guiding, instructing, moderating, and regulating the learning process as if it were occurring in a classroom setting.

Self-Motivating

In distance education, learners spend a significant portion of their study time away from the physical campus. Therefore, study materials, much like a classroom teacher, should be highly motivating. Self-learning materials aim to stimulate curiosity, present challenges, relate knowledge to real-life situations, and make the learning experience meaningful. They provide reinforcement and feedback at every learning stage to keep learners engaged and motivated.

Self-Evaluating

Learners in distance education often remain physically separated from their educational institutions and teachers. To ensure optimal learning, self-learning materials include provisions for feedback. Learners need to assess whether they are on the right track. Self-evaluation tools, such as self-check questions, exercises, and activities, offer learners valuable feedback about their progress. These tools not only reinforce learning but also inspire motivation for self-directed learning. Course writers incorporate built-in evaluation systems by including an appropriate number of self-check exercises, activities, and questions within the course units.

Self-Learning

Self-instructional materials are rooted in the principles of self-learning. Each unit not only provides information but also serves as a study guide, offering directions, hints, and references to facilitate independent learning. The content is structured to be comprehensible, supported by simple explanations, examples, illustrations, and interactive activities. In essence, self-learning materials are designed to empower learners to undertake independent learning, with occasional assistance available

from external sources, including teachers when needed.

VI. PLANNING PROCESS FOR DEVELOPMENT OF SELF LEARNING MATERIAL

Step-1: Learners' need assessment

Step-2: Division and classification of tasks

Step-3: Analyzing the tasks with relevant personnel

Step-4: Assigning the task(s) according to mutual understanding.

Step-5: Preparation and submission of assignment

Step-6: Assessment of self- learning materials by CIQA and expert committee made by the University and decision for preparation of final self-learning materials is taken by the authority

Step-7: Feed-back and revision

EXPLANATION OF STEPS

Learners' need assessment


Learners' assessment is done by considered level of literacy language proficiency, age group, information communication technology skills, aim of study, personal background and home situation, prior knowledge, prior skills, learning situations, etc.

Division and classification of tasks

All the tasks relating to development of self-learning materials are segregated on the basis of similarities and then are classified according to level of efforts required to make the materials with respect to the level of courses and forms of education.

Analyzing the tasks with relevant personnel

The classified tasks are analysed by internal experts and sometimes the suggestions of external experts are taken like the industry practitioners, research consultants, and professionals. By this way the skeleton / structure of the self-learning materials for the concerned subjects are defined keeping in view the levels of courses and forms of educations offered by Vivekananda Global university.

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Assigning the task(s) according to mutual understanding.

After obtaining the output of analyses in the form of structure or skeleton of the self-learning materials, the relevant faculty members are identified. They are briefed by the CIQA of the university and by the board of studies of the concerned subjects for preparation of the self-learning material.

Preparation and submission of assignment

All three sources of information are used to prepare the self-learning materials like primary sources, secondary sources, and tertiary sources. Primary sources include the first-hand knowledge (by his/her own analytical capabilities) of faculty member(s), who is/are preparing the self-learning material. Secondary sources include the references to the books, journals, magazines, and the like. Tertiary sources include the logical analyses made by the consultants or experts of the industry. Time to time the CIQA of the university is guiding or making follow-up of the material preparation till submission.

Assessment of self-learning materials by CIQA of the University and decision for preparation of final self-learning materials is taken by the authority

After submission of the self-learning materials, the CIQA has the important role to play for the finalization of the materials. With subject experts, the CIQA is making a review of the self-learning materials. If any changes or modifications are required, the faculty member, who is/are in the responsibility of the preparing the materials are asked to do so within a time frame. Finally, the full-fledged self-learning materials of the specified subjects are printed.

Feed-back and revision


Continuously the feed-backs are taken from the learners and from course instructors in some cases. These feed-backs are analysed by the committee of experts under the supervision of CIQA of the university, so that either the plan will be modified or the structure of the self-learning materials will be modified or the content presentation will be modified for the subsequent academic years.

VII. PRINCIPLES TO BE FOLLOWED TO PREPARE AND EXECUTE THE SELF LEARNING MATERIALS

In addition to the fundamental properties of self-learning materials, the preparation and execution adhere to the following principles-

- (i) SLM content should be engaging and maintaining learner attention
- (ii) Incorporating previously acquired knowledge
- (iii) Providing guidance and hints for independent learning
- (iv) Facilitating feedback from learners and instructors

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- (v) Establishing appropriate conditions for learning
- (vi) Encouraging curiosity through relevant questions
- (vii) Structured assessment questions/assignments
- (viii) Inclusion of nonverbal aids (e.g., pictures, maps)
- (ix) Use of glossaries for better comprehension
- (x) Summing up at the end of each unit and the material
- (xi) Creating a virtual teacher-student interaction
- (xii) Using simple and clear language, avoiding unnecessary jargon

