

Agenda Item Approved By Academic Council through Circulation

Approval for offering of programmes under Centre for Distance and Online Education (CDOE) in Open and Distance Learning (ODL) and Online Mode from Academic Year 2026-27 onwards.

The Academic Council not being in session, the above agenda item was circulated to the members for approval on 19.01.2026.

The members approved the proposal of offering 7 UG & 3 PG programs in ODL Mode and 1 PG program in Online Mode by the Centre for Distance and Online Education (CDOE) in a phased manner from the Academic Session 2026–27 onwards as per details given below:

- **(ODL Mode)**
 1. B.Sc. (Combination of three subjects)
 2. B.Com.
 3. B.A. (Combination of three subjects)
 4. BAJMC
 5. B.Com (International Finance)
 6. B. Com (Management Accounting)
 7. B.Com (Banking & Finance)
 8. MAJMC
 9. M.A. (English)
 10. M.A. (International Relations)
- **(Online Mode)**
 1. M.A. (International Relations)

Members of the Academic Council considered the draft Syllabi, Programme Project Reports (PPRs) and Self Learning Materials (SLMs) of the above-mentioned programmes, enclosed with the agenda item, and authorised the President to approve.

As requested, members also authorized the Director, CDOE and Director, CIQA to undertake necessary steps for submission, approval, and phased launching of the programmes from the Academic Session 2026–27 onwards, as applicable.



For Vivekananda Global University, Jaipur


Registrar

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VGU/2025-26/CIQA/ 0181A

Date: 17-10-2025

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 SLM. The review will be conducted by a committee consisting of the following members:

Statutory Members

1. Prof. N.D. Mathur, President, Chairperson
2. Dr. Arvind Kumar Singh, Director, CDOE, Member
3. Dr. S. V. H. Nagendra, CIQA-Coordinator, Member

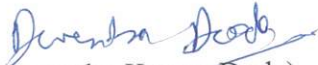
Expert Members

S. No.	Faculty	Internal Expert(s)	External Expert
1	International Trade and Commerce	Dr. Kunal Vijay Dr. Poonam Shekhawat	Dr Reema Sharma Asso. Professor, JIT Noida
2	Humanities & Social Science	Dr. Manisha Yadav Dr. Bhoomika Badlani	Dr. Shilpika Tewari, Asso. Professor, Poddar College, Jaipur
3	Basic & Applied Science	Dr. Sushila Dr. Muhammad Mubashshir	Dr. Sumil Joshi Professor, MUJ, Jaipur
4	Journalism and Mass Communication	Dr. Harsh Tomar Dr. Rama Choudhary	Dr. Kadambari Asst. Professor, MUJ, Jaipur

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 office within two months 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 Doda)
Director, CIQA

Copy to: President/ CEO/ Director-FOM/ Director-CDOE/Director-FOITC/ Director-FOHS/ Director-FOJMC/ Director-FOBA/Registrar/ All Deans & Associate Deans/All HODs/Office File

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Date: 25-12-2025


SLM Review Report of ODL mode Programme

The Review Committee constituted vide Office Order No. VGU/2025-26/CIQA/ dated 17-10-2025 conducted a comprehensive review of the Self-Learning Material (SLM) developed for the programmes namely **B.Sc. (Combination of Physics, Chemistry, Mathematics, Information Technology, Botany and Zoology), B.Com., B.A. (Combination of three subjects), and M.A. (Journalism and Mass Communication)** being offered under CDOE, Vivekananda Global University, Jaipur.

The Committee reviewed the SLM in light of the quality parameters prescribed under the **UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020**, with specific reference to learner-centricity, instructional design, curriculum relevance, academic quality, and self-learning orientation. The Committee observed that the SLM broadly covers the prescribed syllabus and reflects satisfactory academic effort by the concerned departments. However, certain discrepancies were identified which require revision and further strengthening for ensuring full compliance with UGC-DEB norms.

The Committee observed that several units require improvement in terms of uniform instructional design, inclusion of learning objectives, self-assessment questions, summaries, updated references, and learner support features. In some courses, contemporary developments, case studies, practical exposure, ICT integration, and outcome-based mapping need further enhancement. Minor issues related to formatting, language editing, citation style, and academic referencing were also noticed.

In view of the above observations, the Committee recommends that the concerned departments revise and update the SLM incorporating all observations and recommendations made by the subject experts. The revised SLM may thereafter be resubmitted to the CIQA for further review and approval so as to ensure adherence to the standards and quality benchmarks prescribed under the UGC (ODL and Online Programmes) Regulations, 2020.


(Dr. Devendra Kumar Doda)
Director, CIQA

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VGU/2025-26/CIQA/0238

Date:15-04-2026

Final Approval Report for Self-Learning Material (SLM)

Based on the recommendations of the Review Committee constituted vide Office Order No. **VGU/2025-26/CIQA/** dated 17-10-2025, the revised Self-Learning Material (SLM) submitted by the concerned departments under the Centre for Distance and Online Education (CDOE) has been reviewed and examined in accordance with the quality parameters and guidelines prescribed under the **UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020**.

The revised SLM pertaining to the following programmes has been scrutinized:

1. B.Sc. (Combination of Physics, Chemistry, Mathematics, Information Technology, Botany and Zoology)
2. B.Com.
3. B.A. (Combination of three subjects)
4. M.A. (Journalism and Mass Communication)


The Committee had earlier observed certain deficiencies related to instructional design, learner-centric features, academic referencing, formatting uniformity, practical orientation, and ICT integration. The concerned departments have subsequently incorporated the suggestions and corrective measures recommended by the Committee and resubmitted the revised SLM for consideration.

Upon review of the revised documents, it is observed that the SLM has been suitably improved with respect to:

- inclusion of learning objectives and self-assessment components
- updation of content and references
- enhancement of learner support features and instructional design
- incorporation of practical and application-based content and
- standardization of formatting and academic presentation.

The CIQA is satisfied that the revised Self-Learning Material substantially complies with the standards and quality benchmarks prescribed under the **UGC (ODL and Online Programmes) Regulations, 2020** and is appropriate for use in Open and Distance Learning mode.

Accordingly, the Self-Learning Material (SLM) for the above-mentioned programmes is hereby **approved** for academic use under CDOE, Vivekananda Global University, Jaipur, subject to periodic revision and updation as per UGC norms and emerging academic requirements.


(Dr. Devendra Kumar Doda)
Director, CIQA

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Self Learning Materials Development Policy



Vivekananda Global University
Jaipur (Rajasthan)

For Vivekananda Global University, Jaipur

Registrar

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.

For Vivekananda Global University, Jaipur

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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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