D–CODE CSJMU

Quality Assurance Guidelines of Learning Material in Multiple Media & Curriculum and Pedagogy (2024)

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About the University

Chhatrapati Shahu Ji Maharaj University Kanpur, a premier landmark of higher education in Uttar Pradesh is named after the great social reformer Chhatrapati Shahu Maharaj also known as Rajarshi Shahu. It is a well-established and respected educational community where students of all backgrounds study and work together in a congenial and encouraging academic atmosphere. The university is geared to provide maximum scholastic benefit to each individual student and nurture them to achieve their full potential and evolve as a responsible global citizen Shahuji Maharaj was the first Maharaja of the princely state of Kolhapur. Greatly influenced by the contributions of social reformer Jyotiba Phule and the Satya Sodhak Samaj movement, Shahu Maharaj was an ideal leader and able ruler who was associated with many progressive and path breaking activities during his rule. He was born Yeshwantrao in the Ghatge family in Kagal village of the Kolhapur district as Yeshwantrao Ghatge to Jaisingrao and Radhabai in June 26, 1874. From his coronation in 1894 till his demise in 1922, he worked tirelessly for the cause of the lower caste subjects in his state. Primary education was made free to all regardless of caste and creed. He introduced a number of educational programs to promote education among his subjects. He established hostels separately for different ethnicities and religions and introduced several scholarships for meritorious students. He established Vedic Schools that enabled students from all castes and classes to learn the scriptures and propagate Sanskrit education among all. He also started special schools for the village heads or 'Patils' to make them into better administrators. Shahu Maharaj

issued orders to open schools and hostels for backward castes, which was a unique initiative to educate those who were traditionally neglected for centuries. He exhorted that "It is necessary to end casteism. It is a crime to support caste. Caste is the biggest obstacle in the progress of our society. Caste-based organizations have vested interests. Certainly, such organizations should use their power to end caste system, instead of strengthening them". He established schools to educate the women, and introduced a law banning the Devadsi Pratha, the practice of offering girls to God, which essentially led to exploitation of the girls. He legalised widow remarriages in 1917 and made efforts towards stopping child marriages.

He introduced a number of projects that enabled his subjects to self-sustain in their chosen professions. The Shahu Chhatrapati Spinning and Weaving Mill, dedicated market places, establishment of co-operative societies for farmers were introduced by the Chhatrapati to alleviate his subjects from middle men in trading. He made credits available to farmers looking to buy equipment to modernise agricultural practices and even established the King Edward Agricultural Institute to teach the farmers to increase crop yield and related technologies. He initiated the Radhanagari Dam on February 18, 1907 and the project was completed in 1935. The dam stands testament to Chhatrapati Shahu's vision towards the welfare of his subjects and made Kolhapur self-sufficient in water.

He was a great patron of art and culture and encouraged artists from music and fine arts. He supported writers and researchers in their endeavours. He installed gymnasiums and wrestling pitches and highlighted the importance of health consciousness among the youth.

His seminal contribution in social, political, educational, agricultural and cultural spheres earned him the title of Rajarshi, which was bestowed upon him by the Kurmi warrior community of Kanpur. The great social reformer Chhatrapati Shahuji Maharaj died on May 6, 1922.

Quality Assurance Guidelines of Learning Material in Multiple Media & Curriculum and Pedagogy

Basics of the Outline

The Dronacharya-Centre for Online and Distance Education (D-CODE), CSJMU Kanpur has created Quality assurance guidelines for learning materials across multiple media and curriculum and pedagogy in alignment with the **University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020**. These guidelines typically encompass several key areas to ensure effectiveness, accuracy, and engagement. Here's an outline of such guidelines:

Alignment with Curriculum Objectives: Learning materials should be aligned with the stated curriculum objectives and learning outcomes. This ensures that the content addresses the intended educational goals and supports the broader curriculum.

Accuracy and Reliability: Information presented in the learning materials should be accurate, up-to-date, and reliable. Content should be fact-checked and reviewed by subject matter experts to minimize errors and misinformation.

Accessibility and Inclusivity: Learning materials should be accessible to all learners, including those with disabilities or diverse learning needs. This involves considerations such as providing alternative formats (e.g., audio, braille), ensuring compatibility with assistive technologies, and designing content with universal design principles.

Engagement and Interactivity: To enhance learning experiences, materials should be engaging and interactive. This may involve incorporating multimedia elements (e.g., videos, animations), interactive quizzes or activities, and opportunities for learner collaboration and exploration.

Pedagogical Soundness: Learning materials should be grounded in sound pedagogical principles. They should facilitate active learning, critical thinking, and meaningful engagement with the content. Instructional strategies should be varied to accommodate different learning styles and preferences.

Cultural Relevance and Sensitivity: Learning materials should reflect cultural diversity and sensitivity to the backgrounds and experiences of learners. Avoiding stereotypes and biases, and including diverse perspectives can enhance the relevance and authenticity of the content.

Usability and Navigation: Materials should be user-friendly and easy to navigate. Clear organization, intuitive interfaces, and consistent formatting contribute to a positive user experience and facilitate effective learning.

Feedback and Assessment: Learning materials should provide opportunities for formative feedback and assessment to support learner progress and mastery of content. This may include embedded quizzes, self-assessment activities, or prompts for reflection.

Continuous Improvement: Establish mechanisms for ongoing evaluation and improvement of learning materials. Feedback from learners and educators, as well as data on learning outcomes, can

inform revisions and updates to ensure continuous quality improvement.

Legal and Ethical Considerations: Ensure learning materials comply with copyright laws and ethical guidelines. Properly attribute sources, obtain necessary permissions for copyrighted materials and adhere to ethical content creation and distribution standards.

The content developers and educators can create high-quality learning materials that effectively support teaching and learning across diverse contexts and modalities.

The Categories

The D-CODE categorizes learning materials into two categories to maintain quality standards in its learning material in multiple media & curricula and pedagogy in alignment with the **University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020,** as follows -

Figure No - 1

D-CODE Categories for ODL Material, Curriculum & Pedagogy
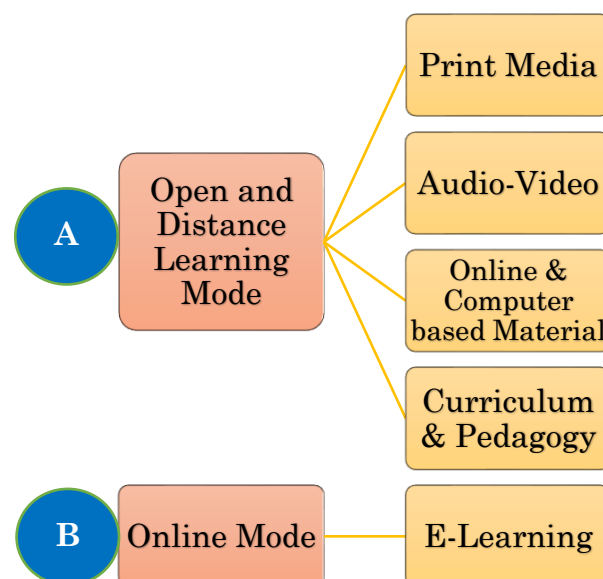
Refer to *Figure no- 1, Category A; is related to Print Media, Audio-Video & Online Computer-based material, and Curriculum & Pedagogy for Open and Distance Learning Mode.* The detailed description of the components included in Category A, with their Quality Standards as follows –

Category A: **Open and Distance Learning Mode**

Component I: **Print Media-Learning Materials (PMLM)**

The D-CODE has adopted the Quality Standards for Print Media-Learning Materials (PMLM) as per the **University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020,** as follows –

1. Learning Materials through print-media is termed as Self Learning Materials (SLM), being developed with the approach of self-explanatory, self-contained, self-directed, self-motivating, and self-evaluating.
2. The Self Learning Material shall be self-contained providing a complete course description comprising an overview of units along with objectives, activities, assignments, and additional resources.
3. There shall be a description of the credit value of each module or unit in the course.
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 engaging the learner in active learning.

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 the content.

    iii. The content of Self Learning Material shall be presented in an interactive, conversational format with dialogue and a personal system of writing method which will create the nature of interactivity in Self Learning Materials.

    iv. The Self Learning Material shall involve the learner actively through various experience-based activities and assignments.

    v. The learner should get clear information about the structure of the programme and course.

vi. There shall be a detailed concept/learning map in Self Learning Material for the learner so that he or she will be self-directed for completion of his or her studies with clearly stated learning outcomes.

vii. The Self Learning Material shall encourage learners to apply new knowledge and skills.

viii. The content of a course should be divided into a few Blocks on major related themes, each block containing a few Units on a major theme for effective learning.

ix. 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. A unit structure, Introduction, and expected learning outcomes and reference to prior learning at the beginning of the unit and Summary at it send;

   d. Presentation of content in appropriate sequence in sections and sub-sections synchronized with learning objectives and outcomes, containing plenty of examples including national or international case studies, wherever relevant;

   e. Explanation of icons, symbols, formulas 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).

Category A: **Open and Distance Learning Mode**

Component II: **Audio-Video Materials (AVM)**

The following is a list of Quality Standards for keeping in mind while preparation of Audio-Video Materials (AVM) under *Category A;* as per the **University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.**

1. The audio-video material shall supplement and complement the Self Learning Material based on the curriculum structure.

2. There shall be adequate consideration of learners' prior knowledge, skills, and attitudes.

3. The level and style of presentation and language shall be simple and appropriate to aid in self-learning.

4. There shall be clear information on types of support material and study activities to be used by the learner.

5. It shall be clear and unambiguous, also preferably free from pedagogic jargon.

6. The aim, objective and target audience for the audio or video material shall be clearly defined and it shall conform to the learning outcomes.

7. There shall be clear guidelines with regard to the use of the audio or video material vis-a-vis other content of the course.

8. Audio or video material shall be developed in forms and formats that will be easily accessible by the learners and compatible with web-based delivery.

9. Audio or video material shall provide continuity and coherence within and between audio or video-based study sessions.

10. The content needs to be interactive with appropriate use of graphics, animations simulation, etc. to keep the learners engaged.

Category A: **Open and Distance Learning Mode**

Component III: **Online and Computer-based Materials (OCM)**

The following is a list of Quality Standards for Online and Computer-based Materials (OCM) under **Category A; as per the University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020,** as follows –

1. The digital content should not be merely scanned files of the Self Learning Material. If content is scanned it should be made available in an accessible format such as Word Processing, Portable Document Format, or E-Pub format.

2. The file size should not be very heavy so that the learners are easily able to access and download the content.

3. The course content in digital format shall be easy to navigate and searchable through metadata.

4. The digital content needs to be Unicode compliant so that font issues are not faced by the learners, especially in the case of Indian languages.

5. Digital content should be accessible to all with special attention to the needs of the learners with disabilities.

6. The digital content shall be available across platforms and devices Since the learners may not have access to an unlimited Internet data plan, the audio-video material should be made available through a streaming server instead of file uploaded as such on the server.

7. The compression of the digital files needs to be optimized so that the quality is not compromised and content is easily accessible.

8. For digital content, the appropriate required players need to be easily available or made available.

Category A: **Open and Distance Learning Mode**

Component IV: **Curriculum & Pedagogy (CP)**

The following is a list of Quality Standards for Curriculum & Pedagogy (CP) under Category A; as per the University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020, as follows –

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1. The curriculum objectives shall be consistent with the mission of

2. the CSJM, University, Kanpur UP.

3. While designing the curriculum, the CSJM, University, Kanpur UP has taken into consideration the UGC's Model Curriculum and the Learning Outcome-based Curriculum Framework.

4. There is a linkage of the curriculum to previous and subsequent stages of learning.

5. The instructional methods or pedagogy and the media mix shall be spelled out.

6. A comprehensive methodology for assessment and evaluation is clearly stated.

7. The content is reliable and justifies the learning outcome(s).

8. Intended outcomes of learning are properly explained, benchmarked to identical various stages of learning.

Category B: **Online Mode**

Component I: **E-Learning Materials (ELM)**

The following is a list of Quality Standards for E-Learning Materials (ELM) under Category B; as per the University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020, as follows –

Quadrant-I (e-Tutorial of 20 hours): It contains topic-wise Video and Audio Content, Animation, Simulations, video demonstrations, etc, along with the transcription of the video of the complete syllabus of all courses.

Quadrant-II (e-Content of 20 hours): It contains, self-instructional material (digital Self Learning Material), e-Books, illustrations, case studies, presentations, etc, and also contains Web resources, Anecdotal information, Global resources, Historical development of the subject, Articles, etc. A student can access e-Tutorials; e-Content etc. on the Learning Management System (LMS) immediately at the beginning of the semester.

Quadrant-III (Live Classes of 12 hours and Discussion forum of 24 hours) for students to raise questions before the subject matter expert to clarify their doubts as well as to share their views on a particular topic from a course taken up by the subject matter expert for discussion. Topics are related to the current news; case studies etc.

For every 250 learners enrolled in a course one Mentor is there to help the students.

Quadrant-IV (Assessment of 44 hours): This contains; Problems and Solutions, in the form of internal assessments and End semester examinations constituting any one or all of these viz. Multiple-choice questions, Fill in the blanks, Matching Questions, Short Answer Questions, Long Answer Questions, Quizzes, etc.

Norms for offering Degree programs through Open and Distance Learning mode and/or Online mode, based on credit system

S. No.	Level of the Programme	Duration of the program	Credits
1.	Bachelor 's Degree, Bachelor 's Degree (Honours)	As per UGC Notification on Specification of Degree, 2014	As per UGC guidelines
2.	Master 's Degree	As per UGC Notification on Specification of Degree, 2014	As per UGC guidelines
3.	Post Graduate Diploma	2 years	80

Norms for Delivery of Courses through Open & Distance Mode

Sl. No.	Credit Value of the course	Size of SLMs Range (in terms of units, to be divided into blocks)	No. of Assignments	Practical Sessions	No. of Counselling Sessions Theory (10 percent of total study Hours)	Study hours of Learner
1.	2 Credits	6-10 units	1	60 hours	6 hours	60 hours
2.	4 credits	14-20 units	2	120 hours	12 hours	120 hours
3.	6 credits	20-28 units	3	180 hours	18 hours	180 hours
4.	8 credits	30-34 units	4	240 hours	24 hours	240 hours

Norms for Delivery of Courses in Online Mode

Sl. No.	Credit value of the course	No. of Weeks	No. of Interactive Sessions		Hours of Study Material		Self-study hours including Assessments etc.	Total Hours of Study (based on 30 hours per credit)
			Synchronous Online Counselling/ Webinars/ Interactive Live Lectures (1 hour per week)	Discussion Forum/ asynchronous Mentoring (2 hours per week)	e-Tutorial in hours	e-Content hours		
1.	2 credits	6 weeks	6 hours	12 hours	10	10	22	60
2.	4 credits	12 weeks	12 hours	24 hours	20	20	44	120
3.	6 credits	14 weeks	14 hours	28 hours	30	30	66	180
4.	8 Credits	16 weeks	16 hours	32 hours	40	40	88	240