

## Charter of the Student Learning Material (SLM) Review Advisory Committee

### A. Purpose:

The purpose of the Student Learning Material (SLM) Review Advisory Committee is to ensure the quality, relevance, and accuracy of Student Learning Materials (SLM) used within the educational institution. The committee will review Student Learning Material (SLM) proposed for use in online programmes of NCDOE to ensure they meet educational standards as set by the UGC and are aligned with current industry trends, and reflect diverse perspectives.

### B Scope:

The committee will review Student Learning Materials (SLM) used across various courses and sign off within the department of NCDOE. Reviews will include assessment of content accuracy, pedagogical effectiveness, inclusivity, and compliance with the UGC guidelines.

### C Responsibilities:

1. Review Submissions: Evaluate Student Learning Materials (SLM) submitted by teachers, and reviewers.
2. Assessment Criteria Development: Develop and update criteria for Student Learning Materials (SLM) evaluation, ensuring alignment with programme goals and standards.
3. Recommendations: Provide recommendations for Student Learning Materials' (SLM) adoption, rejection, or revision.
4. Reporting: Prepare reports summarizing evaluations and decisions regarding Student Learning Materials' (SLM) use.
5. Stakeholder Engagement: Collaborate with educators, students, and other stakeholders like industry and auditors, to gather feedback on Student Learning Material (SLM) usage and effectiveness.
6. Policy Development: Assist in the creation of policies related to Student Learning Materials (SLM) selection and procurement.

### D Membership:

1. Composition: The committee shall consist of faculty members from diverse disciplines, educational administrators, subject matter experts, and, where appropriate, student representatives.
2. Term: Members shall serve for a term of two years, which may be renewed.
3. Chairperson: The chairperson will be elected by committee members and will serve a term of one year.
4. Meetings: The committee will meet at least quarterly, or more frequently as needed

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**E. Procedures:**

1. Submission Process: Guidelines for submitting Student Learning Materials (SLM) for review will be communicated to all SLM authors ( faculty) and reviewers.
2. Review Process: The committee will use a standardized procedure to evaluate Student Learning Material (SLM) s based on the established criteria. The annexure has the review guidelines.
3. Decision Making: Decisions will be made by consensus or majority vote if consensus cannot be reached.
4. Documentation: All decisions and rationale will be documented and made available to relevant stakeholders.

**F. Amendments:**

This charter may be amended by a two-thirds vote of the committee members present at any scheduled meeting, provided that all members were notified of the proposed amendment at least 30 days prior to the meeting.

**G. Approval:**

This charter is hereby approved and adopted by the CEO of the NCDOE on 30 June 2024, and will remain in effect until modified or rescinded.

Annexure

**NCDOE Guidelines For Course Writers**

Online Learner-centric

As a course writer, it's crucial to consider the target audience, understanding their characteristics and needs to tailor your content effectively. This information will typically be conveyed in a meeting specifically for course writers. If you haven't had the opportunity to attend such meetings, you'll need to leverage your expertise to deduce insights about the target group. Reflecting on the learners' perspectives will inject vitality and dynamism into your writing.

<b>Online learners in NCDOE could be:</b>	<b>So, the learning material must:</b>
Poor in understanding complex English	Make sure the materials are in a language they understand easily or use simpler language.
Have a lot of experience in the subject	Include many activities and examples that relate to their past experiences.
Busy and don't have much time for studying	Focus on essential knowledge and skills in the lessons, covering what they must know and do, rather than what would be nice to know.
Getting back to studying after not doing it for 5-10 years	Provide clear guidance in the study materials to help them feel more confident.

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## Difference between Self-Learning Materials (SLMs) and Textbooks

<b>Textbooks</b>	<b>Self-Learning Materials</b>
Written for broader audience	Tailored for a particular audience
More focused on teachers and the subject	Completely focused on the learner
Learning objectives are sometimes left out	Always includes clear structure and objectives to aid learners
Learners require assistance to understand the material	Learners grasp the content independently without additional help
Self-assessment questions are not included in the main text	Self-assessment questions are included in all self-learning materials
Formal and impersonal language is used	Uses informal, straightforward, and relatable language

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## **Characteristics of Self-Learning Materials (SLMs)**

**Self-explanatory:** The learning material is made easy to understand so that students studying from a distance can learn independently. They shouldn't need help from anyone else to grasp the concepts.

**Self-contained:** The material covers everything students need to know about the topic. They shouldn't have to look for extra resources to understand it or to prepare for exams. It's important for program planners and course writers to make sure of this. Otherwise, students might struggle to find the information they need.

**Self-directed:** Self-learning materials should act like a teacher, guiding students through the learning process. They should explain things clearly, provide examples, and suggest activities to help students learn on their own.

**Self-motivating:** Since students and teachers are far apart in distance learning, the materials themselves need to keep students motivated. They should spark curiosity, encourage exploration, bring up interesting topics, and relate lessons to real-life situations to make learning enjoyable.

**Self-evaluating:** Without a teacher present, students need a way to assess their own progress. Self-learning materials should include questions, activities, and feedback to help students see how they're doing and improve their learning. This includes both right and wrong answers.

## Example of a NCDOE Unit Structure

Structure for Learning Material		
1	Title Page	University Name Programme Name Course Name, Course Code
2	Credit page	Preparation and Designing Team with names and credentials, affiliation Producing Team(In house) Copyright details
3	TOC-Blocks and units	Block wise and unit wise distribution of the contents of course
4	CLO and Outcomes	CLO and Course outcomes for the course as whole
5	TOC in detail (Can be skipped)	Including page numbers
6	<a href="#">Block 1-Structure</a>	<a href="#">Details of all units in brief</a>
7	<a href="#">Unit 1-Structure</a>	<a href="#">Points and subpoints in detail</a>
8	<a href="#">Glossary/Terminology</a>	<a href="#">Key words/difficult words or jargons from that unit</a>
9	Unit 1- Body- What you know? 1.1. Point 1 1.1.1. Sub point if any- Activity or small assessment - 1.1.2.Sub Point- Activity or small Assessment- 1.2. Point 2 1.2.1.Sub Point 1- Activity or small assessment ---- ---- Same for all points and sub points*	<a href="#">Main body content for the points, sub points including activities, small quiz, game, or anything for quick self-assessment for understanding</a>

## Example of a NCDOE Unit Structure

10	Summary in brief	For review of points
11	Learning activities	Minimum : 5 Maximum : 10
12	References and further readings	
	Block 2-Structure	Details of all units in brief
	Unit -Structure	Points and subpoints in detail
	And so on Till all 4 Blocks ( or 5 Blocks are finished)	

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## Checklist for Review of a Unit

Title	1	Does the title effectively convey the topic?
General	2	Is the concept map or content structure suitable?
	3	Is the content readily available and easy to access?
	4	Are all the elements of self-learning materials integrated into the text?
	5	Are the objectives clearly defined in observable and measurable terms?
Objectives	6	Is there a clear indication of any required prior knowledge or skills?
	7	Do the objectives encompass cognitive, affective (emotional), and physical learning domains?
	8	Does each unit/section begin in an engaging and captivating manner?
Introduction	9	Are the three vital components (thematic, structural, and study guide) provided at the outset?
	10	Can each diagram/chart/table/graph be easily understood without additional explanation?
Diagrams and Graphs etc	11	Are learners clear on how to interpret each illustration?
	12	Does the material utilize enough pictures to enhance understanding, considering the saying "A sketch can be more useful than 1000 words"?
	13	Is it easy to read, smooth, clear, and straightforward?
Content	14	Is the content pertinent and sufficient?
	15	Is it presented in a personalized manner using pronouns like 'I', 'you', 'we', etc.?
	16	Is the material divided into manageable sections?
	17	Is the material tailored to accommodate all types of learners (high achievers, average, and struggling) and their specific needs?
	18	Will the learners find the text enjoyable to read?
	19	Are there concise and helpful summaries or reviews available?
Summary	20	Do these summaries or reviews offer effective methods for students to quickly and regularly review the material?
	21	Are these suitable for the target group's level
Assessments/Questions	22	Are these relevant to the curriculum and program objectives

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## Copyright

Understanding the concepts of 'Copyright' and 'plagiarism' is crucial for teachers to avoid awkward situations. Despite the expectation for clarity on these matters, confusion often arises. This confusion stems partly from the legal complexities of copyright and the ethical dimensions of plagiarism, both of which are open to interpretation. For instance, while the 'fair dealing' provision of the Copyright Act permits teachers to use copyrighted materials in the classroom, the same does not apply to materials intended for distance learning. Therefore, as a course writer, it is imperative to grasp both copyright laws and plagiarism guidelines. At NCDOE, violations of copyright and plagiarism are taken seriously and regarded as grave offenses.

When assigning copyright to 'NCDOE', it is understood that:

1. You are the original author of the material.
2. You will be credited as the creator/author of the units.
3. The material provided by you does not contain defamatory, obscene, sacrilegious, or negligent content.
4. Your material does not infringe upon existing copyrights or previously assigned rights.
5. No part of your material is plagiarized.
6. You hold NCDOE harmless from any liabilities or losses resulting from later discoveries of plagiarism or copyright violations.
7. You consent to content, language, and format edits to adapt the material for distance learning.
8. You retain moral rights to use the material in your own work and to create derivative works.
9. You agree that the unit may be delivered in various formats (print, audio, video, etc.).
10. You assign copyright for the duration of the course/program offered by the university.

To ensure compliance, please consider the following guidelines:

1. Identify the copyright status of materials from other sources and locate the copyright owner.
2. Obtain copyright permission for:
  - Tables, figures, or sections from other sources
  - Maps, illustrations, or diagrams published elsewhere
  - Excerpts from plays or poems
  - Photographs
  - Articles in journals, magazines, or newspapers
  - Video footage
  - Websites/webpages
  - Computer programs
3. Compile a list of materials requiring copyright permission and inform the course coordinator to obtain rights.
4. Properly acknowledge all sources to facilitate identification and tracing.
5. Minimize extensive quotations and non-relevant third-party materials.
6. The Copyright Act's 'fair dealing' provision permits the use of third-party materials for research, criticism, and review. The extent of quoted material is subject to reasonable justification within the scope of 'fair dealing'.

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## Plagiarism

To prevent copyright infringements, it's crucial to grasp the concept of plagiarism, which often results in copyright violations. According to the Merriam Webster Collegiate Dictionary, plagiarism is defined as "the act or instance of plagiarizing," which involves "stealing or presenting (another's ideas or words) as one's own without proper acknowledgment, thus committing literary theft by presenting existing ideas or products as new and original." Essentially, plagiarism occurs when one uses someone else's ideas or wording without giving credit, deliberately misleading readers by claiming the work as their own. To avoid plagiarism, it's essential to adhere to the following guidelines:

1. Properly cite sources using an appropriate bibliographic style.
2. When quoting another person, ensure to include attribution, quotation marks, and page numbers.
3. Even when paraphrasing someone else's ideas, acknowledgment of the source is necessary to avoid plagiarism.

This illustrates the interconnectedness of plagiarism and copyright. Plagiarism pertains to the ethical aspect of recognizing others' contributions to our thoughts and work, while copyright is a legal concept that grants creators the right to benefit economically from their creations.