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Guidelines for Maintaining LMS by Faculty Members at ITM University, Gwalior

Objective

To ensure the effective creation, maintenance, and utilization of the Learning Management System (LMS) to facilitate self-directed learning and continuous assessment, and to maintain high academic standards.

Responsibilities

- Faculty Members: Create, update, and maintain course content on the LMS.
- Dean of Academics: Oversee the implementation and quality assurance of the LMS.
- Academic Audit Committee: Inspect and evaluate the LMS for compliance and quality.

Procedure

1. Creation of LMS Content

- MOOC Course Design: Each course should be designed as a Massive Open Online Course (MOOC) to facilitate self-directed learning.
- Syllabus and Lecture Schedule: Include a detailed syllabus and a schedule of lectures.
- Study Resources: Upload comprehensive study resources such as videos, articles, books, and activities.
- Activities for Continuous Assessment: Incorporate various activities for continuous assessment, including (indicative):
 - PPTs
 - Case Studies
 - Simulations
 - Multiple Choice Questions (MCQs)
 - Project-Based Learning (PBL) sessions

2. Self-Directional Learning

- Design the LMS to encourage self-directed learning.
- Ensure that resources and activities are easily navigable and accessible to students.

3. Valued Added Courses and Modular Rotation

- Design courses in a modular format so that one or more modules can be rotated as valued added courses.
- Keep the modules flexible to adapt to various learning paths and competencies.



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4. Open for Inspection

- The LMS should always be open for inspection by the Academic Audit Committee.
- Ensure that all content is up-to-date and complies with academic standards.

5. Supplementary Videos

- Include short videos created by faculty members to explain complex concepts or those with multiple perspectives.

6. Competency-Based Learning

- Create content that is directed towards building specific competencies.

7. Learning Outcomes

- Each lecture uploaded to the LMS should include specific learning outcomes.

8. CO-PO Articulation

- Ensure that each course module articulates how it meets specific Course Outcomes and Program Outcomes.

9. Quality Evaluation Rubrics

- Use the following table as a rubric for evaluating the quality of LMS content by the audit committee:


Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Content Accuracy	Accurate and up-to-date	Mostly accurate	Some inaccuracies	Significant inaccuracies
Clarity and Organization	Very clear and well-organized	Clear and organized	Somewhat clear	Unclear and disorganized
Resource Quality	High-quality resources	Good-quality resources	Adequate resources	Poor-quality resources
Engagement	Highly engaging	Engaging	Somewhat engaging	Not engaging
Competency Alignment	Strongly aligned	Well aligned	Moderately aligned	Poorly aligned



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Learning Outcomes	Clearly stated	Stated	Somewhat stated	Not stated
Assessment Methods	Varied and effective	Effective	Limited	Ineffective
Feedback Mechanisms	Robust and timely	Timely	Occasional	Infrequent


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