

Programme Project Report (PPR)
for
Distance Learning Programme under School of Distance Education

**Post Graduate Certificate in E-Learning and E-Content Development
(PGCEED)**

Course Co-ordinator: Dr.Sajimon Abraham

Academic support by

University Centre For International Co-Operation (UCIC)

Mahatma Gandhi University

Kottayam, Kerala

Post Graduate Certificate in E-Learning and E-Content Development (Distance Learning Programme - Certificate Programme)

Programme Project Report

Mahatma Gandhi University started the School of Distance Education in 1989 with a vision to provide the opportunity of quality education to all realms of society. Since the beginning, thousands of students availed this opportunity for higher education throughout Kerala to a great extent and also outside the state to some extent. But after the new directions of UGC in 2014, University had stopped all its Off-Campus Centres of the School of Distance Education inside and outside the State.

Now it is the new endeavour to revamp the functioning of the school with different types of Diploma and Certificate programmes very relevant to the contemporary society, in addition to the conventional Graduate and Post Graduate programmes with the academic and infrastructural support of the eminent Schools and interdisciplinary interuniversity Centres of the University. All these Schools/ Centres have already conducted similar Programmes or Post Graduate Programmes in the same area. This Certificate Programme has been designed by the University Centre For International Co-Operation and to be conducted by the School of Distance Education with the academic support of the School.

University Centre For International Co-Operation is an inter-school Center to promote international co-operation of various schools/departments/centers and Affiliated colleges with Countries and higher educational institutions abroad through collaborative, on-line teaching, learning and Research.

(a) Programme's mission & objectives :

Learning on the techniques of Developing and delivering online learning materials and the way of conduct it is integral to addressing the task of new way of teaching and learning. As Institutions and individual are increasingly recognize the value of online learning, training functions must keep pace with advances in instructional methodologies and new technology. It is critical that training professionals remain up-to-date with changes to how training is produced and delivered. This certificate program provides the foundation for today's instructional development that focuses on aligning skills and knowledge needed to achieve organizational strategic goals and objectives. Content also provides the knowledge and skills for planning and designing e-learning instruction in training areas to match today's

varied company business needs based on identifiable learning objectives, rapid authoring tools, content requirements, and outcomes.

(b) Relevance of the program with HEI's Mission and Goals :

This programme will innovate the traditional instructional design with fresh e-learning techniques utilizing the latest development in Information Technology. Based on examples from organizations that have implemented successful virtual training, this program will provide you with the skills to develop individualized, asynchronous e-learning experiences that motivate learners to change their approach towards learning. Learn to skillfully meet instructional design challenges in any industry and apply the principles of effective e-learning to individualized courses, tutorials, games, simulations and other e-learning modules.. which go in-line with the mission of the center and Institution - To provide education to massive people to establish as world class Institution.

(c) Nature of prospective target group of learners:

- Individuals who want to become Instructional designers
- Faculty Members who are interested in developing MOOC programmes
 - Individuals seeking a career change or position within the e-learning instructional design field
- Training managers or coordinators
- Human resources professionals
- Professionals who have taken on a training role within their department
- Graduates are eligible to join in this programme

(d) Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence :

As the programme is targeting for working people and those engaged in regular studies the only way to deliver the programme is through week end contact classes and through distance learning mode like on-line lectures and sharing of video and audio files. Today's internet and networking availability is strong in our country which is reachable to most of the common man we can effectively utilize this facility as a medium for course delivery, evaluation and for other administrative requirements. On completion of this course the participants can work as

- Instructional Design Expert
- MOOC programme Instructors
- On-line learning expert globally
- Provide e-learning support to companies co-operate training

(e) Instructional Design :

- i. Duration of the Programme: Six Months –Two Semesters
- ii. Eligibility: Any Degree
- iii. Number of Courses : 4

Scheme & Evaluation

Course Code	Course Type	Contact Classes (Hrs)	Course Name	Credits	IA Marks	ESE Marks	Total Marks
CEED-101	Common Core course (Theory)	12	Introduction to E-learning	4	20	80	100
CEED-102	Common Core course (Theory)	12	Instructional Design Strategies	4	20	80	100
CEED-103	Common Core course (Theory)	12	Development of E-Content in Multi-Media	4	20	80	100
CEED-104	Common Core course (Practical)	30	Practical & E-Content Development Project	Practical -1 Project Work -3	20	80	100

(f) Procedure for admissions, Curriculum Transaction and Evaluation

Admission to the programme will be done by the University through a common procedure for all the programmes under the School of Distance Education. A graduate in any discipline is the minimum eligibility for the admission. Fee structure will be decided by the University. The School will prepare an academic calendar/activity planner and will be circulated among all the learners at the time of admission itself. The academic calendar will include all the significant activities, important dates, schedule of submission of assignments, schedule of contact classes, schedule of examinations, etc.

Evaluation of the courses shall be done by the faculty themselves on the basis of internal assessment and end semester examinations. 20% of the marks will be decided by the internal evaluations and the remaining 80% by the end semester examinations which will be done by the University. The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade points.

Each student shall be required to do one Assignment/Book Review/Debate/Seminar/ Presentation of case study for each course. Assignments/Book Review after valuation shall be returned to the students. The teacher shall define the expected quality of the above in terms of structure, content, presentation and the like, and inform the same to the students.

Grading System will be followed for the evaluation on a ten point scale. The details of the grading system are given in the following Table.

Percentage Equivalence of Grade:

Range of % of Marks	Grade Letter	Performance	Grade Point
95 - ≤ 100	O	Outstanding	10
85 - < 95	A plus	Excellent	9
75 - < 85	A only	Very Good	8
65 - < 75	B plus	Good	7
55 - < 65	B only	Above Average	6
45 - < 55	C	Average	5
40 - < 45	P	Pass	4
< 40	F	Fail	0
Absent	Ab	Absent	0

‘P’ grade is required for a minimum pass in a course. The minimum GPA required for a pass in the Post Graduate Certificate programme is 4.

Calculation of Grade Point Average (GPA) :

Credit Points for the Course = (No. of Credits assigned for the course x Grade Point secured for that course).

GPA indicates the performance of a student in the programme. GPA is based on the total **credit points** earned by a student in all the courses divided by the total number of credits assigned to the courses required in the programme.

Note: GPA is computed only if the candidate passes in all the required courses (gets a minimum required grade for a pass in all the required courses as per the curriculum).

GPA =

$$\frac{\text{Total credit points earned by the student from all the required courses of the programme}}{\text{Total credits of all courses required in the programme}}$$

This formula shall be printed on the Grade Card issued to the student with a note that it could be used to convert the grades into mark-percentages. (The details of the grading system as indicated above shall also be printed on the Grade Card).

Conversion of GPA to Grade

GPA	Grade
10	O
9.0 - < 10	A plus

8.0 - < 9	A only
7.0 - < 8	B plus
6.0 - < 7	B only
5.0 - < 6	C
4.0 - < 5	P
< 4	F
Absent	Ab

Conversion of GPA to percentage

Equivalent Percentage = (GPA obtained) X 10

(g) Requirement of the laboratory support and Library Resources:

Details of Laboratory support required for the programme

The computing facility available in the campus as well as the regional centers can also be used for this purpose. Some external computing facilities may be hired based on the number of enrolment. Mahatma Gandhi University Library and Information System consists of University Library, libraries of the Schools and 4 study centre Libraries. The University Library was established in 1989. The University Library which is situated in the main campus occupies purpose-built accommodation, and provides a variety of facilities and has a user-friendly environment. These include individual work spaces, room for group study and teaching, audio-visual access and online information retrieval system. The building of the University Library is 2000 sq.m in area consisting of the cellar, the ground floor and the first floor.

Academic as well as public users are given the facility to use the library. Special category membership is provided to journalists. The library is providing service from 8 am to 8 pm in three shift timings for its staff. The library functions on an average of 345 days in a year. The libraries of teaching departments are open during working hours of the Schools. Reading space is provided in all the three floors housing the various sections of the library. The library provides reading facility to the visually impaired users too. For this, an electronic lab custom made for visually and physically challenged users has been set up during 2016.

The University Library has a Library Advisory Committee. It is an 18 member committee with Vice-Chancellor as Chairman and University Librarian as Convener.

The library has a collection of 59,000 books, 232 journals, 2,135 Ph.D. theses and has access to 15000+ e-journals under E-Shodh Sindhu. The activities of the Library are comprehensively automated using open source library management software KOHA. OPAC, Journal Article Index, By monthly Bibliography compilation and Literature Search Service are also available

The library is a member of the INFLIBNET Centre, Ahmedabad as well as DELNET (Developing Library Network). As a member of these networks, the library provides access to the resources of other major libraries in the country. In addition to the access to UGC INFONET consortium, it has access to major online databases, such as EBSCO, ProQuest dissertations and theses, Oxford Scholarship Online, IEEE All Society Periodicals Package etc. Mahatma Gandhi University had won the State IT Award during the year 2009 in the e-learning category for its university online theses digital library. The various department libraries have a good collection of subject specific books and journals.

A. MAHATMA GANDHI UNIVERSITY LIBRARY	
Category	No.
Books	59000
Journals	232
Bound Journals	7500
Ph.D Theses	2135
E-Journals (in UGC-Infonet, renamed as E-ShodhSindhu)	15000
Online databases (in UGC Infonet)	11
Online Archives subscribed	185 Titles
Online databases subscribed	4
E-books	7338
DVDs: Educational Videos	293

B	Name of School/Centre	Total No. of books
	UCIC	200

(h) Cost estimate of the programme and the provisions:

Budget estimate (for 100 students)

S.No.	Item	Amount (Rs. in Lakhs)
1.	Manpower	2
2.	Study material	1.5
3.	Laboratory/ Library	1.
4.	Internal assessment	0.5
5.	End semester examination	1.
	Total	6.00

Total Programme fee: Rs.6000/-

(i) Quality assurance mechanism and expected programme outcomes

The quality of the programme will be ensured through strict monitoring by an executive committee including the Co-ordinator of the programme, the subject experts, Director, School of Distance Education and Head of the University Centre For International Co-Operation. The Co-ordinator of the programme shall ensure the regular student feedback of courses, teachers and programme in the prescribed format towards the end of the semester and the same shall be analysed to draw conclusions for effecting improvement. Periodical review meetings on the programme efficacy will be held in which the remarks of teachers on curriculum, syllabi and methods of teaching and evaluation will be given due importance. Moreover, the progress and the quality of the programme will be monitored by the Internal Quality Assurance Cell of the University from the outcome and feedback of the learners as well as the proper documentation maintained in the Centre.

Syllabus

Post Graduate Certificate in E-Learning and E-Content Development (Distance Learning Programme - Certificate Programme)

CEED-101 Introduction to E-learning

Generations of Distance Educational Technology – Role of E-Learning as a new teaching methodology– Components of e-learning: CBT, WBT, Virtual Classroom – Barriers to e-Learning, Roles and Responsibilities: Subject Matter Expert – Instructional Designer – Graphic Designer – Multimedia Author – Programmer – System Administrator – Web Master, Satellite Broadcasting – Interactive Television – Call Centers – Whiteboard Environment Teleconferencing: Audio Conferencing – Video Conferencing – Computer Conferencing Internet: E-mail, Instant Messaging, Chat, Discussion Forums, Bulletin Boards, Voice Mail, File Sharing, Streaming Audio and Video Content: E-Content, Dynamic Content, Trends – Technology: Authoring, Delivery, Collaboration – Services: Expert Service, Information Search Service, Knowledge Creation Service – Learning Objects and E-Learning Standards , Process of E-Learning: Knowledge acquisition and creation, Sharing of knowledge, Utilization of knowledge – Knowledge Management in E-Learning, Teaching-Learning Process, Interactions: Teacher-Student – Student-Student – Student-Content – Teacher- Content – Teacher-Teacher – Content-Content Role of Teachers in E-Learning – Blended Learning – Cooperative Learning – Collaborative Learning – Multi Channel learning – Virtual University – Virtual Library, Assessment in E-Learning – Quality in E-Learning – Tools for Development – Costs, for Developing and Using E-Learning Environments – Challenges and Careers – Future prospects of e-Learning

CEED-102 Instructional Design Strategies

Various Instructional Development Models, Stages of instructional design, learning events and learning outcomes: concepts and meaning, - Instructional designs: objective-based, skill-based, competency based, learning style based and combination of teaching strategies and instructional designs. Instructional technology for groups: Psycho-dynamics of group learning, lecture method, seminar, symposium, panel discussion, team teaching, project approach and workshop.- Instructional technology – small groups: group discussions, simulation approach, role-playing, buzz group technique, brainstorming, case discussions and assignments. Meaning, significance and importance of Tutorials, mastery learning and Keller plan - Programmed instruction: nature, types and development - Computer assisted instruction: characteristics, Language Laboratory, Measurement and Evaluation: meaning, significance and importance - Criterion referenced and norm-referenced testing.- Innovations in evaluation: credit system, semester pattern, grading system, Computerized Question Bank ,test construction and administration. - Remedial teaching and its inclusion.

CEED-103 Development of E-Content in Multi-Media

Back ground of Print Media: India & Global – Growth & Development of Print Media – Growth & Development of Electronic Media – Radio: State & Private sector's expansion – Television: Growth, Origin & development – State ownership – Commercial & Public service – History of

Television Broadcasting Benefits of Multimedia in Instruction – Media and Motivation – Issues Surrounding

Multimedia Hardware: Platforms – Peripherals Creation Tools: Painting and Drawing Tools – Image ,Project Management and Instructional Design Project Management Issues – Roles of Project Managers, Instructional Designers, Subject-Matter Experts, Content Writers, Programmers, Media Producers Instructional Development Phases: Analysis & Planning – Design – Development – Implementation – Evaluation & Revision, Guidelines for Creating Text – Spacing – Justification – Fonts – Variable Spacing – Scrolling – Scrolling – Display Speed – Screen Focus Points – Hypertext and Hypermedia Images: Images and Learning – Displaying Images – Appearance – Costs –Digitization Animation: Animations and Learning – Displaying Animations – Costs Audio: Audio and Learning – Scriptwriting Guidelines – Speech – Sounds – Music – Audio Quality – MIDI – DigitizationVideo: Video and Learning , Interactivity Features , Tasks of Presentation Design – Resolution – Anti-aliasing – Color and Palettes – Interface Style – Layout – Interface Elements (Background, Panels, Buttons & Controls, Images, Text, Video, Sound, Animation) – Feedback and Error Messages, Ethical Issues, Using a software package for Audio, Video Creation and Editing.

CEED-103 Practical & E-Content Development Project

Necessary Practical's using free wares will be Undertaken. A student has to develop an E-Content on short learning object in his area of descpline.

References

1. E-Learning: New Trends and Innovations, P.P. Singh, Sandhir Sharma, Deep & Deep Publications, 2005
2. Aggarwal, J.C. (1995) Essential of Educational Technology: Teaching Learning Innovations in Education. Delhi: Vikas Publishing House (P) Ltd.
3. Romiszowski, A.J. (1974) The selection and Use of Instruction: A systems

Approach. London: Kogen Page.

4. Multimedia: Making it Work, Seventh Edition, Tay Vaughan, McGraw Hill Osborne Media, 2006 .
5. Creating Instructional Multimedia Solutions: Practical Guidelines for the Real World, Peter Fenrich, Informing Science Publication, 2005.