Training Programme on
Application of ICT in Academic and Research Libraries
(28 January - 1 February 2019)

Information Guide

National Institute of Educational Planning and Administration
(Deemed to be University)
17-B, Sri Aurobindo Marg, New Delhi – 110 016

Training Programme on
Application of ICT in Academic and Research Libraries
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Introduction

Explosion in the growth of literature both print and online and technological advancements in education and libraries has not only changed the role of the librarians but also made them information skilled librarians equipped with 21st Century information literacy skills. Their role has changed from the custodian of resources to the teachers "Teaching Librarians" as well as instructors of the information and digital literacy skills who guide students, research scholars and the entire campus to evaluate and apply information to achieve their academic and research pursuits. Preservation of information, open educational resources (OER), Virtual Learning Environments (VLE) and Massive Open Online Courses (MOOCs) have bridged the digital divide, playing a significant role to achieve the mission of quality higher education worldwide and offer multiple benefits of the mainstream of the knowledge economy to all learners and researchers who are away from the quality education and quality content. All these developments in the teaching, learning and research have enhanced the role of the librarians in academic and research libraries. Research initiatives worldwide have presented opportunities to the librarians to understand and explore these research databases and raise awareness among learners, researchers, faculty and the entire campus. Nowadays academic and research libraries are not suffering from the lack of library staff but lack of information skilled manpower who can understand and explore the researchers' perspectives and access research data for the benefit of researchers, faculty as well as scientific community. All these developments in the field of libraries and research have made the role of librarians more demanding and challenging to deal with the complexity of information and resources. The training programme aims to build the capacity of faculty members of Library and Information Science domain and librarians working in academic and research institutes with emerging issues of Digital Initiatives of Government of India, Open Educational Resources, Open Source Software, OpenCourseWare, MOODLE for Virtual Learning Environment, Massive Open Online Courses (MOOCs), information and digital literacy, etc. to strengthen their knowledge with various approaches and enable them to contribute in their libraries as well as other spheres of the organization.

A very promising technological and pedagogical model that has received a lot of attention during the last few years and adoption by Stanford, Harvard, Duke and almost 100 of the world's top ranking Universities to teach millions of learners is that of the

MOOC. The MOOC is considered on the one hand as a panacea for education and on the other as a defilement of the sanctity of the higher education tradition. Moodle is an open source Learning Management System used to create interactive learning-oriented courses and sites. Moodle is commonly used by teachers, trainers, and course creators to produce effective courses that achieve learning goals and outcomes. Following the best practices in Moodle course design will help users optimize the learning experience, incorporate strategies to aim for students' success, choose appropriate activities and content delivery methods, and create appropriate assessments to test what the students have learnt.

The programme is designed to build the capacity of the faculty members to design, transact and assess online courses in different disciplines using Moodle–LMS platform. The general objective of the training programme is to raise the capacity of the faculty to use Moodle LMS platform for effective delivery of courses in higher education in blended as well as online modes. This workshop is a great starting point for effective teaching in the 21st century learning environment.

Objectives of the Programme

- To sensitise the information professionals about ICT learning skills
- exposure to faculty and librarians about GOI Digital Initiatives in Higher Education and information literacy as an indispensable tool to nurture quality and excellence in education
- to orient the participants about Open Educational Resources (OER), Free Open Source Software (FOSS) and OpenCourseWare (OCW)
- to understand the process of planning, designing and implementing online courses in line with SWAYAM MOOC requirements;
- to use Moodle-Platform as an adjunct to face-to-face teaching and to teach in a fully online or distance learning context and to get a feel for how their courses could be enhanced using Moodle platform;
- to sensitise the participants about plagiarism and social media for knowledge management

Themes

- Role of librarians in academic and research libraries
- Introduction to Digital Archives of Education Documents
- Information literacy: An indispensable tool for sustainable quality education
- Digital Initiatives of Government of India in higher education: SWAYAM, SWAYAMPRABHA, NDL, NAD

- Adoption of e-Resources for innovative Teaching & Learning practices
- Enabled blended learning/Flipped classroom, Screencastify/Presentation tube
- Open Educational Resources (OER) in higher education and research
- Design MOOCs through MOODLE software
- Social media for knowledge management
- Role of IPR in academic research
- Free Open Source Software for library automation - Koha
- Plagiarism, its detection and avoidance
- Innovative and value added services in the changing ICT environment

Teaching and Learning Activities

Class lectures and learning resources are designed to achieve the course objectives. The participants should read the assigned learning resources before class, complete online assignments on time and actively participate in Discussion Forms. All resources pertaining to the workshop will be available on http://162.144.90.128/srinimoodle before each class. It will contain homework assignments, study material, and other important instructions.

Assessment Methods

Presentations/Assignments/Practicals/Group Work/Class room activity. Besides the lecture discussion, more than 75 percent of time will be devoted for hands-on–activities.

The Following Softwares/apps need to be installed on all participants Personal Laptops/Smart phones before attending the sessions:

1. Moodle Mobile app :
   https://play.google.com/store/apps/details?id=com.moodle.moodlemobile&hl=en_IN
2. Presentation tube http://presentationtube.com/   ----- Video Preparation
3. Screencast-o-Matic : https://screencast-o-matic.com/   ----- Video Preparation
4. Screencastify Screen Recorder for Chrome :
   https://www.screencastify.com/products/screen-recorder/
5. VideoNot.es: The easiest way to take notes synchronized with videos! :
   http://www.videonot.es/

The workshop reading material, assignments are available:
http://162.144.90.128/srinimoodle

All the Participants are requested to come prepared with one lecture on any one topic from one of their courses and bring with them

1. Lecture notes for the topic;
2. PowerPoint Presentations/PDFs/URLs if any;
3. Assessment questions related to the topic
4. Any other resources that they would like the students to refer;
5. Course contents / Introductory Videos;
6. Reference Books and Journals for the course;
7. Any brief historical or contextual reference to the topic;
8. Applications of the topic if any;
9. Any activity they would like to include regarding the topic; and
10. Anything else that they feel is relevant for enhancing the learning experience.

Group Work & Action Plan Preparation and Presentation

Group Work and Action Plan Preparation and Presentation are compulsory. The Group work should reflect the collaborative nature. The Key Parameters for the Group work and Action Plan Presentation are :

1. Key Learning Outcomes of the Sessions;
2. The Value Addition the sessions have provided (w.r.t Concept building & enhancing the Technical Capability);
3. The Time bound Short Term & Long Term Action Plan; and
4. The Time bound Action Plan for spreading the Knowledge Gained during the sessions among other colleagues of the Institution.

Programme Methodology

The training programme is designed to facilitate capacity building in launching and teaching online courses using Moodle MOOC platform. The programme emphasizes participatory and interactive mode of learning. Besides the lecture discussion, nearly 75 percent of time will be devoted for hands-on-experience, interactive sessions, group work and presentations on a Moodle MOOC Platform.

Time table

The timetable of this programme is placed at *Annexure - I.*

Participants

Faculty members and librarians from the Department of Library and Information Science of Central Universities, State Universities, SCERTs, SIEMATs and State Institutes of Education (SIEs) shall participate and attend this programme. A list of participants is placed at *Annexure - II.*

Resource Persons

In addition to the faculty of the institute (NIEPA), experts from other institutions have been invited to act as resource persons in the training programme. A list of resource persons is placed at *Annexure - III.*

A list of NIEPA Faculty and Staff is placed at *Annexure - IV.*

Date and Venue

The training programme will commence on Monday, the 28th January, 2019 and concludes on Friday the 1st February, 2019. The venue of the workshop will be in Lecture Hall No.113 the National Institute of Educational Planning and Administration, New Delhi.

Evaluation

The participants are encouraged to provide feedback on course contents and methodology on regular basis. A written as well as online evaluation would be conducted at the end of the programme through a structured evaluation Performa.

Boarding and Lodging

Free Boarding and Lodging arrangements for all the participants have been made on twin sharing basis at NIEPA Guest House, New Delhi. The boarding and lodging will be provided by the University from the afternoon of January 27, 2019 till the forenoon of February 2, 2019. For extended stay or early arrival, boarding and lodging charges would be borne by the participants.

Programme Management Team

Prof. K. Srinivas, Head, ICT & Project Management Unit
Programme Director
National Institute of Educational Planning and Administration
(Deemed to be University)
17-B, Sri Aurobindo Marg
New Delhi – 110016

Tel. (91 11) 26544883, 26565600, 26544800 Ext. 883
Mobile: 9650880208
Fax : (91 11) 26853041, 26865180
Email: ksrinivas@niepa.ac.in

Dr. D. S. Thakur
Programme Coordinator
National Institute of Educational Planning and Administration
(Deemed to be University)
17-B, Sri Aurobindo Marg
New Delhi – 110016

Tel. (91 11) 26544846, 26565600, 26544800 Ext. 846
Mobile: 9899878784, 8076125921
Fax : (91 11) 26853041, 26865180
Email: dsthakur@niepa.ac.in   or dsthakur@hotmail.com

Annexure–I

Training Programme on
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Day / Date	Session -1 [9.30 am - 11.00 am]	Session-II [11.15 am - 1.00 pm]	Session –III [2.00 pm - 3.30 pm]	Session –IV [3.45 pm - 5.00 pm]
Monday 28.01.2019	Digital initiatives of Govt. of India in higher education: SWAYAM, SWAYAM PRABHA, NDL, NAD [Prof. K. Srinivas]	Role of librarians in academic and research libraries [Dr. D. S. Thakur]	**[Hands on Practice/ Group work]** SWAYAM, SWAYAM PRABHA, NDL, NAD [Sh. Deepak Bishla]	**[Hands on Practice/ Group work]** Enabling blended learning/ Flipped classroom, Screencastify/ Presentation tube [Sh. Deepak Bishla]
Tuesday 29.01.2019	Open Educational Resources in higher education and research [Dr. Nisha Singh]	**[Hands on Practice/ Group work]** Open Educational Resources – E-content development [Dr. Nisha Singh]	**[Hands on Practice/ Group work]** E-content development (Quadrant 2 & Group Work) [Prof. K. Srinivas]	**[Hands on Practice/ Group work]** E-content development (Quadrant 2 & Group Work) [Prof. K. Srinivas]
Wednesday 30.01.2019	Virtual Learning Environment for teaching, training and research institutions in India [Dr. D. S. Thakur]	**[Hands on Practice/ Group work]** Design MOOCs through MOODLE software [Prof. K. Srinivas]	**[Hands on Practice/ Group work]** Design MOOCs through MOODLE software [Prof. K. Srinivas]	**[Hands on Practice/ Group work]** Design MOOCs through MOODLE software [Prof. K. Srinivas]
Thursday 31.01.2019	Social media for knowledge management [Prof. R. C. Sharma]	Role of IPR in academic research [Dr. Moorttimatee Samantaray]	Digital Archives of Education Documents [Dr. A. Mathew] Information literacy: An indispensable tool for sustainable quality education [Dr. D. S. Thakur]	**[Hands on Practice/ Group work]** Free Open Source Software for library automation - Koha [Sh. Deepak Bishla]
Friday 01.02.2019	Plagiarism, its detection and avoidance [Dr. Ramesh C. Gaur] Lecture/Demo/Practice	Innovative and value added services in the changing ICT environment [Prof. Pravakar Rath] Lecture/Demo/Practice	**Action Plan presentation (15 Minutes)**	Continue …. Action Plan Group Work Presentation (Observation and Feedback of the Participants)

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List of Participants

S.No.	Name & Address	Phone: O/R/F	E-Mail
Assam			
1.	Sh. Hemanta Narayan Das Librarian cum Documentation Officer State Council of Educational Research and Training (SCERT) Kahilipara Guwahati – 781019 Assam	9435554571 9577222537 0361-2382507 0361-2380134 Fax	hemantanarayandas@gmail.com dr.scertassam@rediffmail.com dr-scert@gov.in
Bihar			
2.	Sh. Ranjan Sinha Librarian State Council of Educational Research and Training Mahendru Patna – 800006 Bihar	9470466056 88042-54326	anandranjanha9@gmail.com info@scertpatna.co.in
Chhattisgarh			
3.	Sh. K. K. Sahu Lecturer District Institute of Education and Training (DIET) Raipur Shankar Nagar Raipur – 492007 Chhattisgarh	94252-30200 0771-2443596, 496 0771-2443496	kksahu2566@gmail.com scertcg@gmail.com

	Delhi		
4.	Sh. Asad Husain Siddiqui Library In-Charge Jamia Institute of Medical Sciences and Research Jamia Hamdard (Deemed University) Hamdard Nagar New Delhi – 110019	98110-78654	ahsiddiqui@jamiahamdard.ac.in
5.	Ms. Puja Singh Librarian National Institute of Educational Planning and Administration (Deemed to be University) 17-B, Sri Aurobindo Marg New Delhi – 110016		pujasingh@niepa.ac.in
6.	Dr. Raj Kumar Bhardwaj Librarian St Stephen's College University of Delhi Delhi – 110007	97115-08289	librarian.ststephens@gmail.com
7.	Ms. Sukhvinder Kaur Documentation Assistant National Institute of Labour Economics and Research (NILERD) Plot No. 25, Sector A-7 Institutional Area Narela New Delhi – 110040	99682-66471 72920-23020	nilerdlibrary@gmail.com
	Gujarat		
8.	Dr. Bhakti Gala Assistant Professor & Coordinator School of Library and Information Science Central University Gujarat Sector – 29 Gandhinagar – 382030 Gujarat	98242-57607	bhakti.gala@cug.ac.in

9.	Dr. Geeta Girish Gadhavi Associate Professor & Head Department of Library and Inform Science Gujarat University Navrangpura Ahmedabad – 380009 Gujarat	079-26301363 98257-85008	geetagadhavi@gmail.com
10.	Dr. K. B. Agadi Assistant Librarian (SS) Central University of Gujarat Sector – 30 Gandhinagar – 382030 Gujarat	74050-31234 079-23260061	kbagadi@cug.ac.in
11.	Dr. Rashmi Kumbar Assistant Professor School of Library and Information Science Central University Gujarat Sector – 29 Gandhinagar – 382030 Gujarat	98256-00176	rashmi.kumbar@cug.ac.in
Himachal Pradesh			
12.	Sh. Madan Lal Tomar Librarian State Council of Educational Research and Training Solan at Rabon P.O. Saproon Solan – 173211 Himachal Pradesh	98168-56023 70184-70108 01792-228135 (Off.), 01792-223820 (Res.) 01792-228135 Fax	mltomar3@gmail.com scertsolan@indiya.com
13.	Sh. Muruli N. Assistant Librarian Central University of Himachal Pradesh PO Box: 21, Dharamshala District Kangra - 176215 Himachal Pradesh	98443-18356	murulitarikere@gmail.com

14.	Sh. Nimmala Karunakar Assistant Professor Department of Library and Inform Science Central University of Himachal Pradesh PO Box: 21, Dharamshala District Kangra - 176215 Himachal Pradesh	92185-22440 01892-237285 Ext. 405	nkarunakar@cuhimachal.ac.in karunakarggu@gmail.com
Karnataka			
15.	Dr. Chandrashekara M. Professor & Chairman Board of Studies Department of Library and Inform Science University of Mysore Manasagangothri Mysore – 570006 Karnataka	94486-00970 0821-2419398	chandra.uom@gmail.com
16.	Dr. Mahesh Yaranal Assistant Librarian National Law School of India University P.B. No.7201, Nagarbhavi Bangalore – 560242 Karnataka	98860-74980 98860-74980 080-22729259	maheshyaranal@gmail.com mahesh@nls.ac.in
17.	Mrs. Prabha D. Sudagade Librarian Department of State Education Research and Training (DSERT) Basavanaguddi Sri. B. P. Wadia Road Bangalore – 560 004 Karnataka	80884-33888 080-26422372 080-26980100	sprabha.ten@gmail.com dpi.dsert@gmail.com dpi.dsert-ka@nic.in
18.	Dr. S. Nagaraja Deputy Librarian Regional Institute of Education (NCERT), Manasagangothri Mysore – 570006 Karnataka	99017-33236	snraj@rediffmail.com

19.	Dr. Shijith Kumar C Chief Librarian All India Institute of Speech and Hearing (AIISH) Manasagangothri Mysore - 570006 Karnataka	86186-67835 0821-2502150	cshijithkumar@gmail.com
Kerala			
20.	Sh. Jyothi T Librarian State Council of Educational Research and Training Vidyabhavan Poojappura Thiruvananthapuram – 695012 Kerala	94471-30838 0471- 2341883 0471- 2340323 0471 – 2341869 Fax 0471-2516313/314	jyothipunalr@gmail.com scertkerala@gmail.com scertlibtvpm@gmail.com
Odisha			
21.	Sh. Kanhu Charan Nayak Librarian District Institute of Education and Training (DIET) Sundergarh Odisha	89845-80304	dietsankara@gmail.com
22.	Dr. Pushap Lata Negi Deputy Librarian Regional Institute of Education (NCERT), Sachivalay Marg Bhubaneswar - 751022 Odisha	88955-55932 99376-61192	negipusaplata@gmail.com
23.	Sh. R. Ram Chandra Rao Librarian KSUB College of Teacher Education Bhanjanagar District Ganjam Odisha	94376-25713	rayalaramramchandrarao@gmail.com

	Rajasthan		
24.	Dr. B. K. Jha Deputy Librarian Regional Institute of Education (NCERT), Capt. D.P. Choudhary I Ajmer – 305004 Rajasthan	87644-64487 80055-73739	balendujha@gmail.com
25.	Sh. Gopi Lal Audichya Librarian State Institute of Educational Research and Training, 111, Saheli Marg, Opposite Saheliyo Ki Badi, Udaipur – 313001 Rajasthan	99284-25078 79762-18827	glaudichya@gmail.com
26.	Dr. Santosh Gupta Assistant Professor Department of Library and Inform Science University of Rajasthan Jaipur – 302004 Rajasthan	90400-22440	santosh.guptaa@gmail.com
	Tamil Nadu		
27.	Sh. K. Babu Librarian (Deputation at SCERT) District Institute of Education & Training G. Ariyur Villupuram District – 605751 Tamil Nadu	97909-46525	k_babu74@yahoo.co.in
	Tripura		
28.	Dr. Rabindra Kumar Mahapatra Associate Professor & Head Department of Library and Inform Science Tripura University Suryamaninagar – 799022 West Tripura, TRIPURA	98610-33680 63704-78845	rkmahapatra@tripurauniv.in dr.rkmahapatra@gmail.com

29.	Sh. Augustine Zimik Assistant Professor Department of Library and Inform Science Tripura University Suryamaninagar – 799022 West Tripura, TRIPURA	70058-67804 96153-46248	augustinezimik@tripurauniv.in
30.	Sh. Champeswar Mishra Deputy Librarian Central Library Tripura University (A Central University) Suryamaninagar Agartala - 799022 West Tripura, TRIPURA	99558-83999 0381-2370995	dylibrarian2@tripurauniv.in
Uttar Pradesh			
31.	Sh. Iqbal Ahmad Ansari Faculty Librarian, Gr-I Central Library Dayalbagh Educational Institute (Deemed University) Dayalbagh Agra - 282005 (UP)	94504-27212	iqbal360@gmail.com
32.	Dr. Navin Upadhyay Deputy Librarian Indian Institute of Technology Banaras Hindu University Varanasi – 221005 (UP)	97946-62333 0542-2307006 0542-2670262	nupadhyay.lib@itbhu.ac.in librarian@itbhu.ac.in
33.	Dr. Rajesh Kumar Singh Deputy Librarian Central Library Banaras Hindu University Varanasi – 221005 (UP)	94154-67820	rksb17@yahoo.com

34.	Sh. Sardar Ahmed Librarian State Institute of Educational Management & Training (SIEMAT), 25, PC Banerjee road, Allenganj, Allahabad – 211002 (UP)	94156-44230 0532-2466742 0532-2466722	sardarahmed1971@rediffmail.com siemat@rediffmail.com
West Bengal			
35.	Sh. Joy Chaudhuri Librarian, DIET, Bankura State Council of Educational Research and Training 25/3, Ballygunge Circular Road Kolkata – 700 019 West Bengal	92393-11830 87770-56119	jcjoychaudhuri@gmail.com

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Resource Persons

National Institute of Educational Planning and Administration, New Delhi

The following resource persons will interact with the participants during the programme:

S. No.	Name and Address	Mobile No.	E-mail
1.	Prof. K. Srinivas Head, Department of ICT and Project Management Unit National Institute of Educational Planning and Administration (Deemed to be University) 17-B, Sri Aurobindo Marg New Delhi - 110016	96508-80208	ksrinivas@niepa.ac.in
2.	Dr. A. Mathew National Institute of Educational Planning and Administration (Deemed to be University) 17-B, Sri Aurobindo Marg New Delhi - 110016	98684-21032	amathew@niepa.ac.in
3.	Dr. D. S. Thakur Documentation Officer Documentation Centre National Institute of Educational Planning and Administration (Deemed to be University) 17-B, Sri Aurobindo Marg New Delhi - 110016	9899878784 8076125921	dsthakur@niepa.ac.in dsthakur@hotmail.com
4.	Dr. Nisha Singh Deputy Director Indira Gandhi National Open University (IGNOU) Academic Block Maidan Garhi New Delhi – 110068	98914-71277	drnisha@ignou.ac.in

5.	Prof. Pravakar Rath Flat No. 223, Plot No. 34 United Aptt. Sector – 4, Dwarka New Delhi – 110078	96543-14022	pravakarrath@gmail.com
6.	Dr. Moorttimatee Samantaray Head Library & Documentation Division National Council of Educational Research and Training Sri Aurobindo Marg New Delhi - 110016	88604-40030	murtimati.rath@gmail.com
7.	Prof. R. C. Sharma Ambedkar University New Delhi – 110006	96670-19838	rc_sharma@yahoo.com
8.	Sh. Deepak Bishla System Analyst Ambedkar University Delhi – 110006	95609-57605	d.bishla@gmail.com
9.	Dr. Ramesh C. Gaur Director (Library & Information) Indira Gandhi National Centre for the Arts (IGNCA) 11 Man Singh Road New Delhi – 110001	98100-66244 98104-87158	rcgaur66@gmail.com gaur@ignca.nic.in

NIEPA Faculty and Staff
Prof. N.V. Varghese
Vice-Chancellor
E-mail: vc@niepa.ac.in

Department of Educational Planning

Prof. K. Biswal, *Professor & Head*   e-mail: kkbiswal@niepa.ac.in
Phone: 26544861
Dr. P. Geetha Rani, *Associate Professor*
Dr. N. K. Mohanty, *Assistant Professor*
Dr. Suman Negi, *Assistant Professor*

Department of Educational Administration

Prof. Kumar Suresh, *Professor & Head*   e-mail: kumarsuresh@niepa.ac.in
Phone: 26544855
Dr. Vineeta Sirohi, *Associate Professor*
Dr. Manju Narula, *Assistant Professor*
Dr. V. Sucharita, *Assistant Professor*

Department of Educational Finance

Prof. Mona Khare, *Professor & Head*   e-mail: monakhare@niepa.ac.in
Phone: 26544865
Dr. Vetukuri P. S. Raju, *Assistant Professor*

Department of Educational Policy

Prof. Avinash K. Singh, *Professor & Head*   e-mail: aksingh@niepa.ac.in
Phone: 26544856
Dr. Manisha Priyam, *Associate Professor*
Dr. S. K. Mallik, *Assistant Professor*
Dr. Naresh Kumar, *Assistant Professor*

Department of School and Non-formal Education

Prof. Pranati Panda, *Professor & Head*   e-mail: pranatipanda@niepa.ac.in
hone: 26544815
Dr. Madhumita Bandyopadhyay, *Associate Professor*

Department of Higher & Professional Education

Prof. Sudhanshu Bhushan, *Professor & Head*   e-mail: sudhanshu@niepa.ac.in
Phone: 26544844
Dr. Aarti Srivastava, *Associate Professor*
Dr. Neeru Snehi, *Assistant Professor*
Dr. Sangeeta Angom, *Assistant Professor*

Department of Educational Management Information System

Prof. Arun C. Mehta, *Professor & Head*   e-mail: arunmehta@niepa.ac.in
Phone: 26544887
Shri A. N. Reddy, *Assistant Professor*

Department of Training and Capacity Building in Education

Prof. B. K. Panda*, Professor & Head*   e-mail: bkpanda@niepa.ac.in
Phone: 26544836
Dr. Savita Kaushal, *Assistant Professor*
Dr. Mona Sedwal, *Assistant Professor*

National Centre for School Leadership

Prof. Rashmi Diwan, *Professor & Coordinator*   *e-mail:* rashmidiwan@niepa.ac.in
Phone: 26544835
Dr. Sunita Chugh, *Associate Professor*
Dr. Kashyapi Awasthi, *Assistant Professor*
Dr. Subitha G.V., *Assistant Professor*
Dr. N. Mythili, *Assistant Professor*

Centre for Policy Research in Higher Education

Prof. N. V. Varghese, *Professor & Director*   e-mail: nvvarghese@niepa.ac.in
Phone: 26544802
Prof. Mona Khare, *Professor*
Dr. Nidhi S. Sabarwal, *Associate Professor*
Dr. Anupam Pachauri, *Assistant Professor*
Dr. Garima Malik, *Assistant Professor*
Dr. Jinusha Panigrahi, *Assistant Professor*
Dr. Malish C.M., *Assistant Professor*
Dr. Sayantan Mandal, *Assistant Professor*

School Standard and Evaluation Unit

Prof. Pranati Panda, *Professor & Head*   e-mail: pranatipanda@niepa.ac.in
Phone: 26544815

Dr. Veera Gupta, *Associate Professor*
Dr. Rashmita Das Swain, *Associate Professor*

Project Management Unit

Prof. K. Srinivas, *Professor & Head ICT & PMU*   e-mail: ksrinivas@niepa.ac.in
Phone: 26544883

ICSSR Senior Fellow & Incharge *(Digital Archives)*

Prof. A. Mathew   e-mail: amathew@niepa.ac.in
Phone: 26544810

Advisor (IAIEPA Project)

Prof. K. Ramachandran, *Professor*   e-mail: kramachandran@niepa.ac.in
Phone: 26544884

Registrar

Prof. Kumar Suresh *(I/c)*   e-mail: registrar@niepa.ac.in
Phone: 26544818

General and Personnel Administration

Dr. Naresh Kumar, *Administrative Officer (I/c)* e-mail: nareshkumar@niepa.ac.in
Phone: 26544833
Shri. Kamal Kumar Gupta, *Section Officer*
Mrs. Sonam Anand, *Section Officer*

Computer Centre

Prof. K. Srinivas, *Professor IT*   e-mail: ksrinivas@niepa.ac.in
Phone: 26544883
Shri N. Chandra, *Computer System Analyst*   e-mail: chandrakumar@niepa.ac.in

Training Cell

Shri. Jai Prakash Dhami*, Training Officer(I/c)* e-mail: jpdhami@niepa.ac.in
Phone: 26544812

Academic Administration

Shri P. P. Saxena, *Section Officer*
Phone: 26544831
M. Phil & Ph. D. Cell

Ms. Rekha Rani
Phone: 26544823

Publication Unit

Shri Pramod Rawat, *Deputy Publication Officer*   e-mail: pramodrawat@niepa.ac.in
Phone: 26544875
Shri Amit Singhal, *Publication Assistant*

Hindi Cell

Dr. Subhash Sharma, *Hindi Editor*   e-mail: subhash@niepa.ac.in
Phone: 26544876 *(Hindi Cell)*

Finance & Accounts

Shri Rajeev Verma, *Finance Officer*   e-mail: fo@niepa.ac.in
Phone: 26544836
Shri. Chander Prakash, *Section officer (Accounts)*

Library/Documentation Centre

Mrs. Puja Singh, *Librarian*   e-mail: pujasingh@niepa.ac.in
Phone: 26544813
Dr. D. S. Thakur, *Documentation Officer*   e-mail: dsthakur@niepa.ac.in
Phone: 26544846
Mrs. Sulbha Sharma, *Professional Assistant*
Mrs. Niti Verma, *Professional Assistant*

Online Faculty Development Programme on Applications of ICT in Academic and Research Libraries

[November 23-27, 2020]

INFORMATION GUIDE

National Institute of Educational Planning and Administration
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Online Faculty Development Programme on Applications of ICT in Academic and Research Libraries
[November 23-27, 2020]

Introduction

A very promising technological and pedagogical model that has received a lot of attention during the last few years and adoption by Stanford, Harvard, Duke and almost 100 of the world's top ranking Universities to teach millions of learners is that of the MOOC. The MOOC is considered on the one hand as a panacea for education and on the other as a defilement of the sanctity of the higher education tradition. Massive Open Online Courses (MOOCs) are gaining traction all over the world to provide unlimited participation and open access to quality education via web. The visitors to the top three MOOCs platforms (Udemy, Coursera and edX) are from the United States, followed by visitors from India. This shows the tangible interest in MOOCs in India with their cost effectiveness and potential to reach a large number of learners. MOOCs provide us the opportunity to broaden the access to quality education at all levels.

The acronym "MOOC" has been in vogue recently, with lots of discussion about organizations like Udacity, Coursera and edX. The acronym stands for "Massive Open Online Course, which is a free Web-based distance learning program that is designed for the participation of large numbers of geographically dispersed students. A MOOC may be patterned on a college or university course or may be less structured. There are many providers globally who offer a wide variety of topics.

SWAYAM or Study Webs of Active-Learning for Young Aspiring Minds programme of Ministry of Human Resource Development, Government of India, professors of centrally funded institutions like IITs, IIMs, and central universities offer online courses to citizens of India. The current version of the (SWAYAM 2.0) runs on a platform built by Google's Course Builder Platform.

The workshop aims to gather teaching faculty in using the Moodle environment to develop course materials, blended learning and 100% online courses to engage students in learning. This workshop is a great starting point for effective teaching in the 21st century learning environment. This workshop will sensitize the participants how to use the tools available in Moodle to develop unique courses for many kinds of institutions. The workshop also leverages Moodle's unique capacity to seamlessly bring together instructional materials, dynamic activities, social interaction, and student management functions. Following the best practices in designing a Moodle course, the participants will also incorporate strategies to accommodate multiple learning styles. They will also accommodate the emerging instructional technologies and provide a strategy for a wide variety of course modalities, including self-paced independent study, cohort-based courses with student-instructor interaction, and highly collaborative student-centered courses.

Besides the FDP will focus on technology enhanced learning innovative teaching learning tools such as Virtual Learning Environment (VLE), open educational resources (OER), Creative Commons (CC) and develop wide range of learning content for learners. All these technological advancements has not only transformed the teaching learning process in

universities, research and training institutions but also expanded the role of teacher, student and information professionals in teaching, learning, designing, developing and sharing resources. The role of information professionals has transformed from the custodian of resources to the teachers "Teaching Librarians" as well as instructors of the information and digital literacy skills who guide students, research scholars and the entire campus to evaluate and apply information in ethical ways to achieve their academic and research goals. Preservation of information, open educational resources, Virtual Learning Environments and Massive Open Online Courses have bridged the digital divide for learners and playing a significant role to achieve the mission of quality higher education worldwide. They offer multiple benefits of the mainstream of the knowledge economy to all learners and researchers who were earlier away from the access to quality education and quality content. The programme is designed to build the capacity of the faculty members to design, develop, deliver, transact, assess online courses on different disciplines using Moodle-LMS platform for effective delivery of courses in higher education in blended as well as online modes.

Objectives of the FDP

- Exposure to GOI Digital Initiatives in Higher Education and to understand the process of Planning, Designing and Implementing Learner Centric MOOC Courses;
- Introduction to MOOCs Ecosystem, Pedagogy & Open Source MOOCs Platforms and Frameworks; to sensitise online course instructional Design Methods & blended learning approach;
- To use SWAYAM/Moodle-Platforms as an adjunct to face-to-face teaching and to teach in a fully online or distance learning context and to get a feel for how their courses could be enhanced using SWAYAM/Moodle platform;
- To create better and active communication and collaboration with the students and to design and manage learning assessment using SWAYAM/Moodle;
- Integrate technological tools in the libraries to enhance the access and use of the libraries;
- Learn 21st century information literacy skills and about open educational resources;

- Develop institutional repositories and integrate the same with the national repositories.

Themes

- The Technology and Pedagogy Supporting MOOCs
- New skill sets needed for effective participation in MOOCs
- MOOCs in Education and Research
- Adoption of e-Resources for innovative Teaching & Learning practices
- Online Course Instructional Design and Best Practices in implementing MOOCs
- Importance of [CC] Creative Commons Open Educational Resources (OER) for Development of MOOC Courses

- Learning and Teaching an Online course using Moodle MOOC
- Role of the librarians in academic and research environment in digital era
- Virtual Learning Environment in teaching, training and research institutions
- Information literacy: An indispensable tool for quality and excellence in higher education
- Plagiarism: An obstacle to real learning and URKUND PDS

Teaching and Learning Activities

Class lectures and learning resources are designed to achieve the course objectives. The participants should read the assigned learning resources before class, complete online assignments on time and actively participate in Discussion Forms. All resources pertaining to the workshop will be available on **http://profksrinivas.in/** and **https://dsthakur.moodlecloud.com/** before each class. It will contain homework assignments, study material, and other important instructions.

Assessment Methods

Presentations/Assignments/Practical activity. Besides, the lecture discussion, more than 75 percent of time will be devoted for hands-on–activities.

The workshop reading material and assignments are available: **http://profksrinivas.in/** and **https://dsthakur.moodlecloud.com/**

All the Participants are requested to come prepared with one lecture on any one topic from one of their courses and bring with them

1. Lecture notes for the topic;
2. PowerPoint Presentations/PDFs/URLs, if any;
3. Assessment questions related to the topic;
4. Any other resource that they would like the students to refer;
5. Course contents / Introductory Videos;
6. Reference Books and Journals for the course;
7. Any brief historical or contextual reference to the topic;
8. Applications of the topic if any;
9. Any activity they would like to include regarding the topic; and
10. Anything else that they feel is relevant for enhancing the learning experience.

Action Plan Preparation and Presentation

Action Plan Preparation and Presentation are compulsory. It should reflect the collaborative nature. The Key Parameters for the Action Plan Presentation are:

1. Key Learning Outcomes of the Sessions;
2. The Value Addition the sessions have provided (w.r.t Concept building and enhancing the Technical Capability);
3. The Time bound Short Term and Long Term Action Plan; and
4. The Time bound Action Plan for spreading the Knowledge Gained during the sessions among other colleagues of the Institution.

Programme Methodology

The FDP is designed to facilitate capacity building in launching and teaching online courses using Moodle MOOC platform. The workshop emphasizes participatory and interactive mode of learning. Besides the lecture discussion, nearly 75 percent of time will be devoted for hands-on-experience sessions on a Moodle MOOC Platform.

Time Table

The time table of this programme is placed at *Annexure − I.*

Participants

Faculty members of Central Universities, State Universities, Institutes of National Importance and other research organizations shall participate and attend this programme. A list of participants is placed at *Annexure - II.*

List of Important Instructions and Formats are placed at *Annexure - III & IV.*

Resource Persons

Faculty of the NIEPA have been invited to act as resource persons in the workshop. A list of resource persons is placed at *Annexure – V.*

Reading Material

All resources of the FDP will be available online on **http://profksrinivas.in/** and **https://dsthakur.moodlecloud.com/**

A list of NIEPA Faculty and Staff is placed at *Annexure – VI.*

Date and Venue

The Online FDP will commence on Monday, the 23rd November, 2020 and concludes on Friday the 27th November, 2020. The resource persons will interact with the participants on Google Meet.

The FDP will be in Two Phases. Phase-1 is for Five days and the Hand Holding will be provided virtually in Phase-2 through focused academic WhatsApp group **[NIEPA_FDP_ARL_2020]** for 30 days. The main purpose of the WhatsApp Group is to promote collaborative, guided and virtual learning environment. The participants are encouraged to post their queries, difficulties, best practices and innovations in the **NIEPA_FDP_ARL_2020**.

Evaluation

The participants are encouraged to provide feedback on course contents and methodology on regular basis. A written as well as online evaluation would be conducted at the end of the workshop through a structured evaluation Performa.

Programme Team

Prof. K. Srinivas
Programme Director
Head ICT & Project Management Unit
National Institute of Educational Planning
and Administration
(Deemed to be University)
17-B, Sri Aurobindo Marg
New Delhi - 110016
Mobile: 9650880208
E-mail: **ksrinivas@niepa.ac.in**

Dr. D. S. Thakur
Programme Coordinator
Documentation Officer
National Institute of Educational Planning and
Administration
(Deemed to be University)
17-B, Sri Aurobindo Marg
New Delhi - 110016
Mobile: 9899878784, 8076125921
E-mail: **dsthakur@niepa.ac.in**

Sh. Chandra Kumar MJ
System Analyst
National Institute of Educational Planning
and Administration
(Deemed to be University)
17-B, Sri Aurobindo Marg
New Delhi - 110016
Mobile: 8050274170
E-mail: chandrakumar@niepa.ac.in

Sh. Omendra Kumar
Consultant IT
National Institute of Educational Planning and
Administration
(Deemed to be University)
17-B, Sri Aurobindo Marg
New Delhi - 110016
Mobile: 9867821026
E-mail: omendra@niepa.ac.in

TENTATIVE SCHEDULE

	Session 1 (10.00 hrs – 11.30 hrs)	Session 2 (11.30 hrs – 13.00 hrs)	Session 3 (14.00 hrs – 15.30 hrs)	Session 4 (15.30 hrs –17.00 hrs)
23.11.2020 Monday	Building the Competencies of Teachers for Online Teaching & Steps to Setup the Blended / Flipped Class **Prof. K. Srinivas**	Virtual Learning Environment for teaching, training and research institutions in India **Video Content Development** **Dr. D. S. Thakur**	Role of Instructional Design for Designing Quality MOOC **Prof. K. Srinivas**	Hands on Activity **Prof. K. Srinivas**
24.11.2020 Tuesday	Digital initiatives in context of NEP 2020 **Dr. Vetukuri P.S. Raju**	Role of librarians in academic and research libraries in digital era **Video Content Development** **Dr. D. S. Thakur**	MOOCs in education and research: SWAYAM an innovative teaching learning tool for new generation of learners **Content Development** **Dr. D. S. Thakur**	OER: Concept & Licensing & Search, Use & Reuse **Content Development** **Dr. D. S. Thakur**

Day				
25.11.2020 **Wednesday**	Information literacy: An indispensable tool for sustainable quality education **Content Development** **Dr. D. S. Thakur**	Google Tools for Education & Exposure to Google Classroom - Learning Management System [LMS] **Prof. K. Srinivas**	**Video Content Development** **Dr. Vetukuri P.S. Raju**	Introduction to NIEPA Digital Archives of Education Documents (45 Mins.) **Prof. A. Mathew** & Availability of information resources for teaching and learning in Eng. and Science under NPTEL (45 Mins.) **Dr. Sandeep Chatterjee**
26.11.2020 Thursday	Experience to NIEPA Online PGDEPA Programme (45 Mins.) **Prof. Veera Gupta** Designing Learner Centric MOOC with MOODLE LMS Software **Prof. K. Srinivas**	Designing Learner Centric MOOC with MOODLE LMS Software **Prof. K. Srinivas**	NIEPA Online Programme on School Leadership & Management (45 Mins.) **Dr. Kashyapi Awasthi** **&** **Hands on Activity** **Dr. D. S. Thakur**	**Hands on Activity** **Dr. D. S. Thakur**
27.11.2020 Friday	Plagiarism: An obstacle to real learning for developing quality MOOC content **URKUND PDS** **Dr. D. S. Thakur**	MOODLE Assessments **Prof. K. Srinivas**	MOODLE Assessments **Prof. K. Srinivas**	MOODLE Grading & Discussion Forum **Prof. K. Srinivas**

LIST OF PARTICIPANTS

S. No.	Name, Designation and Affiliation	E-mail	Mobile
1.	SH. Y MANJUNATHA REDDY Lecturer in Botany SVSSC Government Degree College Sullurpet	yarramreddy88@gmail.com	7780351012
2.	Ms. M. Vishnu Priya Lecturer in Botany K.S.N G.D.C (W), Anantapur Andhra Pradesh	priyarajfeb13@gmail.com	9059298718
3.	SH. AGAVANE RAJESH BALASAHEB College Librarian SARASWATI MANDIR NIGHT COLLEGE OF COMMERCE AND ART'S PUNE - 411002	agavanerajesh@yahoo.in	9049214252
4.	MS. B. DORKA VIJAYA KUMARI Assistant Professor Biochemistry Govt. College for Women (A)	dorkagcw@gmail.com	09963928874
5.	SH. ASHOK KUMAR SHARMA Assistant Professor Meerut College Meerut	aksharmallm@gmail.com	7500001981
6.	DR. DEVILATA RAWAT Assistant Professor RANI DURGAWATI UNIVERSITY JABALPUR MADHYA PRADESH	devilata18@gmail.com	9981801164
7.	Dr. SANJEEV SHARMA Assistant Professor Centre for the Study of Regional Development School of Social Sciences Jawaharlal Nehru University New Delhi	sanjuscorp@gmail.com	9418613054
8.	SH. SONWALKAR RAMESH SHANKARRAO Assistant Professor Swami Ramanand Teerth Mahavidyalay Ambaj	sramesh.shankarrao@gmail.com	9422878545
9.	Dr. SREEJA MOLE S Assistant Professor Sree Narayana College, Kollam	sreejamoles@yahoo.com	8921321720
10.	Dr. NIRMALA KUSHWAH Assistant Professor BRB College, Samastipur Bihar Lalit Narayan Mithila University, Darbhanga Bihar	nirmalakushwah990@gmail.com	9905038020
11.	Dr. Kalpana Shamrao Sonawane College Librarian BMCs College of Social Work Chopda Dist Jalgaon M S	kalpanasonawane73@gmail.com	9423493194

12.	Ms. Koneti Shalini Lecturer in Mathematics Govt. Degree College Kodur	kshalini898@gmail.com	9963410546
13.	Dr. PREETI JOSHI Assistant Professor University Law College, Department of Law University of Rajasthan Jaipur - 302004 (Rajasthan)	drpreetijoshiuor@gmail.com	9829717966
14.	SH. SANDEEP DAGDU PATIL Assistant Professor Dahiwadi College Dahiwadi	patil.sandeep1307@gmail.com	7219187777
15.	SH. KARANAM SUDHAKAR Lecturer Government College, UG & PG, Autonomous, Ananthapuramu	karanam.sn80@gmail.com	9949032049
16.	DR. HARISH G C Assistant Professor Vijay Teachers College-CTE.30Th cross,11Th main, Jayanagar, Bengaluru	drharishgowdru@gmail.com	9448796584
17.	SH. SHALEEN KUMAR SINGH Assistant Professor Swami Shukdevanand College, Mumukshu Ashram, Shahjahanpur	shaleensingh999@gmail.com	9359459695
18.	SH. RAJARAM SUNKARI Librarian Government Degree College for Women, Nalgonda	rajaramsunkari25@gmail.com	7799910222
19.	Dr. ABHIJIT CHAKRABORTY Assistant Professor Karimganj College	abhijitarjun80@gmail.com	9707881360
20.	Dr. SAPANA PAWAR Assistant Professor Chemistry Govt. N College Kota	sapanapawar22@gmail.com	7746088464
21.	DR. SUNITA SINGH Assistant Professor Shivaji College, University of Delhi, Raja Garden New Delhi - 110027	sunitasingh@shivaji.du.ac.in	9811750581
22.	Dr. Rajani Wayside Wadhai Assistant Professor Gondwana University Gadchiroli, MIDC Road, Complex, Gadchiroli	wadhairajani@gmail.com	8378910210
23.	DR. ANIL KUMAR Assistant Professor Central University of Jharkhand	anil.kumar@cuj.ac.in	9955273226
24.	Ms. ALKA SHARMA Assistant Professor Dyal Singh College University of Delhi Lodhi Road New Delhi – 110003	sharmaalka1998@gmail.com	9205820550

25.	DR. S.SUNITHA Lecturer in Botany KVR Govt. College for Women (A), Kurnool	sunijehu@gmail.com	9441892882
26.	MS. RUPA DEBADHIKARY Assistant Professor Birjhora Kanya Mahavidyalaya	granthy18@gmail.com	7002530962
27.	DR. JAGDAMBAY YADAV Associate Professor Economics KGK PG COLLEGE, Moradabad	jagdambayyadav69@gmail.com	9456202259
28.	MS. MADHUMITA PURKAYASTHA Associate Professor and Head DHSK College, Dibrugarh Assam	madhupurgang@gmail.com	9435330309
29.	MS. N L JANAKI Lecturer S CH V P M R Govt. Degree College, Ganapavaram	janaki.nimmaluri@gmail.com	9491722853
30.	Sh. K. Vidya Sagar Lecturer in Library Science Tara Government UG and PG College	neosagar77@gmail.com	09502041223
31.	Dr. M. Balasubramaniam Assistant Professor Dept of Education, Bharathiar University Coimbatore - 641046	balasubramaniambu@gmail.com	9976134495
32.	Dr. Vikas Mane Assistant Professor Indian Institute of Education 128/1, JP Naik Path, Karve Road, Kothrud Pune - 411038	vmane4@yahoo.co.in	9420916223
33.	Dr. Ch. Narayana Reddy Lecturer in Library Science DK GOVERNMENT COLLEGE FOR WOMEN A)	chnarayana66@gmail.com	9949086599
34.	SH. ATUL DOLEY Assistant Professor Karimganj College	atularyan12355@gmail.com	7002409378
35.	DR. M. MUNIYA NAIK Lecturer S.G. Govt. Degree College, Piler	mudemn76@gmail.com	9494461544
36.	MS. MONIKA GUPTA Librarian Maharaja Agrasen P G College for Women, Jhajjar Haryana	monikagupta38@gmail.com	8684031775
37.	SH. K PURNACHANDRA RAO Librarian GOVERNEMNT DEGREE COLLEGE, CHENNOOR	purnacrk@yahoo.com	9010651469
38.	SH. RAJESH KUMAR PANDEY Assistant Librarian (Sr. Scale) SLBS National Sanskrit University, B-4, Qutab Institutional Area, New Delhi	rkpandeynsu@gmail.com	9868257530

39.	Dr. M. RUKMANI Assistant Professor Economics Smt. NPS Govt. Degree College for Women, Chittoor	maldeconomics@gmail.com	9398014174
40.	DR. BIJITHA. P. K Librarian Perunthalaivar Kamarajar College of Education, First Cross, Nehru Nagar, Karaikal	bijithapk9@gmail.com	9442216740
41.	SH. B KONDALA RAO Librarian SR & BGNR GOVT. ARTS & SCIENCE COLLEGE (AUTONOMOUS), KHAMMAM	bkraormm@gmail.com	9490370690
42.	SH. SANJAY JAGANNATHRAO SHENMARE Librarian Shivshakti Arts and Commerce College, Babhulgaon	sjshenmare@gmail.com	9423634544
43.	Dr. Nidhi Saxena Assistant Professor Sikkim University	nidhisaxena.law.30@gmail.com	9800078833
44.	DR. VEER MAYANK Assistant Professor Sikkim University	veer.mayank@gmail.com	8768745610
45.	MS. S. JYOTHI Librarian BJR GOVERNMENT DEGREE COLLEGE VITTALWADI, NARAYANAGUDA	jyothichatla11@gmail.com	9948428670
46.	SH. AMITABH KUMAR MANGLAM Assistant Librarian Tripura University	assttlibrarian2@tripurauniv.in	9862674046
47.	MS. PRATIBHA SHARMA Library & Information officer Indian Institute of Mass Communication Ministry of I &B, Govt. of India New Delhi	Pratibha.lib65@gmail.com	8076521263
48.	MS. CHELLO LIMA Assistant Professor Govt. College Bomdila Arunachal Pradesh	Chellolima5@gmail.com	8132895836
49.	DR. NITHA B Assistant Professor Sree Ayyappa College, Eramallikkara, Chengannur	nitha.balan@gmail.com	9446247374
50.	SH. MAHENDRA SINGH PUROHIT Assistant Professor Mohanlal Sukhadia University	mahen.purohit@gmail.com	9928543782
51.	DR. NIVEDITA SHARMA Librarian Janki Devi Memorial College, University of Delhi Sir Gangaram Hospital Marg New Delhi	nivedita.jdmc@gmail.com	9810894660

52.	Dr. RAM KUMAR DANGI Assistant Librarian Banaras Hindu University	rkdangi@bhu.ac.in	7355745468
53.	DR. BHARAT B. ALASANDI Librarian S. S. S. Samiti's Mahaveer P. Mirji College of Commerce, Nehru Nagar Belagavi Karnataka - 590010	bharatalasandi@gmail.com	9686190253
54.	SH. ANIL ABHIMANJI BHOYAR Librarian Shri Govindrao Munghate Arts and Science College, Kurkheda - 441209	abhoyar321@gmail.com	9764578830
55.	Dr. CHANDRASHEKHAR DHANRAJ WANI Librarian DES's M.D.PALESHA COMMERCE COLLEGE, DHULE	cdwani23@gmail.com	9420268167
56.	SH. MOHAN SHASHIKANT RATKANTHIWAR Librarian Yadaorao Poshattiwar Arts College Talodhi Balapur	mohanratkanthiwar@gmail.com	9371461267
57.	SH. RAHUL RAJENDRA MALI Librarian GET's Arts, Commerce and Science College	malirahul43@gmail.com	8830311316
58.	DR. PRATIBHA LAXMAN WARADE Librarian D. D. N. C. Social Work College Malkapur DIST - Buldana	ppkmlk@gmail.com	9423807862
59.	SH. PRADIP TULSHIRAM PATIL College Librarian AYKKs Arts Mahila Mahavidyalay Deopur Dhule M S	ptpatil66@gmail.com	9420852096
60.	SH. ATUL PANDITRAO PATIL Librarian Dr. Babasaheb Ambedkar Memorial College of Law Dhule	atul21.patil7@yahoo.com	9403563338
61.	Dr. R. KOTHANDARAMAN College Librarian GOVT. ARTS COLLEGE, NANDANAM, CHENNAI	rkraman86@gmail.com	8667376522
62.	Dr. Pramod Kumar Yadav Assistant Professor The West Bengal University of Teacher's Training Education Planning and Administration 25/3 Ballygunge Circular Road, Kolkata	308861@gmail.com	9475138851
63.	Dr. SHALINI MUNINDRA SAKHARKAR Librarian Bhalerao Science College, Saoner	drshalinifulmali958@gmail.com	9422307110
64.	MS. S. MEENA Librarian Pachaiyappas College	meenakicha@gmail.com	9840467099

65.	Dr. A P Shanmugam Librarian Government Arts and Science College Thiruvennainallur	apshanmugamlis@gmail.com	9842570864
66.	DR. RISHI RAJ Associate Professor in Education CENTRAL SANSKRIT UNIVERSITY, SHREE SADASHIVA CAMPUS, CHANDAN HAZURI ROAD, PURI 752001 (ODISHA)	et.mrajguru8290@gmail.com	7085918009
67.	Dr. K.PREMA Assistant Professor Bharathiar University	kaliappanprema@gmail.com	9486120450
68.	MS. RAJASREE.O.P Librarian Bhiwapur Mahavidyalaya, Bhiwapur, Nagpur (Dist), Maharashtra - 441 201, India.	rajasreesunil2011@yahoo.com	9960144019
69.	SH. TUSHAR MALHARRAO PATIL Librarian SSVPS ACS College Shindkheda	ssvpslibrarysnk@gmail.com	7756902044
70.	SH. SUDHEEP A Assistant Professor CALICUT UNIVERSITY TEACER EDUCATION CENTRE	sudheepathiyanathil@gmail.com	9605647480
71.	MS. VAISHALI TUKARAM GORE College Librarian Shri P. D. Jain Art's College, Ansing.dist, Washim (Maharashtra)	librarian.pdjaincollege.ansing@gmail.com	8412005952
72.	Sh. Vijendra Kumar Assistant Professor University of Rajasthan Jaipur (Rajasthan)	vijendrakumar@live.com	9509150519
73.	DR. BABITA GAUR College Librarian Gargi College New Delhi	gaurb1971@gmail.com	9810449350
74.	DR. RANJAN LATA Assistant Professor DDU, Gorakhpur University Gorakhpur	ranjanjnu13@gmail.com	7906607153
75.	DR. DAYANAND Assistant Professor UCET, Vinoba Bhave University, Hazaribag Jharkhand	dayananducet@gmail.com	9430384061
76.	DR. PURNENDU MISHRA Assistant Professor ALLHABAD UNIVERSITY	purnenulaw@gmail.com	7985208166
77.	DR. MANASH DAS Assistant Professor Karimganj College Karimganj Assam - 788710	manashdas05@gmail.com	9435178982

78.	SH. A. Thomas Gunaseelan Associate Professor Government First Grade College, KR Nagar, Mysore	thomasgunaseelan@gmail.com	9448034289
79.	DR. BANDITA MAZUMDER Assistant Professor Birjhora Kanya Mahavidyalaya Bongaigaon	banditabgr@gmail.com	9859809353
80.	MS. MEENAKSHI JAYANT THOMBREY Librarian FES Girls College Chandrapur	thombreymeenakshi@gmail.com	9405714804
81.	Dr. J. N. Baliya Head Department of Educational Studies Central University of Jammu, Jammu	jnbaliya2015@gmail.com	9419160128
82.	Sh. Vivek V. Joshi Associate Professor PGTD of English Gondwana University Gadchiroli	joshi.vivek@unigug.ac.in	9423122689
83.	Dr. Kunwar Singh Assistant Professor Banaras Hindu University	singhdlisbhu2015@gmail.com	8895436443
84.	Lt. Dr. R. Neelaiah Assistant Professor RIMS, Govt. College for Men (A)	dr.neelu09@gmail.com	9492426281
85.	Dr. Mallikarjuna Boligarla Assistant Professor Government College (A), Rajahmundry	drmallichem@gcrjy.ac.in	8985503523
86.	Dr. Ashis Mahato Assistant Professor Chandernagore College Chandernagore, Strand Road Hooghly West Bengal - 712136	ashis131@gmail.com	9007681922
87.	Dr. Prakriti Ranjan Sarkar Assistant Professor Aliah University (Govt. of West Bengal) P R Sarkar, 7 A Bamanpara Lane Kolkata - 700019	biopedagogy@gmail.com	9088614961
88.	Dr. J V V N KESAVA RAO Assistant Professor S.T.S.N. Govt. Degree College KADIRI	kesava2007@gmail.com	9440165007
89.	Dr. K MAHENDRA RAO Librarian S.T.S.N. Govt. Degree College, KADIRI	drmahi.mr@gmail.com	09494599991

Important Instructions &
Pre Workshop Preparations for the Workshop

The Workshop Material is available: <http://profksrinivas.in/>

(1) Pre Workshop Activity for E-content Development

(A) All the Participants are requested to come prepared with one lecture on any one topic from one of their courses and bring with them

1. Lecture notes for the topic
2. PowerPoint Presentations / PDFs/URLs if any,
3. Assessment questions related to the topic,
4. Any other resources that they would like the students to refer
5. Course contents / Introductory Videos
6. Reference Books and Journals for the course
7. Any brief historical or contextual reference to the topic
8. Applications of the topic if any
10. Any activity they would like to include regarding the topic
11. Anything else that they feel is relevant for enhancing the learning experience

(B) FORMAT FOR PREPARING COURSE OVERVIEW
1. **Course Code**: ICT/001
2. **Mode**: Blended Online Mode
3. **Title**: **Computer Programming**
4. **Type of Course**: (Foundation/ Discipline/ Elective): Foundation
5. **Cohort for which it is compulsory**: **6th Semester**
6. **No of Credits**: 4
7. **Semester and Year Offered**: Winter Semester 2019
8. **Course Coordinator and Team**: Prof. K. Srinivas / Email : ksrinivas@niepa.ac.in
9. **Pre-requisites**: Knowledge of high school mathematics is essential and adequate Exposure to pre-calculus is desirable

10. **Aim**: Basic concepts of computer programming are introduced starting with the notion of an algorithm. Emphasis is on developing the ability to write programs to solve practical computational problems.

I. **Level:**
   a. Introductory
   b. Length: 4 weeks
   c. Estimated Effort: 3 hours/Week
   d. Subject: Computer Science
   e. Institution: NIEPA
   f. Languages: English
   g. Video Transcripts: English
   h. Price: FREE

11. Brief description of modules/ Main modules:

    I.   Algorithms
    II.   Elements of C/C++ programming languages
    III.   Basic data types
    IV.   Sequential and conditional execution
    V.   Iterative solutions
    VI.   Arrays, matrices and their applications
    VII. Functions
   VIII. Sorting and searching
    IX.   Elements of string processing
    X.   Introduction to pointers
    XI.   Basics of Software Engineering
    XII. Structures

12. Learning Outcomes of the Course

a. Learn to write C++ programs, compile, and execute using the gcc/simplecpp compiler
b. How to inculcate good programming practices
c. How to write programs and develop the ability to solve practical real world computational problems
d. How to logically think and produce a solution (program)

13. Course Evaluation

a. Online Examination Mode
    i.   MCQ – 20%
    ii. Assignments – 20% [Cumulative]
    iii. Case Studies/Collaborative Learning - 20% [Cumulative]

b. OFF LINE Examination Mode
    i.   Mid-term test – 20%
    ii. Semester-end examination – 20%

14. Suggested Readings

a. Goyal, D.P. (2006). Management Information Systems: Managerial Perspectives (2nd Edition), Macmillan India
b. Laudon, K.C., Dass, R. and Laudon, J.P. (2010). Management Information Systems: Managing The Digital Firm (11th Edition), Pearson
c. Mohapatra, S. and Joseph, P.T. (2009). Management Information Systems in a Knowledge Economy (1st Edition), Phi Learning
d. O'brien, J.A. (2006). Management Information Systems (7th Edition), Tata McGraw Hill
e. Robert, M.G., Joel, R.E. and Claggett, R. J. (2009). Information Systems for Modern Management (3rd Edition), Phi Learning

15. Course Introduction Video [PROMO VIDOE]

(C) Pre Workshop Activity for Content Uploading in an Online Course

(a) Unit /Module Heading

(b) Brief Introduction to the Module/Unit

(c) Module/Unit Outline

(d) Learning Outcomes of the Module/Unit

(e) Any Embedded Video (From Youtube/Vimeo)

Resources
- Video Link (From Youtube)
- Power Point Presentation File Link (From Google Drive)

Assessments
- Multiple Choice Quiz (MCQ) Test
- Discussion Form (Collaborative Learning)
- Online Assignment Submission
- Feedback

(2) Pre Workshop Activity for Teaching in Blended / Flipped Class room

SNO	UNIT NAME	RESOURCE DETAILS	ASSESSMENT DETAILS
1.	Introduction to Computer Programming	1. <iframe width="420" height="315" src="https://www.youtube.com/embed/HCfca1ad03E" frameborder="0" allowfullscreen></iframe> (**Source: YOUTUBE OER Resource** Embedded Video Link) 2. https://youtu.be/yKHVudOVROA (**Source: Prepared by Faculty** using **Presentation Tube Software** Video Link) 3. Power Point File [Prepared by Faculty: Linking from Google Drive] 4. e-Resource PDF File [**Linking from Google Drive**] 5. Video Prepared with "Screencastify"app	• **ONLINE** Multiple Choice Questions (QUIZ) • **Online** Discussion Form • **Online** Assignment Submission • Feedback • Chat

(3)   Pre Workshop Activity for Developing the Video Tutorials [Quadrant-1]

(a) FORMAT FOR PREPERING A OVERALL COURSE INTRODUCTORY VIDEO

Prepare a Powerpoint Presentation with the Following Slides ---   You are free to choose the topic of your choice

Slide 1 Name of the Course and the Coordinator Name

Slide 2: Brief Introduction to the Course

Slide 3: Pre-requisites to take the Course

Slide 4: Brief Description of the Modules to be Covered

Slide 5: Broad Learning Outcomes of the Course

Slide 6: Course Evaluation

Slide 7: Any other information which is appropriate to the Course

(b) FORMAT FOR PREPERING 1st WEEK INTRODUCTORY VIDEO [POWERPOINT SHOULD BE PREPARED]

Slide 1 Name of the Course and Coordinator Name

Slide 2: Brief Introduction to the 1st Week Delivery

Slide 3: Brief Description of the Modules Covered in 1st Week

Slide 4: Broad Learning Outcomes of the 1st Week

Slide 5: Week 1 Evaluation Plan

Slide 6: Any other information which is appropriate to the Week

(4) Pre Workshop Activity for Using Open Educational Resources (OER) for e-content Creation [Quadrant- 2]

● Collect OER based E-content (Creative Commons) which is related to the content for your course. For every resource you identify, note its URL and type of licenses.

● Please collect a minimum of two resources related to your course for the following formats.

  ● Text (pdf, word, ppt, excel etc..)
  ● Audio / podcast
  ● Video (Youtube.com and Vimeo.com)

● Please find OER at least one example pertaining to your course of which you can concept, licensing copyright issues. OER search on YouTube (reuse, remix, revise, redistribute and retain)

  You may go to https://www.oercommons.org/ or use google advance search to find the OER for the above purpose.

● Please collect a minimum of two resources (Pictures) to your course for the following sources:

  ● www.flikr.com

  ● www.pixabay.com

Sample Format for Developing a 1 Week MOOCs Course

Course Name:		
Subject Name:		
Medium of Instruction:	**Category (Applicant):**	**Nature of Course:**
Type of Course:	**Course Credit:**	**Course Duration(week):**
Course Objectives:		
Course Outline:		
Course Curriculum:		
Pre-requisites:		
Learning Outcomes:		
Introductory Video URL:		

Course Details:

Evaluation Methodology:

Assignment:	Practical:	Final Exam:	Others:

Course Content:

Module No	Module Name	Content Writer	Video Presenter	Content Reviewer	Technical Reviewer
1					
2					
3					
4					
5					
6					
7					
8					

Course Schedule:

Week No	Module to be covered	Nature of work	Remarks
1			
2			
3			

4			24

Course Team:

ONLINE *COURSE*
BEST PRACTICES CHECKLIST

(VALIDATION OF PREPAREDNESS TO TEACH ONLINE)

PALOMAR COLLEGE

Online Course Best Practices Checklist

How to use the Best Practices Checklist

This check list provides a road map to developing a high quality course beginning with the online syllabus and continuing with course design/organization, aesthetic design, interaction and collaboration, effective use of technology and assessments.

Use the columns to the right to fetch statement to assess whether or not the course contains that particular element.

Place a □next to the item if the statement has been met. Not applicable (N/A)is marked when the element does not apply to a particular course. A space for comments is provided next to each checkbox.

Course _____   Section# _____

Instructor _____   Date _____

Section 1: Course Information

This section refers to the online course syllabus and course information including objectives, student learning outcomes, course requirements and academic integrity.	☐	N/A	COMMENTS
Syllabus is easily located.			
Syllabus is available in a printer-friendly format.			
Course catalog information is provided: Description, units, prerequisites.			
Instructor contact information is available.			
Instructor office hours are available (online/on-campus).			
Required and supplemental textbooks, reading lists and course materials are listed.			
Learning objectives are clearly stated.			
Course Student Learning Outcomes are stated.			
Course communication instructions/guidelines are stated (i.e., Instructor email guidelines).			
Grading policy is clearly stated.			
Directions are CLEAR and easy to understand for tasks/assignments.			
Academic integrity policy is clearly presented.			
Specific technology requirements are stated (if needed).			
Late and make-up work policy is clearly stated.			
Student support: Course contains extensive information about being an online learner and links to campus resources.			
An orientation for the course is offered, online or on campus.			

Section 2: Course Design and Organization

Course Design and Organization refers to elements of instructional design in an online course. This includes: the structure, instructional strategies, and the overall course set-up or course classroom.	☐	N/A	COMMENTS
Course is well-organized and easy to navigate.			
Course structure is clear and understandable.			
Content is made available to students in manageable segments or "chunks" (e.g. organized by weeks, units, chapters).			
Content is appropriate for student learning of course objectives.			
Course schedule (calendar) is summarized in one place and clearly identifies over all plan of the course.			
Accessibility issues are addressed: color compliance and screen readability.			
All links used in the course are accurate and up-to-date.			
A timeframe is stated for modules, activities, and assessment.			

Section 3: Aesthetic design

Aesthetic design refers to the over all appearance of the course and includes visual aspects such as color, type face, images and other Elements key to presenting the course material.	☐	N/A	COMMENTS
A course banner is used to identify the course.			
Color and texture do not overpower the course information.			
Sufficient contrast between text and background makes information easy to read.			
Design keeps course pages to a comfortable length with white space.			
Images are used in course design to support course content.			
Images area companied by text descriptions (All text) or captions for images that require a more complex description.			
Type face is easy to read. Documents are created during Sans Serif fonts (e.g. Calibri, Arial or Tahoma) with a size of 12 point or higher.			
Styles such as titles and headings are used to format the document.			
Data organized in rows and columns are put in a table.			
Spelling and grammar are accurate.			

Section 4: Interaction and Collaboration

Interaction and Collaboration refers to the extent to which there is student-instructor, student-student, and student-content interaction. Exemplary courses should integrate many different ways to interact and collaborate in the online environment.	☐	N/A	COMMENTS
Student participation requirements/expectations are clearly stated.			
Instructor provides announcements/reminders.			
Instructor email response time is clearly stated.			
Regular feedback about student performance is provided in a timely manner through out the course (example: discussion board posts, assignments, quizzes, etc.).			
Course promotes an active discussion area which encourages students to reply to each other.			
Contact is initiated with students in a variety of ways: (Select all that apply.) ☐Announcements ☐Phone conversations ☐Participation in discussion board ☐Chat sessions or virtual meetings ☐Email ☐ Voice enabled messages ☐ Participation in online group collaboration projects ☐ Face-to-face meetings (review sessions, scheduled meetings)			
Communication/collaboration tools used in the course: ☐ Email ☐Chatroom ☐Discussion board ☐ Whiteboard ☐ other ☐Student presentations			

Section 5: Effective use of Technology

Effective Use of Course Technology refers to the successful integration of technology in to the online course and its use in variety of formats that help students to achieve course goals and objectives.	☐	N/A	COMMENTS
Course makes effective use of online instructional tools.			
Course materials are presented using appropriate formats compatible across computer platform (pdf, rtf, mp3, etc.).			
Audio materials (mp3, wav, etc.) are accompanied by a transcript.			
Videos and screencasts are closed-captioned.			
Presentations are created using design templates found in the software and incorporate the above practices.			
Computer-simulated demonstrations are used to convey information.			
Social media tools (such as, Twitter, Facebook, Flickr) are used.			

What tools are used in the course? (Select all that apply)

☐Email	☐Chat	☐Journals
☐Calendar	☐Gradebook	☐Video/DVD
☐Graphics/Images	☐Wikis	☐Image Database
☐Blogs	☐Animations	☐Whiteboard
☐Audio	☐Survey	☐Podcasts
☐Quiz tool	☐Glossary	☐presentations/portfolios

Section 6: Assessment /Evaluation

The assessment category focuses on the ways in which the student is evaluated toward achieving the student learning outcomes and the quality, type, structure, and security of the assessments used.	☐	N/A	COMMENTS
Assessments are used through out the course (e.g. not just one final exam).			
Anti-plagiarism software is used for written assignments.			
Sample assignments are provided to illustrate instructor expectations.			
Detailed instructions and tips for completing assignments are provided.			
Appropriate security measures are enabled when computer testing, such as:			
Time limitations are placed on exams given online.			
Exams are password protected.			
Exams are proctored in a supervised environment if exams are given face to face.			
Exams are compose do question pools where possible to ensure online students have equivalent but different online tests.			
Questions on exams are seen one at a time.			
Students cannot backtrack.			

LIST OF RESOURCE PERSONS

The following resource persons will interact with the participants during the programme:

S. No.	Name & Address	Mobile No.	Email
1.	Prof. A. Mathew National Institute of Educational Planning and Administration (Deemed to be University) 17-B, Sri Aurobindo Marg New Delhi - 110016	986842 1032	amathew@niepa.ac.in
2.	Prof. Veera Gupta Department of Training and Capacity Building in Education National Institute of Educational Planning and Administration (Deemed to be University) 17-B, Sri Aurobindo Marg New Delhi - 110016	986828 0240	veeragupta@niepa.ac.in
3.	Dr. Vetukuri P. S. Raju Assistant Professor Department of Educational Finance National Institute of Educational Planning and Administration (Deemed to be University) 17-B, Sri Aurobindo Marg New Delhi - 110016	987123 9700	vpsraju@niepa.ac.in
4.	Dr. Kashyapi Awasthi Assistant Professor National Centre for School Leadership National Institute of Educational Planning and Administration (Deemed to be University) 17-B, Sri Aurobindo Marg New Delhi - 110016	971123 7170	kawasthi@niepa.ac.in
5.	Dr. Sandeep Chatterjee Registrar National Institute of Educational Planning and Administration (Deemed to be University) 17-B, Sri Aurobindo Marg New Delhi – 110016	991002 9677	registrar@niepa.ac.in

6.	Prof. K. Srinivas Head, ICT and Project Management Unit National Institute of Educational Planning and Administration (Deemed to be University) 17-B, Sri Aurobindo Marg New Delhi - 110016	965088 0208	ksrinivas@niepa.ac.in
7.	Dr. D. S. Thakur Documentation Officer Documentation Centre National Institute of Educational Planning and Administration (Deemed to be University) 17-B, Sri Aurobindo Marg New Delhi - 110016	989987 8784 807612 5921	dsthakur@niepa.ac.in dsthakur@hotmail.com

NIEPA FACULTY AND STAFF

Prof. N.V. Varghese
Vice Chancellor
E-mail: vc@niepa.ac.in

Department of Educational Planning

Prof. K. Biswal, *Professor & Head*   e-mail: kkbiswal@niepa.ac.in
Phone: 26544861
Prof. P. Geetha Rani, *Professor*
Dr. N. K. Mohanty, *Assistant Professor*
Dr. Suman Negi, *Assistant Professor*

Department of Educational Administration

Prof. Kumar Suresh, *Professor & Head*   e-mail: kumarsuresh@niepa.ac.in
Phone: 26544855
Dr. Vineeta Sirohi, *Professor*
Dr. V. Sucharita, *Assistant Professor*

Department of Educational Finance

Prof. Mona Khare, *Professor & Head*   e-mail: monakhare@niepa.ac.in
Phone: 26544865
Dr. Vetukuri P. S. Raju, *Assistant Professor*

Department of Educational Policy

Prof. Avinash K. Singh, *Professor & Head*   e-mail: aksingh@niepa.ac.in
Phone: 26544856
Dr. Manisha Priyam, *Associate Professor*
Dr. S. K. Mallik, *Assistant Professor*
Dr. Naresh Kumar, *Assistant Professor*

Department of School and Non-formal Education

Prof. Pranati Panda, *Professor & Head*   e-mail: pranatipanda@niepa.ac.in
Phone: 26544815
Prof. Madhumita Bandyopadhyay, *Professor*

Department of Higher & Professional Education

Prof. Sudhanshu Bhushan, *Professor & Head*   e-mail: sudhanshu@niepa.ac.in
Phone: 26544844
Dr. Aarti Srivastava, *Associate Professor*
Dr. Neeru Snehi, *Associate Professor*
Dr. Sangeeta Angom, *Assistant Professor*

Department of Training and Capacity Building in Education

Prof. B. K. Panda*, Professor & Head*   e-mail: bkpanda@niepa.ac.in
Phone: 26544836
Prof. Veera Gupta, *Professor & Acting Head*   e-mail: veeragupta@niepa.ac.in

Phone: 26544808
Dr. Savita Kaushal, *Assistant Professor (On Lien)*
Dr. Mona Sedwal, *Assistant Professor*

National Centre for School Leadership

Prof. Rashmi Diwan, *Professor & Coordinator*   *e-mail:* rashmidiwan@niepa.ac.in
Phone: 26544835
Dr. Sunita Chugh, *Associate Professor*
Dr. Kashyapi Awasthi, *Assistant Professor*
Dr. Subitha G.V., *Assistant Professor*
Dr. N. Mythili, *Assistant Professor*

Centre for Policy Research in Higher Education

Prof. N. V. Varghese, *Professor & Director*   e-mail: nvvarghese@niepa.ac.in
Phone: 26544802
Prof. Mona Khare, *Professor*
Dr. Nidhi S. Sabharwal, *Associate Professor*
Dr. Anupam Pachauri, *Assistant Professor*
Dr. Garima Malik, *Assistant Professor*
Dr. Jinusha Panigrahi, *Assistant Professor*
Dr. Malish C.M., *Assistant Professor*

School Standard and Evaluation Unit

Prof. Pranati Panda, *Professor & Head*   e-mail: pranatipanda@niepa.ac.in
Phone: 26544815
Dr. Rasmita Das Swain, *Associate Professor*
Shri A. N. Reddy, *Assistant Professor*

Project Management Unit

Prof. K. Srinivas, *Professor & Head ICT & PMU*   e-mail: ksrinivas@niepa.ac.in
Phone: 26544883

Advisor (IAIEPA Project)

Prof. K. Ramachandran, *Professor*   e-mail: kramachandran@niepa.ac.in
Phone: 26544884

Registrar

Dr. Sandeep Chatterjee   e-mail: registrar@niepa.ac.in
Phone: 26544818

General and Personnel Administration

Dr. Naresh Kumar, *Administrative Officer (I/c)*   e-mail: nareshkumar@niepa.ac.in
Phone: 26544833
Shri. Chander Prakash, *Section Officer*
Mrs. Sonam Anand, *Section Officer*

Computer Centre

Shri Chandra Kumar MJ, *Systems Analyst*   e-mail: chandrakumar@niepa.ac.in
Phone: 26544879

Training Cell

Shri. Jai Prakash Dhami*, Training Officer(I/c)*   e-mail: jpdhami@niepa.ac.in
Phone: 26544812

Academic Administration

Shri P. P. Saxena, *Section Officer*   e-mail: ppsaxena@niepa.ac.in
Phone: 26544831
M. Phil & Ph. D. Cell
Ms. Rekha Rani
Phone: 26544823

Publication Unit

Shri Pramod Rawat, *Deputy Publication Officer*   e-mail: pramodrawat@niepa.ac.in
Phone: 26544875
Shri Amit Singhal, *Publication Assistant*

Hindi Cell

Sh. Manoj Gaur
Phone: 26544876 *(Hindi Cell)*

Finance & Accounts

Mrs. Puja Singh, *Finance Officer (I/c)*   e-mail: fo@niepa.ac.in
Phone: 26544836
Shri. Chander Prakash *(Accounts)*

Library/Documentation Centre

Mrs. Puja Singh, *Librarian*   e-mail: pujasingh@niepa.ac.in
Phone: 26544813
Dr. D. S. Thakur, *Documentation Officer*   e-mail: dsthakur@niepa.ac.in
Phone: 26544846
Mrs. Sulbha Sharma, *Professional Assistant*
Mrs. Niti Verma, *Professional Assistant (on deputation)*

Faculty Development Programme on MOOCs and Applications of ICT in Academic and Research Libraries

[November 25-30, 2019]

INFORMATION GUIDE

National Institute of Educational Planning and Administration
(Deemed to be University)
17-B, Sri Aurobindo Marg, New Delhi - 110016

Faculty Development Programme on MOOCs and Applications of ICT in Academic and Research Libraries
[November 25-30, 2019]

Introduction

A very promising technological and pedagogical model that has received a lot of attention during the last few years and adoption by Stanford, Harvard, Duke and almost 100 of the world's top ranking Universities to teach millions of learners is that of the MOOC. The MOOC is considered on the one hand as a panacea for education and on the other as a defilement of the sanctity of the higher education tradition. Massive Open Online Courses (MOOCs) are gaining traction all over the world to provide unlimited participation and open access to quality education via web. The visitors to the top three MOOCs platforms (Udemy, Coursera and edX) are from the United States, followed by visitors from India. This shows the tangible interest in MOOCs in India with their cost effectiveness and potential to reach a large number of learners. MOOCs provide us the opportunity to broaden the access to quality education at all levels.

The acronym "MOOC" has been in vogue recently, with lots of discussion about organizations like Udacity, Coursera and edX. The acronym stands for "Massive Open Online Course, which is a free Web-based distance learning program that is designed for the participation of large numbers of geographically dispersed students. A MOOC may be patterned on a college or university course or may be less structured. There are many providers globally who offer a wide variety of topics.

SWAYAM or Study Webs of Active-Learning for Young Aspiring Minds programme of Ministry of Human Resource Development, Government of India, professors of centrally funded institutions like IITs, IIMs, and central universities offer online courses to citizens of India. The current version of the (SWAYAM 2.0) runs on a platform built by Google's Course Builder Platform.

The workshop aims to gather teaching faculty in using the Moodle environment to develop course materials, blended learning and 100% online courses to engage students in learning. This workshop is a great starting point for effective teaching in the 21st century learning environment. This workshop will sensitize the participants how to use the tools available in Moodle to develop unique courses for many kinds of institutions. The workshop also leverages Moodle's unique capacity to seamlessly bring together instructional materials, dynamic activities, social interaction, and student management functions. Following the best practices in designing a Moodle course, the participants will also incorporate strategies to accommodate multiple learning styles. They will also accommodate the emerging instructional technologies and provide a strategy for a wide variety of course modalities, including self-paced independent study, cohort-based courses with student-instructor interaction, and highly collaborative student-centered courses.

Besides the FDP will focus on technology enhanced learning innovative teaching learning tools such as Virtual Learning Environment (VLE), open educational resources (OER), Creative Commons (CC) and develop wide range of learning content for learners. All these technological advancements has not only transformed the teaching learning process in

universities, research and training institutions but also expanded the role of teacher, student and information professionals in teaching, learning, designing, developing and sharing resources. The role of information professionals has transformed from the custodian of resources to the teachers "Teaching Librarians" as well as instructors of the information and digital literacy skills who guide students, research scholars and the entire campus to evaluate and apply information in ethical ways to achieve their academic and research goals. Preservation of information, open educational resources, Virtual Learning Environments and Massive Open Online Courses have bridged the digital divide for learners and playing a significant role to achieve the mission of quality higher education worldwide. They offer multiple benefits of the mainstream of the knowledge economy to all learners and researchers who were earlier away from the access to quality education and quality content. The programme is designed to build the capacity of the faculty members to design, develop, deliver, transact, assess online courses on different disciplines using Moodle-LMS platform for effective delivery of courses in higher education in blended as well as online modes.

Objectives of the FDP

- Exposure to GOI Digital Initiatives in Higher Education and to understand the process of Planning, Designing and Implementing Learner Centric MOOC Courses;
- Introduction to MOOCs Ecosystem, Pedagogy & Open Source MOOCs Platforms and Frameworks; to sensitise online course instructional Design Methods & blended learning approach;
- To use SWAYAM/Moodle-Platforms as an adjunct to face-to-face teaching and to teach in a fully online or distance learning context and to get a feel for how their courses could be enhanced using SWAYAM/Moodle platform;
- To create better and active communication and collaboration with the students and to design and manage learning assessment using SWAYAM/Moodle;
- Integrate technological tools in the libraries to enhance the access and use of the libraries;
- Learn 21st century information literacy skills and about open educational resources;

- Develop institutional repositories and integrate the same with the national repositories.

Themes

- The Technology and Pedagogy Supporting MOOCs
- New skill sets needed for effective participation in MOOCs
- Adoption of e-Resources for innovative Teaching & Learning practices
- Online Course Instructional Design & Best Practices in implementing MOOCs
- Importance of [CC] Creative Commons Open Educational Resources (OER) for Development of MOOC Courses
- Learning & Teaching an Online course using Moodle MOOC

- Role of the librarians in academic and research environment in digital era
- Virtual Learning Environment in teaching, training and research institutions
- Information literacy: An indispensable tool for quality and excellence in higher education
- Plagiarism and Intellectual Property Rights for Designing the MOOC Courses.

Teaching and Learning Activities

Class lectures and learning resources are designed to achieve the course objectives. The participants should read the assigned learning resources before class, complete online assignments on time and actively participate in Discussion Forms. All resources pertaining to the workshop will be available on **http://profksrinivas.in/** and **https://dsthakur.moodlecloud.com/** before each class. It will contain homework assignments, study material, and other important instructions.

Assessment Methods

Presentations/Assignments/Practical/Group Work/Class room activity. Besides, the lecture discussion, more than 75 percent of time will be devoted for hands-on–activities.

The Following Software/apps need to be installed on all participants Personal Laptops/Smart phones before attending the sessions:

1. Moodle Mobile app:
   https://play.google.com/store/apps/details?id=com.moodle.moodlemobile&hl=en_IN
2. Presentation tube: http://presentationtube.com/----- Video Preparation
3. Screencast-o-Matic: https://screencast-o-matic.com/   ----- Video Preparation
4. Screencastify Screen Recorder for Chrome:
   https://www.screencastify.com/products/screen-recorder/
5. VideoNot.es: The easiest way to take notes synchronized with videos! :
   http://www.videonot.es/

The workshop reading material and assignments are available: **http://profksrinivas.in/** and **https://dsthakur.moodlecloud.com/**

All the Participants are requested to come prepared with one lecture on any one topic from one of their courses and bring with them

1. Lecture notes for the topic;

2. PowerPoint Presentations/PDFs/URLs, if any;

3. Assessment questions related to the topic;

4. Any other resource that they would like the students to refer;

5. Course contents / Introductory Videos;

6. Reference Books and Journals for the course;

7. Any brief historical or contextual reference to the topic;

8. Applications of the topic if any;

9. Any activity they would like to include regarding the topic; and

10. Anything else that they feel is relevant for enhancing the learning experience.

Group Work, Action Plan Preparation and Presentation

Group Work and Action Plan Preparation and Presentation are compulsory. The Group work should reflect the collaborative nature. The Key Parameters for the Group work and Action Plan Presentation are:

1. Key Learning Outcomes of the Sessions;
2. The Value Addition the sessions have provided (w.r.t Concept building and enhancing the Technical Capability);
3. The Time bound Short Term and Long Term Action Plan; and
4. The Time bound Action Plan for spreading the Knowledge Gained during the sessions among other colleagues of the Institution.

Programme Methodology

The FDP is designed to facilitate capacity building in launching and teaching online courses using Moodle MOOC platform. The workshop emphasizes participatory and interactive mode of learning. Besides the lecture discussion, nearly 75 percent of time will be devoted for hands-on-experience sessions on a Moodle MOOC Platform.

Time Table

The time table of this programme is placed at *Annexure − I.*

Participants

Faculty members of Central Universities, State Universities, institute of national importance and other research organizations shall participate and attend this programme. A list of participants is placed at *Annexure - II.*

List of Important Instructions and Formats for Group Work placed at *Annexure - III & IV.*

Resource Persons

In addition to the faculty of the institute (NIEPA), experts from other institutions have been invited to act as resource persons in the workshop. A list of resource persons is placed at *Annexure – V.*

Reading Material

All resources of the FDP will be available online on **http://profksrinivas.in/** and **https://dsthakur.moodlecloud.com/**. A list of reading material of the FDP will be available on the *Annexure – VI.*

A list of NIEPA Faculty and Staff is placed at *Annexure – VII.*

Date and Venue

The FDP will commence on Monday, the 25th November, 2019 and concludes on Saturday the 30th November, 2019. The venue of the workshop will be in Lecture Hall No.113 the National Institute of Educational Planning and Administration, New Delhi.

The FDP will be in Two Phases. Phase-1 is for Six days and the Training after Support will be provided virtually through focused academic WhatsApp group **[NIEPA-MOOCs-ARL]** for 90 days. The main purpose of the WhatsApp Group is to promote collaborative, guided and virtual learning environment. The participants are encouraged to post their queries, difficulties, best practices and innovations in the **NIEPA-MOOCs-ARL**.

Evaluation

The participants are encouraged to provide feedback on course contents and methodology on regular basis. A written as well as online evaluation would be conducted at the end of the workshop through a structured evaluation Performa.

Boarding and Lodging

Boarding and Lodging arrangements for all the participants have been made in the NIEPA Guest House.

Programme Team

Prof. K. Srinivas
Programme Director
Head ICT & Project Management Unit
National Institute of Educational Planning and Administration
(Deemed to be University)
17-B, Sri Aurobindo Marg
New Delhi - 110016
Mobile: 9650880208
E-mail: **ksrinivas@niepa.ac.in**

Dr. D. S. Thakur
Programme Coordinator
Documentation Officer
National Institute of Educational Planning and Administration
(Deemed to be University)
17-B, Sri Aurobindo Marg
New Delhi - 110016
Mobile: 9899878784, 8076125921
E-mail: **dsthakur@niepa.ac.in**

TENTATIVE SCHEDULE

	Session 1 (9.00 hrs – 11.00 hrs)		Tea	Session 2 (11.15 hrs – 1300 hrs)	Lunch	Session 3 (14.00 hrs – 15.30 hrs)	Tea	Session 4 (15.45 hrs –17.15 hrs)
Day 1	ICE Breaking Session (9:00-10.15) **Prof. K. Srinivas**	Digital initiatives of Govt. of India in higher education (10.15-11.00) **Sh. Parameswaran Advisor, MHRD SWAYAM**	**Tea**	Group work for design, develop and deliver MOOC courses **Prof. K. Srinivas**	**Lunch**	**[Lecture/Demo/Practice]** Virtual Learning Environment for teaching, training and research institutions in India: Focus on SWAYAM **Quadrant-1** **Dr. D. S. Thakur**	**Tea**	**[Lecture/Demo/Practice]** 1. MOOCs in education and research: SWAYAM an innovative teaching learning tool for new generation of learners 2. Information literacy: An indispensable tool for sustainable quality education **Dr. D. S. Thakur**
Day 2	Instructional Learning Experiences of Yesterday (9:00-9.30) **Prof. K. Srinivas**	**[Lecture/Demo/Practice]** Role of librarians in academic and research libraries in digital era: Focus on SWAYAM **Quadrant-2** **Dr. D. S. Thakur**	**Tea**	**[Group Work/ Hands on Practice]** Designing a Four Weeks Learner Centric MOOC **Prof. K. Srinivas**	**Lunch**	**[Group Work/ Hands on Practice]** Role of OER to MOOCs development - Content searching/curation: Focus on SWAYAM **Quadrant-2** **Dr. Nisha Singh**	**Tea**	**[Group Work/ Hands on Practice]** Role of Concept Mapping [CMAP] for developing quality MOOC courses **Dr. Nisha Singh**

Day							
Day 3	Instructional Learning Experiences of Yesterday **(9:00-9.30)** **Prof. K. Srinivas**	**[Lecture/Demo/Practice]** Role of Intranet to manage resources **Dr. D. S. Thakur**	**T e a**	**[Group Work/Hands on Practice]** Role of Intranet to manage resources **Dr. D. S. Thakur**	**L u n c h**	**[Group Work/Hands on Practice]** Designing Learner Centric MOOC through MOODLE Software **Prof. K. Srinivas**	**T e a**	**[Group Work/Hands on Practice]** Designing Learner Centric MOOC through MOODLE Software **Prof. K. Srinivas**
Day 4	Instructional Learning Experiences of Yesterday **(9:00-9.30)** **Prof. K. Srinivas**	**[Lecture/Demo/Practice]** Plagiarism: An obstacle to real learning for developing quality MOOC content **Dr. D. S. Thakur**	**T e a**	**[Group Work/ Hands on Practice]** Assessments (MCQ): Focus on SWAYAM **Quadrant-3** **Dr. Mythili**	**L u n c h**	**[Group Work/ Hands on Practice]** Assessments (MCQ): Focus on SWAYAM **Quadrant-3** **Dr. Mythil**	**T e a**	**[Group Work/ Hands on Practice]** Assessments (Online Assignment): Focus on SWAYAM **Quadrant-3** **Dr. Deepak Bishla**
Day 5	Instructional Learning Experiences of Yesterday **(9:00-9.30)** **Prof. K. Srinivas**	**[Group Work/ Hands on Practice]** Discussion Forum: Focus on SWAYAM **Quadrant-4** **Prof. K. Srinivas**	**T e a**	**[Group Work/ Hands on Practice]** Discussion Forum: Focus on SWAYAM **Quadrant-4** **Prof. K. Srinivas**	**L u n c h**	**[Lecture/Demo/Practice]** Exposure to SWAYAM 2.0 MOOCs Platform **Dr. Kusuma**	**T e a**	**[Group Work/Hands on Practice]** **Dr. D. S. Thakur**
Day 6	Instructional Learning Experiences of Yesterday **(9:00-9.30)** **Dr. D. S. Thakur**	Role of IPR in designing & developing quality MOOC courses **Dr. Moorttimatee Samantaray**	**T e a**	**[Group Work/Hands on Practice]** **Dr. D. S. Thakur**	**L u n c h**	**Group Work Presentation [10 Minutes with each Participant]** **Dr. D. S. Thakur**	**T e a**	**Group Work Presentation (Observation & Feedback) [10 Minutes with each participant]** **Dr. D. S. Thakur**

LIST OF PARTICIPANTS

S. No.	Name & Address	Mobile	E-mail	Domain
	Andhra Pradesh			
1.	Prof. (Dr.) C. Rama Mohan Reddy Department of Political Science S.K.S.C. Degree College Proddatur Kadapa District - 516360 Andhra Pradesh	94400 84212	rammohan.pdtr@gmail.com	Political Science
	Delhi			
2.	Dr. V.P.S. Raju Assistant Professor National Institute of Educational Planning and Administration (Deemed to be University) 17-B, Sri Aurobindo Marg New Delhi - 110016	9871 239700	vpsraju@niepa.ac.in	Education
3.	Dr. Anuradha Jha Assistant Professor GGSIP University Sector – 16 C, Dwarka New Delhi - 110078	9810 831104	dranuradhajha@gmail.com	Law
4.	Dr. Sweta Singh Assistant Professor GGSIP University Sector – 16 C, Dwarka New Delhi - 110078	8368 377277	swetasingh2000@gmail.com	USMC
5.	Dr. Ashutosh Anand Assistant Professor Centre of Russian Studies SLL&CS Jawaharlal Nehru University New Delhi - 110067	9868 431782	ashu.jnu@gmail.com	Centre of Russian Studies
6.	Dr. Satyendra Kumar Documentation Officer (SG) CSRD, SSS-III Jawaharlal Nehru University New Delhi – 110067	99990 62014 01126704149	sksingh@mail.jnu.ac.in	Library and Information Science

7.	Dr. Jaswant Singh Lohia Documentation Officer (SG) Centre for Historical Studies Jawaharlal Nehru University New Delhi – 110067	9810 431892 01126704759	jslohia.jnu@gmail.com	Library and Information Science
8.	Dr. Nityananda Agasti Assistant Professor Department of Chemistry Deen Dayal Upadhyaya College (University of Delhi) Sector - 3, Dwarka New Delhi – 110078	9999 691964	nnagasti@gmail.com	Chemistry
9.	Dr. Ananthula Raghu Assistant Professor Department of Education (CIE) University of Delhi Delhi – 110007	9963 223616 7989 782418	raghu.education@gmail.com	Education
	Gujarat			
10.	Dr. Shankar Lal Bika Assistant Professor Faculty of Education (IASE) Central University of Gujarat Sector-29 Gandhinagar - 382030 Gujarat	9812 763059 7988 683275	bikashankar@gmail.com	Education
	Haryana			
11.	Dr. Rakesh Mittal Assoc. Professor Pharmacology Department University of Health Sciences Rohtak - 124001 Haryana	9034 040290	rakeshuhs@gmail.com	Medical
12.	Dr. Jayashankar Kaushik Assoc. Professor Paediatrics Department University of Health Sciences Rohtak - 124001 Haryana	9871 174069	jskaushik2010@gmail.com	Medical
13.	Ms. Lalita Yadav Assistant Professor Department of Computer Science Dronacharya Govt. College Flat No. 904, D2 Tower Tulip Petals, Sector – 89 Gurugram -122001 Haryana	99109 52221	yadavlalita60@gmail.com	Computer Science

14.	Sh. Raj Ratan Assistant Professor Department of Psychology Dronacharya Govt. College Gurugram – 122001 Haryana	9810 597507	dukerajratan@gmail.com	Psychology
	Jharkhand			
15.	Dr. Praveen Kumar Sharma Assistant Professor (Stage-II) Department of Life Science Central University of Jharkhand Ranchi	82298 13927	pksharma@cuj.ac.in	Life Science
16.	Dr. Sachin Kumar Assistant Professor (Stage-II) Department of Energy Science Central University of Jharkhand Ranchi	98215 64981	sachin.kumar.01@cuj.ac.in	Energy Science
17.	Dr. Sweta Malani Principal in-charge DAV Nandraj Public School Booty Road Ranchi - 834009 Jharkhand	6287 998888	swetazin@gmail.com	Administrati on, Zoology
	Karnataka			
18.	Shri. Ramesh B. Kuri Assistant Professor Department of Library and Information Science School of Applied Sciences Rani Channamma University Belagavi – 591156 Karnataka	9480 870779	rameshkuri@rcub.ac.in	Library and Information Science
	Madhya Pradesh			
19.	Dr. Rajkumar Sharma Assistant Professor UGC - HRDC Lakshmibai National Institute of Physical Education (Deemed University) Gwalior - 474002 Madhya Pradesh	9580 765651 9425 112154	rajumonasona@gmail.com	Physical Education

20.	Dr. Shankar Reddy Kolle Deputy Librarian Central Library Indira Gandhi National Tribal University Amarkantak, Lalpur Dist. Anuppur – 484887 Madhya Pradesh	7629 269725	librarian@igntu.ac.in	Library and Information Science
	Maharashtra			
21.	Mr. Amol Baban Ubale Assistant Professor PVDT College of Education for Women SNDT Women's University Mumbai	83558 52142 98223 07164	amolubale20@gmail.com	College of Education for Women
22.	Prof. Vaishali Praful Gudadhe Professor and Head Department of Library and Information Science Sant Gadge Baba Amravati University, Amravati Address 20, Bhumiputra Colony near Congress Nagar Amravati – 444601 Maharashtra	94037 40095	hodlibsci@sgbau.ac.in vpgudadhe@gmail.com	Library and Information Science
	Punjab			
23.	Dr. Baljinder Kaur Assistant Professor Department of Library and Information Science Arts Block 1 Punjabi University Patiala Patiala – 147002 Punjab	9855 403414	baljinderpup@gmail.com	Library and Information Science)
24.	Dr. Navkiran Kaur Assistant Professor Department of Library and Information Science Arts Block 1 Punjabi University Patiala Patiala – 147002 Punjab	9914 589322	navkiran1907@gmail.com	Library and Information Science)
	Tamil Nadu			
25.	Dr. K. Vijayarani Assistant Professor Department of Education (SDE) Bharathiar University Coimbatore – 641046 Tamil Nadu	94422 75642	kvijayarani@yahoo.com	Educational Technology

26.	Dr. S. Arulsamy Associate Professor Department of Education (SDE) Bharathiar University Coimbatore – 641046 Tamil Nadu	9080 258375 9442 070057	arulsamy@buc.edu.in sarulsamys@yahoo.co.in	Educational Technology
27.	Sh. R. Daniel Rubaraj Assistant Professor Department of English The American College Madhrai, Madurai Tamil Nadu	9842 341531	danielrubaraj@gmail.com	English
	Telangana			
28.	Dr. G. K. Viswanadh Professor of Civil Engineering & Director UGC-Human Resource Development Centre JNTUH Kukatpally Hyderabad – 500085 Telangana	98491 63875	gkviswanadh@jntuh.ac.in kasi.gorthi@gmail.com directorhrdcjntuh@jntuh.ac.in	Engineering
29.	Dr. R. Kumara Swamy Assistant Professor Library and Information Science Govt. Degree College Narsampet Warangal (Rural) – 506132 Telangana	94413 05564	rasalaswamy@gmail.com	Library and Information Science
	Uttar Pradesh			
30.	Prof. Ravi Prakash Tewari Motilal Nehru National Institute of Technology Allahabad Prayagraj - 211004 Uttar Pradesh	9450 603682	rptewari@mnnit.ac.in	Engineering
31.	Dr. Brihaspati Bhattacharya Assistant Professor Department of Sanskrit Vasanta College for Women Rajghat Fort Varanasi – 221005 Uttar Pradesh	9889 369823	devguru002@gmail.com	Sanskrit

32.	Dr. Jai Singh Assistant Professor Department of Education Vasanta College for Women Rajghat Fort Varanasi – 221005 Uttar Pradesh	9453 915955	jai.vasanta@gmail.com	Education
33.	Dr. Shreya Pathak Assistant Professor Department of History Vasanta College for Women Rajghat Fort Varanasi – 221005 Uttar Pradesh	7607 602928	shreyapathak165@gmail.com	History
34.	Dr. Kaushlendra Singh Assistant Professor Department of Education Arya Mahila P.G. College (B.H.U.) Varanasi Uttar Pradesh	8765 506630	drksbhu@gmail.com	Education
	Uttarakhand			
35.	Dr. Mamta Aswal Assistant Professor Faculty of Education (IASE) Kumaun University, Nainital Address C/o Rajlaxmi Traders Lower Mall Road Almora Uttarakhand	90120 48550	mamtaaswal.edu@gmail.com	Educational Research
36.	Dr. Bhaskar Chaudhary Assistant Professor Faculty of Education (IASE) Kumaun University, Nainital Address C/o Rajlaxmi Traders Lower Mall Road Almora Uttarakhand	84498 92549	bhaskareducator@gmail.com	Educational Research
	West Bengal			
37.	Dr. Sarita Anand Assistant Professor Department of Education Vinaya Bhavana Visva-Bharati University Santiniketan - 731235 West Bengal	9333 044901 8299 846902	saritanand.edu@gmail.com sarita.anand@visva-bharati.ac.in	Educational Technology

Important Instructions &
Pre Workshop Preparations for the Workshop

The Workshop Material is available: http://profksrinivas.in/

Pre Workshop Activity for Software Requirements for the Hands on Sessions

Moodle Cloud Site [Free Cloud based Moodle Hosting]	https://moodlecloud.com/
Moodle Mobile app [This Mobile app is Useful for access the Moodle enabled Online Courses]	https://play.google.com/store/apps/details?id=com.moodle.moodlemobile&hl=en_IN
Presentation tube [Generic Video Preparation]	http://presentationtube.com/
Screencast-o-Matic [Generic Video Preparation]	https://screencast-o-matic.com/
Screencastify [Screen Recorder for Chrome]	https://www.screencastify.com/products/screen-recorder/
Cmap *[Cmap software empowers users to construct, navigate, share and criticize knowledge models represented as concept maps.*	https://cmap.ihmc.us/cmaptools/cmaptools-download/
Audacity *[Free Open Source, Cross Platform, Audio Software]*	https://www.audacityteam.org/
Open Shot Video Editor *[Free and Open-Source Video Editor]*	https://www.openshot.org/download/

(1) Pre Workshop Activity for E-content Development

(A) All the Participants are requested to come prepared with one lecture on any one topic from one of their courses and bring with them

1. Lecture notes for the topic
2. PowerPoint Presentations / PDFs/URLs if any,
3. Assessment questions related to the topic,
4. Any other resources that they would like the students to refer
5. Course contents / Introductory Videos
6. Reference Books and Journals for the course
7. Any brief historical or contextual reference to the topic
8. Applications of the topic if any
10. Any activity they would like to include regarding the topic
11. Anything else that they feel is relevant for enhancing the learning experience

(B) FORMAT FOR PREPARING COURSE OVERVIEW
1. **Course Code**: ICT/001
2. **Mode**: Blended Online Mode

3. **Title**: **Computer Programming**
4. **Type of Course**: (Foundation/ Discipline/ Elective): Foundation
5. **Cohort for which it is compulsory**: **6th Semester**
6. **No of Credits**: 4
7. **Semester and Year Offered**: Winter Semester 2019
8. **Course Coordinator and Team**: Prof. K. Srinivas / Email : ksrinivas@niepa.ac.in
9. **Pre-requisites**: Knowledge of high school mathematics is essential and adequate Exposure to pre-calculus is desirable

10. **Aim**: Basic concepts of computer programming are introduced starting with the notion of an algorithm. Emphasis is on developing the ability to write programs to solve practical computational problems.

I. **Level:**
   a. Introductory
   b. Length: 4 weeks
   c. Estimated Effort: 3 hours/Week
   d. Subject: Computer Science
   e. Institution: NIEPA
   f. Languages: English
   g. Video Transcripts: English
   h. Price: FREE

11. **Brief description of modules/ Main modules**:

   I.   Algorithms
   II.   Elements of C/C++ programming languages
   III.   Basic data types
   IV.   Sequential and conditional execution
   V.   Iterative solutions
   VI.   Arrays, matrices and their applications
   VII.   Functions
   VIII. Sorting and searching
   IX.   Elements of string processing
   X.   Introduction to pointers
   XI.   Basics of Software Engineering
   XII.   Structures

12. **Learning Outcomes of the Course**
   a. Learn to write C++ programs, compile, and execute using the gcc/simplecpp compiler
   b. How to inculcate good programming practices
   c. How to write programs and develop the ability to solve practical real world computational problems
   d. How to logically think and produce a solution (program)

13. Course Evaluation

a. Online Examination Mode
   i. MCQ – 20%
   ii. Assignments – 20% [Cumulative]
   iii. Case Studies/Collaborative Learning - 20% [Cumulative]
b. OFF LINE Examination Mode
   i. Mid-term test – 20%
   ii. Semester-end examination – 20%

14. Suggested Readings
   a. Goyal, D.P. (2006). Management Information Systems: Managerial Perspectives (2nd Edition), Macmillan India
   b. Laudon, K.C., Dass, R. and Laudon, J.P. (2010). Management Information Systems: Managing The Digital Firm (11th Edition), Pearson
   c. Mohapatra, S. and Joseph, P.T. (2009). Management Information Systems in a Knowledge Economy (1st Edition), Phi Learning
   d. O'brien, J.A. (2006). Management Information Systems (7th Edition), Tata McGraw Hill
   e. Robert, M.G., Joel, R.E. and Claggett, R. J. (2009). Information Systems for Modern Management (3rd Edition), Phi Learning

15. Course Introduction Video [PROMO VIDOE]

(C) **Pre Workshop Activity for Content Uploading in an Online Course**
   (a) Unit /Module Heading
   (b) Brief Introduction to the Module/Unit
   (c) Module/Unit Outline
   (d) Learning Outcomes of the Module/Unit
   (e) Any Embedded Video (From Youtube/Vimeo)

Resources
   ● Video Link (From Youtube)
   ● Power Point Presentation File Link (From Google Drive)
Assessments
   ● Multiple Choice Quiz (MCQ) Test
   ● Discussion Form (Collaborative Learning)
   ● Online Assignment Submission
   ● Feedback

(2) Pre Workshop Activity for Teaching in Blended / Flipped Class room

SNO	UNIT NAME	RESOURCE DETAILS	ASSESSMENT DETAILS
1.	Introduction to Computer Programming	1. <iframe width="420" height="315" src="https://www.youtube.com/embed/HCfca1ad03E" frameborder="0" allowfullscreen></iframe> (**Source: YOUTUBE OER Resource** Embedded Video Link) 2. https://youtu.be/yKHVudOVROA (**Source: Prepared by Faculty** using **Presentation Tube Software** Video Link)	● **ONLINE** Multiple Choice Questions (QUIZ) ● **Online** Discussion

		3. Power Point File [Prepared by Faculty: Linking from Google Drive] 4. e-Resource PDF File [**Linking from Google Drive**] 5. Video Prepared with "Screencastify"app	Form ● **Online** Assignment Submission ● Feedback ● Chat

(3) Pre Workshop Activity for Developing the Video Tutorials [Quadrant-1]

(a) FORMAT FOR PREPERING A OVERALL COURSE INTRODUCTORY VIDEO

Prepare a Powerpoint Presentation with the Following Slides ---   You are free to choose the topic of your choice

> **Slide 1** Name of the Course and the Coordinator Name
>
> **Slide 2**: Brief Introduction to the Course
>
> **Slide 3:** Pre-requisites to take the Course
>
> **Slide 4:** Brief Description of the Modules to be Covered
>
> **Slide 5**: Broad Learning Outcomes of the Course
>
> **Slide 6**: Course Evaluation
>
> **Slide 7**: Any other information which is appropriate to the Course

(b) FORMAT FOR PREPERING 1st WEEK INTRODUCTORY VIDEO [POWERPOINT SHOULD BE PREPARED]

> **Slide 1** Name of the Course and Coordinator Name
>
> **Slide 2:** Brief Introduction to the 1st Week Delivery
>
> **Slide 3:** Brief Description of the Modules Covered in 1st Week
>
> **Slide 4**: Broad Learning Outcomes of the 1st Week
>
> **Slide 5:** Week 1 Evaluation Plan
>
> **Slide 6:** Any other information which is appropriate to the Week

(4) Pre Workshop Activity for Using Open Educational Resources (OER) for e-content Creation [Quadrant- 2]

> ● Collect OER based E-content (Creative Commons) which is related to the content for your course. For every resource you identify, note its URL and type of licenses.
>
> ● Please collect a minimum of two resources related to your course for the following formats.
>
>> ● Text (pdf, word, ppt, excel etc..)
>> ● Audio / podcast
>> ● Video (Youtube.com and Vimeo.com)

- Please find OER at least one example pertaining to your course of which you can concept, licensing copyright issues. OER search on YouTube (reuse, remix, revise, redistribute and retain)

  You may go to https://www.oercommons.org/ or use google advance search to find the OER for the above purpose.
- Please collect a minimum of two resources (Pictures) to your course for the following sources:

    - www.flikr.com

    - www.pixabay.com

Group Activity Formats

Sample Format for Developing a 4 Weeks MOOCs Course

Course Name:		
Subject Name:		
Medium of Instruction:	Category (Applicant):	Nature of Course:
Type of Course:	Course Credit:	Course Duration(week):

Course Objectives:

Course Outline:

Course Curriculum:

Pre-requisites:

Learning Outcomes:

Introductory Video URL:

Course Details:

Evaluation Methodology:

Assignment:	Practical:	Final Exam:	Others:

Course Content:

Module No	Module Name	Content Writer	Video Presenter	Content Reviewer	Technical Reviewer
1					
2					
3					
4					
5					
6					
7					
8					

Course Schedule:

Week No	Module to be covered	Nature of work	Remarks
1			
2			
3			

4			24

Course Team:

ONLINE   *COURSE*
BEST PRACTICES CHECKLIST

(VALIDATION OF PREPAREDNESS TO TEACH ONLINE)

PALOMAR COLLEGE

Online Course Best Practices Checklist

How to use the Best Practices Checklist

This check list provides a road map to developing a high quality course beginning with the online syllabus and continuing with course design/organization, aesthetic design, interaction and collaboration, effective use of technology and assessments.

Use the columns to the right to fetch statement to assess whether or not the course contains that particular element.

Place a ☐ next to the item if the statement has been met. Not applicable (N/A) is marked when the element does not apply to a particular course. A space for comments is provided next to each checkbox.

Course _____   Section# _____

Instructor _____   Date _____

Section 1: Course Information

This section refers to the online course syllabus and course information including objectives, student learning outcomes, course requirements and academic integrity.	☐	N/A	COMMENTS
Syllabus is easily located.			
Syllabus is available in a printer-friendly format.			
Course catalog information is provided: Description, units, prerequisites.			
Instructor contact information is available.			
Instructor office hours are available (online/on-campus).			
Required and supplemental textbooks, reading lists and course materials are listed.			
Learning objectives are clearly stated.			
Course Student Learning Outcomes are stated.			
Course communication instructions/guidelines are stated (i.e., Instructor email guidelines).			
Grading policy is clearly stated.			
Directions are CLEAR and easy to understand for tasks/assignments.			
Academic integrity policy is clearly presented.			
Specific technology requirements are stated (if needed).			
Late and make-up work policy is clearly stated.			
Student support: Course contains extensive information about being an online learner and links to campus resources.			
An orientation for the course is offered, online or on campus.			

Section 2: Course Design and Organization

Course Design and Organization refers to elements of instructional design in an online course. This includes: the structure, instructional strategies, and the overall course set-up or course classroom.	☐	N/A	COMMENTS
Course is well-organized and easy to navigate.			
Course structure is clear and understandable.			
Content is made available to students in manageable segments or "chunks" (e.g. organized by weeks, units, chapters).			
Content is appropriate for student learning of course objectives.			
Course schedule (calendar) is summarized in one place and clearly identifies over all plan of the course.			
Accessibility issues are addressed: color compliance and screen readability.			
All links used in the course are accurate and up-to-date.			
A timeframe is stated for modules, activities, and assessment.			

Section 3: Aesthetic design

Aesthetic design refers to the over all appearance of the course and includes visual aspects such as color, type face, images and other Elements key to presenting the course material.	☐	N/A	COMMENTS
A course banner is used to identify the course.			
Color and texture do not overpower the course information.			
Sufficient contrast between text and background makes information easy to read.			
Design keeps course pages to a comfortable length with white space.			
Images are used in course design to support course content.			
Images area companied by text descriptions (All text) or captions for images that require a more complex description.			
Type face is easy to read. Documents are created during Sans Serif fonts (e.g. Calibri, Arial or Tahoma) with a size of 12 point or higher.			
Styles such as titles and headings are used to format the document.			
Data organized in rows and columns are put in a table.			
Spelling and grammar are accurate.			

Section 4: Interaction and Collaboration

Interaction and Collaboration refers to the extent to which there is student-instructor, student-student, and student-content interaction. Exemplary courses should integrate many different way to interact and collaborate in the online environment.	☐	N/A	COMMENTS
Student participation requirements/expectations are clearly stated.			
Instructor provides announcements/reminders.			
Instructor email response time is clearly stated.			
Regular feedback about student performance is provided in a timely manner through out the course (example: discussion board posts, assignments, quizzes, etc.).			
Course promotes an active discussion area which encourages students to reply to each other.			
Contact is initiated with students in a variety of ways: (Select all that apply.) ☐Announcements　　☐Phone conversations ☐Participation in discussion board　　☐Chat sessions or virtual meetings ☐Email　　☐ Voice enabled messages ☐ Participation in online group collaboration projects ☐ Face-to-face meetings (review sessions, scheduled meetings)			
Communication/collaboration tools used in the course: ☐ Email　　☐Chatroom　　☐Discussion board ☐ Whiteboard　　☐ other　　☐Student presentations			

Section 5: Effective use of Technology

Effective Use of Course Technology refers to the successful integration of technology in to the online course and its use in variety of formats that help students to achieve course goals and objectives.	☐	N/A	COMMENTS
Course makes effective use of online instructional tools.			
Course materials are presented using appropriate formats compatible across computer platform (pdf, rtf, mp3, etc.).			
Audio materials (mp3, wav, etc.) are accompanied by a transcript.			
Videos and screencasts are closed-captioned.			
Presentations are created using design templates found in the software and incorporate the above practices.			
Computer-simulated demonstrations are used to convey information.			
Social media tools (such as, Twitter, Facebook, Flickr) are used.			

What tools are used in the course? (Select all that apply)

☐Email	☐Chat	☐Journals
☐Calendar	☐Gradebook	☐Video/DVD
☐Graphics/Images	☐Wikis	☐Image Database
☐Blogs	☐Animations	☐Whiteboard
☐Audio	☐Survey	☐Podcasts
☐Quiz tool	☐Glossary	☐presentations/portfolios

Section 6: Assessment /Evaluation

The assessment category focuses on the ways in which the student is evaluated toward achieving the student learning outcomes and the quality, type, structure, and security of the assessments used.	☐	N/A	COMMENTS
Assessments are used through out the course (e.g. not just one final exam).			
Anti-plagiarism software is used for written assignments.			
Sample assignments are provided to illustrate instructor expectations.			
Detailed instructions and tips for completing assignments are provided.			
Appropriate security measures are enabled when computer testing, such as:			
Time limitations are placed on exams given online.			
Exams are password protected.			
Exams are proctored in a supervised environment if exams are given face to face.			
Exams are compose do question pools where possible to ensure online students have equivalent but different online tests.			
Questions on exams are seen one at a time.			
Students cannot backtrack.			

LIST OF RESOURCE PERSONS

The following resource persons will interact with the participants during the programme:

S. No.	Name & Address	Mobile No.	Email
1.	Prof. K. Srinivas Head, ICT and Project Management Unit National Institute of Educational Planning and Administration (Deemed to be University) 17-B, Sri Aurobindo Marg New Delhi - 110016	965088 0208	ksrinivas@niepa.ac.in
2.	Dr. D. S. Thakur Documentation Officer Documentation Centre National Institute of Educational Planning and Administration (Deemed to be University) 17-B, Sri Aurobindo Marg New Delhi - 110016	989987 8784 807612 5921	dsthakur@niepa.ac.in dsthakur@hotmail.com
3.	Sh. Parameswaran Advisor SWAYAM	986813 7722	param.sc@nmeict.ac.in
4.	Dr. Kusuma Assistant Professor Anwar Jamal Kidwai Mass Communication Research Centre, Jamia Millia Islamia New Delhi - 110025	981888 8863	kkusuma@jmi.ac.in
5.	Dr. Nisha Singh, Deputy Director Indira Gandhi National Open University (IGNOU) Academic Block, Maidan Garhi New Delhi – 110068	989147 1277	drnisha@ignou.ac.in
6.	Dr. Moortimati Samantray Head Library & Documentation Division National Council of Educational Research and Training Sri Aurobindo Marg New Delhi - 110016	886044 0030	murtimati.rath@gmail.com
7.	Dr. Deepak Bishla System Analyst Ambedkar University Delhi – 110006	956095 7605	d.bishla@gmail.com

SELECTED READING MATERIAL

All resources pertaining to the workshop will be available on **http://profksrinivas.in/** and **https://dsthakur.moodlecloud.com/**

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NIEPA FACULTY AND STAFF

Prof. N.V. Varghese
Vice Chancellor
E-mail: vc@niepa.ac.in

Department of Educational Planning

Prof. K. Biswal, *Professor & Head*   e-mail: kkbiswal@niepa.ac.in
Phone: 26544861
Prof. P. Geetha Rani, *Professor*
Dr. N. K. Mohanty, *Assistant Professor*
Dr. Suman Negi, *Assistant Professor*

Department of Educational Administration

Prof. Kumar Suresh, *Professor & Head*   e-mail: kumarsuresh@niepa.ac.in
Phone: 26544855
Dr. Vineeta Sirohi, *Professor*
Dr. Manju Narula, *Assistant Professor*
Dr. V. Sucharita, *Assistant Professor*

Department of Educational Finance

Prof. Mona Khare, *Professor & Head*   e-mail: monakhare@niepa.ac.in
Phone: 26544865
Dr. Vetukuri P. S. Raju, *Assistant Professor*

Department of Educational Policy

Prof. Avinash K. Singh, *Professor & Head*   e-mail: aksingh@niepa.ac.in
Phone: 26544856
Dr. Manisha Priyam, *Associate Professor*
Dr. S. K. Mallik, *Assistant Professor*
Dr. Naresh Kumar, *Assistant Professor*

Department of School and Non-formal Education

Prof. Pranati Panda, *Professor & Head*   e-mail: pranatipanda@niepa.ac.in
Phone: 26544815
Prof. Madhumita Bandyopadhyay, *Professor*

Department of Higher & Professional Education

Prof. Sudhanshu Bhushan, *Professor & Head*   e-mail: sudhanshu@niepa.ac.in
Phone: 26544844
Dr. Aarti Srivastava, *Associate Professor*
Dr. Neeru Snehi, *Associate Professor*
Dr. Sangeeta Angom, *Assistant Professor*

Department of Educational Management Information System

Department of Training and Capacity Building in Education

Prof. B. K. Panda, *Professor & Head* e-mail: bkpanda@niepa.ac.in
Phone: 26544836
Prof. Veera Gupta, *Professor & Acting Head* e-mail: veeragupta@niepa.ac.in
Phone: 26544808
Dr. Savita Kaushal, *Assistant Professor (On Lien)*
Dr. Mona Sedwal, *Assistant Professor*

National Centre for School Leadership

Prof. Rashmi Diwan, *Professor & Coordinator* *e-mail:* rashmidiwan@niepa.ac.in
Phone: 26544835
Dr. Sunita Chugh, *Associate Professor*
Dr. Kashyapi Awasthi, *Assistant Professor*
Dr. Subitha G.V., *Assistant Professor*
Dr. N. Mythili, *Assistant Professor*

Centre for Policy Research in Higher Education

Prof. N. V. Varghese, *Professor & Director* e-mail: nvvarghese@niepa.ac.in
Phone: 26544802
Prof. Mona Khare, *Professor*
Dr. Nidhi S. Sabharwal, *Associate Professor*
Dr. Anupam Pachauri, *Assistant Professor*
Dr. Garima Malik, *Assistant Professor*
Dr. Jinusha Panigrahi, *Assistant Professor*
Dr. Malish C.M., *Assistant Professor*

School Standard and Evaluation Unit

Prof. Pranati Panda, *Professor & Head* e-mail: pranatipanda@niepa.ac.in
Phone: 26544815
Dr. Rasmita Das Swain, *Associate Professor*
Shri A. N. Reddy, *Assistant Professor*

Project Management Unit

Prof. K. Srinivas, *Professor & Head ICT & PMU* e-mail: ksrinivas@niepa.ac.in
Phone: 26544883

ICSSR Senior Fellow & Incharge *(Digital Archives)*

Prof. A. Mathew e-mail: amathew@niepa.ac.in
Phone: 26544810

Advisor (IAIEPA Project)

Prof. K. Ramachandran, *Professor* e-mail: kramachandran@niepa.ac.in
Phone: 26544884

Registrar

Prof. Kumar Suresh *(I/c)* e-mail: registrar@niepa.ac.in
Phone: 26544818

General and Personnel Administration

Dr. Naresh Kumar, *Administrative Officer (I/c)*   e-mail: nareshkumar@niepa.ac.in
Phone: 26544833
Shri. Chander Prakash, *Section Officer*
Mrs. Sonam Anand, *Section Officer*

Computer Centre

Prof. K. Srinivas, *Professor IT*   e-mail: ksrinivas@niepa.ac.in
Phone: 26544883
Shri N. Chandra, *Computer System Analyst*   e-mail: chandrakumar@niepa.ac.in

Training Cell

Shri. Jai Prakash Dhami*, Training Officer(I/c)*   e-mail: jpdhami@niepa.ac.in
Phone: 26544812

Academic Administration

Shri P. P. Saxena, *Section Officer*   e-mail: ppsaxena@niepa.ac.in

Phone: 26544831
M. Phil & Ph. D. Cell
Ms. Rekha Rani
Phone: 26544823

Publication Unit

Shri Pramod Rawat, *Deputy Publication Officer*   e-mail: pramodrawat@niepa.ac.in
Phone: 26544875
Shri Amit Singhal, *Publication Assistant*

Hindi Cell

Dr. Subhash Sharma, *Hindi Editor*   e-mail: subhash@niepa.ac.in
Phone: 26544876 *(Hindi Cell)*

Finance & Accounts

Mrs. Puja Singh, *Finance Officer (I/c)*   e-mail: fo@niepa.ac.in
Phone: 26544836
Shri. Chander Prakash *(Accounts)*

Library/Documentation Centre

Mrs. Puja Singh, *Librarian*   e-mail: pujasingh@niepa.ac.in
Phone: 26544813
Dr. D. S. Thakur, *Documentation Officer*   e-mail: dsthakur@niepa.ac.in
Phone: 26544846
Mrs. Sulbha Sharma, *Professional Assistant*
Mrs. Niti Verma, *Professional Assistant*

Online Faculty Development Programme on Applications of ICT in Academic and Research Libraries

[September 20-24, 2021]

INFORMATION GUIDE

National Institute of Educational Planning and Administration
(Deemed to be University)
17-B, Sri Aurobindo Marg, New Delhi - 110016

Introduction

A very promising technological and pedagogical model that has received a lot of attention during the last few years and adoption by Stanford, Harvard, Duke and almost 100 of the world's top rankings Universities to teach millions of learners is that of the MOOC. The MOOC is considered on the one hand as a panacea for education and on the other as a defilement of the sanctity of the higher education tradition. Massive Open Online Courses (MOOCs) are gaining traction all over the world to provide unlimited participation and open access to quality education via web. The visitors to the top three MOOCs platforms (Udemy, Coursera and edX) are from the United States, followed by visitors from India. This shows the tangible interest in MOOCs in India with their cost effectiveness and potential to reach a large number of learners. MOOCs provide us the opportunity to broaden the access to quality education at all levels.

The acronym "MOOC" has been in vogue recently, with lots of discussion about organizations like Udacity, Coursera and edX. The acronym stands for "Massive Open Online Course, which is a free Web-based distance learning program that is designed for the participation of large numbers of geographically dispersed students. A MOOC may be patterned on a college or university course or may be less structured. There are many providers globally who offer a wide variety of topics.

SWAYAM or Study Webs of Active-Learning for Young Aspiring Minds programme of Ministry of Education, Government of India, professors of centrally funded institutions like IITs, IIMs, and Central Universities offer online courses to citizens of India. The current version of the (SWAYAM 2.0) runs on a platform built by Google's Course Builder Platform.

The workshop aims to gather teaching faculty in using the Moodle environment to develop course materials, blended learning and 100% online courses to engage students in learning. This workshop is a great starting point for effective teaching in the 21st century learning environment. This workshop will sensitize the participants how to use the tools available in Moodle to develop unique courses for many kinds of institutions. The workshop also leverages Moodle's unique capacity to seamlessly bring together instructional materials, dynamic activities, social interaction, and student management functions. Following the best practices in designing a Moodle course, the participants will also incorporate strategies to accommodate multiple learning styles. They will also accommodate the emerging instructional technologies and provide a strategy for a wide variety of course modalities, including self-paced independent study, cohort-based courses with student-instructor interaction, and highly collaborative student-centered courses.

Besides the FDP will focus on technology enhanced learning innovative teaching learning tools such as Virtual Learning Environment (VLE), open educational resources (OER), Creative Commons (CC) and develop wide range of learning content for learners. All these technological advancements have not only transformed the teaching learning process in universities, research and training institutions but also expanded the role of teacher, student

and information professionals in teaching, learning, designing, developing and sharing resources. The role of information professionals has transformed from the custodian of resources to the teachers "Teaching Librarians" as well as instructors of the information and digital literacy skills who guide students, research scholars and the entire campus to evaluate and apply information in ethical ways to achieve their academic and research goals. Preservation of information, open educational resources, Virtual Learning Environments and Massive Open Online Courses have bridged the digital divide for learners and playing a significant role to achieve the mission of quality higher education worldwide. They offer multiple benefits of the mainstream of the knowledge economy to all learners and researchers who were earlier away from the access to quality education and quality content. The programme is designed to build the capacity of the faculty members to design, develop, deliver, transact, assess online courses on different disciplines using Moodle-LMS platform for effective delivery of courses in higher education in blended as well as online modes.

Objectives of the FDP

- Exposure to GOI Digital Initiatives in Higher Education and to understand the process of Planning, Designing and Implementing Learner Centric MOOC Courses;
- Introduction to MOOCs Ecosystem, Pedagogy & Open Source MOOCs Platforms and Frameworks; to sensitise online course instructional Design Methods & blended learning approach;
- To use SWAYAM/Moodle-Platforms as an adjunct to face-to-face teaching and to teach in a fully online or distance learning context and to get a feel for how their courses could be enhanced using SWAYAM/Moodle platform;
- To create better and active communication and collaboration with the students and to design and manage learning assessment using SWAYAM/Moodle;
- Integrate technological tools in the libraries to enhance the access and use of the libraries;
- Learn 21st century information literacy skills and about open educational resources;

- Develop institutional repositories and integrate the same with the national repositories.

Themes

- The Technology and Pedagogy Supporting MOOCs
- New skill sets needed for effective participation in MOOCs
- MOOCs in Education and Research
- Adoption of e-Resources for innovative Teaching & Learning practices
- Online Course Instructional Design and Best Practices in implementing MOOCs
- Importance of [CC] Creative Commons Open Educational Resources (OER) for Development of MOOC Courses
- Learning and Teaching an Online course using Moodle MOOC

- Role of the librarians in academic and research environment in digital era
- Virtual Learning Environment in teaching, training and research institutions
- Information literacy: An indispensable tool for quality and excellence in higher education
- Plagiarism: An obstacle to real learning and URKUND PDS

Teaching and Learning Activities

Class lectures and learning resources are designed to achieve the course objectives. The participants should read the assigned learning resources before class, complete online assignments on time and actively participate in Discussion Forms. All resources pertaining to the workshop will be available on **http://profksrinivas.in/** and **https://dsthakur.gnomio.com/** before each class. It will contain homework assignments, study material, and other important instructions.

Assessment Methods

Presentations/Assignments/Practical activity. Besides, the lecture discussion, more than 75 percent of time will be devoted for hands-on–activities.

The workshop reading material and assignments are available: **http://profksrinivas.in/** and **https://dsthakur.gnomio.com/**

All the Participants are requested to come prepared with one lecture on any one topic from one of their courses and bring with them

1. Lecture notes for the topic;
2. PowerPoint Presentations/PDFs/URLs, if any;
3. Assessment questions related to the topic;
4. Any other resource that they would like the students to refer;
5. Course contents / Introductory Videos;
6. Reference Books and Journals for the course;
7. Any brief historical or contextual reference to the topic;
8. Applications of the topic if any;
9. Any activity they would like to include regarding the topic; and
10. Anything else that they feel is relevant for enhancing the learning experience.

Action Plan Preparation and Presentation

Action Plan Preparation and Presentation are compulsory. It should reflect the collaborative nature. The Key Parameters for the Action Plan Presentation are:

1. Key Learning Outcomes of the Sessions;
2. The Value Addition the sessions have provided (w.r.t Concept building and enhancing the Technical Capability);
3. The Time bound Short Term and Long Term Action Plan; and
4. The Time bound Action Plan for spreading the Knowledge Gained during the sessions among other colleagues of the Institution.

Programme Methodology

The FDP is designed to facilitate capacity building in launching and teaching online courses using Moodle MOOC platform. The workshop emphasizes participatory and interactive mode of learning. Besides the lecture discussion, nearly 75 percent of time will be devoted for hands-on-experience sessions on a Moodle MOOC Platform.

Time Table

The time table of this programme is placed at *Annexure − I.*

Participants

Faculty members of Central Universities, State Universities, Institutes of National Importance and other research organizations shall participate and attend this programme. A list of participants is placed at *Annexure - II.*

List of Important Instructions and Formats are placed at *Annexure - III & IV.*

Resource Persons

Faculty of the NIEPA have been invited to act as resource persons in the workshop. A list of resource persons is placed at *Annexure – V.*

Reading Material

All resources of the FDP will be available online on **http://profksrinivas.in/** and **https://dsthakur.gnomio.com**

A list of NIEPA Faculty and Staff is placed at *Annexure – VI.*

Date and Venue

The Online FDP will commence on Monday, the 20th September, 2021 and concludes on Friday the 24th September, 2021. The resource persons will interact with the participants on Google Meet.

The FDP will be in Two Phases. Phase-1 is for Five days and the Hand Holding will be provided virtually in Phase-2 through focused academic WhatsApp group **[NIEPA FDP AICTARL 2021]** for 7 days. The main purpose of the WhatsApp Group is to promote collaborative, guided and virtual learning environment. The participants are encouraged to post their queries, difficulties, best practices and innovations in the **NIEPA FDP AICTARL 2021**.

Evaluation

The participants are encouraged to provide feedback on course contents and methodology on regular basis. A written as well as online evaluation would be conducted at the end of the workshop through a structured evaluation Performa.

Programme Team

Prof. K. Srinivas
Programme Director
Head ICT & Project Management Unit
National Institute of Educational Planning and Administration
(Deemed to be University)
17-B, Sri Aurobindo Marg
New Delhi - 110016
Mobile: 9650880208
E-mail: **ksrinivas@niepa.ac.in**

Dr. D. S. Thakur
Programme Coordinator
Documentation Officer
National Institute of Educational Planning and Administration
(Deemed to be University)
17-B, Sri Aurobindo Marg
New Delhi - 110016
Mobile: 9899878784, 8076125921
E-mail: **dsthakur@niepa.ac.in**

Sh. Chandra Kumar MJ
System Analyst
National Institute of Educational Planning and Administration
(Deemed to be University)
17-B, Sri Aurobindo Marg
New Delhi - 110016
Mobile: 8050274170
E-mail: chandrakumar@niepa.ac.in

Sh. Omendra Kumar
Consultant IT
National Institute of Educational Planning and Administration
(Deemed to be University)
17-B, Sri Aurobindo Marg
New Delhi - 110016
Mobile: 9867821026
E-mail: omendra@niepa.ac.in

<h1 style="text-align:center">Online Faculty Development Programme on
Applications of ICT in Academic and Research Libraries
(September 20-24, 2021)
<u>TENTATIVE SCHEDULE</u></h1>

Date & Day	1st Session		2nd Session		3rd Session		4th Session
20.09.2021 Monday	Building the Competencies of Teachers for Online Teaching & Steps to Setup the Blended/ Flipped Class **Prof. K. Srinivas**		Virtual Learning Environment for teaching, training and research institutions in India and Video Content Development **Dr. D. S. Thakur**		Open Educational Resources in higher education and Video Content Development and Slideator (PresentationTube) **Dr. D. S. Thakur**		Hands on Activity **Prof. K. Srinivas**
21.09.2021 Tuesday	Digital initiatives in context of NEP 2020 **Dr. V.P.S. Raju**	T E A B R E A K	Role of librarians in academic and research libraries in digital era and Video Content Development **Dr. D. S. Thakur**	L U N C H	MOOCs in education and research: SWAYAM an innovative teaching learning tool for new generation of learners and Content Development **Dr. D. S. Thakur**	T E A B R E A K	OBS Studio: Video content development **Dr. D. S. Thakur**
22.09.2021 Wednesday	Information literacy: An indispensable tool for sustainable quality education and Content Development **Dr. D. S. Thakur**		NIEPA Digital Archives of Education Documents (45 Mins.) **Prof. A. Mathew** & Video editing tools (45 Mins.) **Dr. D. S. Thakur**		Video content development and editing **Dr. D. S. Thakur**		Google Tools for Education **Dr. Deepak Bishla**
23.09.2021 Thursday	Designing Learner Centric MOOC with Google Classroom LMS **Prof. Pradeep K. Misra**		Designing Learner Centric MOOC with Google Classroom LMS **Prof. Pradeep K. Misra**		Plagiarism: An obstacle to real learning for developing quality MOOC content and URKUND **Dr. D. S. Thakur**		Availability of information resources for teaching and learning in Engineering and Science under NPTEL and other resources **Dr. Sandeep Chatterjee**
24.09.2021 Friday	Designing Learner Centric MOOC with MOODLE LMS **Dr. V. P. Joshith**		Designing Learner Centric MOOC with MOODLE LMS **Dr. V. P. Joshith**		Designing Learner Centric MOOC with MOODLE LMS **Dr. V. P. Joshith**		Designing Learner Centric MOOC with MOODLE LMS **Dr. V. P. Joshith**

Session Timings: 1st Session: 10:00 AM to 11:30 AM
2nd Session: 11:45 AM to 01:15 PM
3rd Session: 02:00 PM to 03:30 PM
4th Session: 03:45 PM to 05:15 PM

LIST OF PARTICIPANTS

S. No.	Name, Designation and Affiliation	E-mail	Mobile
1.	Dr. Anjaiah Associate Professor Dravidian University, Kuppam Chittoor Andhra Pradesh	anjaiahlib@gmail.com	8560278230, 9398917228
2.	Dr. P. Anil Kumar Associate Professor APSHE, Mangalagiri. A.P. Krishna Andhra Pradesh	apugc.cce@gmail.com	9441257827
3.	Dr. Ramesh Randhi Assistant Professor Rajiv Gandhi University of Knowledge Technologies - AP Srikakulam Andhra Pradesh	rameshrandhi666@gmail.com	9592021229
4.	Dr. Sandeep Talluri Faculty Acharya Nagarjuna University, Guntur Andhra Pradesh	tallurisandeep1988@gmail.com	9491612117
5.	Dr. Simhachalam Terli Assistant Professor Adikavi Nannaya University East Godavari Andhra Pradesh	simha.anur@gmail.com	9493955025
6.	Dr. V A Swami Naidu Dr V S Krishna Government Degree College (A) Visakhapatnam Andhra Pradesh	vasnaidu@gmail.com	9704916000
7.	Prof. Manoj Kumar Sinha Professor, HoD and Dean Assam University Silchar, Cachar Assam	mksinha1965@gmail.com	7903636110
8.	Dr. Dharmendra Singh Sengar Librarian Indira Gandhi Delhi Technical University for Women, Delhi	sengaripu@gmail.com	9868529954
9.	Dr. Dinesh Kumar Deputy Librarian Dr. B.R. Ambedkar University Delhi Central Delhi Delhi	kaushikdinesh471@gmail.com	9811665593

10.	Ms. Karnika Gaur Librarian Kalindi College, University of Delhi Central Delhi Delhi	karnikagt@gmail.com	9873466342
11.	Dr. M. K. Galhotra Librarian KMC Delhi	mkgalhotra3@gmail.com	9868123638
12.	Dr. Neelam Kapoor Assistant Professor House No. 72, Sawan Park Extension Ashok Vihar Phase lll Delhi – 110052	neelamklbc@gmail.com	9555902668
13.	Dr. Pushpa Kumari Assistant Professor Shyama Prasad Mukherji College for Women, University of Delhi Delhi	pushpa@spm.du.ac.in	9968874424
14.	Dr. Ramesh Yernagula Director Indian Council of Social Science Research Delhi	ryernagula@gmail.com	9560391444
15.	Sh. Sanjeev Kumar Jha Asstt. Librarian Institute of Economic Growth, Delhi North Delhi Delhi	sanjeev.iimkp@gmail.com	7983763797
16.	Mrs. Sukhvinder Kaur Documentation Officer NILERD, Plot 25, Sector A-7 Narela Delhi	nilerdlibrary@gmail.com	7292023020
17.	Mrs. Sunita Assistant Professor SCERT Delhi South Delhi Delhi	rstmathur@gmail.com	9540676244
18.	Dr. Geeta Girish Gadhvi Associate Professor Department of Library and Information Science Gujarat University, Navrangpura, Ahmedabad - 380009 Gujarat	drgeetagadhvi@gmail.com	9825785008
19.	Ms. Hema Rawal Assistant Librarian EDII Ahmedabad, Gandhinagar Gujarat	Rohinihr816@gmail.com	9898171111

20.	Dr. NEELU GHOSH PRINCIPAL DDCHOKSI COLEGE OF SEC. EDUCATION BANASKANTHA GUJARAT	neelu.ghosh@gmail.com	9428852627
21.	Sh. RAKESHKUMAR RATILAL MAKWANA LIBRARIAN Government Arts and Commerce College Vansda, Dist. Navsari, Gujarat NAVSARI GUJARAT	makwanarakesh80@gmail.com	7567306007
22.	Dr. Sonia D. Rajput Department of Education Faculty of Education and Psychology The Maharaja Sayajirao University of Baroda Vadodara, Gujarat	sonia.rohilla7@gmail.com	9998644820
23.	Ms. Vachhani Kajal Librarian Government Engineering College, Bharuch Gujarat	vachhani28kajal@gmail.com	7405455842
24.	Mr. Anil Sharma Librarian Dyal Singh College Karnal, Karnal Haryana	anilkusmalu@gmail.com	9255878609
25.	Dr. Nuzhat Jan Assistant Professor Govt. Degree College for Women Sopore Srinagar Jammu and Kashmir	syednuzhatqazi@gmail.com	7006158596
26.	Dr. Chaudhary Prem Prakash Assistant Professor Department of Education Vinoba Bhave University, Hazaribag Jharkhand	cpp.hazaribagh@gmail.com	9431978220, 9693883303
27.	Dr. Bharat B. Alasandi Librarian S. S. S. Samiti's Mahaveer P. Mirji College of Commerce, Nehru Nagar, Belagavi Karnataka – 590010	bharatalasandi@gmail.com	9686190253
28.	Dr. Vijaykumar B Gopale Librarian Government First Grade College Chitguppa, Bidar Karnataka	drvijaybg2017@gmail.com	9901407956

29.	Dr. Anila Skariah Assistant Professor Department of Economics, St Berchmans College, Changanassery Kottayam Kerala	aniskariah@gmail.com	9447084431
30.	Dr. Ajay Kumar Chaubey Librarian Govt. Lead PG College Waidhan, Singrauli Madhya Pradesh	ajaybhu21@gmail.com	9452106580
31.	Sh. Ankush Jain Librarian Govt. College Buxwaha, Chhatarpur Madhya Pradesh	ankushjain8395@gmail.com	9424760107
32.	Dr. Hemendra Birla Shrineelkantheswar Government PG College Khandwa Madhya Pradesh	hmbirla52@gmail.com	9098504002
33.	Mrs. Nutan Joshi Librarian Government College Gohparu, Shahdol Shahdol Madhya Pradesh	navijoshi25@gmail.com	9713898095
34.	Dr. Pradeep Kumar Trivedi Librarian and Head Department of Library and Information Science Govt. College Barghat Distt. Seoni Madhya Pradesh	ignou15112@gmail.com	9406763590
35.	Mrs. Pratibha Jain Librarian Government Ofk College Khamaria Jabalpur Madhya Pradesh	jainpratibha673@gmail.com	9424952525
36.	Ms. Priya Chhabra Librarian Government College Harrai Distt. Chhindwara Madhya Pradesh	priya77sagar@gmail.com	9827839897
37.	Dr. Ramniwas Sharma Assistant Librarian Raja Pancham Singh Pahadgarh Marg Gwalior - 474002 Madhya Pradesh	dr.ramnivas@gmail.com	9713237585

38.	Dr. Ruchika Yadu Assistant Professor NSCB Govt. Girls College Seoni Seoni Madhya Pradesh	ruchikayadu19@gmail.com	8989535134
39.	Sh. Sunil Gujarati Librarian Government College Gulana District Shajapur, Shajapur Madhya Pradesh	sgujara102@gmail.com	9770986422
40.	Dr. Sunita Pamnani Librarian Govt. College Mundi Khandwa Madhya Pradesh	satyapamnani@gmail.com	9200007708
41.	Dr. Sunita Soni Assistant Professor SNGGPG College Bhopal, Bhopal Madhya Pradesh	mintuaryaman2009@gmail.com	7898623327
42.	Prof. Vikash Verma Assistant Professor S.N. Govt. PG College-Khandwa Khandwa Madhya Pradesh	vikasheco.verma@gmail.com	9977076848
43.	Sh. Bhavesh Patel Assistant Librarian Tata Institute of Social Sciences V N Purav Marg, Deonar Mumbai - 400088 Maharashtra	bhaveshlib@gmail.com	7507031130
44.	Dr. Hemant Kumar Sahu Scientific Officer – C Library Inter-University Centre for Astronomy & Astrophysics Pune Maharashtra	hksahu@gmail.com	9423577027
45.	Sh. Kishor Maruti Shitole Assistant Professor Shri Omkarnath Malpani Law College, Sangamner Ahmednagar Maharashtra	kishorshitole007@gmail.com	9970870613
46.	Mrs. Sharmila Jajodia Assistant Professor Ramniranjan Jhunjhunwala College Autonomous Ghatkopar West Mumbai Maharashtra	sharmilajajodia23@gmail.com	9594389530

47.	Dr. SIBA CHARAN SUBUDHI ASSOCIATE PROFESSOR NORTH-EASTERN HILL UNIVERSITY, Tura Campus, Tura - 794002, WEST GARO HILLS MEGHALAYA	sibasubudhi2016@gmail.com	9436703629
48.	Dr. Neha Rawat Assistant Professor Nagaland University, Kohima Nagaland	rawat.neha@gmail.com	9950604333
49.	Sh. AMLESH KUMAR Assistant Professor Regional Institute of Education (NCERT) Bhubaneswar - 751022 Khordha Odisha	amleshedu@gmail.com	9576207335
50.	Mrs. ARUNA MISHRA LECTURER IN EDUCATION JAMANKIRA DEGREE COLLEGE, JAMANKIRA, SAMBALPUR ODISHA	arunamishra2511@gmail.com	9777942029
51.	Sh. BHAGABAN RAUTA Lecturer Biswasray Science College, Pattapur, Ganjam Odisha	bhagabanrauta1998@gmail.com	7504684504
52.	Sh. Gautam Kumar Assistant Professor Utkal University, Bhubaneswar, Khordha Odisha – 751004	gautamkumar.edu@gmail.com	9431779788
53.	Sh. LALIT KUMAR PATRA LALIT KUMAR PATRA APS COLLEGE ROTH BOLANGIR ODISHA BOLANGIR ODISHA	lalitpatra271@gmail.com	8328867550
54.	Mrs. Monalisa Dash Lecturer in Education Brajrajnagar College, Brajrajnagar, Jharsuguda, Odisha – 768216	monalisa.pihu@gmail.com	9348409201
55.	Dr. Poulastya Mahananda Lecturer in Education National College, Nuapada. Odisha	mahanandaarati5@gmail.com	7894399854
56.	Dr. Rabi Narayan Behera Assistant Professor Fakir Mohan University, Balasore Odisha	geomitraya@gmail.com	9863562183

57.	Ms. SANJEEVANI SUDHA JENA Lecturer in Education Biswasray Science College, Pattapur, Ganjam, Odisha – 761013	Sanjeevani.sudha2013@gmail.com	9556325265
58.	Sh. SANTOS KUMAR PRADHAN Lecture in Education Kalahandi University, Bhawanipatna Kalahandi Odisha	mail2santosjii@gmail.com	9861115356
59.	Dr. Sasmita Rout Assistant Professor Fakir Mohan University Balasore Odisha	sourashni@gmail.com	9494248612
60.	Sh. Shisira Bania Lecturer in Education Birmaharajpur College Birmaharajpur Dist-Subarnapur Odisha, Subarnapur Odisha	shisirabania@gmail.com	9777460440
61.	Dr. SRUTIRUPA PANDA LECTURER NABAKRUSHNA CHOUDHURY COLLEGE OF TEACHER EDUCATION, ANGUL, ODISHA ODISHA	srutirupa.panda@gmail.com	8917677461
62.	Dr. Baljinder Kaur Assistant Professor Department of Library and Information Science, Punjabi University Patiala Punjab	baljinderpup@gmail.com	9855403414
63.	Dr. Navkiran Kaur Assistant Professor Department of Library & Information Science Patiala Punjab	navkiran1907@gmail.com	9914589322
64.	Dr. Pramod Kumar Pandia Assistant professor IASE Deemed to be University Sardar Shahr Churu Rajasthan	pkpandia2015@gmail.com	8118831698
65.	Sh. Rohit Singh Technical Officer Knowledge Resource Centre, CSIR-CEERI, Pilani, Jhunjhunu Rajasthan	rohitceeri@gmail.com	9983525564

66.	Dr. Sahab Ram Associate Professor Faculty of Education IASE Deemed to be University GVM Sardarshahr Churu Rajasthan	anjna1234@gmail.com	8198961131
67.	Dr. Shweta Pandey Sr. Assistant Professor The LNM Institute of Information Technology, Deemed to be University, Rupa ki Mangal, Post Sumelit, Via Karoli, Jaipur – 302031 Rajasthan	pandey.shweta7@gmail.com	9636912920
68.	Dr. G. S. JAYESH Assistant Professor Department of Business Administration, Government Arts and Science College, Peravurani – 614804 Thanjavur Tamil Nadu	drjayeshgs@gmail.com	6369249737
69.	Dr. N. Sundar Librarian Thiagarajar College of Preceptors Madurai Tamil Nadu	gn.sundar5@gmail.com	6385497638
70.	Dr. Pramila Ramani Assistant professor Central University of Tamil Nadu Neelakudi, Thiruvarur, Tamil Nadu – 610005	pramila.maths@gmail.com	9427935890
71.	Mrs. Sivamani M Librarian Vellalar College for Women Erode Tamil Nadu	eprintsvcwlib@gmail.com	9360563334
72.	Dr. S. Vijayakumar Librarian Nallamuthu Gounder Mahalingam College 90, Palakkad Road, Pollachi Coimbatore – 642001 Tamil Nadu	Vijaylis2007@gmail.com	9841860774
73.	Dr. V. Kalaiappan Assistant Librarian PGIBMS, Central Library University of Madras Chennai Tamil Nadu	kalai30566@gmail.com	9444761550

74.	Sh. R. Kumaraswamy Assistant Professor Library and Information Science Govt. Degree College, Narsampet Warangal Telangana	rasalaswamy@gmail.com	9441305564 8718230173
75.	Sh. SANGARABOINA ANIL KUMAR LECTURER IN LIBRARY SCIENCE C.K.M. ARTS AND SCIENCE COLLEGE, WARANGAL TELANGANA	anilskumar1@gmail.com	9866786118
76.	Sh. Sanjaya Kumar Sahoo Assistant Librarian Tripura University (A Central University) West Tripura Tripura	sks.mlis@gmail.com	9861104167
77.	Ms. Manmeet Kaur Assistant Librarian Uttarakhand Sanskrit University, NH-58, BHEL More, Bahadrabad Haridwar-India, Haridwar Uttarakhand	manmeet.mangeshsalunke@g mail.com	9837656004
78.	Dr. Sushma Bhatt Thaledi Assistant Professor (B.Ed.) Govt. PG College, Kotdwar Garhwal - 246172 Pauri Garhwal Uttarakhand	sthaledi@gmail.com	7983277793
79.	Sh. Vinod Prasad Raturi Secretary (IAS) 4th Subhash Road, Secretariat, Room No. 7 Dehradun Uttarakhand	raturivinod131064@gmail.com vinod.prasad@ias.nic.in	8630288731 9927699808
80.	Dr. Ashwani Kumar Librarian Shia PG College Lucknow Uttar Pradesh	ashbds.amb@gmail.com	9919724191
81.	Sh. Pradeep Kumar Assistant Professor MANUU COLLEGE OF TEACHER EDUCATION SAMBHAL Sambhal Uttar Pradesh	kumar2pradeep@gmail.com	9411268707
82.	Dr. Pravish Prakash Assistant Librarian University of Lucknow Lucknow Uttar Pradesh	pravishprakashbhu@gmail.com	9454856116

83.	Dr. Shri Ram Pandey Assistant Professor Banaras Hindu University Varanasi Uttar Pradesh	drshrirampandey@gmail.com	9636383110
84.	Dr. Vibha Singh Patel Assistant Professor Vasanta College for Women, Rajghat, Varanasi, affiliated with BHU, Varanasi - 221005 Uttar Pradesh	vibha.box@gmail.com	9369364990, 9451416744
85.	Sh. Dipak Bhattacharya Assistant Professor of Education Department of Education, Dukhulal Nibaran Chandra College, Aurangabad, Murshidabad West Bengal	dipakbhattacharya76@gmail.com dnccollegeeducation@gmail.com	8906804215
86.	Mr. Monojit Gope Lecturer Kabi Joydeb Mahavidyalaya, Illambazar, West Bengal Birbhum West Bengal	monojit.singhania@gmail.com	8637315173
87.	Ms. Sagnika Sahoo Assistant Professor Bijoy Krishna Girls College Howrah - 711101 West Bengal	sagnikasahoo1@gmail.com	7602268734
88.	Sh. SAMARESH ADAK Assistant Professor in Chemistry New Barrackpore Kolkata - 700131 West Bengal	adak.chem@gmail.com	9830204662
89.	Prof. Sohel Rana Sarkar Assistant Professor Hingalganj Mahavidyalaya, West Bengal North 24 Pargana West Bengal	sohelranasarkareducation@gmail.com	9775859039
90.	Dr. Ujjala Singh Assistant Professor Kidderpore College, 2 & 3 Pitamber Sircar Lane, Kolkata - 700023 West Bengal	ujjala.singh14@gmail.com	7585854456
91.	Dr. Ujjal Marjit System-in-Charge Kalyani University, Nadia West Bengal	marjitujjal@gmail.com	6291339793

Important Instructions &
Pre Workshop Preparations for the Workshop

The Workshop Material is available: http://profksrinivas.in/

(1) Pre Workshop Activity for E-content Development

(A) All the Participants are requested to come prepared with one lecture on any one topic from one of their courses and bring with them

1. Lecture notes for the topic
2. PowerPoint Presentations / PDFs/URLs if any,
3. Assessment questions related to the topic,
4. Any other resources that they would like the students to refer
5. Course contents / Introductory Videos
6. Reference Books and Journals for the course
7. Any brief historical or contextual reference to the topic
8. Applications of the topic if any
10. Any activity they would like to include regarding the topic
11. Anything else that they feel is relevant for enhancing the learning experience

(B) FORMAT FOR PREPARING COURSE OVERVIEW
1. **Course Code**: ICT/001
2. **Mode**: Blended Online Mode
3. **Title**: **Computer Programming**
4. **Type of Course**: (Foundation/ Discipline/ Elective): Foundation
5. **Cohort for which it is compulsory**: **6th Semester**
6. **No of Credits**: 4
7. **Semester and Year Offered**: Winter Semester 2019
8. **Course Coordinator and Team**: Prof. K. Srinivas / Email : ksrinivas@niepa.ac.in
9. **Pre-requisites**: Knowledge of high school mathematics is essential and adequate Exposure to pre-calculus is desirable

10. **Aim**: Basic concepts of computer programming are introduced starting with the notion of an algorithm. Emphasis is on developing the ability to write programs to solve practical computational problems.

I.   **Level:**
   a.   Introductory
   b.   Length: 4 weeks
   c.   Estimated Effort: 3 hours/Week
   d.   Subject: Computer Science
   e.   Institution: NIEPA
   f.   Languages: English
   g.   Video Transcripts: English
   h.   Price: FREE

11. Brief description of modules/ Main modules:

    I.   Algorithms
   II.   Elements of C/C++ programming languages
  III.   Basic data types
   IV.   Sequential and conditional execution
    V.   Iterative solutions
   VI.   Arrays, matrices and their applications
  VII.   Functions
 VIII.   Sorting and searching
   IX.   Elements of string processing
    X.   Introduction to pointers
   XI.   Basics of Software Engineering
  XII.   Structures

12. Learning Outcomes of the Course

   a. Learn to write C++ programs, compile, and execute using the gcc/simplecpp compiler
   b. How to inculcate good programming practices
   c. How to write programs and develop the ability to solve practical real world computational problems
   d. How to logically think and produce a solution (program)

13. Course Evaluation

   a. Online Examination Mode
      i.   MCQ – 20%
      ii. Assignments – 20% [Cumulative]
      iii. Case Studies/Collaborative Learning - 20% [Cumulative]
   b. OFF LINE Examination Mode
      i.   Mid-term test – 20%
      ii. Semester-end examination – 20%

14. Suggested Readings

   a. Goyal, D.P. (2006). Management Information Systems: Managerial Perspectives (2nd Edition), Macmillan India
   b. Laudon, K.C., Dass, R. and Laudon, J.P. (2010). Management Information Systems: Managing The Digital Firm (11th Edition), Pearson
   c. Mohapatra, S. and Joseph, P.T. (2009). Management Information Systems in a Knowledge Economy (1st Edition), Phi Learning
   d. O'brien, J.A. (2006). Management Information Systems (7th Edition), Tata McGraw Hill
   e. Robert, M.G., Joel, R.E. and Claggett, R. J. (2009). Information Systems for Modern Management (3rd Edition), Phi Learning

15. Course Introduction Video [PROMO VIDOE]

(C) Pre Workshop Activity for Content Uploading in an Online Course

   (a) Unit /Module Heading
   (b) Brief Introduction to the Module/Unit
   (c) Module/Unit Outline

(d) Learning Outcomes of the Module/Unit

(e) Any Embedded Video (From Youtube/Vimeo)

Resources
- Video Link (From Youtube)
- Power Point Presentation File Link (From Google Drive)

Assessments
- Multiple Choice Quiz (MCQ) Test
- Discussion Form (Collaborative Learning)
- Online Assignment Submission
- Feedback

(2) Pre Workshop Activity for Teaching in Blended / Flipped Class room

SNO	UNIT NAME	RESOURCE DETAILS	ASSESSMENT DETAILS
1.	Introduction to Computer Programming	1. <iframe width="420" height="315" src="https://www.youtube.com/embed/HCfca1ad0 3E" frameborder="0" allowfullscreen></iframe> (**Source: YOUTUBE OER Resource** Embedded Video Link) 2. https://youtu.be/yKHVudOVROA (**Source: Prepared by Faculty** using **Slideator (PresentationTube) Software** Video Link) 3. Power Point File [Prepared by Faculty: Linking from Google Drive] 4. e-Resource PDF File [**Linking from Google Drive**] 5. Video Prepared with "Screencastify"app	● **ONLINE** Multiple Choice Questions (QUIZ) ● **Online** Discussion Form ● **Online** Assignment Submission ● Feedback ● Chat

(3)   Pre Workshop Activity for Developing the Video Tutorials [Quadrant-1]

(a) FORMAT FOR PREPERING A OVERALL COURSE INTRODUCTORY VIDEO

Prepare a Powerpoint Presentation with the Following Slides ---   You are free to choose the topic of your choice

Slide 1 Name of the Course and the Coordinator Name

Slide 2: Brief Introduction to the Course

Slide 3: Pre-requisites to take the Course

Slide 4: Brief Description of the Modules to be Covered

Slide 5: Broad Learning Outcomes of the Course

Slide 6: Course Evaluation

Slide 7: Any other information which is appropriate to the Course

(b) FORMAT FOR PREPERING 1st WEEK INTRODUCTORY VIDEO [POWERPOINT SHOULD BE PREPARED]

Slide 1 Name of the Course and Coordinator Name

Slide 2: Brief Introduction to the 1st Week Delivery

Slide 3: Brief Description of the Modules Covered in 1st Week

Slide 4: Broad Learning Outcomes of the 1st Week

Slide 5: Week 1 Evaluation Plan

Slide 6: Any other information which is appropriate to the Week

(4) Pre Workshop Activity for Using Open Educational Resources (OER) for e-content Creation [Quadrant- 2]

● Collect OER based E-content (Creative Commons) which is related to the content for your course. For every resource you identify, note its URL and type of licenses.

● Please collect a minimum of two resources related to your course for the following formats.

> ● Text (pdf, word, ppt, excel etc..)
> ● Audio / podcast
> ● Video (Youtube.com and Vimeo.com)

● Please find OER at least one example pertaining to your course of which you can concept, licensing copyright issues. OER search on YouTube (reuse, remix, revise, redistribute and retain)

You may go to https://www.oercommons.org/ or use google advance search to find the OER for the above purpose.

● Please collect a minimum of two resources (Pictures) to your course for the following sources:

> ● www.flikr.com
>
> ● www.pixabay.com

Sample Format for Developing a 1 Week MOOCs Course

Course Name:		
Subject Name:		
Medium of Instruction:	**Category (Applicant):**	**Nature of Course:**
Type of Course:	**Course Credit:**	**Course Duration(week):**
Course Objectives:		
Course Outline:		
Course Curriculum:		
Pre-requisites:		
Learning Outcomes:		
Introductory Video URL:		

Evaluation Methodology:

Assignment:	Practical:	Final Exam:	Others:

Course Content:

Module No	Module Name	Content Writer	Video Presenter	Content Reviewer	Technical Reviewer
1					
2					
3					
4					
5					
6					
7					
8					

Course Schedule:

Week No	Module to be covered	Nature of work	Remarks
1			
2			
3			

4			27

Course Team:

ONLINE COURSE
BEST PRACTICES CHECKLIST

(VALIDATION OF PREPAREDNESS TO TEACH ONLINE)

PALOMAR COLLEGE

Online Course Best Practices Checklist

How to use the Best Practices Checklist

This check list provides a road map to developing a high quality course beginning with the online syllabus and continuing with course design/organization, aesthetic design, interaction and collaboration, effective use of technology and assessments.

Use the columns to the right to fetch statement to assess whether or not the course contains that particular element.

Place a ☐next to the item if the statement has been met. Not applicable (N/A)is marked when the element does not apply to a particular course. A space for comments is provided next to each checkbox.

Course _____   Section# _____

Instructor _____   Date _____

Section 1: Course Information

This section refers to the online course syllabus and course information including objectives, student learning outcomes, course requirements and academic integrity.	☐	N/A	COMMENTS
Syllabus is easily located.			
Syllabus is available in a printer-friendly format.			
Course catalog information is provided: Description, units, prerequisites.			
Instructor contact information is available.			
Instructor office hours are available (online/on-campus).			
Required and supplemental textbooks, reading lists and course materials are listed.			
Learning objectives are clearly stated.			
Course Student Learning Outcomes are stated.			
Course communication instructions/guidelines are stated (i.e., Instructor email guidelines).			
Grading policy is clearly stated.			
Directions are CLEAR and easy to understand for tasks/assignments.			
Academic integrity policy is clearly presented.			
Specific technology requirements are stated (if needed).			
Late and make-up work policy is clearly stated.			
Student support: Course contains extensive information about being an online learner and links to campus resources.			
An orientation for the course is offered, online or on campus.			

Section 2: Course Design and Organization

Course Design and Organization refers to elements of instructional design in an online course. This includes: the structure, instructional strategies, and the overall course set-up or course classroom.	☐	N/A	COMMENTS
Course is well-organized and easy to navigate.			
Course structure is clear and understandable.			
Content is made available to students in manageable segments or "chunks" (e.g. organized by weeks, units, chapters).			
Content is appropriate for student learning of course objectives.			
Course schedule (calendar) is summarized in one place and clearly identifies over all plan of the course.			
Accessibility issues are addressed: color compliance and screen readability.			
All links used in the course are accurate and up-to-date.			
A timeframe is stated for modules, activities, and assessment.			

Section 3: Aesthetic design

Aesthetic design refers to the over all appearance of the course and includes visual aspects such as color, type face, images and other Elements key to presenting the course material.	☐	N/A	COMMENTS
A course banner is used to identify the course.			
Color and texture do not overpower the course information.			
Sufficient contrast between text and background makes information easy to read.			
Design keeps course pages to a comfortable length with white space.			
Images are used in course design to support course content.			
Images area companied by text descriptions (All text) or captions for images that require a more complex description.			
Type face is easy to read. Documents are created during Sans Serif fonts (e.g. Calibri, Arial or Tahoma) with a size of 12 point or higher.			
Styles such as titles and headings are used to format the document.			
Data organized in rows and columns are put in a table.			
Spelling and grammar are accurate.			

Section 4: Interaction and Collaboration

Interaction and Collaboration refers to the extent to which there is student-instructor, student-student, and student-content interaction. Exemplary courses should integrate many different ways to interact and collaborate in the online environment.	☐	N/A	COMMENTS
Student participation requirements/expectations are clearly stated.			
Instructor provides announcements/reminders.			
Instructor email response time is clearly stated.			
Regular feedback about student performance is provided in a timely manner through out the course (example: discussion board posts, assignments, quizzes, etc.).			
Course promotes an active discussion area which encourages students to reply to each other.			

Contact is initiated with students in a variety of ways: (Select all that apply.)

☐Announcements   ☐Phone conversations

☐Participation in discussion board   ☐Chat sessions or virtual meetings

☐Email   ☐ Voice enabled messages

☐ Participation in online group collaboration projects

☐ Face-to-face meetings (review sessions, scheduled meetings)

Communication/collaboration tools used in the course:

☐ Email   ☐Chatroom   ☐Discussion board

☐ Whiteboard   ☐ other   ☐Student presentations

Section 5: Effective use of Technology

Effective Use of Course Technology refers to the successful integration of technology in to the online course and its use in variety of formats that help students to achieve course goals and objectives.	☐	N/A	COMMENTS
Course makes effective use of online instructional tools.			
Course materials are presented using appropriate formats compatible across computer platform (pdf, rtf, mp3, etc.).			
Audio materials (mp3, wav, etc.) are accompanied by a transcript.			
Videos and screencasts are closed-captioned.			
Presentations are created using design templates found in the software and incorporate the above practices.			
Computer-simulated demonstrations are used to convey information.			
Social media tools (such as, Twitter, Facebook, Flickr) are used.			

What tools are used in the course? (Select all that apply)

☐Email	☐Chat	☐Journals
☐Calendar	☐Gradebook	☐Video/DVD
☐Graphics/Images	☐Wikis	☐Image Database
☐Blogs	☐Animations	☐Whiteboard
☐Audio	☐Survey	☐Podcasts
☐Quiz tool	☐Glossary	☐presentations/portfolios

Section 6: Assessment /Evaluation

The assessment category focuses on the ways in which the student is evaluated toward achieving the student learning outcomes and the quality, type, structure, and security of the assessments used.	☐	N/A	COMMENTS
Assessments are used through out the course (e.g. not just one final exam).			
Anti-plagiarism software is used for written assignments.			
Sample assignments are provided to illustrate instructor expectations.			
Detailed instructions and tips for completing assignments are provided.			
Appropriate security measures are enabled when computer testing, such as:			
Time limitations are placed on exams given online.			
Exams are password protected.			
Exams are proctored in a supervised environment if exams are given face to face.			
Exams are compose do question pools where possible to ensure online students have equivalent but different online tests.			
Questions on exams are seen one at a time.			
Students cannot backtrack.			

LIST OF RESOURCE PERSONS

The following resource persons will interact with the participants during the programme:

S. No.	Name & Address	Mobile No.	Email
1.	Prof. A. Mathew National Institute of Educational Planning and Administration (Deemed to be University) 17-B, Sri Aurobindo Marg New Delhi - 110016	986842 1032	amathew@niepa.ac.in
2.	Dr. Deepak Bishla Ambedkar University Kashmeri Gate Delhi - 110006		
3.	Prof. Pradeep Kumar Misra Department of Education Chaudhary Charan Singh University Meerut – 250004 Uttar Pradesh	9457756036	pradeepmsr@yahoo.co.in
4.	Dr. Sandeep Chatterjee Registrar National Institute of Educational Planning and Administration (Deemed to be University) 17-B, Sri Aurobindo Marg New Delhi – 110016	991002 9677	registrar@niepa.ac.in
5.	Dr. Vetukuri P. S. Raju Assistant Professor Department of Educational Finance National Institute of Educational Planning and Administration (Deemed to be University) 17-B, Sri Aurobindo Marg New Delhi - 110016	987123 9700	vpsraju@niepa.ac.in
6.	Dr. V. P. Joshith Assistant Professor Department of Education Central University of Kerala Tejaswini Hills, Periye (PO) Kasaragod (DT) Kerala – 671316	9447689272	joshith@cukerala.ac.in

7.	Prof. K. Srinivas Head, ICT and Project Management Unit National Institute of Educational Planning and Administration (Deemed to be University) 17-B, Sri Aurobindo Marg New Delhi - 110016	965088 0208	ksrinivas@niepa.ac.in
8.	Dr. D. S. Thakur Documentation Officer & AO (I/c) Documentation Centre National Institute of Educational Planning and Administration (Deemed to be University) 17-B, Sri Aurobindo Marg New Delhi - 110016	989987 8784 807612 5921	dsthakur@niepa.ac.in dsthakur@hotmail.com

NIEPA FACULTY AND STAFF

Prof. N.V. Varghese
Vice Chancellor
E-mail: vc@niepa.ac.in

Department of Educational Planning

Prof. K. Biswal, *Professor & Head*   e-mail: kkbiswal@niepa.ac.in
Phone: 26544861
Prof. P. Geetha Rani, *Professor*
Dr. N. K. Mohanty, *Assistant Professor*
Dr. Suman Negi, *Assistant Professor*

Department of Educational Administration

Prof. Kumar Suresh, *Professor & Head*   e-mail: kumarsuresh@niepa.ac.in
Phone: 26544855
Dr. Vineeta Sirohi, *Professor*
Dr. V. Sucharita, *Assistant Professor*

Department of Educational Finance

Prof. Mona Khare, *Professor & Head*   e-mail: monakhare@niepa.ac.in
Phone: 26544865
Dr. Vetukuri P. S. Raju, *Assistant Professor*

Department of Educational Policy

Prof. Avinash K. Singh, *Professor & Head*   e-mail: aksingh@niepa.ac.in
Phone: 26544856
Dr. Manisha Priyam, *Professor*
Dr. S. K. Mallik, *Assistant Professor*

Department of School and Non-formal Education

Prof. Pranati Panda, *Professor & Head*   e-mail: pranatipanda@niepa.ac.in
Phone: 26544815
Prof. Madhumita Bandyopadhyay, *Professor*

Department of Higher & Professional Education

Prof. Sudhanshu Bhushan, *Professor & Head*   e-mail: sudhanshu@niepa.ac.in
Phone: 26544844
Dr. Aarti Srivastava, *Professor*
Dr. Neeru Snehi, *Professor*
Dr. Sangeeta Angom, *Associate Professor*

Department of Training and Capacity Building in Education

Prof. B. K. Panda*, Professor & Head*   e-mail: bkpanda@niepa.ac.in
Phone: 26544836
Prof. Veera Gupta, *Professor & Acting Head*   e-mail: veeragupta@niepa.ac.in
Phone: 26544808
Dr. Mona Sedwal, *Assistant Professor*

National Centre for School Leadership

Prof. Rashmi Diwan, *Professor & Coordinator*   *e-mail:* rashmidiwan@niepa.ac.in
Phone: 26544835
Dr. Sunita Chugh, *Professor*
Dr. Kashyapi Awasthi, *Assistant Professor*
Dr. Subitha G.V., *Assistant Professor*

Centre for Policy Research in Higher Education

Prof. N. V. Varghese, *Professor & Director*   e-mail: nvvarghese@niepa.ac.in
Phone: 26544802
Prof. Mona Khare, *Professor*
Dr. Nidhi S. Sabharwal, *Associate Professor*
Dr. Anupam Pachauri, *Assistant Professor*
Dr. Garima Malik, *Assistant Professor*
Dr. Jinusha Panigrahi, *Assistant Professor*
Dr. Malish C.M., *Assistant Professor*

School Standard and Evaluation Unit

Prof. Pranati Panda, *Professor & Head*   e-mail: pranatipanda@niepa.ac.in
Phone: 26544815
Dr. Rasmita Das Swain, *Professor*
Shri A. N. Reddy, *Assistant Professor*

Project Management Unit

Prof. K. Srinivas, *Professor & Head ICT & PMU*   e-mail: ksrinivas@niepa.ac.in
Phone: 26544883

Advisor (IAIEPA Project)

Prof. K. Ramachandran, *Professor*   e-mail: kramachandran@niepa.ac.in
Phone: 26544884

Registrar

Dr. Sandeep Chatterjee   e-mail: registrar@niepa.ac.in
Phone: 26544818

General and Personnel Administration

Dr. D. S. Thakur, *Administrative Officer (I/c)*   e-mail: ao@niepa.ac.in
Phone: 26544833
Shri. Chander Prakash, *Section Officer*
Mrs. Sonam Anand, *Section Officer (I/c)*

Computer Centre

Shri Chandra Kumar MJ, *System Analyst*   e-mail: chandrakumar@niepa.ac.in
Phone: 26544879

Training Cell

Shri. Jai Prakash Dhami, *Training Officer(I/c)*   e-mail: jpdhami@niepa.ac.in
Phone: 26544812

Academic Administration

Shri P. P. Saxena, *Section Officer*   e-mail: ppsaxena@niepa.ac.in
Phone: 26544831
M. Phil & Ph. D. Cell
Ms. Rekha Rani
Phone: 26544823

Publication Unit

Shri Pramod Rawat, *Deputy Publication Officer*   e-mail: pramodrawat@niepa.ac.in
Phone: 26544875
Shri Amit Singhal, *Publication Assistant*

Hindi Cell

Sh. Manoj Gaur
Phone: 26544876 *(Hindi Cell)*

Finance & Accounts

Dr. V.P.S. Raju, *Finance Officer (I/c)*   e-mail: fo@niepa.ac.in
Phone: 26544836
Shri. Chander Prakash *(Accounts)*

Library/Documentation Centre

Mrs. Puja Singh, *Librarian*   e-mail: pujasingh@niepa.ac.in
Phone: 26544813
Dr. D. S. Thakur, *Documentation Officer, CPIO*   e-mail: dsthakur@niepa.ac.in
and AO (I/c)
Phone: 26544846
Mrs. Sulbha Sharma, *Professional Assistant*
Mrs. Niti Verma, *Professional Assistant (on deputation)*