CENTER FOR DISTANCE AND ONLINE EDUCATION

Detailed strategy plan related to online program delivery including learning material offered through online and learner assessment system and quality assurance practices in online learning porgrammes.

Certainly! Designing a detailed strategy plan for online program delivery involves several key components, including the development and delivery of learning materials, assessment systems, and quality assurance practices as per the following comprehensive strategy plan:

1. Program Design and Planning
1.1. Define Objectives and Outcomes
Program Goals: Clearly articulate the learning objectives and outcomes.
Competency Framework: Develop a competency framework aligning with industry standards or academic requirements.

1.2. Target Audience Analysis
Learner Profiles: Identify the demographics, prior knowledge, and learning preferences of your target audience.
Needs Assessment: Conduct surveys or focus groups to understand learner needs and expectations.

1.3. Curriculum Development
Content Outline: Develop a detailed syllabus and course outline with modules, topics, and learning outcomes.
Material Creation: Prepare or source engaging multimedia content, including videos, readings, interactive simulations, and case studies.

2. Online Learning Material Delivery

2.1. Platform Selection and Setup
Learning Management System (LMS): Choose a robust LMS (SWAYAM) that supports various content types and integrates well with other tools.
Technical Requirements: Ensure the platform meets technical standards and provides a user-friendly interface.

2.2. Content Development
Multimedia Integration: Use diverse formats such as videos, infographics, podcasts, and interactive modules to cater to different learning styles.
Modular Approach: Break content into manageable modules or units with clear learning objectives and assessments.

2.3. Accessibility and Inclusivity

Design Principles: Follow principles of universal design to ensure content is accessible to all learners, including those with disabilities.

3. Learner Assessment System

3.1. Assessment Types and Methods

Formative Assessments: Include quizzes, discussions, and peer reviews to provide ongoing feedback.

Summative Assessments: Use assignments, exams, and projects to evaluate learning outcomes comprehensively.

3.2 The evaluation scheme for the Internal Assessment shall be based as per the following guidelines:

The evaluation for Continuous or Formative Assessment shall be based on Assignments, which is 30 % for all theory papers.

However, for all practical and Project course the internal shall be 50%.

The following procedure shall be followed for awarding internal marks for theory courses:

- **Assignment 1: Objective Type: 10% Weightage (10 Marks)**
  - ➤ The Question Bank of around 250 questions are uploaded in system with answer keys.
  - ➤ The system allocates randomized 20 questions for the said assignment.
  - ➤ The system evaluates the assignments based on answer keys which were uploaded during creation of question bank.
  - ➤ The scores of objective types of assignment are displayed immediately after assignment submission.
- **Assignment 2: Subjective Assignment: 10% Weightage (10 Marks)**
  - ➤ The Question paper is set by the faculties and updated in the LMS.
  - ➤ There shall be 10 questions of 1 mark each for the said assignment.
  - ➤ A Plagiarism Tool is embedded in LMS wherein a check is maintained to ensure that the students do not submit plagiarized response for the said assignment.
  - ➤ Before submitting the said assignment, the student would need to go through the plagiarism check, in case the response sheet has more than 10% of plagiarized content the student would have to re-submit the assignment.
  - ➤ The said subjective assignments are allotted to evaluators for evaluating the said assignments through the system.
  - ➤ The evaluators update the scores in the LMS for respective students.
- **Graded Discussion Forums: 10% weightage (10 Marks)**
  - ➤ The students would be provided with discussion forum topics for every subject as published in LMS.
  - ➤ The students need to participate in the said discussion forums and submit their response.
  - ➤ The Faculty validates the response and only then publish the same on the forum enabling other learners to view the respective response and learn in the said process.
  - ➤ The faculty allocates the scores based on the quality of response submitted on knowledge parameters.

Summary of Internal Evaluation 30% for ODL & On-Line Program

Program Mode	Assignment I (10 Marks)	Assignment II (10 Marks)	Graded Discussing Forum (10 Marks)
On-Line	MCQ = 20 X .5	Subjective 10 x 1 = 10	Live Session

Norms for Delivery of Courses in Online Mode

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

3.3 **The evaluation scheme for the External Assessment shall be based as per the following guidelines:**

a) The External Assessment shall ordinarily be held at the end of every semester/year i.e. **December** or **June,** as the case may be, as per the schedule to be notified by the Controller of Examination.

b) The examiners for the External Assessment will be appointed by the Vice-Chancellor from the panel of the examiners to be supplied by the Director.

c) At least 50% of the paper setters for the External Assessment will be External Examiners.

d)The manuscript of the question paper set by the examiner will be moderated by the Moderation Committee consisting of (i) Director (ii) HoD of the Department .After moderation, if needed; it will be handed over to the COE for printing and conduct of examinations.

e) The answer books will be evaluated by the examiner who set the question paper. In case of his/her inability to assess the answer books, the Vice-Chancellor may get them assessed by any other examiner from the Panel or Internal Examiner.

Authentic Assessments: Implement real-world tasks or simulations to assess practical skills and knowledge application.

3.4. Assessment Tools and Technologies
Automated Tools: Utilize automated grading systems for objective tests and quizzes.
Manual Grading: Provide rubrics for assignments and projects that require subjective evaluation.
Feedback Mechanisms: Ensure timely and constructive feedback is provided to learners.

3.5. Proctored Exam
Exam Proctoring: Implement online proctoring tools if necessary to maintain exam integrity.

4. Quality Assurance Practices
4.1. Course Review and Evaluation
Peer Reviews: Conduct regular peer reviews of course content and delivery methods.
Learner Feedback: Collect and analyze feedback from learners through surveys and course evaluations.
Academic Audits: Engage internal/external experts to review and provide feedback on course quality.

4.2. Continuous Improvement
Data Analysis: Use analytics from the LMS to track learner progress and engagement.
Updates and Revisions: Regularly update course materials and assessments based on feedback and changing industry standards.

4.3. Faculty and Instructor Training
Professional Development: Offer training for instructors on online teaching best practices, technology use, and student engagement strategies.
Support Systems: Provide ongoing support for instructors through workshops, forums, and tech support.

4.4. Compliance and Standards
Accreditation: Ensure the program meets accreditation standards and regulatory requirements.
Best Practices: Adhere to best practices and guidelines from educational and industry bodies for online learning.