**M. Sc. E-LEARNING TECHNOLOGY**

**SYLLABUS**

***(with effect from 2022–23 onwards)***

**Program Code: 22EDUC**



**DEPARTMENT OF EDUCATIONAL TECHNOLOGY**

**Bharathiar University**

**(A State University, Accredited with “A” Grade by NAAC and**

**14th Rank among Indian Universities by MHRD-NIRF)**

**Coimbatore 641046, INDIA**

**DEPARTMENT OF EDUCATIONAL TECHNOLOGY**

**BHARATHIAR UNIVERSITY**

**VISION**

Enshrined with the motto ‘Educate to Elevate’, the Department aims to train a new generation of tech savvy scholars who will contribute to the domain of technology enhanced education.

**MISSION**

* To be innovative, committed to excellence in teaching, research and knowledge transfer.
* To impart knowledge, skills to students and equip them to face the emerging challenges.

**1. ELIGIBILITY**

Any undergraduate degree including professional courses from a recognized University.

**2. DURATION OF THE COURSE**

This programme shall consist of four semesters covering a total of two academic years. Each academic year shall be divided into two semesters; the first and third semesters; July to November and the second and fourth semesters; December to April respectively.

**3. REGULATIONS**

The regulations of the Choice Based Credit System of Bharathiar University are applicable to this programme.

**4. MEDIUM OF INSTRUCTION AND EXAMINATIONS**

The medium of instruction and examinations shall be English.

**5. SUBMISSION OF RECORD NOTEBOOKS FOR PRACTICAL EXAMINATIONS**

Candidates taking the practical examinations should submit bonafide record note books prescribed for the practical examinations. Otherwise the candidates will not be permitted to take the practical examinations.

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| **Program Educational Objectives (PEOs)** | |
| The **M.Sc. E-Learning Technology** postgraduate **students are** expected to attain the following. | |
| PEO1 | Establish a studio for educational program development. |
| PEO2 | Be an information architect in an organization to prepare micro training modules. |
| PEO3 | Be adept in analyzing the educational need of a corporate’s LMS. |
| PEO4 | Undertake research in learning technology applications. |
| PEO5 | Be an administrator of online learning in organizations/institutes. |
| PEO6 | Be able to create convergent educational systems. |
| PEO7 | Become a consultant for establishing centers in educational institutions. |
| PEO8 | Be in a position to articulate educational needs for lifelong learning & ubiquitous learning. |
| PEO9 | Capable to lead an instructional designing unit. |
| PEO10 | Be a freelancer and produce micro learning content. |

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| **Program Specific Objectives (PSOs)** | |
| After the successful completion of M.Sc. E-Learning Technology program, the students are expected to, | |
| PSO1 | Apply the theories of education, educational psychology, and instructional designing. |
| PSO2 | Utilize the skills in educational video production, e-learning package development and web designing. |
| PSO3 | Independently and collaboratively work in e-learning production and administrative environments. |
| PSO4 | Acquire and apply core areas of computer science, current and emerging technologies in information technology. |
| PSO5 | Demonstrate the expertise through application of significant technical and professional skills in industry. |
| PSO6 | Engage in innovative activities to overcome the digital divide. |
| PSO7 | Exhibit continuous learning and research for societal upliftment. |
| PSO8 | Partake in continuous lifelong learning endeavors. |
| PSO9 | Utilize knowledge for media convergence in education. |
| PSO10 | Acquire basic knowledge of the 4.0 and 5.0 industry trends. |

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| **Program Outcomes (POs)** | |
| On successful completion of the M. Sc. E-Learning Technology program, the students will be able to, | |
| PSO1 | Apply theoretical knowledge for practical application. |
| PSO2 | Design instructional packages for corporate training and regular mode of education. |
| PSO3 | Produce educational videos for formal and informal settings. |
| PSO4 | Design, develop and implement websites. |
| PSO5 | Create multimedia content. |
| PSO6 | Prepare e-content for e-learning environments. |
| PSO7 | Install and administer learning management systems. |
| PSO8 | Manage the existing e-learning environments in industry and educational institutions. |
| PSO9 | Perform research activities in e-learning industries and educational intuitions. |
| PSO10 | Apply knowledge of 4.0 and 5.0 industry trends in education. |

**BHARATHIAR UNIVERSITY :: COIMBATORE 641046**

**M.Sc. E-Learning Technology Curriculum (University Department)**

*(For the students admitted during the academic year 2022–23 onwards)*

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| **Course Code** | **Title of the Course** | **Credits** | **Hours** | | **Maximum Marks** | | |
| **Theory** | **Practical** | **CIA** | **ESE** | **Total** |
| **FIRST SEMESTER** | | | | | | | |
| **CORE COURSES** | | | | | | | |
| 22EDUCC01 | Introduction to Multimedia in Instruction | 4 | 4 | - | 50 | 50 | 100 |
| 22EDUCC02 | Instructional Technology –I | 4 | 4 | - | 50 | 50 | 100 |
| 22EDUCP01 | Graphic Designing using Adobe Photoshop, Adobe Illustrator and Adobe Animate – Practical | 4 | - | 8 | 50 | 50 | 100 |
| 22EDUCP02 | Instructional Package Development using Adobe Captivate – Practical | 4 | - | 8 | 50 | 50 | 100 |
| **ELECTIVE COURSE**\*1 | | | | | | | |
| 22EDUCE01 | Communicative English | 4 | 4 | - | 50 | 50 | 100 |
| 22EDUCE02 | E-Learning Instrumentation |
| **SUPPORTIVE COURSE**\*2 | | | | | | | |
|  | Supportive – I | 2 | 2 | - | 25 | 25 | 50 |
|  | **Total** | **22** | **14** | **16** | **275** | **275** | **550** |
| **SECOND SEMESTER** | | | | | | | |
| **CORE COURSES** | | | | | | | |
| 22EDUCC03 | Interactive Multimedia Design | 4 | 4 | - | 50 | 50 | 100 |
| 22EDUCC04 | Instructional Technology – II | 4 | 4 | - | 50 | 50 | 100 |
| 22EDUCP03 | Instructional Package Development using Articulate Storyline – Practical | 4 | - | 8 | 50 | 50 | 100 |
| 22EDUCP04 | Learning Management System: Moodle – Practical | 4 | - | 8 | 50 | 50 | 100 |
| **ELECTIVE COURSE**\*1 | | | | | | | |
| 22EDUCE03 | E-Content Writing | 4 | 4 | - | 50 | 50 | 100 |
| 22EDUCE04 | Visual Communication |
| **SUPPORTIVE COURSE**\*2 | | | | | | | |
|  | Supportive – II | 2 | 2 | - | 25 | 25 | 50 |
|  | **Total** | **22** | **14** | **16** | **275** | **275** | **550** |

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| **Course Code** | **Title of the Course** | **Credits** | **Hours** | | **Maximum Marks** | | |
| **Theory** | **Practical** | **CIA** | **ESE** | **Total** |
| **THIRD SEMESTER** | | | | | | | |
| **CORE COURSES** | | | | | | | |
| 22EDUCC05 | Research Methods and Statistics | 4 | 4 | - | 50 | 50 | 100 |
| 22EDUCC06 | E-Learning Design | 4 | 4 | - | 50 | 50 | 100 |
| 22EDUCC07 | Knowledge Management | 4 | 4 | - | 50 | 50 | 100 |
| 22EDUCP05 | Educational Video Production - Practical | 4 | - | 8 | 50 | 50 | 100 |
| **ELECTIVE COURSE**\*1 | | | | | | | |
| 22EDUGE05 | E-Learning Process and Standards | 4 | 4 | - | 50 | 50 | 100 |
| 22EDUGE06 | Life Long Learning and Heutagogy |
| **SUPPORTIVE COURSE**\*2 | | | | | | | |
|  | Supportive – III | 2 | 2 | - | 25 | 25 | 50 |
|  | **Total** | **22** | **18** | **8** | **275** | **275** | **550** |
| **FOURTH SEMESTER** | | | | | | | |
| **CORE COURSES** | | | | | | | |
| 22EDUCC08 | E-Learning Evaluation and Assessment | 4 | 4 | - | 50 | 50 | 100 |
| 22EDUCC09 | Project Management for E-Learning Professionals | 4 | 4 | - | 50 | 50 | 100 |
| 22EDUCC10 | Curriculum: Principles and Foundations | 4 | 4 | - | 50 | 50 | 100 |
| 22EDUCP06 | Web Designing using Adobe Dreamweaver – Practical | 4 | - | 8 | 50 | 50 | 100 |
| 22EDUCS01 | Project Work$  (Internship / Research) | 8 | - | - | 100 | 100 | 200 |
|  | **Total** | **24** | **12** | **8** | **300** | **300** | **600** |
|  | **Grand Total** | **90** | **58** | **48** | **1125** | **1125** | **2250** |

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| **ONLINE COURSES**\*3 | | | | | | | |
| SWAYAM | MOOCs online course comprising of minimum 4 weeks and 2 credits.  Non-Scholastic with Credits | 2 | - | - | - | - | 50 |
| **JOB ORIENTED COURSES**\*4 | | | | | | | |
| 22EDUCJ01 | Creating Motion Graphics and Visual Effects in Adobe After Effects | 2 | - | - | - | - | 50 |
| 22EDUCJ02 | Audio Recording and Editing in Adobe Audition | 2 | - | - | - | - | 50 |
| **VALUE ADDED COURSES**\*5 | | | | | | | |
| 22EDUCV01 | Articulate in English | 2 | - | - | - | - | 50 |
| 22EDUCV02 | SPSS | 2 | - | - | - | - | 50 |

\*1Oneelective course shall be selected from the list of elective courses offered by our department in that semester.

\*2One supportive course shall be selected from other departmentsduring the first three semesters.

\*3 SWAYAM – MOOC – online course shall be of duration of minimum 4 weeks with minimum 2 credits. The course shall be mandatory and shall be completed within third semester (i.e. before the beginning of fourth semester).

\*4 One job-orientedcourse shall be selected during the first year and one job-oriented course shall be selected during second year.

\*5 Minimum 2 (or) maximum 5 value added courses shall be completed duringthe entire programme.

$ Project report shall be submitted after a full-time internship in an e-learning company.

(or)

Dissertation shall be submitted after conducting a research work.

ESE: 80% marks for the presentation of project report/dissertation, and 20% marks for the viva-voce.

**BHARATHIAR UNIVERSITY :: COIMBATORE 641046**

**EDUCATIONAL TECHNOLOGY (For Other University Departments)**

*(For the students admitted during the academic year 2022–23 onwards)*

**SUPPORTIVE COURSES**

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| **Course Code** | **Title of the Course** | **Credits** | **Hours** | | **Maximum Marks** | | |
| **Theory** | **Practical** | **CIA** | **ESE** | **Total** |
| 22EDUGS01 | Teaching Technology | 2 | 2 | - | 12 | 38 | 50 |
| 22EDUGS02 | Environmental Education | 2 | 2 | - | 12 | 38 | 50 |
| 22EDUGS03 | Video Editing in Adobe Premiere Pro | 2 | 2 | - | 12 | 38 | 50 |
| 22EDUGS04 | Communicative English | 2 | 2 | - | 12 | 38 | 50 |
| 22EDUGS05 | Creating Animations in Adobe Animate | 2 | 2 | - | 12 | 38 | 50 |
| 22EDUGS06 | Web Designing in Adobe Dreamweaver | 2 | 2 | - | 12 | 38 | 50 |
| 22EDUGS07 | Introduction to Instructional Package Development using Adobe Captivate | 2 | 2 | - | 12 | 38 | 50 |
| 22EDUGS08 | Introduction to Instructional Package Development using Articulate Storyline | 2 | 2 | - | 12 | 38 | 50 |

**BHARATHIAR UNIVERSITY :: COIMBATORE 641046**

**For Any University Department**

*(For the students admitted during the academic year 2022–23 onwards)*

**ONLINE COURSES**

|  |  |  |  |  |  |  |  |
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| **Course Code** | **Title of the Course** | **Credits** | **Hours** | | **Maximum Marks** | | |
| **Theory** | **Practical** | **CIA** | **ESE** | **Total** |
| 22EDUGO04 | Communicative English | 2 | 2 | - | 12 | 38 | 50 |

**BHARATHIAR UNIVERSITY :: COIMBATORE 641 046**

**For Any University Department**

*(For the students admitted during the academic year 2022–23 onwards)*

**JOB-ORIENTED CERTIFICATE COURSES**

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| **Course Code** | **Title of the Course** | **Credits** | **Hours** | | **Maximum Marks** | | |
| **Theory** | **Practical** | **CIA** | **ESE** | **Total** |
| 22EDUCJ01 | Creating Motion Graphics and Visual Effects in Adobe After Effects | - | 2 | - | 50 | - | 50 |
| 22EDUCJ02 | **Audio Recording and Editing in Adobe Audition** | - | 2 | - | 50 | - | 50 |

**BHARATHIAR UNIVERSITY :: COIMBATORE 641 046**

**For Any University Department**

*(For the students admitted during the academic year 2022–23 onwards)*

**VALUE ADDED COURSES**

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| **Course Code** | **Title of the Course** | **Credits** | **Hours** | | **Maximum Marks** | | |
| **Theory** | **Practical** | **CIA** | **ESE** | **Total** |
| 22EDUCV01 | Articulate in English | - | 2 | - | 50 | - | 50 |
| 22EDUCV02 | **SPSS** | - | 2 | - | 50 | - | 50 |

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| **Course Code** | | | | | **22EDUCC01** | | | **INTRODUCTION TO MULTIMEDIA IN INSTRUCTION** | | | | | **L** | | | | **T** | **P** | | | **C** |
| **Core/Elective/Supportive** | | | | | | | | **Core** | | | | | **56** | | | | **4** | **-** | | | **4** |
| **Pre-requisite** | | | | | | | | **NIL** | | | | | **Syllabus Version** | | | | | | | | **1** |
| **Course Objectives** | | | | | | | | | | | | | | | | | | | | | |
| 1. To provide insights on the history of multimedia and growth of multimedia. 2. To introduce the characteristics of multimedia components and inculcate the guidelines for preparing educational multimedia. 3. To provide adequate knowledge on compression, decompression, developing and designing, multimedia package. | | | | | | | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes** | | | | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | | | | | |
| 1 | | Understand the fundamental concepts on multimedia history and growth of multimedia. | | | | | | | | | | | | | | | | | K2 | | |
| 2 | | Apply tools during the preparation of educational multimedia packages. | | | | | | | | | | | | | | | | | K3 | | |
| 3 | | Understand the basics of instruction about text, images, and animations. | | | | | | | | | | | | | | | | | K2 | | |
| 4 | | Create interactive and attractive interface components for the interaction devices in which instructional packages will be utilized. | | | | | | | | | | | | | | | | | K6 | | |
| 5 | | Choose, create and apply suitable icons, graphics and colors for the instructional package, and perform evaluation process. | | | | | | | | | | | | | | | | | K6 | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 1** | | | | **Introduction to Multimedia** | | | | | | | | | | | | **10 Hours** | | | | | |
| History, Components, Elements of Multimedia: Texts, Graphics, Sound, Animation and Video. Growth of Multimedia, Major categories of Multimedia and other categories of Multimedia. | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 2** | | | | **Multimedia Tools** | | | | | | | | | | | | **12 Hours** | | | | | |
| Hypermedia, Hardware components of multimedia system, Multimedia Software Tools: Painting and Drawing Tools – Image Editing Tools –Animation Tools – Audio and Video Editing Tools – Authoring Tools. | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 3** | | | | **Multimedia in Instruction** | | | | | | | | | | | | **11 Hours** | | | | | |
| Text: Guidelines for Creating Text, Spacing, Justification, Fonts, Variable Spacing, Scrolling, Display Speed, Screen Focus Points, Hypertext and Hypermedia. Images: Images and Learning, Displaying Images, Appearance, Costs, Digitization. Animation: Types of Animation, Animations and Learning, Displaying Animations, Costs, Rendering. Audio: Audio and Learning, Scriptwriting Guidelines, Speech, Sounds, Music, Audio Quality, MIDI, Digitization. Video: Video and Learning, Strengths of Video, Difficulties with Professional Quality Video. | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 4** | | | | **Developing Multimedia** | | | | | | | | | | | **13 Hours** | | | | | | |
| Developing Multimedia Titles, Steps in developing interactive multimedia, the planning phase, the creating phase, the testing phase. Raster and Vector Graphics – Compression/Decompression and Formats – Multimedia Networks. | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 5** | | | | **Designing Multimedia** | | | | | | | | | | | **12 Hours** | | | | | | |
| Designing for multimedia, Basic design principles, Design for interactivity, Guidelines for interactive design, Producing and distributing multimedia; producing multimedia titles, distributing multimedia titles. Multimedia Project Management: Issues – Testing – Delivery. | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 6** | | | | **Contemporary Issues** | | | | | | | | | | | **2 Hours** | | | | | | |
| Multimedia Issues and Future of Multimedia: The internet and World Wide Web, Issues and trends in Multimedia. | | | | | | | | | | | | | | | | | | | | | |
|  | | | | **Total Lecture Hours** | | | | | | | | | | | **60 Hours** | | | | | | |
| **Text Book** | | | | | | | | | | | | | | | | | | | | | |
| 1 | Ze-Nian Li and Mark S. Drew (2004), Fundamentals of Multimedia, School of Computing Science Simon Fraser University. | | | | | | | | | | | | | | | | | | | | |
| 2 | Principles of Multimedia, Eighth reprint edition 2009, Ranjan Parekh, Tata McGraw-Hill Companies. | | | | | | | | | | | | | | | | | | | | |
| 3 | Tay Vaughan, (2014), Multimedia: Making it Work, Ninth Edition, McGraw Hill Professional. | | | | | | | | | | | | | | | | | | | | |
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| **Reference Books** | | | | | | | | | | | | | | | | | | | | | |
| 1 | Mishra, Sanjaya, & Sharma, Ramesh (Eds.) (2005). Interactive Multimedia in Education and Training. Hershey: Idea Group Publishing | | | | | | | | | | | | | | | | | | | | |
| 2 | Nelly Foreman,(2015), Interactive Multimedia: Insight, Clanrye International. | | | | | | | | | | | | | | | | | | | | |
| 3 | Jason Jerald,(2015), The VR Book: Human-Centrered Design for Virtual Reality, Morgan & Claypool Publication. | | | | | | | | | | | | | | | | | | | | |
| 4 | Ray Kristof, Amy Satran, (1995), Interactivity by Design: Creating & Communicating with New Media, Pearson Education Publication. | | | | | | | | | | | | | | | | | | | | |
| 5 | Wilbert O. Galitz,( 2007), The Essential Guide to User Interface Design: An Introduction to GUI Design Principles and Techniques, Third Edition, John Wiley & Sons Publication. | | | | | | | | | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | | | | | | | |
| 1 | Web Based Technologies and Multimedia Applications  (https://onlinecourses.swayam2.ac.in/nou21\_cs07/preview) | | | | | | | | | | | | | | | | | | | | |
| 2 | Introduction to Multimedia Systems and Processing (https://nptel.ac.in/courses/117105083) | | | | | | | | | | | | | | | | | | | | |
| 3 | Introduction to Multimedia(http://oasis.col.org/handle/11599/2852) | | | | | | | | | | | | | | | | | | | | |
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| Course Designed By: Dr.T.Enok Joel | | | | | | | | | | | | | | | | | | | | | |
| **Mapping with Programme Outcomes** | | | | | | | | | | | | | | | | | | | | | |
| **COs** | | | **PO1** | | **PO2** | **PO3** | **PO4** | | **PO5** | **PO6** | **PO7** | **PO8** | | **PO9** | | | | | | **PO10** | |
| **CO1** | | | S | | S | S | S | | S | M | L | S | | S | | | | | | S | |
| **CO2** | | | S | | M | M | M | | M | M | L | M | | M | | | | | | S | |
| **CO3** | | | S | | S | S | S | | S | M | L | M | | M | | | | | | S | |
| **CO4** | | | S | | S | S | S | | S | S | L | S | | S | | | | | | S | |
| **CO5** | | | S | | M | M | M | | M | M | L | M | | M | | | | | | S | |
| \*S-Strong; M-Medium; L-Low | | | | | | | | | | | | | | | | | | | | | |

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| **Course code** | | | | **22EDUCC02** | | | | | **INSTRUCTIONAL TECHNOLOGY -I** | | | | | | | **L** | | | **T** | **P** | | **C** |
| **Core/Elective/Supportive** | | | | | | | | | **Core** | | | | | | | **56** | | | **4** |  | | **4** |
| **Pre-requisite** | | | | | | | | | **NIL** | | | | | | | **Syllabus Version** | | | | | | **10** |
| **Course Objectives:** | | | | | | | | | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. To understand and analyze the concepts and principles of Behavioral, Cognitive and Information processing theories of Learning. 2. To understand the factors / conditions that facilitate the learning process.. 3. To understand the Meaning ,Significance, history and development of Instructional Technology 4. To analyze the principles of system analysis and instructional design and media 5. To differentiate the educational objectives from writing objectives of instructional design. | | | | | | | | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Understand and analyze the concepts and principles of Behavioral, Cognitive and Information processing theories of Learning. | | | | | | | | | | | | | | | | | | | K4 | | |
| 2 | Understand the factors / conditions that facilitate the learning process. | | | | | | | | | | | | | | | | | | | K2 | | |
| 3 | Understand the Meaning, Significance, history and development of Instructional Technology. | | | | | | | | | | | | | | | | | | | K2 | | |
| 4 | Analyze the principles of system analysis and instructional design and media | | | | | | | | | | | | | | | | | | | K4 | | |
| 5 | Differentiate the educational objectives from writing objectives of instructional design. | | | | | | | | | | | | | | | | | | | K5 | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:1** | | | | **Psychology of Learning** | | | | | | | | | | | | | | **11 hours** | | | | |
| Psychology: Meaning, Branches and Scope – Major Schools of Psychology –Structuralism, Functionalism, Behaviorism, Gestalt School and Psycho Analysis:Theories of Learning-Behavioral Theory: Classical and Operant Conditioning, Bandura’s Social Learning Theory – Cognitive Theory: Gagne’s Theory, Bruner’s Theory and Piaget’s Cognitive Development: Information Processing Theory –Donald Norman. | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:2** | | | | | **Factors affecting Learning** | | | | | | | | | | | | | **12 hours** | | | | |
| Perception: Factors influencing Perception, Attention: Factors, Motivation: Types and Factors, Intelligence: Definition, Nature – Theories of Intelligence: Spearman, Thurston, Guilford and Gardener – Creativity: Nature, Factors Affecting Creativity, Personality: Meaning – Theories of Personality – Type Theory, Trait Theory and Psycho-Analytic Theory. | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:3** | | | | | **Introduction to Instructional Technology** | | | | | | | | | | | **12 hours** | | | | | | |
| Definition – History of Instructional Technology – Instructional Methods and Media – Instructional Strategies for Declarative Knowledge, Concepts, Procedures, Principles, Problem-Solving, Cognitive Strategy, Attitude, Psychomotor Skill. | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:4** | | | | | **Instructional System** | | | | | | | | | | **12 hours** | | | | | | | |
| System: concept and definition -Systems View of Instruction – Systems Approach for Developing Instructional System – Models of Systems Approach to Instruction: Glacer Model | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:5** | | | | | | | **Taxonomies of Educational objectives** | | | | | | | | | **11 hours** | | | | | | |
| Taxonomies of Educational Objectives: Bloom’s Cognitive Domain, Krathwohl’s Affective Domain, Dave’s , Harrow’s & Simpson’s Psychomotor Domain – Bloom's taxonomy verbs - Writing Objectives: Mager Method, Gagne and Briggs Method, ABCD Method. | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:6** | | | | | | | **Contemporary Issues** | | | | | | | | | **2 hours** | | | | | | |
| Issues in Instructional Technology | | | | | | | | | | | | | | | | | | | | | | |
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| **Total Lecture hours** | | | | | | | | | | | | | | | | **60 hours** | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | Frederick G. Knirk, and Kent L. Gustafson; Holt, (1986), Instructional Technology: A Systematic Approach to Education, Rinehart and Winston. | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | Charles M. Reigeluth, (2013), Instructional-Design Theories and Models: An Overview of Their Current Status, Routledge. | | | | | | | | | | | | | | | | | | | | |
| 2 | | David H. Jonassen et al,(1999), Task Analysis Methods for Instructional Design, Book by., Lawrence Erlbaum Associates. | | | | | | | | | | | | | | | | | | | | |
| 3 | | Gary R. Morrison et al., Wiley,(2006),Designing Effective Instruction, 7th Edition. L. Smith and Tillman J. Ragan, Wiley,(2005), Instructional Design, Patricia. | | | | | | | | | | | | | | | | | | | | |
| 4 | | Rita C. Richey et al., (2010), The Instructional Design Knowledge Base: Theory, Research, and Practice, Routledge. | | | | | | | | | | | | | | | | | | | | |
| 5 | | Robert M. Gagne,(2013),Instructional Technology: Foundations, Routledge. | | | | | | | | | | | | | | | | | | | | |
| 6 | | RobertM. Hashway,(1998),Assessment and Evaluation of Developmental Learning, Greenwood Publishing Group. | | | | | | | | | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | Emerging Instructional Technology Trends (https://www.slideshare.net/juniamarin/ten-  emerging-trends-in-instructional-technology-for-2016?qid=559057ea-36d6-4a98-810e486bccb5cf6b&v=&b=&from\_search=3) | | | | | | | | | | | | | | | | | | | | |
| 2 | | Reimaging the role of Technology in Education (https://tech.ed.gov/files/2017/01/NETP17.pdf) | | | | | | | | | | | | | | | | | | | | |
| 3 | | Instructional Design and Technology (https://www.slideshare.net/gaxapywa53085/2017-trends-and-issues-in-instructionaldesign-and-technology-4th-edition-whats-new-in-ed-psych-tests-measurements-pdf-byrobert-a-reiser-pearson?qid=bdb4c8b3-8593-4ed1-82a52e7ba848bcdb&v=&b=&from\_search=4) | | | | | | | | | | | | | | | | | | | | |
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| Course Designed By: Dr.S.THANGARAJATHI,Associate Professor | | | | | | | | | | | | | | | | | | | | | | |
| **Mapping with Programme Outcomes** | | | | | | | | | | | | | | | | | | | | | | |
| **COs** | | | **PO1** | | | **PO2** | | **PO3** | | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | | | **PO9** | | | | **P10** | |
| **CO1** | | | S | | | M | | M | | M | S | S | S | M | | | M | | | | S | |
| **CO2** | | | M | | | S | | S | | M | M | S | S | M | | | M | | | | M | |
| **CO3** | | | M | | | S | | M | | M | S | S | S | M | | | M | | | | S | |
| **CO4** | | | S | | | M | | S | | M | S | M | M | M | | | M | | | | M | |
| **CO5** | | | S | | | M | | S | | M | M | M | M | M | | | M | | | | M | |
| **\*S – Strong; M-Medium; L-Low** | | | | | | | | | | | | | | | | | | | | | | |

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| **Course Code** | | | | | **22EDUCP01** | | | **GRAPHIC DESIGNING USING ADOBE PHOTOSHOP, ADOBE ILLUSTRATOR AND ADOBE ANIMATE - PRACTICAL** | | | | | | **L** | | | **T** | **P** | | | **C** |
| **Core/Elective/Supportive** | | | | | | | | **Core** | | | | | | **-** | | | **-** | **120** | | | **4** |
| **Prerequisite** | | | | | | | | **NIL** | | | | | | **Syllabus Version** | | | | | | | **10** |
| **Course Objectives** | | | | | | | | | | | | | | | | | | | | | |
| 1. To inculcate the knowledge and skill of applying various features available in Adobe Photoshop, Adobe Illustrator and Adobe Animate. 2. To train on graphic designing skills such as photo editing, image creation and 2D animation. | | | | | | | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes** | | | | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | | | | | |
| 1 | | | Edit raster images and apply filters using Adobe Photoshop. | | | | | | | | | | | | | | | | | K6 | |
| 2 | | | Create and edit vector images using Adobe Illustrator. | | | | | | | | | | | | | | | | | K6 | |
| 3 | | | Create 2D animations and interactive multimedia elements using Adobe Animate. | | | | | | | | | | | | | | | | | K6 | |
| 4 | | | Prepare images and animations useful for the instructional packages to be developed. | | | | | | | | | | | | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 1** | | | | | **ADOBE PHOTOSHOP** | | | | | | | | | | **24 Hours** | | | | | | |
| Tools – Image Size – Layers – Selections – Colors – Text and Shapes – Filters. | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 2** | | | | | **ADOBE ILLUSTRATOR** | | | | | | | | | | **24 Hours** | | | | | | |
| Tools – Create and Edit Shapes – Artworks – Layers – Tracing | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 3** | | | | | **INTRODUCTION TO ADOBE ANIMATE** | | | | | | | | | | **24 Hours** | | | | | | |
| HTML5 Canvas – Tools – Managing Colors – Motion Tweening – Shape Tweening – Movieclip – Button | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 4** | | | | | **ANIMATION USING ADOBE ANIMATE** | | | | | | | | | | **24 Hours** | | | | | | |
| Layer Effects – Character Animation – Layer Parenting – Bones | | | | | | | | | | | | | | | | | | | | | |
| **Unit: 5** | | | | | **INFOGRAPHICS USING ADOBE ANIMATE** | | | | | | | | | | **22 Hours** | | | | | | |
| Actionscript/Javascript – Animated Infographics | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 6** | | | | | **CONTEMPORARY ISSUES** | | | | | | | | | | **2 Hours** | | | | | | |
| Integrate graphics created in Adobe Photoshop and Adobe Illustrator using Adobe Animate. | | | | | | | | | | | | | | | | | | | | | |
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| **Total Practical Hours** | | | | | | | | | | | | | | | **120 Hours** | | | | | | |
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| **Text Books** | | | | | | | | | | | | | | | | | | | | | |
| 1 | Andrew Faulkner. (2020). Adobe Photoshop Classroom in a Book (2020 release) (1st. ed.). Adobe Press. | | | | | | | | | | | | | | | | | | | | |
| 2 | Brian Wood. (2020). Adobe Illustrator Classroom in a Book (2020 release) (1st. ed.). Adobe Press. | | | | | | | | | | | | | | | | | | | | |
| 3 | Joseph Labrecque. (2021). Mastering Adobe Animate 2021: Explore professional techniques and best practices to design vivid animations and interactive content (1st. ed.). Packt Publishing Limited. | | | | | | | | | | | | | | | | | | | | |
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| **Reference Books** | | | | | | | | | | | | | | | | | | | | | |
| 1 | AdesinaArojo. (2022). Graphics Designing Made easy with Adobe Photoshop: A practical guide on how you can start designing Graphics with Adobe Photoshop. Visual Media Hotspot. | | | | | | | | | | | | | | | | | | | | |
| 2 | Henry Miller. (2019). Adobe Illustrator CC for Graphics Designing, Vectors, Logo Design & Illustration. Independent. | | | | | | | | | | | | | | | | | | | | |
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| **Related Online Contents** | | | | | | | | | | | | | | | | | | | | | |
| 1 | | Adobe Photoshop Learn & Support – adobe.com (https://helpx.adobe.com/in/support/photoshop.html) | | | | | | | | | | | | | | | | | | | |
| 2 | | Adobe Illustrator Learn & Support – adobe.com (https://helpx.adobe.com/in/support/illustrator.html) | | | | | | | | | | | | | | | | | | | |
| 3 | | Adobe Animate Learn & Support – adobe.com (https://helpx.adobe.com/in/support/animate.html) | | | | | | | | | | | | | | | | | | | |
| Course Designed By: Dr. M. Parthasarathy | | | | | | | | | | | | | | | | | | | | | |
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| **Mapping with Programme Outcomes** | | | | | | | | | | | | | | | | | | | | | |
| **COs** | | | | **PO1** | | **PO2** | **PO3** | | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | | | **PO9** | | | **PO10** | | |
| **CO1** | | | | S | | S | M | | S | S | S | M | S | | | M | | | S | | |
| **CO2** | | | | S | | S | M | | S | S | S | M | S | | | M | | | S | | |
| **CO3** | | | | S | | S | M | | S | S | S | M | S | | | M | | | S | | |
| **CO4** | | | | S | | S | M | | S | S | S | M | S | | | M | | | S | | |
| \*S-Strong; M-Medium; L-Low | | | | | | | | | | | | | | | | | | | | | |

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| **Course Code** | | | | | **22EDUCP02** | | | **INSTRUCTIONAL PACKAGE DEVELOPMENT USING ADOBE CAPTIVATE – PRACTICAL** | | | | | | **L** | | | **T** | **P** | | | **C** |
| **Core/Elective/Supportive** | | | | | | | | **Core** | | | | | | **-** | | | **-** | **120** | | | **4** |
| **Prerequisite** | | | | | | | | **NIL** | | | | | | **Syllabus Version** | | | | | | | **9** |
| **Course Objectives** | | | | | | | | | | | | | | | | | | | | | |
| 1. To inculcate the knowledge and skill of applying various features available in Adobe Captivate. 2. To train on instructional package development skills such as storyboarding, prototyping and authoring. | | | | | | | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes** | | | | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | | | | | |
| 1 | | | Design storyboards for proposed instructional package. | | | | | | | | | | | | | | | | | K6 | |
| 2 | | | Construct prototypes based on the designed storyboards. | | | | | | | | | | | | | | | | | K6 | |
| 3 | | | Using the graphics and interactive animations created using Adobe Photoshop, Adobe Illustrator and Adobe Animate. | | | | | | | | | | | | | | | | | K6 | |
| 4 | | | Develop an instructional package in Adobe Captivate, according to the storyboard, by integrating all multimedia contents and virtual reality components. | | | | | | | | | | | | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 1** | | | | | **STORYBOARDING** | | | | | | | | | | **12 Hours** | | | | | | |
| Designing storyboards to develop an instructional package in Adobe Captivate. | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 2** | | | | | **INTRODUCTION TO ADOBE CAPTIVATE** | | | | | | | | | | **12 Hours** | | | | | | |
| Responsive Project – Slides – Master Slides – Timeline – Drag and Drop – Multistate Objects – Effects. | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 3** | | | | | **FEATURES IN ADOBE CAPTIVATE** | | | | | | | | | | **48 Hours** | | | | | | |
| Text to Speech – Audio Management – Quiz – Software Simulation – Lecture Video Slides with Webcam. | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 4** | | | | | **ADVANCED FEATURES IN ADOBE CAPTIVATE** | | | | | | | | | | **24 Hours** | | | | | | |
| Actions – Advanced Actions – Variables – Interactive Video – VR Slides. | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 5** | | | | | **PACKAGING** | | | | | | | | | | **22 Hours** | | | | | | |
| Developing and publishing an instructional package using Adobe Captivate for LMS-Moodle. | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 6** | | | | | **CONTEMPORARY ISSUES** | | | | | | | | | | **2 Hours** | | | | | | |
| Compare the features of Adobe Captivate with other packaging software used in e-learning industry. | | | | | | | | | | | | | | | | | | | | | |
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| **Total Practical Hours** | | | | | | | | | | | | | | | **120 Hours** | | | | | | |
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| **Text Books** | | | | | | | | | | | | | | | | | | | | | |
| 1 | Pooja Jaisingh& Damien Bruyndonckx. (2019). Mastering Adobe Captivate 2019: Build cutting edge professional SCORM compliant and interactive eLearning content with Adobe Captivate (5th. ed.). Packt Publishing Ltd. | | | | | | | | | | | | | | | | | | | | |
| 2 | Kevin Siegel. (2018). Adobe Captivate 2019: The Essentials. Iconlogic Inc. | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | | | | | | | |
| 1 | Diane Elkins & Desiree Pinder. (2015). E-Learning Fundamentals: A Practical Guide. American Society for Training and Development. | | | | | | | | | | | | | | | | | | | | |
| 2 | Tim Slade. (2018). The ELearning Designer's Handbook: A Practical Guide to the ELearning Development Process for New ELearning Designers. CreateSpace Independent Publishing Platform. | | | | | | | | | | | | | | | | | | | | |
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| **Related Online Contents** | | | | | | | | | | | | | | | | | | | | | |
| 1 | | Adobe Captivate Learn & Support – adobe.com (https://helpx.adobe.com/in/support/captivate.html) | | | | | | | | | | | | | | | | | | | |
| Course Designed By: Dr. M. Parthasarathy | | | | | | | | | | | | | | | | | | | | | |
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| **Mapping with Programme Outcomes** | | | | | | | | | | | | | | | | | | | | | |
| **COs** | | | | **PO1** | | **PO2** | **PO3** | | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | | | **PO9** | | | **PO10** | | |
| **CO1** | | | | S | | S | M | | S | S | S | M | S | | | M | | | S | | |
| **CO2** | | | | S | | S | M | | S | S | S | M | S | | | M | | | S | | |
| **CO3** | | | | S | | S | M | | S | S | S | M | S | | | M | | | S | | |
| **CO4** | | | | S | | S | M | | S | S | S | M | S | | | M | | | S | | |
| \*S-Strong; M-Medium; L-Low | | | | | | | | | | | | | | | | | | | | | |

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| **Course code** | | | | | **22EDUCE01** | | | **Communicative English** | | | | | | | | **L** | | | **T** | | **P** | **C** |
| **Core/Elective/Supportive** | | | | | | | | **Elective** | | | | | | | | **56** | | | **4** | | **-** | **4** |
| **Pre-requisite** | | | | | | | | NIL | | | | | | | | **Syllabus**  **Version** | | | | | | **1** |
| **Course Objectives** | | | | | | | | | | | | | | | | | | | | | | |
| 1. To acquire perspectives on the use of English language for communication.  2. To Improve and extend learner’s range of communicating in English.  3. To acquire aspects of written communication.  4. To acquire aspects of spoken English. | | | | | | | | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes** | | | | | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | | Have knowledge of basics of English Grammar. | | | | | | | | | | | | | | | | | | K2 | |
| 2 | | | Get an understanding of language variety. | | | | | | | | | | | | | | | | | | K3 | |
| 3 | | | Know about written communication styles. | | | | | | | | | | | | | | | | | | K1 | |
| 4 | | | Know the difference in spoken aspects of interpersonal communication in formal and informal and informal settings. | | | | | | | | | | | | | | | | | | K4 | |
| 5 | | | Know about written aspects of communication in formal and informal settings | | | | | | | | | | | | | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:1** | | | | | Use of Grammar | | | | | | | | | | | | **12 Hours** | | | | | |
| Parts of Speech, Tense, Aspect, Mood, Cause, Reason and Purpose, Agreement, Degrees of Comparison, Conditional (if) clauses , Expressions, like seeking permission, request, command, reprimand, etc. | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:2** | | | | | Types of Communication | | | | | | | | | | | | **12 Hours** | | | | | |
| Formal in formal ,Verbal Communication – Non-Verbal Communication: gestures , postures –, Language Variety –, Register, Dialect, idiolect, jargon, cliché, emoticons etc | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:3** | | | | | Written Communication | | | | | | | | | | **12 Hours** | | | | | | | |
| Technical Writing (Writing Reports) following style guides : MLA, APA, Business Communication: drafting Letters, requests, reminders, and memos. | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:4** | | | | | Interpersonal Communication | | | | | | | | | | **12 Hours** | | | | | | | |
| Communication in corporate culture, environment, organized corporate communication. Types of Business Communication: [downward communication](https://www.geektonight.com/types-of-communication/#downward-communication), [upward communication](https://www.geektonight.com/types-of-communication/#upward-communication), [horizontal communication](https://www.geektonight.com/types-of-communication/#horizontal-communication) and [diagonal Communication](https://www.geektonight.com/types-of-communication/#diagonal-communication) | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:5** | | | | | Oral Communication | | | | | | | | | **10 Hours** | | | | | | | | |
| Job Interviews, group discussions, brain storming, making presentations to employees, investors, executive team, communication with the public and the media. | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:6** | | | | | Contemporary Issues | | | | | | | | | **2 Hours** | | | | | | | | |
| Netiquette, participating in expert lectures, online seminars, webinars, meetings. | | | | | | | | | | | | | | | | | | | | | | |
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|  | | | | | **Total Lecture Hours** | | | | | | | | | **60 Hours** | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Bas Aarrts, Jill Bowie, and Gergana Popovana (2020). The Oxford Handbook of English Grammar, Oxford University Press. | | | | | | | | | | | | | | | | | | | | | |
| 2 | John Seely (2013). Oxford A-Z of Grammar and Punctuation- Revised Second Edition, Oxford University Press. | | | | | | | | | | | | | | | | | | | | | |
| 3 | Sanjay Gupta & Jay Bansal ( Amity University).(2020) Business Communication, SBPD Publications, Agra, India | | | | | | | | | | | | | | | | | | | | | |
| 4 | UllicaSegerstrale , Peter Molnar.(2018). Nonverbal Communication- Where Nature Meets Culture, Routledge | | | | | | | | | | | | | | | | | | | | | |
| 5 | Sapna.M.S. (2020). Corporate Communication Trends and Features, Notion Press, India | | | | | | | | | | | | | | | | | | | | | |
| 6 | Michael Gregory,Susanne Carrol.(2019). Language and situation Language Varieties and their Social contexts. Routledge: Library Editions | | | | | | | | | | | | | | | | | | | | | |
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| **Reference Books** | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Thakur .D(2017). A Handbook of English Grammar and Usage , BharatiBhawan Publication. | | | | | | | | | | | | | | | | | | | | | |
| 2 | Bhatnagar Nitin, (2010), Communicative English for Engineers and Professionals, Pearson Education India. | | | | | | | | | | | | | | | | | | | | | |
| 3 | Mohan, 2009, Developing Communication Skills, Macmillan,. 4. John Ellison Kahn, 1991, How to Write and Speak Better, Reader's Digest Association | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | Developing Soft Skills and Personality – Professor T. Ravichandran, IIT Kanpur,-8 Weeks-NPTEL | | | | | | | | | | | | | | | | | | | | |
| 2 | | [www.focusenglish.com](http://www.focusenglish.com) ,Website for Conversation Practice: www.focusenglish.com, www.englishclub.com, [www.usingenglish.com](http://www.usingenglish.com), www.edufind.com, [www.english-the-easy-way.com](http://www.english-the-easy-way.com), Grammar Quizzes- a4esl.org/q/j/ | | | | | | | | | | | | | | | | | | | | |
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| Course Designed By: Dr. A.R. Bhavana | | | | | | | | | | | | | | | | | | | | | | |
| **Mapping with Programme Outcomes** | | | | | | | | | | | | | | | | | | | | | | |
| **COs** | | | | **PO1** | | **PO2** | **PO3** | | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | | | | | **PO9** | | **PO10** | | |
| **CO1** | | | | S | | L | M | | L | M | M | L | L | | | | | L | | M | | |
| **CO2** | | | | S | | M | M | | L | M | M | L | L | | | | | M | | M | | |
| **CO3** | | | | S | | S | L | | L | L | L | L | L | | | | | M | | M | | |
| **CO4** | | | | M | | M | L | | L | M | M | L | L | | | | | M | | M | | |
| **CO5** | | | | M | | M | L | | L | L | L | L | L | | | | | L | | M | | |
| \*S-Strong; M-Medium; L-Low | | | | | | | | | | | | | | | | | | | | | | |

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| **Course Code** | | | | | **22EDUCE02** | | | **E-LEARNING INSTRUMENTATION** | | | | | **L** | | **T** | **P** | | | **C** |
| **Core/Elective/Supportive** | | | | | | | | **ELECTIVE** | | | | | **56** | | **4** | **-** | | | **4** |
| **Prerequisite** | | | | | | | | **NIL** | | | | | **Syllabus Version** | | | | | | **1** |
| **Course Objectives** | | | | | | | | | | | | | | | | | | | |
| 1. To introduce the basics of eLearning instruments. 2. To provide adequate knowledge on audio and video interfaces and devices. 3. To introduce various lighting equipment used in video production. | | | | | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes** | | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | | | |
| 1 | | | Utilize suitable interactive boards for educational videos and teaching-learning. | | | | | | | | | | | | | | | K3 | |
| 2 | | | Select appropriate video conferencing tools for online learning. | | | | | | | | | | | | | | | K4 | |
| 3 | | | Choose the audio recording systems, microphones and other audio equipment for recording audio. | | | | | | | | | | | | | | | K5 | |
| 4 | | | Classify various types of cameras, projectors and camera operation techniques. | | | | | | | | | | | | | | | K2 | |
| 5 | | | Identify lightings for the production for virtual learning environment. | | | | | | | | | | | | | | | K4 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | | | | | | | | | |
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| **Unit: 1** | | | | | **SMART BOARDS** | | | | | | | | **12 Hours** | | | | | | |
| White IR Interactive Board For Education-Hitevision Finger Touch & Stylus Pen Interactive Classroom Board-Maxhub I 86 FA Digital Board For Education-IBIZZ White Finger Touch Digital Interactive Smart Whiteboard. | | | | | | | | | | | | | | | | | | | |
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| **Unit: 2** | | | | | **VIDEO CONFEREINCING TOOLS** | | | | | | | | **12 Hours** | | | | | | |
| Zoom, Skype, Google meet, Big Blue Button, Cisco Webex meetings, Microsoft teams. | | | | | | | | | | | | | | | | | | | |
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| **Unit: 3** | | | | | **AUDIO / VIDEO**  **FILE FORMATES & INTERFACES** | | | | | | | | **12 Hours** | | | | | | |
| Audio and Video File Formats: Lossy and Lossless formats; Types of Microphones; Audio and Video Interface (Connectors/ Cables/ Ports); Types of Microphones. | | | | | | | | | | | | | | | | | | | |
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| **Unit: 4** | | | | | **CAMERAS &PROJECTORS** | | | | | | | | **12 Hours** | | | | | | |
| Types of Video Cameras- Projectors- Video Switchers – Audio Mixers- Streaming Devices and Servers. | | | | | | | | | | | | | | | | | | | |
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| **Unit: 5** | | | | | **VIRTUAL CLASSROOM** | | | | | | | | **10 Hours** | | | | | | |
| Lightings: Indoor & Outdoor; Types of Internet Connections; Model Virtual Classroom Environment- Model Educational Video Studio. | | | | | | | | | | | | | | | | | | | |
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| **Unit: 6** | | | | | **CONTEMPORARY ISSUES** | | | | | | | | **2 Hours** | | | | | | |
| Features of Modern Educational Video Studio | | | | | | | | | | | | | | | | | | | |
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| **Total Lecture Hours** | | | | | | | | | | | | | **60 Hours** | | | | | | |
| **Text Books** | | | | | | | | | | | | | | | | | | | |
| 1 | Alan C. Hueth. (2019). Scriptwriting for Film, Television and New Media. Routledge. | | | | | | | | | | | | | | | | | | |
| 2 | Donald L. Diefenbach. (2009).Video Production Techniques: Theory and Practice From Concept to Screen. Routledge. | | | | | | | | | | | | | | | | | | |
| 3 | Herbert Zettl. (2015).Television Production Handbook (12th. ed.). Cengage Learning. | | | | | | | | | | | | | | | | | | |
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| **Reference Books** | | | | | | | | | | | | | | | | | | | |
| 1 | Bruce Bartlett & Jenny Bartlett. (2016). Practical Recording Techniques: The Step-by-Step Approach to Professional Audio Recording (7th. rev. ed.). Focal Press. | | | | | | | | | | | | | | | | | | |
| 2 | James C Foust, Edward J Fink, & Lynne S Gross. (2017). Video Production: Disciplines and Techniques (11th. ed.). Taylor & Francis. | | | | | | | | | | | | | | | | | | |
| 3 | Tim D. Green & Abbie H. Brown. (2017). The Educator's Guide to Producing New Media and Open Educational Resources. Taylor & Francis. | | | | | | | | | | | | | | | | | | |
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| **Related Online Contents** | | | | | | | | | | | | | | | | | | | |
| 1 | | Uses of Smart Boards:  (https://study.com/learn/lesson/smart-board-overview-uses.html) | | | | | | | | | | | | | | | | | |
| 2 | | E- Content Development - swayam.gov.in (https://swayam.gov.in/nd2\_ntr20\_ed11/preview) | | | | | | | | | | | | | | | | | |
| 3 | | Creating Video for the edX Platform - Edx.org (https://www.edx.org/course/videox-creating-video-for-the-edx-platform) | | | | | | | | | | | | | | | | | |
| Course Designed By: Dr.T. Enok Joel | | | | | | | | | | | | | | | | | | | |
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| **Mapping with Programme Outcomes** | | | | | | | | | | | | | | | | | | | |
| **COs** | | | | **PO1** | **PO2** | **PO3** | **PO4** | | **PO5** | **PO6** | **PO7** | **PO8** | | **PO9** | | | **PO10** | | |
| **CO1** | | | | S | S | S | M | | S | S | L | M | | M | | | S | | |
| **CO2** | | | | S | S | S | M | | S | S | L | M | | M | | | S | | |
| **CO3** | | | | S | S | S | M | | S | S | L | M | | M | | | S | | |
| **CO4** | | | | S | S | S | M | | S | S | L | M | | M | | | S | | |
| **CO5** | | | | S | S | S | M | | S | S | L | M | | M | | | S | | |
| \*S-Strong; M-Medium; L-Low | | | | | | | | | | | | | | | | | | | |

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| **Course Code** | | | | | **22EDUCC03** | | | **INTERACTIVE MULTIMEDIA DESIGN** | | | | | **L** | | | | | **T** | **P** | | | **C** |
| **Core/Elective/Supportive** | | | | | | | | **Core** | | | | | **56** | | | | | **4** | **-** | | | **4** |
| **Pre-requisite** | | | | | | | | **Instructional Technology-1** | | | | | **Syllabus Version** | | | | | | | | | **8** |
| **Course Objectives** | | | | | | | | | | | | | | | | | | | | | | |
| 1. To provide insights on the fundamentals of multimedia and tools used to produce multimedia. 2. To introduce the characteristics of multimedia components and inculcate the guidelines for preparing educational multimedia. 3. To provide adequate knowledge on interface designing, interaction devices and usability testing. | | | | | | | | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes** | | | | | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | Understand the fundamental concepts human interface design and user interface evaluation. | | | | | | | | | | | | | | | | | | K2 | | |
| 2 | | Apply multimedia guidelines during the preparation of educational multimedia packages. | | | | | | | | | | | | | | | | | | K3 | | |
| 3 | | Understand the basics of interface and screen designing which are applied while designing storyboards for interactive instructional packages. | | | | | | | | | | | | | | | | | | K2 | | |
| 4 | | Create interactive and attractive interface components for the interaction devices in which instructional packages will be utilized. | | | | | | | | | | | | | | | | | | K6 | | |
| 5 | | Create and apply suitable icons, graphics and colors for the instructional package from suitable educational theories. | | | | | | | | | | | | | | | | | | K6 | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 1** | | | | Introduction to User Interface Design | | | | | | | | | | | | | **10 Hours** | | | | | |
| Human factors in Interface design, User Interface Design Principles, Interaction Styles, Multiple User Interaction, presentation methods, Design factors, User Interface Prototyping, User Interface evaluation | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 2** | | | | Interface Design | | | | | | | | | | | | | **12 Hours** | | | | | |
| Graphical User Interface – Web User Interface – Usability Design: Problems, Measures – Human Characteristics in Design – Principles of Interface and Screen Design. | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 3** | | | | Interaction Devices | | | | | | | | | | | | | **11 Hours** | | | | | |
| Interaction Devices – Menu Design: Structure, Functions, Format – Navigation Design – Window Design: Components, Types, Operations, Control Design: Operable controls, Selection Controls. | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 4** | | | | Accessibility Design | | | | | | | | | | | | **13 Hours** | | | | | | |
| Accessibility Design: Icons and Graphics: Types, Characteristics –Colors: Uses, Choosing Colors – Screen Organization, Usability Testing: Purpose, Scope – Interactive Paper Prototypes. | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 5** | | | | Theories& Evaluation of Interactive Multimedia Design | | | | | | | | | | | | **12 Hours** | | | | | | |
| Theories & Evaluation of Interactive Multimedia Design: Cognitive Load Theory, Dual Coding Theory. Principles of Interactive Multimedia Design; Scripting for Interactive Multimedia; Evaluation of Interactive Multimedia | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 6** | | | | Contemporary Issues | | | | | | | | | | | **2 Hours** | | | | | | | |
| Project Management Tools, Workflow and Methodologies (Agile Project Management Methodology). | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | **Total Lecture Hours** | | | | | | | | | | | **60 Hours** | | | | | | | |
| **Text Book** | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Tay Vaughan, (2014), Multimedia: Making it Work, Ninth Edition, McGraw Hill Professional. | | | | | | | | | | | | | | | | | | | | | |
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| **Reference Books** | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Jason Jerald, (2015), The VR Book: Human-Centered Design for Virtual Reality, Morgan & Claypool Publication. | | | | | | | | | | | | | | | | | | | | | |
| 2 | Jenifer Tidwell, (2010), Designing Interfaces: Patterns for Effective Interaction Design, O’Reilly Media Inc. Publication. | | | | | | | | | | | | | | | | | | | | | |
| 3 | Nelly Foreman, (2015), Interactive Multimedia: Insight, Clanrye International. | | | | | | | | | | | | | | | | | | | | | |
| 4 | Peter Fenrich, (2005), Creating Instructional Multimedia Solutions: Practical Guidelines for the Real World, Informing Science Publication. | | | | | | | | | | | | | | | | | | | | | |
| 5 | Ray Kristof, Amy Satran, (1995), Interactivity by Design: Creating & Communicating with New Media, Pearson Education Publication. | | | | | | | | | | | | | | | | | | | | | |
| 6 | Wilbert O. Galitz, (2007), The Essential Guide to User Interface Design: An Introduction to GUI Design Principles and Techniques, Third Edition, John Wiley & Sons Publication. | | | | | | | | | | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Web based technologies and multimedia applications (https://swayam.gov.in/nd2\_nou20\_cs05/preview) | | | | | | | | | | | | | | | | | | | | | |
| 2 | Principles of Interactive Design (https://nptel.ac.in/content/storage2/courses/107101001/downloads/lecture-notes/module9-L2.pdf) | | | | | | | | | | | | | | | | | | | | | |
| 3 | Interactive multimedia Production (https://www.classcentral.com/course/canvas-network-interactive-multimedia-production-604) | | | | | | | | | | | | | | | | | | | | | |
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| Course Designed By: Dr. T. Enok Joel | | | | | | | | | | | | | | | | | | | | | | |
| **Mapping with Programme Outcomes** | | | | | | | | | | | | | | | | | | | | | | |
| **COs** | | | **PO1** | | **PO2** | **PO3** | **PO4** | | **PO5** | **PO6** | **PO7** | **PO8** | | **PO9** | | | | | | | **PO10** | |
| **CO1** | | | S | | S | S | S | | S | M | L | S | | S | | | | | | | S | |
| **CO2** | | | S | | M | M | M | | M | M | L | M | | M | | | | | | | S | |
| **CO3** | | | S | | S | S | S | | S | M | L | M | | M | | | | | | | S | |
| **CO4** | | | S | | S | S | S | | S | S | L | S | | S | | | | | | | S | |
| **CO5** | | | S | | M | M | M | | M | M | L | M | | M | | | | | | | S | |
| \*S-Strong; M-Medium; L-Low | | | | | | | | | | | | | | | | | | | | | | |

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| **Course code** | | | **22EDUCC04** | | | | | **INSTRUCTIONAL TECHNOLOGY -II** | | | | | | **L** | | | **T** | **P** | | **C** |
| **Core/Elective/Supportive** | | | | | | | | Core | | | | | | **56** | | | **4** |  | | **4** |
| **Pre-requisite** | | | | | | | | **1.Introduction to E-Learning Technology**  **2.Instructional Technology-I** | | | | | | **Syllabus Version** | | | | | | **10** |
| **Course Objectives:** | | | | | | | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. Understand the Need and Scope of Instructional technology 2. Analyze and Apply the Instructional design models 3. Understand the theories of Instruction. 4. Apply the Instructional theories in the field of E-Learning 5. Understand the evaluation of instructional materials and assessment of learning. | | | | | | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | | | | |
| 1 | Understand the Need and Scope of Instructional technology | | | | | | | | | | | | | | | | | K2 | | |
| 2 | Analyze and Apply the Instructional design models | | | | | | | | | | | | | | | | | K4 | | |
| 3 | Understand the theories of Instruction | | | | | | | | | | | | | | | | | K2 | | |
| 4 | Apply the Instructional theories in the field of E-Learning | | | | | | | | | | | | | | | | | K3 | | |
| 5 | Understand the evaluation of instructional materials and assessment of learning. | | | | | | | | | | | | | | | | | K2 | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | | | | | | |
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| **Unit:1** | | | | | **Introduction** | | | | | | | | | **11 hours** | | | | | | |
| Instructional Technology: Need, and Scope- Instructional System Analysis –Need Assessment-Task Analysis and Task Description | | | | | | | | | | | | | | | | | | | | |
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| **Unit:2** | | | | | **Instructional Model** | | | | | | | | | **12 hours** | | | | | | |
| Instructional Development Models: Kemp Model – Instructional Development Institute Model – Interservice Procedures for Instructional Systems Development Model Criterion Referenced Instruction (CRI) Model– ADDIE Model - Rapid ISD, SAM, Dick and Carey Models and 5 E Model | | | | | | | | | | | | | | | | | | | | |
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| **Unit:3** | | | | | **Basic theories of Instruction** | | | | | | | | | **12 hours** | | | | | | |
| Gagne-Briggs’ Instructional Events – Gropper’s Behavioral Approach to Instructional Prescription – Scandura’s Structural Learning Theory –Collins-Stevens’ Cognitive Theory of Inquiry Teaching | | | | | | | | | | | | | | | | | | | | |
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| **Unit:4** | | | | | **Advanced Theories of Instruction** | | | | | | | | | **12 hours** | | | | | | |
| Merrill’s Component Display Theory – Reigeluth-Stein’s Elaboration Theory of Instruction – Keller’s Motivation Design of Instruction - Ruth Clark six effective e-Learning principles. | | | | | | | | | | | | | | | | | | | | |
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| **Unit:5** | | | | | **Evaluation and Assessment** | | | | | | | | | | **11 hours** | | | | | |
| Evaluation of Instructional Materials: Overview – Evaluation Process – Evaluation Models – Assessment of Learning: Overview – Purposes – Types of Assessment – Models of Assessment of Learners’ Achievement – Characteristics of Good Assessment Instruments – Formats of Assessment. | | | | | | | | | | | | | | | | | | | | |
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| **Unit:6** | | | | **Contemporary Issues** | | | | | | | | | | | **2 hours** | | | | | |
| Trends in Instructional Technology | | | | | | | | | | | | | | | | | | | | |
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| **Total Lecture hours** | | | | | | | | | | | | | | | **60 hours** | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | | | | | | |
| 1 | | Frederick G. Knirk, and Kent L. Gustafson; Holt, (1986), Instructional Technology: A Systematic Approach to Education, Rinehart and Winston. | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | | | | | | |
| 1 | | Charles M. Reigeluth, (2013), Instructional-Design Theories and Models: An Overview of Their Current Status,Routledge. | | | | | | | | | | | | | | | | | | |
| 2 | | David H. Jonassen et al,(1999), Task Analysis Methods for Instructional Design, Book by.,Lawrence Erlbaum Associates. | | | | | | | | | | | | | | | | | | |
| 3 | | Gary R. Morrison et al., Wiley,(2006),Designing Effective Instruction, 7th Edition. L. Smith and Tillman J. Ragan, Wiley,(2005), Instructional Design, Patricia. | | | | | | | | | | | | | | | | | | |
| 4 | | Rita C. Richey et al., (2010), The Instructional Design Knowledge Base: Theory, Research, and Practice,Routledge. | | | | | | | | | | | | | | | | | | |
| 5 | | Robert M. Gagne,(2013),Instructional Technology: Foundations,Routledge. | | | | | | | | | | | | | | | | | | |
| 6 | | RobertM.Hashway,(1998),Assessment and Evaluation of Developmental Learning,,Greenwood Publishing Group. | | | | | | | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | | | | | | |
| 1 | | |  | | --- | | Emerging Instructional Technology Trends (https://www.slideshare.net/juniamarin/ten- | | emerging-trends-in-instructional-technology-for-2016?qid=559057ea-36d6-4a98-810e486bccb5cf6b&v=&b=&from\_search=3) | | | | | | | | | | | | | | | | | | | |
| 2 | | Reimaging the role of Technology in Education (https://tech.ed.gov/files/2017/01/NETP17.pdf) | | | | | | | | | | | | | | | | | | |
| 3 | | Instructional Design and Technology (https://www.slideshare.net/gaxapywa53085/2017-trends-and-issues-in-instructionaldesign-and-technology-4th-edition-whats-new-in-ed-psych-tests-measurements-pdf-byrobert-a-reiser-pearson?qid=bdb4c8b3-8593-4ed1-82a52e7ba848bcdb&v=&b=&from\_search=4) | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| Course Designed By: Dr.S.THANGARAJATHI,Associate Professor | | | | | | | | | | | | | | | | | | | | |
| **Mapping with Programme Outcomes** | | | | | | | | | | | | | | | | | | | | |
| **COs** | | **PO1** | | | | **PO2** | **PO3** | | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | | | **PO9** | | | **P10** | |
| **CO1** | | S | | | | M | M | | M | S | S | S | M | | | M | | | S | |
| **CO2** | | M | | | | S | S | | M | M | S | S | M | | | M | | | M | |
| **CO3** | | M | | | | S | M | | M | S | S | S | M | | | M | | | S | |
| **CO4** | | S | | | | M | S | | M | S | M | M | M | | | M | | | M | |
| CO5 | | S | | | | M | S | | M | M | M | M | M | | | M | | | M | |
| **\*S – Strong; M-Medium; L-Low** | | | | | | | | | | | | | | | | | | | | |

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| **Course Code** | | | | **22EDUCP03** | | | **INSTRUCTIONAL PACKAGE DEVELOPMENT USING ARTICULATE STORYLINE – PRACTICAL** | | | | | | | **L** | **T** | **P** | **C** |
| **Core/Elective/Supportive** | | | | | | | **Core** | | | | | | | **-** | **-** | **120** | **4** |
| **Prerequisite** | | | | | | | 1. **Instructional Technology- 1 (22EDUCC02)** 2. **Graphic Designing using Adobe Photoshop, Adobe Illustrator and Adobe Animate – Practical (22EDUCP01)** | | | | | | | **Syllabus Version** | | | **1** |
| **Course Objectives** | | | | | | | | | | | | | | | | | |
| 1. To inculcate the knowledge and skill of applying various features available in Articulate Storyline. 2. To train on instructional package development skills such as prototyping and authoring. | | | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes** | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | |
| 1 | | Design storyboards for proposed instructional package. | | | | | | | | | | | | | | K6 | |
| 2 | | Construct prototypes based on the designed storyboards. | | | | | | | | | | | | | | K6 | |
| 3 | | Using the graphics and interactive animations created using Adobe Photoshop, Adobe Illustrator and Adobe Animate. | | | | | | | | | | | | | | K6 | |
| 4 | | Develop an instructional package in Articulate Storyline, according to the storyboard, by integrating all multimedia contents. | | | | | | | | | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | | | | | | | |
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| **Unit: 1** | | | | **INTRODUCTION** | | | | | | | | | | **12 Hours** | | | |
| Storyline Views – Setting Size, Color and Fonts – Inserting and Formatting Text – Animations and Timeline. | | | | | | | | | | | | | | | | | |
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| **Unit: 2** | | | | **ADVANCED FEATURES** | | | | | | | | | | **24 Hours** | | | |
| Inserting and Editing Content – Formatting Shapes – Formatting Images – Storyline’s Characters – Syncing Audio – Inserting Video. | | | | | | | | | | | | | | | | | |
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| **Unit: 3** | | | | **ADVANCED INTERACTIONS** | | | | | | | | | **36 Hours** | | | | |
| Creating Layers – Setting Triggers – Creating and Linking Scenes – Graphic Interaction – Scrolling Panel – Slider Interaction – Triggers for Slider. | | | | | | | | | | | | | | | | | |
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| **Unit: 4** | | | | **ASSESSMENT** | | | | | | | | | **24 Hours** | | | | |
| Question Types – Drag and Drop – Result Slide. | | | | | | | | | | | | | | | | | |
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| **Unit: 5** | | | | **ADVANCED ACTIONS** | | | | | | | | | **22 Hours** | | | | |
| Variables – Conditions – Customize Quiz – Branching on Scores – Random Variables. | | | | | | | | | | | | | | | | | |
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| **Unit: 6** | | | | **CONTEMPORARY ISSUES** | | | | | | | | | **2 Hours** | | | | |
| Compare the features of Adobe Captivate with other packaging software used in e-learning industry. | | | | | | | | | | | | | | | | | |
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| **Total Lecture Hours** | | | | | | | | | | | | | **120 Hours** | | | | |
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| **Text Books** | | | | | | | | | | | | | | | | | |
| 1 | Diane Elkins, DesiréePinder& William Everhart. (2021). E-Learning Uncovered: Articulate Storyline 360 (2021 ed.). E-Learning Uncovered, Inc., Publication. | | | | | | | | | | | | | | | | |
| 2 | Kevin Siegel and KalHadi. (2017). Articulate Storyline 3 & 360: Beyond the Essentials. Iconlogic, Inc. | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | | | |
| 1 | Ashley Chiasson. (2016). Mastering Articulate Storyline. Packt Publishing Limited. | | | | | | | | | | | | | | | | |
| 2 | Diane Elkins & Desiree Pinder. (2015). E-Learning Fundamentals: A Practical Guide. American Society for Training and Development. | | | | | | | | | | | | | | | | |
| 3 | Tim Slade. (2018). The ELearning Designer's Handbook: A Practical Guide to the ELearning Development Process for New ELearning Designers. CreateSpace Independent Publishing Platform. | | | | | | | | | | | | | | | | |
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| **Related Online Contents** | | | | | | | | | | | | | | | | | |
| 1 | Storyline 360 User Guide – articulate.com (https://articulate.com/support/article/Storyline-360-User-Guide). | | | | | | | | | | | | | | | | |
| Course Designed By: Dr. M. Parthasarathy | | | | | | | | | | | | | | | | | |
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| **Mapping with Programme Outcomes** | | | | | | | | | | | | | | | | | |
| **COs** | | | **PO1** | | **PO2** | **PO3** | | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | | **PO9** | | **PO10** | |
| **CO1** | | | S | | S | M | | M | S | S | M | S | | M | | S | |
| **CO2** | | | S | | S | M | | M | S | S | M | S | | M | | S | |
| **CO3** | | | S | | S | M | | M | S | S | M | S | | M | | S | |
| **CO4** | | | S | | S | M | | M | S | S | M | S | | M | | S | |
| \*S-Strong; M-Medium; L-Low | | | | | | | | | | | | | | | | | |

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| **Course Code** | | | | **22EDUCP04** | | | **LEARNING MANAGEMENT SYSTEM: MOODLE – PRACTICAL** | | | | | | **L** | | | **T** | **P** | | | **C** |
| **Core/Elective/Supportive** | | | | | | | **Core** | | | | | | **-** | | | **-** | **120** | | | **4** |
| **Prerequisite** | | | | | | | 1. **Instructional Technology – 1 (22EDUCC02)** 2. **Instructional Package Development using Adobe Captivate – Practical (22EDUCP02)** | | | | | | **Syllabus Version** | | | | | | | **6** |
| **Course Objectives** | | | | | | | | | | | | | | | | | | | | |
| 1. To introduce the concept of Learning Management System (LMS) and explain the features of Moodle LMS. 2. To train on using the administrative capabilities and permissions available in Moodle. 3. To train on using the flexible collaborative tools, learning activities and assessment features offered in Moodle. | | | | | | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes** | | | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | | | | |
| 1 | | Plan the requirements of educational institutions in relation to LMS, and install and configure Moodle in a standalone/networked environment. | | | | | | | | | | | | | | | | | K6 | |
| 2 | | Create users, courses and provide permissions for the users in Moodle. | | | | | | | | | | | | | | | | | K6 | |
| 3 | | Utilize the resources and activities option of Moodle for teaching-learning. | | | | | | | | | | | | | | | | | K3 | |
| 4 | | Create, manage and grade the Quiz and other activities for assessment. | | | | | | | | | | | | | | | | | K6 | |
| 5 | | Administer the advanced features of Moodle. | | | | | | | | | | | | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 1** | | | | **INSTALLATION** | | | | | | | | | | **24 Hours** | | | | | | |
| Meaning of LMS – Moodle Prerequisites: Hardware and Software Requirements – Installation of AMP (Apache, MySQL, PHP) – Installation of Moodle – Updating Moodle – Moodle Themes. | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 2** | | | | **COURSES, USERS AND ROLES** | | | | | | | | | **24 Hours** | | | | | | | |
| File Management – Overview of Courses, Users and Roles – Course Management: Course Categories, Creating Courses – User Management: User Profiles, Cohorts – Enrolment of Users in Courses. | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 3** | | | | **RESOURCES AND ACTIVITIES** | | | | | | | | **24 Hours** | | | | | | | | |
| Text Editors – Resources – Assignments – Chat – Messaging – Discussion Forums – Workshop – Lessons – External Tool – SCORM – Wikis – Blogs – Tags – Database – Glossary – Survey – Choices – Feedback. | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 4** | | | | **ASSESSMENT** | | | | | | | | **24 Hours** | | | | | | | | |
| Quiz: Creating Quiz, Building Question Bank, Managing Quizzes, Quiz Security and Capabilities – Grading: Interfaces, Categories, Calculations, Importing, Exporting. | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 5** | | | | **ADMINISTRATION** | | | | | | | | **22 Hours** | | | | | | | | |
| Managing Permissions: Roles and Capabilities – Plugins – Configuration: Localization, Grades and Gradebook Settings – Logging and Reporting – Security and Privacy – Performance and Optimization – Backup and Restore – Web Services for External Systems. | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 6** | | | | **CONTEMPORARY ISSUES** | | | | | | | | **2 Hours** | | | | | | | | |
| Overcoming Limitations of Moodle – Future Challenges of LMS. | | | | | | | | | | | | | | | | | | | | |
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| **Total Lecture Hours** | | | | | | | | | | | | **120 Hours** | | | | | | | | |
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| **Text Books** | | | | | | | | | | | | | | | | | | | | |
| 1 | William Rice & Susan Smith Nash. (2018). Moodle 3 E-Learning Course Development (4th ed.). Ingram Short Title. | | | | | | | | | | | | | | | | | | | |
| 2 | Alex Buchner. (2016). Moodle 3 Administration (3rd. ed.). Packt Publishing Ltd. | | | | | | | | | | | | | | | | | | | |
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| **Reference Books** | | | | | | | | | | | | | | | | | | | | |
| 1 | Susan Smith Nash. (2016). Moodle 3.x Teaching Techniques (3rd. ed.). Packt Publishing Limited. | | | | | | | | | | | | | | | | | | | |
| 2 | Michael W. Allen. (2020). Corporate Learning with Moodle Workplace. Packt Publishing Limited. | | | | | | | | | | | | | | | | | | | |
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| **Related Online Contents** | | | | | | | | | | | | | | | | | | | | |
| 1 | Documentation – moodle.org (https://docs.moodle.org/400/en/Main\_page). | | | | | | | | | | | | | | | | | | | |
| Course Designed By: Dr. M. Parthasarathy | | | | | | | | | | | | | | | | | | | | |
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| **Mapping with Programme Outcomes** | | | | | | | | | | | | | | | | | | | | |
| **COs** | | | **PO1** | | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | | | | **PO9** | | | **PO10** | | |
| **CO1** | | | S | | S | M | M | S | S | M | S | | | | M | | | S | | |
| **CO2** | | | S | | S | M | M | S | S | M | S | | | | M | | | S | | |
| **CO3** | | | S | | S | M | M | S | S | M | S | | | | M | | | S | | |
| **CO4** | | | S | | S | M | M | S | S | M | S | | | | M | | | S | | |
| **CO5** | | | S | | S | M | M | S | S | M | S | | | | M | | | S | | |
| \*S-Strong; M-Medium; L-Low | | | | | | | | | | | | | | | | | | | | |

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| **Course code** | | | | **22EDUCE03** | | | | | **E-CONTENT WRITING** | | | | | | | **L** | | | | **T** | | **P** | **C** |
| **Core/Elective/Supportive** | | | | | | | | | **Elective** | | | | | | | **56** | | | | **4** | | **-** | **4** |
| **Pre-requisite** | | | | | | | | | NIL | | | | | | | **Syllabus Version** | | | | | | | **6** |
| **Course Objectives:** | | | | | | | | | | | | | | | | | | | | | | | |
| 1. To familiarize the basics of writing. 2. To know the styles of writing for different types of documents. 3. To understand the architecture of multimedia/web. 4. To learn the skills required for a multimedia/web writer. | | | | | | | | | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Understanding the basic tenets of writing. | | | | | | | | | | | | | | | | | | | | | K2 | |
| 2 | Knowledge of interactive writing and narrative strategies. | | | | | | | | | | | | | | | | | | | | | K1 | |
| 3 | Understanding to write for different formats. | | | | | | | | | | | | | | | | | | | | | K4 | |
| 4 | Knowledge of writing narration for different types of cases | | | | | | | | | | | | | | | | | | | | | K2 | |
| 5 | Knowledge of legalities in e content writing for media . | | | | | | | | | | | | | | | | | | | | | K4 | |
| **K1** - Remember; **K2** - Undestand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:1** | | | | | | **Basics of Writing** | | | | | | | | | | | | | **12 Hours** | | | | |
| Content Writing- Definition, Traditional Content, versus E-Content, Coherence, Cohesion, Accuracy, Brevity, and Clarity. | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:2** | | | | | | **Interactivity and Writing** | | | | | | | | | | | **12 Hours** | | | | | | |
| Interactive Multimedia – Interactive Writer –Interactive Devices – Technical Skills: Flowcharting – Other Organizational Tools ,Writing for Search Engines , Websites Writing Non-Narrative, Linear Narrative, Interactive Narratives. | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:3** | | | | | | **Writing for different media** | | | | | | | | | **12 Hours** | | | | | | | | |
| Writing for print, radio, broadcast media, Computer Aids, Advertising and Commercial digital formats ,Writing for Bots ,writing for AI applications. | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:4** | | | | | | **E Content writing for -Case Studies** | | | | | | | | | **12 Hours** | | | | | | | | |
| Writing for a corporate website – Writing for a museum kiosk – Writing interactive lessons – Writing learning content for a simulation – Writing classic lessons for a computer game. | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:5** | | | | | | Ethical and Legal Considerations in Writing | | | | | | | | **10 Hours** | | | | | | | | | |
| Defamation – libel, Privacy – Copyrights and Trade Mark , Intellectual property rights Advertising and Broadcasting Regulations | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:6** | | | | | | **Contemporary Issues** | | | | | | | | **2 Hours** | | | | | | | | | |
| Writing for long forms, Gamification | | | | | | | | | | | | | | | | | | | | | | | |
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|  | | | | | | **Total Lecture Hours** | | | | | | | | **60 Hours** | | | | | | | | | |
| **Text Books** | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Scott A. Kuehn Andrew Lingwall Clarion(2017) The Basics of Media Writing: A Strategic Approach, Sage Copress Publications Inc NY. | | | | | | | | | | | | | | | | | | | | | | |
| 2 | NP Ahuja, (2013), Dictionary of Grammer-, Anurol Publications Pvt. Ltd., New Delhi-110002. | | | | | | | | | | | | | | | | | | | | | | |
| 3 | Lynda Felder(2012) Writing for the Web, New Riders, Berkeley | | | | | | | | | | | | | | | | | | | | | | |
| 4 | JancieRedish (2012), Letting, Go of the Words : Writing Web Content that Works, II Edition, Elserbier Inc., UK | | | | | | | | | | | | | | | | | | | | | | |
| 5 | Timothy Garrand,(2012), Writing for Multimedia and the Web: A Practical Guide to Content Development for Interactive Media, Elsevier. | | | | | | | | | | | | | | | | | | | | | | |
| 6 | Anthony Fried Mann (2010), Writing for Visual Media, IIIrd Edition, Focal Press and Elserbier Inc., UK | | | | | | | | | | | | | | | | | | | | | | |
| 7 | Alan B. Albarran, (2016), Management of Electronic and Digital Media, 6th Edition, Engage Learning. | | | | | | | | | | | | | | | | | | | | | | |
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| **Reference Books** | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Caroline Haythornthwaite and Richard Andrews,(2011), E-Learning Theory & Practice, SAGE | | | | | | | | | | | | | | | | | | | | | | |
| 2 | Irene Hammerich and Claire Harrison,(2002), Developing Online Content: The Principles of Writing and Editing for the Web, John Wiley & Sons Inc. | | | | | | | | | | | | | | | | | | | | | | |
| 3 | Katy Campbell, (2004), Effective Writing for E-Learning Environments (Cases on Information Technology), Information Science Publishing. | | | | | | | | | | | | | | | | | | | | | | |
| 4 | Peter Donnelly et al., (2012), How to succeed at E-Learning, Wiley. | | | | | | | | | | | | | | | | | | | | | | |
| 5 | Sunny Thomas,(2000), Writing for the Media,, Vision Books Pvt. Ltd.. | | | | | | | | | | | | | | | | | | | | | | |
| 6 | Nuria Ferran Ferrer and Julia Kinguillon Alphonso(2011) Content Management for E- Learning, University of Oberta, Catalunya | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | Design Thinking – A Primer Professor – Ashwin Mahalingam and Professor Bala Rama Durai, IIT Madras – 4 Weeks-NPTEL | | | | | | | | | | | | | | | | | | | | | |
| 2 | | Elements of Visual Representation – Professor SHATAR UPA, Thakurta Raj, IIT Kanpur, -8 Weeks-NPTEL. | | | | | | | | | | | | | | | | | | | | | |
| 3 | | Media Content Production on Multiple Platforms – Dr. KrishnaShanker .S, 15-Weeks-CEC | | | | | | | | | | | | | | | | | | | | | |
| 4 | | Society and Media – Professor Durgesh.T, Tripathi Guru Gobind Singh Indraprastha University, 15 Weeks –CEC | | | | | | | | | | | | | | | | | | | | | |
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| Course Designed By: Dr. A.R.BHAVANA | | | | | | | | | | | | | | | | | | | | | | | |
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| **Mapping with Programme Outcomes** | | | | | | | | | | | | | | | | | | | | | | | |
| **COs** | | | **PO1** | | **PO2** | | **PO3** | **PO4** | | **PO5** | **PO6** | **PO7** | **PO8** | | | | | **PO9** | | | **PO10** | | |
| **CO1** | | | S | | M | | L | M | | M | L | L | L | | | | | M | | | M | | |
| **CO2** | | | S | | S | | M | M | | S | S | L | L | | | | | M | | | M | | |
| **CO3** | | | S | | M | | M | M | | S | S | L | L | | | | | M | | | M | | |
| **CO4** | | | S | | S | | M | S | | S | S | L | L | | | | | M | | | M | | |
| **CO5** | | | S | | S | | L | S | | S | S | L | L | | | | | M | | | M | | |

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| **Course Code** | | | | | **22EDUCE04** | | | | **VISUAL COMMUNICATION** | | | | | | **L** | | **T** | | **P** | **C** |
| **Core/Elective/Supportive** | | | | | | | | | **Elective** | | | | | | **56** | | **4** | | **-** | **4** |
| **Pre-requisite** | | | | | | | | | **NIL** | | | | | | **Syllabus Version** | | | | | **8** |
| **Course Objectives** | | | | | | | | | | | | | | | | | | | | |
| 1. To bring out an understanding on visual process and visual communication theories. 2. To elucidate the necessity of visual literacy and visual perspectives in visual communication. 3. To introduce the aspects of print and electronic visual design. | | | | | | | | | | | | | | | | | | | | |
| **Expected Course Outcomes** | | | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | | | | |
| 1 | | | Define visual process and visual communication theories. | | | | | | | | | | | | | | | | K1 | |
| 2 | | | Classify various aspects of visual literacy. | | | | | | | | | | | | | | | | K2 | |
| 3 | | | Recognize the visual communication perspectives in advertising, journalism and media coverage. | | | | | | | | | | | | | | | | K1 | |
| 4 | | | Utilize suitable typography and graphics in print design. | | | | | | | | | | | | | | | | K3 | |
| 5 | | | Utilize suitable photography and motion visuals in electronic media design. | | | | | | | | | | | | | | | | K3 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 1** | | | | | | **INTRODUCTION** | | | | | | | | | **12 Hours** | | | | | |
| Visual Process – Light, Eye, Retina and Brain – Color, Form, Depth and Movement – Sensual and Perceptual Theories. | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 2** | | | | | | **VISUAL LITERACY** | | | | | | | | | **12 Hours** | | | | | |
| Intuitive illiteracy: Repetition Techniques & Perception, Rational Bias & Visual Response – Multiple Intelligence and Non-conscious Biases – Visual Literacy and Education. | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 3** | | | | | | **PERSPECTIVES** | | | | | | | | | **12 Hours** | | | | | |
| Perspectives of Visual Communication – Visual Persuasion in Advertising, Public Relations and Journalism – Media Coverage and Prejudicial Thinking. | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 4** | | | | | | **PRINT VISUAL DESIGN** | | | | | | | | | **10 Hours** | | | | | |
| Typography – Graphic Design – Informational Graphics – Cartoons. | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 5** | | | | | | **ELECTRONIC VISUAL DESIGN** | | | | | | | | | **12 Hours** | | | | | |
| Photography – Motion Pictures – Television – Computers – Internet. | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 6** | | | | | | **CONTEMPORARY ISSUES** | | | | | | | | | **2 Hours** | | | | | |
| Visual Designing for E-Learning – Interactivity and Visual Designing | | | | | | | | | | | | | | | | | | | | |
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|  | | | | | | **Total Lecture Hours** | | | | | | | | | **60 Hours** | | | | | |
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| **Text Books** | | | | | | | | | | | | | | | | | | | | |
| 1 | Gavin Ambrose. (2019). Design Thinking for Visual Communication (reprint ed.). Bloomsbury Visual Arts. | | | | | | | | | | | | | | | | | | | |
| 2 | Giorgia Aiello & Katy Parry. (2019). Visual Communication: Understanding Images in Media Culture (1st. ed.). SAGE Publications Ltd. | | | | | | | | | | | | | | | | | | | |
| 3 | Willemien Brand. (2017). Visual Thinking: Empowering People and Organisations through Visual Collaboration (1st. ed.). BIS Publications. | | | | | | | | | | | | | | | | | | | |
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| **Reference Books** | | | | | | | | | | | | | | | | | | | | |
| 1 | ShahiraFahmy, Mary Angela Bock & Wayne Wanta. (2014).Visual Communication Theory and Research: A Mass Communication Perspective (1st. ed.). Palgrave Macmillan. | | | | | | | | | | | | | | | | | | | |
| 2 | Jonathan Baldwin & Lucienne Roberts. (2006). Visual Communication: From Theory to Practice (illus. ed.). AVA Publishing. | | | | | | | | | | | | | | | | | | | |
| 3 | Meredith Davis & Jamer Hunt. (2017). Visual Communication Design: An Introduction to Design Concepts in Everyday Experience. Bloomsbury Visual Arts. | | | | | | | | | | | | | | | | | | | |
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| **Related Online Contents** | | | | | | | | | | | | | | | | | | | | |
| 1 | | Introduction to Typography – Courseera.org (https://www.coursera.org/learn/typography) | | | | | | | | | | | | | | | | | | |
| 2 | | Fundamentals of Graphic Design - Courseera.org (https://www.coursera.org/learn/fundamentals-of-graphic-design) | | | | | | | | | | | | | | | | | | |
| 3 | | Introduction to Visual Communication - swayam.gov.in (https://swayam.gov.in/nd2\_cec20\_ge14/preview) | | | | | | | | | | | | | | | | | | |
| 4 | | Visual Communication Design for Digital Media - swayam.gov.in (https://swayam.gov.in/nd1\_noc20\_ar15/preview) | | | | | | | | | | | | | | | | | | |
| Course Designed By: Dr. M. Parthasarathy | | | | | | | | | | | | | | | | | | | | |
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| **Mapping with Programme Outcomes** | | | | | | | | | | | | | | | | | | | | |
| **COs** | | | | **PO1** | | | **PO2** | **PO3** | | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | | **PO9** | | **PO10** | | |
| **CO1** | | | | S | | | S | M | | S | S | S | S | S | | M | | S | | |
| **CO2** | | | | S | | | S | M | | S | S | S | S | S | | M | | S | | |
| **CO3** | | | | S | | | S | M | | S | S | S | S | S | | M | | S | | |
| **CO4** | | | | S | | | S | M | | S | S | S | S | S | | M | | S | | |
| **CO5** | | | | S | | | S | M | | S | S | S | S | S | | M | | S | | |
| \*S-Strong; M-Medium; L-Low | | | | | | | | | | | | | | | | | | | | |

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| **Course Code** | | | | | **22EDUCC05** | | | | **RESEARCH METHODS AND STATISTICS** | | | | | | | | **L** | | | | **T** | **P** | | **C** |
| **Core/Elective/Supportive** | | | | | | | | | **Core** | | | | | | | | **56** | | | | **4** |  | | **4** |
| **Pre-requisite** | | | | | | | | | **NIL** | | | | | | | | **Syllabus Version** | | | | | | | **10** |
| **Course Objectives:** | | | | | | | | | | | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. Understand Various Educational research methods and statistical tools 2. Understand the principles of evaluation, research and statistics and computer application. 3. Prepare model research proposals for research studies and report writing. | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | | Understand Various types of research methods | | | | | | | | | | | | | | | | | | | K2 | | |
| 2 | | | Understand and analyze Various types of statistical tool and their application | | | | | | | | | | | | | | | | | | | K4 | | |
| 3 | | | Analyze Different types of sampling techniques | | | | | | | | | | | | | | | | | | | K4 | | |
| 4 | | | Understand Principles of evaluation, research statistics | | | | | | | | | | | | | | | | | | | K4 | | |
| 5 | | | Prepare the Research proposal and Research report | | | | | | | | | | | | | | | | | | | K6 | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:1** | | | | | | **Research Methods** | | | | | | | | | | | | | **11 hours** | | | | | |
| Research: Meaning, Nature and Scope and agencies of Educational research – Research Trends in Education, Educational Technology – Qualitative Research Methods: Historical Research, Case Study, Participatory and Ethnography Research Methods – Quantitative Research Methods: Survey, Experimental, Action and Longitudinal Research Methods | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:2** | | | | | | **Tools, Variables and Scales of Measurement** | | | | | | | | | | | | **12 hours** | | | | | | |
| Tools for Data Collection: Observation, Interview, Schedule, Checklist, Questionnaire, Achievement test, Socio-metric, Attitude Scale– Construction and Standardization of Tools – Variables: Discrete and Continuous Variables, Independent and Dependent Variables, Intervening and Manipulating Variables – Scales of Measurement: Nominal, Ordinal, Interval and Ratio Scales | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:3** | | | | | | **Sampling Techniques and Hypotheses** | | | | | | | | | | **12 hours** | | | | | | | | |
| Meaning of Population and Samples – Sampling Method: Purposive Sampling, Simple Random Sampling, Multi Stage Sampling, Systematic Sampling, Stratified Random Sampling and Cluster Sampling, Sampling Error – Hypotheses: Meaning, Scope and Types – Hypotheses Formulation and Testing: Statistical Significance, One-Tailed and Two-Tailed Tests | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:4** | | | | | | **Statistical Techniques for Research** | | | | | | | | | | **12 hours** | | | | | | | | |
| Introduction to Statistics: Meaning, Scope, Importance and Limitations of Statistics and Data – Descriptive and Inferential Statistics, Parametric and Non-Parametric Statistics – Diagrammatic and Graphical Presentations: Bar Diagrams, Pie Diagrams, Histogram, Frequency Polygon, Smoothed Frequency Polygon, Cumulative Frequency Graph or Ogive- Skewness and Kurtosis – Range, Variance, Frequency, Percentile, Standard Scores, Z Scores, Type-I and Type-II error, Sampling error, Statistical Significance – Univariate Analysis: Mean, Median, Mode – Measures of Central Tendency and Standard Deviation – Bivariate Analysis: Correlation Methods, t-test. | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:5** | | | | | | **Computer Application and Report Writing** | | | | | | | | | **11hours** | | | | | | | | | |
| Computer applications: Statistical Package for Social Sciences (SPSS), Microsoft word, Excel, etc. – Writing Research Proposal and Research Report. | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:6** | | | | | | **Contemporary Issues** | | | | | | | | | **2 hours** | | | | | | | | | |
| 1. Research Trends in E learning 2. Technological Tools for Research process | | | | | | | | | | | | | | | | | | | | | | | | |
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|  | | | | | | **Total Lecture hours** | | | | | | | | | **60 hours** | | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | John W. Best and James V. Kahn, (2019),Research in Education, 10th Ed., Pearson. | | | | | | | | | | | | | | | | | | | | | | | |
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| **Reference Books** | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Alan C. Elliott, Wayne A. Woodward, (2014), IBM SPSS by Example: A Practical Guide to Statistical Data Analysis, 2nd Edition, SAGE. | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | Fred Nichols Kerlinger and Howard Bing Lee, (2017), Foundations of Behavioral Research, 4th Edition, Harcourt College Publishers. | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | LokeshKoul, (2019), Methodology of Educational Research, 4th Edition, Vikas. | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | William Goode and Paul K. Hatt, (1952), Methods in Social Research, McGraw Hill. | | | | | | | | | | | | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | Swayam Course : Research Methodology <https://swayam.gov.in/nd2_cec20_hs17/preview> | | | | | | | | | | | | | | | | | | | | | | |
| 2 | | SwayamCourse: Development Research Methods <https://swayam.gov.in/nd1_noc19_hs59/preview> | | | | | | | | | | | | | | | | | | | | | | |
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| Course Designed By: Dr.S.THANGARAJATHI,Associate Professor | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Mapping with Programme Outcomes** | | | | | | | | | | | | | | | | | | | | | | | | |
| **COs** | | | | **PO1** | | | **PO2** | **PO3** | | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | | | | | | **PO9** | | | **P10** | |
| **CO1** | | | | S | | | L | L | | M | M | S | L | L | | | | | | S | | | S | |
| **CO3** | | | | S | | | M | M | | L | L | M | L | L | | | | | | S | | | M | |
| **CO3** | | | | M | | | S | S | | S | M | S | L | S | | | | | | S | | | M | |
| **CO4** | | | | M | | | L | M | | M | S | S | L | S | | | | | | S | | | M | |
| CO5 | | | | M | | | M | M | | M | M | M | L | M | | | | | | S | | | M | |
| \*S-Strong; M-Medium; L-Low | | | | | | | | | | | | | | | | | | | | | | | | |

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| **Course Code** | | | | | **22EDUCC06** | | | **E-LEARNING DESIGN** | | | | | | **L** | | **T** | | **P** | | **C** |
| **Core/Elective/Supportive** | | | | | | | | **Core** | | | | | | **56** | | **4** | | **-** | | **4** |
| **Prerequisite** | | | | | | | | 1. **Interactive Multimedia Design (22EDUCC03)** 2. **Instructional Technology - 1 (22EDUCC02)** 3. **Instructional Technology - 2 (22EDUCC04)** | | | | | | **Syllabus Version** | | | | | | **6** |
| **Course Objectives** | | | | | | | | | | | | | | | | | | | | |
| 1. To inculcate the basic knowledge of e-learning package designing perspectives. 2. To introduce various e-learning environments in which the e-learning packages are deployed. 3. To present the design characteristics of learning activities used in the e-learning packages. 4. To provide awareness on designing topics and lessons in the e-learning packages. 5. To familiarize the purpose of tests, questions and feedback implemented in e-learning packages and environments. | | | | | | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes** | | | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | | | | |
| 1 | | | Define the fundamental perspectives and components of e-learning package designing. | | | | | | | | | | | | | | | | K1 | |
| 2 | | | Associate the different design aspects of e-learning packages needed for various e-learning environments. | | | | | | | | | | | | | | | | K2 | |
| 3 | | | Design suitable absorb, do and connect activities for a given subject. | | | | | | | | | | | | | | | | K6 | |
| 4 | | | Design the structure of lessons and topics under which the activities are included. | | | | | | | | | | | | | | | | K6 | |
| 5 | | | Select appropriate type of questions, and choose suitable test characteristics. | | | | | | | | | | | | | | | | K4 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 1** | | | | | **INTRODUCTION TO E-LEARNING DESIGN** | | | | | | | | **12 Hours** | | | | | | | |
| Perspectives of E-Learning Design – Identifying Goal – Writing Learning Objectives – Identifying Prerequisites – Teaching Sequences – Creating Learning Objects – Learning Activities – Redesigning. | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 2** | | | | | **E-LEARNING ENVIRONMENTS** | | | | | | | | **12 Hours** | | | | | | | |
| E-Learning Devices – Locations of Learning – Blended Learning – Embedded E-Learning – Virtual Classroom: Collaboration Tools, Online Meetings, Discussion Activities, and Virtual Courses. | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 3** | | | | | **DESIGNING ACTIVITIES** | | | | | | | | **12 Hours** | | | | | | | |
| Presentations – Sharing Stories – Readings – Field Trips – Drill and Practice – Hands-on Training – Guided Analysis – Virtual Laboratories – Case Studies – Role-Playing – Learning Games – Ponder Activities – Job Aids – Research Activities – Original Work Activities. | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 4** | | | | | **DESIGNING TOPICS AND LESSONS** | | | | | | | | **12 Hours** | | | | | | | |
| Topics: Components of Topic – Designing Reusable Topic – Foreign Modules – Lessons: Classic Tutorials – Books – Scenario-Centered Lessons – Essential Tutorials – Exploratory Tutorials – Subject-Specific Lessons. | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 5** | | | | | **TESTING** | | | | | | | | **10 Hours** | | | | | | | |
| Meaning and Definition – Types of Test Questions – Writing Effective Questions – Pre-Test – Advanced Testing – Combining Questions – Feedback – Scoring –Alternative to Formal Tests. | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 6** | | | | | **CONTEMPORARY ISSUES** | | | | | | | | **2 Hours** | | | | | | | |
| Designing E-Learning Packages for Corporate Training. | | | | | | | | | | | | | | | | | | | | |
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| **Total Lecture Hours** | | | | | | | | | | | | | **60 Hours** | | | | | | | |
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| **Text Books** | | | | | | | | | | | | | | | | | | | | |
| 1 | Gary R. Morrison, Steven M. Ross, Howard K. Kalman& Jerrold E. Kemp. (2013). Designing Effective Instruction (7th. ed.). Wiley. | | | | | | | | | | | | | | | | | | | |
| 2 | William Horton. (2011). E-Learning by Design (2nd. ed.). Pfeiffer. | | | | | | | | | | | | | | | | | | | |
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| **Reference Books** | | | | | | | | | | | | | | | | | | | | |
| 1 | Julie Dirksen. (2015). Design for how People Learn (2nd. illus. ed.). New Riders. | | | | | | | | | | | | | | | | | | | |
| 2 | Michael W. Allen. (2016). Michael Allen's Guide to E-Learning: Building Interactive, Fun, and Effective Learning Programs for Any Company (Illus. ed.). John Wiley & Sons. | | | | | | | | | | | | | | | | | | | |
| 3 | Madhuri Dubey. (2011). Effective E-Learning: Design, Development & Delivery. Universities Press. | | | | | | | | | | | | | | | | | | | |
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| **Related Online Contents** | | | | | | | | | | | | | | | | | | | | |
| 1 | | Basics of Inclusive Design for Online Education – Courseera.org (https://www.coursera.org/learn/inclusive-design) | | | | | | | | | | | | | | | | | | |
| 2 | | E-Learning Platform – elearningindustry.com (https://elearningindustry.com/) | | | | | | | | | | | | | | | | | | |
| Course Designed By: Dr. M. Parthasarathy | | | | | | | | | | | | | | | | | | | | |
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| **Mapping with Programme Outcomes** | | | | | | | | | | | | | | | | | | | | |
| **COs** | | | | **PO1** | **PO2** | **PO3** | **PO4** | | **PO5** | **PO6** | **PO7** | **PO8** | | | **PO9** | | **PO10** | | | |
| **CO1** | | | | S | S | L | S | | S | S | M | S | | | M | | S | | | |
| **CO2** | | | | S | S | L | S | | S | S | M | S | | | M | | S | | | |
| **CO3** | | | | S | S | L | S | | S | S | M | S | | | M | | S | | | |
| **CO4** | | | | S | S | L | S | | S | S | M | S | | | M | | S | | | |
| **CO5** | | | | S | S | L | S | | S | S | M | S | | | M | | S | | | |
| \*S-Strong; M-Medium; L-Low | | | | | | | | | | | | | | | | | | | | |

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| **Course Code** | | | | **22EDUCC07** | | | **KNOWLEDGE MANAGEMENT** | | | | | | **L** | | | | **T** | **P** | | **C** |
| **Core/Elective/Supportive** | | | | | | | **Core** | | | | | | **56** | | | | **4** | **-** | | **4** |
| **Pre-requisite** | | | | | | | **NIL** | | | | | | **Syllabus Version** | | | | | | | **8** |
| **Course Objectives** | | | | | | | | | | | | | | | | | | | | |
| 1. To understand the applications of Knowledge Management in Education. 2. To familiarize the students about knowledge capturing and sharing. 3. To know models of Knowledge Management. 4. To learn about the application of Knowledge Management tools in learning environment. | | | | | | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes** | | | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | | | | |
| 1 | | Understand the history and cycle of knowledge management. | | | | | | | | | | | | | | | | K1 | | |
| 2 | | Perceive various models of knowledge management. | | | | | | | | | | | | | | | | K3 | | |
| 3 | | Indentify types of knowledge management and management tools. | | | | | | | | | | | | | | | | K1 | | |
| 4 | | Comprehend knowledge creation, distribution and dissemination. | | | | | | | | | | | | | | | | K4 | | |
| 5 | | Understand the application of knowledge at individual level. | | | | | | | | | | | | | | | | K1 | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 1** | | | | **INTRODUCTION AND KM CYCLE** | | | | | | | | | | | **10 Hours** | | | | | |
| Knowledge Management: Introduction – History – Knowledge Hierarchy – KM Team – Future Challenges. KM Cycle: Knowledge Creation – Knowledge Storage and Retrieval – Knowledge Transfer – Knowledge Application. | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 2** | | | | **KNOWLEDGE MANAGEMENT MODELS** | | | | | | | | | | **12 Hours** | | | | | | |
| Von Krogh and Roos Model – Nonaka and Takeuchi Spiral Model – Choo Model – Wigg Model – Boisot I-Space Model. | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 3** | | | | **KNOWLEDGE CAPTURING** | | | | | | | | | **12 Hours** | | | | | | | |
| Contents: Types, Structure, Quality, Media and Size – KnowledgeCapture and Codification: Tacit Knowledge, Explicit Knowledge – Methods to Capture Tacit Knowledge: Interviewing, Learning by Told,Learning by Observation – Methods to Capture Explicit Knowledge: Cognitive Maps, Decision Trees, Knowledge Taxonomies – Knowledge Capture, Creation and Management Tools. | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 4** | | | | **KNOWLEDGE SHARING** | | | | | | | | | **12 Hours** | | | | | | | |
| Knowledge Sharing: Social Nature of Knowledge, Knowledge Sharing Communities, Obstacles of Knowledge Sharing – Systems: Centralized and Distributed Architecture, Knowledge Sharing, Dissemination Tools | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 5** | | | | **KNOWLEDGE APPLICATION** | | | | | | | | | **12 Hours** | | | | | | | |
| Knowledge Application at Individual Level: Characteristics of Individuals, Bloom’s Taxonomy in Knowledge Application, Task Analysis and Modeling – Knowledge Application at Group Level: Knowledge Reuse, Knowledge Repositories, Knowledge Application Tools | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 6** | | | | **Contemporary Issues** | | | | | | | | | **2 Hours** | | | | | | | |
| Knowledge management tools; Knowledge management: current trends and challenges | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
|  | | | | **Total Lecture Hours** | | | | | | | | | **60 Hours** | | | | | | | |
| **Text Book** | | | | | | | | | | | | | | | | | | | | |
| 1 | KimizDalkir, (2013), Knowledge Management in Theory and Practice, Routledge. | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | | | | | | |
| 1 | Gary Jones and Edward Sallis, (2013), Knowledge Management in Education: Enhancing Learning & Education, Routledge. | | | | | | | | | | | | | | | | | | | |
| 2 | Jay Liebowitz and Michael Frank, (2016),Knowledge Management and E-Learning, CRC Press. | | | | | | | | | | | | | | | | | | | |
| 3 | Jean-Eric Pelet, (2013), E-Learning 2.0 Technologies and Web Applications in Higher Education, IGI Global. | | | | | | | | | | | | | | | | | | | |
| 4 | Joseph M. Firestone and Mark W. McElroy, (2012), Key Issues in the New Knowledge Management, Routledge | | | | | | | | | | | | | | | | | | | |
| 5 | Marc Rosenberg, (2000), E-Learning: Strategies for Delivering Knowledge in the Digital Age, McGraw Hill Professional | | | | | | | | | | | | | | | | | | | |
| 6 | Ronald Maier,(2013),Knowledge Management Systems: Information and Communication Technologies for Knowledge Management, 2nd Edition,  Springer | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | | | | | | |
| 1 | Knowledge management ( e-pathasala ) : https://www.youtube.com/watch?v=9dnv\_A6FHME | | | | | | | | | | | | | | | | | | | |
| 2 | The Age of Knowledge management system | | | | | | | | | | | | | | | | | | | |
| 3 | Knowledge management system and management information system. | | | | | | | | | | | | | | | | | | | |
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| Course Designed By: Dr.T.Enok Joel | | | | | | | | | | | | | | | | | | | | |
| **Mapping with Programme Outcomes** | | | | | | | | | | | | | | | | | | | | |
| **COs** | | | **PO1** | | **PO2** | **PO3** | | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | | | | **PO9** | | | **PO10** | |
| **CO1** | | | S | | S | S | | M | M | M | L | M | | | | M | | | S | |
| **CO2** | | | S | | S | S | | S | M | M | L | M | | | | M | | | S | |
| **CO3** | | | S | | S | S | | S | M | M | L | M | | | | M | | | S | |
| **CO4** | | | S | | M | M | | M | M | M | L | M | | | | M | | | S | |
| **CO5** | | | S | | S | S | | S | S | S | L | M | | | | S | | | S | |
| \* S-Strong; M-Medium; L-Low | | | | | | | | | | | | | | | | | | | | |

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| **Course Code** | | | **22EDUCP05** | | | **EDUCATIONAL VIDEO PRODUCTION – PRACTICAL** | | | | | | **L** | | **T** | **P** | | | **C** |
| **Core/Elective/Supportive** | | | | | | **Core** | | | | | | **-** | | **-** | **120** | | | **4** |
| **Prerequisite** | | | | | | 1. **Interactive Multimedia Design (22EDUCC03)** 2. **Instructional Technology - 1 (22EDUCC02)** 3. **Instructional Technology - 2 (22EDUCC04)** | | | | | | **Syllabus Version** | | | | | | **8** |
| **Course Objectives** | | | | | | | | | | | | | | | | | | |
| 1. To prepare the students to write production script and post-production script for an educational video. 2. To train on the video production skills using the video cameras. 3. To train on audio recording/mixing using Adobe Audition. 4. To train on video editing using Adobe Premiere Pro. | | | | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes** | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | | |
| 1 | Write suitable audio/video script for video production and post-production of the chosen learning video. | | | | | | | | | | | | | | | | K3 | |
| 2 | Handle video cameras and tripods along with suitable operation techniques. | | | | | | | | | | | | | | | | K6 | |
| 3 | Record, edit and mix audio in Adobe Audition audio editing system. | | | | | | | | | | | | | | | | K6 | |
| 4 | Edit and mix video in Adobe Premiere Pro. | | | | | | | | | | | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | |
| **Unit: 1** | | | **SCRIPT WRITING** | | | | | | | | | | **12 Hours** | | | | | |
| Writing an audio script and video script to produce an educational video. | | | | | | | | | | | | | | | | | | |
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| **Unit: 2** | | | **STORYBOARDING** | | | | | | | | | | **12 Hours** | | | | | |
| Shooting the video based on the above script. | | | | | | | | | | | | | | | | | | |
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| **Unit: 3** | | | **VIDEO SHOOTING** | | | | | | | | | | **42 Hours** | | | | | |
| Writing editing script for the postproduction. | | | | | | | | | | | | | | | | | | |
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| **Unit: 4** | | | **AUDIO RECORDING** | | | | | | | | | | **12 Hours** | | | | | |
| Recording and editing audio in Adobe Audition. | | | | | | | | | | | | | | | | | | |
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| **Unit: 5** | | | **VIDEO EDITING** | | | | | | | | | | **40 Hours** | | | | | |
| Editing and mixing visuals and audio in Adobe Premiere Pro. | | | | | | | | | | | | | | | | | | |
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| **Unit: 6** | | | **CONTEMPORARY ISSUES** | | | | | | | | | | **2 Hours** | | | | | |
| Production Experiences in Educational Video Studio | | | | | | | | | | | | | | | | | | |
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| **Total Practical Hours** | | | | | | | | | | | | | **120 Hours** | | | | | |
|  | | | | | | | | | | | | | | | | | | |
| **Text Books** | | | | | | | | | | | | | | | | | | |
| 1 | Anthony Friedmann. (2014).Writing For Visual Media (4th. ed.). Routledge. | | | | | | | | | | | | | | | | | |
| 2 | Maxim Jago. (2018). Adobe Premiere Pro CC Classroom in a Book (1st. ed.). Pearson Education. | | | | | | | | | | | | | | | | | |
| 3 | Maxim Jago. (2018). Adobe Audition CC Classroom in a Book (2nd. ed.). Adobe. | | | | | | | | | | | | | | | | | |
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| **Reference Books** | | | | | | | | | | | | | | | | | | |
| 1 | Bruce Bartlett & Jenny Bartlett. (2016). Practical Recording Techniques: The Step-by-Step Approach to Professional Audio Recording (7th. ed.). Routledge. | | | | | | | | | | | | | | | | | |
| 2 | Herbert Zettl. (2014).Television Production Handbook (12th. ed.). Wadsworth Pub Co. | | | | | | | | | | | | | | | | | |
| 3 | James Foust, Edward Fink, & Lynne Gross. (2017). Video Production: Disciplines and Techniques (11th. ed.). Routledge. | | | | | | | | | | | | | | | | | |
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| **Related Online Contents** | | | | | | | | | | | | | | | | | | |
| 1 | E- Content Development - swayam.gov.in (https://swayam.gov.in/nd2\_ntr20\_ed11/preview) | | | | | | | | | | | | | | | | | |
| 2 | Creating Video for the edX Platform - Edx.org (https://www.edx.org/course/videox-creating-video-for-the-edx-platform) | | | | | | | | | | | | | | | | | |
| 3 | Adobe Audition Learn & Support – adobe.com (https://helpx.adobe.com/in/support/ audition.html) | | | | | | | | | | | | | | | | | |
| 4 | Adobe Premiere Pro Learn & Support – adobe.com (https://helpx.adobe.com/in/support/premiere-pro.html) | | | | | | | | | | | | | | | | | |
| Course Designed By: Dr. M. Parthasarathy | | | | | | | | | | | | | | | | | | |
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| **Mapping with Programme Outcomes** | | | | | | | | | | | | | | | | | | |
| **COs** | | **PO1** | | **PO2** | **PO3** | | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | | **PO9** | | | **PO10** | | |
| **CO1** | | S | | M | S | | M | S | S | L | S | | M | | | S | | |
| **CO2** | | S | | M | S | | M | S | S | L | S | | M | | | S | | |
| **CO3** | | S | | M | S | | M | S | S | L | S | | M | | | S | | |
| **CO4** | | S | | M | S | | M | S | S | L | S | | M | | | S | | |
| \*S-Strong; M-Medium; L-Low | | | | | | | | | | | | | | | | | | |

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| **Course code** | | | | | **22EDUCE05** | | | | **E-LEARNING PROCESS AND STANDARDS** | | | | | | | **L** | | | | | **T** | **P** | **C** |
| **Core/Elective/Supportive** | | | | | | | | | **Elective** | | | | | | | **56** | | | | | **4** | **-** | 4 |
| **Pre-requisite** | | | | | | | | | **NIL** | | | | | | | **Syllabus Version** | | | | | | | **11** |
| **Course Objectives:** | | | | | | | | | | | | | | | | | | | | | | | |
| 1. To make the student understand the concept of e-learning and standards to develop e-learning environments. 2. To know the process of learning objects in the courseware. 3. To acquire the knowledge of importing, exporting and assessment models to develop courseware. | | | | | | | | | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | | Knowledge of standards and their role. | | | | | | | | | | | | | | | | | | | K1 | |
| 2 | | | Knowledge of the basic e-learning standards. | | | | | | | | | | | | | | | | | | | K2 | |
| 3 | | | Understanding of specific models of interoperability | | | | | | | | | | | | | | | | | | | K2 | |
| 4 | | | Comprehension of schemas for data interchange. | | | | | | | | | | | | | | | | | | | K3 | |
| 5 | | | Understanding of assessment models. | | | | | | | | | | | | | | | | | | | K3 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:1** | | | | | | **E learning Processes -Standards** | | | | | | | | | | | | | | 1. **ours** | | | |
| What is e-learning process- Types of e-learning ,Role of Standards in E-Learning – Life Cycle of a Standard – Standard Bodies: ADL, AICC, IMS Global Consortium, IEEE, ISO/IEC, W3C WCAG | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:2** | | | | | | **LMS standards and Courseware** | | | | | | | | | | | | **12 Hours** | | | | | |
| Courseware: Standards for Courseware, Assessment Tools, Administrative Systems – AICC Conformant LMS – SCORM Conformant LMS – XAPI and LTI standards – SCORM Cloud – Assessment Systems,– Managing Vendors.? | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:3** | | | | | | **Interoperable Data** | | | | | | | | | | | **12 Hours** | | | | | | |
| Authoring Content: Intra Course Navigation – Remediation – Mechanics of Data Tracking – API: Specifications, Data Exchange Method, Launching Learning Object (LO), Data Model – Development Problems. | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:4** | | | | | | **Importing and Exporting Courses** | | | | | | | | | | | **12 Hours** | | | | | | |
| Self Describing Los &Sharability – XML: Elements & Attributes, Data Types & Vocabularies, Document Type Definition & Schema – SCORM Meta Data Information Model – Portable Courses – SCORM Content Packaging Model – AICC Course Interchange Files – Launching & Sequencing of Los – Certification &Self Testing. | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:5** | | | | | | **Assessment Models** | | | | | | | | | **10 Hours** | | | | | | | | |
| Questions & Test Interoperability – ASI Information Model: Assessment Engine, Response Processing, Selection & Ordering, Outcomes Processing – Result Reporting – Information Model – Establishing Conformance. | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:6** | | | | | | **Contemporary Issues** | | | | | | | | | **2 Hours** | | | | | | | | |
| **Learner Centered Standards - Artificial Intelligence And Learner Assistance**  Expert lectures, online seminars - webinars | | | | | | | | | | | | | | | | | | | | | | | |
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|  | | | | | | **Total Lecture Hours** | | | | | | | | | **60 Hours** | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Carol Fallon and Sharon Brown, (2016), E-Learning Standards: A Guide to Purchasing, Developing, and Deploying Standards-Conformant E-Learning, CRC Press. | | | | | | | | | | | | | | | | | | | | | | |
| 2 | Kenneth fee (2009),Delivery & Learning – A Complete strategy for design, application and assessment – by -Kogan Page Ltd – London | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | FotisLazarinis, Steve Green, Elaine Pearcon (2010),Handbook of Research on E-Learning Standards and Interoperability: (2011) Frameworks and Issues: Frameworks and Issues, Pub: Information Science Reference, IGI Global. | | | | | | | | | | | | | | | | | | | | | | |
| 2 | Ulf-Daniel Ehlers and Jan Martin Pawlowski, (2010), Handbook on Quality and Standardization in E-Learning, Springer Berlin Heidelberg. | | | | | | | | | | | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | Introduction to Cyber Security – Dr.JeetendraPande, Uttarkhand Open University– 12 Weeks – IGNOU | | | | | | | | | | | | | | | | | | | | | |
| 2 | | Introduction to Internet of Things- ProfessorSudipMisra , IIT Kharagpur , -12 Weeks-NPTEL. | | | | | | | | | | | | | | | | | | | | | |
| 3 | | Managing Learning Resources – Dr.Uday Chand K Kumar , - 8 Weeks – NITTTR | | | | | | | | | | | | | | | | | | | | | |
| 4 | | Web Content Management – Professor Uma.Kanjilal, IGNOU-12 Weeks-CEC. | | | | | | | | | | | | | | | | | | | | | |
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| Course Designed By: Dr. A.R.BHAVANA | | | | | | | | | | | | | | | | | | | | | | | |
| **Mapping with Programme Outcomes** | | | | | | | | | | | | | | | | | | | | | | | |
| **COs** | | | | **PO1** | | | **PO2** | **PO3** | | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | | | | | **PO9** | | | **PO10** | |
| **CO1** | | | | M | | | M | H | | H | H | M | M | M | | | | | L | | | M | |
| **CO2** | | | | M | | | M | M | | M | M | L | L | M | | | | | L | | | L | |
| **CO3** | | | | M | | | L | M | | M | L | M | L | L | | | | | L | | | L | |
| **CO4** | | | | L | | | L | L | | L | L | L | M | L | | | | | L | | | L | |
| **CO5** | | | | H | | | M | M | | M | M | M | H | M | | | | | M | | | L | |

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| **Course Code** | | | | | **22EDUCE06** | | | | **LIFELONG LEARNING AND HEUTAGOGY** | | | | | | **L** | | | | | **T** | **P** | | **C** |
| **Core/Elective/Supportive** | | | | | | | | | **Elective** | | | | | | **56** | | | | | **4** | **-** | | **4** |
| **Pre-requisite** | | | | | | | | | **NIL** | | | | | | **Syllabus Version** | | | | | | | | **5** |
| **Course Objectives** | | | | | | | | | | | | | | | | | | | | | | | |
| 1. To understand the Conceptual framework of Pedagogy, Andragogy, Heutagogy and Lifelong Learning. 2. To gain insight into the relationship between Literacy and Lifelong Learning. 3. To understand the Role of Lifelong Learning in the context of Globalization. 4. To understand International practices across the world. | | | | | | | | | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes** | | | | | | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | | Get basic knowledge of pedagogy & andragogy | | | | | | | | | | | | | | | | | | K1 | | |
| 2 | | | Know the basic principles of heutagogy and lifelong learning. | | | | | | | | | | | | | | | | | | K1 | | |
| 3 | | | Understand open system in learning. | | | | | | | | | | | | | | | | | | K2 | | |
| 4 | | | Develop insight into emerging trends of learning in the global arena. | | | | | | | | | | | | | | | | | | K2 | | |
| 5 | | | Know the future prospects in lifelong learning. | | | | | | | | | | | | | | | | | | K3 | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 1** | | | | | | **Perspective of Pedagogy** | | | | | | | | | | | | **12 Hours** | | | | | |
| Perspective of Pedagogy, Concept, Principles, Formal Education, and Non-Formal Education – Andragogy: Concept, Perspectives, Principles, Incidental Learning, and Illiteracy. | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 2** | | | | | | **Introduction to Heutagogy** | | | | | | | | | | | **12 Hours** | | | | | | |
| Heutagogy: Concept and Principles, Self-determined Learning, Heutagogy and Vocational Education, Advantages, Challenges, Training in school Versus Training in the Workplace, Andragogy Versus Heutagogy, Social Media and heutagogy. | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 3** | | | | | | **Lifelong Learning** | | | | | | | | | | | | **12 Hours** | | | | | |
| Lifelong Learning, Concept, Principles, Continuing Education, Traditional Learning Versus Lifelong Learning, Prerequisites for Effective Lifelong Learning System, Advantages, Limitations. | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 4** | | | | | | **Lifelong Learning Environment** | | | | | | | | | | | | **12 Hours** | | | | | |
| Environments in Support of Lifelong Learning, Open System, Collaborative System, Modes of Learning, Domain Oriented Design Environments. | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 5** | | | | | | **Trends of Lifelong Learning** | | | | | | | | | | | | **10 Hours** | | | | | |
| Problems in the Information Age**,** Emerging Needs and Future Perspectives of Lifelong Learning in the Context of Globalization. | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 6** | | | | | | **Contemporary Issues** | | | | | | | | | | | | **2 Hours** | | | | | |
| Popular Digital Education Tools; Expert lectures, online seminars - webinars | | | | | | | | | | | | | | | | | | | | | | | |
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|  | | | | | | **Total Lecture Hours** | | | | | | | | | | **60 Hours** | | | | | | | |
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| **Text Books** | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Amber Dailey Herbert and Kay S Dennis, (2015), Transformative Perspectives and Processes in Higher Education, Springer. | | | | | | | | | | | | | | | | | | | | | | |
| 2 | BegonaGros et al., (2016), The Future of Ubiquitous Learning: Learning Designs for Emerging Pedagogies, Springer. | | | | | | | | | | | | | | | | | | | | | | |
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| **Reference Books** | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | George Veletsianos,(2010), Emerging Technologies in Distance Education, Athabasca University Press. | | | | | | | | | | | | | | | | | | | | | | |
| 2 | Steve and Vicky, (2013), Enhancing Learning through Technology in Lifelong Learning: Fresh Ideas: Innovative Strategies, McGraw-Hill. | | | | | | | | | | | | | | | | | | | | | | |
| 3 | Stewart Hase and Chris Kenyon, (2013), Self-Determined Learning: Heutagogy in Action, A&C Black. | | | | | | | | | | | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | Design and Facilitation of E- Learning Courses – Dr.G. Mythili, 12 Weeks – IGNOU. | | | | | | | | | | | | | | | | | | | | | |
| 2 | | Web Based Technology and Multimedia – Professor P.V. Suresh, 12 Weeks – IGNOU. | | | | | | | | | | | | | | | | | | | | | |
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| Course Designed By: Dr. A.R.BHAVANA | | | | | | | | | | | | | | | | | | | | | | | |
| **Mapping with Programme Outcomes** | | | | | | | | | | | | | | | | | | | | | | | |
| **COs** | | | | **PO1** | | | **PO2** | **PO3** | | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | | | | | **PO9** | | | **PO10** | |
| **CO1** | | | | M | | | L | L | | L | L | M | L | L | | | | | L | | | L | |
| **CO2** | | | | L | | | M | L | | L | L | M | L | L | | | | | L | | | L | |
| **CO3** | | | | M | | | M | M | | L | L | M | L | L | | | | | L | | | L | |
| **CO4** | | | | M | | | L | L | | L | L | L | L | L | | | | | L | | | M | |
| **CO5** | | | | M | | | L | L | | L | L | L | M | L | | | | | M | | | M | |
| \*S-Strong; M-Medium; L-Low | | | | | | | | | | | | | | | | | | | | | | | |

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| **Course Code** | | | **22EDUCC08** | | **E-LEARNING EVALUATION AND ASSESSMENT** | | **L** | | | **T** | **P** | | **C** | |
| **Core/Elective/Supportive** | | | | | **Core** | | **56** | | | **4** |  | | **4** | |
| **Pre-requisite** | | | | | **NIL** | | **Syllabus Version** | | | | | | **1** | |
| **Course Objectives:** | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. Make the students to understand the basic concepts and types of Test, Measurement and Evaluation. 2. Enable the students to assimilate the strategies of measurement and evaluation and design the tools. 3. Acquire mastery over the development and use of measurement and evaluation tools. 4. Acquire mastery over the use of e-assessment tools | | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | |
| 1 | | Basic concepts and types of test measurement & education will be understood | | | | | | | | | | K2 | | |
| 2 | | The strategies of measurement & evaluation will be analyzed. | | | | | | | | | | K4 | | |
| 3 | | The skill of development of various types of tools will be attained | | | | | | | | | | K6 | | |
| 4 | | Basic concepts of e-assessment will be understood. | | | | | | | | | | K2 | | |
| 5 | | The concepts of aptitude and intelligence test will be understood. | | | | | | | | | | K2 | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | |
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| **Unit:1** | | | | **Concept of Test and Measurement** | | | | | **12 hours** | | | | | |
| Basic Terminology in Test and Measurement: Examination, Technique, Tool, Measurement, Test, Assessment, Appraisal and Evaluation – Types of Test: Test of Human abilities, Test of Interest, Personality and Emotional Intelligence – Test Construction, Administration and Scoring. | | | | | | | | | | | | | | |
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| **Unit:2** | | | | **Basics of Achievement Test & Measurement** | | | | **12 hours** | | | | | | |
| Achievement test and Measurement: Nature, Meaning, Purpose and needs – Key statistical concepts in measurement: Validity, Reliability and Practicability – Item Analysis and Selection of Items – Criterion and Norm Referenced Test – Factor Analysis – Types of Testing and their Interrelationship: Pre-Instructional / Placement, Instructional / Formative Testing, Post-Instructional / Summative Testing and Diagnostic Testing. | | | | | | | | | | | | | | |
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| **Unit:3** | | | | **Basics of Aptitude & intelligence test** | | **11 hours** | | | | | | | | |
| Aptitude Test: Meaning, Scope and Need – Types of Aptitude Test: Test of Single and Multiple Aptitudes and their Reliability and Validity.  Intelligence Test: Meaning, Scope, Characteristics and Need – Types of Intelligence Test: Non-verbal & Verbal Test, External & Internal Test, and Group Intelligence Test. | | | | | | | | | | | | | | |
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| **Unit:4** | | | | **Basics of Assessment, Evaluation and Appraisal** | | **11hours** | | | | | | | | |
| Evaluation: Nature, Purpose, Function and Types – Basic Difference between Evaluation and Assessment – Assessment: Nature, Criteria, Mode and Types – Appraisal: Overview, Standards vs. Norms, Solving Standards, Judging Standards and Improving Standards. | | | | | | | | | | | | | | |
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| **Unit:5** | | | | **E-Assessment** | | **12 hours** | | | | | | | | |
| Introduction to e-assessment, Difference between paper based assessment and e-assessment, Types of e-assessment, Tools for e-assessment ,Generic tasks and responsibilities in e assessment | | | | | | | | | | | | | | |
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| **Unit:6** | | | | **Contemporary Issues** | | **2 hours** | | | | | | | | |
| 1. Modern Trends in Educational Measurement and Evaluation 2. Contemporary Issues in Educational Assessment/E -Assessment | | | | | | | | | | | | | | |
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|  | | | | **Total Lecture hours** | | **60 hours** | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | |
| 1. | Jon S. Wilson et al., (2010), Test and Measurement: Know It All, Newnes. | | | | | | | | | | | | | |
| 2. | Lewis R. Aiken, (1998), Tests and Examinations: Measuring Abilities and Performance, John Wiley & Sons, Inc.. | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | |
| 1 | Anthony J. Nitko, (2003), Educational Tests and Measurement: An Introduction, Harcourt Brace Jovanovich Publishing. | | | | | | | | | | | | | |
| 2 | Benjamin Samuel Bloom et al., (1971), Handbook of Formative and Summative Evaluation of Student Learning, McGraw Hill. | | | | | | | | | | | | | |
| 3 | John W. Best and James V. Kahn,(2014), Research in Education, 10th Ed., Pearson. | | | | | | | | | | | | | |
| 4 | Robert M. Hashway, (1998), Assessment and Evaluation of Developmental Learning, Greenwood Publishing Group. | | | | | | | | | | | | | |
| 5 | Sharon E. Robinson Kurpius and Mary E. Stafford, (2015), Testing and Measurement: A User-Friendly Guide, SAGE. | | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | |
| 1 | Swayam Course : <https://swayam.gov.in/nd2_cec20_ed11/preview> | | | | | | | | | | | | |
| 2 | SwayamCourse: <https://swayam.gov.in/nd2_ntr19_ed16/preview> | | | | | | | | | | | | |
| 3. | <https://www.scribd.com/document/109891240/Current-Issues-in-Measurement-and-Evaluation> | | | | | | | | | | | | |
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| Course Designed By: Dr.S.THANGARAJATHI,Associate Professor | | | | | | | | | | | | | | |

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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **P10** |
| **CO1** | S | L | L | M | M | S | M | L | S | S |
| **CO3** | S | M | M | L | L | M | L | L | S | M |
| **CO3** | M | S | S | S | M | S | M | S | S | M |
| **CO4** | M | L | M | M | S | S | L | S | S | M |
| CO5 | M | M | M | M | M | M | M | M | S | M |
| \*S-Strong; M-Medium; L-Low | | | | | | | | | | |

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| **Course Code** | | | | | **22EDUCC09** | | | **PROJECT MANAGEMENT FOR E-LEARNING PROFESSIONALS** | | | | | | **L** | | | | | **T** | **P** | | | **C** |
| **Core/Elective/Supportive** | | | | | | | | **Core** | | | | | | **56** | | | | | **4** | **-** | | | **4** |
| **Pre-requisite** | | | | | | | | KNOWLEDGE MANAGEMENT | | | | | | **Syllabus**  **Version** | | | | | | | | | **1** |
| **Course Objectives** | | | | | | | | | | | | | | | | | | | | | | | |
| 1. To enable the students to understand the concept of project management. 2. To inculcate knowledge in planning and selecting the project management. 3. To make the students to understand the project selection, development and evaluation process. | | | | | | | | | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes** | | | | | | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | | Gain insight of the basics of project management. | | | | | | | | | | | | | | | | | | | K1 | |
| 2 | | | Acquire knowledge of the framework of project management. | | | | | | | | | | | | | | | | | | | K2 | |
| 3 | | | Have comprehension to application of project management process and selection. | | | | | | | | | | | | | | | | | | | K2 | |
| 4 | | | Understand the basics of co-operation of human aspects in project management. | | | | | | | | | | | | | | | | | | | K1 | |
| 5 | | | Have insight of the development and evaluation of project management. | | | | | | | | | | | | | | | | | | | K2 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 1** | | | | | **Basics of Project Management** | | | | | | | | | | | | **12 Hours** | | | | | | |
| Introduction, Definition of Project, Project Management, Project Characteristics, Objectives of Project management, Importance of Project Management, Project Life Cycle and its Classification: Project life cycle and its phases, Project Audit, Classification of Projects Based on Different Criteria. | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 2** | | | | | **Framework for project management** | | | | | | | | | | **12 Hours** | | | | | | | | |
| Framework for project management: Project Management Body of Knowledge (PMBOK) , Project Management Knowledge Areas, Project Start-Up and Integration, Project Scope, Project Schedule and Time Management, Project Costs, Project quality, Project Team: Human Resources and Communications, Project risk. | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 3** | | | | | **Project Management Process and Project Selection** | | | | | | | | | | | **12 Hours** | | | | | | | |
| Process of Project Management, Detailed Project Report, Project Selection Criteria. Technical Feasibility: Factors Considered in Technical Analysis, Demand Analysis. Demand forecasting techniques. Financial Feasibility: Importance and Steps of Financial Feasibility, Components of cost of project and its estimation, Working Capital Estimations. | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 4** | | | | | **Human Aspects in Project Management** | | | | | | | | | | | **12 Hours** | | | | | | | |
| Roles of the Project Manager, Traits of Project Manager, Change Management. Project Termination: Reasons for pre-completion termination of any project, Project Completion Audit, Reasons for Failure of Projects, Steps for Project Success. | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 5** | | | | | **Steps in Project Management** | | | | | | | | | | | **10 Hours** | | | | | | | |
| Steps in Project Management, Planning the project, Developing the goals and objectives for the project, creating the project risk plan, Project Team Challenges, Using the work breakdown structure to plan a project, Scheduling the project work, producing the workable schedule, Project control and evaluation. | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 6** | | | | | **Contemporary Issues** | | | | | | | | | | | **2 Hours** | | | | | | | |
| Project Management Tools, Workflow and Methodologies (Agile Project Management Methodology). | | | | | | | | | | | | | | | | | | | | | | | |
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| **Total Lecture Hours** | | | | | | | | | | | | | | | | **60 Hours** | | | | | | | |
| **Text Books** | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | WouterBaars(2006), Project Management Handbook. | | | | | | | | | | | | | | | | | | | | | | |
| 2 | [Greg Horine](https://www.amazon.in/Greg-Horine/e/B001KHFQ88/ref=dp_byline_cont_book_1) (2012), Project Management Absolute Beginner's Guide. | | | | | | | | | | | | | | | | | | | | | | |
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| **Reference Books** | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Lewis, James. The Project Manager’s Desk Reference, Third edition. New York: McGraw-Hill, 2006. | | | | | | | | | | | | | | | | | | | | | | |
| 2 | [Brett Harned](https://brettharned.com/) (2017), Project Management for Humans: Helping People Get Things Done | | | | | | | | | | | | | | | | | | | | | | |
| 3 | Neha Tikoo, Excel Books Private Limited, A-45, Naraina, Phase-I, New Delhi-110028 | | | | | | | | | | | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | Project Management  (https://onlinecourses.nptel.ac.in/noc19\_mg30/preview) | | | | | | | | | | | | | | | | | | | | | |
| 2 | | Project management for project managers.  (https://www.classcentral.com/course/youtube-project-management-for-managers-47468) | | | | | | | | | | | | | | | | | | | | | |
| 3 | | Business Planning & Project Management  (https://onlinecourses.swayam2.ac.in/cec20\_mg07/preview) | | | | | | | | | | | | | | | | | | | | | |
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| Course Designed By: Dr. T. Enok Joel | | | | | | | | | | | | | | | | | | | | | | | |
| **Mapping with Programme Outcomes** | | | | | | | | | | | | | | | | | | | | | | | |
| **COs** | | | | **PO1** | | **PO2** | **PO3** | | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | | | | | **PO9** | | | **PO10** | | |
| **CO1** | | | | M | | M | L | | L | L | L | L | L | | | | | L | | | L | | |
| **CO2** | | | | M | | L | L | | L | L | L | L | L | | | | | L | | | L | | |
| **CO3** | | | | S | | M | M | | L | M | M | L | L | | | | | L | | | L | | |
| **CO4** | | | | S | | S | M | | M | M | L | L | L | | | | | L | | | L | | |
| **CO5** | | | | S | | S | S | | M | S | L | L | L | | | | | L | | | L | | |
| \*S-Strong; M-Medium; L-Low | | | | | | | | | | | | | | | | | | | | | | | |

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| **Course Code** | | | | **22EDUCC10** | | | **CURRICULUM: PRINCIPLES AND FOUNDATIONS** | | | | | | **L** | | | **T** | **P** | | **C** |
| **Core/Elective/Supportive** | | | | | | | **Core** | | | | | | **56** | | | **4** | **-** | | **4** |
| **Pre-requisite** | | | | | | | **NIL** | | | | | | **Syllabus Version** | | | | | | **7** |
| **Course Objectives** | | | | | | | | | | | | | | | | | | | |
| 1. To analyze and evaluate current approaches to Curriculum design and engineering. 2. To design curriculum with appropriate syllabuses, tasks and texts. 3. To understand the foundations of curriculum, anatomy of curriculum, curriculum design and engineering. | | | | | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes** | | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | | | |
| 1 | Understand the origin and historical development of the curriculum. | | | | | | | | | | | | | | | | | K2 | |
| 2 | Have an insight into different learning theories. | | | | | | | | | | | | | | | | | K1 | |
| 3 | Apply curriculum laws and principles to design a futuristic curriculum. | | | | | | | | | | | | | | | | | K4 | |
| 4 | Understand the various agencies of curriculum development. | | | | | | | | | | | | | | | | | K2 | |
| 5 | Do curriculum evaluation to enhance the benchmarks and standards. | | | | | | | | | | | | | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | | | | | |
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| **Unit: 1** | | | **Basics of Curriculum** | | | | | | | | | | | | **10 Hours** | | | | |
| Curriculum: Meaning, Nature, Scope, need and importance and Definitions. Historical Evolution of Curriculum Studies –Possibilities – Curriculum Policy – Origin and Development of Curriculum as a Field Study. | | | | | | | | | | | | | | | | | | | |
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| **Unit: 2** | | | **Foundations of the Curriculum and Curriculum Theory** | | | | | | | | | | | | **12 Hours** | | | | |
| Philosophy and Curriculum – Culture, Values and the Curriculum – Curricular Applications of the Synoptic View of Man– Curriculum Theory: Meaning, Rationale and Importance – Perspectives in Curriculum Theory: Herbartian Theory, Social Efficiency Movement (Edward L. Thorndike, W.W. Charters), Progressive Reform Movement (John Dewey), Multicultural Education Movement and Critical theory. | | | | | | | | | | | | | | | | | | | |
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| **Unit: 3** | | | **Curriculum Design** | | | | | | | | | | | | **13 Hours** | | | | |
| Curriculum Design: Laws and principles of curriculum construction, Curriculum Administration, Curriculum Planning, Curriculum Development, Curriculum Implementation, Curriculum Organization, Curriculum Supervision. Types of curriculum Design: Subject-centred, Learner Centred & Problem-centred. Curriculum design for the future – Future in Education: School Design, Educational Technology Design, Humanistic Design, Vocational Design, Social Curriculum, Development for E-Learning-Construction Design. | | | | | | | | | | | | | | | | | | | |
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| **Unit: 4** | | | **Crucial Issues in Curriculum Development** | | | | | | | | | | | | **12 Hours** | | | | |
| Curriculum Developers – Required Skills and Training – Role of Teacher in Curriculum Development-Curriculum Engineering as a Research and Development – Societal and ideological problems, Institutional and Instructional problems-Curriculum Development Agencies in India. | | | | | | | | | | | | | | | | | | | |
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| **Unit: 5** | | | **Evaluation of Curriculum** | | | | | | | | | | | | **11 Hours** | | | | |
| Curriculum Evaluation: Need and Importance, Principles, Benchmarks & Standards, Qualitative Evaluation, Testing and Measurement. Evaluation of E-Learning Curriculum | | | | | | | | | | | | | | | | | | | |
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| **Unit: 6** | | | **Contemporary Issues** | | | | | | | | | | | | **2 Hours** | | | | |
| Competency-Based Model, Outcome-Based Model, Individual Needs & Interests Model and Elaboration on CIPP Model Model. | | | | | | | | | | | | | | | | | | | |
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|  | | | **Total Lecture Hours** | | | | | | | | | | | | **60 Hours** | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| **Text Books** | | | | | | | | | | | | | | | | | | | |
| 1 | Curriculum: Principles and Foundations by Robert S. Zaise. New York: Thomkas Y. Crowell Co., 1976. | | | | | | | | | | | | | | | | | | |
| 2 | Dell, Ronald C. Curriculum Improvement: Decision Making & Process, (6th edition). London, Allyn & Bacon, Inc. 1986. | | | | | | | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | | | | | |
| 1 | Aggarwal. J. C1 Curriculum Reform in India: Delhi, Doaba, 1990. | | | | | | | | | | | | | | | | | | |
| 2 | Craig Kridel,(2010),Encyclopedia of Curriculum Studies,, SAGE Publications. | | | | | | | | | | | | | | | | | | |
| 3 | Erickson, H. L, Concept based Curriculum and Instruction, CA, Corwin Press, Sage Publications, Thousand Oaks, 2000 | | | | | | | | | | | | | | | | | | |
| 4 | Fred Nichols Kerlinger, (1964), Foundations of Behavioral Research,;HottRineont and Winston Publishing. | | | | | | | | | | | | | | | | | | |
| 5 | Hilda Taba, (1962), Curriculum development: Theory and Practice,; Harcourt, Brace & World Publishing. | | | | | | | | | | | | | | | | | | |
| 6 | John Dewey, (1920), TheChild and the Curriculum, Library of Alexandria. | | | | | | | | | | | | | | | | | | |
| 7 | Mamidi, Malla Reddey & Ravishankar(eds) Curriculum Development & Educational Technology, New Delhi, Sterling Publishers, 1984 | | | | | | | | | | | | | | | | | | |
| 8 | Null J.W, F.M. Connelly (Ed.), (2008),Curriculum Development in Historical Perspective, In the Sage Handbook of Curriculum and Instruction, Sage Publications. | | | | | | | | | | | | | | | | | | |
| 9 | Peter S. Hlebowitsh, Allyn& Bacon, (2005), Designing the School Curriculum. | | | | | | | | | | | | | | | | | | |
| 10 | Reader, David J. Flinders and Stephen J. Thornton,(2004),The Curriculum Studies, Psychology Press. | | | | | | | | | | | | | | | | | | |
| 11 | Ronald C. Doll, Allyn and Bacon,(1982) Curriculum Improvement: Decision Making and Process. | | | | | | | | | | | | | | | | | | |
| 12 | Tanner D and Tanner L, Interchange, 19(2), (1988),The Emergence of a Paradigm in the Curriculum Field: A Reply to Jickling. | | | | | | | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | | | | | |
| 1 | Learning & Instruction  (Swayam Website: https://swayam.gov.in/nd2\_ntr20\_ed05/preview) | | | | | | | | | | | | | | | | | | |
| 2 | Philosophical foundations of curriculum  (https://www.youtube.com/watch?v=Fej4LJaeV2g) | | | | | | | | | | | | | | | | | | |
| 3 | Psychological foundations of curriculum  (https://www.youtube.com/watch?v=hWwSiK6vYs0) | | | | | | | | | | | | | | | | | | |
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| Course Designed By: Dr.T.Enok Joel | | | | | | | | | | | | | | | | | | | |
| **Mapping with Programme Outcomes** | | | | | | | | | | | | | | | | | | | |
| **COs** | | **PO1** | | | **PO2** | **PO3** | | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | | **PO9** | | | **PO10** | | |
| **CO1** | | S | | | M | M | | M | M | M | L | M | | M | | | S | | |
| **CO2** | | S | | | M | M | | M | M | M | L | L | | L | | | S | | |
| **CO3** | | S | | | M | M | | M | M | M | L | M | | M | | | S | | |
| **CO4** | | S | | | M | M | | M | M | L | L | M | | L | | | S | | |
| **CO5** | | S | | | M | M | | M | M | M | L | M | | M | | | S | | |
| \*S-Strong; M-Medium; L-Low | | | | | | | | | | | | | | | | | | | |

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| **Course Code** | | | | | **22EDUCP06** | | | **WEB DESIGNING USING ADOBE DREAMWEAVER – PRACTICAL** | | | | | | **L** | | **T** | | **P** | | | **C** |
| **Core/Elective/Supportive** | | | | | | | | **Core** | | | | | | **-** | | **-** | | **120** | | | **4** |
| **Prerequisite** | | | | | | | | 1. **Graphic Designing Using Adobe Photoshop, Adobe Illustrator and Adobe Animate – Practical (21EDUCP01)** 2. **Interactive Multimedia Design (22EDUCC03)** | | | | | | **Syllabus Version** | | | | | | | **10** |
| **Course Objectives** | | | | | | | | | | | | | | | | | | | | | |
| 1. To introduce web page/site designing in Adobe Dreamweaver. 2. To impart the website construction skills using the tools and features available in Adobe Dreamweaver. 3. To train building HTML 5.0 based webpages. 4. To inculcate the basic skills on creating dynamic webpages using PHP and MySQL. 5. To present the characteristics of webserver and train implementing a website on webserver. | | | | | | | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes** | | | | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | | | | | |
| 1 | | | Design storyboards and draw hierarchical diagram for the proposed website. | | | | | | | | | | | | | | | | K6 | | |
| 2 | | | Construct a website using Adobe Dreamweaver. | | | | | | | | | | | | | | | | K6 | | |
| 3 | | | Develop webpages having HTML 5.0 features. | | | | | | | | | | | | | | | | K6 | | |
| 4 | | | Construct dynamic webpages using PHP that interact with MySQL database. | | | | | | | | | | | | | | | | K6 | | |
| 5 | | | Install the Apache webserver and upload the developed website into the configured webserver. | | | | | | | | | | | | | | | | K6 | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 1** | | | | | **STORYBOARDING** | | | | | | | | | | **12 Hours** | | | | | | |
| Designing storyboards for developing an educational website.  Drawing Hierarchical diagram for the storyboards. | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 2** | | | | | **CONTENT CREATION AND DESIGNING TEMPLATES & LIBRARIES** | | | | | | | | | | **12 Hours** | | | | | | |
| Create multimedia contents required for the website, as designed in storyboards, using the skills acquired in ‘Graphic Designing Using Adobe Photoshop, Adobe Illustrator and Adobe Animate – Practical’ course using Adobe Photoshop, Adobe Illustrator and Adobe Animate.  Design templates, libraries and independent webpages using Adobe Dreamweaver for the educational website. | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 3** | | | | | **WEBPAGE DEVELOPMENT** | | | | | | | | | | **42 Hours** | | | | | | |
| Developing the webpages with suitable HTML 5.0 features. | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 4** | | | | | **DYNAMIC WEBPAGE DEVELOPMENT** | | | | | | | | | | **26 Hours** | | | | | | |
| Constructing dynamic webpages using PHP that interact with MySQL database. | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 5** | | | | | **WEBSITE IMPLEMENTATION** | | | | | | | | | | **26 Hours** | | | | | | |
| Uploading the developed website into webserver. | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 6** | | | | | **CONTEMPORARY ISSUES** | | | | | | | | | | **2 Hours** | | | | | | |
| Challenges of maintaining a website in real-time environment. | | | | | | | | | | | | | | | | | | | | | |
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| **Total Practical Hours** | | | | | | | | | | | | | | | **120 Hours** | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | |
| **Text Book** | | | | | | | | | | | | | | | | | | | | | |
| 1 | Jim Maivald. (2018). Adobe Dreamweaver CC Classroom in A Book (1st. ed.). Pearson Education. | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | | | | | | | |
| 1 | Gayle V. Davidson-Shivers, Karen L. Rasmussen & Patrick R. Lowenthal. (2017). Web-Based Learning: Design, Implementation and Evaluation (2nd. ed.). Springer. | | | | | | | | | | | | | | | | | | | | |
| 2 | Jon Duckett. (2022). PHP & MySQL: Server-side Web Development. Wiley. | | | | | | | | | | | | | | | | | | | | |
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| **Related Online Contents** | | | | | | | | | | | | | | | | | | | | | |
| 1 | | Adobe Dreamweaver Learn & Support – adobe.com (https://helpx.adobe.com/in/support/dreamweaver.html) | | | | | | | | | | | | | | | | | | | |
| Course Designed By: Dr. M. Parthasarathy | | | | | | | | | | | | | | | | | | | | | |
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| **Mapping with Programme Outcomes** | | | | | | | | | | | | | | | | | | | | | |
| **COs** | | | | **PO1** | | **PO2** | **PO3** | | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | | | | **PO9** | | | **PO10** | |
| **CO1** | | | | S | | S | M | | S | S | S | M | S | | | | M | | | S | |
| **CO2** | | | | S | | S | M | | S | S | S | M | S | | | | M | | | S | |
| **CO3** | | | | S | | S | M | | S | S | S | M | S | | | | M | | | S | |
| **CO4** | | | | S | | S | M | | S | S | S | M | S | | | | M | | | S | |
| **CO5** | | | | S | | S | M | | S | S | S | M | S | | | | M | | | S | |
| \*S-Strong; M-Medium; L-Low | | | | | | | | | | | | | | | | | | | | | |

**BHARATHIAR UNIVERSITY :: COIMBATORE 641046**

**EDUCATIONAL TECHNOLOGY (For Other University Departments)**

*(For the students admitted during the academic year 2022–23 onwards)*

**SUPPORTIVE COURSES**

|  |  |  |  |  |  |  |  |
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| **Course Code** | **Title of the Course** | **Credits** | **Hours** | | **Maximum Marks** | | |
| **Theory** | **Practical** | **CIA** | **ESE** | **Total** |
| 22EDUGS01 | Teaching Technology | 2 | 2 | - | 12 | 38 | 50 |
| 22EDUGS02 | Environmental Education | 2 | 2 | - | 12 | 38 | 50 |
| 22EDUGS03 | Video Editing in Adobe Premiere Pro | 2 | 2 | - | 12 | 38 | 50 |
| 22EDUGS04 | Communicative English | 2 | 2 | - | 12 | 38 | 50 |
| 22EDUGS05 | Creating Animations in Adobe Animate | 2 | 2 | - | 12 | 38 | 50 |
| 22EDUGS06 | Web Designing in Adobe Dreamweaver | 2 | 2 | - | 12 | 38 | 50 |
| 22EDUGS07 | Introduction to Instructional Package Development using Adobe Captivate | 2 | 2 | - | 12 | 38 | 50 |
| 22EDUGS08 | Introduction to Instructional Package Development using Articulate Storyline | 2 | 2 | - | 12 | 38 | 50 |

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| **Course Code** | | | | | **22EDUGS01** | | | | **TEACHING TECHNOLOGY** | | | | | **L** | | **T** | **P** | | **C** |
| **Core/Elective/Supportive** | | | | | | | | | **Supportive** | | | | | **26** | | **4** |  | | **2** |
| **Pre-requisite** | | | | | | | | | **NIL** | | | | | **Syllabus Version** | | | | | **9** |
| **Course Objectives** | | | | | | | | | | | | | | | | | | | |
| 1. To understand the basic concepts of teaching, learning process and evaluation. 2. To appreciate of conventional and modern methods and techniques of teaching in the classroom of any subject. 3. To realize the importance of Educational Technology in making the teaching learning process more effective. | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| **Expected Course Outcomes** | | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | | | |
| 1 | | Know the basic concepts of teaching learning process and evaluation. | | | | | | | | | | | | | | | K2 | | |
| 2 | | Analyze conventional & modern methods of teaching techniques. | | | | | | | | | | | | | | | K4 | | |
| 3 | | Analyze the importance of educational technology. | | | | | | | | | | | | | | | K4 | | |
| 4 | | Understand the concepts of test and measurement in education. | | | | | | | | | | | | | | | K2 | | |
| 5 | | Understand the fundamentals on psychology of learning. | | | | | | | | | | | | | | | K2 | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | | | | | |
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| **Unit: 1** | | | | | **Foundations of Education** | | | | | | | | | **5 Hours** | | | | | |
| Education: Definition, Meaning, Concept and Nature – Philosophy: Definition and Meaning – Sociology: Definition and Meaning – Relationship between philosophy and Education – Sociological Foundations of Education: Social Change and Social mobility. | | | | | | | | | | | | | | | | | | | |
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| **Unit: 2** | | | | | **Psychology of Learning** | | | | | | | | | **6 Hours** | | | | | |
| Educational psychology: Nature, Meaning &Need – Growth and Development of the Learner: Principles and Stages – Heredity and Environment in Personality Development – Psychology of Adolescence. | | | | | | | | | | | | | | | | | | | |
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| **Unit: 3** | | | | | **Methods and Materials in Teaching** | | | | | | | | | **6Hours** | | | | | |
| Teaching: Definition and Stages – Conventional methods of teaching – Modern methods of Teaching – Teaching aids: Classification– Projected & Non-Projected Teaching aids  Micro Teaching: Definition, Cycle and Merits. | | | | | | | | | | | | | | | | | | | |
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| **Unit: 4** | | | | | **Educational Technology** | | | | | | | | | **6Hours** | | | | | |
| Concept, Meaning, Scope and Development – Difference between Technology in Education and Technology of Education – Advanced Technology in Education. | | | | | | | | | | | | | | | | | | | |
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| **Unit: 5** | | | | | **Test and Measurement in Education** | | | | | | | | | **5 Hours** | | | | | |
| Concept, Meaning, Significance and importance – Criterion referenced and norm referenced tests | | | | | | | | | | | | | | | | | | | |
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| **Unit: 6** | | | | | **Contemporary Issues** | | | | | | | | | **2 Hours** | | | | | |
| 1. E-Assessment 2. Modern Trends in Educational Measurement | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
|  | | | | | **Total Lecture Hours** | | | | | | | | | **30 Hours** | | | | | |
| **Text Books** | | | | | | | | | | | | | | | | | | | |
| 1 | K. Sampth, (2014), Introduction to Educational Technology, Sterling Publishers. | | | | | | | | | | | | | | | | | | |
| 2 | S.K. Kochar, (2002), Methods and Techniques of Teaching, Sterling Publishers. | | | | | | | | | | | | | | | | | | |
| 3 | S.K. Mangal, (2012), Advanced Educational Psychology, 3rd Edition, PHI. | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | | | | | |
| 1 | Arabinda Biswas and Surendra Prasad, (2006), Development of Education in India, Concept Publishing Company. | | | | | | | | | | | | | | | | | | |
| 2 | C. L. Anand and Panmana Ramacandrannayar, (1983), The Teacher and Education in Emerging Indian Society, NCERT. | | | | | | | | | | | | | | | | | | |
| 3 | Christian O. Weber, Holt, 1960, Basic Philosophies of Education, Rinehart and Winston. D.D. Aggarwal, (2004), Educational Technology, Sarup& Sons | | | | | | | | | | | | | | | | | | |
| 4 | John F. Travers et al., (2013), Educational Psychology: Effective Teaching and Effective Learning, Macmilan. | | | | | | | | | | | | | | | | | | |
| 5 | T.S. Saraswathy, (2019), Culture, Socialization and Human Development:  Theory, Research, And Applications in India, Sage Publications. | | | | | | | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | | | | | |
| 1 | | | Swayam Course : Integrating Educational Technology into Teaching https://swayam.gov.in/nd2\_ntr20\_ed42/preview | | | | | | | | | | | | | | | | |
| 2 | | | Swayam Course: communication Technologies in Education https://swayam.gov.in/nd2\_cec20\_ed05/preview | | | | | | | | | | | | | | | | |
| 3. | | | https://carleton.ca/edc/teachingresources/teaching-with-technology/what-is-teaching-with-technology/#:~:text=Teaching%20with%20technology%20is%20a,(i.e.%20synchronous%20or%20asynchronous). | | | | | | | | | | | | | | | | |
| 4 | | | https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-019-0159-9 | | | | | | | | | | | | | | | | |
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| Course Designed By: Dr.S.THANGARAJATHI,Associate Professor | | | | | | | | | | | | | | | | | | | |
| **Mapping with Programme Outcomes** | | | | | | | | | | | | | | | | | | | |
| **COs** | | | | **PO1** | | **PO2** | **PO3** | **PO4** | | **PO5** | **PO6** | **PO7** | **PO8** | | **PO9** | | | **PO10** | |
| **CO1** | | | | M | | M | M | M | | M | M | M | M | | M | | | S | |
| **CO2** | | | | S | | S | M | M | | M | M | M | M | | M | | | M | |
| **CO3** | | | | L | | L | L | M | | M | M | L | L | | L | | | M | |
| **CO4** | | | | S | | M | M | M | | M | S | S | L | | L | | | S | |
| **CO5** | | | | M | | L | L | L | | L | M | M | M | | L | | | M | |
| \*S-Strong; M-Medium; L-Low | | | | | | | | | | | | | | | | | | | |

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| **Course Code** | | | | **22EDUGS02** | | **ENVIRONMENTAL EDUCATION** | | | | | | | **L** | | | | | **T** | **P** | | **C** |
| **Core/Elective/Supportive** | | | | | | **Supportive** | | | | | | | **28** | | | | | **2** | **-** | | **2** |
| **Pre-requisite** | | | | | | **NIL** | | | | | | | **Syllabus Version** | | | | | | | | **9** |
| **Course Objectives** | | | | | | | | | | | | | | | | | | | | | |
| 1. To create environmental awareness among the learners regarding environment, its associated problems and its protection and preservation. 2. To inculcate environmental sensitivity among the learners and to orient them to the effect of technological and population impact upon the environment. 3. To expose the students to the teaching-learning and curricular strategies in environmental education. | | | | | | | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes** | | | | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | | | | | |
| 1 | | Understand the basic concepts of environmental education. | | | | | | | | | | | | | | | | | K1 | | |
| 2 | | Understand the impact of psychological and sociological aspects on environment. | | | | | | | | | | | | | | | | | K1 | | |
| 3 | | Know and identify the environmental problems. | | | | | | | | | | | | | | | | | K1 | | |
| 4 | | Understand and analyze the importance of environmental policy and programme. | | | | | | | | | | | | | | | | | K1 | | |
| 5 | | Understand various national and international curriculum on environmental education. | | | | | | | | | | | | | | | | | K1 | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 1** | | | | **Concept of Environmental Education** | | | | | | | | | | | | **6 Hours** | | | | | |
| Meaning and Scope of Environmental Education – Evolution of Environmental Education – Historical Setting of Environmental Education – Development of Environmental Education – Stock Holm Conference, Tbilisi Conference And Earth Summit – Instructional Objectives of Environmental Education: Primary, Secondary and Tertiary Level. | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 2** | | | | **Environmental Problems** | | | | | | | | | | | **6 Hours** | | | | | | |
| Psychological Environment – Social Environment: Urbanization and Industrialization – Deforestation and their Impact upon Environment – Economic Problems of Environment – Pollution: Kinds of Pollution, Causes and Prevention – Environmental Management – Effects of Technological Explosion upon the Environment. | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 3** | | | | **Environmental Policies** | | | | | | | | | | **6 Hours** | | | | | | | |
| Population Explosion and Environmental Quality – Depletion of Natural Resources –Developing Policies and Methods for Maintaining Ecological Balances – Creating Community Awareness: Community Action. | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 4** | | | | **Environmental Programme** | | | | | | | | | | **6 Hours** | | | | | | | |
| Conservation Education Movements: Chipco Movement, Social Forestry Scheme and Role Of UNESCO – National and International Movements: Silent Valley Project, Ganga Cleaning, Del Lake Study – A Few Case Studies – Health Hazards in Tamilnadu due to Industrialization and Pollution – Educative and Preventive Measures Adopted by Government, NGOs and other Voluntary Organization – Strategies for Development of Environmental Educational and Training Programme. | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 5** | | | | **Curriculum Development & Environmental Education** | | | | | | | | **4 Hours** | | | | | | | | | |
| Curriculum Development: Inter-Disciplinary, Multi-Disciplinary, Formal And Non-Formal Approach – Learner Initiated Activities: Value Oriented, Problem Centered, Community Oriented, Present and Future Oriented – Teaching-Learning Strategies for Environmental Education – Evaluation Techniques in Environmental Education – Environmental Education through Universities – Role Of Electronic Media, Mass Media and Computers in Environmental Education. | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 6** | | | | **Contemporary Issues** | | | | | | | | **2 Hours** | | | | | | | | | |
| Role of NGO’s and Government organization in developing Environmental education; Conditions for achieving the goals of sustainable development Strategies for sustainable development in India | | | | | | | | | | | | | | | | | | | | | |
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|  | | | | **Total Lecture Hours** | | | | | | | | **30 Hours** | | | | | | | | | |
| **Text Book** | | | | | | | | | | | | | | | | | | | | | |
| 1 | Robert B. Stevensonetal., (2014), International Handbook of Research on Environmental Education, Edited by Routledge. | | | | | | | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | | | | | | | |
| 1 | Edward A. Johnson and Michael J. Mappin, (2005), Environmental Education and Advocacy, Cambridge University Press. | | | | | | | | | | | | | | | | | | | | |
| 2 | Karpagam. M, (1999), Environmental Economics: A Textbook, Sterling Publishers. | | | | | | | | | | | | | | | | | | | | |
| 3 | Martin Storksdieck, (2011), Field Trips in Environmental Education, BWV Verlag. | | | | | | | | | | | | | | | | | | | | |
| 4 | N.Manivasakam, (1995), We Breathe and Drink Poison, National Books Trust. | | | | | | | | | | | | | | | | | | | | |
| 5 | V.C. Pandey, (2007), Environmental Education, Gyan Publishing House | | | | | | | | | | | | | | | | | | | | |
| 6 | V.S. Kaayar, (1997), Environmental Concerns, Depleting Resources and Sustainable Development, Pointer Publishers, Jaipur. | | | | | | | | | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | | | | | | | |
| 1 | Issues and Trends in Education for Sustainable Development (https://www.iau-hesd.net/sites/default/files/documents/261445e.pdf) | | | | | | | | | | | | | | | | | | | | |
| 2 | Environmental Studies (https://swayam.gov.in/nd2\_cec19\_bt03/preview) | | | | | | | | | | | | | | | | | | | | |
| 3 | Ecology and Environment (https://nptel.ac.in/courses/122/102/122102006/) | | | | | | | | | | | | | | | | | | | | |
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| Course Designed By: Dr. T. Enok Joel | | | | | | | | | | | | | | | | | | | | | |
| **Mapping with Programme Outcomes** | | | | | | | | | | | | | | | | | | | | | |
| **COs** | | | **PO1** | **PO2** | **PO3** | | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | | | | | | **PO9** | | | **PO10** | |
| **CO1** | | | S | M | M | | S | M | M | M | M | | | | | | L | | | S | |
| **CO2** | | | S | S | S | | M | M | M | M | L | | | | | | M | | | S | |
| **CO3** | | | S | M | M | | M | M | M | L | M | | | | | | M | | | S | |
| **CO4** | | | S | M | M | | M | L | M | M | M | | | | | | M | | | S | |
| **CO5** | | | S | M | S | | M | M | M | L | M | | | | | | M | | | S | |
| \*S-Strong; M-Medium; L-Low | | | | | | | | | | | | | | | | | | | | | |

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| **Course Code** | | | | | **22EDUGS03** | | VIDEO EDITING IN ADOBE PREMIERE PRO | | | | | | **L** | | **T** | | **P** | **C** |
| **Core/Elective/Supportive** | | | | | | | **Supportive** | | | | | | **28** | | **2** | | **-** | **2** |
| **Pre-requisite** | | | | | | | **NIL** | | | | | | **Syllabus Version** | | | | | **3** |
| **Course Objectives** | | | | | | | | | | | | | | | | | | |
| 1. To introduce video editing essentials. 2. To present the different types of editing and introduce Adobe Premiere Pro. 3. To inculcate by the demonstrations of importing media, editing, adding effects and exporting. 4. To familiarize the editing, mixing and output tools available in Adobe Premiere Pro. | | | | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes** | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | | |
| 1 | | | Identify the importance and significance of digital video editing in the present video production scenario. | | | | | | | | | | | | | | K1 | |
| 2 | | | Classify the different types of editing and use its principles to convey the story through video. | | | | | | | | | | | | | | K2 | |
| 3 | | | Apply the import, edit, mix and export video using the features in Adobe Premier Pro. | | | | | | | | | | | | | | K3 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | | | | | | | | |
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| **Unit: 1** | | | | | VIDEO EDITING BASICS | | | | | | | | **6 Hours** | | | | | |
| Evolution of Video Production Technology – Parts of Video Camera – Camera Lens – Digital Video Concepts: Frames, Resolutions – Video Editing Techniques: Continuity Editing and Dynamic Editing – Nonlinear Video Editing Characteristics – Editing Software – Editing Hardware: Workstation, Editing Consoles – Timeline Editing: Video Track, Transitions, Titling, Motion Effects, Special Effects. | | | | | | | | | | | | | | | | | | |
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| **Unit: 2** | | | | | WORKING WITH MEDIA | | | | | | | | **6 Hours** | | | | | |
| Project: Creating a Project, Setting a Sequence – Importing Media – Organizing Media: Project Panel, Working with Bins, Monitoring Footage, Modifying Clips. | | | | | | | | | | | | | | | | | | |
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| **Unit: 3** | | | | | EDITING ESSENTIALS | | | | | | | | **6 Hours** | | | | | |
| Using Source Monitor – Navigating Timeline – Editing Commands – Playback Resolution –Markers – Sync Lock and Track Lock – Timeline Gaps – Selecting and Moving Clips – Extracting and Deleting Segments – Playback Speed – Replacing Clips – Nesting Sequences – Trimming. | | | | | | | | | | | | | | | | | | |
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| **Unit: 4** | | | | | EFFECTS | | | | | | | | **6 Hours** | | | | | |
| Adding Audio and Video Transitions – Effect Presets – Master Clip Effects – Rendering – Motion Effects – Fixing Color Balance – Audio: Interface, Examining Characteristics, Recording Voice-over, Adjusting Volume, Split Edit. | | | | | | | | | | | | | | | | | | |
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| **Unit: 5** | | | | | PUBLISHING | | | | | | | | **5 Hours** | | | | | |
| Video Typography – Creating Titles – Styling Text – Roll and Crawl – Exporting Options –Adobe Media Encoder. | | | | | | | | | | | | | | | | | | |
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| **Unit: 6** | | | | | **CONTEMPORARY ISSUES** | | | | | | | | **1 Hours** | | | | | |
| Challenges in Video Editing for Television Production. | | | | | | | | | | | | | | | | | | |
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|  | | | | | **Total Lecture Hours** | | | | | | | | **30 Hours** | | | | | |
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| **Text Book** | | | | | | | | | | | | | | | | | | |
| 1 | Maxim Jago. (2021). Adobe Premiere Pro CC Classroom in a Book (1st. ed.). Adobe Press. | | | | | | | | | | | | | | | | | |
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| **Reference Books** | | | | | | | | | | | | | | | | | | |
| 1 | Ben Goldsmith. (2021). Adobe Premiere Pro: A Complete Course and Compendium of Features. Rocky Nook. | | | | | | | | | | | | | | | | | |
| 2 | John Carucci. (2022). Adobe Premiere Pro CC For Dummies (1st. ed.). For Dummies. | | | | | | | | | | | | | | | | | |
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| **Related Online Contents** | | | | | | | | | | | | | | | | | | |
| 1 | | Adobe Premiere Pro Learn & Support – adobe.com (https://helpx.adobe.com/in/support/premiere-pro.html) | | | | | | | | | | | | | | | | |
| Course Designed By: Dr. M. Parthasarathy | | | | | | | | | | | | | | | | | | |
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| **Mapping with Programme Outcomes** | | | | | | | | | | | | | | | | | | |
| **COs** | | | | **PO1** | **PO2** | **PO3** | | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | | **PO9** | | **PO10** | | |
| **CO1** | | | | S | S | S | | M | S | S | S | S | | M | | S | | |
| **CO2** | | | | S | S | S | | M | S | S | S | S | | M | | S | | |
| **CO3** | | | | S | S | S | | M | S | S | S | S | | M | | S | | |
| \*S-Strong; M-Medium; L-Low | | | | | | | | | | | | | | | | | | |

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| **Course Code** | | | | | **22EDUGS05** | | CREATING ANIMATIONS IN ADOBE ANIMATE | | | | | | **L** | | **T** | | **P** | **C** |
| **Core/Elective/Supportive** | | | | | | | **Supportive** | | | | | | **28** | | **2** | | **-** | **2** |
| **Pre-requisite** | | | | | | | **NIL** | | | | | | **Syllabus Version** | | | | | **3** |
| **Course Objectives** | | | | | | | | | | | | | | | | | | |
| 1. To introduce the tools available in Adobe Animate for 2D Animation. 2. To present the motion tweening, shape tweening, masking techniques and character animation. 3. To inculcate the techniques of importing and controlling the audio and video contents. 4. To impart the publishing features available in Adobe Animate. | | | | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes** | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | | |
| 1 | | | Utilize the tools available in Adobe Animate. | | | | | | | | | | | | | | K3 | |
| 2 | | | Apply character animation, motion tweening, shape tweening and masking techniques. | | | | | | | | | | | | | | K3 | |
| 3 | | | Import, edit and control audio and video contents inside Adobe Animate. | | | | | | | | | | | | | | K3 | |
| 4 | | | Create and publish the animated movie for different environments. | | | | | | | | | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | | | | | | | | |
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| **Unit: 1** | | | | | WORKSPACE AND TOOLS | | | | | | | | **6 Hours** | | | | | |
| Introduction to 2D Animation – Workspace – Panels – Timeline – Content and Stage – Understanding Strokes and Fills – Creating and Editing Shapes, Curves and Text – Gradient Fills – Aligning and Distributing Objects – Creating Symbols and Instances. | | | | | | | | | | | | | | | | | | |
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| **Unit: 2** | | | | | ANIMATION: BASICS | | | | | | | | **6 Hours** | | | | | |
| Motion Tweening – Motion Editor – Adding Motion Eases – Animating Symbols: Position, Pacing & Timing, Transparency, Filters, Transformations, Motion Path, Swapping Targets, Nested Animation, Frame-by-Frame Animation. | | | | | | | | | | | | | | | | | | |
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| **Unit: 3** | | | | | ANIMATION: ADVANCED | | | | | | | | **6 Hours** | | | | | |
| Character Animation – Animating Camera Moves – Shape Tweening. | | | | | | | | | | | | | | | | | | |
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| **Unit: 4** | | | | | INTERACTIVITY | | | | | | | | **6 Hours** | | | | | |
| Creating Buttons and Animated Buttons ActionScript and JavaScript | | | | | | | | | | | | | | | | | | |
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| **Unit: 5** | | | | | WORKING WITH AUDIO AND VIDEO | | | | | | | | **5 Hours** | | | | | |
| Using Sounds – Importing Video – Encoding Option in Media Encoder – Publishing in HTML 5, Desktop Applications and Mobile Devices. | | | | | | | | | | | | | | | | | | |
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| **Unit: 6** | | | | | **CONTEMPORARY ISSUES** | | | | | | | | **1 Hours** | | | | | |
| Challenges in Creating Animations for Responsive Designs. | | | | | | | | | | | | | | | | | | |
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|  | | | | | **Total Lecture Hours** | | | | | | | | **30 Hours** | | | | | |
|  | | | | | | | | | | | | | | | | | | |
| **Text Book** | | | | | | | | | | | | | | | | | | |
| 1 | Russell Chun. (2019). Adobe Animate CC Classroom in a Book (1st. ed.). Adobe Press. | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | | | | |
| 1 | Tom Green & Joseph Labrecque. (2017). Beginning Adobe Animate CC: Learn to Efficiently Create and Deploy Animated and Interactive Content. Apress. | | | | | | | | | | | | | | | | | |
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| **Related Online Contents** | | | | | | | | | | | | | | | | | | |
| 1 | | Adobe Animate Learn & Support – adobe.com (https://helpx.adobe.com/in/support/animate.html) | | | | | | | | | | | | | | | | |
| Course Designed By: Dr. M. Parthasarathy | | | | | | | | | | | | | | | | | | |
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| **Mapping with Programme Outcomes** | | | | | | | | | | | | | | | | | | |
| **COs** | | | | **PO1** | **PO2** | **PO3** | | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | | **PO9** | | **PO10** | | |
| **CO1** | | | | S | S | M | | S | S | S | M | S | | M | | S | | |
| **CO2** | | | | S | S | M | | S | S | S | M | S | | M | | S | | |
| **CO3** | | | | S | S | M | | S | S | S | M | S | | M | | S | | |
| **CO4** | | | | S | S | M | | S | S | S | M | S | | M | | S | | |
| \*S-Strong; M-Medium; L-Low | | | | | | | | | | | | | | | | | | |

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| **Course Code** | | | | | **22EDUGS06** | | | WEB DESIGNING IN ADOBE DREAMWEAVER | | | | | **L** | | **T** | **P** | | | **C** |
| **Core/Elective/Supportive** | | | | | | | | **Supportive** | | | | | **28** | | **2** | **-** | | | **2** |
| **Pre-requisite** | | | | | | | | **NIL** | | | | | **Syllabus Version** | | | | | | **3** |
| **Course Objectives** | | | | | | | | | | | | | | | | | | | |
| 1. To introduce the fundamental knowledge on web designing and HTML programming language. 2. To provide insights of the features available in Adobe Dreamweaver to createwebsites. 3. To show the effect of CSS and templates in constructing an attractive website. 4. To demonstrate about working with text, images, navigation and hyperlinks. 5. To inculcate the publishing features available in Adobe Dreamweaver. | | | | | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes** | | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | | | |
| 1 | | | Identify the characteristics of a good website design and create a simple HTML program without advanced designing software. | | | | | | | | | | | | | | | K1 | |
| 2 | | | Create basic webpages in Adobe Dreamweaver with predefined layouts. | | | | | | | | | | | | | | | K6 | |
| 3 | | | Suitably apply CSS and templates to construct an attractive website. | | | | | | | | | | | | | | | K3 | |
| 4 | | | Import and work with images in Dreamweaver. | | | | | | | | | | | | | | | K3 | |
| 5 | | | Organize webpages by utilizing text, tables and hyperlinks features. | | | | | | | | | | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | | | | | | | | | |
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| **Unit: 1** | | | | | BASICS OF WEB DESIGN AND DREAMWEAVER | | | | | | | | **6 Hours** | | | | | | |
| Defining the Purpose of a Website – HTML5 – Introduction to Adobe Dreamweaver – Customizing Workspace – Managing Panels – Working with Toolbar. | | | | | | | | | | | | | | | | | | | |
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| **Unit: 2** | | | | | CSS AND TEMPLATES | | | | | | | | **6 Hours** | | | | | | |
| HTML vs CSS Formatting – CSS Box Model – CSS Styling – Class and ID Attributes – CSS3 Features and Effects – Templates from Existing Layout – Editable and Non-Editable Regions – Updating Template. | | | | | | | | | | | | | | | | | | | |
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| **Unit: 3** | | | | | TEXT, LIST, TABLE, IMAGES | | | | | | | | **6 Hours** | | | | | | |
| Creating and Styling Text – Creating Lists – Creating and Styling Tables – Spell-Checking Webpages – Finding and Replacing Texts – Web Images – Working with Photoshop Objects. | | | | | | | | | | | | | | | | | | | |
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| **Unit: 4** | | | | | NAVIGATION AND INTERACTIVITY | | | | | | | | **6 Hours** | | | | | | |
| Hyperlink Basics: Internal, External, Relative, Absolute – Email Hyperlinks – Image Hyperlinks – Targeting Page Elements – Styling Navigation Menu – Working with Behaviours. | | | | | | | | | | | | | | | | | | | |
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| **Unit: 5** | | | | | PUBLISHING | | | | | | | | **5 Hours** | | | | | | |
| Defining Remote Site – Cloaking Files – Synchronizing Local and Remote Sites – Responsive Design – Creating Bootstrap Layout. | | | | | | | | | | | | | | | | | | | |
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| **Unit: 6** | | | | | **CONTEMPORARY ISSUES** | | | | | | | | **1 Hours** | | | | | | |
| Challenges of maintaining a website in real-time environment. | | | | | | | | | | | | | | | | | | | |
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|  | | | | | **Total Lecture Hours** | | | | | | | | **30 Hours** | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| **Text Book** | | | | | | | | | | | | | | | | | | | |
| 1 | Jim Maivald. (2018). Adobe Dreamweaver CC Classroom in a Book (1st. ed.). Pearson Education. | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | | | | | |
| 1 | Gayle V. Davidson-Shivers, Karen L. Rasmussen & Patrick R. Lowenthal. (2017). Web-Based Learning: Design, Implementation and Evaluation (2nd. ed.). Springer. | | | | | | | | | | | | | | | | | | |
| 2 | Mark DuBois, Rob Schwartz & Kim Cavanaugh. (2018). Learn Adobe Dreamweaver CC for Web Authoring (2nd. ed.). Peachpit Press. | | | | | | | | | | | | | | | | | | |
| 3 | Terry Ann Felke-Morris. Web Development and Design Foundations with HTML5 (9th. ed.). Pearson Education. | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| **Related Online Contents** | | | | | | | | | | | | | | | | | | | |
| 1 | | Adobe Dreamweaver Learn & Support – adobe.com (https://helpx.adobe.com/in/support/dreamweaver.html) | | | | | | | | | | | | | | | | | |
| Course Designed By: Dr. M. Parthasarathy | | | | | | | | | | | | | | | | | | | |
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| **Mapping with Programme Outcomes** | | | | | | | | | | | | | | | | | | | |
| **COs** | | | | **PO1** | **PO2** | **PO3** | **PO4** | | **PO5** | **PO6** | **PO7** | **PO8** | | **PO9** | | | **PO10** | | |
| **CO1** | | | | S | S | M | S | | S | S | M | S | | M | | | S | | |
| **CO2** | | | | S | S | M | S | | S | S | M | S | | M | | | S | | |
| **CO3** | | | | S | S | M | S | | S | S | M | S | | M | | | S | | |
| **CO4** | | | | S | S | M | S | | S | S | M | S | | M | | | S | | |
| **CO5** | | | | S | S | M | S | | S | S | M | S | | M | | | S | | |
| \*S-Strong; M-Medium; L-Low | | | | | | | | | | | | | | | | | | | |

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| **Course Code** | | | | | **22EDUGS07** | | | **INTRODUCTION TO INSTRUCTIONAL PACKAGE DEVELOPMENT USING ADOBE CAPTIVATE** | | | | | | **L** | | | **T** | **P** | | | **C** |
| **Core/Elective/Supportive** | | | | | | | | **Supportive** | | | | | | **28** | | | **2** | **-** | | | **2** |
| **Prerequisite** | | | | | | | | **NIL** | | | | | | **Syllabus Version** | | | | | | | **1** |
| **Course Objectives** | | | | | | | | | | | | | | | | | | | | | |
| 1. To inculcate the knowledge of applying various features available in Adobe Captivate. 2. To demonstrate the instructional package development process such as storyboarding, prototyping and authoring. | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | |
| **Expected Course Outcomes** | | | | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | | | | | |
| 1 | | | Design storyboards for proposed instructional package. | | | | | | | | | | | | | | | | | K6 | |
| 2 | | | Construct prototypes based on the designed storyboards. | | | | | | | | | | | | | | | | | K6 | |
| 3 | | | Develop an instructional package in Adobe Captivate, according to the storyboard. | | | | | | | | | | | | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 1** | | | | | **STORYBOARDING** | | | | | | | | | | **6 Hours** | | | | | | |
| Designing storyboards to develop an instructional package in Adobe Captivate. | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 2** | | | | | **INTRODUCTION TO ADOBE CAPTIVATE** | | | | | | | | | | **6 Hours** | | | | | | |
| Responsive Project – Slides – Master Slides – Timeline – Drag and Drop – Multistate Objects – Effects. | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 3** | | | | | **FEATURES IN ADOBE CAPTIVATE** | | | | | | | | | | **6 Hours** | | | | | | |
| Text to Speech – Audio Management – Quiz – Software Simulation – Lecture Video Slides with Webcam. | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 4** | | | | | **ADVANCED FEATURES IN ADOBE CAPTIVATE** | | | | | | | | | | **6 Hours** | | | | | | |
| Actions – Advanced Actions – Variables – Interactive Video. | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 5** | | | | | **PACKAGING** | | | | | | | | | | **5 Hours** | | | | | | |
| Publishing an instructional package using Adobe Captivate for LMS-Moodle. | | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 6** | | | | | **CONTEMPORARY ISSUES** | | | | | | | | | | **1 Hours** | | | | | | |
| Compare the features of Adobe Captivate with other packaging software used in e-learning industry. | | | | | | | | | | | | | | | | | | | | | |
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| **Total Practical Hours** | | | | | | | | | | | | | | | **30 Hours** | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | |
| **Text Books** | | | | | | | | | | | | | | | | | | | | | |
| 1 | Pooja Jaisingh & Damien Bruyndonckx. (2019). Mastering Adobe Captivate 2019: Build cutting edge professional SCORM compliant and interactive eLearning content with Adobe Captivate (5th. ed.). Packt Publishing Ltd. | | | | | | | | | | | | | | | | | | | | |
| 2 | Kevin Siegel. (2018). Adobe Captivate 2019: The Essentials. Iconlogic Inc. | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | | | | | | | |
| 1 | Diane Elkins & Desiree Pinder. (2015). E-Learning Fundamentals: A Practical Guide. American Society for Training and Development. | | | | | | | | | | | | | | | | | | | | |
| 2 | Tim Slade. (2018). The ELearning Designer's Handbook: A Practical Guide to the ELearning Development Process for New ELearning Designers. CreateSpace Independent Publishing Platform. | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | |
| **Related Online Contents** | | | | | | | | | | | | | | | | | | | | | |
| 1 | | Adobe Captivate Learn & Support – adobe.com (https://helpx.adobe.com/in/support/captivate.html) | | | | | | | | | | | | | | | | | | | |
| Course Designed By: Dr. M. Parthasarathy | | | | | | | | | | | | | | | | | | | | | |
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| **Mapping with Programme Outcomes** | | | | | | | | | | | | | | | | | | | | | |
| **COs** | | | | **PO1** | | **PO2** | **PO3** | | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | | | **PO9** | | | **PO10** | | |
| **CO1** | | | | S | | S | M | | S | S | S | M | S | | | M | | | S | | |
| **CO2** | | | | S | | S | M | | S | S | S | M | S | | | M | | | S | | |
| **CO3** | | | | S | | S | M | | S | S | S | M | S | | | M | | | S | | |
| \*S-Strong; M-Medium; L-Low | | | | | | | | | | | | | | | | | | | | | |

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| **Course Code** | | | | **22EDUGS08** | | | **INTRODUCTION TO INSTRUCTIONAL PACKAGE DEVELOPMENT USING ARTICULATE STORYLINE** | | | | | **L** | **T** | **P** | **C** |
| **Core/Elective/Supportive** | | | | | | | **Supportive** | | | | | **28** | **2** | **-** | **2** |
| **Prerequisite** | | | | | | | **NIL** | | | | | **Syllabus Version** | | | **1** |
| **Course Objectives** | | | | | | | | | | | | | | | |
| 1. To inculcate the knowledge of applying various features available in Articulate Storyline. 2. To demonstrate instructional package development process such as prototyping and authoring. | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Expected Course Outcomes** | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | |
| 1 | | Design storyboards for proposed instructional package. | | | | | | | | | | | | K6 | |
| 2 | | Construct prototypes based on the designed storyboards. | | | | | | | | | | | | K6 | |
| 3 | | Using the graphics and interactive animations created using Adobe Photoshop, Adobe Illustrator and Adobe Animate. | | | | | | | | | | | | K6 | |
| 4 | | Develop an instructional package in Articulate Storyline, according to the storyboard, by integrating all multimedia contents. | | | | | | | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Unit: 1** | | | | **INTRODUCTION** | | | | | | | | **6 Hours** | | | |
| Storyboarding – Storyline Views – Setting Size, Color and Fonts – Inserting and Formatting Text – Animations and Timeline. | | | | | | | | | | | | | | | |
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| **Unit: 2** | | | | **ADVANCED FEATURES** | | | | | | | | **6 Hours** | | | |
| Inserting and Editing Content – Formatting Shapes – Formatting Images – Storyline’s Characters – Syncing Audio – Inserting Video. | | | | | | | | | | | | | | | |
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| **Unit: 3** | | | | **ADVANCED INTERACTIONS** | | | | | | | | **6 Hours** | | | |
| Creating Layers – Setting Triggers – Creating and Linking Scenes – Graphic Interaction – Scrolling Panel – Slider Interaction – Triggers for Slider. | | | | | | | | | | | | | | | |
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| **Unit: 4** | | | | **ASSESSMENT** | | | | | | | | **6 Hours** | | | |
| Question Types – Drag and Drop – Result Slide. | | | | | | | | | | | | | | | |
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| **Unit: 5** | | | | **ADVANCED ACTIONS** | | | | | | | | **5 Hours** | | | |
| Variables – Conditions – Customize Quiz – Branching on Scores – Random Variables. | | | | | | | | | | | | | | | |
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| **Unit: 6** | | | | **CONTEMPORARY ISSUES** | | | | | | | | **1 Hours** | | | |
| Compare the features of Adobe Captivate with other packaging software used in e-learning industry. | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Total Lecture Hours** | | | | | | | | | | | | **30 Hours** | | | |
|  | | | | | | | | | | | | | | | |
| **Text Books** | | | | | | | | | | | | | | | |
| 1 | Diane Elkins, DesiréePinder& William Everhart. (2021). E-Learning Uncovered: Articulate Storyline 360 (2021 ed.). E-Learning Uncovered, Inc., Publication. | | | | | | | | | | | | | | |
| 2 | Kevin Siegel and KalHadi. (2017). Articulate Storyline 3 & 360: Beyond the Essentials. Iconlogic, Inc. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | |
| 1 | Ashley Chiasson. (2016). Mastering Articulate Storyline. Packt Publishing Limited. | | | | | | | | | | | | | | |
| 2 | Diane Elkins & Desiree Pinder. (2015). E-Learning Fundamentals: A Practical Guide. American Society for Training and Development. | | | | | | | | | | | | | | |
| 3 | Tim Slade. (2018). The ELearning Designer's Handbook: A Practical Guide to the ELearning Development Process for New ELearning Designers. CreateSpace Independent Publishing Platform. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Related Online Contents** | | | | | | | | | | | | | | | |
| 1 | Storyline 360 User Guide – articulate.com (https://articulate.com/support/article/Storyline-360-User-Guide). | | | | | | | | | | | | | | |
| Course Designed By: Dr. M. Parthasarathy | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Mapping with Programme Outcomes** | | | | | | | | | | | | | | | |
| **COs** | | | **PO1** | | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | | **PO10** | |
| **CO1** | | | S | | S | M | M | S | S | M | S | M | | S | |
| **CO2** | | | S | | S | M | M | S | S | M | S | M | | S | |
| **CO3** | | | S | | S | M | M | S | S | M | S | M | | S | |
| **CO4** | | | S | | S | M | M | S | S | M | S | M | | S | |
| \*S-Strong; M-Medium; L-Low | | | | | | | | | | | | | | | |

**BHARATHIAR UNIVERSITY :: COIMBATORE 641 046**

**For Any University Department**

*(For the students admitted during the academic year 2022 – 23 onwards)*

**ONLINE COURSES**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | **Title of the Course** | **Credits** | **Hours** | | **Maximum Marks** | | |
| **Theory** | **Practical** | **CIA** | **ESE** | **Total** |
| 22EDUGO04 | Communicative English | 2 | 2 | - | 12 | 38 | 50 |

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| **Course Code** | | | | **22EDUGO01** | | | **COMMUNICATIVE ENGLISH** | | | | | | **L** | | | | **T** | **P** | | **C** |
| **Course** | | | | | | | **Online Course** | | | | | | **30** | | | | **4** | **-** | | **2** |
| **Pre-requisite** | | | | | | | **NIL** | | | | | | **Syllabus Version** | | | | | | | **1** |
| **Course Objectives** | | | | | | | | | | | | | | | | | | | | |
| 1. To acquire a new perspective on communicative English. 2. To improve and extend the range of communication in English. 3. To Acquire written and speech communication. | | | | | | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes** | | | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | | | | |
| 1 | | Know basics of English Grammar. | | | | | | | | | | | | | | | | K2 | | |
| 2 | | Understand Language variety. | | | | | | | | | | | | | | | | K1 | | |
| 3 | | Know written communication styles. | | | | | | | | | | | | | | | | K3 | | |
| 4 | | Know interpersonal communication in official settings. | | | | | | | | | | | | | | | | K3 | | |
| 5 | | Know oral aspects of communication in formal settings. | | | | | | | | | | | | | | | | K3 | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| **Unit: 1** | | | | **Grammar in Use: Concepts** | | | | | | | | | | | **6 Hours** | | | | | |
| Parts of Speech, Tense and Aspect, Mood, Cause, Reason and Purpose, Agreement, Degrees of Comparison, Conditional clauses – Seeking Permission, Request, Command, Reprimand, etc. | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 2** | | | | **Types of Communication** | | | | | | | | | | **4 Hours** | | | | | | |
| Verbal Communication – Non-Verbal Communication –Language Variety – Geographical, Formal/In formal, Register, Dialect etc. | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 3** | | | | **Written Communication** | | | | | | | | | **10 Hours** | | | | | | | |
| Technical Writing (Writing Reports) –Business Communication (Letters, Memos). | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 4** | | | | **Interpersonal Communication** | | | | | | | | | **4 Hours** | | | | | | | |
| Dealing with Boss – Dealing with Subordinates. | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 5** | | | | **Oral Communication** | | | | | | | | | **4 Hours** | | | | | | | |
| Job Interviews –Public Speech –Group Discussions –Brain Storming. | | | | | | | | | | | | | | | | | | | | |
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| **Unit: 6** | | | | **Contemporary Issues** | | | | | | | | | **2 Hours** | | | | | | | |
| Corporate communication - Netiquete  Expert lectures, online seminars - webinars | | | | | | | | | | | | | | | | | | | | |
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|  | | | | **Total Lecture Hours** | | | | | | | | | **30 Hours** | | | | | | | |
| **Text Books** | | | | | | | | | | | | | | | | | | | | |
| 1 | Thakur . D(2017). A Handbook of English Grammar and Usage , BharatiBhawan Publication | | | | | | | | | | | | | | | | | | | |
| 2 | BhatnagarNitin, (2010), Communicative English for Engineers and Professionals, Pearson Education India. | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | | | | | | |
| 1 | Tony Lynch(2007) Study Listening- Cambridge University Press | | | | | | | | | | | | | | | | | | | |
| 2 | Sureshkumar.E and Sreehari.P (2007)Communicative English, Orient Blackswan | | | | | | | | | | | | | | | | | | | |
| 3 | Stannard Allen .W. (2009)- Living English Structure (5th Edition), Pearson Publications | | | | | | | | | | | | | | | | | | | |
| 4 | Pearson Education India, (2010).Contemporary Communicative English for Technical Communication. | | | | | | | | | | | | | | | | | | | |
| 5 | Josh Sreedharan (2014) The Four Skills for Communication , Cambridge University Press India Private Limited | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | | | | | | |
| 1 | **Website:**Conversation Practice: www.focusenglish.com | | | | | | | | | | | | | | | | | | | |
| 2 | Developing Soft Skills and Personality – Professor T.Ravichandran, IIT Konpur,-8 Weeks-NPTEL. | | | | | | | | | | | | | | | | | | | |
| 3 | **Website:** www.english-the-easy-way.com, Grammar Quizzes- a4esl.org | | | | | | | | | | | | | | | | | | | |
| 4 | **Website:** www.englishclub.com, www.usingenglish.com, www.edufind.com | | | | | | | | | | | | | | | | | | | |
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| Course Designed By: Dr.A.R.BHAVANA | | | | | | | | | | | | | | | | | | | | |
| **Mapping with Programme Outcomes** | | | | | | | | | | | | | | | | | | | | |
| **COs** | | | **PO1** | | **PO2** | **PO3** | | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | | | | **PO9** | | | **PO10** | |
| **CO1** | | | S | | L | L | | L | L | L | L | L | | | | L | | | L | |
| **CO2** | | | S | | L | L | | L | L | L | L | L | | | | L | | | L | |
| **CO3** | | | S | | L | L | | L | L | L | L | L | | | | L | | | L | |
| **CO4** | | | S | | L | L | | L | L | L | L | L | | | | L | | | L | |
| **CO5** | | | S | | L | L | | L | L | L | L | L | | | | L | | | L | |
| \*S-Strong; M-Medium; L-Low | | | | | | | | | | | | | | | | | | | | |

**BHARATHIAR UNIVERSITY :: COIMBATORE 641 046**

**For Any University Department**

*(For the students admitted during the academic year 2022 – 23 onwards)*

**CERTIFICATE COURSES**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | **Title of the Course** | **Credits** | **Hours** | | **Maximum Marks** | | |
| **Theory** | **Practical** | **CIA** | **ESE** | **Total** |
| 22EDUCT01 | Creating Motion Graphics and Visual Effects in Adobe After Effects | - | - | - | - | - | - |
| 22EDUCT02 | **Audio Recording and Editing in Adobe Audition** | - | - | - | - | - | - |

**Creating Motion Graphics and Visual Effects in Adobe After Effects (22EDUCJ01)**

|  |  |  |
| --- | --- | --- |
| **1** | **Name of the Course** | Creating Motion Graphics and Visual Effects in Adobe After Effects (22EDUCJ01) |
| **2** | **Name of the Department** | Educational Technology |
| **3** | **Name of the Faculty Member** | Dr. M. Parthasarathy |
| **4** | **Inter/Intra Department** | Inter and Intra Department |
| **5** | **Objectives of the Course** | 1. To familiarize concept of motion graphics and visual effects.  2. To demonstrate creating motion graphics and visual effects in Adobe After Effects.  3. To inculcate tools available in Adobe After Effects. |
| **6** | **Topics to be Covered** | Composition – Tools – Creation and Animation of Shapes and Text – Transitions – Visual Effects – Master Properties – Tracking – Working on Video |
| **7** | **Duration of the Course** | 30 Hours |
| **8** | **Eligibility** | Any graduate with knowledge of using computers |
| **9** | **Registration** | In-Person |
| **10** | **Description of the Course** | Adobe After Effects is a digital visual effects, motion graphics, and compositing application developed by Adobe Systems and used in the post-production process of film making, video games and television production. Among other things, After Effects can be used for keying, tracking, compositing, and animation. In this course, the learners will understand the principles of motion graphics and visual effects. Hands-on-training will be provided for becoming motion graphics designer. |
| **11** | **Job Opportunities** | Motion Graphics Designer, Video Editor |
| **12** | **Number of Candidates** | 10 |
| **13** | **Course Fee** | NIL |

**Audio Recording and Editing in Adobe Audition (22EDUCJ02)**

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| **1** | **Name of the Course** | **Audio Recording and Editing in Adobe Audition (**21EDUCJ02) |
| **2** | **Name of the Department** | Educational Technology |
| **3** | **Name of the Faculty Member** | Dr. T. Enok Joel |
| **4** | **Inter/Intra Department** | Inter and Intra Department |
| **5** | **Objectives of the Course** | 1. To familiarize the concept of record a short audio file and edit existing audio clips. 2. To demonstrate to work with multiple audio tracks at the same time and use effects and adjustments on audio clips. |
| **6** | **Topics to be Covered** | Workspace and setup; Digital audio fundamentals: Importing, Recording and Editing; Applying effects; Saving and Exploring. |
| **7** | **Duration of the Course** | 30 Hours |
| **8** | **Eligibility** | Any graudate with knowledge of using computers. |
| **9** | **Registration** | In-person |
| **10** | **Description of the Course** | **Adobe Audition** is very easy to do anything from simple cuts and splicing to complex audio editing operations. **Adobe Audition** supports a wide variety of audio file formats and codecs, which can be managed through a well-designed Media Browser interface. In this course, the learners will understand the principles of adobe audition and sound effects. Hands-on-training will be provided for becoming audio editing designer. |
| **11** | **Job Opportunities** | Audio Editor |
| **12** | **Number of Candidates** | 10 |
| **13** | **Course Fee** | Free |

**BHARATHIAR UNIVERSITY :: COIMBATORE 641 046**

**For Any University Department**

*(For the students admitted during the academic year 2022 – 23 onwards)*

**VALUE ADDED COURSES**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | **Title of the Course** | **Credits** | **Hours** | | **Maximum Marks** | | |
| **Theory** | **Practical** | **CIA** | **ESE** | **Total** |
| 22EDUCV01 | Articulate in English | - | - | - | - | - | - |
| 22EDUCV02 | **SPSS** | - | - | - | - | - | - |

Articulate in English (**22EDUCV01)**

|  |  |  |
| --- | --- | --- |
| 1 | Name of the Department | Educational Technology |
| 2 | Name of the PG Programme | M.Sc. E Learning Technology |
| 3 | Details of the Value Added Course:a)Name of the Value Added Courseb) Type of Value Added Coursesc) Short Descriptiond) Syllabus including Reference | Articulate in English  Theory and Practice  Enclosed (EI)  Enclosed(EII) |
| 4 | Target Audience | PG students (II semester) |
| 5 | Details of Faculty Handling the Course | Dr. A.R.Bhavana, Associate Professor, Department of Educational Technology  Email: bhavanaar@gmail.com  Phone: 9940716867 |
| 6 | Tentative Timetable | Will be decided on registration |
| 7 | No. of students opting for the course | - |
| 8 | Department consultative minutes | Enclosed |
| 9 | Name and Designation of the Co ordinator | Dr. A.R.Bhavana, Associate Professor, Department of Educational Technology |

**Enclosure I - Short Description of the course**

The course has been designed to develop communicative competence in students.

The course will introduce the students to the technicalities of listening, pronunciation, appropriate use of words according to context.

**Enclosure II- Syllabus**

Listening- Casual and Academic , domain specific vocabulary ( 6 hours)

Reading- Fiction, News (Authentic Material) and Academic (6 hours)

Speaking – Extempore, Group Discussion on factual, and fictional, Role-plays, Dialogues and Data transcoding. ( 10hours)

Writing - Error-free fillups, sequences in dialogues, letters ,sentences, and paragraphs (6 hours)

**References**

1.A Textbook of English Phonetics for Indian Students – T. Balasubhramanian- Macmillan  
Publications  
2. Better English Pronunciation – J.D. Connor – Cambridge University Press

3. McCarthy and Felicity O’ DellEnglish Vocabulary in Use II Edition ,Cambridge University Press

SPSS (**22EDUCV02)**

|  |  |  |
| --- | --- | --- |
| 1 | Name of the Department | Educational Technology |
| 2 | Name of the PG Programme | M.Sc. E Learning Technology |
| 3 | Details of the Value Added Course:a)Name of the Value Added Courseb) Type of Value Added Coursesc) Short Descriptiond) Syllabus including Reference | Data Analysis Using SPSS  Theory and Practice  Enclosed (EI)  Enclosed (EII) |
| 4 | Target Audience | PG students (II semester) |
| 5 | Details of Faculty Handling the Course | Dr. S. Thangarajathi, Associate Professor, Department of Educational Technology  Email: thangarajathiphd@gmail.com  Phone: 9842177401 |
| 6 | Tentative Timetable | Enclosed (EIII) |
| 7 | No. of students opting for the course | 15 |
| 8 | Department consultative minutes | Enclosed |
| 9 | Name and Designation of the Coordinator | Dr. S. Thangarajathi, Associate Professor, Department of Educational Technology |

**Enclosure – EI**

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| --- |
| **Short Description** |
| The main objective of this value added course is to make the student to understand the main features of SPSS and make them to perform descriptive and inferential statistics by using SPSS. The prerequisite for this course is a good knowledge of basic descriptive and inferential statistics and it is advisable to have a good familiarity with pc operations. |

**Enclosure – EII**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Objectives:** | | | | | | | |
| 1. Understand the main features of SPSS. 2. Perform descriptive analysis with SPSS. 3. Perform common parametric and non - parametric tests. 4. Perform simple regression and multivariate analysis | | | | | | | |
|  | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | |
| 1 | Understand the main features of SPSS | | | | | | K2 |
| 2 | Perform descriptive analysis with SPSS. | | | | | | K6 |
| 3 | Perform common parametric and non - parametric tests. | | | | | | K6 |
| 4 | Perform simple regression and multivariate analysis | | | | | | K6 |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | |
|  | | | | | | | |
| **Unit:1** | | **Introduction to SPSS** | | | | **5hours** | |
| SPSS : General descriptions, functions, menu s, commands- open SPSS data file – save – import from other data source – data entry – labeling for dummy numbers - recode in to same variable – recode in to different variable – transpose of data – insert variables and cases – merge variables and cases. | | | | | | | |
|  | | | | | | | |
| **Unit:2** | | **Data Handling** | | | **6 hours** | | |
| Split – select cases – compute total scores – table looks – Changing column - font style and sizes Unit | | | | | | | |
|  | | | | | | | |
| **Unit:3** | | **Diagrammatic Representation** | | **5 hours** | | | |
| Simple Bar diagram – Multiple bar diagram – Sub-divided Bar diagram - Percentage diagram - Pie Diagram – Frequency Table – Histogram – Scatter diagram – Box plot. | | | | | | | |
|  | | | | | | | |
| **Unit:4** | | **Descriptive Statistics** | | **7hours** | | | |
| Mean, Median, Mode, SD- Skewness- Kurtosis. Correlation – Karl Pearson’s and Spearman’s Rank Correlation , Regression analysis: Simple and Multiple Regression Analysis [ Enter and stepwise methods] | | | | | | | |
|  | | | | | | | |
| **Unit:5** | | **Testing of Hypothesis** | **7hours** | | | | |
| Testing of Hypothesis: Parametric – One sample – Two sample Independent t – test – Paired t – test. Non – parametric: One sample KS test- Mann-Whitney U test – Wilcoxon Signed Rank test - Kruskal Wallis test – Friedman test- Chi- square test. Analysis of variance: One way and Two way ANOVA. | | | | | | | |
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| **Text Book(s)** | |
| 1 | Clifford E.Lunneborg (2000). Data analysis by resampling: concepts and applications. Dusbury Thomson learning. Australia. |
| 2 | Everitt, B.S and Dunn, G (2001). Applied multivariate data analysis. Arnold London. |
|  | |
| **Reference Books** | |
| 1 | Jeremy J. Foster (2001). Data analysis using SPSS for windows. New edition. Versions 8-10. Sage publications. London. |
| 2 | Michael S. Louis – Beck (1995). Data analysis an introduction, Series: quantitative applications in the social sciences. Sage. Publications. Londo |