

PG DIPLOMA in E-LEARNING TECHNOLOGY

Syllabus

UNIVERSITY DEPARTMENTS

Program Code: 23EDUD

2023 – 2024 Onwards



BHARATHIAR UNIVERSITY

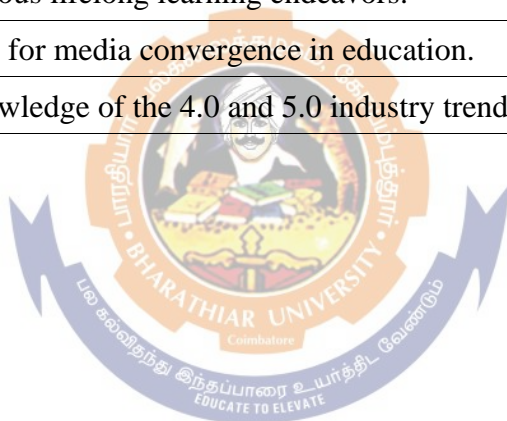
(A State University, Accredited with “A++” Grade by NAAC,
Ranked 21st among Indian Universities by MHRD-NIRF)

Coimbatore - 641 046, Tamil Nadu, India

Program Educational Objectives (PEOs)	
The PG Diploma in E-Learning Technology students are expected to attain the following:	
PEO1	Able to create effective and engaging learning experiences.
PEO2	Be an information architect in an organization to prepare training modules.
PEO3	Be adept in analyzing the educational need of a corporate's LMS.
PEO4	Connect information technology, communication technology, media technology and educational technology.
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.



Program Specific Objectives (PSOs)	
After the successful completion of PG Diploma in 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 e-learning design and e-learning package development.
PSO3	Independently and collaboratively work in e-learning production and administrative environments.
PSO4	Acquire and apply core areas of information technology, communication technology, media technology and educational 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.



Program Outcomes (POs)	
On successful completion of the PG Diploma in 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 contents for formal and informal settings.
PSO4	Design, develop and implement e-content.
PSO5	Create interactive multimedia content with suitable interface designs.
PSO6	Prepare appropriate e-content for different e-learning environments viz., formal learning, blended learning, hybrid learning and complete virtual learning.
PSO7	Install and administer learning management systems.
PSO8	Manage the existing e-learning environments in industry and educational institutions.
PSO9	Train prospective designers and developers on e-learning technologies.
PSO10	Apply knowledge of 4.0 and 5.0 industry trends in education.



BHARATHIAR UNIVERSITY :: COIMBATORE 641 046
PG Diploma in E-Learning Technology Curriculum (University Department)
(For the students admitted during the academic year 2023 – 24 onwards)

Course Code	Title of the Course	Credits	Hours		Maximum Marks		
			Theory	Practical	CIA	ESE	Total
FIRST SEMESTER							
CORE COURSES							
23EDUDC01	Introduction to Multimedia in Instruction	4	4	-	75	25	100
23EDUDC02	Instructional Technology –I	4	4	-	75	25	100
23EDUDP01	Graphic Designing using Adobe Photoshop, Adobe Illustrator and Adobe Animate – Practical	4	-	8	75	25	100
23EDUDP02	Instructional Package Development using Adobe Captivate – Practical	4	-	8	75	25	100
ELECTIVE COURSE*1							
23EDUDE01	Communicative English	4	4	-	75	25	100
23EDUDE02	E-Learning Instrumentation	4	4	-	75	25	100
	Total	20	12	16	375	125	500
SECOND SEMESTER							
CORE COURSES							
23EDUDC03	Interactive Multimedia Design	4	4	-	75	25	100
23EDUDC04	Instructional Technology – II	4	4	-	75	25	100
23EDUDP03	Instructional Package Development using Articulate Storyline – Practical	4	-	8	75	25	100
23EDUDP04	Learning Management System: Moodle – Practical	4	-	8	75	25	100
ELECTIVE COURSE*1							
23EDUDE03	E-Content Writing	4	4	-	75	25	100
23EDUDE04	Visual Communication						
	Total	20	12	16	375	125	500
	Grand Total	40	24	32	750	250	1000

^{*1} One elective course shall be selected from the list of elective courses offered by our department in that semester.



First Semester

Annexure No.76B, SCAA date: 1

Course Code	23EDUDC01	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.						
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						
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.						
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.						
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.						

Annexure No.76B, SCAA date: 1

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.		
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.		
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.	
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-Centred 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.	

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]

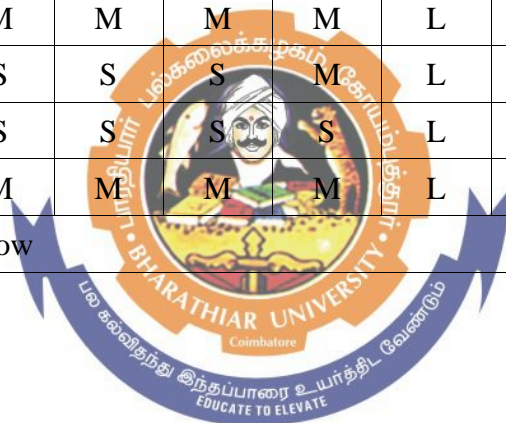
1	Web Based Technologies and Multimedia Applications (https://onlinecourses.swayam2.ac.in/nou21_cs07/preview)
2	Introduction to Multimedia Systems and Processing (https://nptel.ac.in/courses/117105083)
3	Introduction to Multimedia (http://oasis.col.org/handle/11599/2852)

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



Course code	23EDUDC02	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.						
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						
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.						
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.						
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.						
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: Glacier Model						
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.						

Annexure No.76B, SCAA date: 18

Unit:6		Contemporary Issues						2 hours		
Issues in Instructional Technology										
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.									
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	Reimagining 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-instructional-design-and-technology-4th-edition-whats-new-in-ed-psych-tests-measurements-pdf-byrobert-a-reiser-pearson?qid=bdb4c8b3-8593-4ed1-82a52e7ba848bcd&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										

Annexure No.76B, SCAA date: 1

Course Code	23EDUDP01	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.						
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						
Unit: 1						
ADOBE PHOTOSHOP			24 Hours			
Tools – Image Size – Layers – Selections – Colors – Text and Shapes – Filters.						
Unit: 2						
ADOBE ILLUSTRATOR			24 Hours			
Tools – Create and Edit Shapes – Artworks – Layers – Tracing						
Unit: 3						
INTRODUCTION TO ADOBE ANIMATE			24 Hours			
HTML5 Canvas – Tools – Managing Colors – Motion Tweening – Shape Tweening – Movieclip – Button						
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						
Unit: 6						
CONTEMPORARY ISSUES			2 Hours			

Integrate graphics created in Adobe Photoshop and Adobe Illustrator using Adobe Animate.

Total Practical Hours

120 Hours

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.

Reference Books

- 1 Adesina Arojo. (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.

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

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

Annexure No.76B, SCAA date: 1

Course Code	23EDUDP02	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.						
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						
Unit: 1						
STORYBOARDING			12 Hours			
Designing storyboards to develop an instructional package in Adobe Captivate.						
Unit: 2						
INTRODUCTION TO ADOBE CAPTIVATE			12 Hours			
Responsive Project – Slides – Master Slides – Timeline – Drag and Drop – Multistate Objects – Effects.						
Unit: 3						
FEATURES IN ADOBE CAPTIVATE			48 Hours			
Text to Speech – Audio Management – Quiz – Software Simulation – Lecture Video Slides with Webcam.						
Unit: 4						
ADVANCED FEATURES IN ADOBE CAPTIVATE			24 Hours			
Actions – Advanced Actions – Variables – Interactive Video – VR Slides.						
Unit: 5						
PACKAGING			22 Hours			

Developing and publishing an instructional package using Adobe Captivate for LMS-Moodle.

Unit: 6 **CONTEMPORARY ISSUES** **2 Hours**

Compare the features of Adobe Captivate with other packaging software used in e-learning industry.

Total Practical Hours **120 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)
(<https://helpx.adobe.com/in/support/captivate.html>)

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	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

Course code	23EDUDE01	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.						
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.						
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						
Unit:3						
Written Communication		12 Hours				
Technical Writing (Writing Reports) following style guides : MLA, APA, Business Communication: drafting Letters, requests, reminders, and memos.						
Unit:4						
Interpersonal Communication		12 Hours				
Communication in corporate culture, environment, organized corporate communication. Types of Business Communication: downward communication, upward communication, horizontal communication and diagonal Communication						
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.						
Unit:6						
Contemporary Issues		2 Hours				
Netiquette, participating in expert lectures, online seminars, webinars, meetings.						
		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	Ullica Segerstrale , 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

Reference Books

1	Thakur .D(2017). A Handbook of English Grammar and Usage , Bharati Bhawan 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 ,Website for Conversation Practice: www.focusenglish.com , www.englishclub.com , www.usingenglish.com , www.edufind.com , www.english-the-easy-way.com , Grammar Quizzes- a4esl.org/q/j/

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

CO5	S	S	L	S	S	S	L	L	M	M
-----	---	---	---	---	---	---	---	---	---	---

Course Code	23EDUCE02	E-LEARNING INSTRUMENTATION	L	T	P	C
Core/Elective/Supportive		ELECTIVE	5 6	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.						
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						
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.						
Unit: 2						
VIDEO CONFEREINCING TOOLS			12 Hours			
Zoom, Skype, Google meet, Big Blue Button, Cisco Webex meetings, Microsoft teams.						
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.						
Unit: 4						
CAMERAS &PROJECTORS			12 Hours			
Types of Video Cameras- Projectors- Video Switchers – Audio Mixers- Streaming Devices and Servers.						

Annexure No.76B, SCAA date: 1

Unit: 5	VIRTUAL CLASSROOM	10 Hours								
Lightings: Indoor & Outdoor; Types of Internet Connections; Model Virtual Classroom Environment- Model Educational Video Studio.										
Unit: 6	CONTEMPORARY ISSUES	2 Hours								
Features of Modern Educational Video Studio										
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 (12 th . ed.). Cengage Learning.									
Reference Books										
1	Bruce Bartlett & Jenny Bartlett. (2016). Practical Recording Techniques: The Step-by-Step Approach to Professional Audio Recording (7 th . rev. ed.). Focal Press.									
2	James C Foust, Edward J Fink, & Lynne S Gross. (2017). Video Production: Disciplines and Techniques (11 th . 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.									
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										
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										



Second Semester

Course Code	23EDUDC03	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.						
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						
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						
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.						
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.						

Annexure No.76B, SCAA date: 1

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.		
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		
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.	
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.	
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)	

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



Course code	23EDUDC04	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.						
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						
Unit:1 Introduction 11 hours						
Instructional Technology: Need, and Scope- Instructional System Analysis –Need Assessment-Task Analysis and Task Description						
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						
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						
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.						
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.						
Unit:6 Contemporary Issues 2 hours						
Trends in Instructional Technology						
Total Lecture hours			60 hours			
Text Book(s)						

Annexure No.76B, SCOA date: 1

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.									
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	Reimagining 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-instructional-design-and-technology-4th-edition-whats-new-in-ed-psych-tests-measurements-pdf-by-robert-a-reiser-pearson?qid=bdb4c8b3-8593-4ed1-82a52e7ba848bcd&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										

Annexure No.76B, SCAA date: 1

Course Code	23EDUDP03	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.						
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			12 Hours			
Storyline Views – Setting Size, Color and Fonts – Inserting and Formatting Text – Animations and Timeline.						
Unit: 2						
ADVANCED FEATURES			24 Hours			
Inserting and Editing Content – Formatting Shapes – Formatting Images – Storyline’s Characters – Syncing Audio – Inserting Video.						
Unit: 3						
ADVANCED INTERACTIONS			36 Hours			
Creating Layers – Setting Triggers – Creating and Linking Scenes – Graphic Interaction – Scrolling Panel – Slider Interaction – Triggers for Slider.						
Unit: 4						
ASSESSMENT			24 Hours			
Question Types – Drag and Drop – Result Slide.						

Annexure No.76B, SCAA date: 1

Unit: 5	ADVANCED ACTIONS	22 Hours								
Variables – Conditions – Customize Quiz – Branching on Scores – Random Variables.										
Unit: 6	CONTEMPORARY ISSUES	2 Hours								
Compare the features of Adobe Captivate with other packaging software used in e-learning industry.										
Total Lecture Hours		120 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										

Annexure No.76B, SCAA date: 1

Course Code	23EDUDP04	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.						
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						
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.						
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.						
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.						

Annexure No.76B, SCAA date: 1

Unit: 4	ASSESSMENT	24 Hours								
Quiz: Creating Quiz, Building Question Bank, Managing Quizzes, Quiz Security and Capabilities – Grading: Interfaces, Categories, Calculations, Importing, Exporting.										
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.										
Unit: 6	CONTEMPORARY ISSUES	2 Hours								
Overcoming Limitations of Moodle – Future Challenges of LMS.										
Total Lecture Hours		120 Hours								
Text Books										
1	William Rice & Susan Smith Nash. (2018). Moodle 3 E-Learning Course Development (4 th ed.). Ingram Short Title.									
2	Alex Buchner. (2016). Moodle 3 Administration (3rd. ed.). Packt Publishing Ltd.									
Reference Books										
1	Susan Smith Nash. (2016). Moodle 3.x Teaching Techniques (3 rd . ed.). Packt Publishing Limited.									
2	Michael W. Allen. (2020). Corporate Learning with Moodle Workplace. Packt Publishing Limited.									
Related Online Contents										
1	Documentation – moodle.org (https://docs.moodle.org/400/en/Main_page).									
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
CO5	S	S	M	M	S	S	M	S	M	S
*S-Strong; M-Medium; L-Low										

Course code	23EDUDE03	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.						
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 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1 Basics of Writing 12 Hours						
Content Writing- Definition, Traditional Content, versus E-Content, Coherence, Cohesion, Accuracy, Brevity, and Clarity.						
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.						
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.						
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						
Unit:6 Contemporary Issues 2 Hours						
Writing for long forms, Gamification						
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, Elsevier 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 Elsevier Inc., UK
7	Alan B. Albarran, (2016), Management of Electronic and Digital Media, 6th Edition, Engage Learning.

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

Course Designed By: Dr. A.R.BHAVANA

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

Annexure No.76B, SCAA date: 1

Course Code	23EDUDE04	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						
Unit: 1						
INTRODUCTION			12 Hours			
Visual Process – Light, Eye, Retina and Brain – Color, Form, Depth and Movement – Sensual and Perceptual Theories.						
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.						
Unit: 3						
PERSPECTIVES			12 Hours			
Perspectives of Visual Communication – Visual Persuasion in Advertising, Public Relations and Journalism – Media Coverage and Prejudicial Thinking.						
Unit: 4						
PRINT VISUAL DESIGN			10 Hours			
Typography – Graphic Design – Informational Graphics – Cartoons.						
Unit: 5						
ELECTRONIC VISUAL DESIGN			12 Hours			
Photography – Motion Pictures – Television – Computers – Internet.						
Unit: 6						
CONTEMPORARY ISSUES			2 Hours			

Visual Designing for E-Learning – Interactivity and Visual Designing

Total Lecture Hours**60 Hours****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 (1 st . ed.). SAGE Publications Ltd. |
| 3 | Willemien Brand. (2017). Visual Thinking: Empowering People and Organisations through Visual Collaboration (1 st . ed.). BIS Publications. |

Reference Books

- | | |
|---|---|
| 1 | ShahiraFahmy, Mary Angela Bock & Wayne Wanta. (2014). Visual Communication Theory and Research: A Mass Communication Perspective (1 st . 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. |

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

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



Annexure

PG DIPLOMA in E-LEARNING TECHNOLOGY

SYLLABUS (with effect from 2023 – 2024 onwards)



Program Code: 23EDUD



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 641 046, 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 Under Graduate Degree including professional courses from a recognized University.

2. DURATION OF THE COURSE

This programme shall consist of two Semesters covering a total of one academic year. An academic year shall be divided into two Semesters; the first semesters during July to November and the second semester during December to April.

3. REGULATIONS

The regulations 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 a bonafide record note books prescribed for the Practical Examinations. Otherwise the candidates will not be permitted to take the Practical Examinations.