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| M.sc.,  E – Learning Technology |
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| **SYLLABUS**  **FROM THE ACADEMIC YEAR**  **2023 - 2024** |
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| **TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION, CHENNAI – 600 005** |
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| **Program Educational Objectives (PEOs)** | |
| The M. Sc. E Learning Technology post graduate 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 educational needs 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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| **TANSCHE REGULATIONS ON LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK FOR POSTGRADUATE EDUCATION** | |
| **Programme** | **M.Sc., E – Learning Technology** |
| **Programme Code** |  |
| **Duration** | **PG - Two Years** |
| **Programme Outcomes (Pos)** | **PO1: Problem Solving Skill**  Apply knowledge of Management theories and Human Resource practices to solve business problems through research in Global context.  **PO2: Decision Making Skill**  Foster analytical and critical thinking abilities for data-based decision-making.  **PO3: Ethical Value**  Ability to incorporate quality, ethical and legal value-based perspectives to all organizational activities.  **PO4: Communication Skill**  Ability to develop communication, managerial and interpersonal skills.  **PO5: Individual and Team Leadership Skill**  Capability to lead themselves and the team to achieve organizational goals.  **PO6: Employability Skill**  Inculcate contemporary business practices to enhance employability skills in the competitive environment.  **PO7: Entrepreneurial Skill**  Equip with skills and competencies to become an entrepreneur.  **PO8: Contribution to Society**  Succeed in career endeavors and contribute significantly to society.  **PO 9 Multicultural competence**  Possess knowledge of the values and beliefs of multiple cultures and  a global perspective.  **PO 10: Moral and ethical awareness/reasoning**  Ability to embrace moral/ethical values in conducting one’s life. |
| **Programme Specific Outcomes**  **(PSOs)** | **PSO1 – Placement**  To prepare the students who will demonstrate respectful engagement with others’ ideas, behaviors, beliefs and apply diverse frames of reference to decisions and actions.  **PSO 2 - Entrepreneur**  To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate startups and high potential organizations.  **PSO3 – Research and Development**  Design and implement HR systems and practices grounded in research that comply with employment laws, leading the organization towards growth and development.  **PSO4 – Contribution to Business World**  To produce employable, ethical and innovative professionals to sustain in the dynamic business world.  **PSO 5 – Contribution to the Society**  To contribute to the development of the society by collaborating with stakeholders for mutual benefit. |

**Template for P.G., Programmes**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Semester–I** | **Credit** | **Hours** | **Semester-II** | **Credit** | **Hours** | **Semester-III** | **Credit** | **Hours** | **Semester–IV** | **Credit** | **Hours** |
| 1.1. Core-I | 5 | 7 | 2.1. Core-IV | 5 | 6 | 3.1. Core-VII | 5 | 6 | 4.1. Core-XI | 5 | 6 |
| 1.2 Core-II | 5 | 7 | 2.2 Core-V | 5 | 6 | 3.2 Core-VII | 5 | 6 | 4.2 Core-XII | 5 | 6 |
| 1.3 Core – III | 4 | 6 | 2.3 Core – VI | 4 | 6 | 3.3 Core – IX | 5 | 6 | 4.3 Project with viva voce | 7 | 10 |
| 1.4 Discipline Centric  Elective -I | 3 | 5 | 2.4 Discipline Centric  Elective – III | 3 | 4 | 3.4 Core – X | 4 | 6 | 4.4Elective - VI (Industry / Entrepreneurship)  20% Theory  80% Practical | 3 | 4 |
| 1.5 Generic Elective-II: | 3 | 5 | 2.5 Generic Elective -IV: | 3 | 4 | 3.5 Discipline Centric Elective - V | 3 | 3 | 4.5 Skill Enhancement course / Professional Competency Skill | 2 | 4 |
|  |  |  | 2.6 NME I | 2 | 4 | 3.6 NME II | 2 | 3 | 4.6 Extension Activity | 1 |  |
|  |  |  |  |  |  | 3.7 Internship/ Industrial Activity | 2 | - |  |  |  |
|  | **20** | **30** |  | **22** | **30** |  | **26** | **30** |  | **23** | **30** |
| **Total Credit Points -91** | | | | | | | | | | | |

**Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based Credits and Hours Distribution System**

**for all Post – Graduate Courses including Lab Hours**

**First Year – Semester – I**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core – I | 5 | 7 |
| Core – II | 5 | 7 |
| Core – III | 4 | 6 |
| Elective – I | 3 | 5 |
| Elective – II | 3 | 5 |
|  |  | **20** | **30** |

**Semester-II**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core – IV | 5 | 6 |
| Core – V | 5 | 6 |
| Core – VI | 4 | 6 |
| Elective – III | 3 | 4 |
| Elective – IV | 3 | 4 |
| Skill Enhancement Course [SEC] - I | 2 | 4 |
|  |  | **22** | **30** |

**Second Year – Semester – III**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core – VII | 5 | 6 |
| Core – VIII | 5 | 6 |
| Core – IX | 5 | 6 |
| Core (Industry Module) – X | 4 | 6 |
| Elective – V | 3 | 3 |
| Skill Enhancement Course - II | 2 | 3 |
|  | Internship / Industrial Activity [Credits] | 2 | - |
|  |  | **26** | **30** |

**Semester-IV**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core – XI | 5 | 6 |
| Core – XII | 5 | 6 |
| Project with VIVA VOCE | 7 | 10 |
| Elective – VI (Industry Entrepreneurship) | 3 | 4 |
| Skill Enhancement Course – III / Professional Competency Skill | 2 | 4 |
| Extension Activity | 1 | - |
|  |  | **23** | **30** |

**Total 91 Credits for PG Courses**

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| **METHODS OF EVALUATION** | | | | |
| **Internal Evaluation** | Continuous Internal Assessment Test | | **25 Marks** | |
| Assignments / Snap Test / Quiz | |
| Seminars | |
| Attendance and Class Participation | |
| **External Evaluation** | End Semester Examination | | **75 Marks** | |
| **Total** | | | **100 Marks** | |
| **METHODS OF ASSESSMENT** | | | |
| **Remembering (K1)** | | * The lowest level of questions require students to recall information from the course content * Knowledge questions usually require students to identify information in the text book. | |
| **Understanding (K2)** | | * Understanding of facts and ideas by comprehending organizing, comparing, translating, interpolating and interpreting in their own words. * The questions go beyond simple recall and require students to combine data together | |
| **Application (K3)** | | * Students have to solve problems by using / applying a concept learned in the classroom. * Students must use their knowledge to determine a exact response. | |
| **Analyze (K4)** | | * Analyzing the question is one that asks the students to break down something into its component parts. * Analyzing requires students to identify reasons causes or motives and reach conclusions or generalizations. | |
| **Evaluate (K5)** | | * Evaluation requires an individual to make judgment on something. * Questions to be asked to judge the value of an idea, a character, a work of art, or a solution to a problem. * Students are engaged in decision-making and problem – solving. * Evaluation questions do not have single right answers. | |
| **Create (K6)** | | * The questions of this category challenge students to get engaged in creative and original thinking. * Developing original ideas and problem solving skills | |

# M.Sc. E-Learning Technology Curriculum

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| --- | --- | --- | --- |
| **Course Code** | **Title of the Course** | **Credits** | **Hours** |
| Core 1 | Introduction to  E-learning Technology | 5 | 7 |
| Core 2 | Psychology of Learning | 5 | 7 |
| Core 3 | Educational Video Production | 4 | 6 |
| Elective 1 | Elective – I\* | 3 | 5 |
| Elective 2 | Elective – II\* | 3 | 5 |
|  | Educational Video Production – Practical |  |  |
|  | Total | 20 | 30 |

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| **II SEMESTER** | | | |
| Core 4 | Instructional Technology | 5 | 6 |
| Core 5 | E-Content Writing | 5 | 6 |
| Core 6 | Interactive Multimedia Design | 4 | 6 |
| Elective 3 | Elective – III\* | 3 | 4 |
| Elective 4 | Elective – IV\* | 3 | 4 |
|  | Instructional Package Development – Practical |  |  |
|  | NME / Skill Enhancement Course [SEC] | 2 | 4 |
|  | Total | **22** | **30** |

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| **III SEMESTER** | | | |
| Core 7 | Learning Management System: Moodle | 5 | 6 |
| Core 8 | E-Learning Process and Standards | 5 | 6 |
| Core 9 | Research Methods and Statistics | 5 | 6 |
| Core 10 | E-Learning Environment Design | 4 | 6 |
| Elective 5 | Elective – V\* | 3 | 3 |
|  | Web Designing – Practical |  |  |
|  | NME / Skill Enhancement Course [SEC] | 2 | 3 |
|  | Internship / Industrial Activity | 2 | - |
|  | **Total** | **26** | **30** |
| **IV SEMESTER** | | | |
| Core 11 | Creating Motion Graphics and Visual Effects in Adobe After Effects | 5 | 6 |
| Core 12 | Audio Recording and Editing in Adobe Audition | 5 | 6 |
|  | Project work with Viva voce | 7 | 10 |
| Elective 6 | Elective – VI\* | 3 | 4 |
|  | Skill Enhancement Course – III / Professional Competency Skill | 2 | 4 |
|  | Extension Activity | 1 | - |
|  | Total | **23** | **30** |

* **Total Credits -91**

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| **Course Code** | | **21EDUCC01** | **INTRODUCTION TO E-LEARNING TECHNOLOGY** | | **L** | | **T** | **P** | **C** |
| **Core/Elective/Supportive** | | | **Core** | | **4** | | **5** | **-** | **4** |
| **Pre-requisite** | | | **Under Graduation** |  | | |  | | |
| **Course Objectives** | | | | | | | | | |
| 1. To enable the students to understand the concept of e-learning and integrating the technology. 2. To inculcate knowledge in planning the role of information technology in the classroom. 3. To make the students to understand the technology mediated communication and its applications. | | | | | | | | | |
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| **Expected Course Outcomes** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | Gain insight of the history and evolution of e-learning technologies. | | | | | | | K1 | |
| 2 | Acquire knowledge of the foundation of instructional psychology. | | | | | | | K2 | |
| 3 | Have comprehension to application of e-learning models. | | | | | | | K2 | |
| 4 | Understand the basics of co-operation and collaborative learning strategies using hyper media. | | | | | | | K1 | |
| 5 | Have insight of the future of e-learning in the Indian context. | | | | | | | K2 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:1** | | **Concept of E-Learning** | | | | **13 Hours** | | | |
| Meaning, Evolution of E-Learning –Generations of distance education, Components of ELearning – Virtual classroom: Tele conferencing, Audio and Video conferencing tools.  Advantages & disadvantages, E-learning in education versus corporate sector. | | | | | | | | | |
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| **Unit:2** | | **Psychological Background in E-Learning** | | | | **13 Hours** | | | |
| Process of E-Learning: Knowledge Acquisition and Creation, Sharing of Knowledge, Utilization of Knowledge – E-Learning Instructional Grounds: Behaviourism, Cognitivism and Constructivism. | | | | | | | | | |
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| **Unit:3** | | **Models of E-Learning** | | | | **13 Hours** | | | |
| Role of Web-Based Instruction in Learning – Definition, Models of Instructional Design ISD Model & Hyper Media Design Model (HMD) –Tools for web based instruction. | | | | | | | | | |
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| **Unit:4** | | **Trends in E-Learning** | | | | **13 Hours** | | | |
| Challenges of Distance Education – Electronic Media in Distance Education – Open Educational Resources – Internet in Distance Education – Virtual University System, E- Patashala, E Content Development by Indian Institutions. | | | | | | | | | |
| **Unit:5 Current Technologies in E-Learning 11 Hours** | | | | | | | | | |
| Augmented Reality, Artificial Intelligence, Internet of Things,Learning Management System, School | | | | | | | | | |

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| Management, systems, cloud computing, remote virtual laboratories. | | |
| **Unit:6 Contemporary Issues 2 Hours** | | |
| Micro Learning, Micro Training | | |
| **Total Lecture Hours** | | **65 Hours** |
| **Text Books** | | |
| **1** | MahmutSinecen (2018) Trends in E Learning, Intech Open London,UK | |
| **2** | Badrul H.Khan and Mohammad Ally (2015) nternational andbook of Learning,Volume I Theoretical Perspectives and Research,Routledge,UK | |
| **3** | Boykaand Gradinarova(2015)E-Learning Instructional Design, Organizational Strategy andManagement, Intech Open,UK. | |
| **Reference Books** | | |
| **1** | Mohamed Hamada (2013) E-Learning –New Technology, Applications and Future Trends,  Nova Science Publishers. Diane Elkins and Desiree (2015) E Learning Fundamentals: A Practical Guide, Pinder | |
| **2** | Book Depository,UK. Michael Allenn (2016) Guide to E Learning, II Edition John Wiley & Sons, New Jersey | |
| **3** | MahmutSinecen (2018) Trends in E Learning, Intech. Open London,UK | |
| **4** | PradeepMandav, (2001), Visual Media Communication, Authors press. F. Merrill, Allyn and Bacon, (1996), Computers in Education, 3rd Edition, Allen and Bacon Publishers. | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | |
| **1** | Educational Technology – Dr.NaziaHasin , Manipur University-15 Weeks – CEC | |
| **2** | Introduction to Visual Communication – Dr.CSHN.Murthy, Osmania University-12 Weeks- CEC | |
| **3** | Designing Learner Centric E- Learning in STEM Professor SahanaMurthy, IIT Bombay, 3 - 4 Weeks-NPTEL | |
| 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** | 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** | | **21EDUCC02** | **PSYCHOLOGY OF LEARNING** | | **L** | | **T** | **P** | | **C** |
| **Core/Elective/Supportive** | | | **Core** | | **4** | | **5** |  | | **4** |
| **Pre-requisite** | | | **Under Graduation** |  | | |  | | | |
| **Course Objectives** | | | | | | | | | | |
| 1. To understand the meaning, principles and methods of Educational Psychology. 2. To understand and analyze the process of learning and the factors / conditions that facilitates the learning process. 3. To understand the concepts and principles of Behavioral, Cognitive and Information processing theories. 4. To design learning situations that enables the learners to use various styles and strategies of learning. 5. To make the students to apply the psychological principles and theories in the e learning material   preparation. | | | | | | | | | | |
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| **Expected Course Outcomes** | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | |
| 1 | Understand the Meaning, principles and methods of Educational Psychology | | | | | | | | K2 | |
| 2 | Understand and analyze the concepts and principles of Behavioral, Cognitive and Information processing theories. | | | | | | | | K4 | |
| 3 | Understand the factors / conditions that facilitate the learning process. | | | | | | | | K2 | |
| 4 | Analyse Various styles and strategies of learning | | | | | | | | K4 | |
| 5 | Apply the psychological principles and theories in the e-learning environment | | | | | | | | K3 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | |
|  | | | | | | | | | | |
| **Unit:1** | | **Educational Psychology** | | | | **13 Hours** | | | | |
| Psychology: Meaning, Branches and Scope – Major Schools of Psychology –Structuralism, Functionalism, Behaviorism, Gestalt School and Psycho Analysis –Emerging Areas of Educational Psychology – Methods of Psychology – Introspection, Observation, Experimental, Clinical, Case  Study. | | | | | | | | | | |
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| **Unit:2** | | **Learning** | | | | **13 Hours** | | | | |
| Learning – Concept and Principles –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:3** | | **Factors Affecting Learning** | | | | **13 Hours** | | | | |
| Perception: Factors Influencing Perception, Role in Cognition – Attention: Factors, Role of Attention in the Cognitive Process – Memory: Acquisition, Storage and Retrieval of Information, Sensory Memory, Short Term and Long Term Memory, Forgetting – Motivation: Types and Factors. | | | | | | | | | | |

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| **Unit:4** | | **Individual Difference** | **13 Hours** |
| Intelligence: Definition, Nature – Theories of Intelligence: Spearman, Thurston, Guilford and Gardener – Creativity: Nature, Factors Affecting Creativity, Creative Thinking and Guidelines for Teaching Creativity – Personality: Meaning – Theories of Personality – Type Theory, Trait Theory  and Psycho-Analytic Theory. Education 5.0- Deep thinking. | | | |
| **Unit:5** | | **Psychological Measurement** | **11 Hours** |
| Concept of Evaluation, Measurement and Assessment – Psychological Tests – Nature Characteristics  and Types – Norm Referenced Test – Criterion Referenced Test. | | | |
| **Unit:6** | | **Contemporary Issues** | **2 Hours** |
| Expert lecture: Application of psychological theories in the e learning industrial Environment online  seminars / webinars: Pros and cons of E-learning Environment | | | |
|  | | | |
|  | | **Total Lecture Hours** | **65 Hours** |
| **Text Books** | | | |
| 1 | Mangal, S.K. (2007). Advanced Educational Psychology. New Delhi: Prentice Hall  of India. | | |
| 2 | Feldman, R. S. (2004). Understanding Psychology. Tata McGraw-Hill, New Delhi, India. | | |
| 3 | Morgan, C.T., King, R.A., Weisz, J.R., &Schopler, J. (7th Edition). Introduction to  Psychology. Singapore: McGraw-Hill. | | |
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| **Reference Books** | | | | | | | | | | | |
| 1 | Agochya, D.(2010). Life competencies for adolescents. New Delhi : Sage Publications. | | | | | | | | | | |
| 2 | Davies, I.K.(2011). Management of Learning. Berkshire : McGraw Hill. | | | | | | | | | | |
| 3 | Dusay. (2012). Egograms. New York : harper & Row | | | | | | | | | | |
| 4 | Goleman, D.(1996). Emotional Intelligence. New York :Bantom Books. | | | | | | | | | | |
| 5 | Anastasi. (2016). Psychological Testing. New Delhi : Pearson Education | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | |
| 1 | Swayam Course : Psychology of Development and Learning  : https://swayam.gov.in/nd2\_cec20\_ed01/preview | | | | | | | | | | |
| 2 | Swayam Course: Applied Fields of Psychology  <http://ugcmoocs.inflibnet.ac.in/ugcmoocs/view_module_ug.php/98> | | | | | | | | | | |
|  | | | | | | | | | | | |
| Course Designed By: Dr.S.THANGARAJATHI,Associate Professor | | | | | | | | | | | |
| **COs** | | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | | S | S | S | S | S | M | S | M | S | M |
| **CO2** | | S | M | M | S | M | M | S | S | M | M |
| **CO3** | | S | S | M | M | M | S | M | M | L | S |
| **CO4** | | S | M | M | S | M | M | M | M | S | M |
| **CO5** | | S | S | S | S | S | S | S | S | S | M |
| \*S-Strong; M-Medium; L-Low | | | | | | | | | | | |

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| **Course Code** | | **21EDUCC03** | **EDUCATIONAL VIDEO PRODUCTION** | | **L** | | | **T** | **P** | | **C** |
| **Core/Elective/Supportive** | | | **Core** | | **4** | | | **5** | **-** | | **4** |
| **Prerequisite** | | | **Under Graduation** |  | | | |  | | | |
| **Course Objectives** | | | | | | | | | | | |
| 1. To introduce the basics of educational video pre-production, production and postproduction. 2. To provide adequate knowledge on script writing, storyboarding, video cameras and audio equipment. 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 script for educational videos. | | | | | | | | | K3 | |
| 2 | Select appropriate production environment, recording formats and output formats. | | | | | | | | | K4 | |
| 3 | Choose the audio recording systems, microphones and other audio equipment for recording audio. | | | | | | | | | K5 | |
| 4 | Classify various types of cameras and camera operation techniques. | | | | | | | | | K2 | |
| 5 | Identify lightings for the production environment. | | | | | | | | | K4 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6**– Create | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **Unit:1** | | **INTRODUCTION TO PRODUCTION AND SCRIPT WRITING** | | | | **13 Hours** | | | | | |
| Role of Video in Education – Phases of Production: Preproduction – Production – Postproduction – Audio Vs Video Scripts – Visual Writing – Role of Scriptwriter – Script Format: Master Scene, Dual- Column – Concepts, Formats and Types of Storyboard – Copywriting Vs Scriptwriting – Script for Fiction and Non-Fiction – Types of Documentaries – Writing Commentaries – Writing for Long- Form Scripts – Script for Training and Educational Video: Show and Tell – Job and Task Description  – Dramatization – Instructional Video – How-to-do Videos. | | | | | | | | | | | |
| **Unit:2** | | **BASICS OF AUDIO-VIDEO PRODUCTION** | | | | **13 Hours** | | | | | |
| Types of Audio & Video Studio – Control Room –Stage properties – History of Audio & Video Recording – Audio Formats – Audio Tape Formats – Video Formats – Video Tape Formats – Digital Audio & Video – Roles of Video Production Team – Roles of Audio Production Team- Virtual Reality Video Production. | | | | | | | | | | | |
| **Unit:3** | | **AUDIO SYSTEMS AND PRODUCTION** | | | | **13 Hours** | | | | | |
| Types of Sound – Types of Recording – Recording Systems – Microphones – Cables and Connectors  – Monitoring equipment – Mixing equipment – Remote Audio Production equipment – MIDI – Acoustics. | | | | | | | | | | | |
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| **Unit:4** | | **VIDEO SYSTEMS AND PRODUCTION** | | | | | **13 Hours** | | | | |
| Types of Camera – Parts of Camera – Mounting equipment – Lenses: Types, Optical Characteristics – | | | | | | | | | | | |

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| Filters – Camera Operation Techniques – Color Balancing – Camera Movements – Multiple Camera  Production – Types of Shots. | | | | | | | | | | | | |
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| **Unit:5** | | | **LIGHTING IN VIDEO PRODUCTION** | | | | | | | **11 Hours** | | |
| Types of Lighting – Types of Lamps – Studio Lighting Instruments – Field Lighting Instruments – Lighting Control Equipment – Quality of Light – Color Temperature – Light Intensity – Light  Balancing – Lighting Techniques – ENG/EFP Lighting. | | | | | | | | | | | | |
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| **Unit:6** | | | **CONTEMPORARY ISSUES** | | | | | | | **2 Hours** | | |
| Writing for Online Courses – Frequently Used Production Equipment in Educational Video Studio. | | | | | | | | | | | | |
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| **Total Lecture Hours** | | | | | | | | | | **65 Hours** | | |
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| **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 | Anthony Friedmann. (2014).Writing For Visual Media (4th. rev. ed.). CRC Press. | | | | | | | | | | | |
| 2 | Bruce Bartlett & Jenny Bartlett. (2016). Practical Recording Techniques: The Step-byStep  Approach to Professional Audio Recording (7th. rev. ed.). Focal Press. | | | | | | | | | | | |
| 3 | James C Foust, Edward J Fink, & Lynne S Gross. (2017). Video Production: Disciplines and  Techniques (11th. ed.). Taylor & Francis. | | | | | | | | | | | |
| 4 | Jonas Koster. (2018). Video in the Age of Digital Learning. Springer International Publishing. | | | | | | | | | | | |
| 5 | 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 | MOOC: How to make a MOOC? –Courseera.org (https://[www.coursera.org/learn/how-](http://www.coursera.org/learn/how-) | | | | | | | | | | | |
|  | to-mooc) | | | | | | | | | | | |
| 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/videoxcreating-](http://www.edx.org/course/videoxcreating-)  video-for-the-edx-platform) | | | | | | | | | | | |
| 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 | 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** | | | **21EDUCP01** | **EDUCATIONAL VIDEO PRODUCTION – PRACTICAL** | | | **L** | **T** | **P** | **C** |
| **Core/Elective/Supportive** | | | | **Core** | | | **-** | **-** | **130** | **4** |
| **Prerequisite** | | | | **Under Graduation** |  | | |  | | |
| **Course Objectives** | | | | | | | | | | |
| 1. To prepare the students to write production script and post-production script for an educational video. 2. To inculcate storyboarding skills. 3. To train and allow practicing video production skills using the video cameras. 4. To train and allow practicing audio recording/mixing and video editing in Adobe Premiere Pro and Adobe Audition. | | | | | | | | | | |
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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 | Draw storyboards for the prepared script. | | | | | | | | K6 | |
| 3 | Handle video cameras and tripods along with suitable operation techniques. | | | | | | | | K6 | |
| 4 | Record, edit and mix audio in Adobe Audition audio editing system. | | | | | | | | K6 | |
| 5 | Edit and mix video in Adobe Premiere Pro. | | | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | |
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| **Unit: 1** | | | **SCRIPT WRITING** | | | | **26 Hours** | | | |
| Writing an audio script and video script to produce an educational video. | | | | | | | | | | |
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| **Unit: 2** | | | **STORYBOARDING** | | | | **26 Hours** | | | |
| Preparing storyboards for the script written. | | | | | | | | | | |
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| **Unit: 3** | | | **VIDEO SHOOTING** | | | | **26 Hours** | | | |
| Shooting the video based on the above script. | | | | | | | | | | |
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| **Unit: 4** | | | **AUDIO RECORDING** | | | | **26 Hours** | | | |
| Recording and editing audio in Adobe Audition. | | | | | | | | | | |
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| **Unit: 5** | | **VIDEO EDITING** | | | | **24 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 | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **Total Practical Hours** | | | | | | | | | | **130 Hours** | |
| **Text Books** | | | | | | | | | | | |
| 1 | Anthony Friedmann. (2014).Writing For Visual Media (4th. rev. ed.). CRC Press. | | | | | | | | | | |
| 2 | Maxim Jago. (2018). Adobe Premiere Pro CC Classroom in a Book (1st. ed.). Pearson Education. | | | | | | | | | | |
| 3 | Michael Galesso. (2017). Adobe Audition 2017: Learning the Basics. First Rank Publishing. | | | | | | | | | | |
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| **Reference Books** | | | | | | | | | | | |
| 1 | Avid Technology. (2018). Media Composer Fundamentals (Illus. ed.). Avid Technology Incorporated. | | | | | | | | | | |
| 2 | Bruce Bartlett & Jenny Bartlett. (2016). Practical Recording Techniques: The Step-byStep Approach to Professional Audio Recording (7th. rev. ed.). Focal Press. | | | | | | | | | | |
| 3 | Herbert Zettl. (2015).Television Production Handbook (12th. ed.). Cengage Learning. | | | | | | | | | | |
| 4 | James C Foust, Edward J Fink, & Lynne S Gross. (2017). Video Production: Disciplines and Techniques (11th. ed.). Taylor & Francis. | | | | | | | | | | |
| 5 | Paul Ekert. (2013). Mastering Adobe Premiere Pro CS6 Hotshot. Packt Publishing Limited. | | | | | | | | | | |
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| **Related Online Contents** | | | | | | | | | | | |
| 1 | MOOC: How to make a MOOC? – Courseera.org (https://[www.coursera.org/learn/howto-mooc)](http://www.coursera.org/learn/howto-mooc)) | | | | | | | | | | |
| 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/videoxcreating-video-](http://www.edx.org/course/videoxcreating-video-) for-the-edx-platform) | | | | | | | | | | |
| 4 | Adobe Premiere Pro Learn & Support – adobe.com (https://helpx.adobe.com/in/support/premiere-pro.html) | | | | | | | | | | |
| 5 | Adobe Audition Learn & Support – adobe.com (https://helpx.adobe.com/in/support/ audition.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 |
| **CO5** | | S | M | S | M | S | S | L | S | M | S |
| \*S-Strong; M-Medium; L-Low | | | | | | | | | | | |

Second Semester

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| **Course Code** | | | **21EDUCC04** | | **INSTRUCTIONAL TECHNOLOGY** | | | **L** | **T** | **P** | **C** |
| **Core/Elective/Supportive** | | | | | **Core** | | | **4** | **5** | **-** | **4** |
| **Pre-requisite** | | | | 1. **Psychology of Learning (20EDUCC02)** 2. **Introduction to ELearning Technology (0EDUCC01)** | |  | | |  | | |
| **Course Objectives** | | | | | | | | | | | |
| 1. To understand the meaning and significance of Instructional Technology. 2. To relate instructional objectives to instructional technology. 3. To learn the importance of instructional theories and models in Instructional System Design. 4. To 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 history and development of Instructional Technology. | | | | | | | | | K2 | |
| 2 | Differentiate the educational objectives from writing objectives of instructional design. | | | | | | | | | K4 | |
| 3 | Understand different learning theories. | | | | | | | | | K2 | |
| 4 | Analyze instructional media and methods of instructional design. | | | | | | | | | K4 | |
| 5 | Enhance instructional design, evaluation and assessment format. | | | | | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | |
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| **Unit: 1** | | **Introduction to Instructional Technology** | | | | | | **13 Hours** | | | |
| Definition – History of Instructional Technology – Concept of Systems Approach – System Analysis  – Curriculum Development and Process – Need Assessment – Task Analysis – 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: 2** | | **Instructional Models** | | | | | | **13 Hours** | | | |
| Instructional Development Models: Kemp Model – Instructional Development Institute Model – Interservice Procedures for Instructional Systems Development Model – Criterian Referenced Instruction (CRI) Model– ADDIE Model - Rapid ISD, SAM, Dick and Carey Models. | | | | | | | | | | | |
| **Unit: 3** | | **Instructional Theories** | | | | | **13 Hours** | | | | |
| Gagne-Briggs’ Instructional Events – Gropper’s Behavioral Approach to Instructional Prescription – Scandura’s Structural Learning Theory –Collins-Stevens’ Cognitive Theory of Inquiry Teaching – 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: 4** | | **Instructional Media & Strategies** | **11 Hours** |
| Instructional Methods and Media – Instructional Strategies for Declarative Knowledge, Concepts, Procedures, Principles, Problem-Solving, Cognitive Strategy, Attitude, Psychomotor Skill. | | | |
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| **Unit: 5** | | **Evaluation and Assessment** | **13 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** |
| Issues and Trends in Instructional Technology; Instructional Technology tools. | | | |
|  | | **Total Lecture Hours** | **65 Hours** |
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| **Text Book** | | | |
| 1 | Frederick G. Knirk, and Kent L. Gustafson; Holt, (1986), Instructional Technology: A Systematic Approach to Education, Rinehart and Winston. | | |
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| **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-](http://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-](http://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.T.Enok Joel | | | | | | | | | | |
| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| CO1 | S | S | S | S | S | S | L | M | M | S |
| CO2 | S | M | M | M | M | M | L | M | M | S |
| CO3 | S | S | S | S | M | M | L | S | S | S |
| CO4 | S | M | M | M | M | M | L | M | M | S |
| CO5 | S | M | M | M | M | M | L | M | M | S |
| \*S-Strong; M-Medium; L-Low | | | | | | | | | | |

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| **Course**  **Code** | | **21EDUCC05** | **E-CONTENT WRITING** | | **L** | | **T** | **P** | **C** |
| **Core/Elective/Supportive** | | | **Core** | | **4** | | **5** | **-** | **4** |
| **Pre-requisite** | | | **Under**  **Graduation** |  |  | | | | |
| **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 | Understand the basic tenets of writing. | | | | | | | K2 | |
| 2 | Have knowledge of interactive writing and narrative strategies. | | | | | | | K1 | |
| 3 | Understand writing formats different styles. | | | | | | | K4 | |
| 4 | Gain knowledge of writing narration for different types of websites. | | | | | | | K2 | |
| 5 | Develop an understanding of specific cases. | | | | | | | K4 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | |
|  | | | | | | | | | |
| **Unit: 1** | | **Basics of Writing** | | | | **13 Hours** | | | |
| Content Writing- Definition, Traditional Content, versus E-Content, Coherence, Cohesion, Accuracy,  Brevity, and Clarity. | | | | | | | | | |
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| **Unit: 2** | | **Interactivity and Writing** | | | | **13 Hours** | | | |
| Interactive Multimedia – Interactive Writer – Inter activity and Control – Thinking Interactively – Interactive Devices – Information and Interactive Architecture – Narrative Design – Content Expertise and Strategy– Writing for Search Engines – Technical Skills: Flowcharting – Other Organizational  Tools. | | | | | | | | | |
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| **Unit: 3** | | **Writer & Formats** | | | | **13 Hours** | | | |
| Defining Goals-Techniques to Achieve Common Goals-Audience-Proposal Formatting: Outlines-  Proposals-Storyboards-Scripts- Final Documents Role of Content Writer, Role of Subject Matter Expert, Role of Instructional Designer. | | | | | | | | | |
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| **Unit: 4** | | **Writing Narration** | | | | **13 Hours** | | | |
| Architecture: Linear – Linear with Section Branching – Hierarchical Branching – Parallel/Multiple Path Architecture – Dynamically Generated Websites – Active and Passive  Information Delivery – Writing Non-Narrative, Linear Narrative, Interactive Narrative – Interactive Narration: Character and Role of the Player – Structure and Navigation – Exposition. | | | | | | | | | |
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| **Unit: 5** | | **Case Studies** | | | | **11 Hours** | | | |
| Writing for a corporate website – Writing for a museum kiosk – Writing interactive lessons – Writing  learning content for a simulation – Writing classic lessons to a computer game. | | | | | | | | | |
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| **Unit: 6** | | | **Contemporary Issues** | | | | | | | | | **2 Hours** | |
| Writing for longforms, Gamification | | | | | | | | | | | | | |
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|  | | | | **Total Lecture Hours** | | | | | | **65 Hours** | | | |
| **Text Books** | | | | | | | | | | | | | |
| 1 | Scott A. Kuehn Andrew LingwallClarion (2017) The Basics of Media Writing: A Strategic  Approach, Sage Copress PublicationsIncNY. | | | | | | | | | | | | |
| 2 | NP Ahuja,(2013), Dictionary of Grammer-, Anurol Publications Pvt.Ltd., New Delhi110002. | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | |
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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 | Timothy Garrand,(2012), Writing for Multimedia and the Web: A Practical Guide to Content  Development for Interactive Media, Elsevier. | | | | | | | | | | | | |
| 7 | NuriaFerranFerrer and Julia KinguillonAlphonso(2011) Content Management for E-  Learning,University of Oberta, Catalunya | | | | | | | | | | | | |
| 8 | Anthony Fried Mann (2010), Writing for Visual Media, IIIrd Edition, Focal Press and Elserbier  Inc., UK | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | |
| 1 | | Design Thinking – A Primer Professor – AshwinMahalingam 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. | | | | | | | | | | | |
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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** | | M | | L | M | L | L | L | L | L | L | | L |
| **CO2** | | M | | L | L | L | L | M | L | L | L | | M |
| **CO3** | | M | | M | L | M | M | L | L | L | L | | L |
| **CO4** | | M | | M | M | L | M | L | L | L | L | | M |
| **CO5** | | M | | L | L | L | M | M | L | L | L | | L |
| \*S-Strong; M-Medium; L-Low | | | | | | | | | | | | | |

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| **Course Code** | | | | **21EDUCC06** | **INTERACTIVE MULTIMEDIA DESIGN** | **L** | **T** | | **P** | | **C** |
| **Core/Elective/Supportive** | | | | | **Core** | **4** | **5** | | **-** | | **4** |
| **Pre-requisite** | | | | | **INSTRUCTIONALTECHNOLOGY s(20EDUCC06)** |  | | | **2021-**  **2022** | | |
| **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 on multimedia and tools used to create multimedia. | | | | | | | | | K2 | |
| 2 | Apply 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 | Choose, create and apply suitable icons, graphics and colors for the instructional package, and perform usability testing. | | | | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **Unit: 1** | | | **Introduction to Multimedia** | | | | **13 Hours** | | | | |
| Components – History – Hypermedia – Multimedia Hardware – Multimedia Software Tools: Painting and Drawing Tools – Image Editing Tools –Animation Tools – Audio and Video Editing Tools – Authoring Tools Raster and Vector Graphics – Compression/Decompression and Formats – Multimedia Networks –  Multimedia Project Management: Issues – Testing – Delivery. | | | | | | | | | | | |
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| **Unit: 2** | | | **Multimedia in Instruction** | | | | **13 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: 3** | | **Introduction to Interface Design** | | | | | | **13 Hours** | | | |
| User Interface – 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: 4** | | **Interface Designing** | **13 Hours** |
| Interaction Devices – Menu Design: Structure, Functions, Format – Navigation Design – Window Design: Components, Types, Operations, Controls Design: Operable controls, Selection Controls. 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** | | **Augmented Reality** | **11 Hours** |
| Introduction to AR; VR & AR; AR components; AR Devices; Applications of AR; Future of AR. | | | |
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| **Unit: 6** | | **Contemporary Issues** | **2 Hours** |
| Project Management Tools, Workflow and Methodologies (Agile Project Management Methodology). Leadership, Communication and Interpersonal Skills, Ability to Work in Interdisciplinary Teams. | | | |
|  | | **Total Lecture Hours** | **65 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-Centrered 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/lecturenotes/module9-L2.pdf) | | |
| 3 | Interactive multimedia Production (https://[www.classcentral.com/course/canvasnetwork-interactive-](http://www.classcentral.com/course/canvasnetwork-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** | | **21EDUCC07** | **E-LEARNING ENVIRONMENT DESIGN** | | | **L** | **T** | **P** | | **C** |
| **Core/Elective/Supportive** | | | **Core** | | | **4** | **5** | **-** | | **4** |
| **Prerequisite** | | | 1. **Introduction to E-learning Technology (20EDUCC01)** 2. **Psychology of Learning**   **(20EDUCC02)** |  | | | **2021-**  **2022** | | | |
| **Course Objectives** | | | | | | | | | | |
| 1. To inculcate the basic knowledge of e-learning package design. 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 packages/ environment 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** | | | **13 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** | | | **13 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** | | | **13 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** | **13 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** | **11 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 – Universal Design for E-Learning | | | |
| **Total Lecture Hours** | | | **60 Hours** |
| **Text Books** | | | |
| **1** | Gary R. Morrison, Steven M. Ross, Howard K. Kalman& Jerrold E. Kemp. (2012). | | |
| **2** | Designing Effective Instruction (7th. illus. ed.). John Wiley & Sons. William Horton. (2011). E-Learning by Design (2nd. ed.). John Wiley & Sons | | |
| **Reference Books** | | | |
| **1** | Julie Dirksen. (2015). Design for how People Learn (2nd. illus. ed.). New Riders. Michael W. Allen. (2016). Michael Allen's Guide to E-Learning: Building Interactive | | |
| **2** | Fun, and Effective Learning Programs for Any Company (Illus. ed.). John Wiley & Sons. William Horton & Katherine Horton. (2003). E-learning Tools and Technologies | | |
| **3** | A consumer's guide for trainers, teachers, educators, and instructional designers. John Wiley & Sons | | |
| **Related Online Contents** | | | |
| **1** | Basics of Inclusive Design for Online Education – Courseera.org (https://[www.coursera.org/learn/inclusive-design)](http://www.coursera.org/learn/inclusive-design)) | | |
| **2** | Design and Development of Games for Learning - Edx.org (<https://www.edx.org/course/design-and-development-of-games-for-learning>) | | |
| 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** | | **21EDUCP02** | **INSTRUCTIONAL PACKAGE DEVELOPMENT – PRACTICAL** | | **L** | | **T** | **P** | | **C** |
| **Core/Elective/Supportive** | | | **Core** | | **-** | | **-** | **130** | | **4** |
| **Prerequisite** | | | 1. **Introduction to E-learning Technology (20EDUCC01)** 2. **Psychology of Learning (20EDUCC02)** 3. **Educational Video Production –**   **Practical (20EDUCP01)** |  | | | | **2021-**  **2022** | | |
| **Course Objectives** | | | | | | | | | | |
| 1. To inculcate the knowledge and skill of applying various features available in Adobe Photoshop, Adobe Animate and Adobe Captivate. 2. To train on instructional package designing and development skills such as storyboarding,   prototyping, creating components 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 packages. | | | | | | | | K6 | |
| 2 | Construct prototypes based on the designed storyboards. | | | | | | | | K6 | |
| 3 | Edit graphics and create interactive animations using Adobe Illustrator, Adobe Photoshop and Adobe Animate. | | | | | | | | K6 | |
| 4 | Prepare audio and video contents, for this instructional package, using the skills acquired in ‘Educational Video Production – Practical’ course. | | | | | | | | K6 | |
| 5 | Develop an instructional package in Adobe Animate, according to the storyboard, by integrating all multimedia contents. | | | | | | | | K6 | |
| 6 | 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** | | | | **26 Hours** | | | | |
| Designing storyboards to develop two interactive instructional packages in Adobe Captivate and Adobe Flash. | | | | | | | | | | |
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| **Unit: 2** | | **PROTOTYPING** | | | | **26 Hours** | | | | |
| Constructing prototypes for the instructional packages. | | | | | | | | | | |
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| **Unit: 3** | | **CONTENT CREATION** | | | | **26 Hours** | | | | |
| Writing text content and creating other multimedia contents using Adobe Illustrator, Adobe Photoshop and Adobe Animate, required for the packages. | | | | | | | | | | |
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| **Unit: 4** | | **PACKAGING - 1** | **26 Hours** |
| Developing instructional package in Adobe Animate by integrating the contents created in unit 3 and designs constructed in unit 1 and unit 2. | | | |
| **Unit: 5** | | **PACKAGING - 2** | **24 Hours** |
| Developing instructional package with virtual reality features in Adobe Captivate by integrating the contents created in unit 3 and designs constructed in unit 1 and unit 2. | | | |
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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** | | | **130 Hours** |
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| **Text Books** | | | |
| 1 | Andrew Faulkner. (2018). Adobe Photoshop CC Classroom in a Book (1st. ed.). Pearson Education. | | |
| 2 | Brian wood. (2018). Adobe Illustrator CC Classroom in a Book (1st. ed.). Pearson Education. | | |
| 3 | PoojaJaisingh& 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. | | |
| 4 | Tom Green & Joseph Labrecque. (2017). Beginning Adobe Animate CC: Learn to Efficiently Create and Deploy Animated and Interactive Content. Apress. | | |
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| **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 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) | | |
| 4 | 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 |
| **CO5** | S | S | M | S | S | S | M | S | M | S |
| **CO6** | S | S | M | S | S | S | M | S | M | S |
| \*S-Strong; M-Medium; L-Low | | | | | | | | | | |

Third Semester

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| **Course Code** | | | **21EDUCC08** | **LEARNING MANAGEMENT SYSTEM: MOODLE** | | **L** | **T** | **P** | **C** |
| **Core/Elective/Supportive** | | | | **Core** | | **4** | **5** | **-** | **4** |
| **Prerequisite** | | 1. **Instructional Technology (19EDUCC06)** 2. **Educational Video Production – Practical (19EDUCP01)** 3. **Instructional Package Development – Practical**   **(19EDUCP02)** | | |  | |  | | |
| **Course Objectives** | | | | | | | | | |
| 1. To introduce the concept of Learning Management System (LMS) and explain the features of Moodle LMS. 2. To familiarize the administrative capabilities and permissions available in Moodle. 3. To provide details about 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** | | | **13 Hours** | | | |
| Meaning of LMS, CMS and LCMS – LMS: Purpose, functions and Tools – Moodle: History and Educational Philosophy – 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** | | | **13 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** | | | **13 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** | **11 Hours** |
| Quiz: Creating Quiz, Building Question Bank, Managing Quizzes, Quiz Security and Capabilities –  Grading: Interfaces, Categories, Calculations, Importing, Exporting. | | | |
|  | | | |
| **Unit: 5** | | **ADMINISTRATION** | **13 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. | | | |
| **Total Lecture Hours** | | | **65 Hours** |
| **Text Books** | | | |
| **1** | Gary R. Morrison, Steven M. Ross, Howard K. Kalman& Jerrold E. Kemp. (2012). | | |
| **2** | Designing Effective Instruction (7th. illus. ed.). John Wiley & Sons. William Horton. (2011). | | |
| **3** | E-Learning by Design (2nd. ed.). John Wiley & Sons | | |
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| **Reference Books** | | | |
| **1** | Julie Dirksen. (2015). Design for how People Learn (2nd. illus. ed.). New Riders. Michael W.  Allen. (2016). Michael Allen's Guide to E-Learning: Building Interactive, | | |
| **2** | Fun, and Effective Learning Programs for Any Company (Illus. ed.). John Wiley & Sons.  William Horton & Katherine Horton. (2003). E-learning Tools and Technologies: | | |
| **3** | A consumer's guide for trainers, teachers, educators, and instructional designers. John Wiley &  Sons. | | |
| **Related Online Contents** | | | |
| **1** | Basics of Inclusive Design for Online Education – Courseera.org  (https://[www.coursera.org/learn/inclusive-design).](http://www.coursera.org/learn/inclusive-design)) | | |
| **2** | Design and Development of Games for Learning - Edx.org  (https://[www.edx.org/course/design-and-development-of-games-for-learning).](http://www.edx.org/course/design-and-development-of-games-for-learning)) | | |
| Course Designed By: Dr. M. Parthasarathy | | | |

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| **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** | | **21EDUCC09** | **E-LEARNING PROCESS AND STANDARDS** | **L** | | **T** | **P** | **C** |
| **Core/Elective/Supportive** | | | **Core** | **4** | | **5** | **-** | **4** |
| **Pre-requisite** | | | **Under Graduation** |  | | | | **2021-**  **2022** |
| **Course Objectives** | | | | | | | | |
| 1. To make the student understand the concept of e-learning and standards to develop elearning 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 | Acquire knowledge of standards and their role. | | | | | | K1 | |
| 2 | Understand the basic e-learning standards. | | | | | | K2 | |
| 3 | Understand specific models of interoperability | | | | | | K2 | |
| 4 | Comprehend schemas for data interchange. | | | | | | K3 | |
| 5 | Develop understanding of assessment models. | | | | | | K3 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | |
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| **Unit: 1** | | **Introduction to E-Learning and Standards** | | | **13 Hours** | | | |
| Role of Standards in E-Learning – Life Cycle of a Standard – Standard Bodies: ADL, AICC, IMS Global Consortium, IEEE, ISO/IEC. | | | | | | | | |
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| **Unit: 2** | | **E-Learning Standards and Courseware** | | | **13 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** | | | **13 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** | | | **13 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** | **11 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** | **65 Hours** |
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| **Text Books** | | | |
| 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 Pub-Kogan Page Ltd – London | | |
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| **Reference Books** | | | |
| 1 | FotisLazarinis, Steve Green, Elaine Pearcon (2010),Handbook of Research on ELearning 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 WeeksNPTEL. | | |
| 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 | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | M | S | S | S | 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** | S | M | M | M | M | M | S | M | M | L |
| \*S-Strong; M-Medium; L-Low | | | | | | | | | | |

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| **Course Code** | | **21EDUCC10** | **RESEARCH METHODS AND STATISTICS** | **L** | **T** | **P** | **C** |
| **Core/Elective/Supportive** | | | **Core** | **4** | **5** | **-** | **4** |
| **Pre-requisite** | | | **Under Graduation** |  | | **2021-**  **2022** | |
| **Course Objectives** | | | | | | | |
| 1. To understand Various Educational research methods and statistical tools 2. To understand the principles of evaluation, research and statistics and computer application. 3. To 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** | | **13 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** | | **13 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** | | **13 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** | | **13 Hours** | | | |
| Introduction to Statistics: Meaning, Scope, Importance and Limitations of Statistics and Data – | | | | | | | |

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| 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** | **11 Hours** |
| 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 | | |
| **Total Lecture Hours** | | **65 Hours** |
| **Text Book** | | |
| John W. Best and James V. Kahn, (2019),Research in Education, 10th Ed., Pearson | | |
|  | | |
| **Reference Books** | | |
| 1. Alan C. Elliott, Wayne A. Woodward, (2014), IBM SPSS by Example: A Practical 2. Guide to Statistical Data Analysis, 2nd Edition, SAGE. Fred Nichols Kerlinger and Howard Bing Lee, (2017), 3. Foundations of Behavioral Research, 4th Edition, Harcourt College Publishers 4. LokeshKoul, (2019), Methodology of Educational Research, 4th Edition, Vikas. 5. William Goode and Paul K. Hatt, (1952), Methods in Social Research, McGraw Hill. | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | |
| Swayam Course : Research Methodology <https://swayam.gov.in/nd2_cec20_hs17/preview> | | |
| Course Designed By: Dr.S.THANGARAJATHI,Associate Professor | | |

# Mapping with Programme Outcomes

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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | L | L | M | M | S | L | L | S | S |
| **CO2** | 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** | | **21EDUCP03** | **WEB DESIGNING – PRACTICAL** | **L** | | **T** | **P** | | **C** |
| **Core/Elective/Supportive** | | | **Core** | **-** | | **-** | **130** | | **4** |
| **Prerequisite** | | | 1. **Interactive Multimedia Design (20EDUCC08)** 2. **Instructional Package Development – Practical**   **(20EDUCP02)** |  | | | | | **2021-**  **2022** |
| **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 | Incorporate dynamic webpages using PHP and MySQL. | | | | | | | K6 | |
| 5 | Construct dynamic webpages using PHP that interact with MySQL database. | | | | | | | K6 | |
| 6 | 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** | | | **26 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** | | | **26 Hours** | | | | |
| Create multimedia contents required for the website, as designed in storyboards, using the skills acquired in ‘Instructional Package Development – Practical’ and ‘Educational Video Production Practical’ courses using Adobe Illustrator, Adobe Photoshop, Adobe Animate and Adobe Premiere Pro.  Design templates, libraries and independent webpages using Adobe Dreamweaver for the educational  website. | | | | | | | | | |
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| **Unit: 3** | | | **WEBPAGE DEVELOPMENT** | | | | | | | | **26 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** | | | | | | | | **24 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** | | | | | | | | | | | **130 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). WebBased Learning: Design, Implementation and Evaluation (2nd. ed.). Springer. | | | | | | | | | | | | |
| 2 | Marty Matthews. (2015). PHP and MySQL Web Development: A Beginner’s Guide. McGraw Hill Professional. | | | | | | | | | | | | |
| 3 | Sherry Bishop. (2013). Adobe Dreamweaver CS6 Revealed. Cengage Learning. | | | | | | | | | | | | |
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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 |
| **CO6** | | S | | S | M | S | S | S | M | S | | M | S |
| \*S-Strong; M-Medium; L-Low | | | | | | | | | | | | | |

Elective Courses

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| **Course Code** | | **21EDUGE01** | **MOBILE LEARNING** | **L** | | **T** | **P** | **C** |
| **Core/Elective/Supportive** | | | **Elective** | **4** | | **5** | **-** | **4** |
| **Pre-requisite** | | | **Under Graduation** | **Syllabus**  **Version** | | | **2021-**  **2022** | |
| **Course Objectives** | | | | | | | | |
| 1. To understand the unique characteristics of learning with mobile devices. 2. To know various learning activities used in mobile learning. 3. To analyze the socio-cultural ecology of learning with mobile devices. 4. To analyze the issues of certain real-time cases of mobile learning. | | | | | | | | |
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| **Expected Course Outcomes** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Know basics of mobile learning application. | | | | | | K2 | |
| 2 | Understand mobile learning theories. | | | | | | K2 | |
| 3 | Have a clear knowledge of socio cultural aspects of mobile learning. | | | | | | K1 | |
| 4 | Develop insight of contextual learning. | | | | | | K4 | |
| 5 | Obtain knowledge of specific cases. | | | | | | K4 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | |
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| **Unit: 1** | | **Introduction – Learning with Mobile Devices** | | | **13 Hours** | | | |
| Mobile Learning - Definition, History, Mobile Devices: Cellphones, e book readers, tablets, MP3 and portable media players, Characteristics, Advantages & Challenges – Differences between e-Learning  & mobile learning – Opportunities Challenges – Security and Privacy, bridging the digital gap. | | | | | | | | |
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| **Unit: 2** | | **Mobile User Interaction** | | | **13 Hours** | | | |
| Introduction – Visual Cognition, Icon Classification, Interaction, Symbols and Meanings, Familiarity  & recognition, Challenges. | | | | | | | | |
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| **Unit: 3** | | **Technical characteristics** | | **13 Hours** | | | | |
| Technical Characteristics, Activity Theory, Information Context of FRAME Model- Device Aspect, Learner Aspect, Social Aspect, Device Usability Intersection, Social Technology Intersection,  Learning Intersection, Mobile Learning Process. | | | | | | | | |
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| **Unit: 4** | | **Content and Contexts** | | **13 Hours** | | | | |
| At-Risk Learners – Hedonistic Milieu and Learning – Mobile Media and Learning Contexts –  Flexibility of Contexts – User-Generated Content – Individualized Knowledge Building – Reflexive Contexts. | | | | | | | | |
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| **Unit: 5** | | **Case Studies** | | **11 Hours** | | | | |
| Project ‘Handy’ – Project ‘Learning Lab Initiative’ – Project ‘Cyrill’ – Case Analysis of a Provocative  Mobile Video | | | | | | | | |
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| **Unit: 6** | | **Contemporary Issues** | | **2 Hours** | | | | |
| Leveraging mobile learning strategy to increase learner engagement. | | | | | | | | |
| **Total Lecture Hours** | | | | **65 Hours** | | | | |

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| **Text Books** | | | | | | | | | | | |
| 1 | Shaun Wilden (2017).Mobile Learning – by Oxford University Press, UK | | | | | | | | | | |
| 2 | Helen Crompton and John Traxler; (2015), Mobile Learning and STEM: Case Studies in  Practice,Routledge. | | | | | | | | | | |
|  | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | |
| 1 | Mohamed Ally, (2009), Mobile Learning: Transforming the Delivery of Education and  Training, Athabasca University Press. | | | | | | | | | | |
| 2 | Norbert Pachler et al, (2010), Mobile Learning: Structures, Agency, Practices; Springer. | | | | | | | | | | |
| 3 | Gary Woodwill; (2011), The Mobile Learning Edge; McGraw Hill. | | | | | | | | | | |
| 4 | Chad Udell and Gary Woodwill; (2014), Mastering Mobile Learning: Tips and Techniques for  Success, Wiley. | | | | | | | | | | |
| 5 | Scott McQuiggan et al; (2015), Mobile Learning: A Handbook for Developers, Educators and  Learners, Wiley. | | | | | | | | | | |
| 6 | Lucy kostruto ,JamieMcquiggan, Jennifer sabour (2015) Mobile Learning, a hand book for  developers, educators & learners. Routledge. | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | |
| 1 | Innovation by Design – Professor BK Chakravarty , IIT Bombay, -4 Weeks – NPTEL. | | | | | | | | | | |
| 2 | Integrating Educational Technology into Teaching – Dr.G.Janardhanan, 8 Weeks – NITTTR. | | | | | | | | | | |
|  | | | | | | | | | | | |
| 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 | S | M | S | M | M | L | L | L |
| **CO2** | | M | L | L | L | S | M | L | L | L | L |
| **CO3** | | M | L | L | L | L | M | L | L | L | L |
| **CO4** | | M | M | L | L | M | S | L | L | L | L |
| CO5 | | M | M | L | L | L | M | L | M | L | L |
| \*S-Strong; M-Medium; L-Low | | | | | | | | | | | |

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| **Course Code** | | **21EDUGE02** | **KNOWLEDGE MANAGEMENT** | **L** | **T** | **P** | **C** |
| **Core/Elective/Supportive** | | | **Elective** | **4** | **5** | **-** | **4** |
| **Pre-requisite** | | | **Under Graduation** |  | | **2021-**  **2022** | |
| **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** | | **13 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** | | **13 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** | | **13 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** | | **13 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** | | | | | | | **11 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 | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Unit: 6** | | | **Contemporary Issues** | | | | | | | **2 Hours** | | |
| Knowledge management tools; Knowledge management: current trends and challenges | | | | | | | | | | | | |
|  | | | **Total Lecture Hours** | | | | | | | **65 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](http://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** | | **21EDUGE03** | **LIFELONG LEARNING AND HEUTAGOGY** | **L** | | **T** | **P** | **C** |
| **Core/Elective/Supportive** | | | **Elective** | **4** | | **5** | **-** | **4** |
| **Pre-requisite** | | | **Under Graduation** |  | | | | **2021-**  **2022** |
| **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** | | | **13 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** | | | **13 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** | | | **13 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** | | | **13 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** | | **11 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** | **65 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 | | | | |

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| **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** | | **21EDUGE04** | **WRITING FOR MEDIA** | **L** | | **T** | **P** | **C** |
| **Core/Elective/Supportive** | | | **Elective** | **4** | | **5** | **-** | **4** |
| **Pre-requisite** | | | **Under Graduation** |  | | | **2021-**  **2022** | |
| **Course Objectives** | | | | | | | | |
| 1. To make them to understand the Principles, Characteristics and Techniques of Media Writing. 2. To enable the students to write a scripting for different Media. 3. To inculcate skills in writing for media with reference to Print and Broadcasting. | | | | | | | | |
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| **Expected Course Outcomes** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Know the basic skills in language. | | | | | | K1 | |
| 2 | Understand the tenets of writing and media | | | | | | K2 | |
| 3 | Understand different styles in writing for print broadcast and Public Relations. | | | | | | K3 | |
| 4 | Know legalities in writing for media. | | | | | | K2 | |
| 5 | Know broadcasting regulations in India | | | | | | K2 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | |
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| **Unit: 1** | | **Introduction to Writing for Media** | | | **13 Hours** | | | |
| Language skills – LSRW – Productive vs. Receptive skills – Writing skill: Meaning, Elements of good writing- Sources of Writing: Historical Information, Personal Sources, Interviewing and Observations – Types of Writing for media: for ear, eye and both – Print, Broadcasting, Telecasting  and Modern communication technology, Information Technology. | | | | | | | | |
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| **Unit: 2** | | **Writing for Print** | | | **13 Hours** | | | |
| Meaning, Types, Structure and Characteristics of Writing for Print – Different types of print media –  Story Board, Features – Editorial – News Release – Copywriting – Commercials – Magazines – Book Review – Play Writing – Computer Aids. | | | | | | | | |
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| **Unit: 3** | | **Writing for Broadcast** | | | **13 Hours** | | | |
| Meaning, Types Structures and Characteristics of Writing for Radio / Audio and Video / Television – News Writing – Play and Serial Writing – Advertising and Commercial – Digital Format, Linear, Animation and Non-Linear Medium and Computer Software. | | | | | | | | |
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| **Unit: 4** | | **Writing for Public Relations** | | | **13 Hours** | | | |
| Nature, Characteristics and Types of Work of Public Relations – Writing News Release – | | | | | | | | |
| Letters – Publications – Oral Presentations – Maintaining information – New Information Technology  – Web Designing. | | | | | | | | |
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| **Unit: 5** | | | | | **Law & Ethics in Writing for Media** | | | | | | | | | **11 Hours** | | |  |
| Ethical and Legal Considerations in Writing – Amendments and Defamation – Affirmative Defence  and Privacy – Copyrights and Trade Mark – Advertising and Broadcasting Regulations – Employment Prospects in Print, Broadcast, Advertising and Information Technology. | | | | | | | | | | | | | | | | |  |
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| **Unit: 6** | | | | | **Contemporary Issues** | | | | | | | | | **2 Hours** | | |  |
| Writing for AI applications Writing for Bots  Expert lectures, online seminars - webinars | | | | | | | | | | | | | | | | |  |
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|  | | | | | **Total Lecture Hours** | | | | | | | | **65 Hours** | | | |  |
| **Text Books** | | | | | | | | | | | | | | | | |  |
| 1 | | Anthony Friedmann, (2014), Writing for Visual Media, 2nd Edition, Taylor & Francis. | | | | | | | | | | | | | | |  |
| 2 | | Alan B. Albarran, (2016), Management of Electronic and Digital Media, 6th Edition, Engage Learning. | | | | | | | | | | | | | | |  |
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| **Reference Books** | | | | | | | | | | | | | | | | |  |
| 1 | | Anne Frances Wysocki, (2004), Writing new media: theory and applications for expanding the teaching of composition, Utah State University Press. | | | | | | | | | | | | | | |  |
| 2 | | Paddy Scannell,(2007), Media and Communication, SAGE. | | | | | | | | | | | | | | |  |
| 3 | | James Glen Stovall, (2011), Writing for Mass Media, 8th Edition, Pearson Education. | | | | | | | | | | | | | | |  |
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|  | **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | | |
|  | 1 | | Media Content Production on Multiple Platforms – Dr.KrishnaShanker .S, 15-WeeksCEC | | | | | | | | | | | | | | |
|  | 2 | | 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 | | | | | | | | | | | | | | | | |
|  | **Mapping with Programme Outcomes** | | | | | | | | | | | | | | | | |
|  | **COs** | | | **PO1** | | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | | | **PO9** | **PO10** | |
|  | **CO1** | | | M | | M | M | S | S | S | L | L | | | L | L | |
|  | **CO2** | | | S | | M | M | M | M | M | L | L | | | L | L | |
|  | **CO3** | | | M | | S | M | M | M | L | L | L | | | L | L | |
|  | **CO4** | | | L | | L | L | L | M | M | L | L | | | L | L | |
|  | **CO5** | | | L | | L | L | L | L | M | L | L | | | L | L | |
|  | \*S-Strong; M-Medium; L-Low | | | | | | | | | | | | | | | | |

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| **Course Code** | | **21EDUGE05** | **VISUAL COMMUNICATION** | **L** | **T** | **P** | **C** |
| **Core/Elective/Supportive** | | | **Elective** | **4** | **5** | **-** | **4** |
| **Pre-requisite** | | | **Under Graduation** |  | | | **2021-**  **2022** |
| **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** | | **13 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** | | **13 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** | | **13 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** | | **13 Hours** | | | |
| Typography – Graphic Design – Informational Graphics – Cartoons. | | | | | | | |
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| **Unit: 5** | | **ELECTRONIC VISUAL DESIGN** | | **11 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 | | | |
|  | | **Total Lecture Hours** | **65 Hours** |
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| **Text Books** | | | |
| 1 | Gavin Ambrose. (2017). Design Thinking for Visual Communication. Bloomsbury Publishing. | | |
| 2 | Giorgia, Parry Aiello (Katy)& Katy Parry. (2019). Visual Communication: Understanding Images in Media Culture. SAGE Publications. | | |
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| **Reference Books** | | | |
| 1 | Fahmy S, Bock M& Wanta W. (2014).Visual Communication Theory and Research: A Mass Communication Perspective (illus. ed.). Springer. | | |
| 2 | Jonathan Baldwin & Lucienne Roberts. (2019). Visual Communication: From Theory to Practice (illus. ed.). Bloomsbury Publishing. | | |
| 3 | Meredith Davis & Jamer Hunt. (2017). Visual Communication Design: An Introduction to Design Concepts in Everyday Experience. Bloomsbury Publishing. | | |
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| **Related Online Contents** | | | |
| 1 | Introduction to Typography – Courseera.org (https://[www.coursera.org/learn/typography)](http://www.coursera.org/learn/typography)) | | |
| 2 | Fundamentals of Graphic Design - Courseera.org (https://[www.coursera.org/learn/fundamentals-of-graphic-design)](http://www.coursera.org/learn/fundamentals-of-graphic-design)) | | |
| 3 | Design and Development of Games for Learning - Edx.org (https://[www.edx.org/course/design-and-development-of-games-for-learning)](http://www.edx.org/course/design-and-development-of-games-for-learning)) | | |
| 4 | Introduction to Visual Communication - swayam.gov.in (https://swayam.gov.in/nd2\_cec20\_ge14/preview) | | |
| 5 | 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** | | **21EDUGE06** | **TEST, MEASUREMENT AND EVALUATION** | **L** | **T** | **P** | **C** |
| **Core/Elective/Supportive** | | | **Elective** | **4** | **5** |  | **4** |
| **Pre-requisite** | | | **Under Graduation** |  | | | **2021-**  **2022** |
| **Course Objectives** | | | | | | | |
| 1. To make the students to understand the basic concepts and types of Test, Measurement and Evaluation. 2. To enable the students to assimilate the strategies of measurement and evaluation and design the tools. 3. To acquire mastery over the development and use of measurement and evaluation tools. | | | | | | | |
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| **Expected Course Outcomes** | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | |
| 1 | Understand the basic concepts and types of test measurement & education. | | | | | K2 | |
| 2 | Analyze the strategies of measurement & evaluation. | | | | | K4 | |
| 3 | Attain the skill of development of various types of tools. | | | | | K6 | |
| 4 | Understand thebasic concepts of statistical analysis. | | | | | K2 | |
| 5 | Understand the concepts of aptitude and intelligence test. | | | | | K2 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | |
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| **Unit: 1** | | **Concept of Test and Measurement** | | **13 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** | | **13 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. | | | | | | | |
| **Unit: 3** | | **Basics of Aptitude & intelligence test** | | **13 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** | | | | | | | **13 Hours** | | |
| 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** | | | **Basic Statistics for Test, Measurement and**  **Evaluation** | | | | | | | **11 Hours** | | |
| Basic concepts of Variables and Scaling Techniques – Graphical and Diagrammatic Presentation – Descriptive Statistics: Frequency, Mean, Median, Mode, Standard Deviation, Standard Score and  Standard Error – Bivariate Statistics: Co-variation and Correlation – Statistical Packages. | | | | | | | | | | | | |
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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 | | | | | | | | | | | | |
|  | | | **Total Lecture Hours** | | | | | | | **65 Hours** | | |
| **Text Books** | | | | | | | | | | | | |
| 1. | Jon S. Wilson et al., (2008), Test and Measurement: Know It All, Newnes. | | | | | | | | | | | |
| 2. | Lewis R. Aiken, (1998), Tests and Examinations: Measuring Abilities and Performance, John  Wiley & Sons, Inc.. | | | | | | | | | | | |
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| **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. | | | | | | | | | | | |
| **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-andEvaluation](http://www.scribd.com/document/109891240/Current-Issues-in-Measurement-andEvaluation) | | | | | | | | | | | |
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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** | | 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** | | **21EDUGE07** | **CURRICULUM: PRINCIPLES AND FOUNDATIONS** | **L** | | **T** | **P** | **C** |
| **Core/Elective/Supportive** | | | **Elective** | **4** | | **5** | **-** | **4** |
| **Pre-requisite** | | | **Under Graduation** |  | | | **2021-**  **2022** | |
| **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 | | | | | | | | |
|  | | | | | | | | |
| **Unit: 1** | | **Basics of Curriculum** | | | **13 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** | | | **13 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: HerbartianTheory, 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** | **13 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** | **65 Hours** |
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| **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. | | |
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| **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, MallaReddey&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 | | |

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| 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)](http://www.youtube.com/watch?v=Fej4LJaeV2g)) | | | | | | | | | | |
| 3 | Psychological foundations of curriculum (https://[www.youtube.com/watch?v=hWwSiK6vYs0)](http://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** | | | **21EDUGE08** | **SYSTEMS APPROACH TO INSTRUCTIONAL MEDIA** | **L** | **T** | **P** | | **C** |
| **Core/Elective/Supportive** | | | | **Elective** | **4** | **5** | **-** | | **4** |
| **Pre-requisite** | | | | **Under Graduation** |  | | **2021-**  **2022** | | |
| **Course Objectives** | | | | | | | | | |
| 1. To enable the students to understand the concept of system approach. 2. To enable the students to analyze the principles of system analysis and instructional design and media. 3. To help the student to understand the importance of feedback and other control mechanism. | | | | | | | | | |
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| **Expected Course Outcomes** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | Understand the concept of system approach. | | | | | | | K2 | |
| 2 | Analyze the principles of system analysis and instructional design. | | | | | | | K4 | |
| 3 | Understand the importance of feedback and other control mechanism. | | | | | | | K2 | |
| 4 | Understand the Educational implications of system analysis. | | | | | | | K2 | |
| 5 | Understand the feedback and evaluation of system. | | | | | | | K2 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | |
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| **Unit: 1** | | **Concept of System Approach** | | | | **13 Hours** | | | |
| System: concept and definition – Types and Classification – Properties, Components and Principles – Stages in System Analysis – Qualities of a System Analyst – System Analysis in Different Fields. | | | | | | | | | |
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| **Unit: 2** | | **Analysis of Sub - Systems** | | | | **13 Hours** | | | |
| Education as a sub-system: a system with sub-system – Significance of Systems Approach to Education – Curriculum Development: Personnel, Selection of Materials and Methods & Evaluation. | | | | | | | | | |
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| **Unit: 3** | | **Instructional Systems** | | | | **13 Hours** | | | |
| Systems View of Instruction – Systems Approach for Developing Instructional System – Models of Systems Approach to Instruction: Glacer Model – Formulation of Instructional Objectives. | | | | | | | | | |
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| **Unit: 4** | | **Design & Educational Media** | | | | **13 Hours** | | | |
| Principles of Learning System Designing: Individualized Procedures in Learning and Programmed Instruction – Learning Module – Significance of Systems Approach to E- Learning. | | | | | | | | | |
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| **Unit: 5** | | **Feedback & Evaluation of System** | | | | **11 Hours** | | | |
| Importance of Feedback in System Design Process: Cybernetic, control mechanisms and implications  – Criteria for assessing the efficiency of a system – Educational implications of systems analysis. | | | | | | | | | |

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| **Unit: 6** | | | | **Contemporary Issues** | | | | | | | | **2 Hours** | | |
| 1. System approach to E learning Environment 2. System Design Process: opportunities and challenges | | | | | | | | | | | | | | |
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|  | | | | **Total Lecture Hours** | | | | | | | **65 Hours** | | | |
| **Text Books** | | | | | | | | | | | | | | |
| 1 | G.S. Pillay,(1991), Instructional Designing,,Nirmal Publications, Madurai. | | | | | | | | | | | | | |
| 2 | James D. Russell,(2011),Modular Instruction: A Guide to the Design, Selection, Utilization,  and Evaluation of Modular Materials,, Burgess Publishing Company. | | | | | | | | | | | | | |
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| **Reference Books** | | | | | | | | | | | | | | |
| 1 | | Kerry Dunn, (2017),The Contemporary Applications of a Systems Approach to Education:  Models for Effective Reform, University Press of America. | | | | | | | | | | | | |
| 2 | | Martin Reynolds and Sue Holwell,(2010),Systems Approaches to Managing Change: A  Practical Guide,, Springer. | | | | | | | | | | | | |
| 3 | | Robert Maribe Branch, (2009),Instructional Design: The ADDIE Approach, Springer. | | | | | | | | | | | | |
| 4 | | William et al., Wiley, (2015)Mastering the Instructional Design Process: A Systematic  Approach 4th Edition. | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | |
| 1 | Swayam Course : Design and Facilitation of E-learning  Courses https://swayam.gov.in/nd2\_nou20\_ed01/preview | | | | | | | | | | | | | |
| 2 | https://edtechreview.in/e-learning/1298-systems-approach-to-e-learning | | | | | | | | | | | | | |
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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** | | | S | | M | M | M | S | S | S | M | | M | S |
| **CO3** | | | 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** | | **21EDUGE09** | **E – GOVERNANCE AND EDUCATIONAL**  **ADMINISTRATION** | **L** | | **T** | **P** | **C** |
| **Core/Elective/Supportive** | | | **Elective** | **4** | | **5** | **-** | **4** |
| **Pre-requisite** | | | **Under Graduation** |  | | | **2021-**  **2022** | |
| **Course Objectives** | | | | | | | | |
| 1. To provide insights on the fundamental of e-governance in India, policies and projects. 2. To develop and understanding of the concepts, techniques and practice of management as applicable to their work. 3. To recognize the importance of management of resources and effective use of ICT in the context of educational management. | | | | | | | | |
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| **Expected Course Outcomes** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Learners understood the Knowledge of e-governance and techniques. | | | | | | K1 | |
| 2 | E-governance policies and principles will be analysed. | | | | | | K4 | |
| 3 | Competence of Administration will be enhanced by the e-governance theories. | | | | | | K4 | |
| 4 | Educational Administration concepts, methods and stages can be identified by the learners. | | | | | | K1 | |
| 5 | How ICT is applied in educational administration can be understood. | | | | | | K1 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | |
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| **Unit: 1** | | **E-GOVERNANCE : CONCEPT AND SIGNIFICANCE** | | | **13 Hours** | | | |
| E-Governance: Meaning, Concepts and Implementation – Techniques of E-Governance: GIS based  Management, Citizen Database, Human Development and Video Conferencing. Stages of E- governance, Models of e-governance and Significance of e-governance. | | | | | | | | |
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| **Unit: 2** | | **E-GOVERNANCE IN INDIA** | | | **13 Hours** | | | |
| E-Governance: Origins in India; Policy, Projects and Challenges at National Level, egovernance initiatives in India – Prerequisite of Good Governance: Infrastructure and Security concerns. | | | | | | | | |
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| **Unit: 3** | | **INDIAN THEORY** | | | **13 Hours** | | | |
| Utilizations of Indian Theory in Public Administration, Raising Competence of Administration: Role of Indian Theory, Good Governance, Administrative Culture in India. | | | | | | | | |
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| **Unit: 4** | | **EDUCATIONAL ADMINISTRATION:** | | | **13 Hours** | | | |
|  | | **INTRODUCTION** | | |  | | | |

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| Concept and Scope – Concept of Educational Administration and Stages in the Educational Administration Process, Basic functions of administration: Planning, Organizing, Directing and Controlling – Theories of Educational Administration – Administrative Structure of Education at  different levels – Transparency in Educational Administration. | | | |
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| **Unit: 5** | | **ROLE OF ICT IN EDUCATIONAL ADMINISTRATION** | **11 Hours** |
| ICT in Educational Administration – ICT Implementation in Administration: Essential Components; Role of ICT in Administration: Internal Administration, Planning and Decision making and Service Delivery; Maintenance of ICT Resources in Institution – ICT Tools for Educational Administration –  Challenges to effective use of ICT – Software for Record Keeping. | | | |
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| **Unit: 6** | | **Contemporary Issues** | **2 Hours** |
| E-governance trends and challenges; Functions of Educational Administration. | | | |
|  | | **Total Lecture Hours** | **65 Hours** |
| **Text Books** | | | |
| 1 | Dey, Bata K. (2000), ―E-governance in India: Problems, Challenges and Opportunities  – A Futures Vision‖, Indian Journal of Public Administration, Vol. XLVI, No. 3 | | |
| 2 | Aggarwal, J, C(1994): Educational Administration, Management and Supervision. New Delhi. | | |
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| **Reference Books** | | | |
| 1 | Gupta, M., P., P., Kumar, and J., Bhattacharya, 2004, Government OnlineOpportunities and Challenges, Tata McGraw-Hill Publishing Company Ltd., New Delhi | | |
| 2 | N. S. Kalsi, Ravi Kiran and S. C. Vaidya, Effective e-Governance for Good  Governance in India, International Review of Business Research Papers,Vol.5 No. 1 January 2009 Pp. 212‐ 229 | | |
| 3 | Aggarwal, J, C .: Educational Administration, Management and Supervision. New Delhi - Arya Book Depot. 1994, pp. 2 -5 . | | |
| 4 | B.Saugata, and R.R. Masud, (2007), Implementing E-Governance Using OECD Model(Modified) and Gartner Model (Modified) Upon Agriculture of Bangladesh, IEEE. | | |
| 5 | D.G. Garson, (2006), Public Information Technology and E-Governance, Jones and Bartlett Publishers. | | |
| 6 | G.D. Garson, (2006), Public Information Technology and E-Governance: Managing the Virtual State, Jones & Bartlett Publishers. | | |
| 7 | Jaegar, (2008), Citizen Centered E-Government Services: Benefits, Costs, and Research Needs, Bertot, and McClure. | | |

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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | |
| 1 | Educational Administration (https://swayam.gov.in/nd2\_cec20\_ed07/preview) | | | | | | | | | | |
| 2 | e-governance in higher education. (https://swayam.gov.in/nd2\_arp19\_ap69/preview) | | | | | | | | | | |
| 3 | e-governance and digital India initiative(https://[www.slideshare.net/nehabsairam/egovernance-](http://www.slideshare.net/nehabsairam/egovernance-) and-digital-india-initiative) | | | | | | | | | | |
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| Course Designed By: Dr.T.Enok Joel | | | | | | | | | | | |
| **Mapping with Programme Outcomes** | | | | | | | | | | | |
| **COs** | | **PO1** | **PO2** | **PO3** | **PO 4** | **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 | M | M | S |
| **CO3** | | S | M | S | M | M | M | L | M | M | S |
| **CO4** | | S | M | M | M | M | M | L | M | M | S |
| **CO5** | | S | M | S | M | S | M | L | M | M | S |
| \*S-Strong; M-Medium; L-Low | | | | | | | | | | | |

Supportive Course

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| **Course Code** | | **21EDUGS01** | **TEACHING TECHNOLOGY** | **L** | **T** | **P** | **C** |
| **Core/Elective/Supportive** | | | **Supportive** | **2** | **4** |  | **2** |
| **Pre-requisite** | | | **Under Graduation** |  | | **2021-**  **2022** | |
| **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. | | | | | | | |
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| **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** | | **6 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** | | **6 Hours** | | | |
| 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** | | **6 Hours** | | | |
| 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** | | **1 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. | | | | | |
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| **Reference Books** | | | | | | |
| 1 | ArabindaBiswas and Surendra Prasad, (2006), Development of Education in India, Concept Publishing  Company. | | | | | |
| 2 | C. L. Anand and PanmanaRamacandrannayar, (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  https://swayam.gov.in/nd2\_ntr20\_ed42/preview | | Technology into | | Teaching |
| 2 | | Swayam Course: communication Technologies  https://swayam.gov.in/nd2\_cec20\_ed05/preview | | in Education | |  |
| 3. | | https://carleton.ca/edc/teachingresources/teaching-with-technology/what-is-  teachingwithtechnology/#:~:text=Teaching%20with%20technology%20is%20a,(i.e.%20synchrono us%20or%20asynchronous). | | | | |
| 4 | | https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-0190159-9 | | | | |
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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** | **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** | | **21EDUGS02** | **ENVIRONMENTAL EDUCATION** | **L** | | **T** | **P** | **C** |
| **Core/Elective/Supportive** | | | **Supportive** | **2** | | **2** | **-** | **2** |
| **Pre-requisite** | | | **Under Graduation** |  | | | **2021-**  **2022** | |
| **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.iauhesd.net/sites/default/files/documents/261445e.pdf)](http://www.iauhesd.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 | | | |

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| **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** | | **21EDUGS03** | **VIDEO EDITING IN ADOBE**  **PREMIERE PRO** | **L** | **T** | **P** | **C** |
| **Core/Elective/Supportive** | | | **Supportive** | **2** | **2** | **-** | **2** |
| **Pre-requisite** | | | **Under Graduation** | **Syllabus**  **Version** | | | **2021-**  **2022** |
| **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 | Import, edit, mix and export video using 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, CODECS, 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: Ingest Options, Proxy Media, Media Browser Panel, Still Images – 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 – Playing VR Video – 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 – Keyframe Effects – Master Clip | | | | | | | |
| Effects – Rendering – Motion Effect: Changing Clip Position, Keyframe Interpolation, Motion-Related Effects – Fixing Color Balance – Creating Multicamera Sequence – 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 – Exporting  Master Copy – Adobe Media Encoder – Uploading to Social Media. | | | | | | | | | | | | | |
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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. (2018). Adobe Premiere Pro CC Classroom in a Book (1st. ed.). Pearson Education. | | | | | | | | | | | |
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| **Reference Books** | | | | | | | | | | | | | |
| 1 | Gack Davidson. (2017). Adobe Premiere Pro Cc 2017: The Complete Beginner’s Guide.  Createspace Independent Pub. | | | | | | | | | | | | |
| 2 | Jerron Smith. (2014). Premiere Pro CC Digital Classroom. John Wiley & Sons. | | | | | | | | | | | | |
| 3 | Michael Galesso. (2017). Adobe Premiere Pro Cc 2017: An Easy Guide to the Best Features. First  Rank Publishing. | | | | | | | | | | | | |
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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** | | **21EDUGS04** | **COMMUNICATIVE ENGLISH** | **L** | | **T** | **P** | **C** |
| **Core/Elective/Supportive** | | | **Supportive** | **2** | | **2** | **-** | 2 |
| **Pre-requisite** | | | **Under Graduation** |  | | | **2021-**  **2022** | |
| **Course Objectives** | | | | | | | | |
| 1. To acquire a new perspective on communicative English. 2. To Improve and extending 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 | Have knowledge of 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 | | | | | | | | |
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| **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** | | | **6 Hours** | | | |
| Verbal Communication – Non-Verbal Communication –Language Variety – Geographical, Formal/In formal, Register, Dialect etc. | | | | | | | | |
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| **Unit: 3** | | **Written Communication** | | | **6 Hours** | | | |
| Technical Writing (Writing Reports) –Business Communication (Letters, Memos). | | | | | | | | |
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| **Unit: 4** | | **Interpersonal Communication** | | | **6 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. | | | | | | | | | | | | |
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| **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 | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | |
| 1 | **Website:**Conversation Practice: [www.focusenglish.com](http://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,](http://www.english-the-easy-way.com/) Grammar Quizzes- a4esl.org | | | | | | | | | | | | |
| 4 | **Website:** [www.englishclub.com,](http://www.englishclub.com/) [www.usingenglish.com,](http://www.usingenglish.com/) [www.edufind.com](http://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 | | | | | | | | | | | | | |

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| **Course Code** | | **21EDUGS05** | **CREATING ANIMATIONS IN**  **ADOBE ANIMATE** | **L** | **T** | **P** | **C** |
| **Core/Elective/Supportive** | | | **Supportive** | **2** | **2** | **-** | **2** |
| **Pre-requisite** | | | **Under Graduation** | **Syllabus**  **Version** | | | **2021-**  **2022** |
| **Course Objectives** | | | | | | | |
| 1. To introduce the tools available in Adobe Animate for 2D Animation. 2. To present the character animation, motion tweening, shape tweening and masking techniques. 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: Making and Animating Deformations, Lip-Syncing Dialogue – Animating  Camera Moves – Shapes and Masks: Shape Tweening, Shape Hints, Masked Layer Animation – Animating Color. | | | | | | | |
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| **Unit: 4** | | **INTERACTIVITY AND VR** | | **6 Hours** | | | |
| Creating Buttons and Animated Buttons ActionScript and JavaScript – Virtual Reality: VR 360  Documents, Interactivity, Camera Position, Graphics, Animation. | | | | | | | |
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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. (2018). Adobe Animate CC Classroom in a Book (1st. ed.). Pearson Education. | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | |
| 1 | Barbara M. Waxer. (2013). Adobe Flash Professional CS6 Illustrated with Online Creative Cloud  Updates. Cengage Learning. | | | | | | | | | | | |
| 2 | Gack Davidson. (2017). Adobe Animate CC 2017: The Complete Beginner’s Guide. Van  Helostein Publication. | | | | | | | | | | | |
| 3 | Tom Green & Joseph Labrecque. (2017). Beginning Adobe Animate CC: Learn to  Efficiently Create and Deploy Animated and Interactive Content. Apress Publication. | | | | | | | | | | | |
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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** | | **21EDUGS06** | **WEB DESIGNING IN ADOBE**  **DREAMWEAVER** | **L** | **T** | **P** | | **C** |
| **Core/Elective/Supportive** | | | **Supportive** | **2** | **2** | **-** | | **2** |
| **Pre-requisite** | | | **Under graduate** | **Syllabus**  **version** | | **2021-**  **2022** | | |
| **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 utilizing text, tables and hyperlinks features. | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | |
|  | | | | | | | | |
| **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 – Page Layout: Predefined Layouts, Styling Existing Layout – Templates from Existing  Layout – Editable and Non-Editable Regions – Producing Child Pages – 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: Vector and Raster – Controlling Image Positions –  Optimizing Images with Property Inspector – 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 – jQuery Widgets. | | | | | | | | |
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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. | | | | |
|  | | | | |
|  | | | **Total Lecture Hours** | **30 Hours** |
|  | | | | |
| **Text Book** | | | | |
|  | | Jim Maivald. (2018). Adobe Dreamweaver CC Classroom in a Book (1st. ed.). Pearson 1 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. Learn Adobe Dreamweaver CC for Web Authoring (2nd. ed.). Peachpit Press. | | | |
| 3 | Terry Felke-Morris. Web Development and Design Foundations with HTML5 (8th. ed.). Pearson  Education. | | | |
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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 | | | | | | | | | | |

Online Courses

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| **Course Code** | | **21EDUGO01** | **COMMUNICATIVE ENGLISH** | **L** | | **T** | **P** | **C** |
| **Course** | | | **Online Course** | **2** | | **2** | **-** | **2** |
| **Pre-requisite** | | | **Under Graduation** |  | | | **2021-**  **2022** | |
| **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** | | | **6 Hours** | | | |
| Verbal Communication – Non-Verbal Communication –Language Variety – Geographical, Formal/In formal, Register, Dialect etc. | | | | | | | | |
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| **Unit: 3** | | **Written Communication** | | **6 Hours** | | | | |
| Technical Writing (Writing Reports) –Business Communication (Letters, Memos). | | | | | | | | |
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| **Unit: 4** | | **Interpersonal Communication** | | **6 Hours** | | | | |
| Dealing with Boss – Dealing with Subordinates. | | | | | | | | |
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| **Unit: 5** | | **Oral Communication** | | **5 Hours** | | | | |
| Job Interviews –Public Speech –Group Discussions –Brain Storming. | | | | | | | | |
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| **Unit: 6** | | | **Contemporary Issues** | | | | | | | | **1 Hours** | | |
| Corporate communication - Netiquete Expert lectures, online seminars - webinars | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
|  | | | **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](http://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,](http://www.english-the-easy-way.com/) Grammar Quizzes- a4esl.org | | | | | | | | | | | | |
| 4 | **Website:** [www.englishclub.com,](http://www.englishclub.com/) [www.usingenglish.com,](http://www.usingenglish.com/) [www.edufind.com](http://www.edufind.com/) | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | |

Job Oriented Certificate Course

**Creating Motion Graphics and Visual Effects in Adobe After Effects (21EDUGC01)**

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| **TITLE OF THE JOB ORIENTED CERTIFICATE COURSE** | | | | | | |
| **Name of the Department** | | | | | EDUCATIONAL TECHNOLOGY | |
| **Name of the Faculty Member i/c With Complete Address with Phone and e-mail** | | | | |  | |
| **Inter / Intra Department Course** | | | | | Inter and Intra Department Course | |
| **Duration of the Course** | | | | | 3 Months | |
| **Eligibility** | | | | | Any graduate with knowledge of using computers | |
| **Number of Candidates to be Admitted** | | | | | **10** | |
| **Mode of the Course** | | | | | **Regular** | |
| **Collaboration if any with Companies**  (if Yes, Full Address of the Company Address , Name of the Contact Person, Phone, e-mail etc.) | | | | | **NIL** | |
| **Registration Procedure** | | | | | **In Person** | |
| **Job Opportunities:** | | | | | | |
| Motion Graphics Designer, Video Editor | | | | | | |
|  | | | | | | |
| **The objectives of the Course are:** | | | | | | |
| The main objectives of this course are to: | | | | | | |
| 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. | | | | |
| **Course Content** | | | | Lecture-cum-Practical | | |
|  | | | | | | |
| **Module 1** | | | Composition | | | **4 hours** |
| **Module 2** | | | Tools - 1 | | | **5 hours** |
| **Module 3** | | | Tools - 2 | | | **5 hours** |
| **Module 4** | | | Creation and Animation of Shapes and Text | | | **4 hours** |
| **Module 5** | | | Transitions | | | **4 hours** |
| **Module 6** | | | Visual Effects - 1 | | | **5 hours** |
| **Module 7** | | | Visual Effects - 2 | | | **5 hours** |
| **Module 8** | | | Master Properties | | | **4 hours** |
| **Module 9** | | | Tracking | | | **4 hours** |
| **Module 10** | | | Working on Video | | | **5 hours** |
|  | | | **Total** | | | **45 hours** |
| **Book(s) for Study** | | | | | | |
| 1 | Lisa Fridsma & Brie Gyncild. (2020). Adobe After Effects CC Classroom in a Book (1st.  ed.). Pearson Education. | | | | | |
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| **Book(s) for reference** | |
| 1 | David Dodds. (2019). Hands-On Motion Graphics with Adobe After Effects CC: Develop your skills  as a visual effects and motion graphics artist. Packt Publishing Limited. |
|  | |
| **Related Online Contents** | |
| 1 | Adobe After Effects Learn & Support - adobe.com https://helpx.adobe.com/in/support/after-  effects.html |
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# Audio Recording and Editing in Adobe Audition (21EDUGC02)

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| **TITLE OF THE JOB ORIENTED CERTIFICATE COURSE** | | | | | |
| **Name of the Department** | | | | Department of Educational Technology | |
| **Name of the Faculty Member i/c With Complete Address with Phone and e-mail** | | | |  | |
| **Inter / Intra Department Course** | | | | Inter and Intra department students. | |
| **Duration of the Course** | | | | 3 Months | |
| **Eligibility** | | | | Any graduate with knowledge of using computers. | |
| **Number of Candidates to be Admitted** | | | | 10 | |
| **Mode of the Course** | | | | Regular | |
| **Collaboration if any with Companies**  (if Yes, Full Address of the Company Address , Name of the Contact Person, Phone, e-mail etc.) | | | | NIL | |
| **Registration Procedure** | | | | In person | |
| **Job Opportunities:** | | | | | |
| Audio Editor | | | | | |
|  | | | | | |
| **The objectives of the Course are:** | | | | | |
| The main objectives of this course are to: | | | | | |
| 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 | | | | |
| 3 | To inculcate tools available in adobe audition. | | | | |
| **Course Content** | | | Lecture-cum-Practical | | |
|  | | | | | |
| **Module 1** | | Introduction to Adobe Audition; | | | 4 hours |
| **Module 2** | | Workspace and setup; | | | 5 hours |
| **Module 3** | | Digital audio fundamentals: Importing, recording and playing; | | | 5 hours |
| **Module 4** | | Applying effects; Video and surround sound; saving and exploring. | | | 4 hours |
| **Module 5** | | Audio Effects and Adjustments | | | 5 hours |
| **Module 6** | | Noise reduction & vocal improvements | | | 4 hours |
| **Module 7** | | Advanced techniques & effects | | | 5 hours |
| **Module 8** | | Music Production | | | 4 hours |
| **Module 9** | | Mixing & Mastering | | | 5 hours |
| **Module 10** | | Exporting | | | 4 hours |
|  | | **Total** | | | **45 hours** |

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| **Book(s) for Study** | | | |
| 1 | Adobe Audition CC: The Beginner’s guide to Adobe Audition | | |
| 2 | Adobe Audition CC Classroom in a Book 2nd Edition by Maxim Jago | | |
|  | | | |
| **Book(s) for reference** | | | |
| 1 | Adobe Audition CS6 Classroom in a Book by by Sandee Adobe Creative Team | | |
| 2 | Audio Editing with Adobe Audition by Richard Riley | | |
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| **Related Online Contents** | | | |
| 1 | Adobe Audition for beginners (https://[www.youtube.com/watch?v=MSsIRfjb-ho)](http://www.youtube.com/watch?v=MSsIRfjb-ho)) | | |
| 2 |  | The Best Adobe Audition Workflow for Beginners  (https://[www.youtube.com/watch?v=a\_ezty2WRzc)](http://www.youtube.com/watch?v=a_ezty2WRzc)) |  |
| 3 |  | Noise Reduction and Restoration // Adobe Audition Tutorial  (https://[www.youtube.com/watch?v=54VsPQBlOpY)](http://www.youtube.com/watch?v=54VsPQBlOpY)) |  |
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Value Added Course

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| **TITLE OF THE VALUE-ADDED COURSE** | | | | | | |
| **Name of the Department** | | | | | Educational Technology | |
| **Name of the Faculty Member i/c With Complete Address with Phone and e-mail** | | | | | Dr. A.R.Bhavana, Associate Professor, Head i/c, Department of Educational Technology  Email: [bhavanaar@gmail.com](mailto:bhavanaar@gmail.com)  Phone: 9940716867 | |
| **Inter / Intra Department Course** | | | | | **Inter and Intra Department** | |
| **Duration of the Course** | | | | | 3 months | |
| **Eligibility** | | | | | **Any Degree** | |
| **Number of Candidates to be Admitted** | | | | | **20** | |
| **Registration Procedure** | | | | | **In person** | |
| **Job Opportunities:** Motivate students to face interviews with confidence. | | | | | | |
| **The objectives of the Course are:** | | | | | | |
| The main objectives of this course are to: | | | | | | |
| 1 | | Develop communicative competence in students. | | | | |
| 2 | | Impart knowledge, of proper pronunciation. | | | | |
| 3 | | Train and prepare the students to improve writing skills. | | | | |
| 4 | | Expose the students to the employment opportunities, challenges and job roles. | | | | |
| 5 | | Find employment in the corporate, media,and content writing sectors. | | | | |
| **Course Content** | | | | Lecture-cum-Practical | | |
|  | | | | | | |
| **Module 1** | | | Technicalities of listening | | | **2 hours** |
| **Module 2** | | | Listening- Casual and Academic , domain specific vocabulary | | | **2 hours** |
| **Module 3** | | | Pronunciation- The production of speech :Air stream mechanism | | | **1hour(s)** |
| **Module 4** | | | Pronunciation: Vowels, Diphthongs, Triphthongs | | | **1hour(s)** |
| **Module 5** | | | Pronunciation :Consonants, Fricatives and Affricates,  Nasals,Lateral,Approximants, stress , intonation. | | | **2 hours** |
| **Module 6** | | | Appropriate use of words according to context. | | | **3 hour(s)** |
| **Module 7** | | | Reading- Fiction, News (Authentic Material) and Academic | | | **7 hours** |
| **Module 8** | | | Speaking – Extempore, Group Discussion on factual, and fictional,  Role-plays, Dialogues and Data transcoding | | | **7 hours** |
| **Module 9** | | | Writing - Error-free fillups, sequences in dialogues | | | **7 hours** |
| **Module 10** | | | Writing : letters ,sentences, and paragraphs | | | **8 hours** |
|  | | | **Total** | | | **40 hours** |
| **Book(s) for Study** | | | | | | |
| 1 | Redman Gairins (2008) Oxford Word Skills- OUP | | | | | |
| 2 | Lee Jones. -(1981first edition)Functions of EnglishCambridge | | | | | |
| 3 | Michael Swan .Basic English Usage(fourth edition) OUP | | | | | |
| 4 | Josh Sreedharan (2014)The Four Skills for Communication, Foundation Books | | | | | |
| 5 | Sureshkumar. E and P. Sreehari(2001) – Communicative English –Orient Blackswan | | | | | |
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| **Book(s) for reference** | |
| 1 | Balasubhramanian .T (2000 First Edition) A Textbook of English Phonetics for Indian Students – T.  Macmillan Publications |
| 2 | Connor. J D (1967 first edition)Better English Pronunciation –– Cambridge University Press |
| 3 | McCarthy and Felicity O(2017) DellEnglish Vocabulary in Use,Cambridge University Press |
| 4 | Michael Swan (2017)Practical English Usage, OUP |
|  | |
| **Related Online Contents** | |
| 1 | **Website:**Conversation Practice: [www.focusenglish.com](http://www.focusenglish.com/) |
| 2 | Developing Soft Skills and Personality – Professor T.Ravichandran, IIT Konpur,-8  WeeksNPTEL. |
| 3 | **Website:** [www.english-the-easy-way.com,](http://www.english-the-easy-way.com/) Grammar Quizzes- a4esl.org |
| 4 | **Website:** [www.englishclub.com,](http://www.englishclub.com/) [www.usingenglish.com,](http://www.usingenglish.com/) [www.edufind.com](http://www.edufind.com/) |
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1st week of December **or** January in every Academic year.

* + Immediately after the completion of Odd Semester Examination.
    - In the beginning of Odd Semester for the 2nd year students.

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| **TITLE OF THE VALUE-ADDED COURSE** | | | | | |
| **Name of the Department** | | | | **Educational Technology** | |
| **Name of the Faculty Member i/c With Complete Address with Phone and e-mail** | | | |  | |
| **Inter / Intra Department Course** | | | | **Inter and Intra department** | |
| **Duration of the Course** | | | | **3 Months** | |
| **Eligibility** | | | | **Any U.G.Degree** | |
| **Number of Candidates to be Admitted** | | | | **20** | |
| **Registration Procedure** | | | | **In person** | |
| **Job Opportunities:** | | | | | |
| Imparts students the skill to work us data analyst / research assistant in research projects. | | | | | |
|  | | | | | |
| **The objectives of the Course are:** | | | | | |
| The main objectives of this course are to: | | | | | |
| 1 | Understand the main features of SPSS. | | | | |
| 2 | Perform descriptive analysis with SPSS. | | | | |
| 3 | Perform common parametric and non - parametric tests | | | | |
| **Course Content** | | | Lecture-cum-Practical | | |
|  | | | | | |
| **Module 1** | | **Introduction to SPSS:** SPSS:General descriptions, functions, menu s, commands- open SPSS data file – save – import from other  data source | | | **4 hours** |
| **Module 2** | | 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 | | | **4 hours** |
| **Module 3** | | **Data Handling:** Split – select cases – compute total scores – table  looks – Changing column - font style and sizes Unit | | | **4 hours** |
| **Module 4** | | **Diagrammatic Representation** Simple Bar diagram –  Multiple bar diagram – Sub-divided Bar diagram - Percentage diagram - Pie Diagram – Frequency Table – Histogram – Scatter diagram – Box plot. | | | **4 hours** |
| **Module 5** | | **Descriptive Statistics**: Mean, Median, Mode, SD- Skewness-  Kurtosis. | | | **4 hours** |
| **Module 6** | | Correlation – Karl Pearson’s and Spearman’s Rank  Correlation , Regression analysis: Simple and Multiple Regression Analysis | | | **4 hours** |
| **Module 7** | | **Testing of Hypothesis:** Parametric – One sample – Two sample  Independent t – test – Paired t – test | | | **4 hours** |

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| **Module 8** | | Non – parametric: One sample KS test- Mann-Whitney U test | **4 hours** |
| **Module 9** | | Wilcoxon Signed Rank test - Kruskal Wallis test – Friedman test-  Chi- square test | **4 hours** |
| **Module 10** | | Analysis of variance: One way and Two way ANOVA | **4 hours** |
|  | | **Total** | **40 hours** |
| **Book(s) for Study** | | | |
| 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. | | |
|  | | | |
| **Book(s) for reference** | | | |
| 1 | Jeremy J. Foster (2001). Data analysis using SPSS for windows. New edition. Versions 810. Sage  publications. London. | | |
| 2 | Michael S. Louis – Beck (1995). Data analysis an introduction, Series: quantitative applications in the  social sciences. Sage. Publications. London | | |
|  | | | |
| **Related Online Contents** | | | |
| 1 | https://onlinecourses.swayam2.ac.in/arp19\_ap77/preview | | |
| 2 | https://[www.udemy.com/course/inferential-statistics-spss/?](http://www.udemy.com/course/inferential-statistics-spss/) | | |

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Annexure

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **ONLINE COURSES** | | | | | | | |
| 21EDUGO01 (BU-MOOC) | Communicative English | 2 | 2 | - | 12 | 38 | 50 |
| SWAYAM\*\*\* | MOOCs online course comprising of minimum 4 weeks and 2 credits | 2 | - | - | - | - | - |

\* Elective courses shall be selected from the list of electives offered by our department.

\*\* Supportive courses must be opted from other departments.

$ 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.

\*\*\* Online course comprising of 2 credits should be completed within 3rd semester.

# JOB-ORIENTED CERTIFICATE COURSES

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | **Title of the Course** | **Cr edi ts** | **Total Hours** | | **Maximum Marks** | | |
| **Th eor y** | **Pr act ica l** | **CI A** | **ES E** | **To tal** |
| 21EDUCT01 | Creating Motion Graphics and Visual Effects in Adobe After Effects | 2 | 15 | 30 | 50 | - | 50 |
| 21EDUCT02 | Audio Recording and Editing in Adobe Audition | 2 | 15 | 30 | 50 | - | 50 |

**VALUE ADDED COURSES**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | **Title of the Course** | **Credits** | **Total Hours** | | **Maximum Marks** | | |
| **Theory** | **Practicals** | **CIA** | **ESE** | **Total** |
| 21EDUCV01 | Articulate in English | 2 | 10 | 30 | 50 | - | 50 |
| 21EDUCV02 | SPSS | 2 | 10 | 30 | 50 | - | 50 |