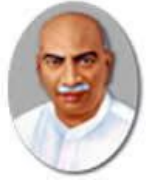




MADURAI KAMARAJ UNIVERSITY
(UNIVERSITY WITH POTENTIAL FOR EXCELLENCE)



DEPARTMENT OF EDUCATION
SCHOOL OF EDUCATION

MASTER OF EDUCATION (M.Ed.)

ONE YEAR PROGRAMME

(CHOICE BASED CREDIT SYSTEM)

2014-2015

M.Ed. DEGREE PROGRAMME (FACE TO FACE)

**CODE, COURSE, CREDITS, NORMS, RULES AND REGULATIONS, OBJECTIVES, CONTENT
AND EVALUATION SYSTEM**

CODE	COURSE	CREDITS
EDU1411C	ADVANCED PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION	4
EDU1412C	ADVANCED EDUCATIONAL PSYCHOLOGY	4
EDU1413C	RESEARCH METHODOLOGY IN EDUCATION	4
EDU1414C	EDUCATIONAL STATISTICS	4
EDU1415C	EDUCATIONAL TECHNOLOGY	4
EDU1421C	TRAINING IN SOFTWARE PRODUCTION	4
EDU1422C	DISSERTATION	4
EDU1423C	VIVA-VOCE EXAMINATION	4
EDU1423E	EDUCODE	4
EDU1424E	EDUCATIONAL FINANCE AND ADMINISTRATION	4
EDU1425E	EDUMETRY	4
EDU1426E	e-CONTENT DEVELOPMENT	4
EDU1427E	CURRICULUM DESIGNING	4
EDU1428E	COMPARATIVE EDUCATION	4
EDU14B1S	MICRO TEACHING SKILL	2
EDU14B2S	E-CONTENT DEVELOPMENT	3

This Programme is of **One year** duration with **Two Semesters**

Norms for entry into the Course

- Any PG degree holder with 55% and B.Ed degree (55% aggregate)
- Break-up of scheme for selection of candidates
50% weightage for B.Ed., aggregate

Sanctioned Strength

Thirty (or) Twenty Five

Evaluation

The ratio of Internal Evaluation and External Evaluation is 1:3 for Theory Papers and 2:3 for practical and dissertations. Viva – voce exam is totally external.

Internal Assessment

1. Two tests – each for 15 marks (aggregate)	-	15 Marks
2. Group discussion / Seminar	-	5 Marks
3. Assignment	-	5 Marks
Total	-	25 Marks

Question Paper Pattern

The pattern of Question Paper will be as follows:

Time : 3 hours

Max. Marks: 75

Section A: (10 x 1 = 10 marks)

Answer all questions
Question No. 1 to 10 (Multiple choice)
Four choices in each question
No 'none of these' choice
Two questions form each unit.

Section B: (5 x 7 = 35 marks)

Answer all questions choosing either (a) or (b)

Answer not exceeding two pages for each question. (a) and (b) of a question should be from the same unit .One question should be from one unit.

- 11 (a) or 11 (b)
- 12 (a) or 12 (b)
- 13 (a) or 13 (b)
- 14 (a) or 14 (b)
- 15 (a) or 15 (b)

Section C: (3 x 10 = 30 marks)

Answer any three out of five. There should be one question from each unit –

Questions 16 – 20

Answers not exceeding four pages for each question

Training in Software Production

Each student will have to undergo internship training for a minimum of 30 working days in a software production centre. He/she is required to produce a CAI/Instructional Video Package. The centre shall award marks for a maximum of 40, while the Exam Board shall award for a maximum of 60. The total mark is for 100.

Dissertation

The marks for dissertation is 100; the guide will award marks for a maximum of 40 while the external examiner will award marks for a maximum of 60.

Viva – Voce

The marks for Viva – voce examination is for a maximum of 100, to be awarded by the viva – voce examination board.

A student is required to undergo all the core components, viz., five core papers in I semester, and software production training, dissertation and viva – voce exam in II semester. Each student is required to choose any two elective papers in II semester.

Award of Pass

A minimum of 50% is required for pass in any course. Those who fail to secure 50% in a course alone can reappear in the subsequent examinations. The award of class will be based on the weighted averages of all the courses undergone by the student. It is as follows:

$$(\text{No. of credits } X \text{ per cent secured}) + \dots\dots\dots$$

Total Number of Credits

The categorization will be done as shown below.

Distinction	-	80% and above weighted average
First class	-	60% to 79% weighted average
Second class	-	50% to 59% weighted average
Failure	-	49% and below weighted average

EDU1411C
ADVANCED PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS
OF EDUCATION

OBJECTIVES

Enable the learner to

Cognitive

1. comprehend the phases of Indian and Western philosophies.
2. identify the Commonalities and Uniqueness of different schools of thoughts.
3. comprehend the educational thoughts of select Indian and Western thinkers.
4. acquire the cognitive skills – reasoning, analysis, and comparison in educational philosophy.
5. comprehend the various Sociological concepts pertaining to Education.
6. comprehend the educational thoughts of Sociologists.

Affective

1. acquire favourable attitude towards varied educational thoughts of different Western and Indian schools.
2. acquire favourable attitude towards colleagues, administrators and educational institutions.
3. develop interest for getting involved in various academic processes as the outcomes of different educational enquiries.
4. be aware of the recent and modern trends and movements in educational thoughts across the globe.
5. fostering national integration and international understanding for harmonious living.

CONTENT

UNIT I - PHILOSOPHICAL BASES OF EDUCATION

Philosophy: Meaning, Nature and Characteristics – Education: A philosophical Perspective – Knowledge and Truth – Indian Schools of Philosophy: Vedic and Upanishadic – Samkhya, Yoga, Nyaya, Vaiseka and Mimamsa – Western Schools of philosophy: Idealism, Naturalism, Pragmatisation, Realism and Existentialism.

UNIT II – INDIAN PHILOSOPHERS ON EDUCATION

Thiruvalluvar – Rabindranath Tagore (1861-1941) – S. Radhakrishnan (1888-1975) – J. Krishnamoorthy (1895-1986) – Zakir Hussain (1897-1969).

UNIT III – WESTERN PHILOSOPHERS ON EDUCATION

Johnn Heinrich Pestalozzi (1746-1827) – John dewey (1859-1952) – Maria Montessori (1870-1952) – Bertrand Russell (1872-1970) – Paulo Freire (1922-1997).

UNIT IV – SOCIOLOGICAL BASES OF EDUCATION

Socialization and Education – Education and Culture – Education and Social change – Education and Values – Agencies of Education – Education for Modernization – Education for National Integration and International understanding.

UNIT V – EDUCATIONAL THOUGHTS OF SOCIOLOGISTS

Auguste Comte (1798-1857) – Herbert Spencer (1820-1903) – Charles Horton Cooley (1864-1929) – Pitirim A. Sorokin (1889-1968) – Talcot Parsons (1902-1979)

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EDU1412C
ADVANCED EDUCATIONAL PSYCHOLOGY

OBJECTIVES

Enable the learner to

Cognitive

1. comprehend the axioms, assumptions, limitations and aspects of various schools of psychology.
2. comprehend and employ memory devices / techniques in real life.
3. comprehend the select theories of Emotions
4. be conversant with select theories of learning.
5. comprehend the Memory techniques.
6. compare and contrast the cognitive processes of a few learning theories.

Affective

1. develop favourable attitudes towards psychology and its application in education.
2. develop interest in learning how to learn, enabling to evolve his own learning styles.
3. acquire theoretical and humanistic values.

Psychomotor

1. acquire skills in administering the performance tests.
2. acquire the skills involved in drawing and mapping – learning, remembering and forgetting curves, besides concepts.

CONTENT

Unit – I

Schools of Psychology – Structuralism, Functionalism, Behaviourism, Gestalt, Hormic (Purposivism), Humanism, Psychoanalysis and Psycho synthesis.

Unit – II

Emotion – Meaning; Emotions Vs Feelings; AAFLS-Symptoms of Emotions; Theories of Emotions – James Lange, Cannon Bard, Activation and Cognitive theory; Measures of Emotions; Emotional Maturity; Emotional Stability; Emotional Intelligence.

Unit – III

Theories of learning – Guthrie, Lewin's Field theory, Hull's systematic behaviour theory, Tolman's Sign-Gestalt theory, Constructivist theory and Schema theory.

Unit – IV

Memory – Sensory memory – Iconic and Echoic memory; Short – term memory; Long term memory – Episodic, semantic and procedural memory – Memory span – Memory techniques – Information processing Model of memory. Forgetting – Decay and Interference theory. Retention – Measurement of retention.

Unit – V

Thinking – Artistic, Scientific, Critical and Creative. Style of learning and thinking – Measurement. Reasoning – Casual reasoning and Analogical reasoning – Inductive reasoning, Deductive reasoning – Affirmative categorical, Negative categorical, Affirmative hypothetical, Negative hypothetical and Disjunctive.

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EDU1413C
RESEARCH METHODOLOGY IN EDUCATION

OBJECTIVES

Enable the learner to

Cognitive

1. comprehend 'Research'
2. discriminate 'Action Research from Fundamental and Applied'.
3. identify the qualities of an efficient researcher and supervisor.
4. comprehend various areas of research in education.
5. comprehend the characteristics of a good research
6. develop the skills for reviewing literature
7. acquire the skills required for the preparation of agendum
8. discriminate 'Statement of the problem from Title', 'Assumption from Hypothesis', 'Method from Design', 'Technique from Tool', 'Findings from Conclusion', 'Conclusion from Generalization', 'Delimitation from Limitation', 'Agendum from Synopsis', 'Bibliography from Footnote', 'Proving from Testing' and 'Thesis from Dissertation'.
9. acquire the skills required for preparing a Research Report.
10. develop the skills for adjudicating a Research Report

Affective

1. develop interest in Educational Research.
2. develop favourable attitude towards Research related occupations
3. inculcate values for research.

Psychomotor

1. acquire the skills involved in the figurative representations of Models and Statistical measures

CONTENT

Unit I - Research in Education

Meaning, need and classification; Qualities of a good Researcher and Supervisor; Areas of Research.

Unit II - Research Problem

Criteria of a good research problem; Formulating research problem; Delimitation; Hypothesis – meaning, importance, characteristics, formulation of hypothesis, testing of hypothesis; Review of related literature; Preparation of Research proposal.

Unit III - Sampling

Sampling Methods; Data Collection – Analysis of data; Interpretation; Conclusion and Generalization.

Unit IV - Methods, Techniques and Tools of Investigation

Methods – Historical, Normative, Experimental, Case study, Case History, Trend Study, Follow-up Study and Content Analysis; Techniques - Observation, Interview, Sociometry; Tools – Questionnaire, Opinionnaire, Schedules, Scales – Attitude scale, rating scale , Inventories – Personality inventory, Interest inventory, Checklist, Score Card , Achievement test – Norm and Criterion referenced test.

Unit V - The Research Report

Research reporting – General format; Styles of report writing; bibliography; footnote; rules for typing the report; proof reading; synopsis.

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**EDU1414C
EDUCATIONAL STATISTICS**

OBJECTIVES

Enable the learner to

Cognitive

1. comprehend the concept of 'Statistics'
2. discriminate the Scaling Techniques.
3. discriminate Inferential from Descriptive Statistics.
4. discriminate Parametric from Non-Parametric Statistics.
5. comprehend dependable Statistical Measures.
6. discriminate standard scores from raw scores.
7. discriminate Regression from Correlation.
8. acquire the skills required for Hypothesis Testing.

Affective

1. Develop interest in statistical processing
2. develop favourable attitude towards statistical treatments.

Psychomotor

1. acquire the skills involved in the figurative representations of Models and Statistical measures.

CONTENT

Unit – I : Statistics

Meaning, Functions, Scope; Statistics in educational research; Descriptive and Inferential; Parametric and Non-parametric.

Unit – II : Central Tendency and Dispersion

Measures of Central Tendency – Mean, Median and Mode, characteristics and applications; Measures of Dispersion – Range, Mean deviation, Quartile deviation and Standard deviation; Percentile, Percentile Rank – Standard scores: Sigma score, T – score, College board score and Stannine score; Figurative representations of data: Histogram, Frequency polygon, Cumulative frequency graph and Ogive.

Unit – III : Distribution

Normal distribution, Skewness, Kurtosis, characteristics and applications.

Unit – IV : Correlation

Coefficient – Rank difference types, computation; Regression equation.

Unit – V : Hypothesis Testing

Errors in Statistics; t-test, Analysis of Variance, Chisquare test, Degrees of freedom, Significance level; Interpretation of statistical results.

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**EDU1415C
EDUCATIONAL TECHNOLOGY**

OBJECTIVES

Enable the learner to

Cognitive

1. comprehend programmed instructional material.
2. acquire knowledge on the fundamental aspects of educational video production.
3. comprehend the details to write a shooting script to produce an educational video film on a given theme.
4. be exposed to the aspects of studio lighting, sound recording and editing.
5. comprehend CAI package.
6. be exposed to the different modes of CAI package development.

Affective

1. acquire favourable attitude towards preparation of programmed instructional material.
2. appreciate the value of videography in education.
3. develop interest for getting involved in the fundamental aspects of educational video production.
4. develop interest for getting involved in CAI package development.

Psychomotor

1. develop the skills in making appropriate visuals in the production of an instructional video.
2. acquire the skills in developing CAI package.

CONTENT

Unit – I

Educational technology – Definition, Meaning, Concept, Scope; Audio-visual technology; System technology; Concept technology; Artificial intelligence; Approaches- Hardware, Software, Useware, Underware, Heartware, Courseware.

Unit – II

Media selection – Attributes, Models, Factors.

Unit – III

Individualized Instruction - Constructivistic approach, Programmed learning – Types, Assignment, Learner Controlled Instruction (LCI), Personalized System of Instruction (PSI), Computer Assisted Instruction (CAI), e-learning.

Unit – IV

Video – Educational and Instructional; Stages of development – Planning, Production, Post production, Validation; Video Formats.

Unit – V

CAI Package development – Instructional objectives - Stages – Pre-test, Guidelines, Treatment, Post-test, Follow-up; Modes of CAI – Tutorials, Drill and Practice, Simulation, Games and Testing.

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**EDU1427E
CURRICULUM DESIGNING**

OBJECTIVES

Enable the learner to

Cognitive

1. comprehend the various connotations of 'curriculum'
2. discriminate documentary curriculum from operational curriculum.
3. comprehend the foundations of curriculum.
4. apply the determinants of curriculum in the construction as well as assessment.
5. be exposed to the varieties of curricular development and evaluative models.
6. acquire the required cognitive skills for planning, designing, organizing and valuing any curriculum, qualitatively as well as quantitatively.
7. be exposed to the need for the involvement of various kinds of personnel in curriculum construction, reforms and revision process.

Affective

1. acquire favourable attitude towards curriculum development as a profession.
2. develop interest for getting involved in curricular functions.
3. acquire values for curricular processes like construction, planning, development, evaluation, revision and reforms.

Psychomotor

1. acquire the skills involved in mapping the curricular models.

CONTENT**Unit – I**

Curriculum –different connotations – as content, as intended learning outcomes, as experiences provided, as experiences received, as a plan for academic action.

Documentary curriculum – G.O's, Proceedings, Syllabi, Textbooks, Teachers'

Handbooks, Students' workbooks, Laboratory manuals, Media manuals. Operational curriculum – variation in contexts.

Unit – II

Curriculum – Functional – Utility – Behaviours – Developmental – Conceptual – Disciplinary – Pedagogical – Curricular – Methodological – Instructional.

Unit – III

Curricular Models – Kerr's model, Johnson's model, Mc. Donald's model-Zia's model, Stake's model, Stufflebeam's model, Scriven's model.

Unit – IV

Curriculum designing – Administrative approach – Grassroot's approach – Subject-centered – Learner centered – Problem centered – Work centered – Experience centered – Problem centered – Fused curriculum – Ratios as curricular indices.

Unit – V

Curriculum development – Agencies and Personnel – NCERT, SCERT, University Boards of Studies – Curriculum experts – Subject specialists – Researchers – Practising teachers – Alumni – Professional Parents – Social Workers – Personnel from industries, farms, firms, cooperative societies and banks.

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**EDU1428E
COMPARATIVE EDUCATION**

OBJECTIVES

Enable the learner to

Cognitive

1. acquire knowledge on the systems of education of select countries.
2. appreciate the values of comparative education.

Affective

1. develop interest in comparing and contrasting different systems of education.
2. develop positive and favourable attitude towards the aspects of various systems of education.

CONTENT

Unit – I

Comparative Education – Meaning, Need and Scope; The Native System - Aim, Curriculum and Methods of Teaching, Power, Structure, Teacher Education, Higher Education, Technical and Vocational Education, Adult and Continuing Education, Women’s Education, Special Education and Non-Formal Education; National Policy on Education; System of Education in U.K.

Unit – II

System of Education in France

Unit – III

System of Education in China

Unit –IV

System of Education in USA

Unit – V

System of Education in Australia

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EDU1428E
EDUCODE

OBJECTIVES

Enable the learner to

Cognitive

1. comprehend the Concepts, Act, Rule, Section, Subsection, Clause, Sub-clause, Code and Article.
2. comprehend the Articles in Indian Constitution related to Education.
3. comprehend the Tamil Nadu Educational Rules.
4. comprehend the Acts and Rules of Government, Aided, Unaided and Minority Schools.
5. comprehend the Grant-in-aid and Inspection Code.
6. acquire the Problem Solving Skills in relation to the Internal and External Administration.
7. apply the relevant Rules in dispute contexts.
8. comprehend the Tamil Nadu State Council for Higher Education.
9. comprehend the Tamil Nadu Private Colleges.
10. comprehend the Rules regarding Collection of Capitation Fees, Ragging & Eve Teasing.

Affective

1. develop favourable attitude towards Administration in School System and Higher Education.
2. develop interest in Educational Management, Supervision, Inspection, Planning and Finance.
3. foster the habit of assessing the acts, rules, sections, code and articles critically.

CONTENT**Unit – I**

Articles in Constitution of India related to Education; Articles 28, 29, 30, 45, 46 and 350A. The Tamil Nadu Compulsory Elementary Education Act (1994) and Rules (1998).

Unit – II

The Tamil Nadu Educational Rules – other than the aspects covered in Tamil Nadu Private Schools Regulation Act and Rules; Tamil Nadu Compulsory Elementary Education Act and Rules; Tamil Nadu Private Schools Act (1973) and Rules (1974). Codes of Regulations for Matriculation Schools in Tamil Nadu.

Unit – III

Grant-in-aid Code and Inspection Code – School Education. Tamil Nadu Minority Schools (Recognition and Payment of Grant Rules 1977). Special Rules for Tamil Nadu Higher Secondary Educational Service.

Unit – IV

The Tamil Nadu State Council for Higher Education Act (1992) and Rules (1998). The Tamil Nadu Private Colleges (Regulation) Act (1976) and Rules (1976).

Unit – V

The Tamil Nadu Educational Institutions (Prohibition of Collection of Capitation Fee) Act (1992) and Rules (1997). The Tamil Nadu Prohibition of Ragging Act (1997) and Eve Teasing Act (1998).

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5. The Tamil Nadu Recognized Private Schools (Regulation) Act, 1973.
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8. The Tamil Nadu Compulsory Elementary Education Act 1994 (T.N. Act 33 of 1995).
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10. The Tamil Nadu Educational Rules (MER).
11. The Tamil Nadu Educational Inspection Code.
12. Special Rules for the Tamil Nadu Higher Secondary Educational Service.

EDU1424E
EDUCATIONAL FINANCE AND ADMINISTRATION

OBJECTIVES

Enable the learner to

Cognitive

1. comprehend the concept of Planning, Resources, Cost, Benefit, Effectiveness, Grant-in-aid, Inspection, Supervision, Audit, Administration & Leadership.
2. be exposed to the different kinds of them.
3. comprehend the techniques / approaches involved in them.

Affective

1. develop interest in educational administration.
2. develop favourable attitude towards effective leadership style.
3. foster the habit of assessing the acts and rules critically.

Psychomotor

1. acquire the mapping skills of educational system and scenario.

CONTENT

Unit – I

Planning – Meaning – Scope – Planning as distinct from policy statements – Planning as continuous process – Spill over planning – Resources – Man, Material, Machinery, Money and Information.

Unit – II

Finance – Cost – individual, induced and social. Institutional and Unit cost. Cost – benefit analysis. Cost – effective analysis. Man power planning and prediction. Grant-in-aid – Types – Centrally sponsored and matching. State government – matching and

block grants for teachers and administrative staff. Inspection and Supervision. Internal and External audits.

Unit – III

Administration – Definitions, Concept, Nature, Universality of administration – Administration and Management – meaning and scope. Educational administration and management – unique features. Theories of management – X, Y and Z.

Unit – IV

Modern Management Techniques – OBM, MBO and PERT. Techniques of decision making – Crisis management – Strategic management – Operational management – Personnel, academic and financial management in educational administration.

Unit – V

Organizational behaviour – A.B.C. model – Emerging trends in organizational behaviour – Leadership Styles – laissez-faire – characteristics of an effective leadership – people – oriented and task-oriented leadership.

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**EDU1425E
EDUMETRY**

Objectives

Enable the learner to

Cognitive

2. acquire knowledge on measurement and evaluation.
3. acquire the skills involved in the construction and standardization of instruments.
4. acquire the skills to use the instruments in the educational diagnosis of a learner.

Affective

1. develop interest in test construction.
2. develop favourable attitude towards careers related to edumetric.

Psychomotor

1. acquire the skills involved in the preparation of masks for scoring items.

CONTENT

Unit – I

Measurement and Evaluation - Concept, Meaning, Assumptions, Scope and Limitations; Item Formats – Multiple Choice, Yes/No, Completion, Matching, Interpretative Exercises Situational Items; Guidelines for item preparation.

Unit – II

Kinds of instruments – Questionnaire, Opinionnaire, Check List, Inventory, Test, Schedule, Attitude Scale, Rating Scale, Score Card.

Unit – III

Test Construction - Characteristics of a good test – Objectivity, Reliability, Validity, Practicability, Interpretability ; Establishing Norms / Standards.

Unit – IV

Reliability Methods – Split Half (Odd Vs Even/1st half Vs 2nd half), Spearman Brown Prophecy Formula, Test-Retest, Parallel / Alternative / Equivalent Forms, Rational Equivalence, Parallel Items; Validity – Types of Validity - Face and Content Validity, Item Validity, Construct Validity, Criterion Validity, Concurrent Validity, Predictive Validity, External Validity, Factorial Validity, Consistency Validity.

Unit – V

Steps of Tool Construction - Planning, Dimensions, Aspects, Item Format, Preparation of Items, Pre-Try out, Try Out, Item Analysis, Final Tool; Establishing Reliability, Validity and Norms - Percentile, Age, Grade; T-Score, College Board Score, Stanine Score, Deviation IQ Score.

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EDU1426E
e-CONTENT DEVELOPMENT

OBJECTIVES

Enable the learner to

Cognitive

1. acquire the knowledge about e-learning
2. comprehend e-learning
3. be exposed to various ranges of technology in e-learning
4. comprehend e-content
5. acquire the skills on e-content development

Affective

1. develop interest for getting involved in e-content development
2. acquire favourable attitude towards preparation of e-content package

Psychomotor

1. acquire the skills in developing e-content package

CONTENT

Unit – I : e-LEARNING – AN INTRODUCTION

Educational Technology: meaning; definition; concept and scope, Contributions of Educational Technology – Individualized instruction-methods: Programmed learning, CAI; e-learning – meaning; concept; different approaches and characteristics; Learning Management System – Modes of e-learning: internet based learning, web-based learning, interactive distance learning and CDROM.

Unit – II : VARIOUS RANGES OF TECHNOLOGY IN e-LEARNING

Presentation Technology, World Wide Web, Computer Mediated Conferencing, Computer Assisted Instruction, Computer Assisted Learning, Audio / Video Conferencing, Generic Software Application.

Unit – III : e-CONTENT: AN INTRODUCTION

e-content: meaning; definition; concept, difference between e-learning and e-content, advantages of using e-content, pedagogical principles behind e-content development, Multimedia elements of e-content: Audio – Video – Animation. Why develop e-learning content? Qualities of e-content. e-learning content approaches: self –paced e-learning; instructor-led and facilitated e-learning. e-learning components: e-learning content – e-tutoring – e-coaching – e-mentoring – collaborative learning, virtual classroom.

Communication tools for e-learning: **Synchronous e-learning**: chat & instant message; video & audio conferencing and whiteboard. **Asynchronous e-learning**: e-mail; discussion forum; wikis; blocks and web casting.

Unit – IV : ROLE OF TEAM MEMBERS IN e-CONTENT DEVELOPMENT

Human resources / Capacity development manager, Instructional Designer (IDs), Subject matter expert (SME), Web developer and media editor, Course administrator, online facilitator and tutor and Technical support specialist.

Unit – V : e-CONTENT DEVELOPMENT AND VALIDATION

Phases of e-content development: **ADDIE model-Analysis** (Needs Analysis; Target audience Analysis; Task and topic Analysis), **Designing** (Learning objectives; Sequencing; Instructional strategy; Delivery strategy; Evaluation strategy), **Development** (Content Development; Storyboard Development; Courseware Development), **Implementation** (Installation and distribution; Managing Learner's activities) and

Evaluation (Reactions; Learnings; Behaviour; Results). UGC Guidelines for e-content Development and Validation.

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