ALAGAPPA UNIVERSITY

A State University Accredited with A+ Grade by NAAC (CGPA: 3.64) in the Third Cycle

KARAIKUDI – 630 003, Tamil Nadu, India

CRITERION -III

RESEARCH, INNOVATIONS AND EXTENSION

3.4 RESEARCH PUBLICATIONS AND AWARDS

3.4.6 - LIST OF SUPPORTING DOCUMENTS

3.4 RESEARCH PUBLICATIONS AND AWARDS

3.4.6 E-content is developed by teachers:

S.No	PARTICULARS	NUMBER OF CONTENT	LINK
1	CEC (Undergraduate)	3	
2	SWAYAM	4	
3	Other MOOCs platforms (NPTEL)	5	
4	Other Government Initiatives (NCERT)	1	

Day 2 : Module 8 - Theoretical Foundations of Life Skills : Social Learning Theory: Albert Bandura

Video - https://onlinecourses.swayam2.ac.in/cec19_hs05/unit?unit=8&lesson=31

Script- https://drive.google.com/file/d/1JhGQ1zr8Wl7W51UXmO_YfpFSb1O8Pv4Z/view

FAQ- https://drive.google.com/file/d/1z_mzn5H-z93n8HMbDKNitFCLeHezjq4f/view

Reference- https://drive.google.com/file/d/11uYhobxoxDTx3_lSUwYoEiuIdv1_alEb/view

Web Links - https://drive.google.com/file/d/1CNjQUlO4zgh8NSm_M5BCrFGjpT4RYdDA/view

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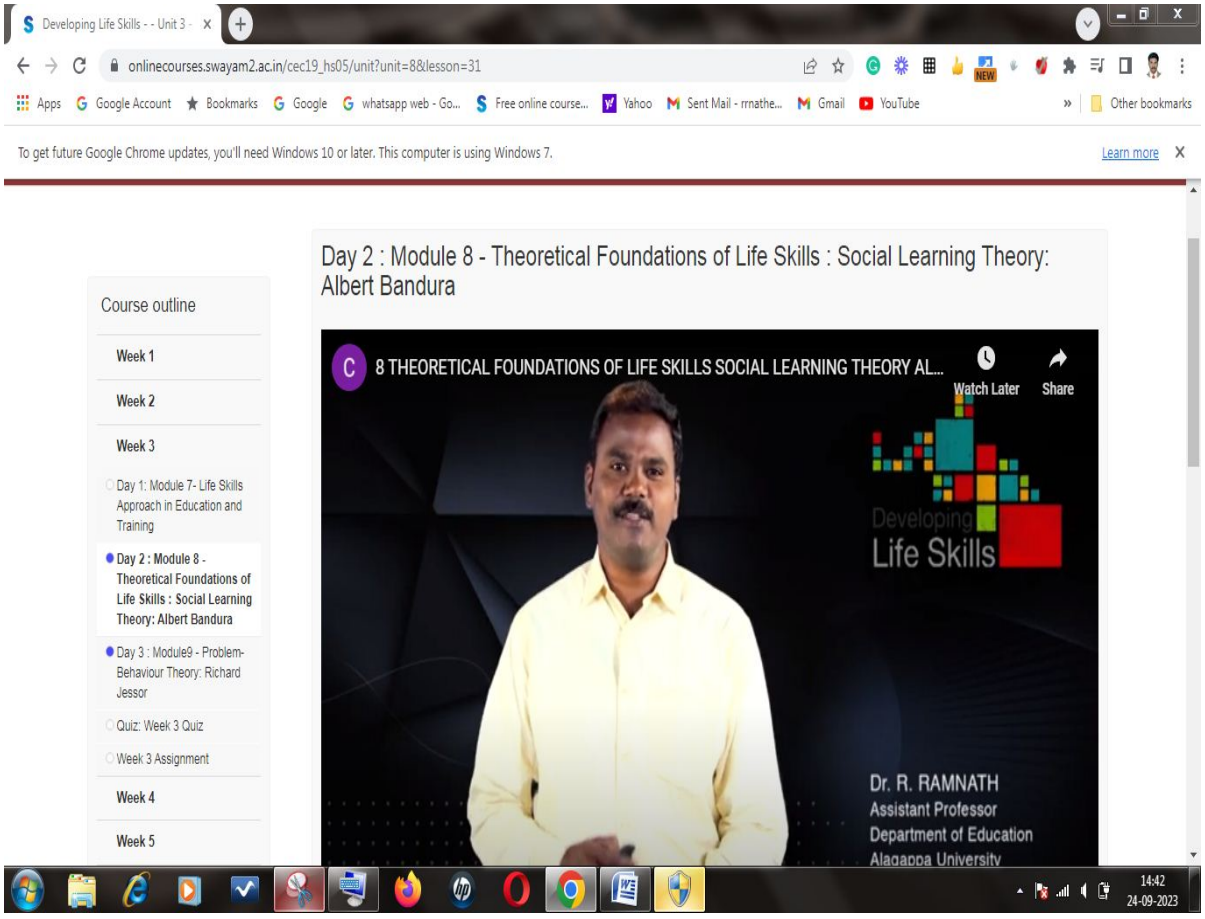

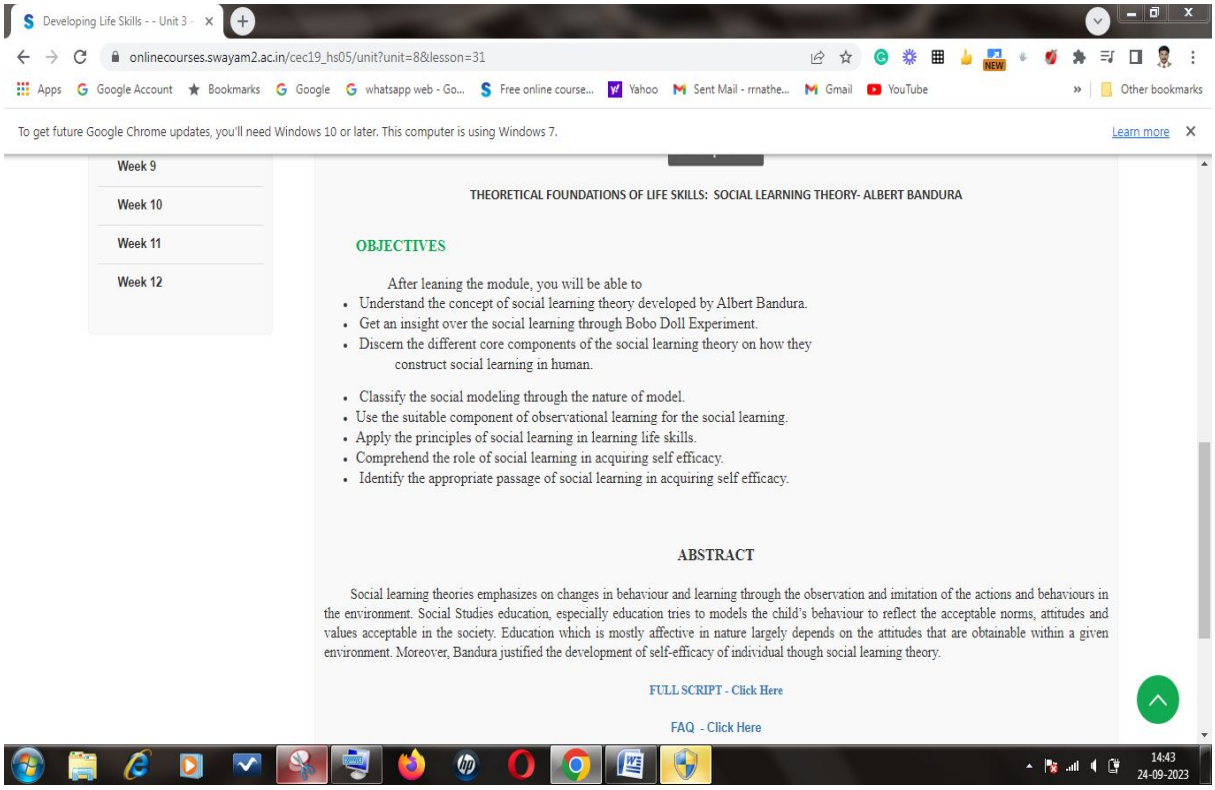
Developing Life Skills - - Unit 3 -
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Learn more
Week 9
Week 10
Week 11
Week 12
THEORETICAL FOUNDATIONS OF LIFE SKILLS: SOCIAL LEARNING THEORY- ALBERT BANDURA
OBJECTIVES
After leaning the module, you will be able to
Understand the concept of social learning theory developed by Albert Bandura.
Get an insight over the social learning through Bobo Doll Experiment.
Discern the different core components of the social learning theory on how they construct social learning in human.
Classify the social modeling through the nature of model.
Use the suitable component of observational learning for the social learning.
Apply the principles of social learning in learning life skills.
Comprehend the role of social learning in acquiring self efficacy.
Identify the appropriate passage of social learning in acquiring self efficacy.
ABSTRACT
Social learning theories emphasizes on changes in behaviour and learning through the observation and imitation of the actions and behaviours in the environment. Social Studies education, especially education tries to models the child's behaviour to reflect the acceptable norms, attitudes and values acceptable in the society. Education which is mostly affective in nature largely depends on the attitudes that are obtainable within a given environment. Moreover, Bandura justified the development of self-efficacy of individual though social learning theory.
FULL SCRIPT - Click Here
FAQ - Click Here
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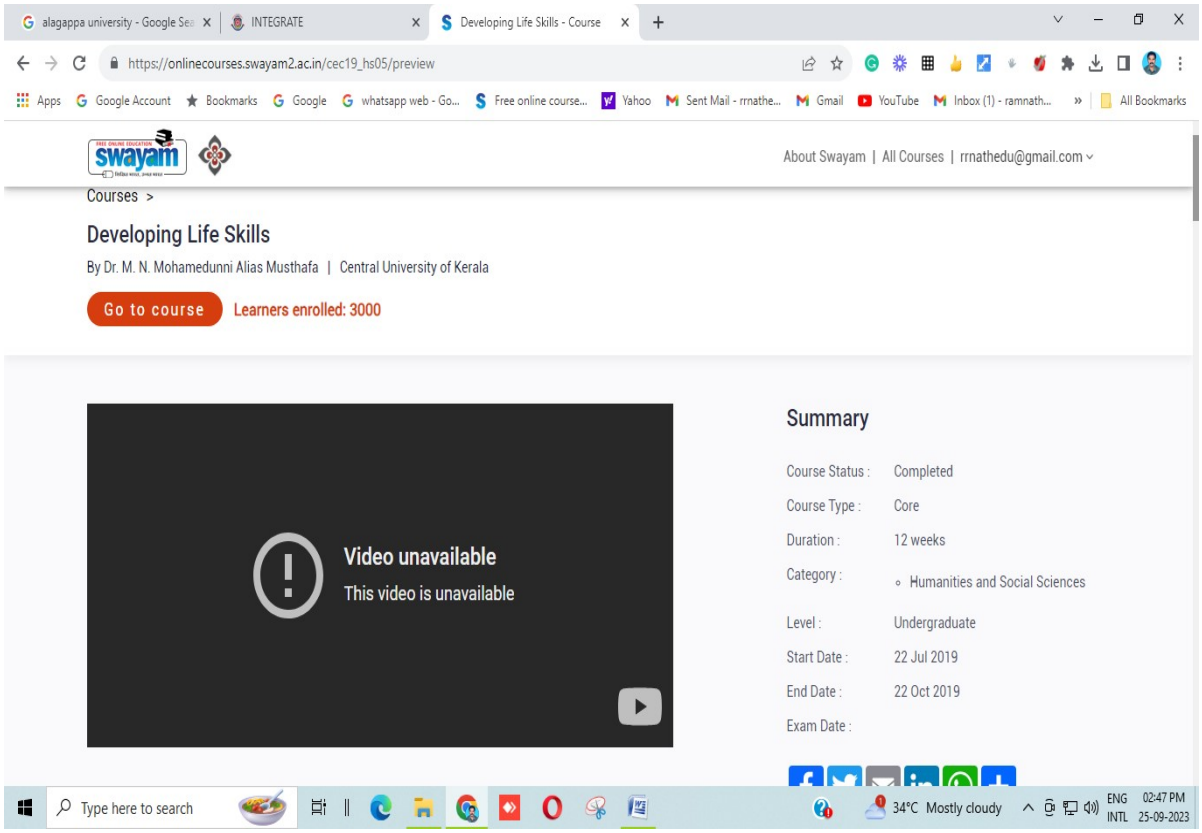
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By Dr. M. N. Mohamedunni Alias Musthafa | Central University of Kerala
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Summary
Course Status : Completed
Course Type : Core
Duration : 12 weeks
Category : Humanities and Social Sciences
Level : Undergraduate
Start Date : 22 Jul 2019
End Date : 22 Oct 2019
Exam Date :
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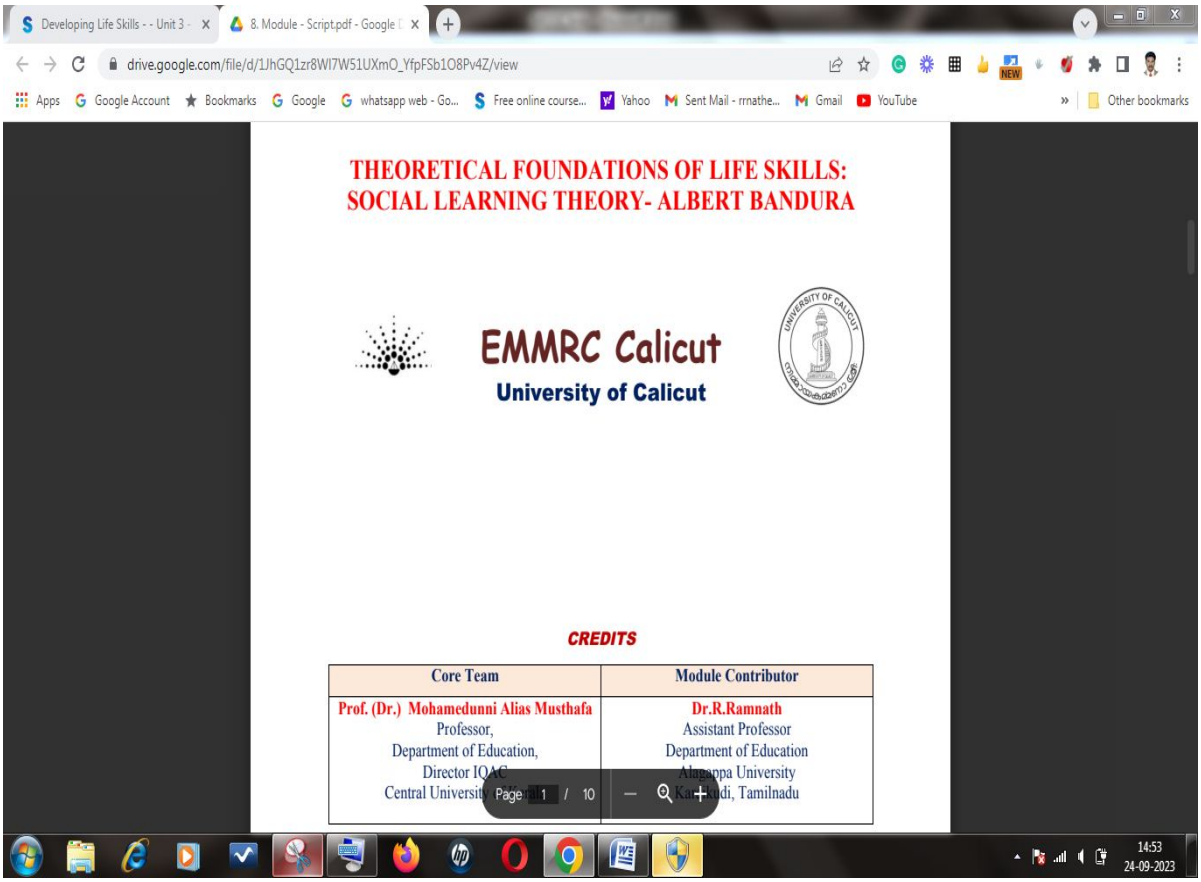
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THEORETICAL FOUNDATIONS OF LIFE SKILLS:
SOCIAL LEARNING THEORY- ALBERT BANDURA
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Department of Education,
Director IQAC
Module Contributor
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Department of Education
Alagappa University
Page 1 / 10
14:53
24-09-2023

Day 1: Module 10 - Theoretical Foundations of Life Skills: Social Influence Theory: Herbert Helman

Video - https://onlinecourses.swayam2.ac.in/cec19_hs05/unit?unit=21&lesson=35

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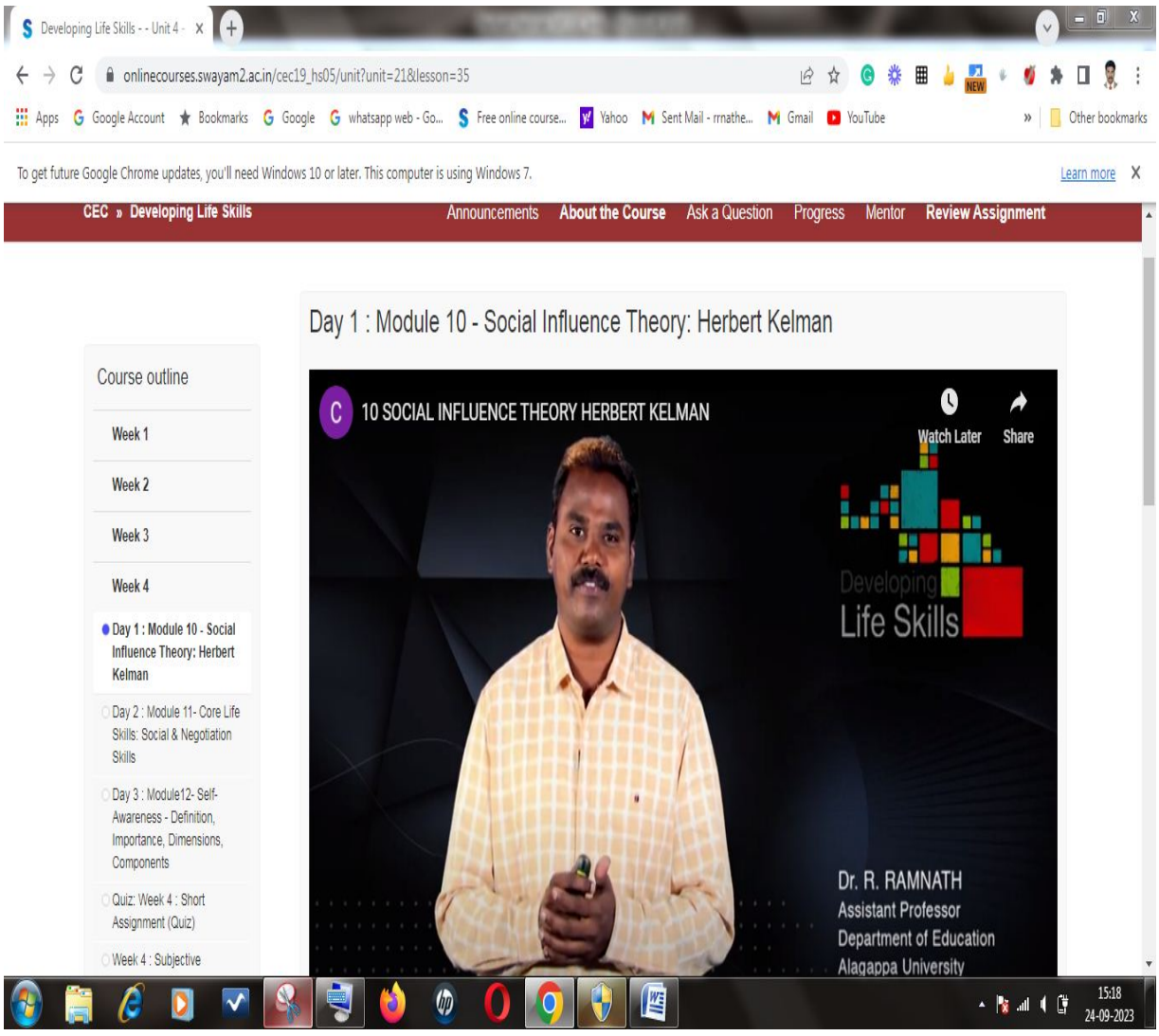

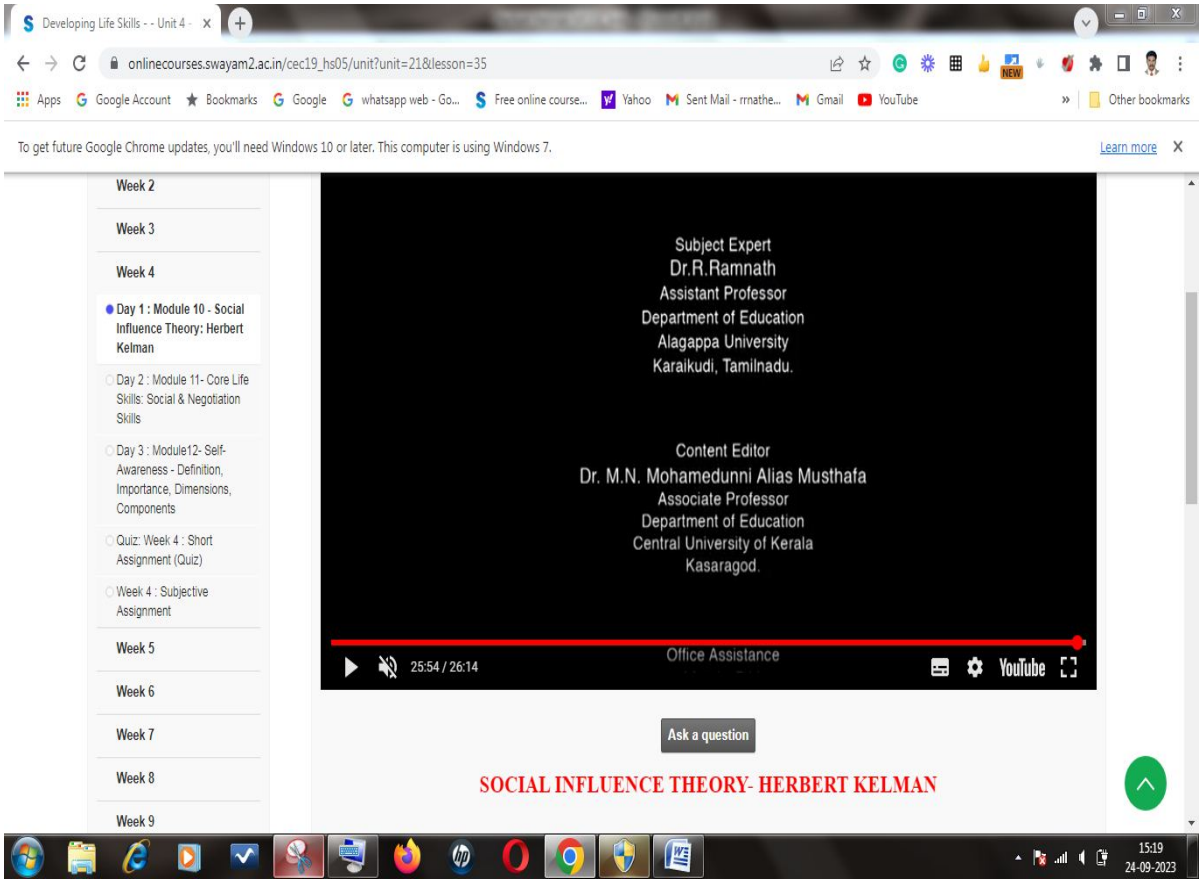
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Learn more
Week 2
Week 3
Week 4
Day 1 : Module 10 - Social Influence Theory: Herbert Kelman
Day 2 : Module 11- Core Life Skills: Social & Negotiation Skills
Day 3 : Module12- Self-Awareness - Definition, Importance, Dimensions, Components
Quiz: Week 4 : Short Assignment (Quiz)
Week 4 : Subjective Assignment
Week 5
Week 6
Week 7
Week 8
Week 9
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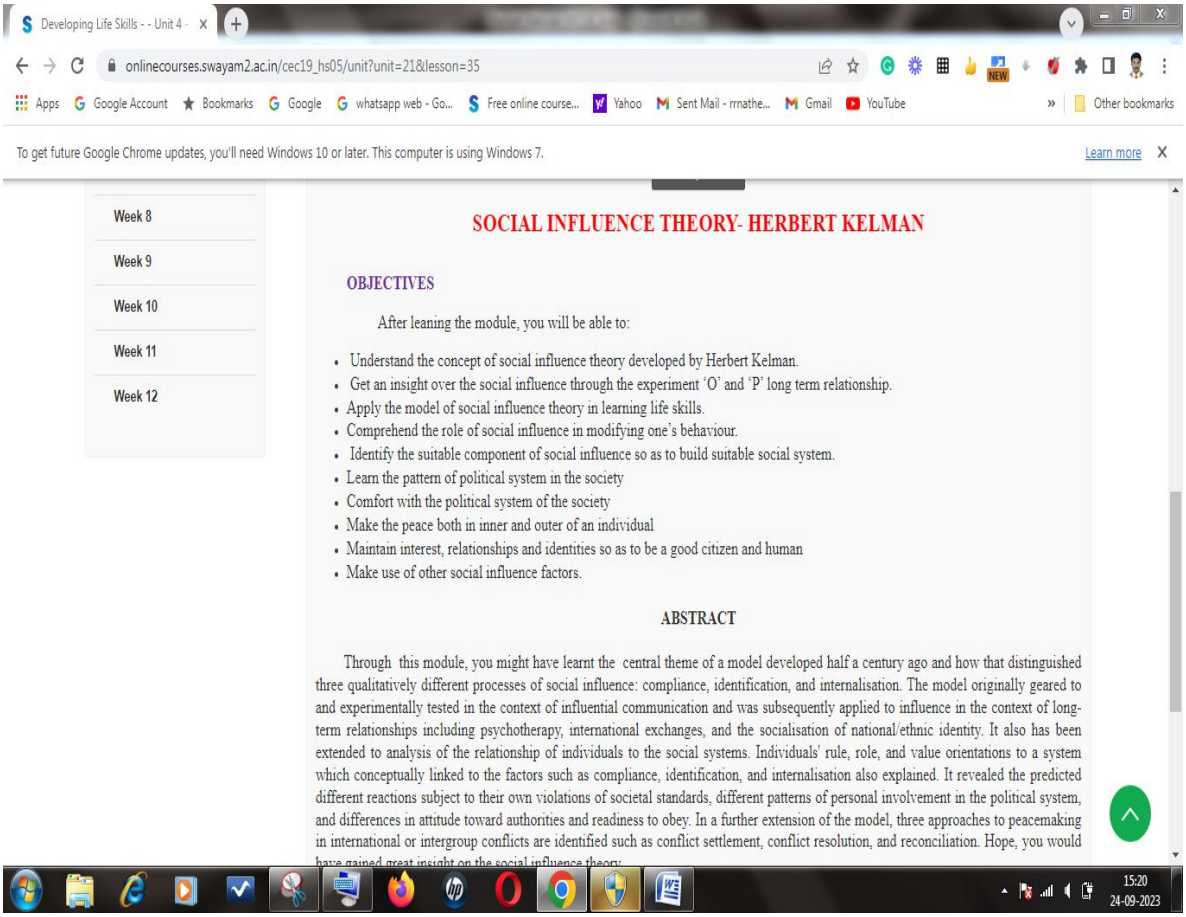
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Learn more
Week 8
Week 9
Week 10
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Week 12
SOCIAL INFLUENCE THEORY- HERBERT KELMAN
OBJECTIVES
After leaning the module, you will be able to:
Understand the concept of social influence theory developed by Herbert Kelman.
Get an insight over the social influence through the experiment 'O' and 'P' long term relationship.
Apply the model of social influence theory in learning life skills.
Comprehend the role of social influence in modifying one's behaviour.
Identify the suitable component of social influence so as to build suitable social system.
Learn the pattern of political system in the society
Comfort with the political system of the society
Make the peace both in inner and outer of an individual
Maintain interest, relationships and identities so as to be a good citizen and human
Make use of other social influence factors.
ABSTRACT
Through this module, you might have learnt the central theme of a model developed half a century ago and how that distinguished three qualitatively different processes of social influence: compliance, identification, and internalisation. The model originally geared to and experimentally tested in the context of influential communication and was subsequently applied to influence in the context of long-term relationships including psychotherapy, international exchanges, and the socialisation of national/ethnic identity. It also has been extended to analysis of the relationship of individuals to the social systems. Individuals' rule, role, and value orientations to a system which conceptually linked to the factors such as compliance, identification, and internalisation also explained. It revealed the predicted different reactions subject to their own violations of societal standards, different patterns of personal involvement in the political system, and differences in attitude toward authorities and readiness to obey. In a further extension of the model, three approaches to peacemaking in international or intergroup conflicts are identified such as conflict settlement, conflict resolution, and reconciliation. Hope, you would
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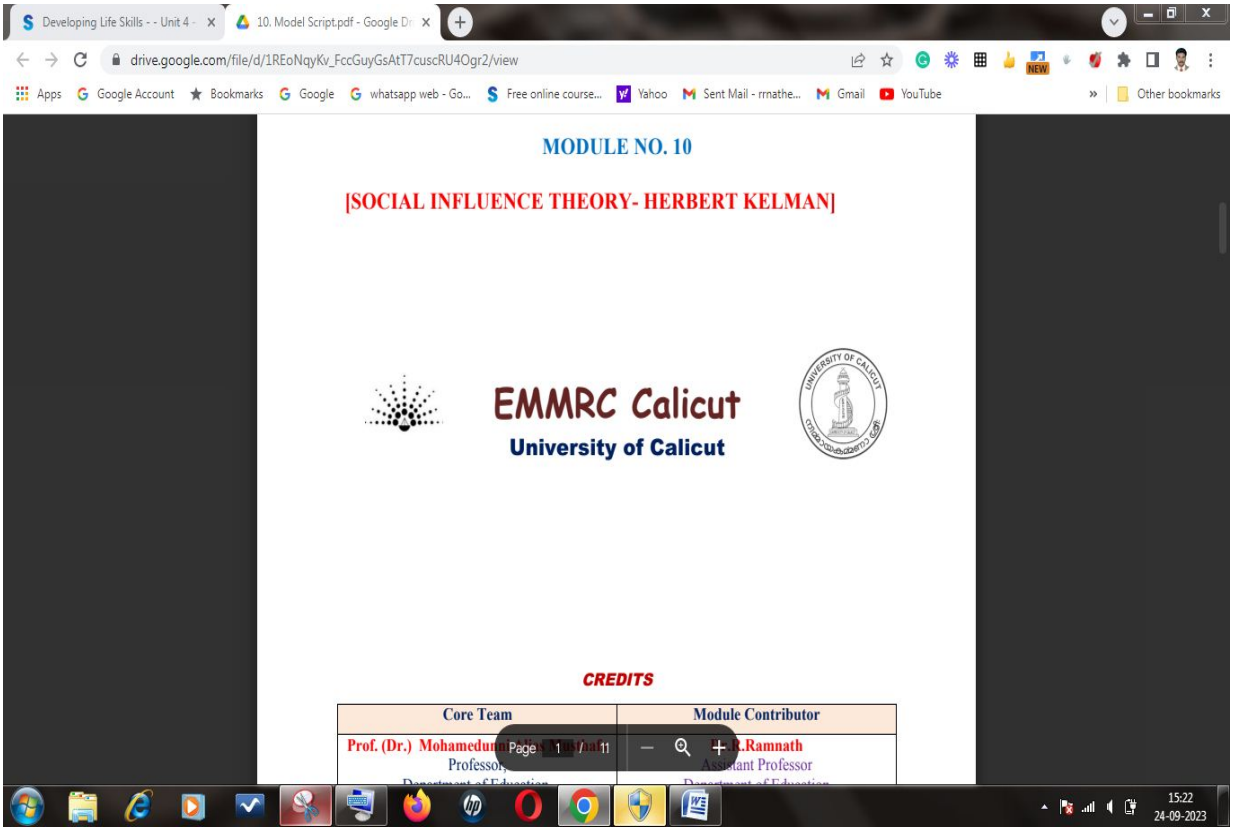
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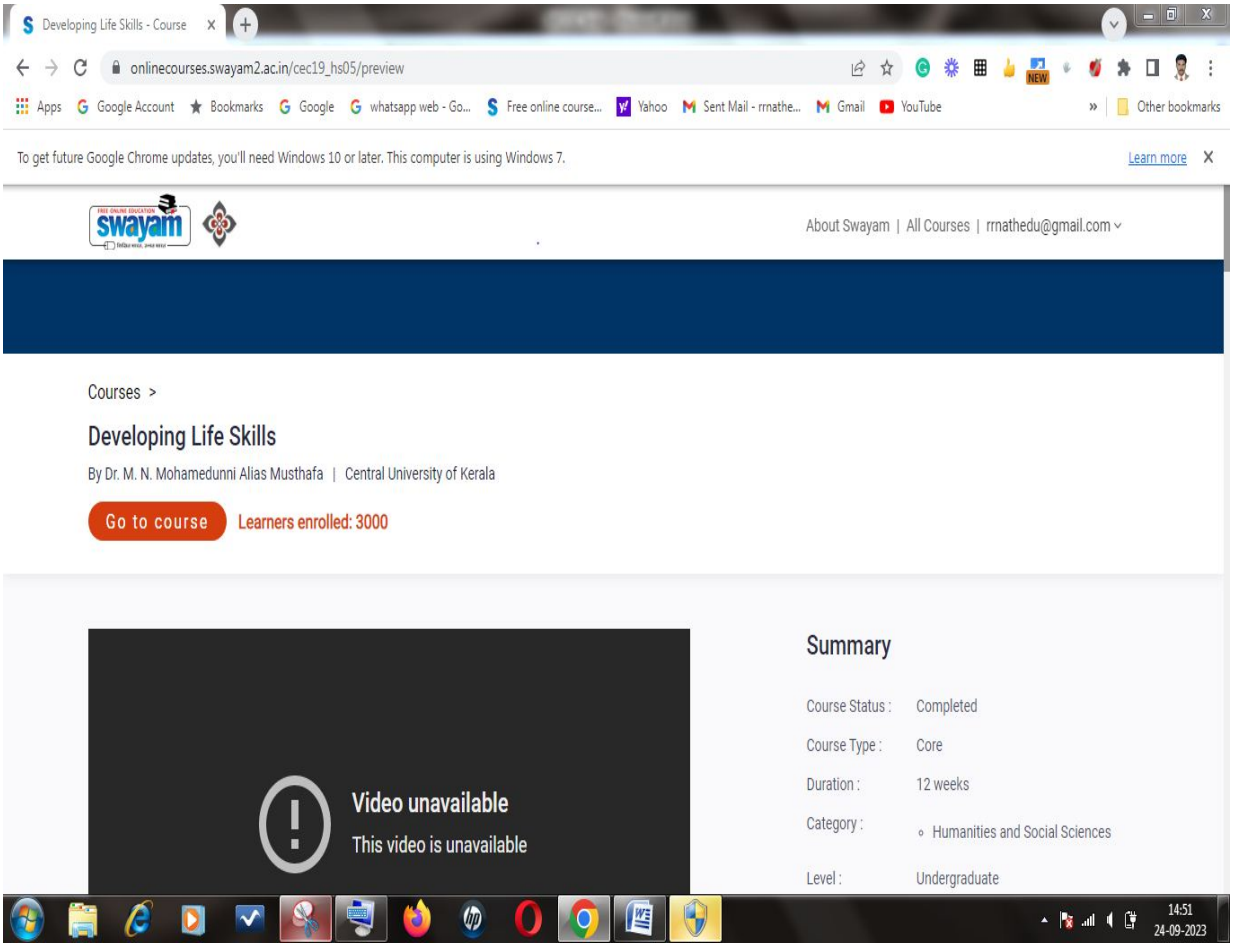
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Course Type : Core
Duration : 12 weeks
Category : Humanities and Social Sciences
Level : Undergraduate
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Day 3 : Module9 - Problem- Behaviour Theory: Richard Jessor

Video - https://onlinecourses.swayam2.ac.in/cec19_hs05/unit?unit=8&lesson=32

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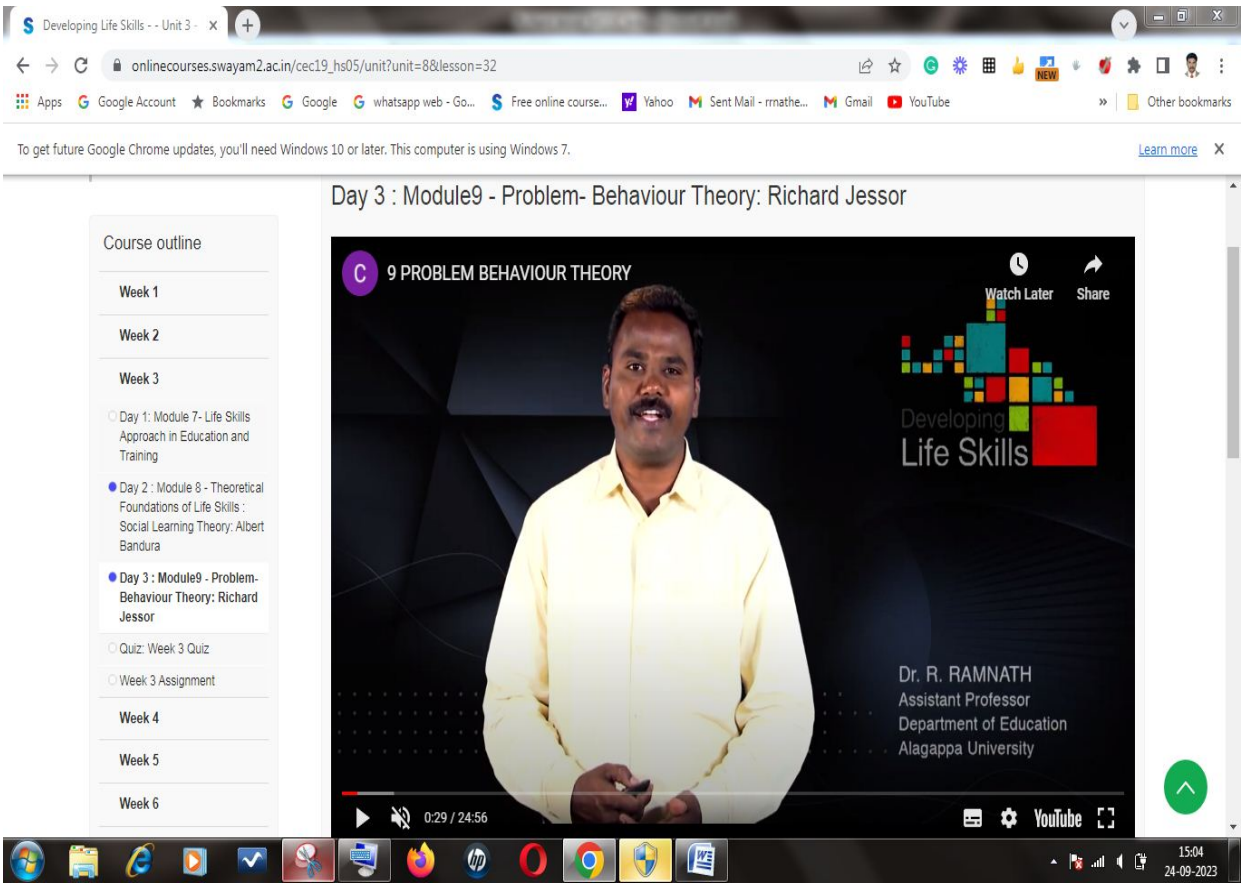

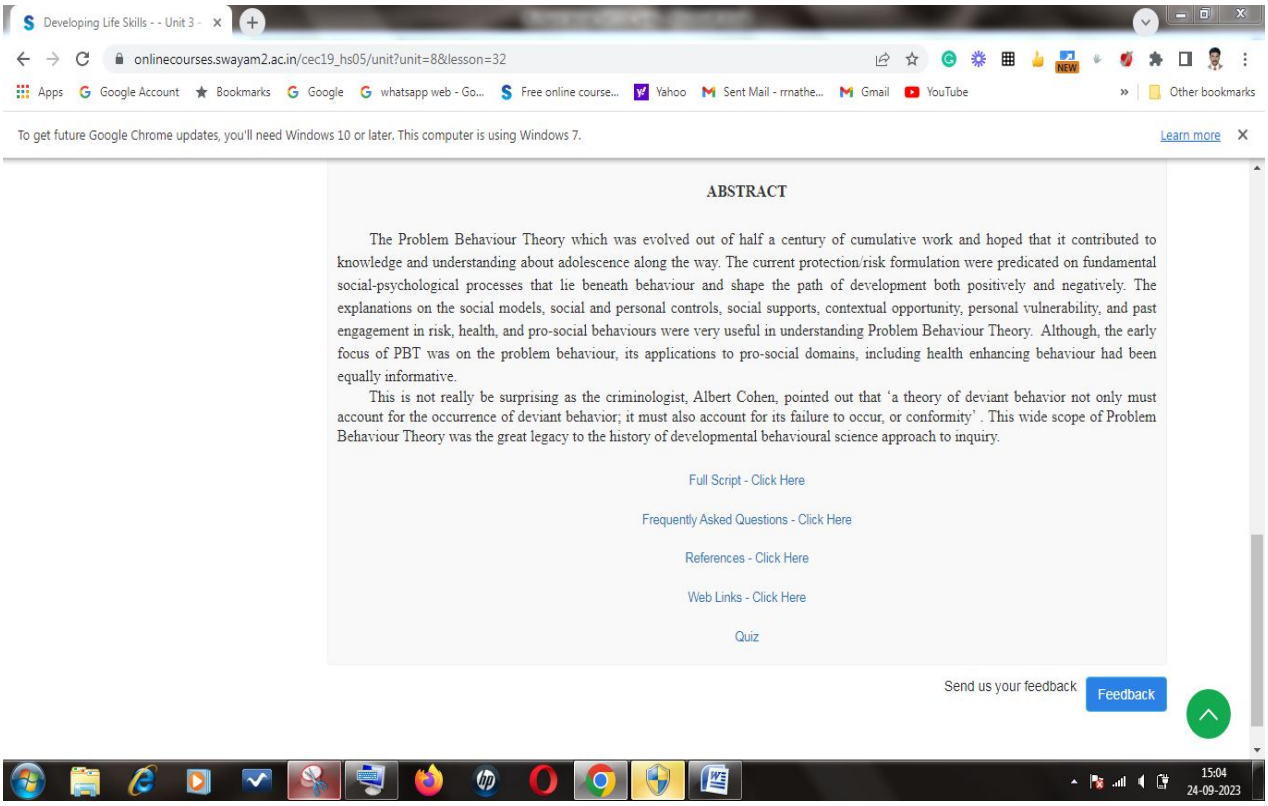
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Learn more
ABSTRACT
The Problem Behaviour Theory which was evolved out of half a century of cumulative work and hoped that it contributed to knowledge and understanding about adolescence along the way. The current protection/risk formulation were predicated on fundamental social-psychological processes that lie beneath behaviour and shape the path of development both positively and negatively. The explanations on the social models, social and personal controls, social supports, contextual opportunity, personal vulnerability, and past engagement in risk, health, and pro-social behaviours were very useful in understanding Problem Behaviour Theory. Although, the early focus of PBT was on the problem behaviour, its applications to pro-social domains, including health enhancing behaviour had been equally informative.
This is not really be surprising as the criminologist, Albert Cohen, pointed out that 'a theory of deviant behavior not only must account for the occurrence of deviant behavior; it must also account for its failure to occur, or conformity' . This wide scope of Problem Behaviour Theory was the great legacy to the history of developmental behavioural science approach to inquiry.
Full Script - Click Here
Frequently Asked Questions - Click Here
References - Click Here
Web Links - Click Here
Quiz
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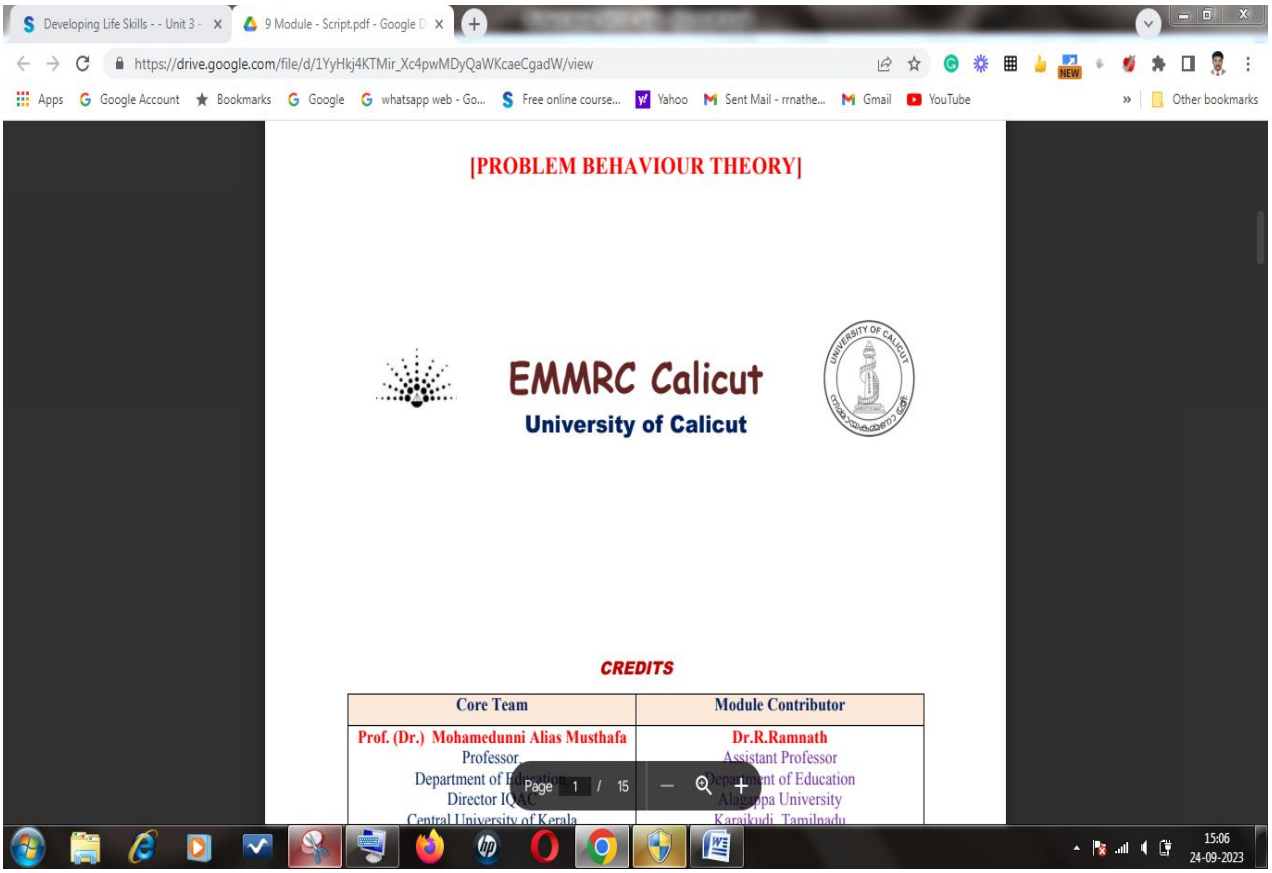
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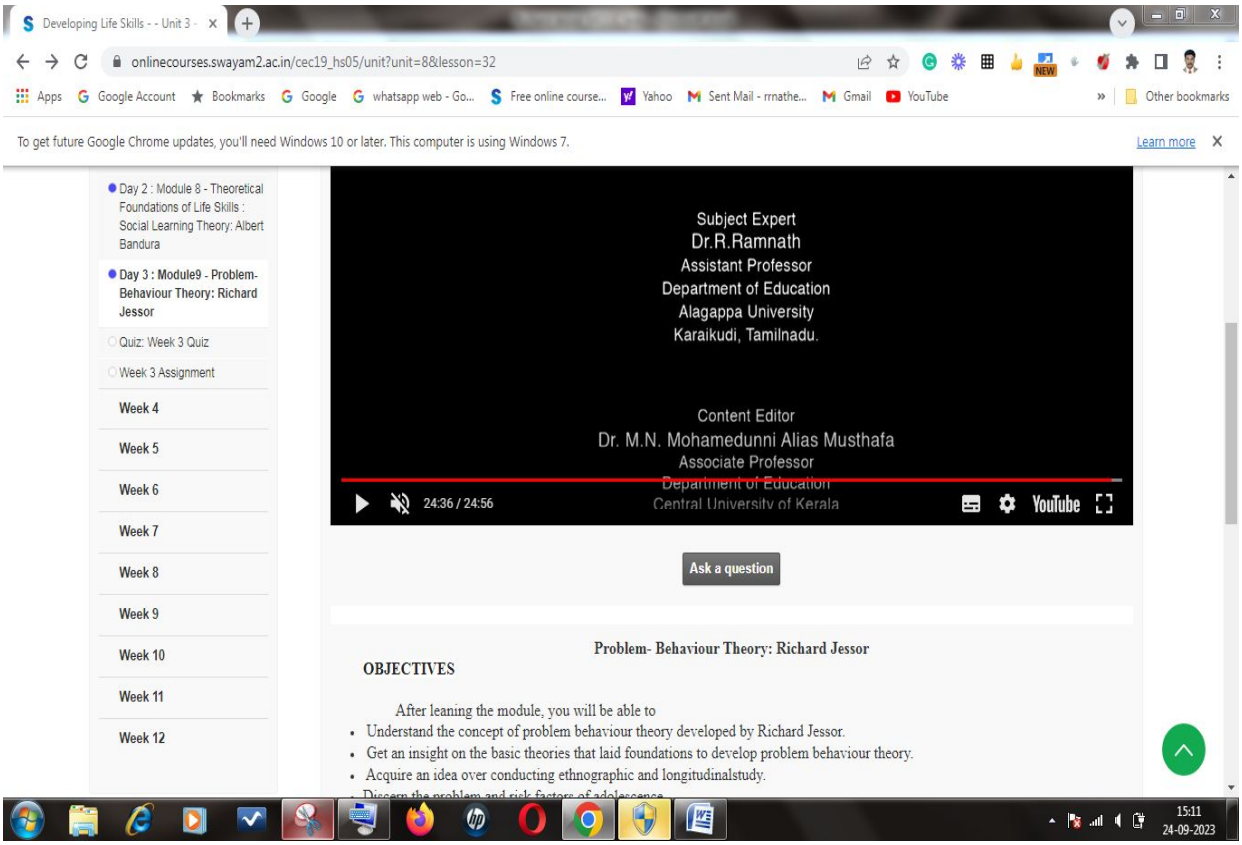
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Learn more
Day 2 : Module 8 - Theoretical Foundations of Life Skills : Social Learning Theory: Albert Bandura
Day 3 : Module9 - Problem-Behaviour Theory: Richard Jessor
Quiz: Week 3 Quiz
Week 3 Assignment
Week 4
Week 5
Week 6
Week 7
Week 8
Week 9
Week 10
Week 11
Week 12
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Associate Professor
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Ask a question
Problem- Behaviour Theory: Richard Jessor
OBJECTIVES
After leaning the module, you will be able to
Understand the concept of problem behaviour theory developed by Richard Jessor.
Get an insight on the basic theories that laid foundations to develop problem behaviour theory.
Acquire an idea over conducting ethnographic and longitudinalstudy.
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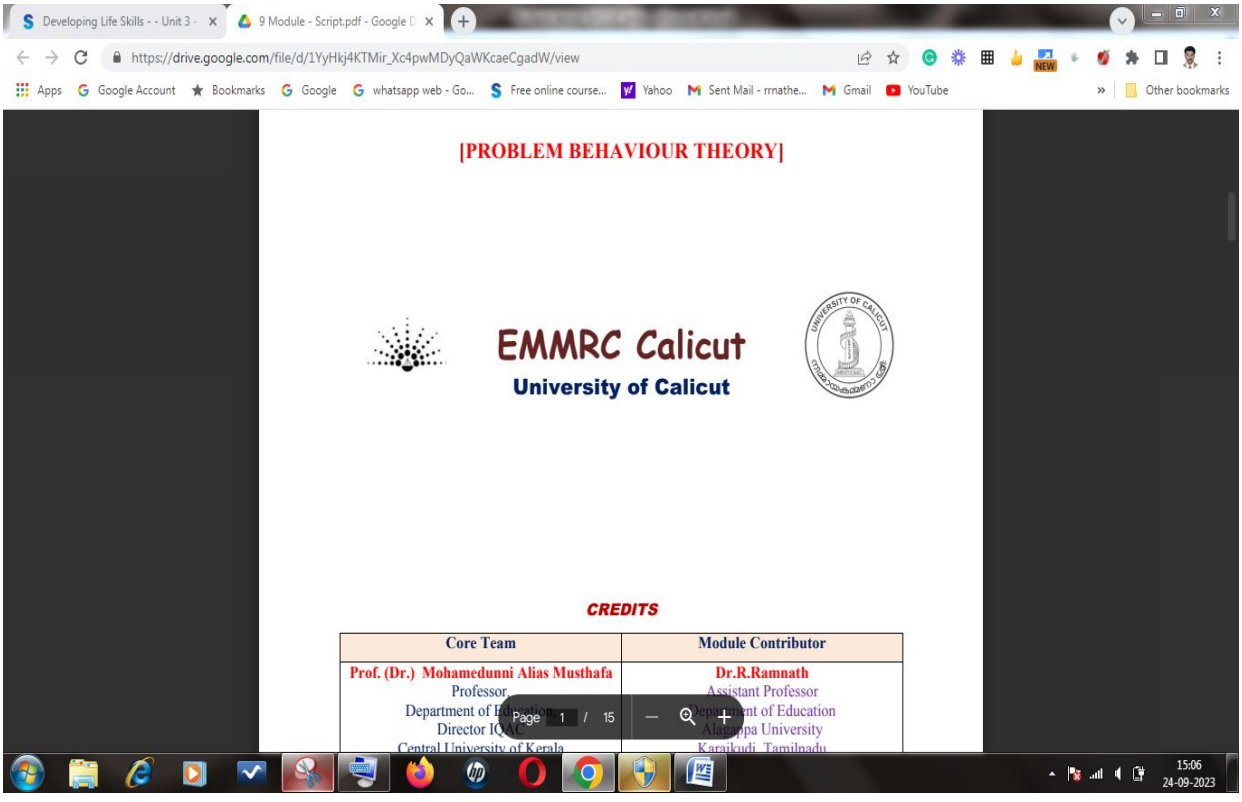
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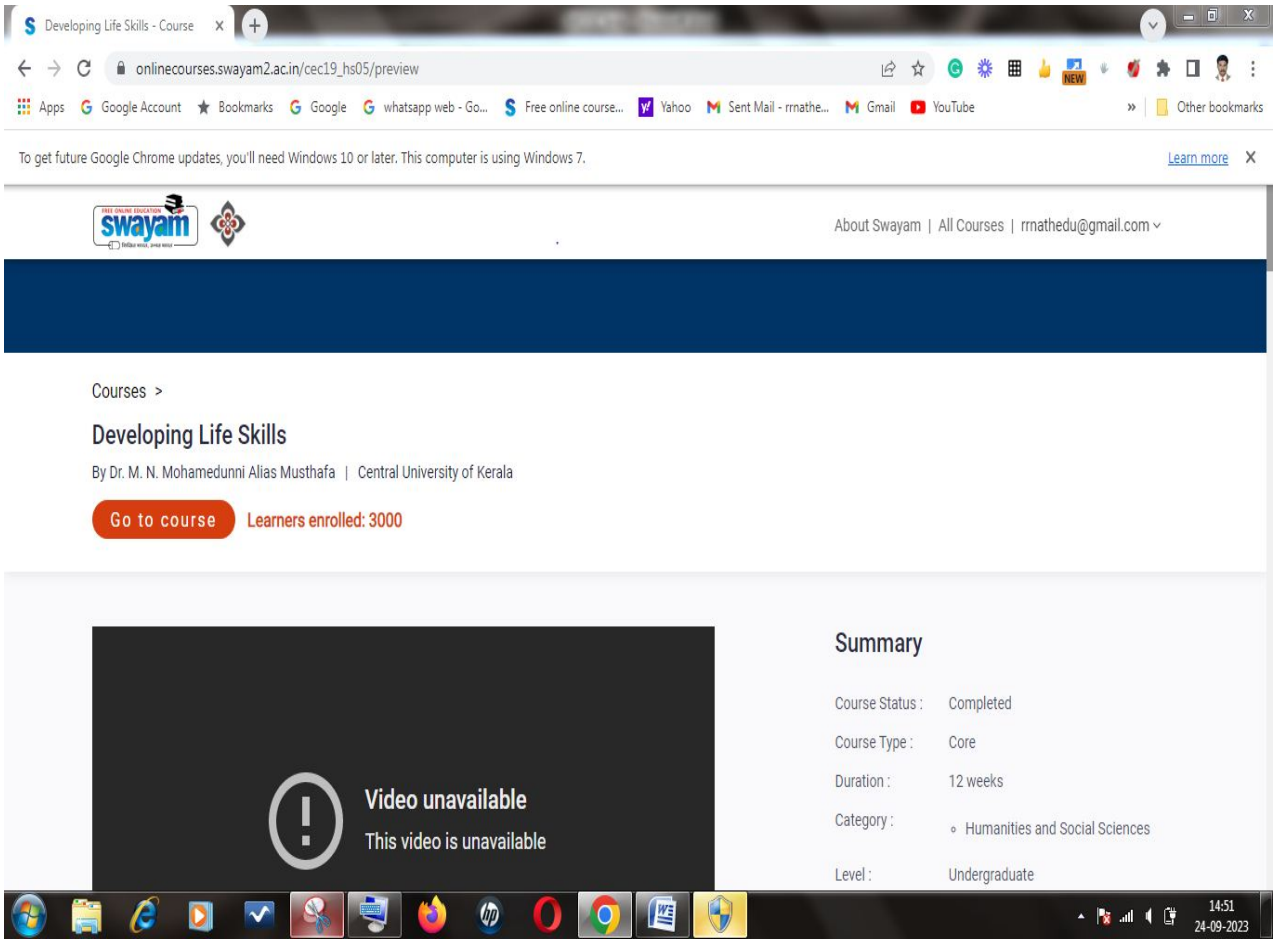
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Course Type : Core
Duration : 12 weeks
Category : Humanities and Social Sciences
Level : Undergraduate
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Day 1: Module No- 10: EDUCATIONAL OBJECTIVES AND CURRICULAR ORGANIZATION

Video - https://onlinecourses.swayam2.ac.in/arp19_ap62/unit?unit=4&lesson=25

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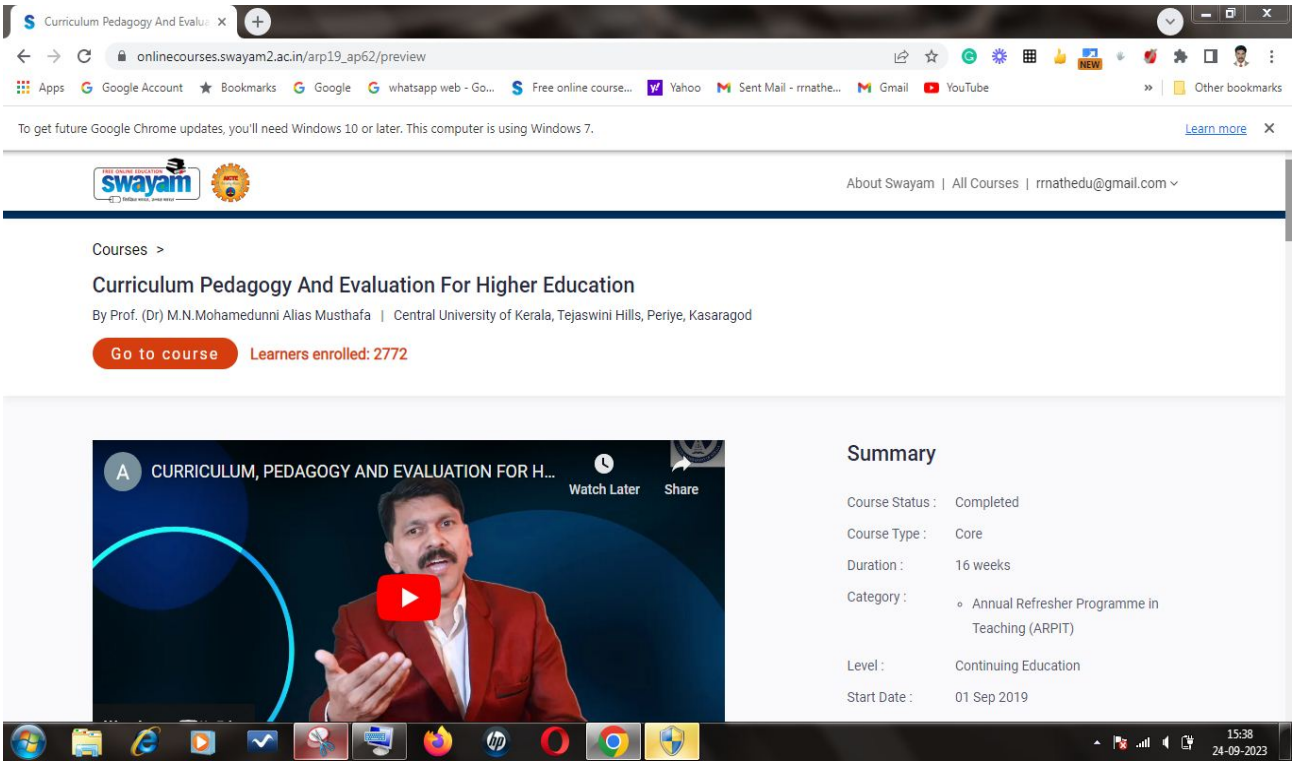

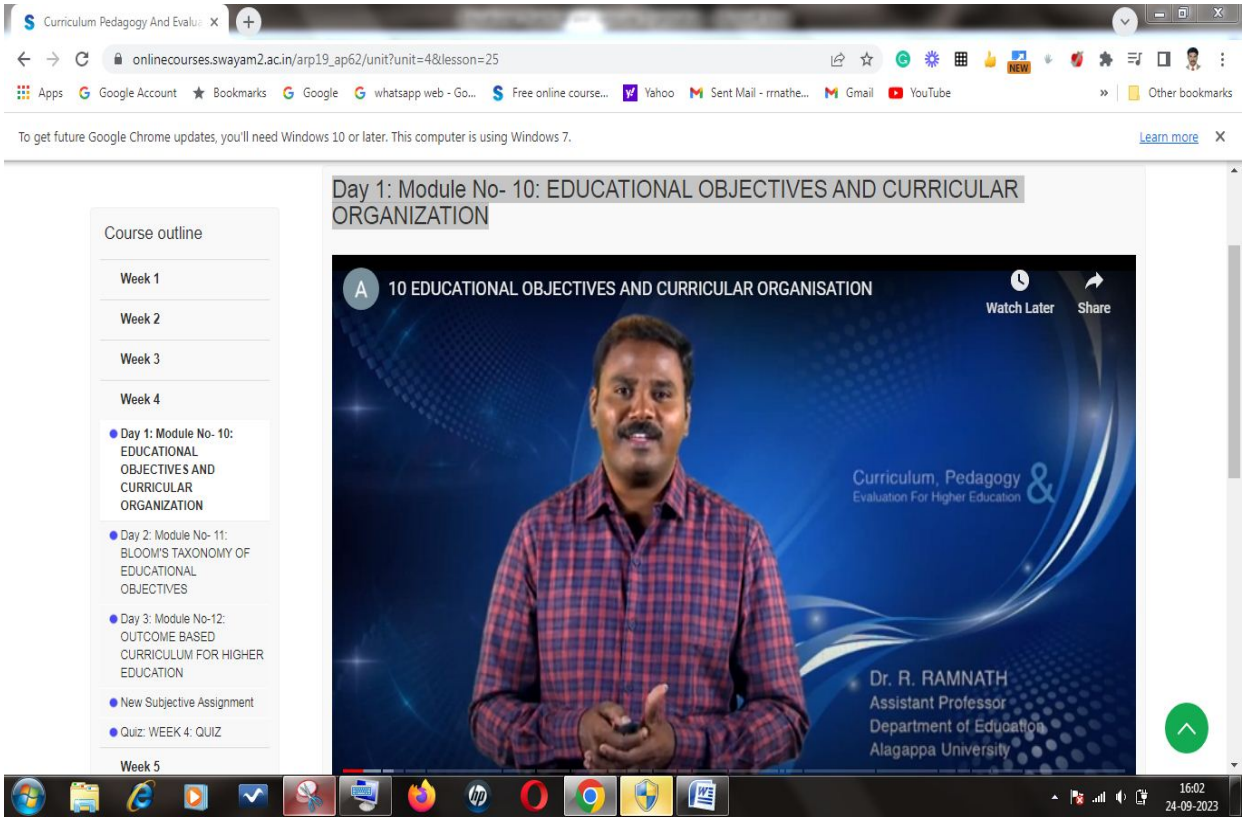
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Learn more
Day 1: Module No- 10: EDUCATIONAL OBJECTIVES AND CURRICULAR ORGANIZATION
Course outline
Week 1
Week 2
Week 3
Week 4
Day 1: Module No- 10: EDUCATIONAL OBJECTIVES AND CURRICULAR ORGANIZATION
Day 2: Module No- 11: BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES
Day 3: Module No-12: OUTCOME BASED CURRICULUM FOR HIGHER EDUCATION
New Subjective Assignment
Quiz: WEEK 4: QUIZ
Week 5
10 EDUCATIONAL OBJECTIVES AND CURRICULAR ORGANISATION
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Assistant Professor
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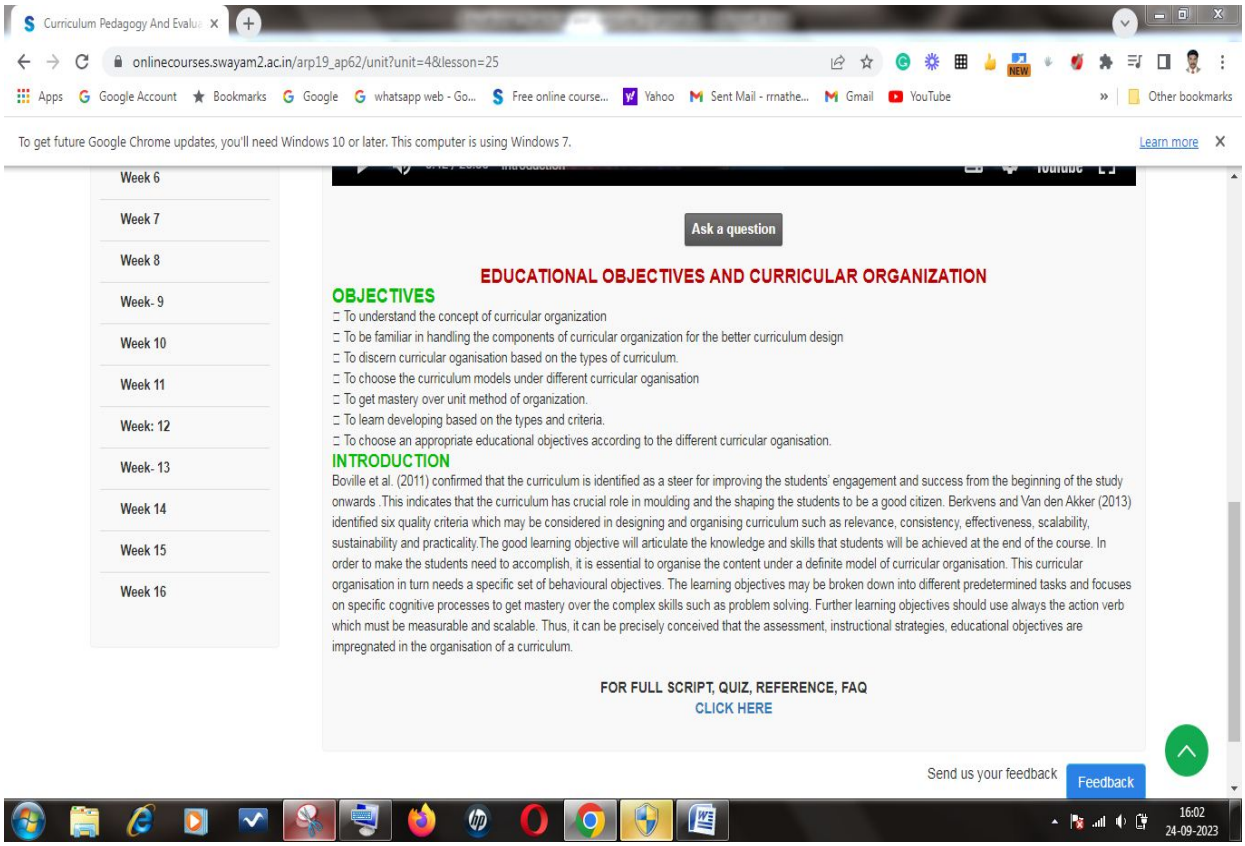
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Learn more
Week 6
Week 7
Week 8
Week- 9
Week 10
Week 11
Week: 12
Week- 13
Week 14
Week 15
Week 16
Ask a question
EDUCATIONAL OBJECTIVES AND CURRICULAR ORGANIZATION
OBJECTIVES
To understand the concept of curricular organization
To be familiar in handling the components of curricular organization for the better curriculum design
To discern curricular oganisation based on the types of curriculum.
To choose the curriculum models under different curricular oganisation
To get mastery over unit method of organization.
To learn developing based on the types and criteria.
To choose an appropriate educational objectives according to the different curricular oganisation.
INTRODUCTION
Boville et al. (2011) confirmed that the curriculum is identified as a steer for improving the students' engagement and success from the beginning of the study onwards .This indicates that the curriculum has crucial role in moulding and the shaping the students to be a good citizen. Berkvens and Van den Akker (2013) identified six quality criteria which may be considered in designing and organising curriculum such as relevance, consistency, effectiveness, scalability, sustainability and practicality.The good learning objective will articulate the knowledge and skills that students will be achieved at the end of the course. In order to make the students need to accomplish, it is essential to organise the content under a definite model of curricular organisation. This curricular organisation in turn needs a specific set of behavioural objectives. The learning objectives may be broken down into different predetermined tasks and focuses on specific cognitive processes to get mastery over the complex skills such as problem solving. Further learning objectives should use always the action verb which must be measurable and scalable. Thus, it can be precisely conceived that the assessment, instructional strategies, educational objectives are impregnated in the organisation of a curriculum.
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CURRICULUM, PEDAGOGY AND EVALUATION FOR HIGHER EDUCATION

MODULE NO. 10

EDUCATIONAL OBJECTIVES AND CURRICULAR ORGANIZATION

School of Education

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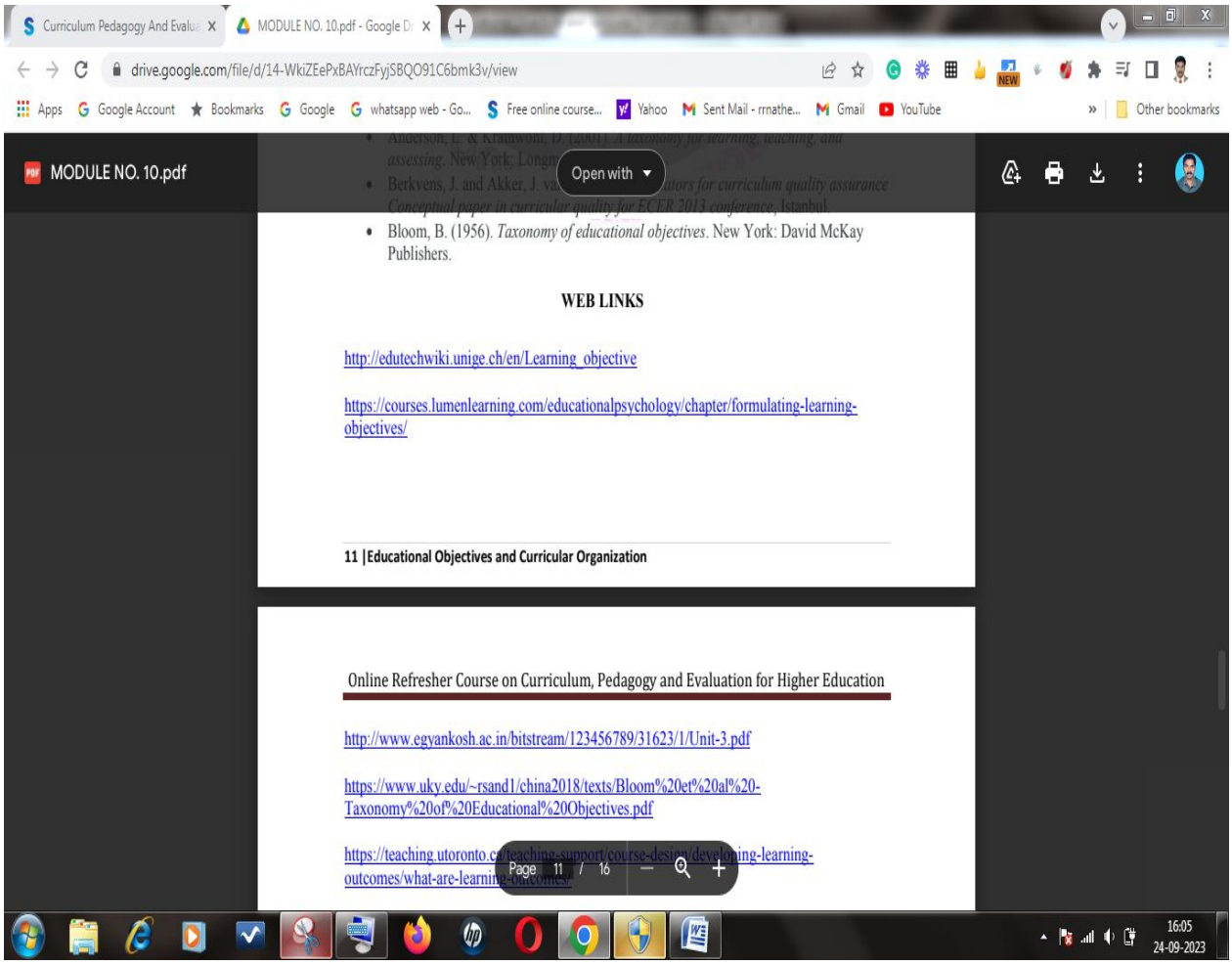
Online Refresher Course on Curriculum, Pedagogy and Evaluation for Higher Education

EDUCATIONAL OBJECTIVES AND CURRICULAR ORGANIZATION

OBJECTIVES



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WEB LINKS

http://edutechwiki.unige.ch/en/Learning_objective

https://courses.lumenlearning.com/educationalpsychology/chapter/formulating-learning-objectives/

http://www.egyankosh.ac.in/bitstream/123456789/31623/1/Unit-3.pdf

https://www.uky.edu/~rsand1/china2018/texts/Bloom%20et%20al%20-Taxonomy%20of%20Educational%20Objectives.pdf

https://teaching.utoronto.ca/teaching-support/course-design/developing-learning-outcomes/what-are-learning-outcomes/

Page 11 / 16
16:05
24-09-2023

Day 3: Module No-12: OUTCOME BASED CURRICULUM FOR HIGHER EDUCATION

Video - https://onlinecourses.swayam2.ac.in/arp19_ap62/unit?unit=4&lesson=27

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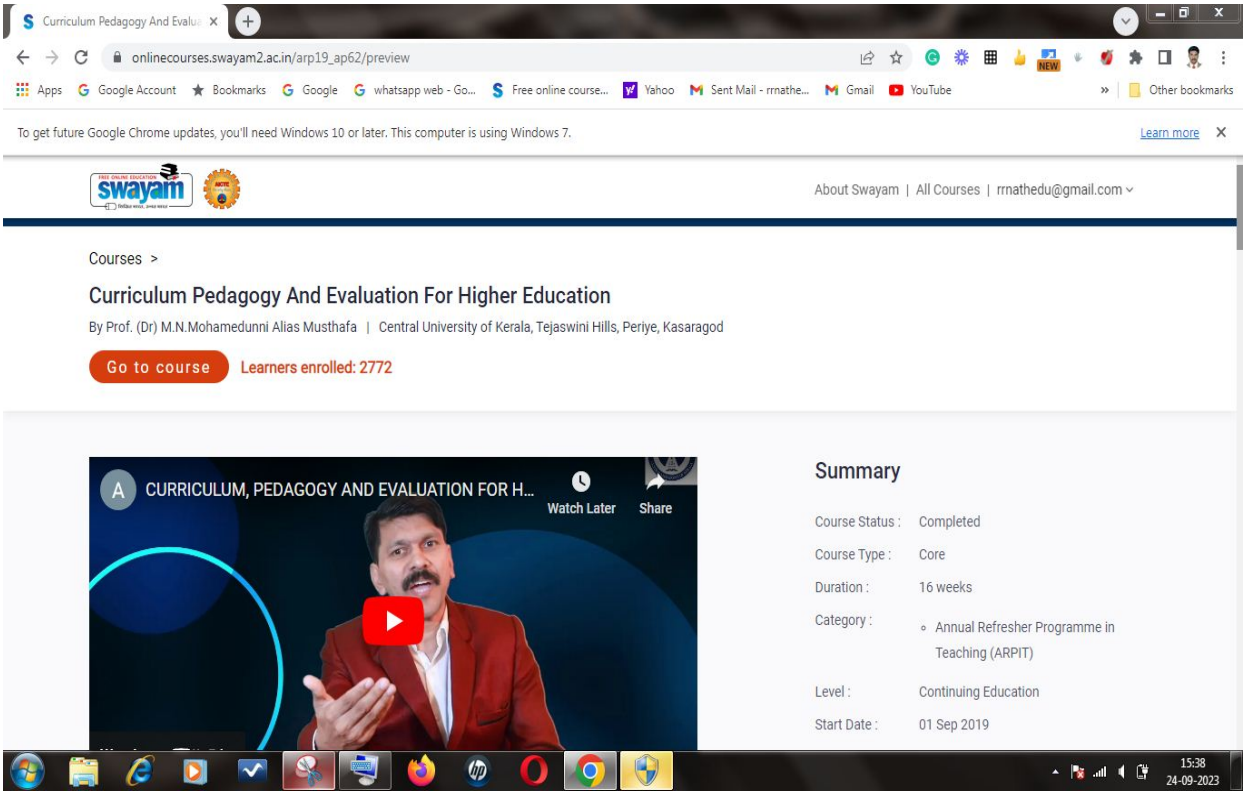

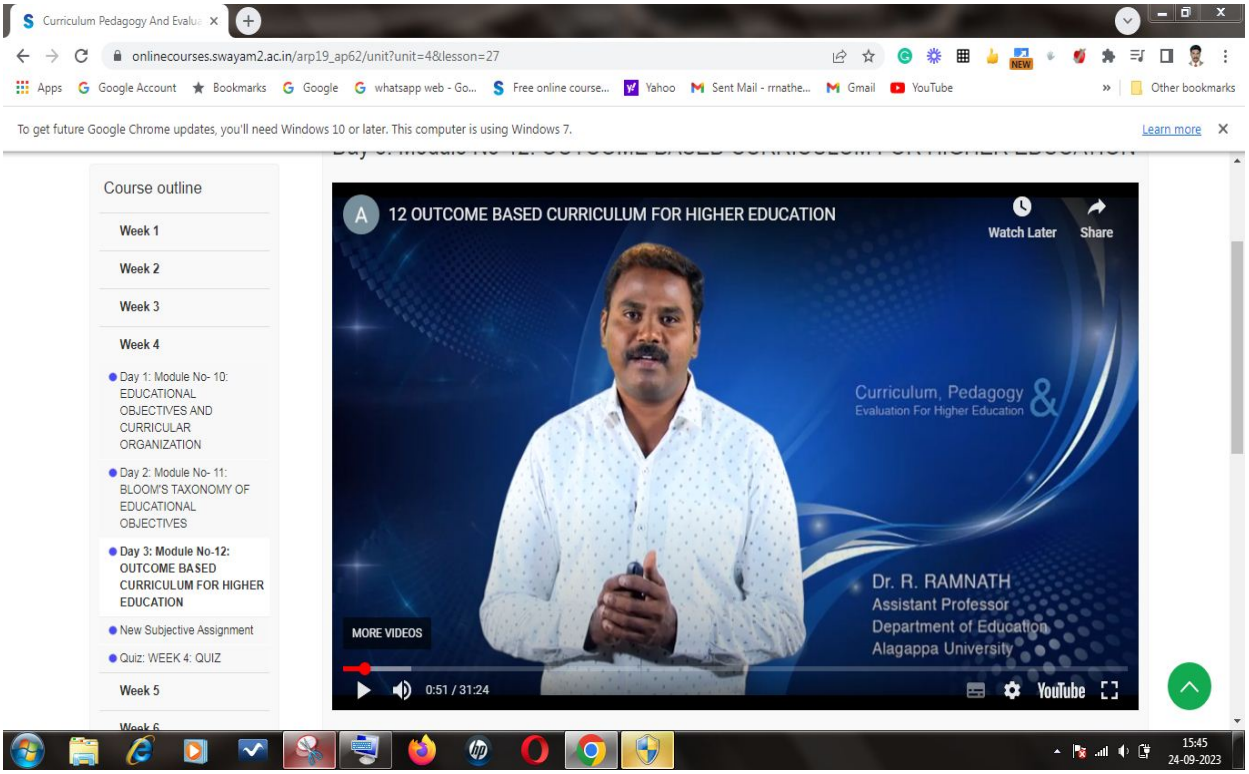
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To get future Google Chrome updates, you'll need Windows 10 or later. This computer is using Windows 7.
Learn more
Course outline
Week 1
Week 2
Week 3
Week 4
Day 1: Module No- 10: EDUCATIONAL OBJECTIVES AND CURRICULAR ORGANIZATION
Day 2: Module No- 11: BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES
Day 3: Module No-12: OUTCOME BASED CURRICULUM FOR HIGHER EDUCATION
New Subjective Assignment
Quiz: WEEK 4: QUIZ
Week 5
12 OUTCOME BASED CURRICULUM FOR HIGHER EDUCATION
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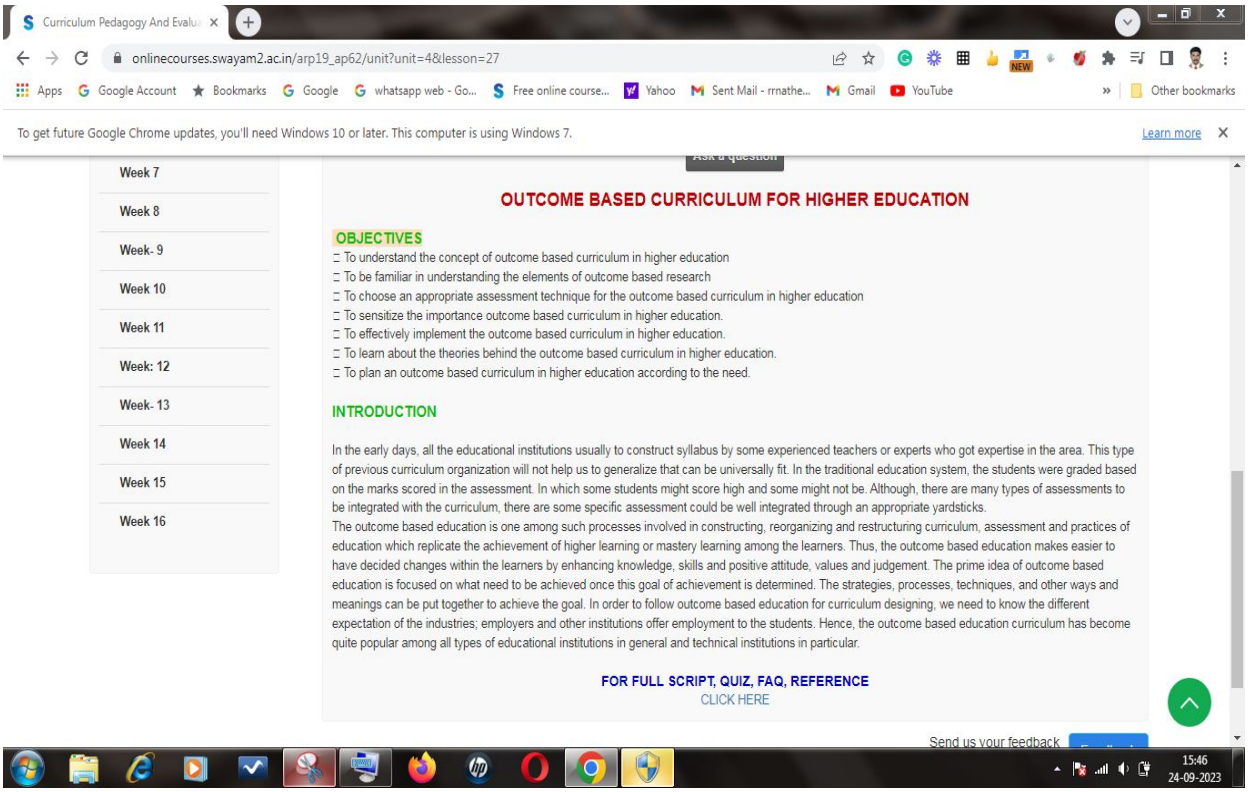
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YouTube
Other bookmarks
To get future Google Chrome updates, you'll need Windows 10 or later. This computer is using Windows 7.
Learn more
Week 7
Week 8
Week- 9
Week 10
Week 11
Week: 12
Week- 13
Week 14
Week 15
Week 16
OUTCOME BASED CURRICULUM FOR HIGHER EDUCATION
OBJECTIVES
To understand the concept of outcome based curriculum in higher education
To be familiar in understanding the elements of outcome based research
To choose an appropriate assessment technique for the outcome based curriculum in higher education
To sensitize the importance outcome based curriculum in higher education.
To effectively implement the outcome based curriculum in higher education.
To learn about the theories behind the outcome based curriculum in higher education.
To plan an outcome based curriculum in higher education according to the need.
INTRODUCTION
In the early days, all the educational institutions usually to construct syllabus by some experienced teachers or experts who got expertise in the area. This type of previous curriculum organization will not help us to generalize that can be universally fit. In the traditional education system, the students were graded based on the marks scored in the assessment. In which some students might score high and some might not be. Although, there are many types of assessments to be integrated with the curriculum, there are some specific assessment could be well integrated through an appropriate yardsticks.
The outcome based education is one among such processes involved in constructing, reorganizing and restructuring curriculum, assessment and practices of education which replicate the achievement of higher learning or mastery learning among the learners. Thus, the outcome based education makes easier to have decided changes within the learners by enhancing knowledge, skills and positive attitude, values and judgement. The prime idea of outcome based education is focused on what need to be achieved once this goal of achievement is determined. The strategies, processes, techniques, and other ways and meanings can be put together to achieve the goal. In order to follow outcome based education for curriculum designing, we need to know the different expectation of the industries; employers and other institutions offer employment to the students. Hence, the outcome based education curriculum has become quite popular among all types of educational institutions in general and technical institutions in particular.
FOR FULL SCRIPT, QUIZ, FAQ, REFERENCE
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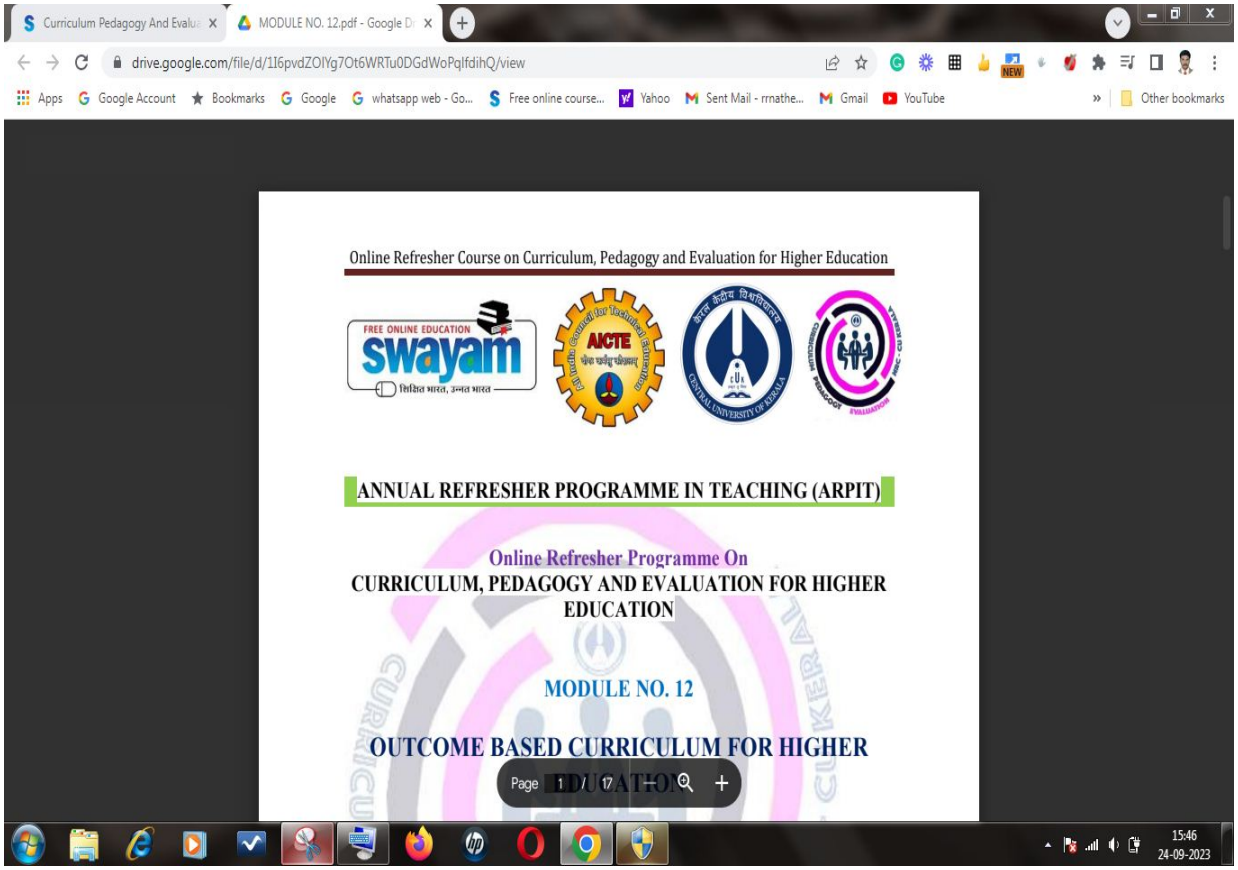
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Page 1 / 17
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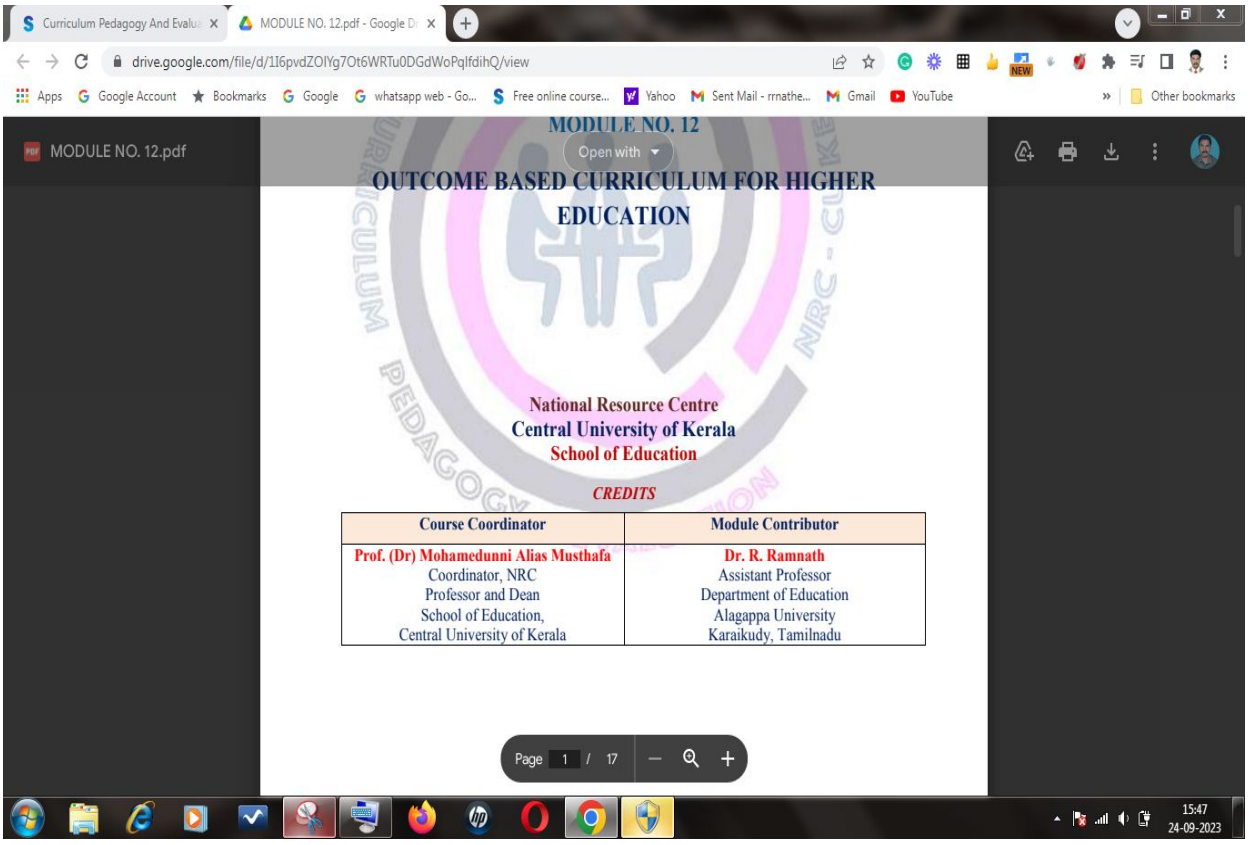
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Page 1 / 17
15:47
24-09-2023

Day 2: Module No- 26 : VIRTUAL CLASSROOMS

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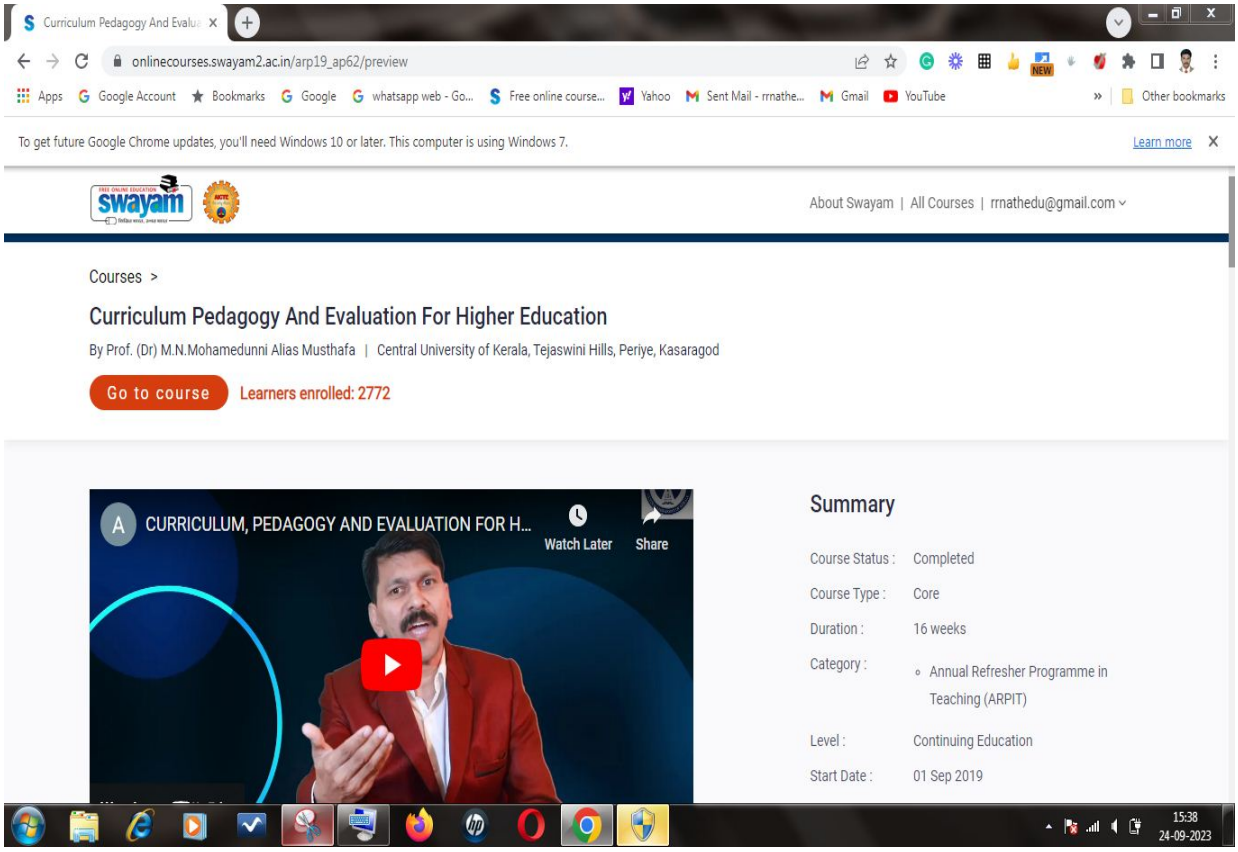

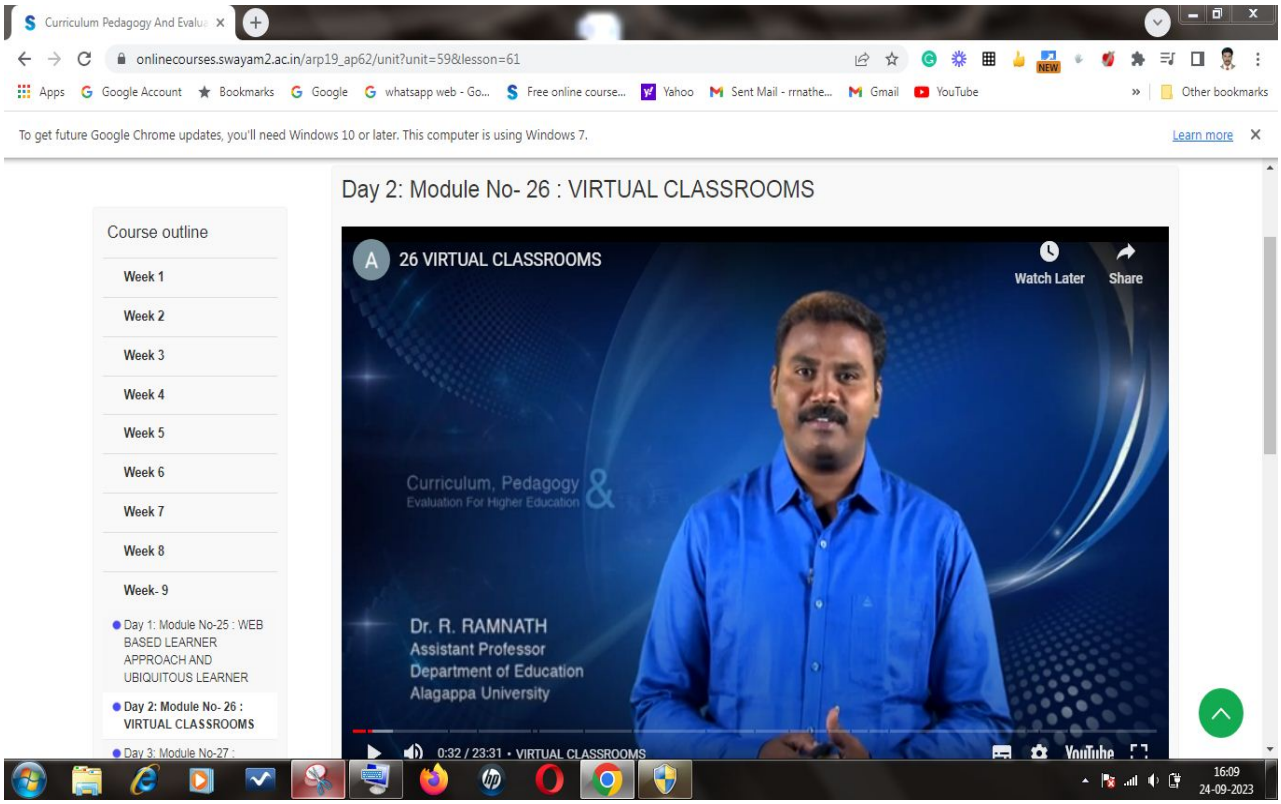
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Other bookmarks
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Learn more
Day 2: Module No- 26 : VIRTUAL CLASSROOMS
Course outline
Week 1
Week 2
Week 3
Week 4
Week 5
Week 6
Week 7
Week 8
Week- 9
Day 1: Module No-25 : WEB BASED LEARNER APPROACH AND UBIQUITOUS LEARNER
Day 2: Module No- 26 : VIRTUAL CLASSROOMS
Day 3: Module No-27 :
26 VIRTUAL CLASSROOMS
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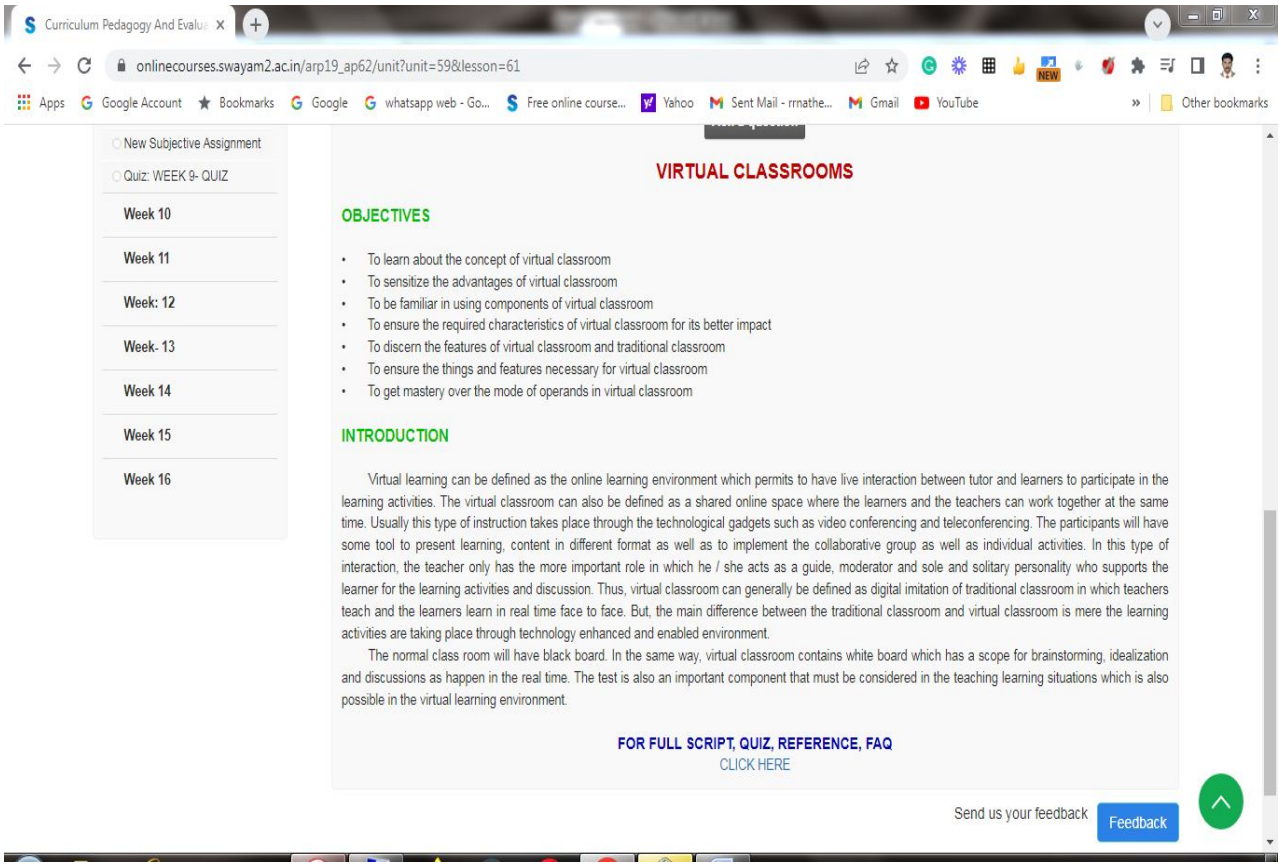
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New Subjective Assignment
Quiz: WEEK 9- QUIZ
Week 10
Week 11
Week: 12
Week- 13
Week 14
Week 15
Week 16
VIRTUAL CLASSROOMS
OBJECTIVES
To learn about the concept of virtual classroom
To sensitize the advantages of virtual classroom
To be familiar in using components of virtual classroom
To ensure the required characteristics of virtual classroom for its better impact
To discern the features of virtual classroom and traditional classroom
To ensure the things and features necessary for virtual classroom
To get mastery over the mode of operands in virtual classroom
INTRODUCTION
Virtual learning can be defined as the online learning environment which permits to have live interaction between tutor and learners to participate in the learning activities. The virtual classroom can also be defined as a shared online space where the learners and the teachers can work together at the same time. Usually this type of instruction takes place through the technological gadgets such as video conferencing and teleconferencing. The participants will have some tool to present learning, content in different format as well as to implement the collaborative group as well as individual activities. In this type of interaction, the teacher only has the more important role in which he / she acts as a guide, moderator and sole and solitary personality who supports the learner for the learning activities and discussion. Thus, virtual classroom can generally be defined as digital imitation of traditional classroom in which teachers teach and the learners learn in real time face to face. But, the main difference between the traditional classroom and virtual classroom is mere the learning activities are taking place through technology enhanced and enabled environment.
The normal class room will have black board. In the same way, virtual classroom contains white board which has a scope for brainstorming, idealization and discussions as happen in the real time. The test is also an important component that must be considered in the teaching learning situations which is also possible in the virtual learning environment.
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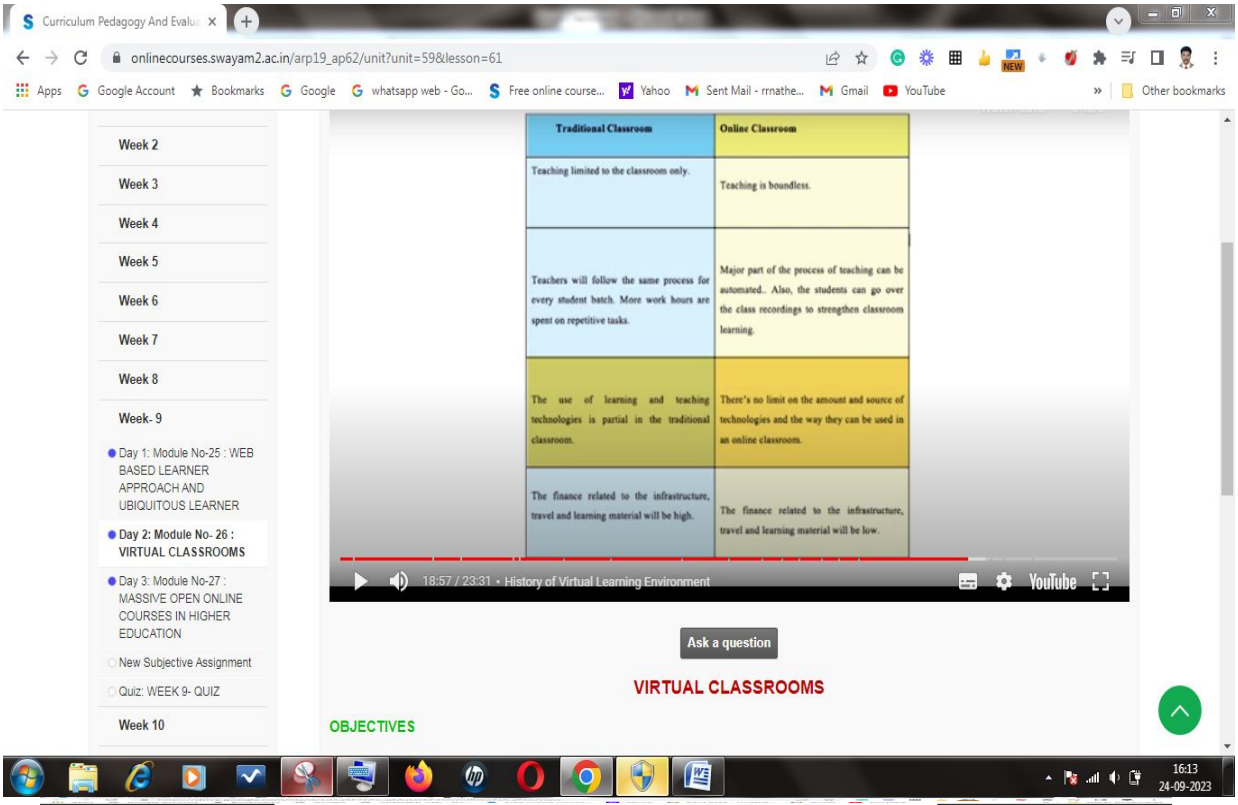
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Week 2
Week 3
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Week 8
Week- 9
Day 1: Module No-25 : WEB BASED LEARNER APPROACH AND UBIQUITOUS LEARNER
Day 2: Module No- 26 : VIRTUAL CLASSROOMS
Day 3: Module No-27 : MASSIVE OPEN ONLINE COURSES IN HIGHER EDUCATION
New Subjective Assignment
Quiz: WEEK 9- QUIZ
Week 10
Traditional Classroom
Online Classroom
Teaching limited to the classroom only.
Teaching is boundless.
Teachers will follow the same process for every student batch. More work hours are spent on repetitive tasks.
Major part of the process of teaching can be automated.. Also, the students can go over the class recordings to strengthen classroom learning.
The use of learning and teaching technologies is partial in the traditional classroom.
There's no limit on the amount and source of technologies and the way they can be used in an online classroom.
The finance related to the infrastructure, travel and learning material will be high.
The finance related to the infrastructure, travel and learning material will be low.
18:57 / 23:31 • History of Virtual Learning Environment
YouTube
Ask a question
VIRTUAL CLASSROOMS
OBJECTIVES
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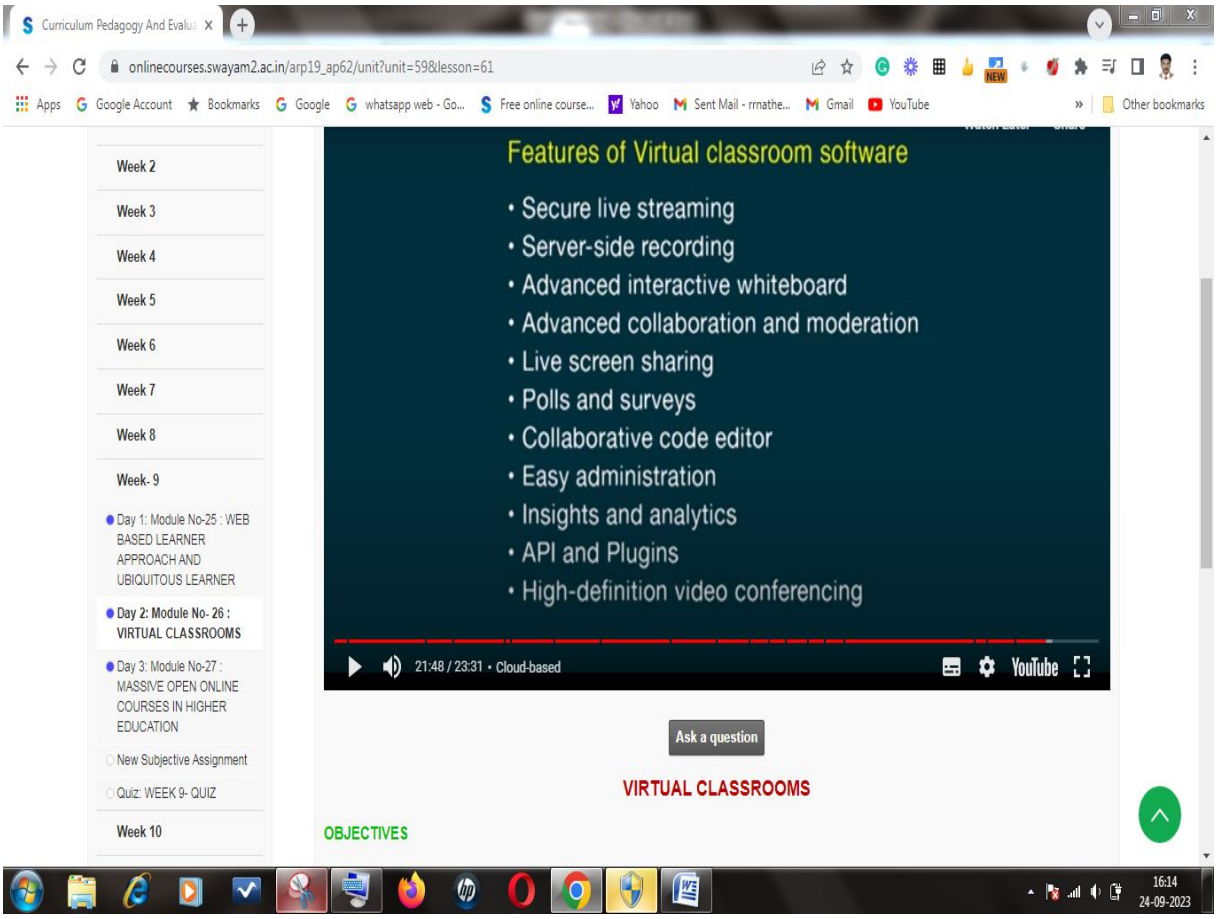
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Week 2
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Day 1: Module No-25 : WEB BASED LEARNER APPROACH AND UBIQUITOUS LEARNER
Day 2: Module No- 26 : VIRTUAL CLASSROOMS
Day 3: Module No-27 : MASSIVE OPEN ONLINE COURSES IN HIGHER EDUCATION
New Subjective Assignment
Quiz: WEEK 9- QUIZ
Week 10
Features of Virtual classroom software
• Secure live streaming
• Server-side recording
• Advanced interactive whiteboard
• Advanced collaboration and moderation
• Live screen sharing
• Polls and surveys
• Collaborative code editor
• Easy administration
• Insights and analytics
• API and Plugins
• High-definition video conferencing
21:48 / 23:31 • Cloud-based
YouTube
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VIRTUAL CLASSROOMS
OBJECTIVES
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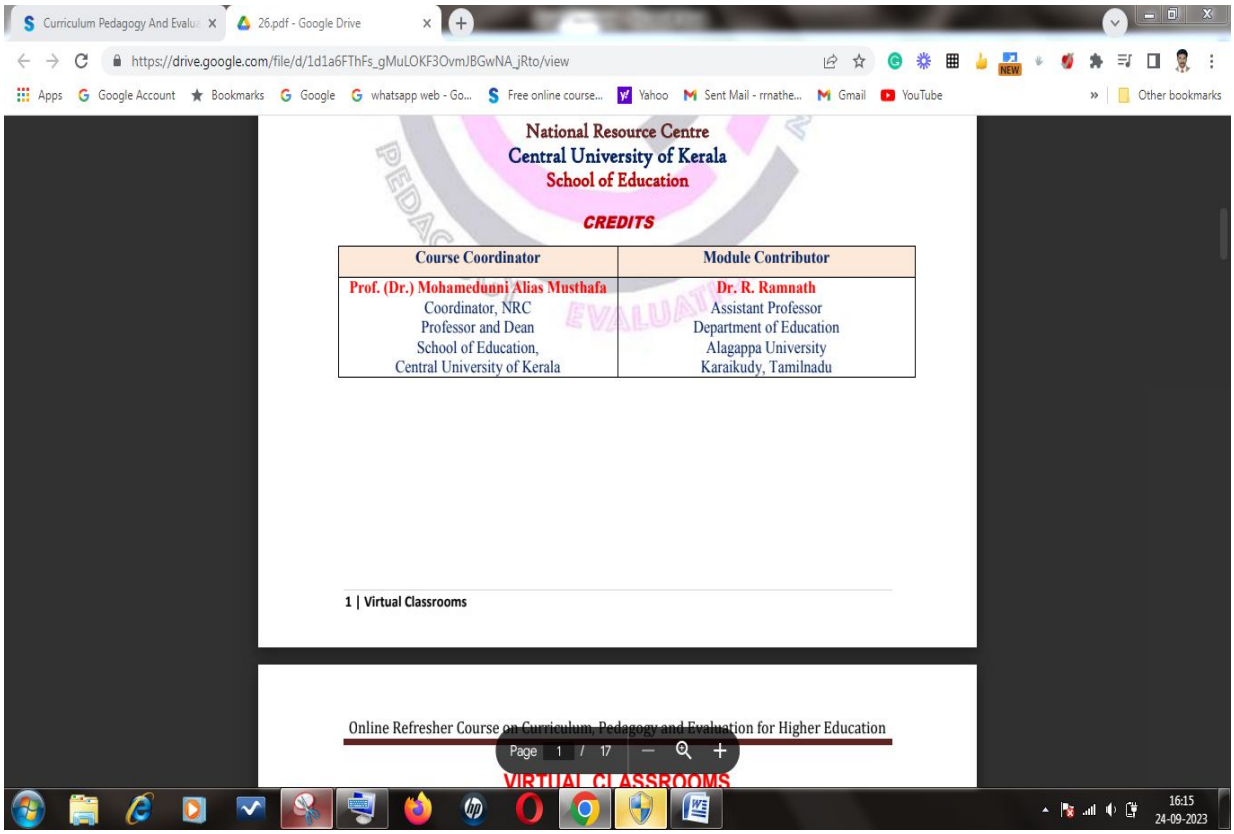
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Page 1 / 17
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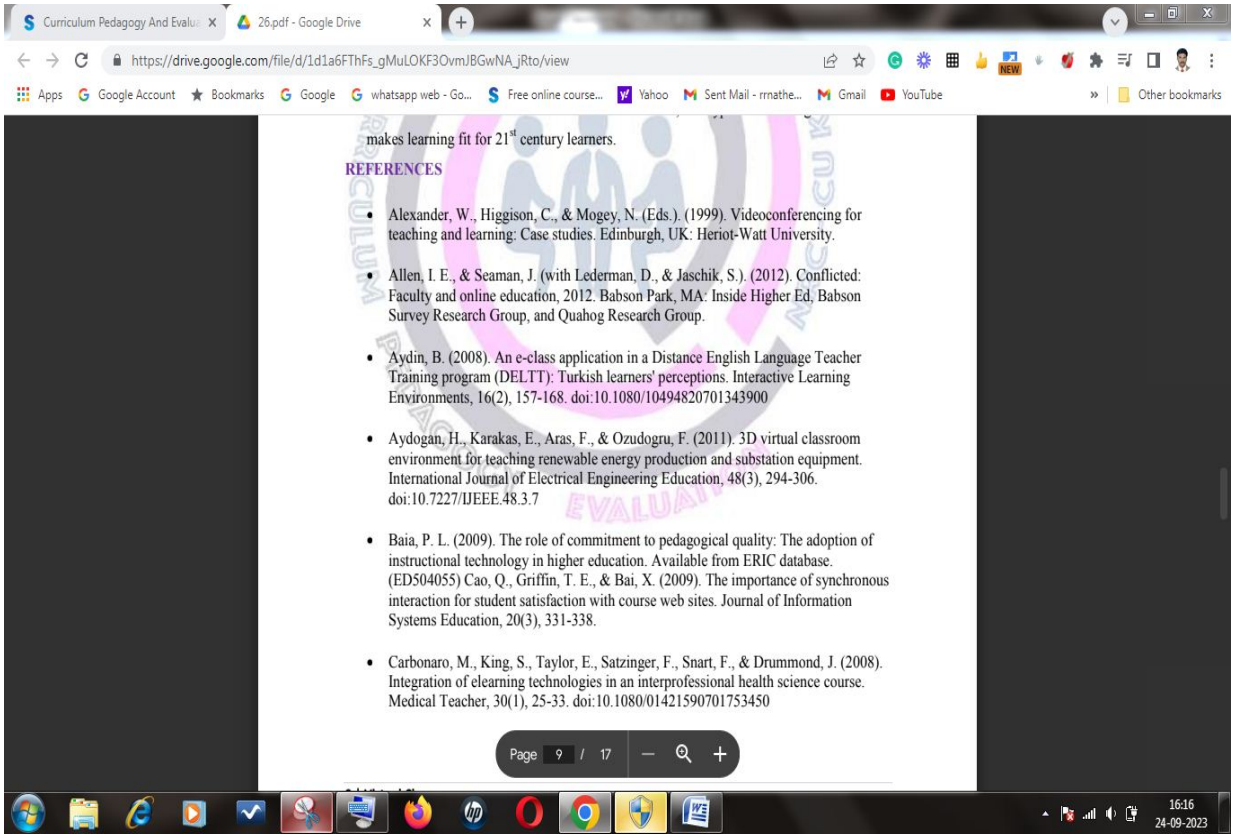
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makes learning fit for 21st century learners.
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Page 9 / 17
16:16
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Day 2: Module No- 36: WEB TOOLS FOR ASSESSMENT

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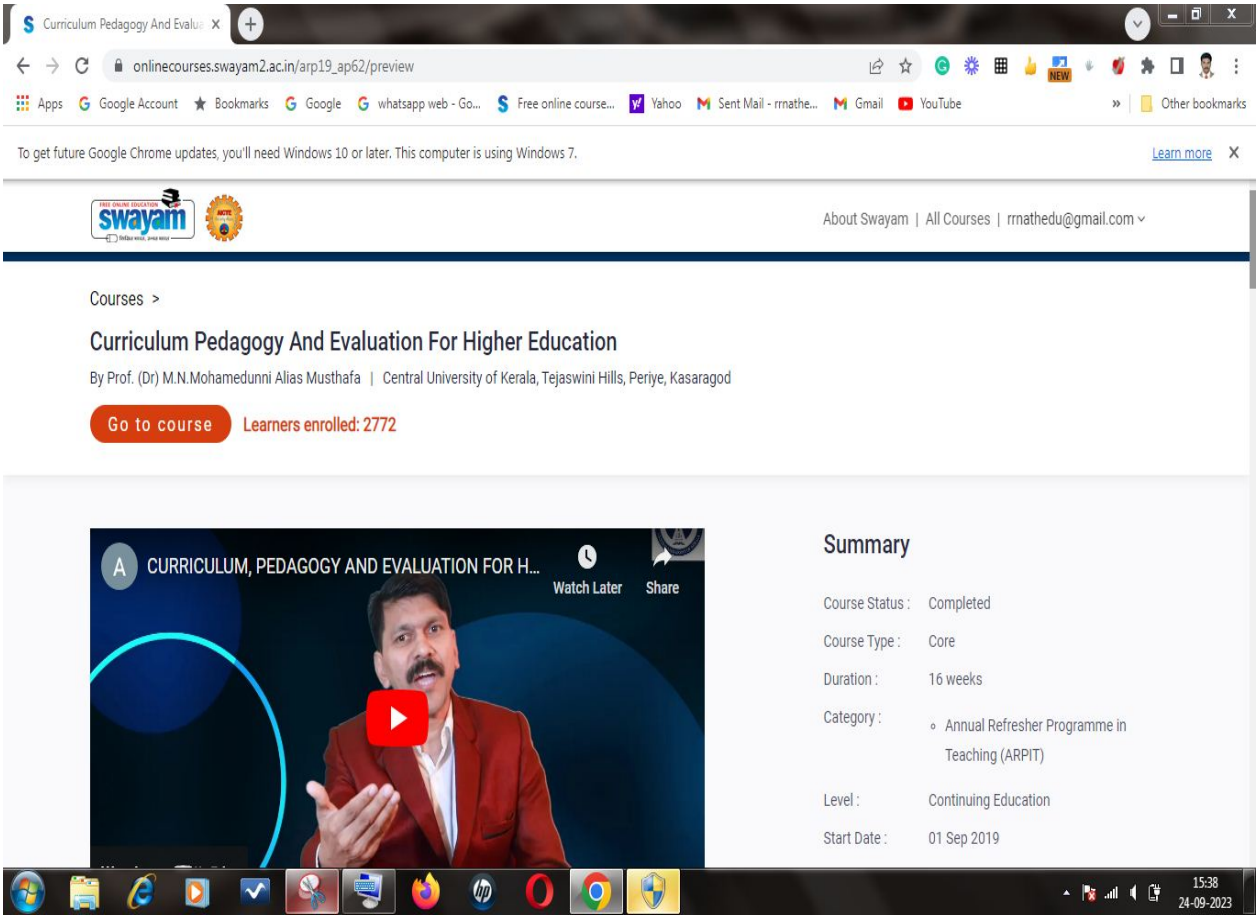

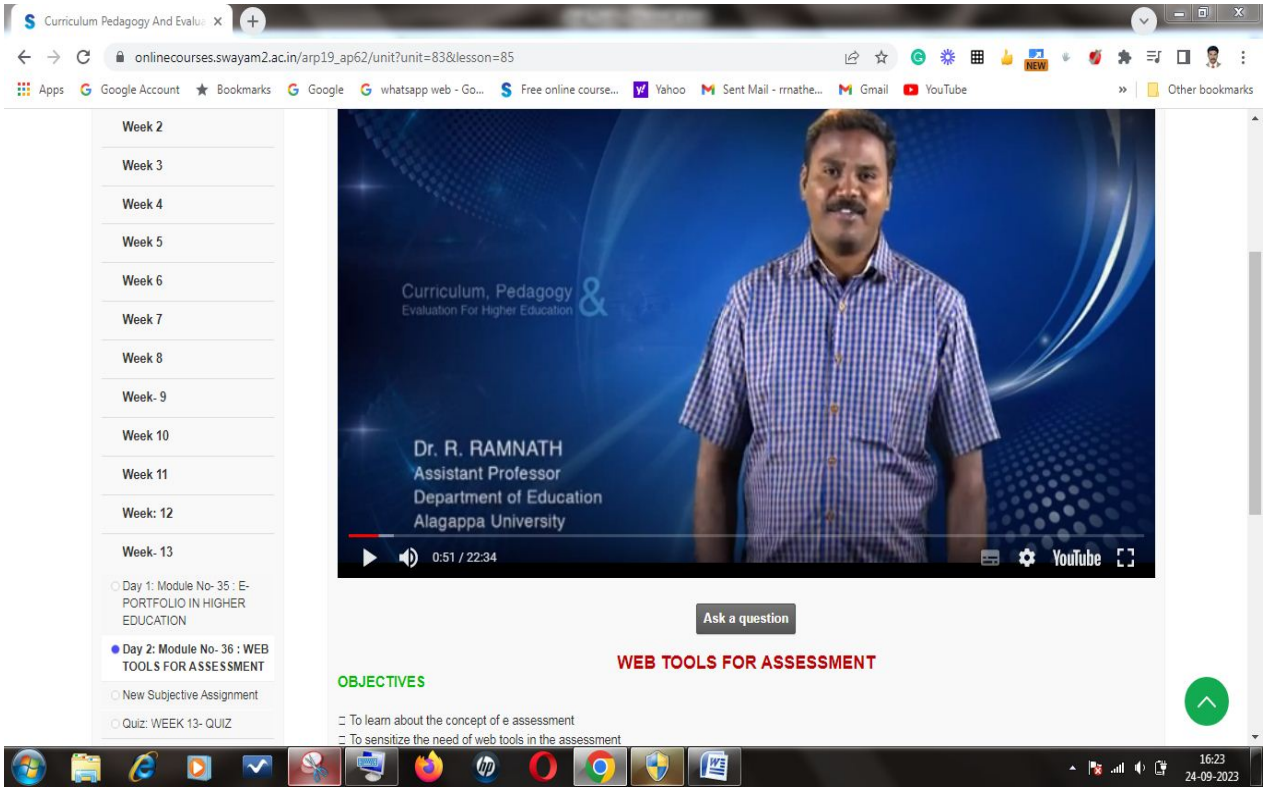
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Week 2
Week 3
Week 4
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Week 7
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Week 10
Week 11
Week: 12
Week- 13
Day 1: Module No- 35 : E-PORTFOLIO IN HIGHER EDUCATION
Day 2: Module No- 36 : WEB TOOLS FOR ASSESSMENT
New Subjective Assignment
Quiz: WEEK 13- QUIZ
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Ask a question
WEB TOOLS FOR ASSESSMENT
OBJECTIVES
To learn about the concept of e assessment
To sensitize the need of web tools in the assessment
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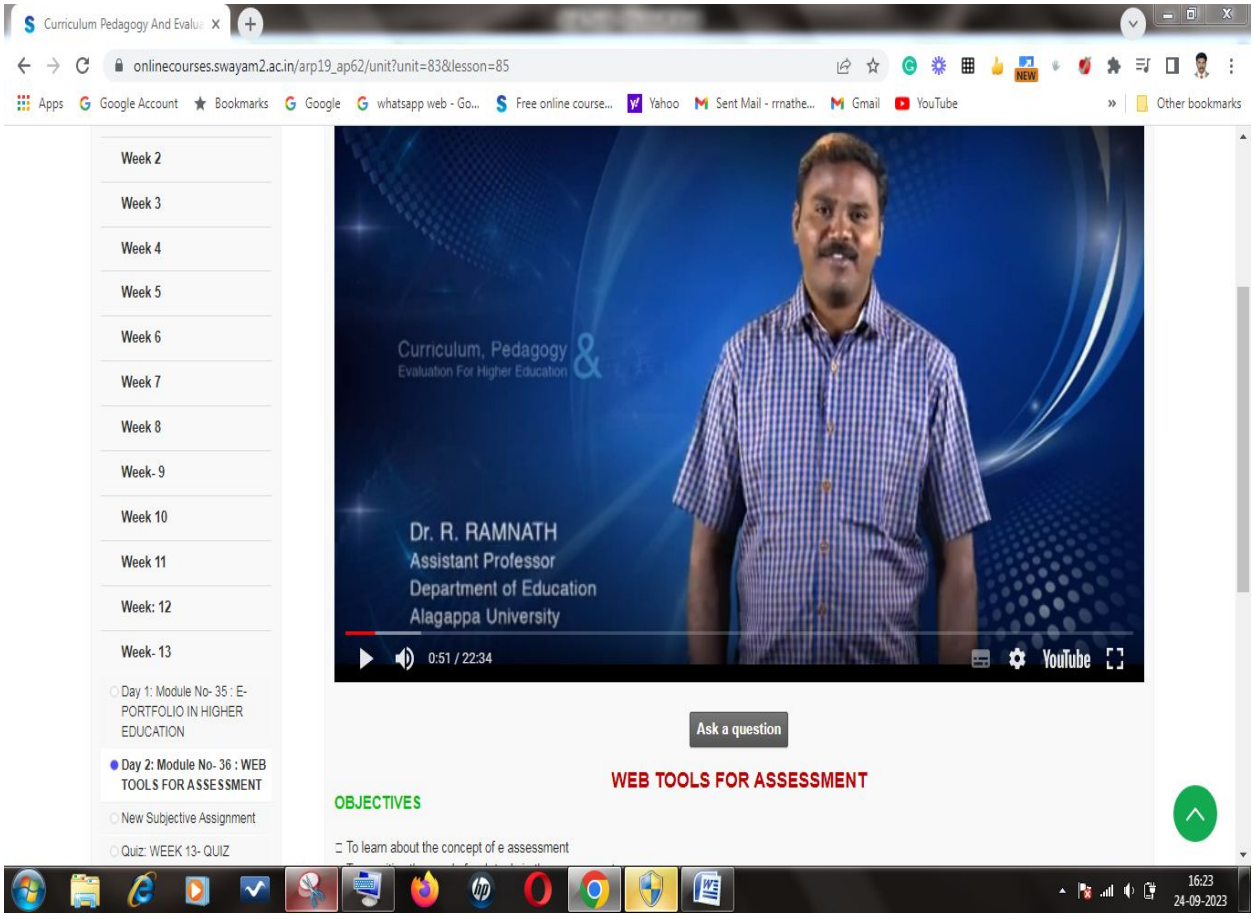
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Week 11
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Week- 13
Day 1: Module No- 35 : E-PORTFOLIO IN HIGHER EDUCATION
Day 2: Module No- 36 : WEB TOOLS FOR ASSESSMENT
New Subjective Assignment
Quiz: WEEK 13- QUIZ
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OBJECTIVES
To learn about the concept of e assessment
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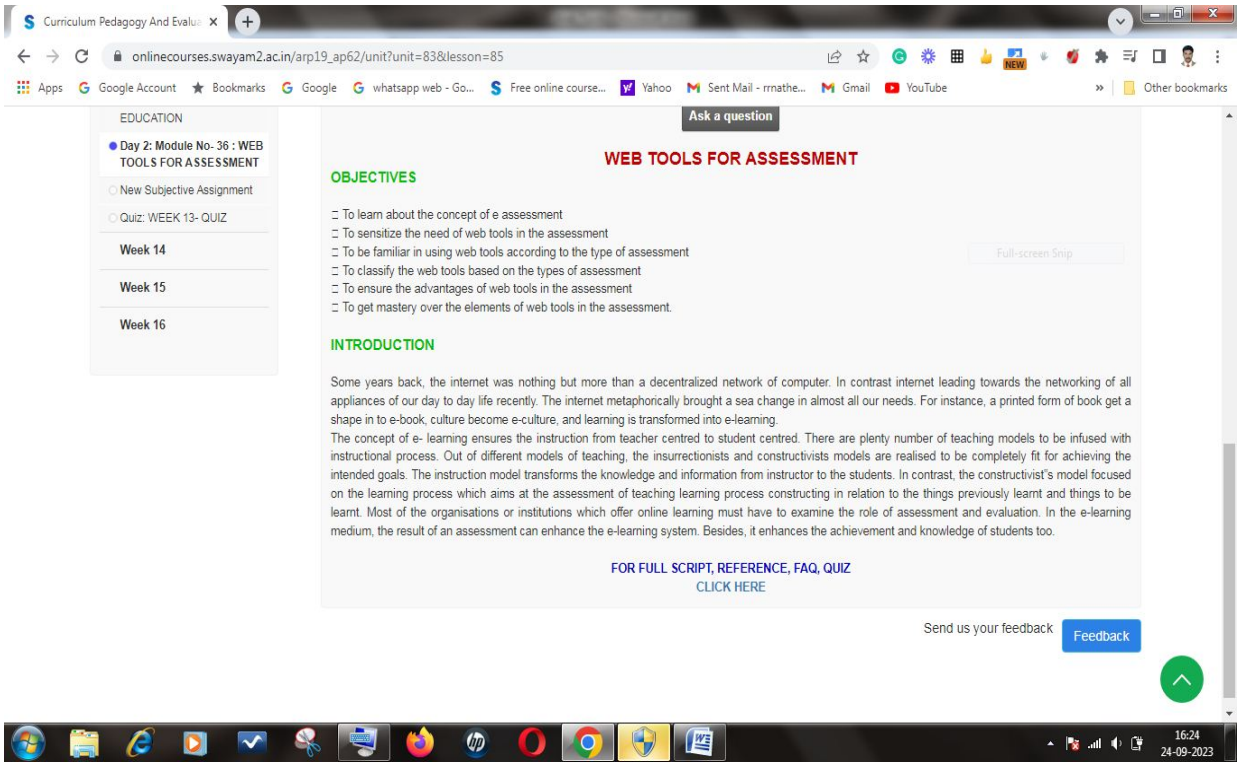
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EDUCATION
Day 2: Module No- 36 : WEB TOOLS FOR ASSESSMENT
New Subjective Assignment
Quiz: WEEK 13- QUIZ
Week 14
Week 15
Week 16
Ask a question
WEB TOOLS FOR ASSESSMENT
OBJECTIVES
To learn about the concept of e assessment
To sensitize the need of web tools in the assessment
To be familiar in using web tools according to the type of assessment
To classify the web tools based on the types of assessment
To ensure the advantages of web tools in the assessment
To get mastery over the elements of web tools in the assessment.
INTRODUCTION
Some years back, the internet was nothing but more than a decentralized network of computer. In contrast internet leading towards the networking of all appliances of our day to day life recently. The internet metaphorically brought a sea change in almost all our needs. For instance, a printed form of book get a shape in to e-book, culture become e-culture, and learning is transformed into e-learning.
The concept of e- learning ensures the instruction from teacher centred to student centred. There are plenty number of teaching models to be infused with instructional process. Out of different models of teaching, the insurrectionists and constructivists models are realised to be completely fit for achieving the intended goals. The instruction model transforms the knowledge and information from instructor to the students. In contrast, the constructivist's model focused on the learning process which aims at the assessment of teaching learning process constructing in relation to the things previously learnt and things to be learnt. Most of the organisations or institutions which offer online learning must have to examine the role of assessment and evaluation. In the e-learning medium, the result of an assessment can enhance the e-learning system. Besides, it enhances the achievement and knowledge of students too.
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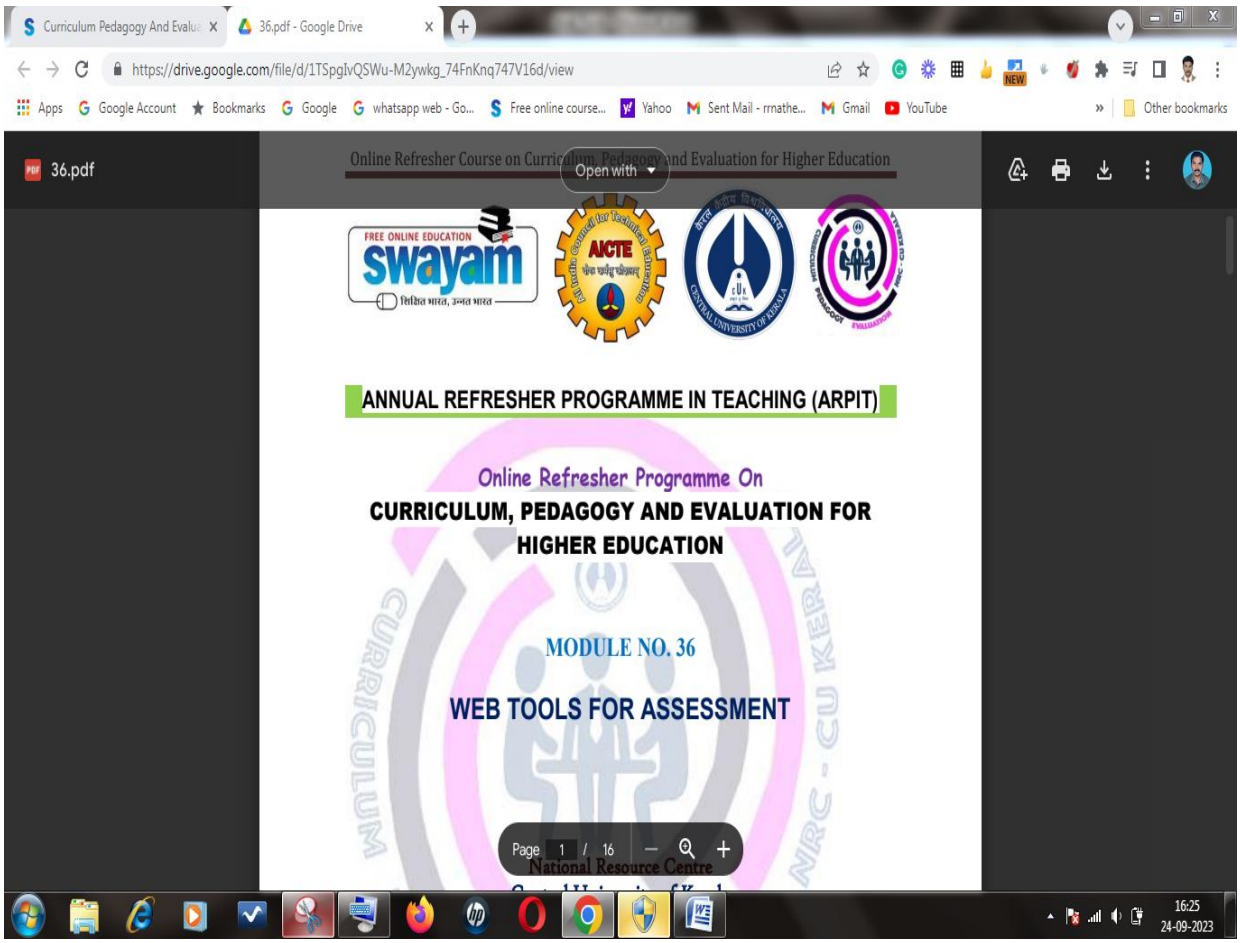
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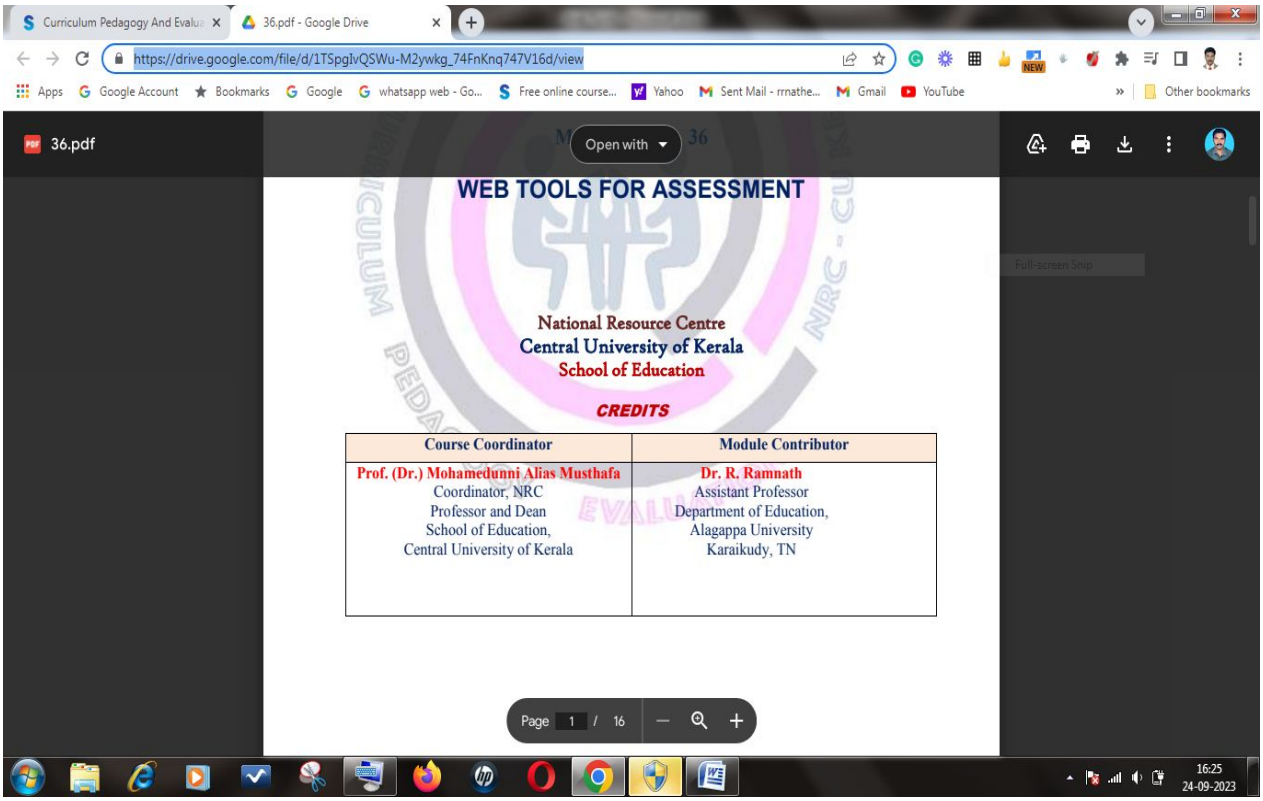
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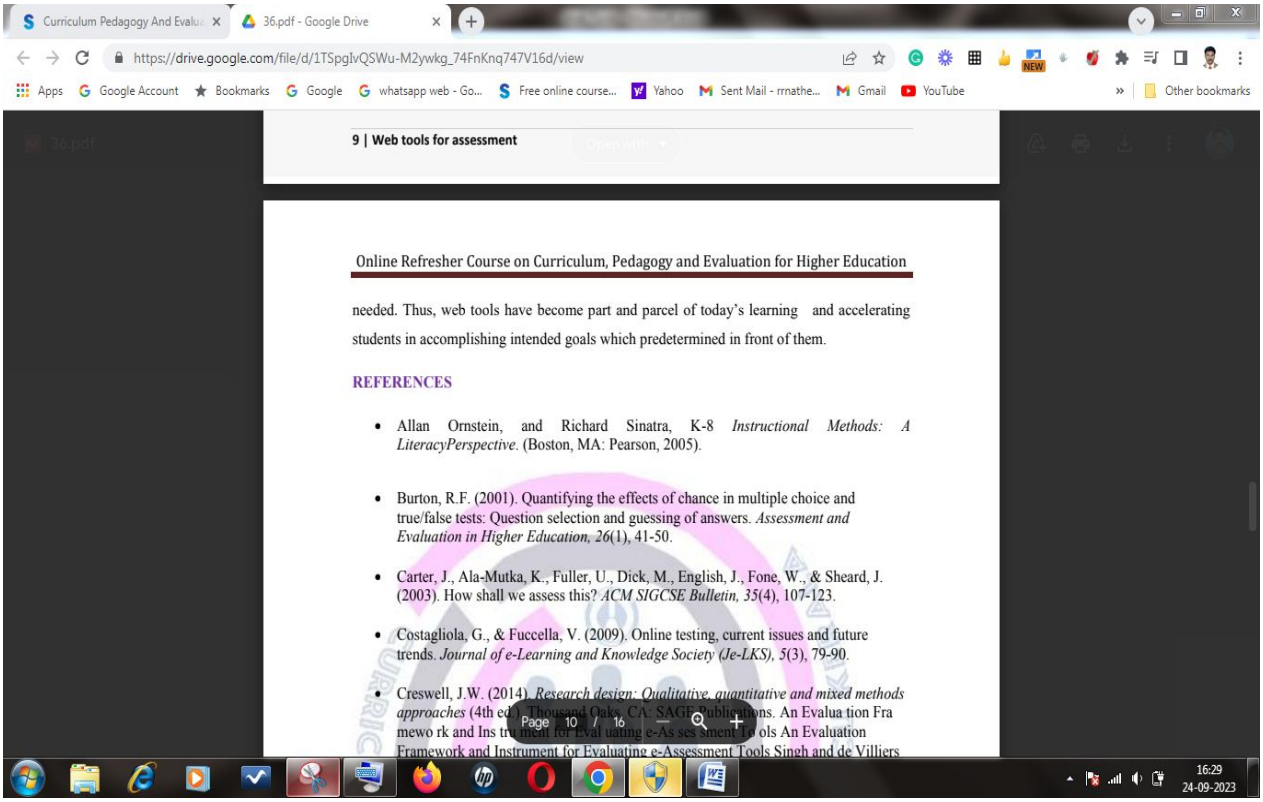
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needed. Thus, web tools have become part and parcel of today's learning and accelerating students in accomplishing intended goals which predetermined in front of them.
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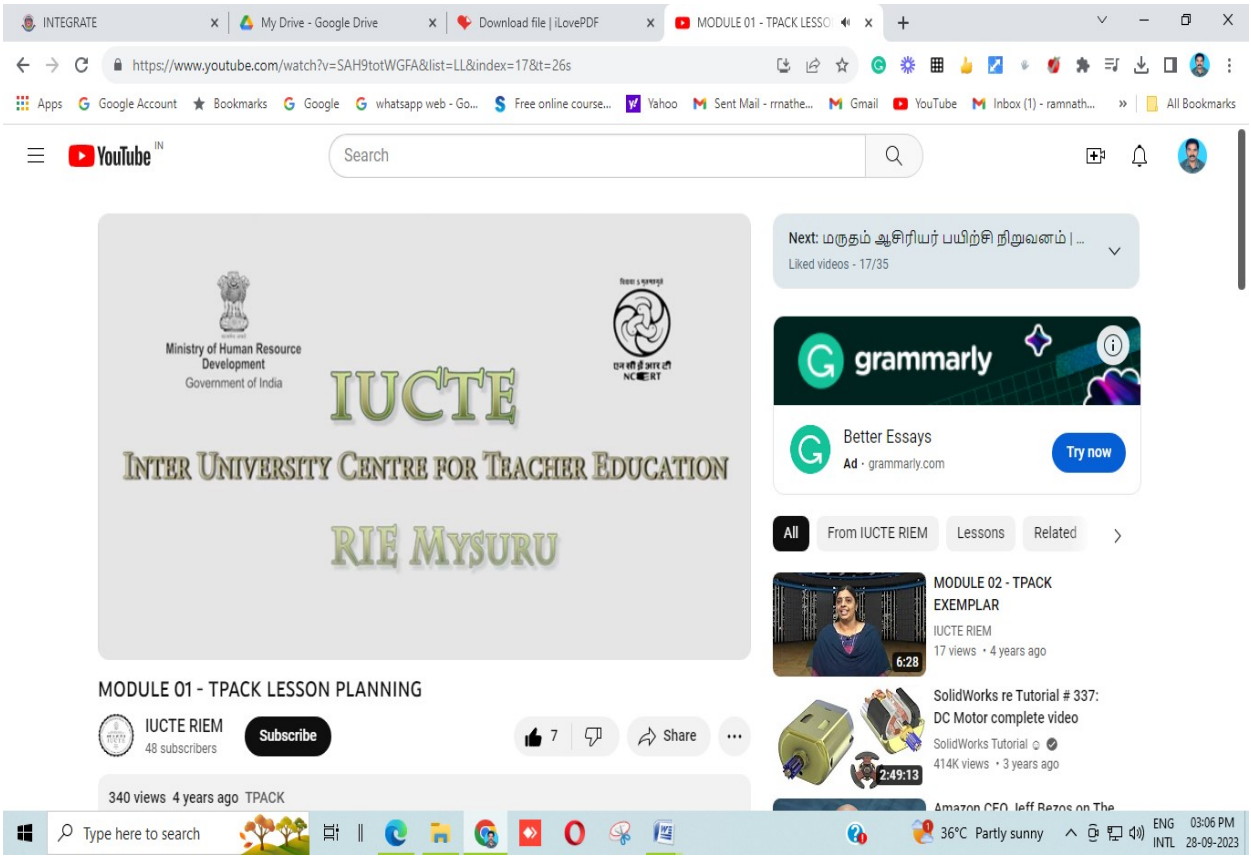

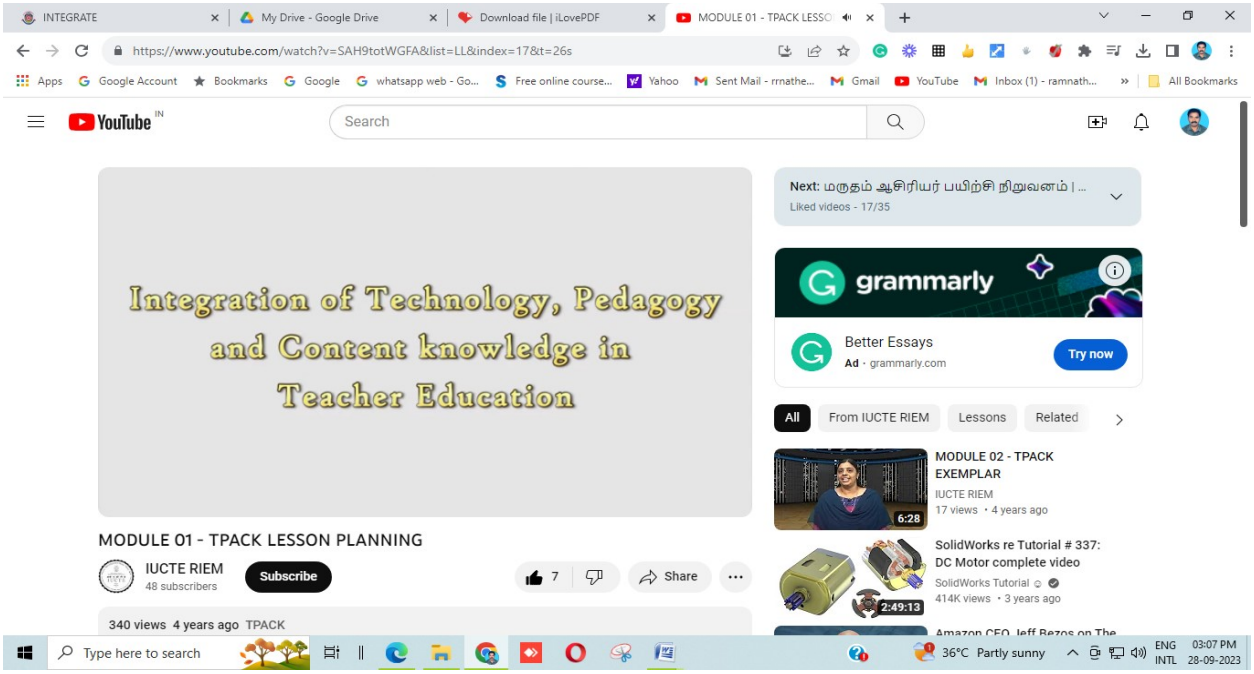
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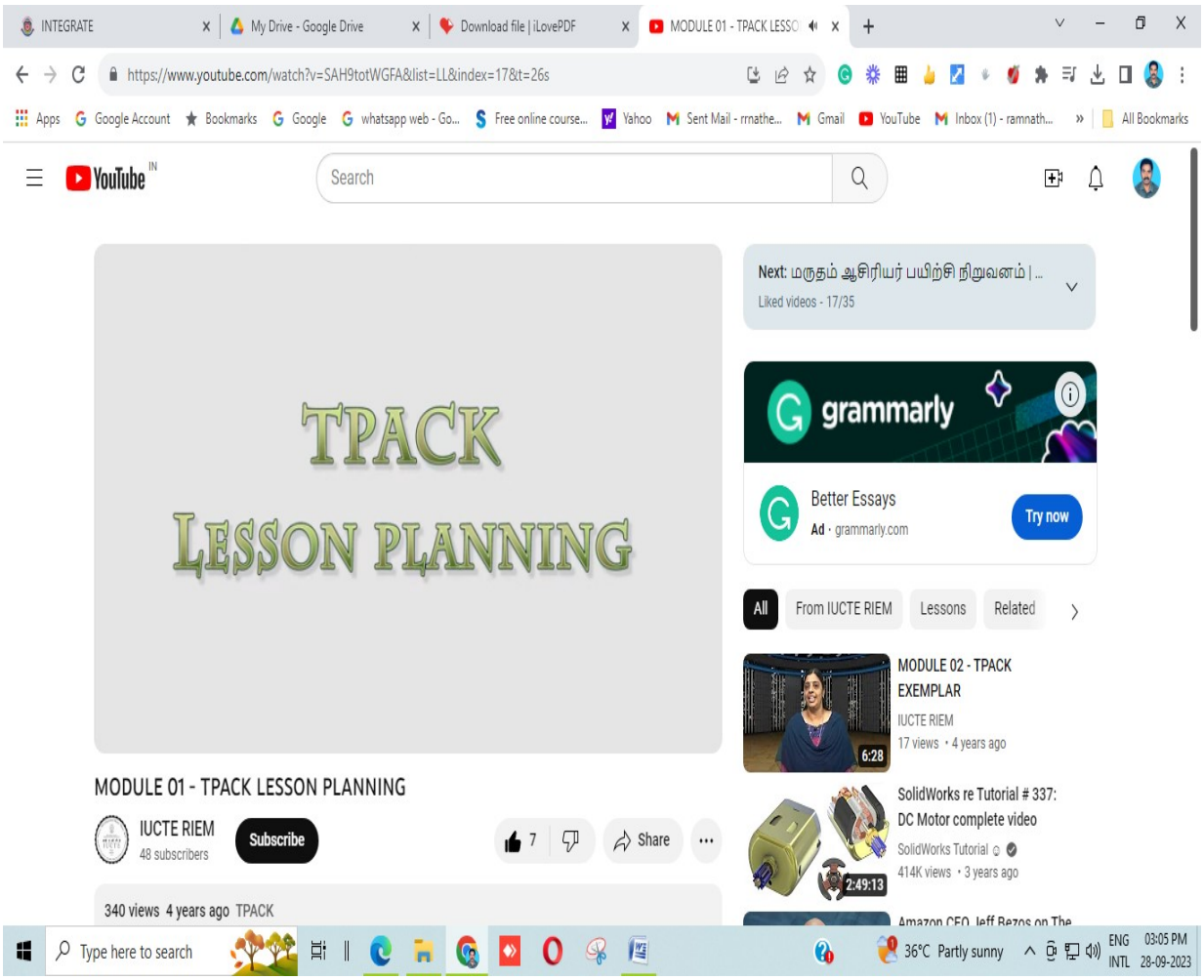
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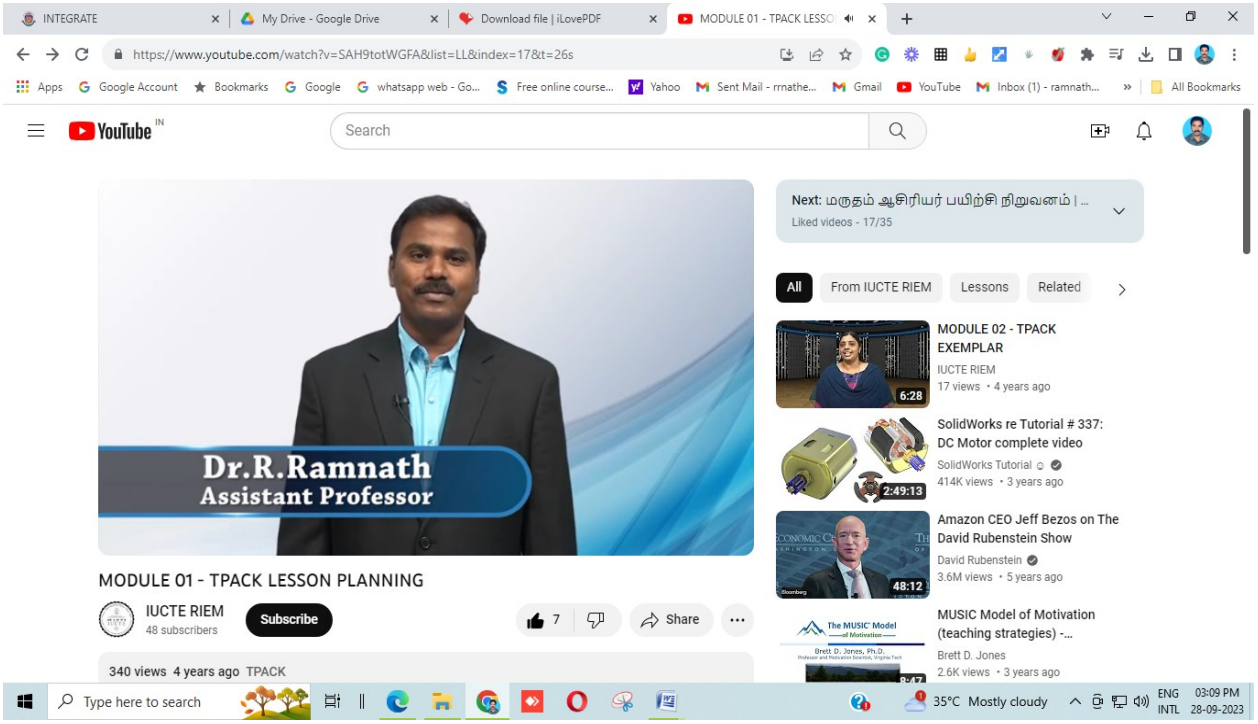
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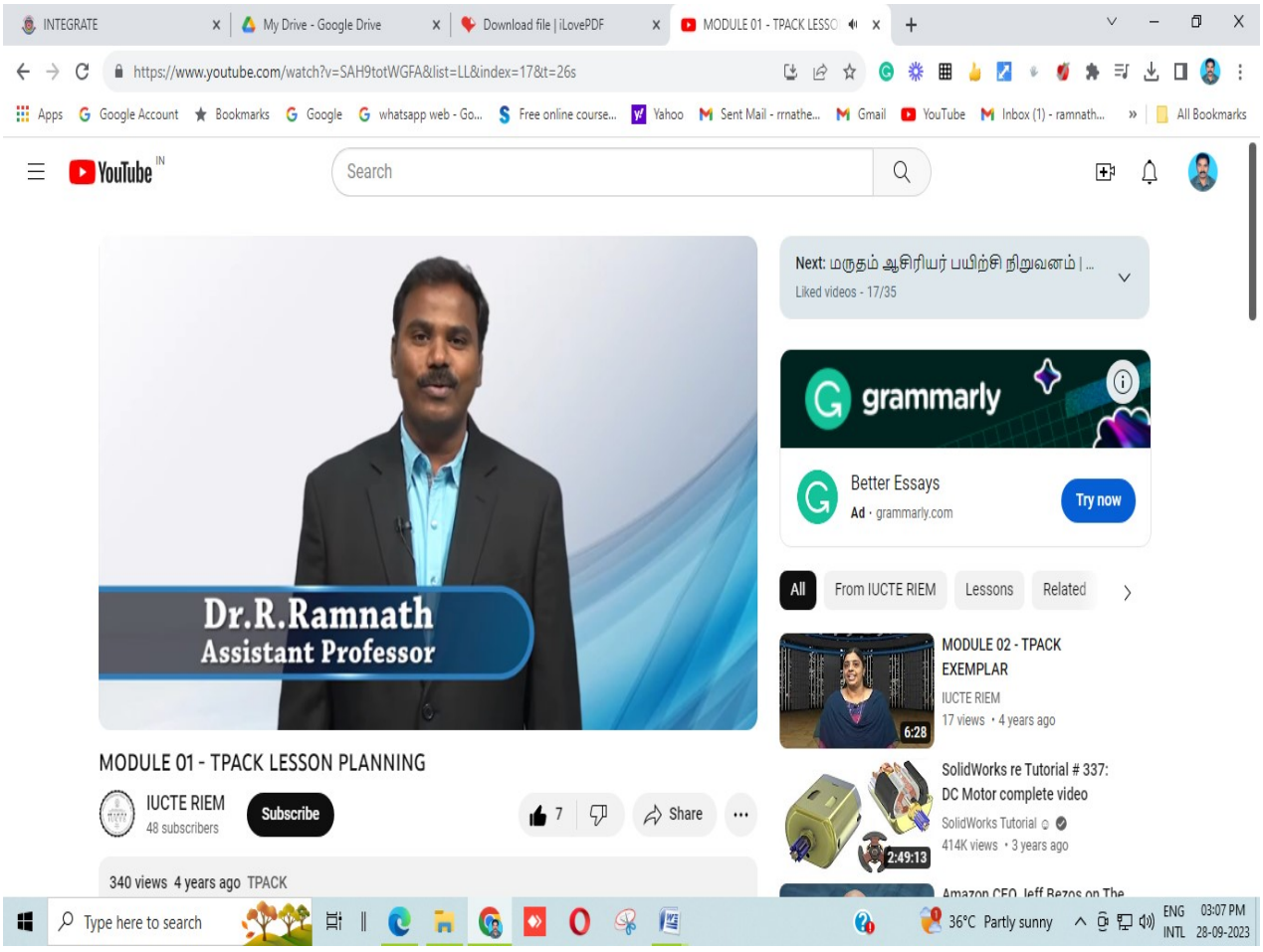
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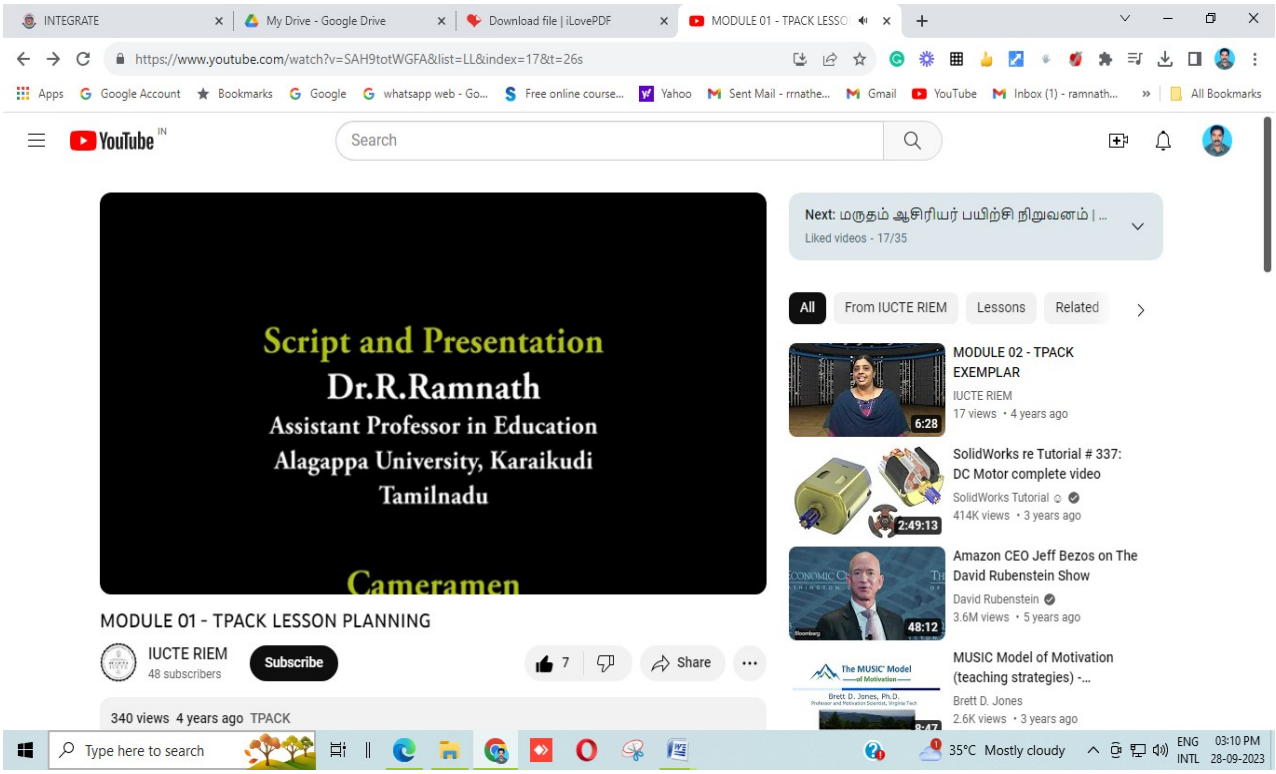
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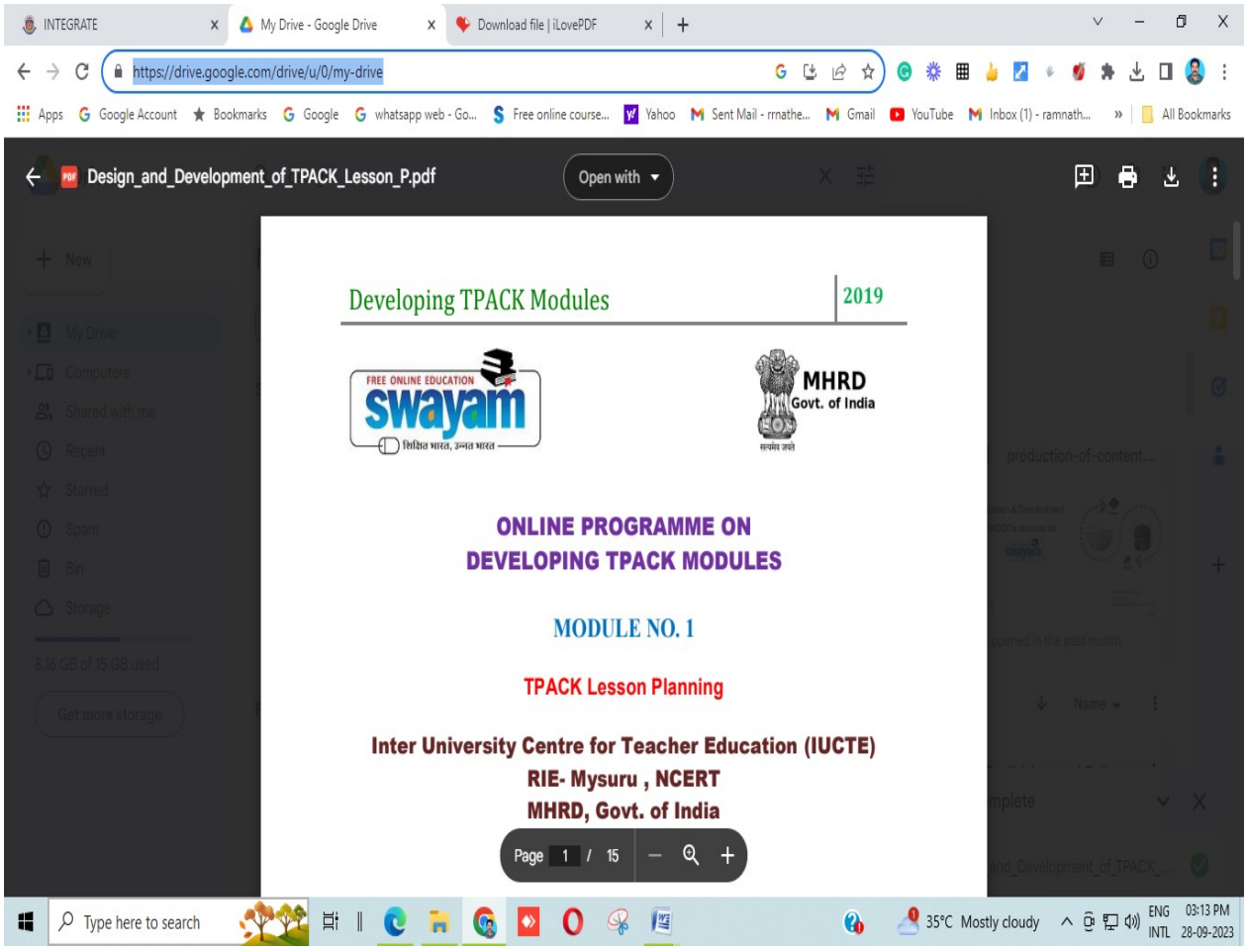
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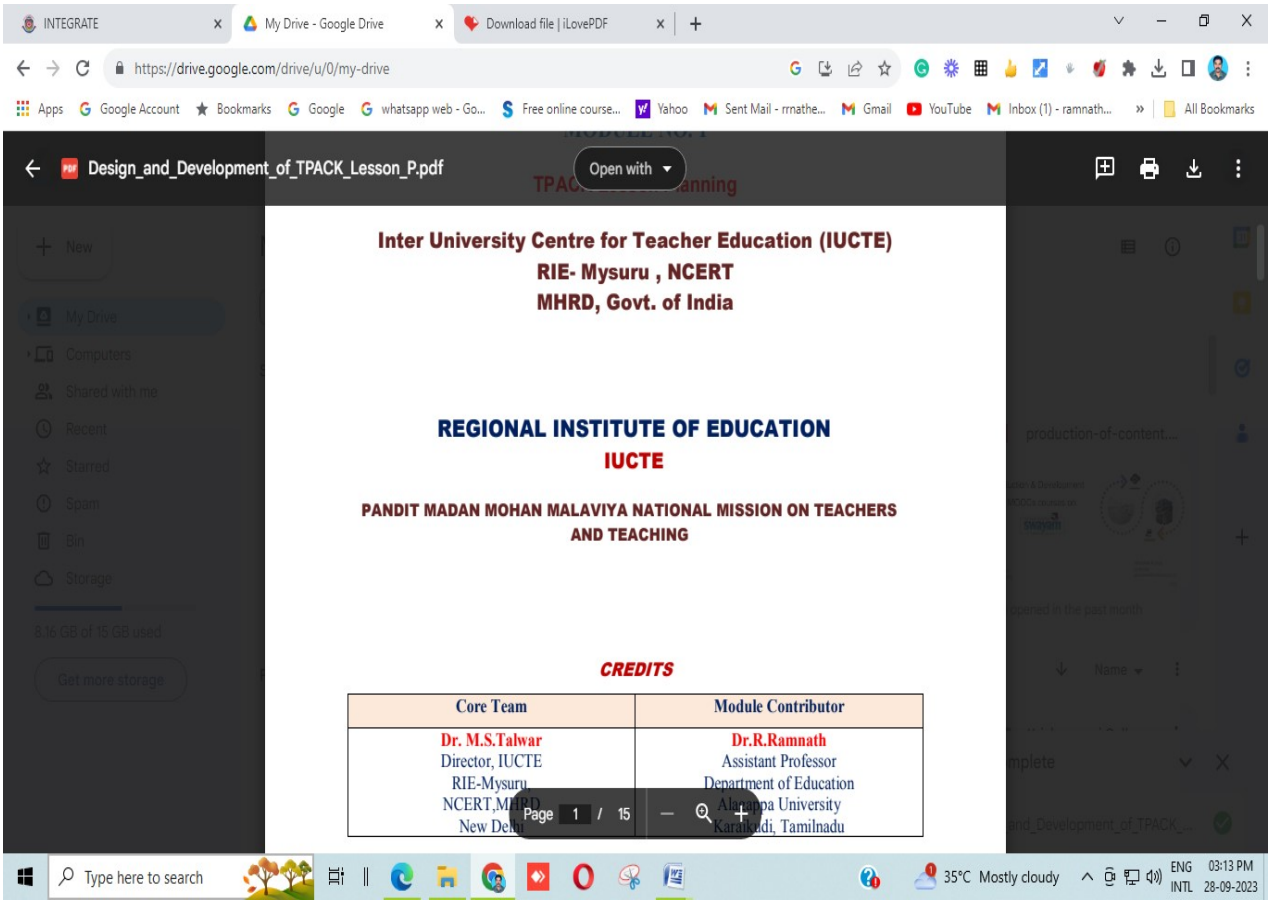
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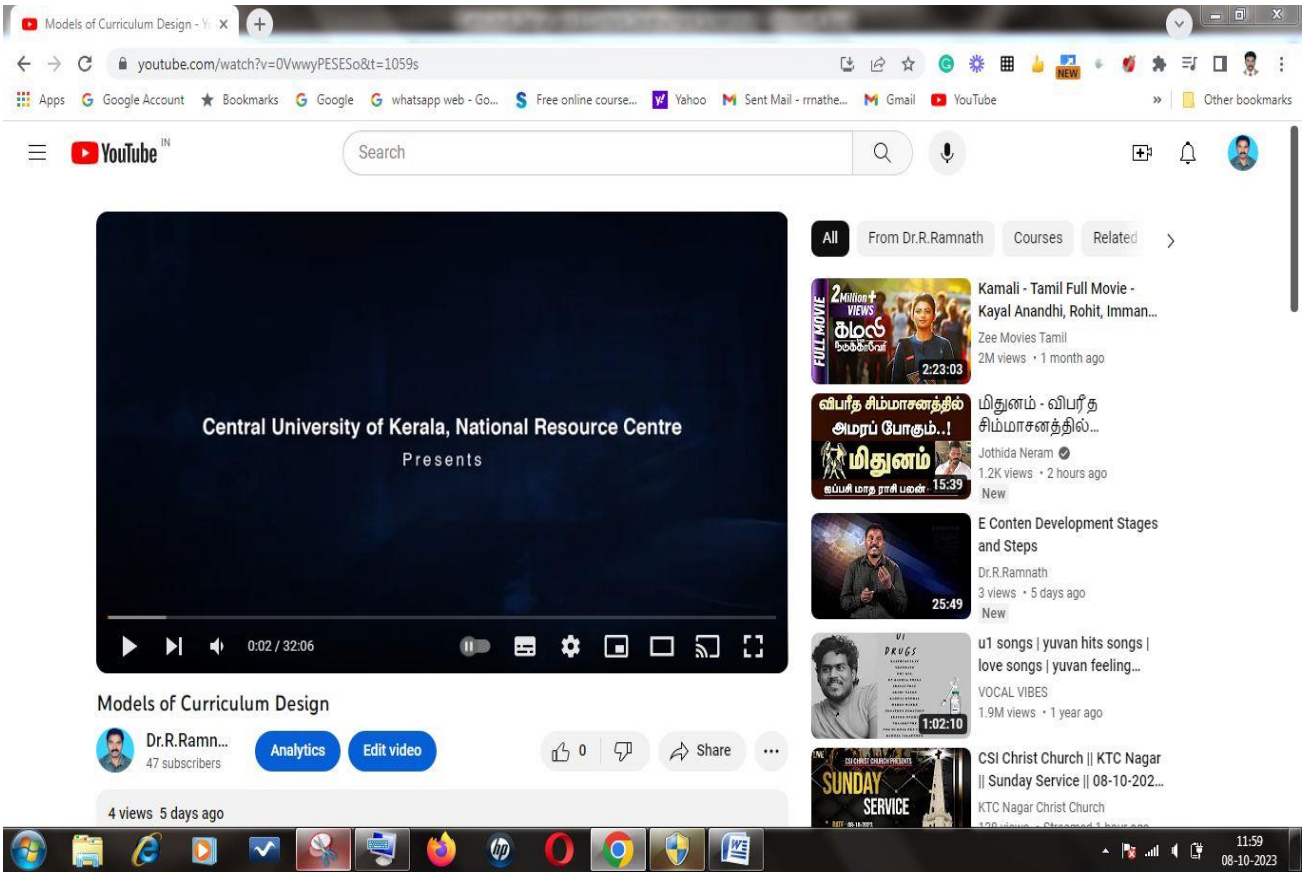

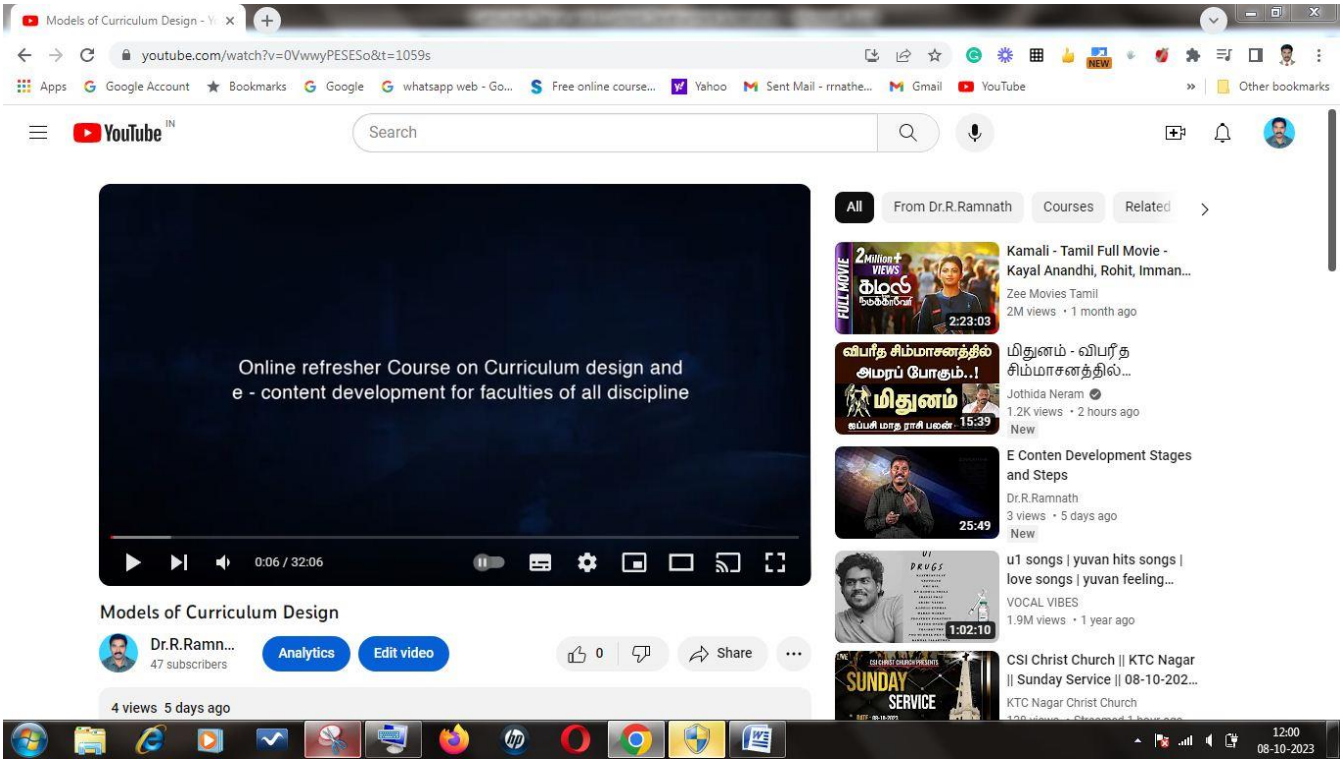
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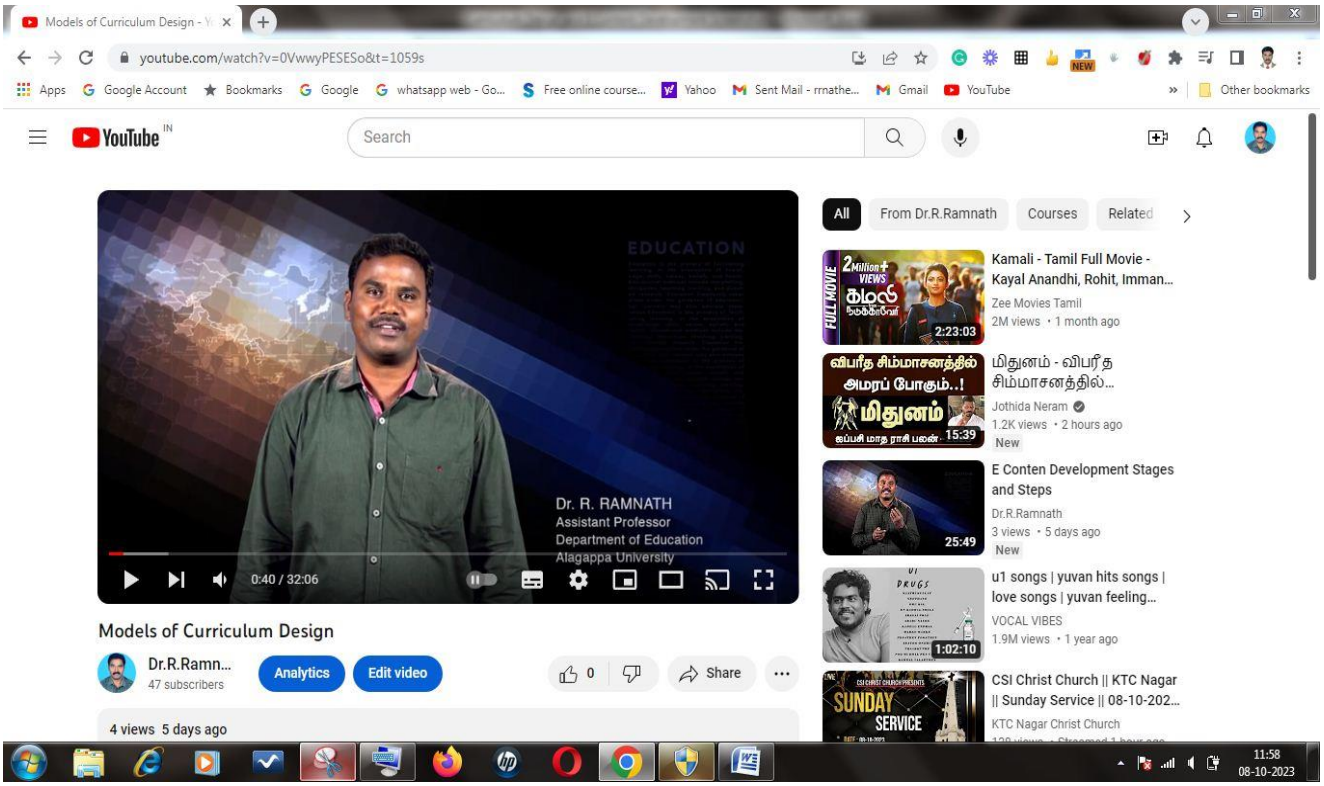
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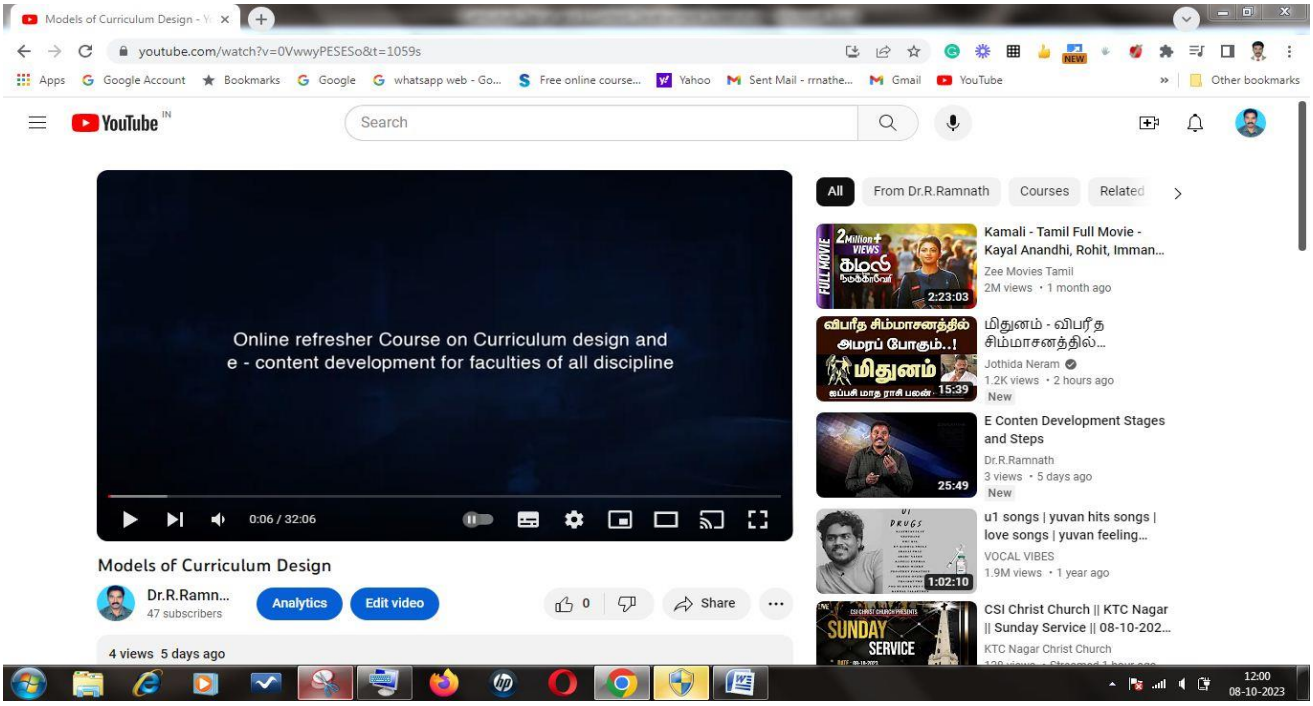
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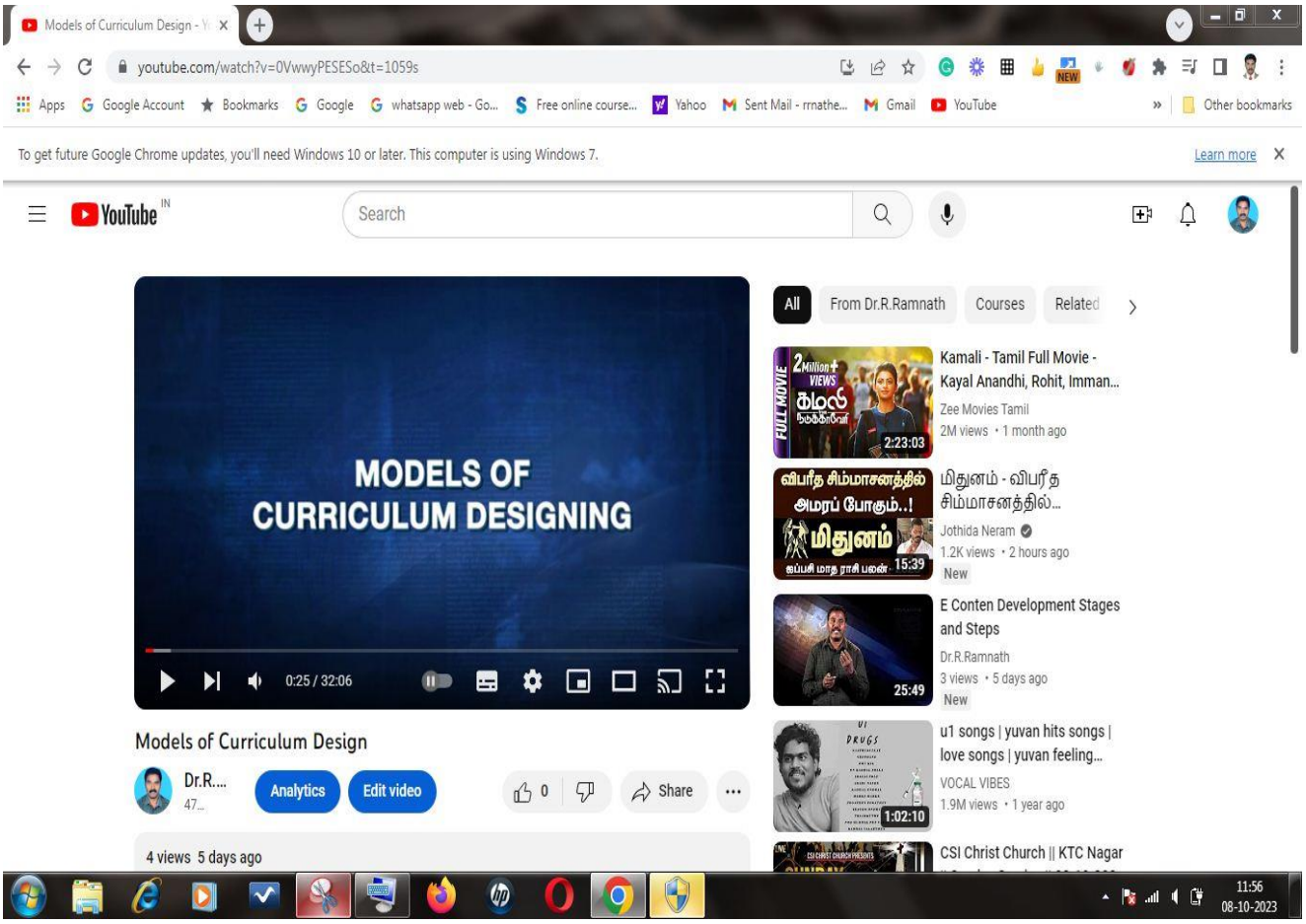
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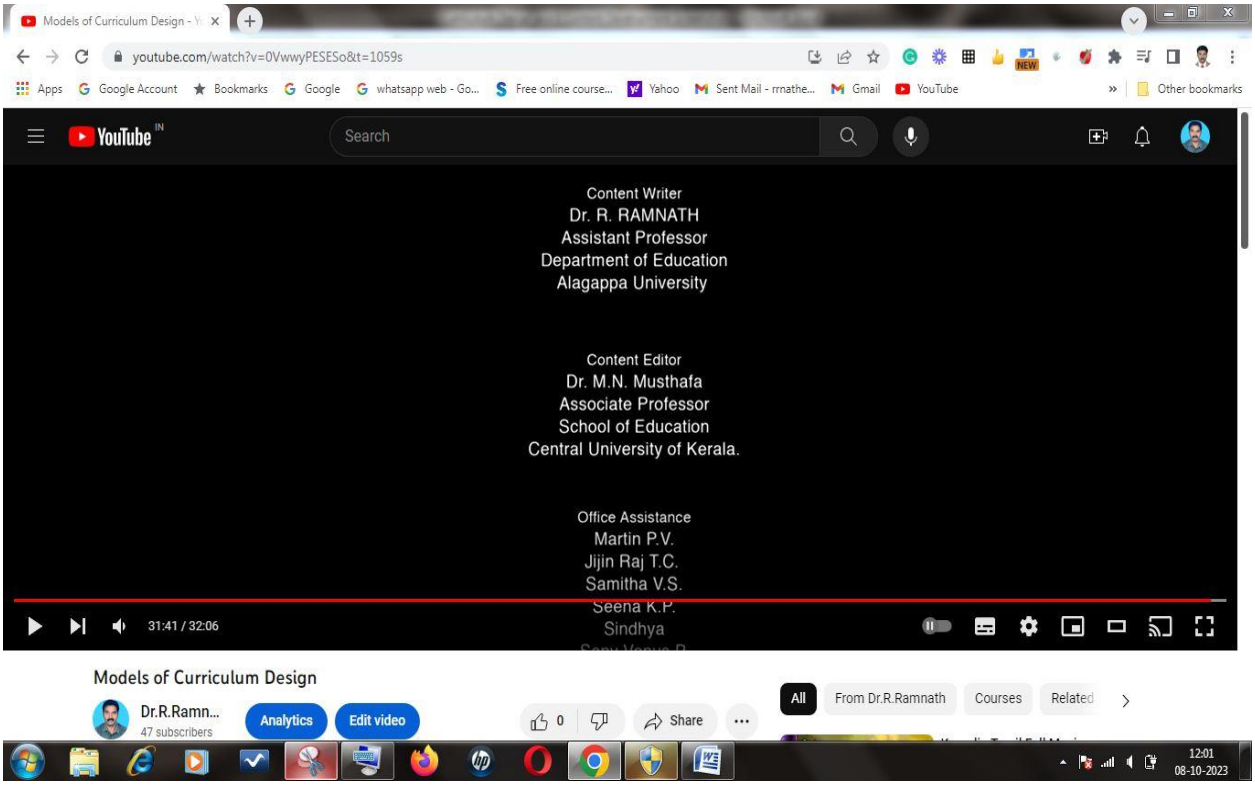
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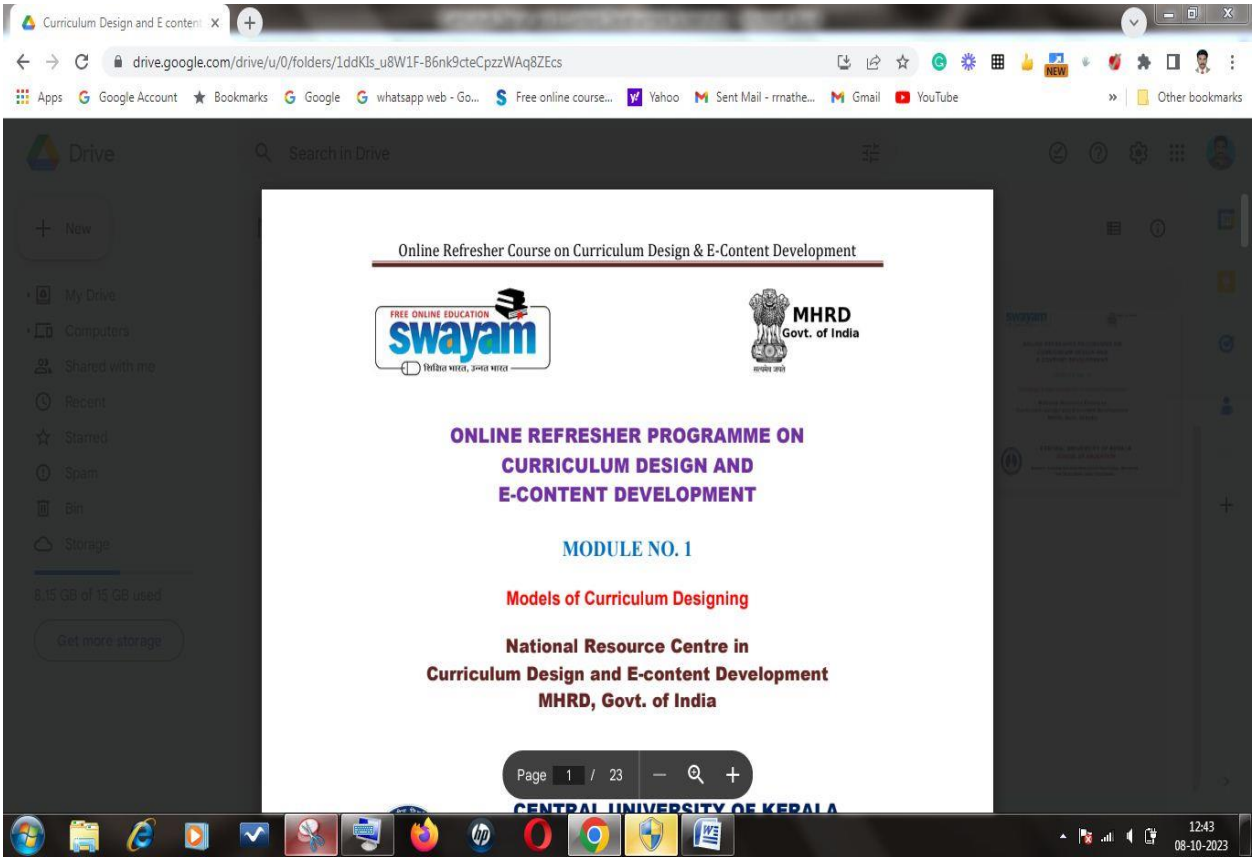
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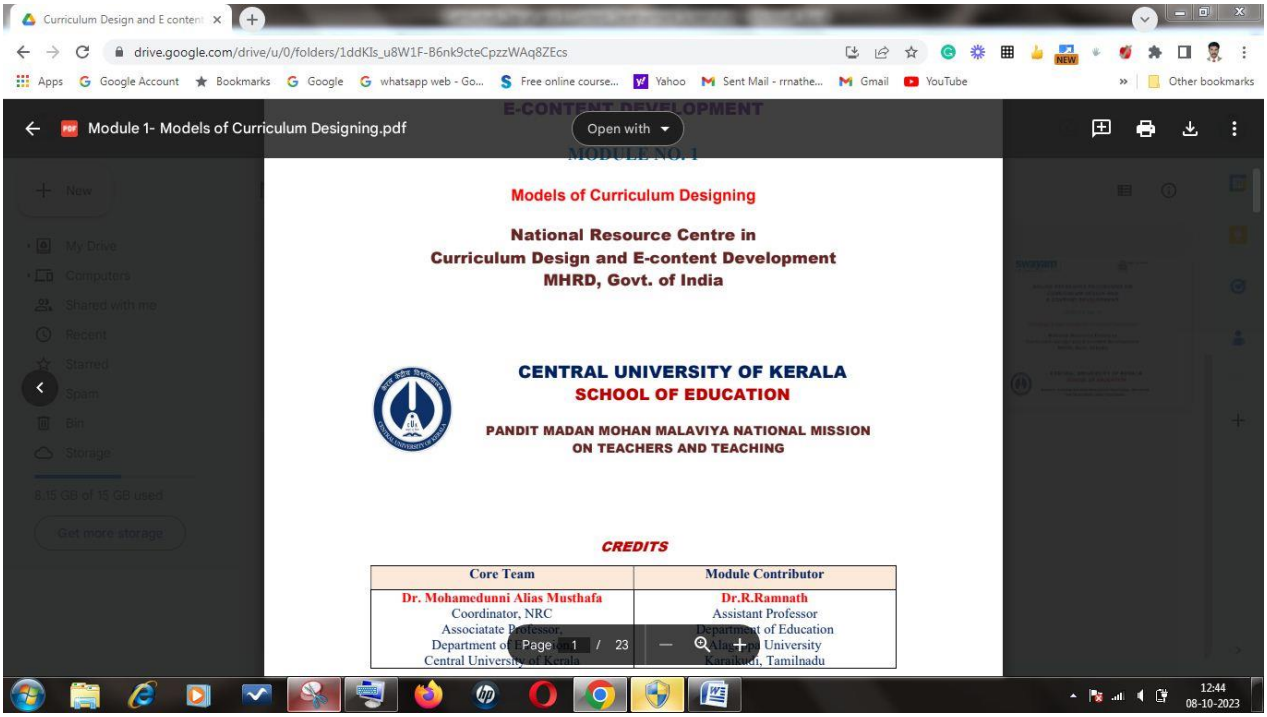
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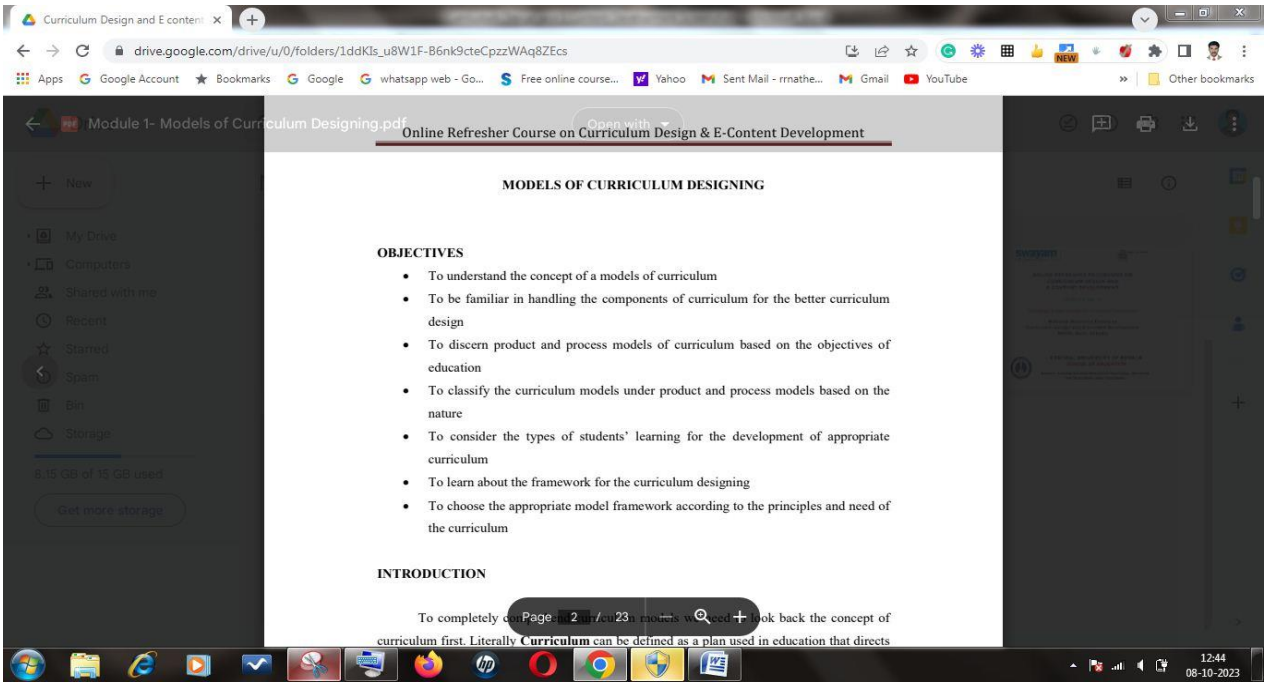
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MODELS OF CURRICULUM DESIGNING
OBJECTIVES
To understand the concept of a models of curriculum
To be familiar in handling the components of curriculum for the better curriculum design
To discern product and process models of curriculum based on the objectives of education
To classify the curriculum models under product and process models based on the nature
To consider the types of students' learning for the development of appropriate curriculum
To learn about the framework for the curriculum designing
To choose the appropriate model framework according to the principles and need of the curriculum
INTRODUCTION
curriculum first. Literally Curriculum can be defined as a plan used in education that directs
Page 2 / 23

2. PEDAGOGICAL APPROACHERS FOR CURRICULAR TRANSACTIONS

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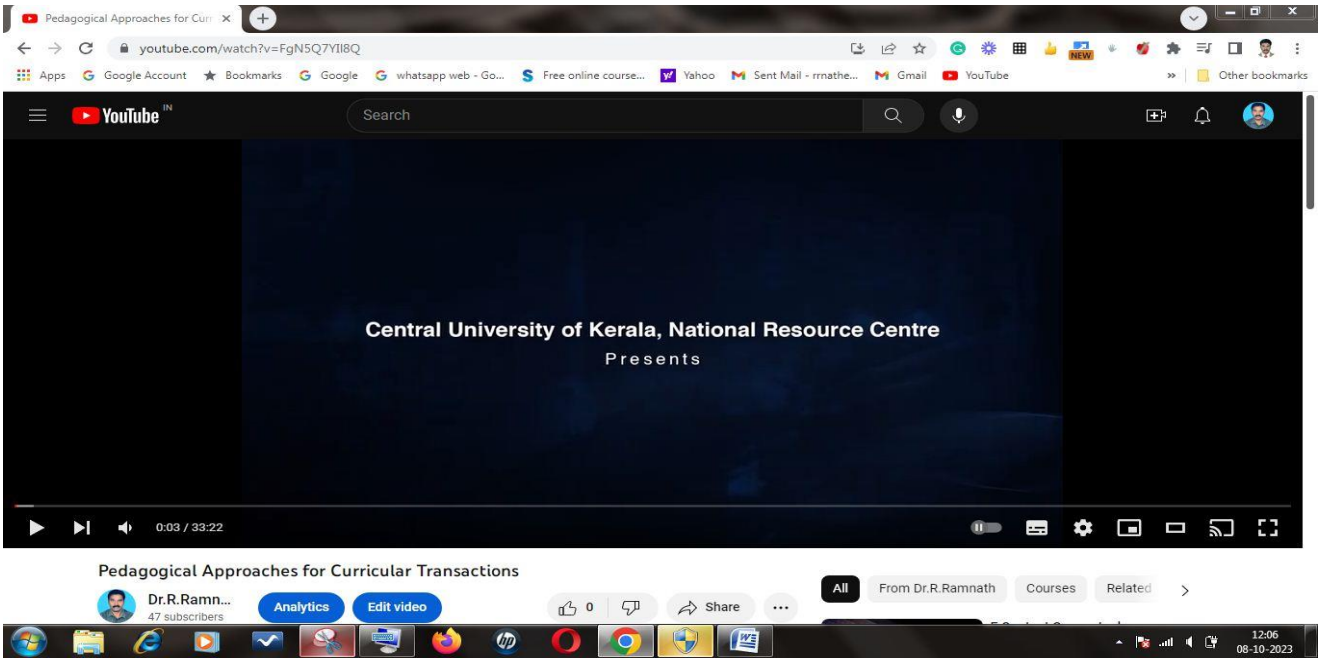

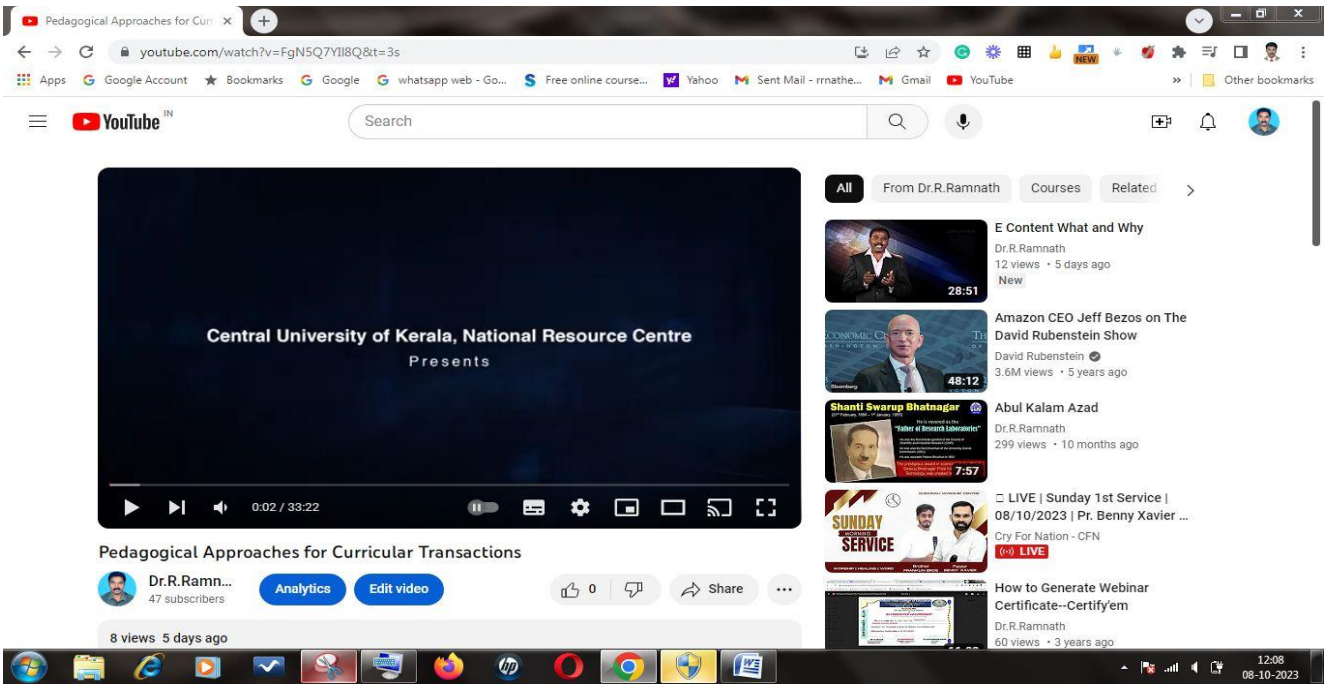

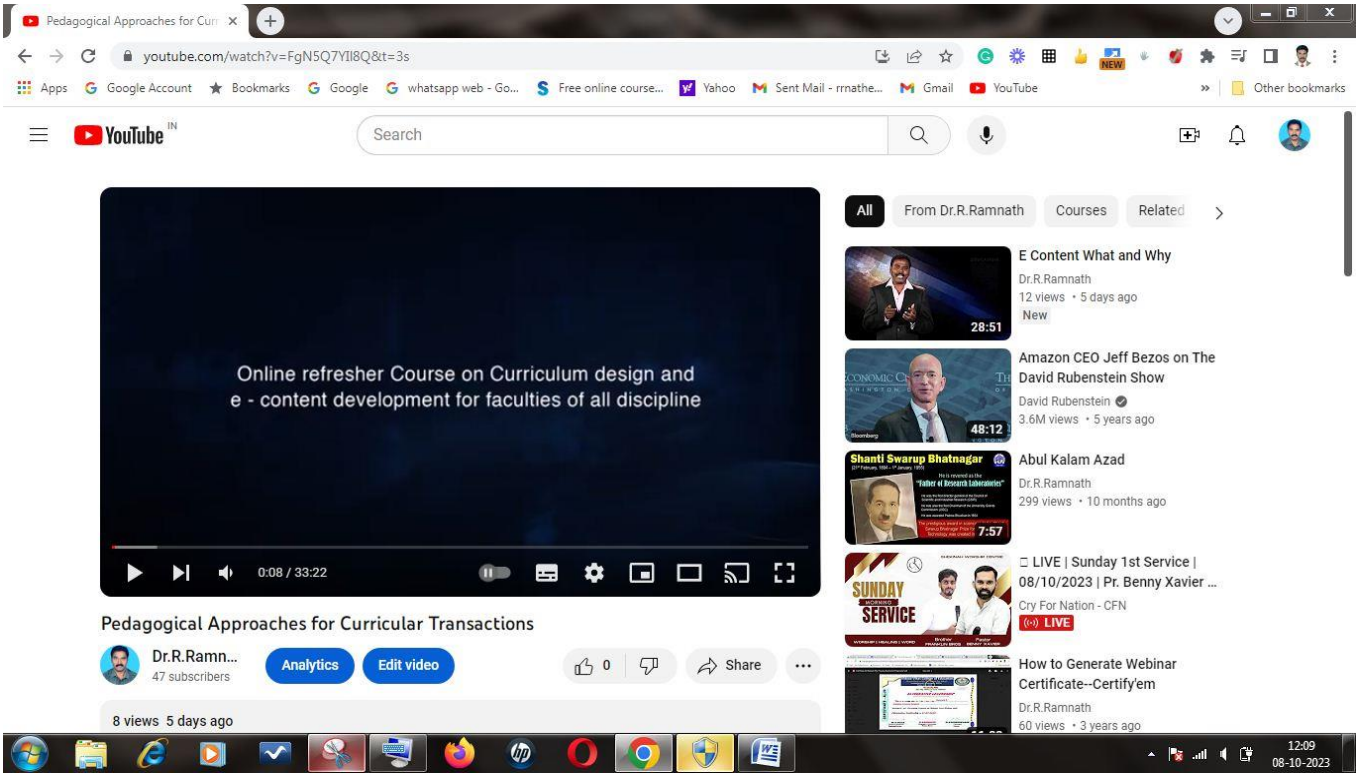
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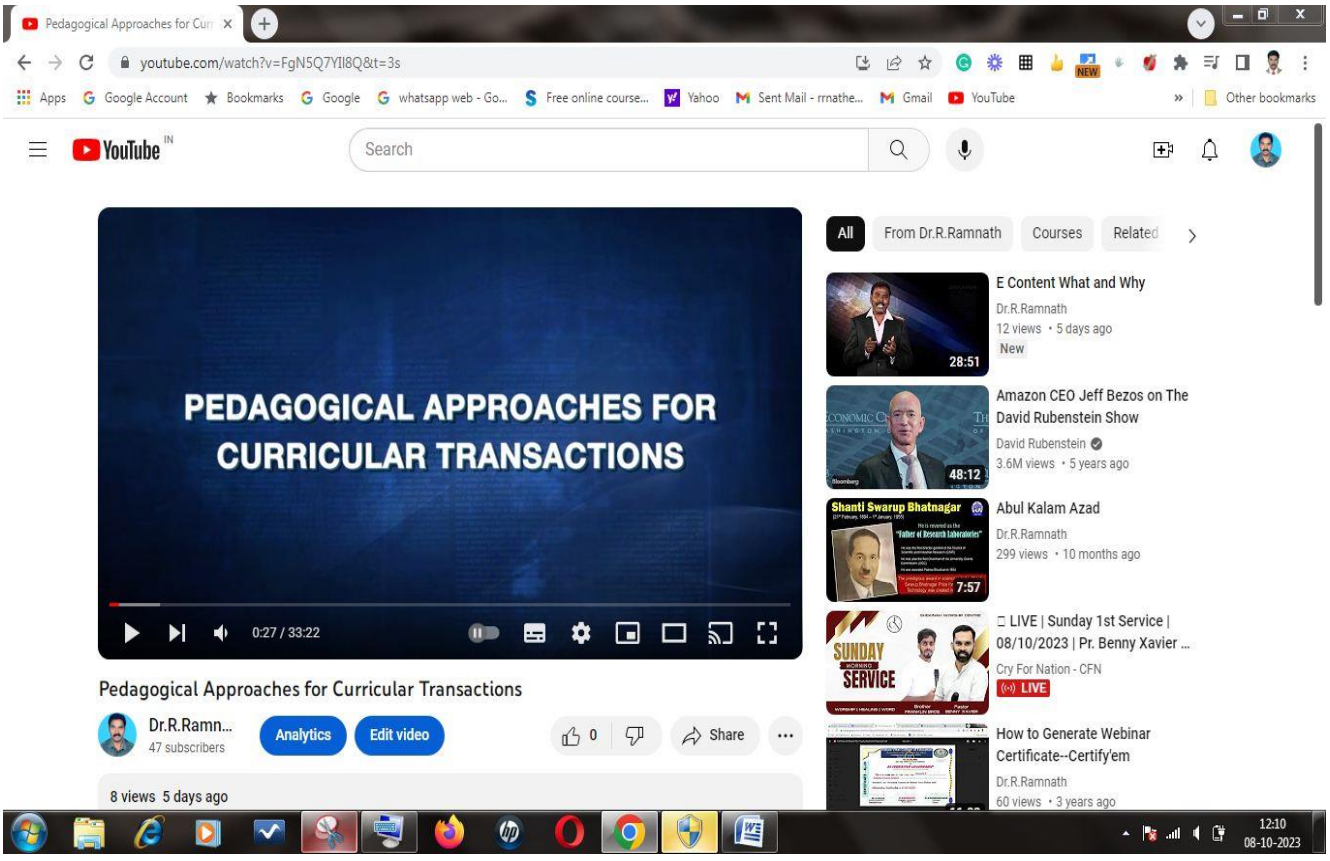
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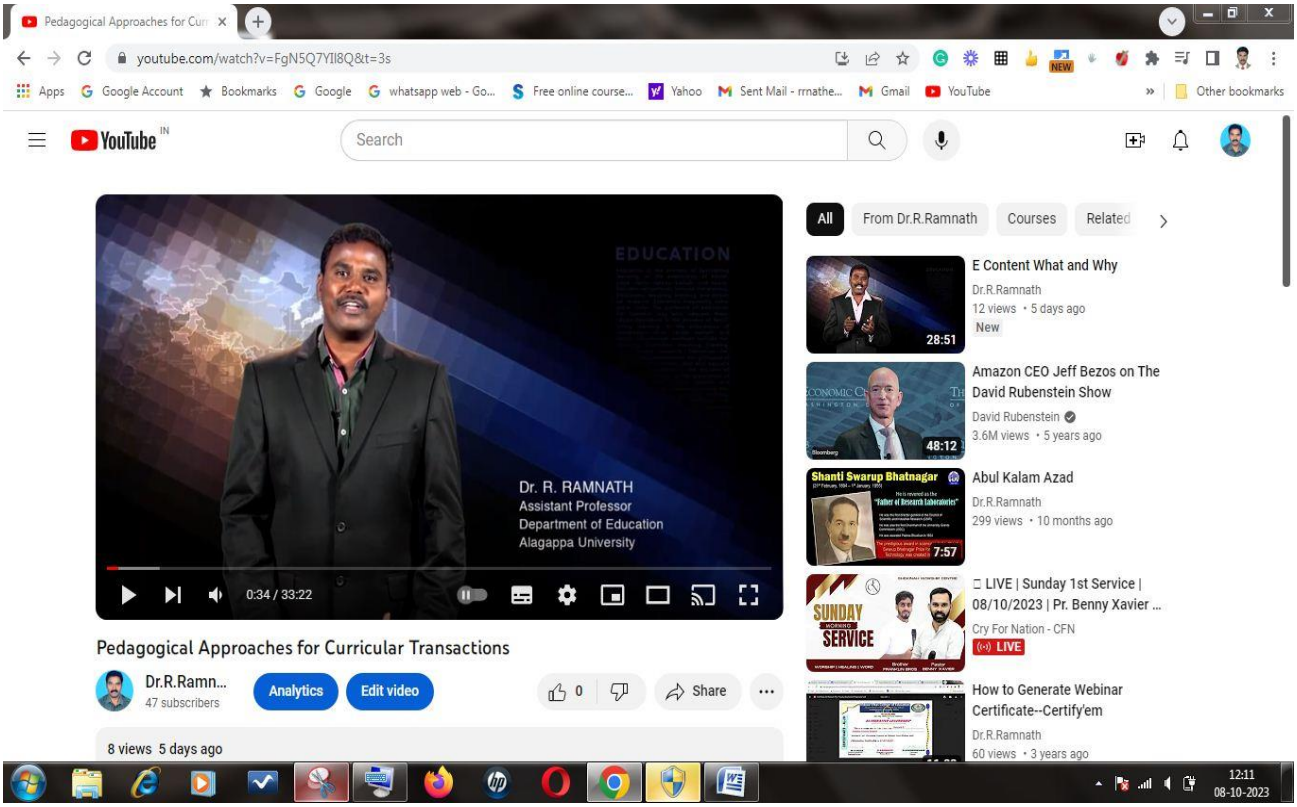
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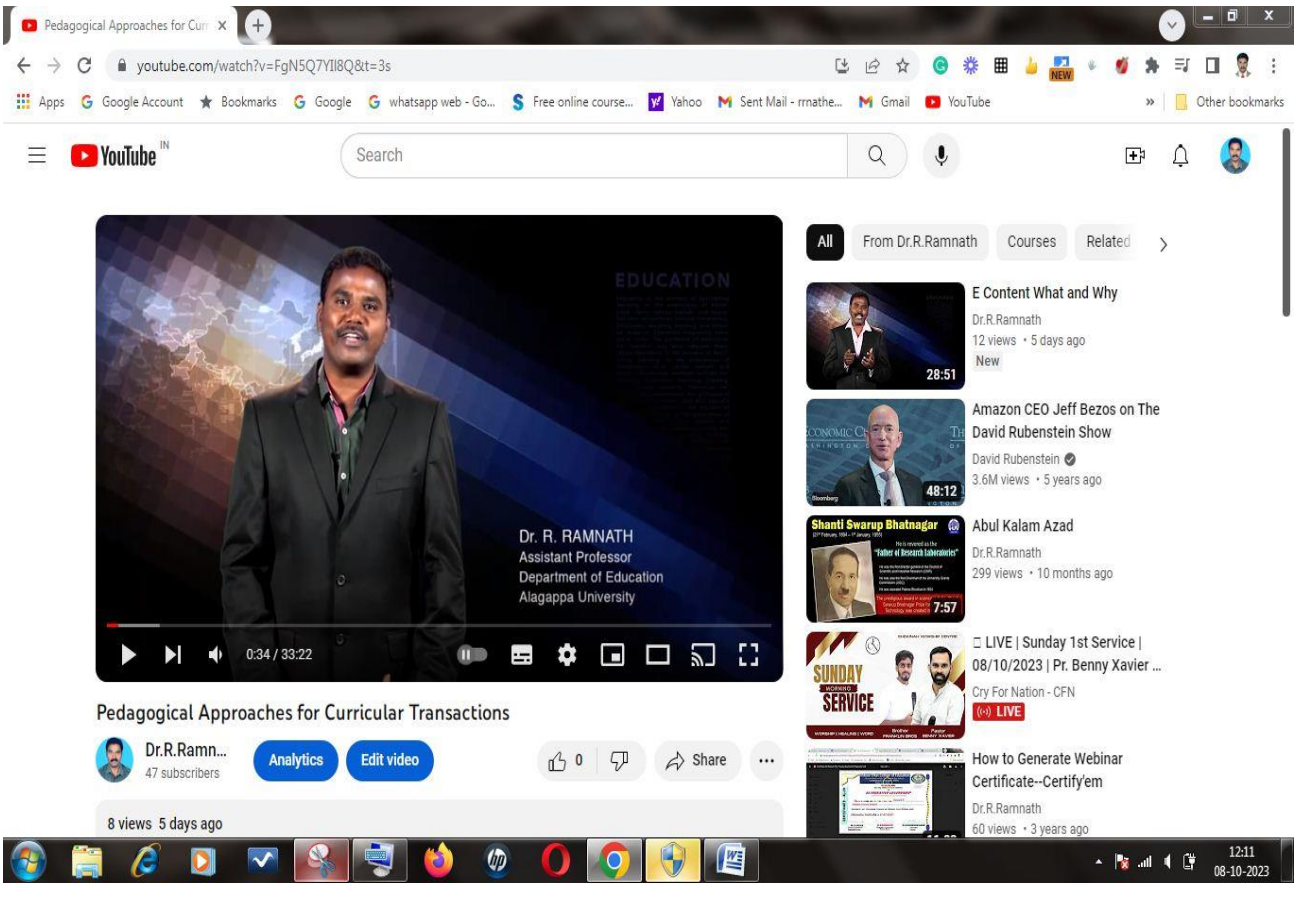
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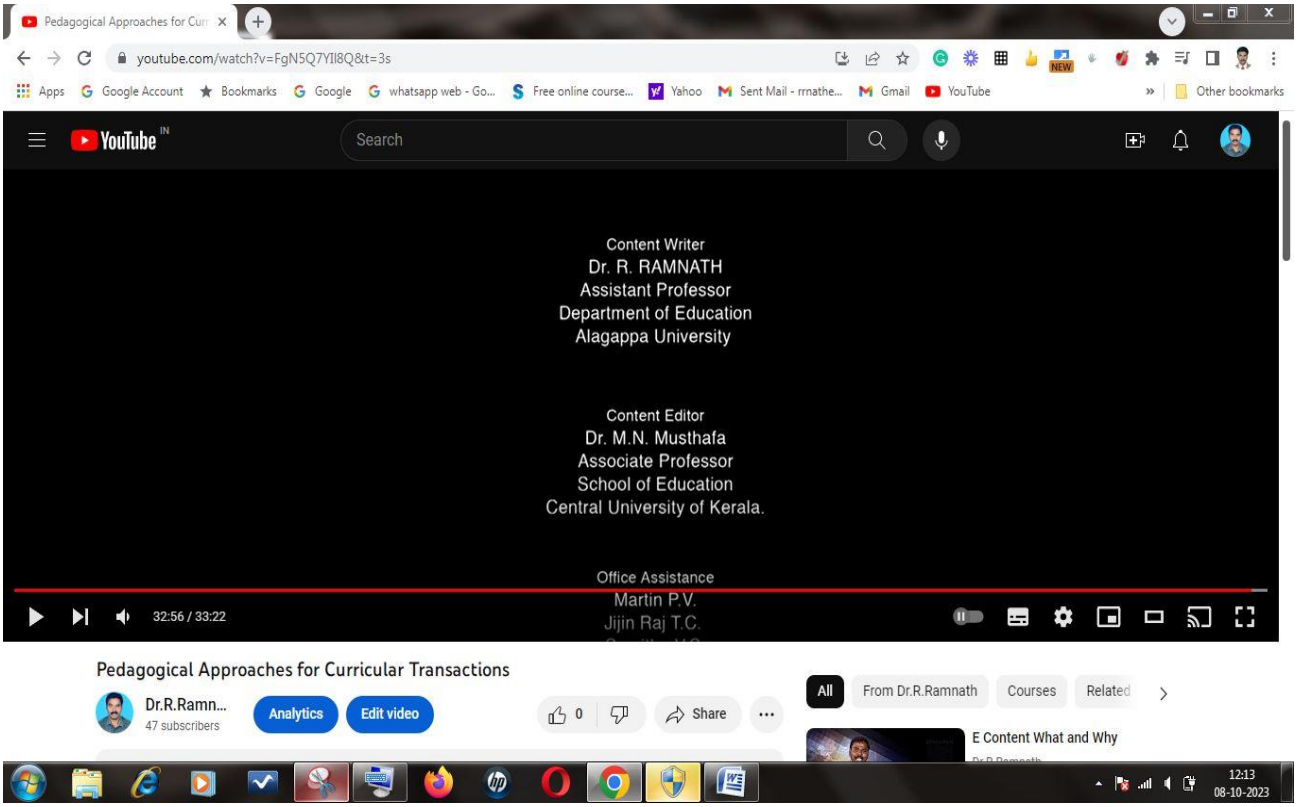
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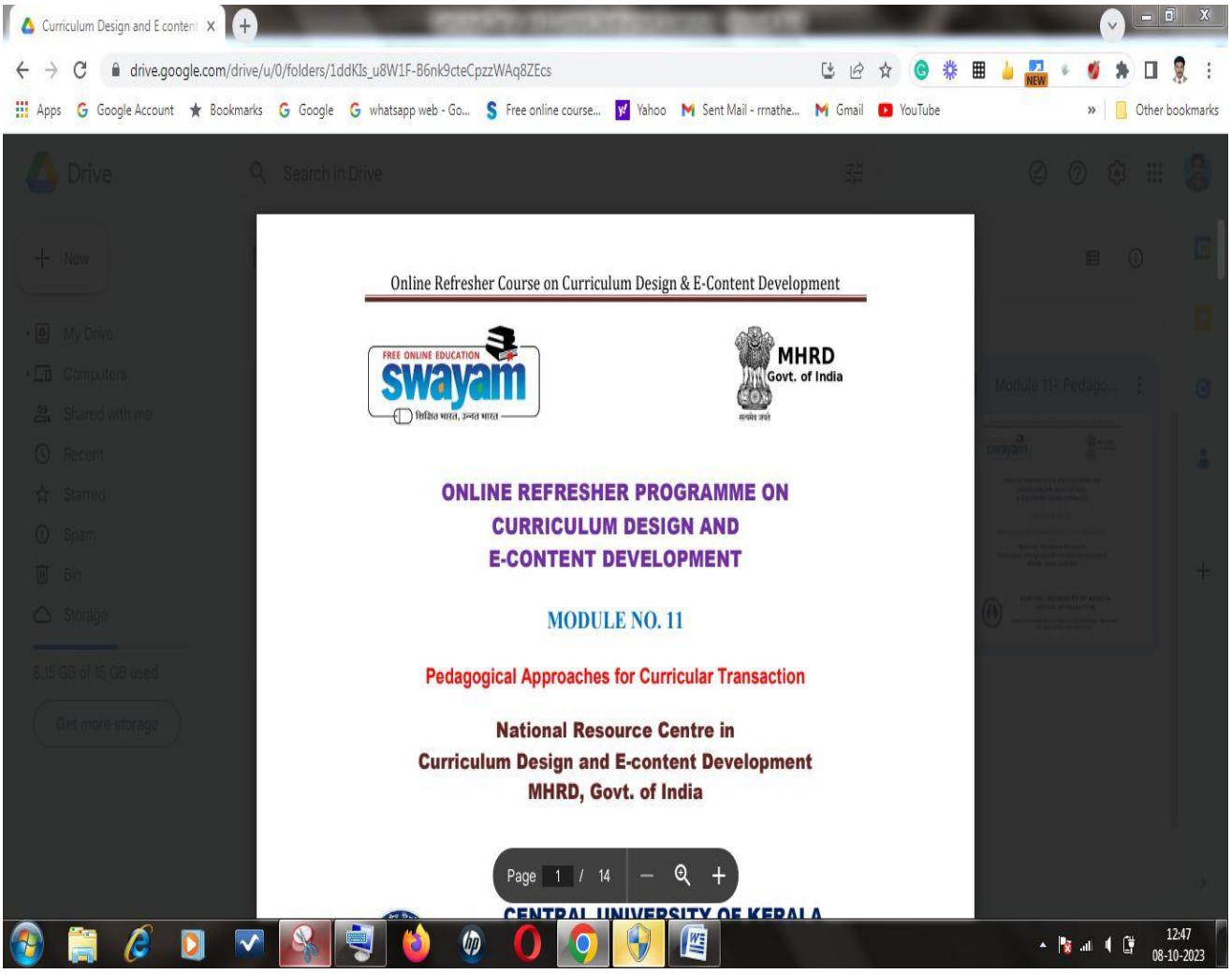
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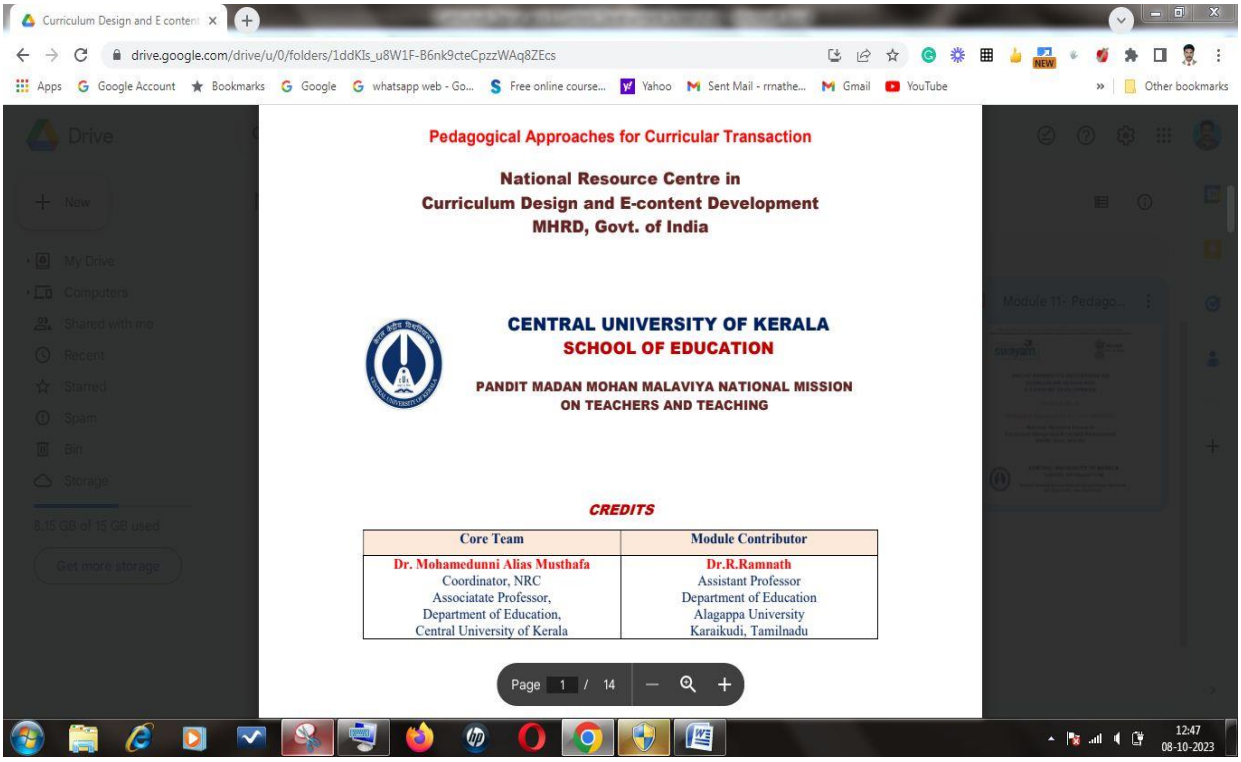

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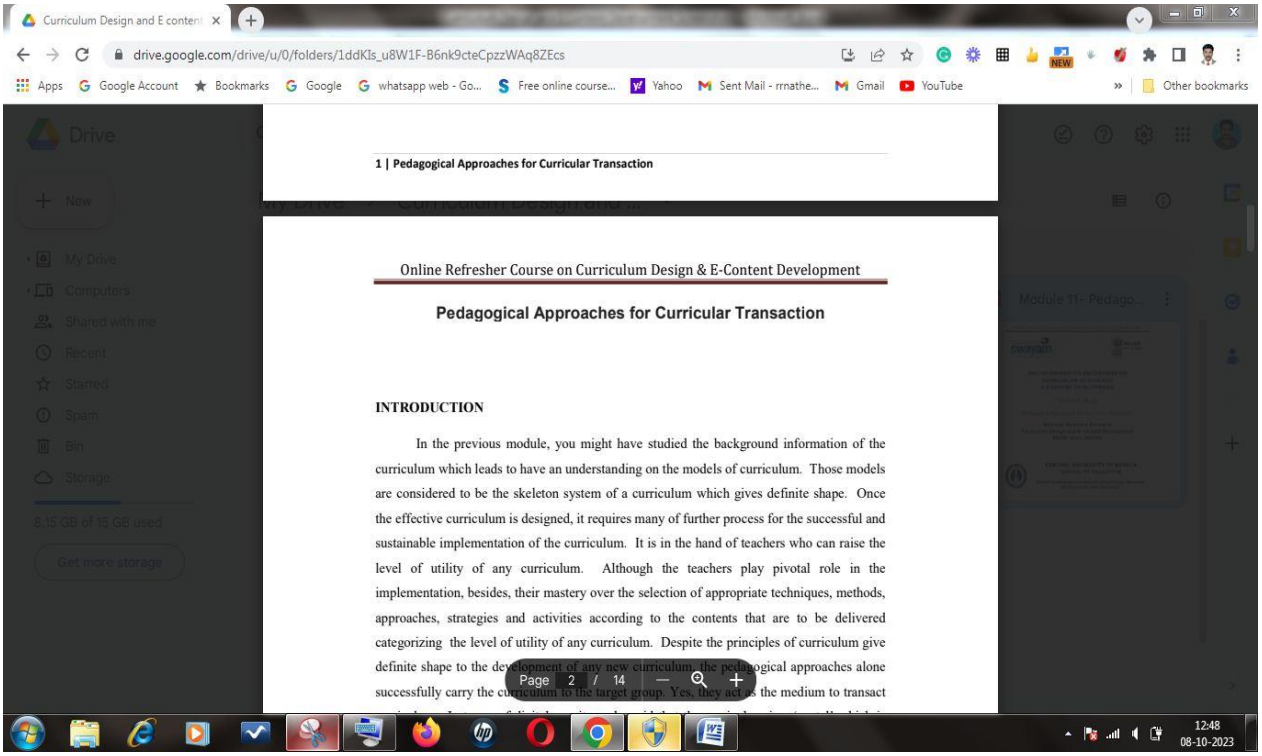

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In the previous module, you might have studied the background information of the curriculum which leads to have an understanding on the models of curriculum. Those models are considered to be the skeleton system of a curriculum which gives definite shape. Once the effective curriculum is designed, it requires many of further process for the successful and sustainable implementation of the curriculum. It is in the hand of teachers who can raise the level of utility of any curriculum. Although the teachers play pivotal role in the implementation, besides, their mastery over the selection of appropriate techniques, methods, approaches, strategies and activities according to the contents that are to be delivered categorizing the level of utility of any curriculum. Despite the principles of curriculum give definite shape to the development of any new curriculum the pedagogical approaches alone successfully carry the curriculum to the target group. Yes, they act as the medium to transact

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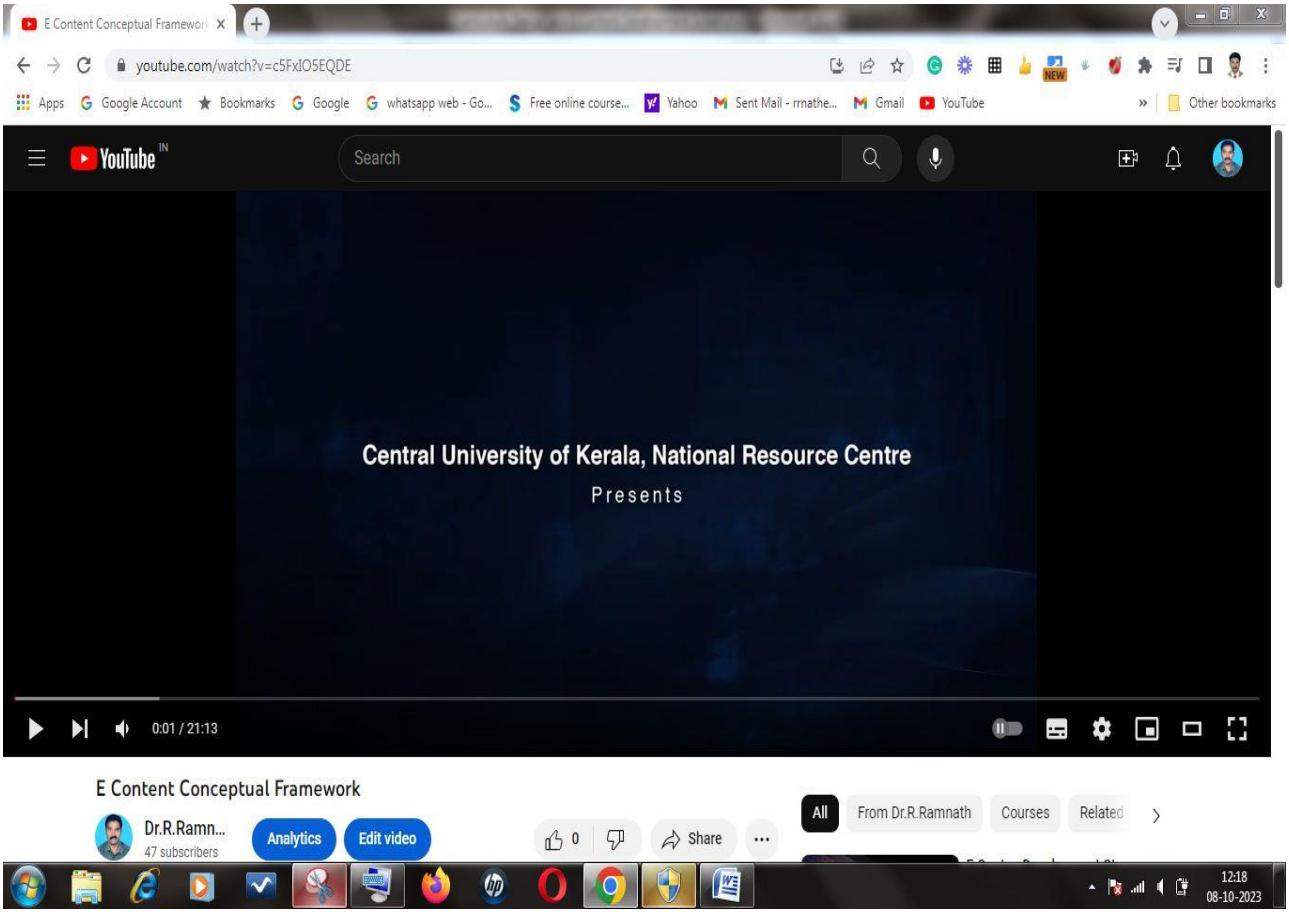

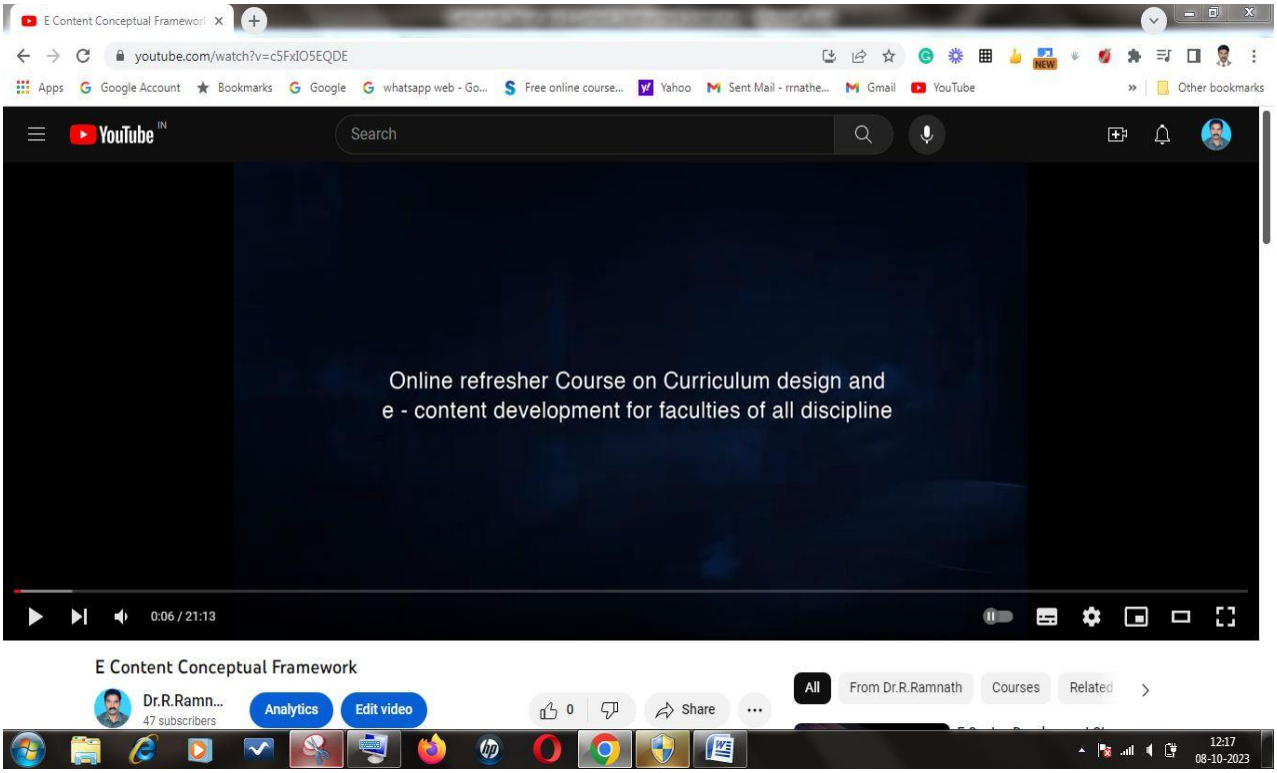
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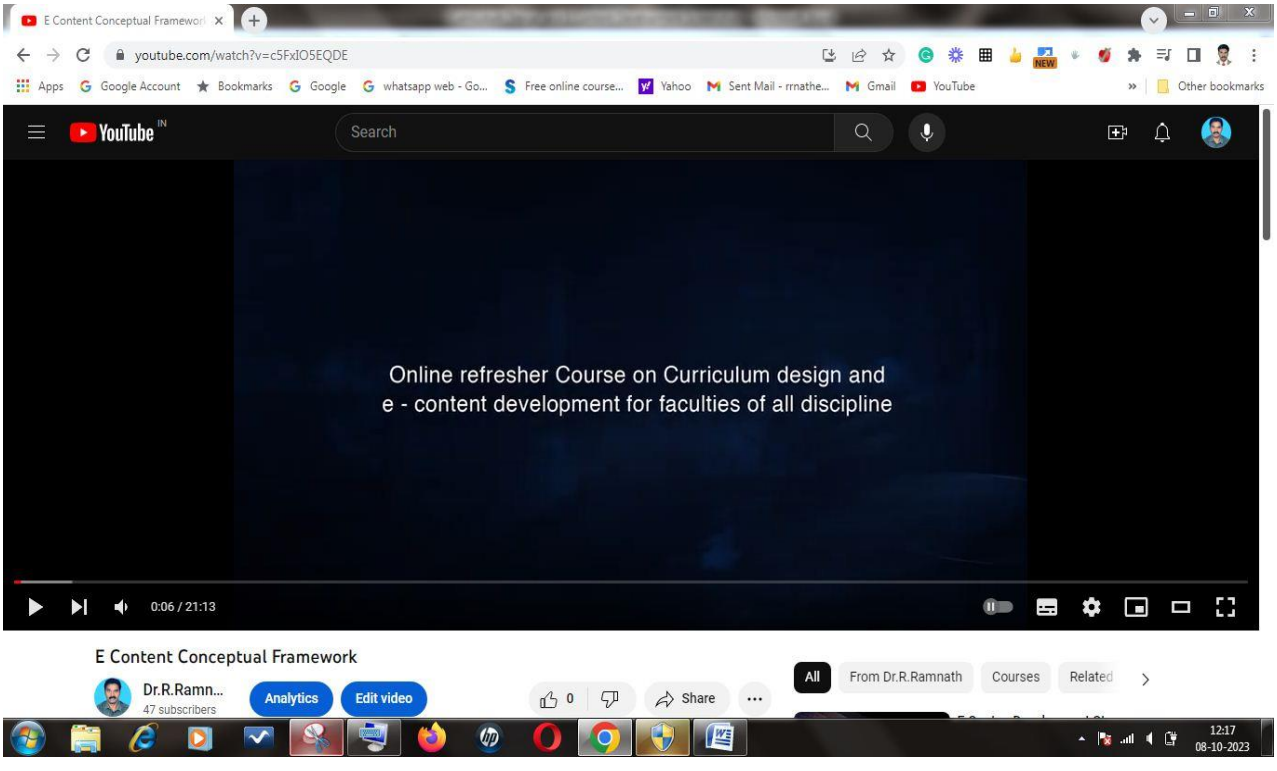
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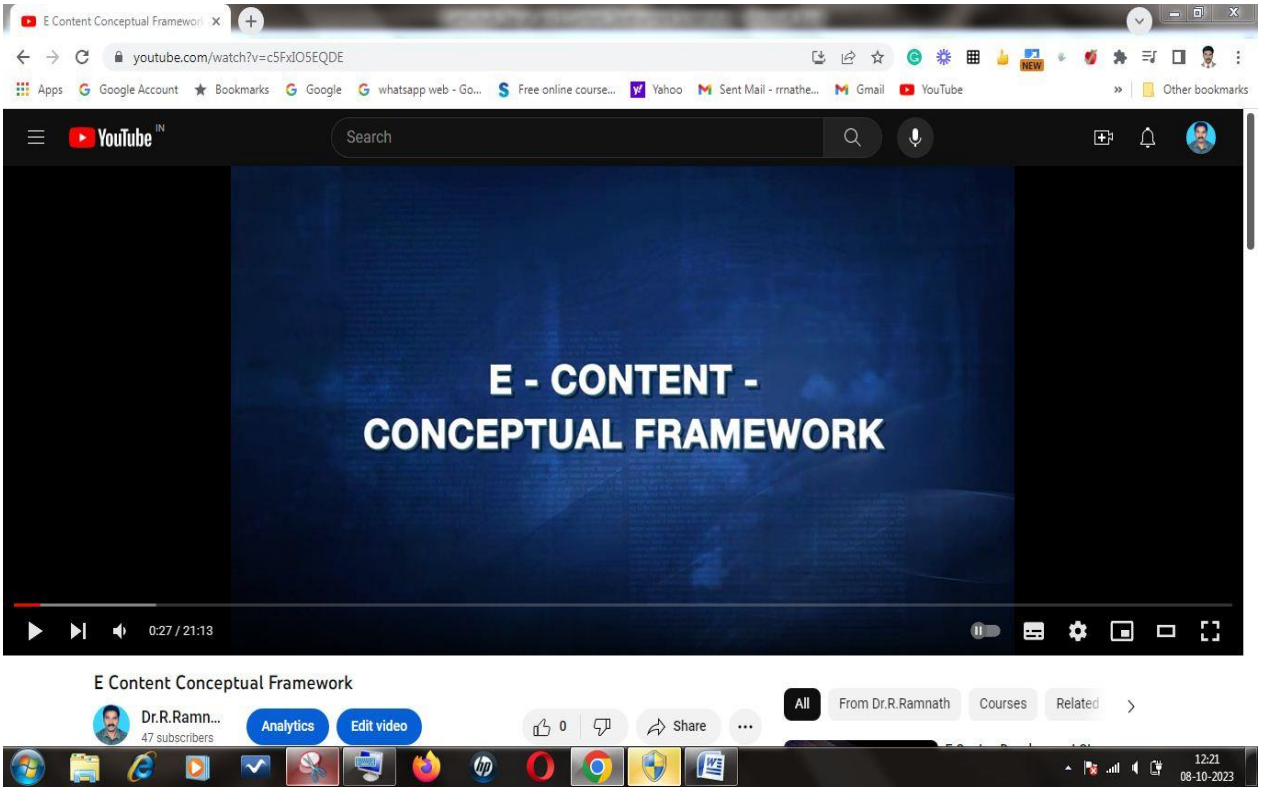
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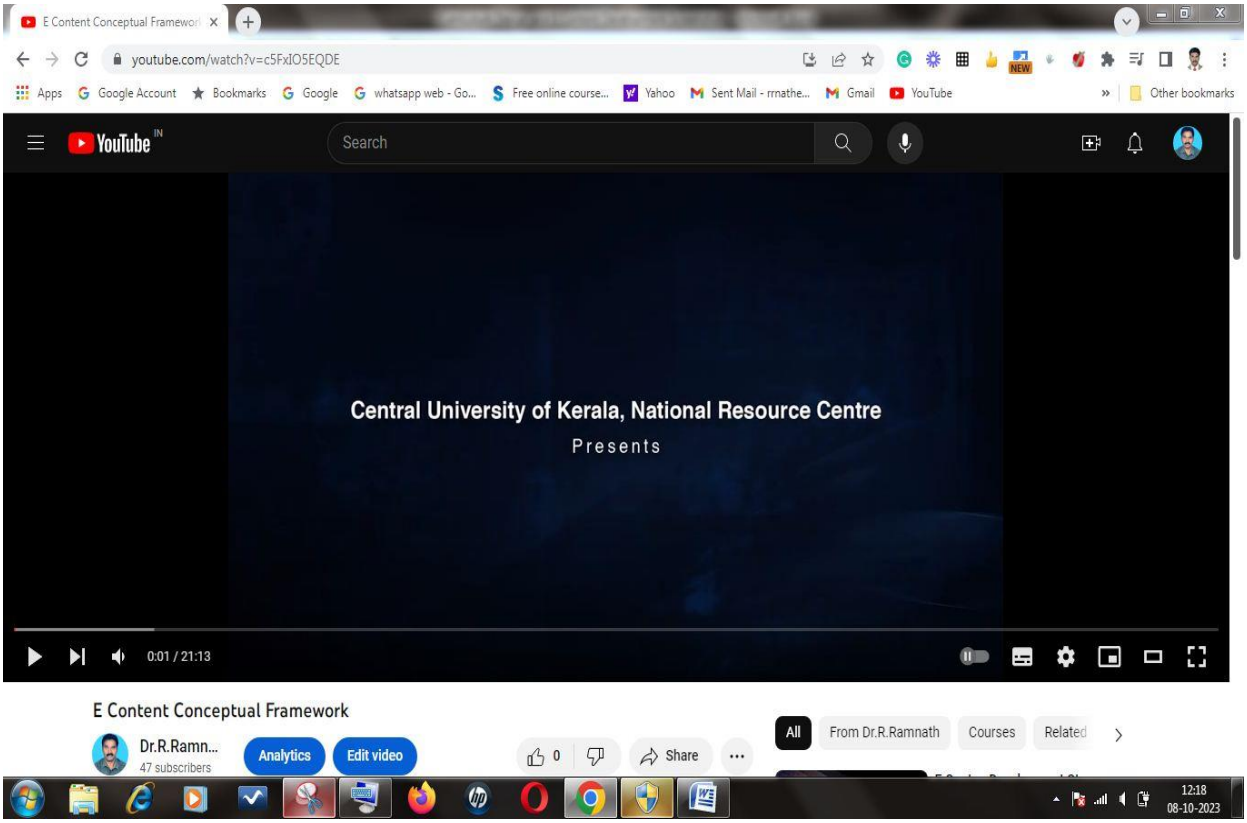
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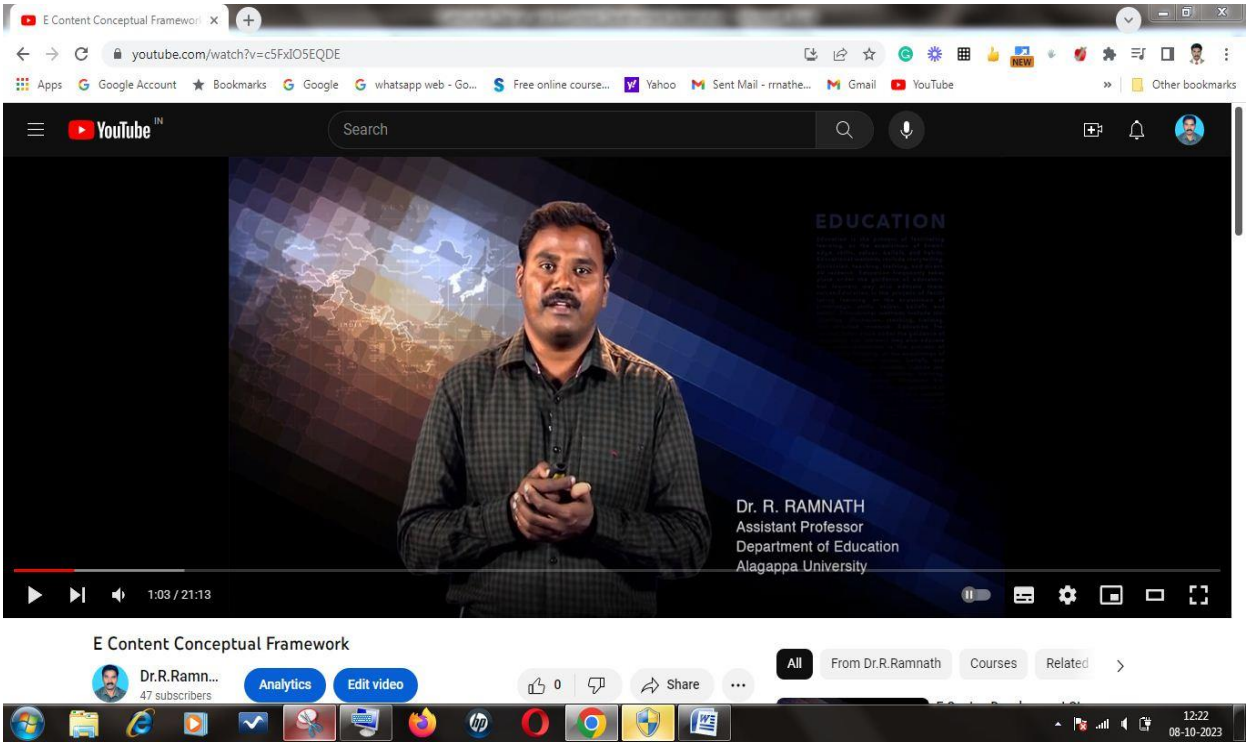
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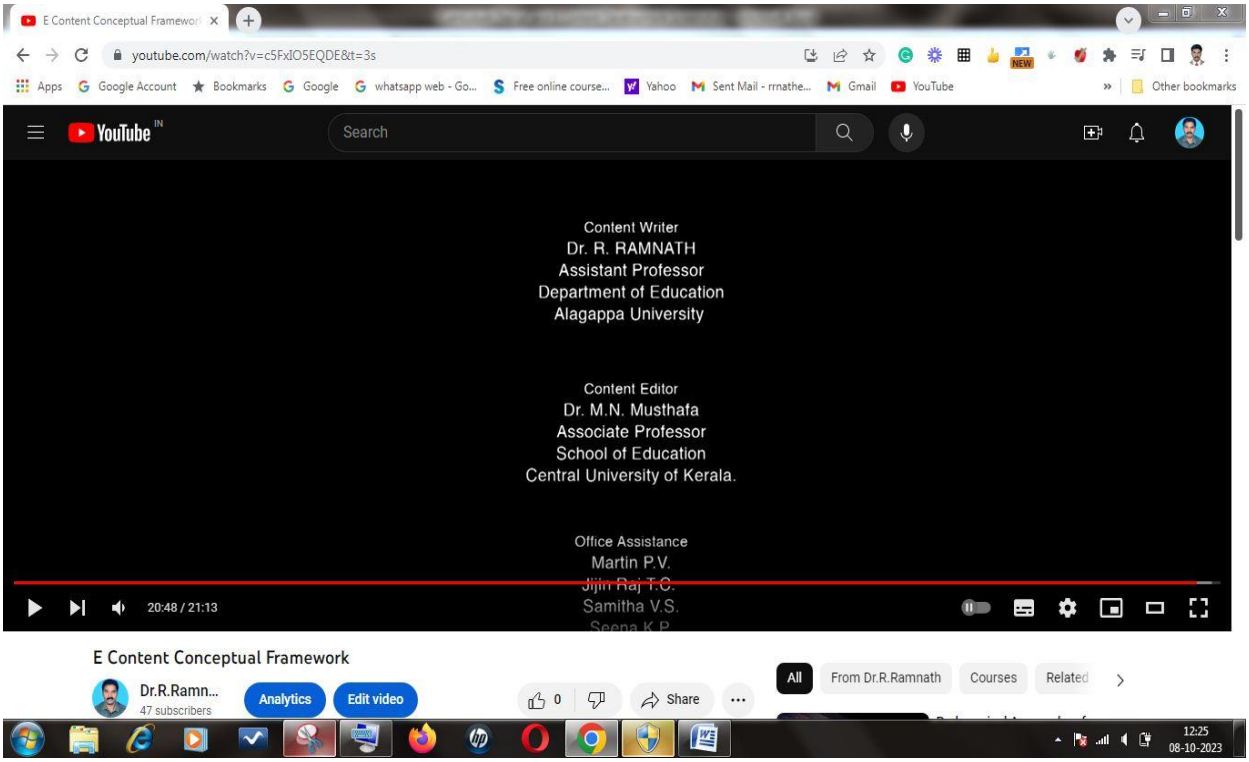
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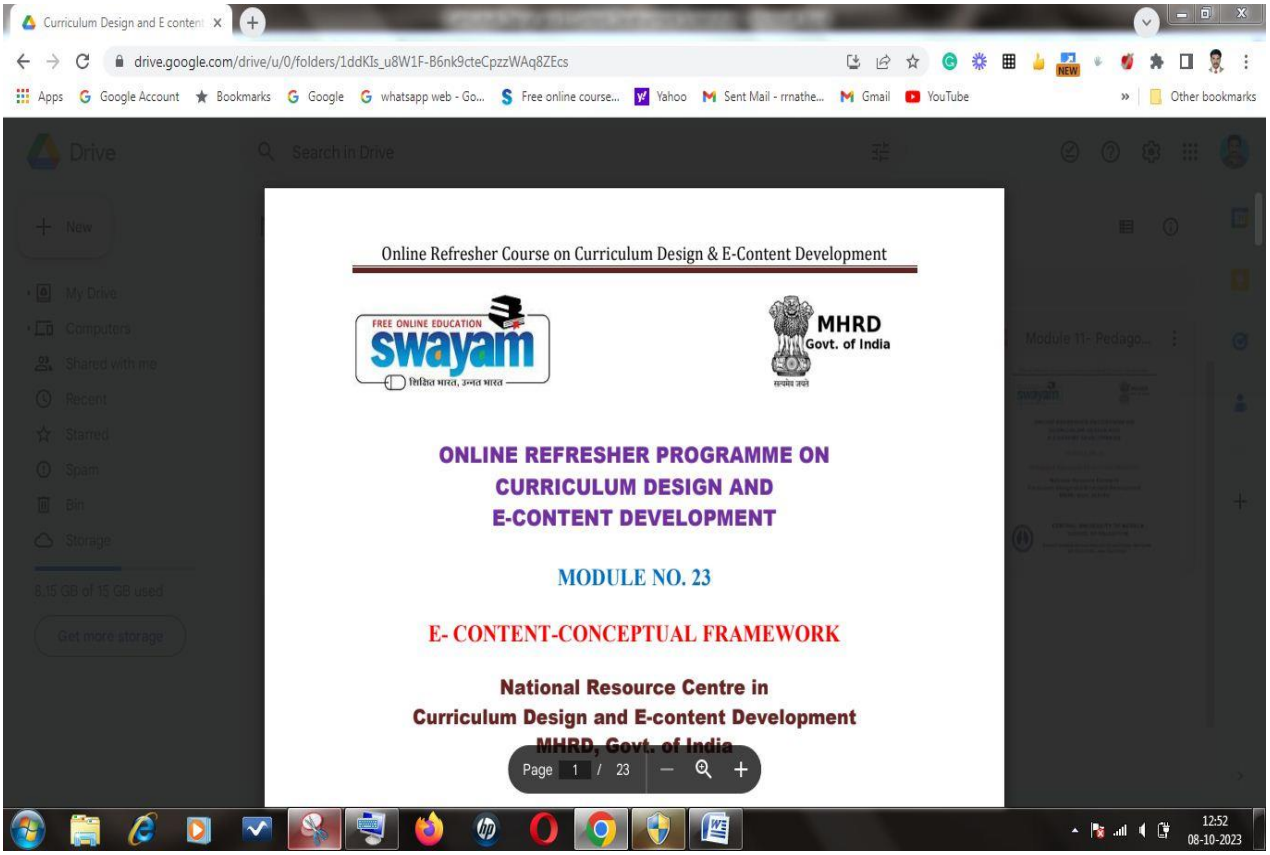
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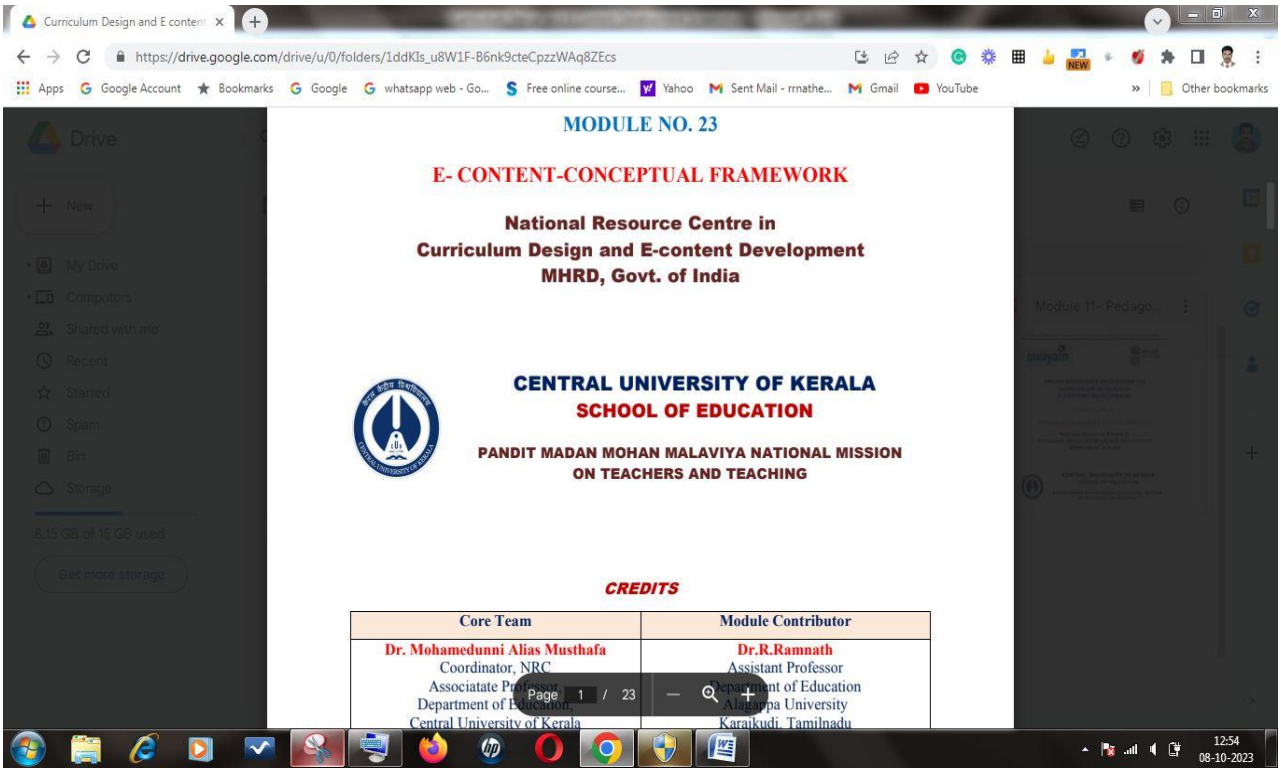
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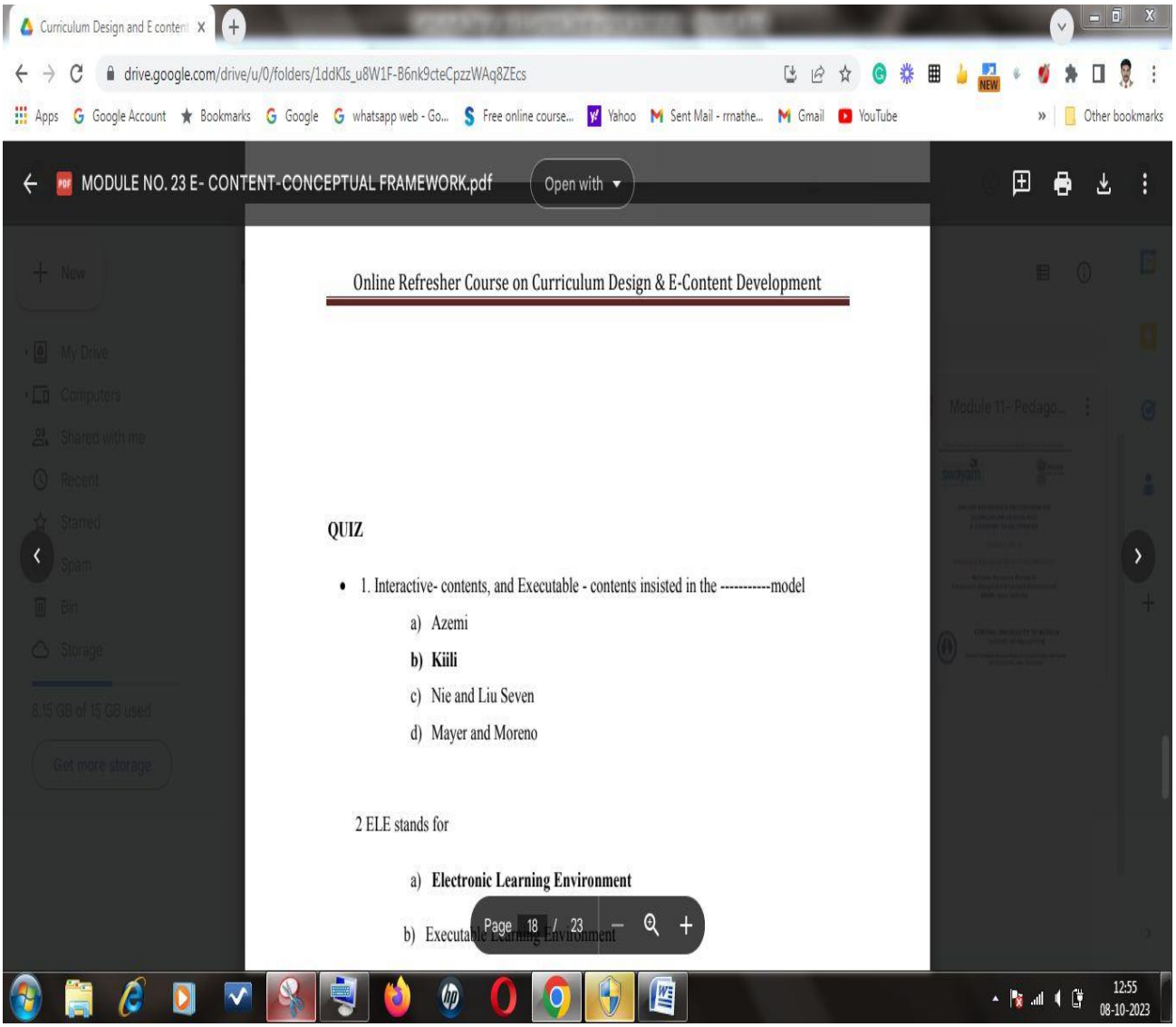
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2 ELE stands for
a) Electronic Learning Environment
b) Executable Learning Environment
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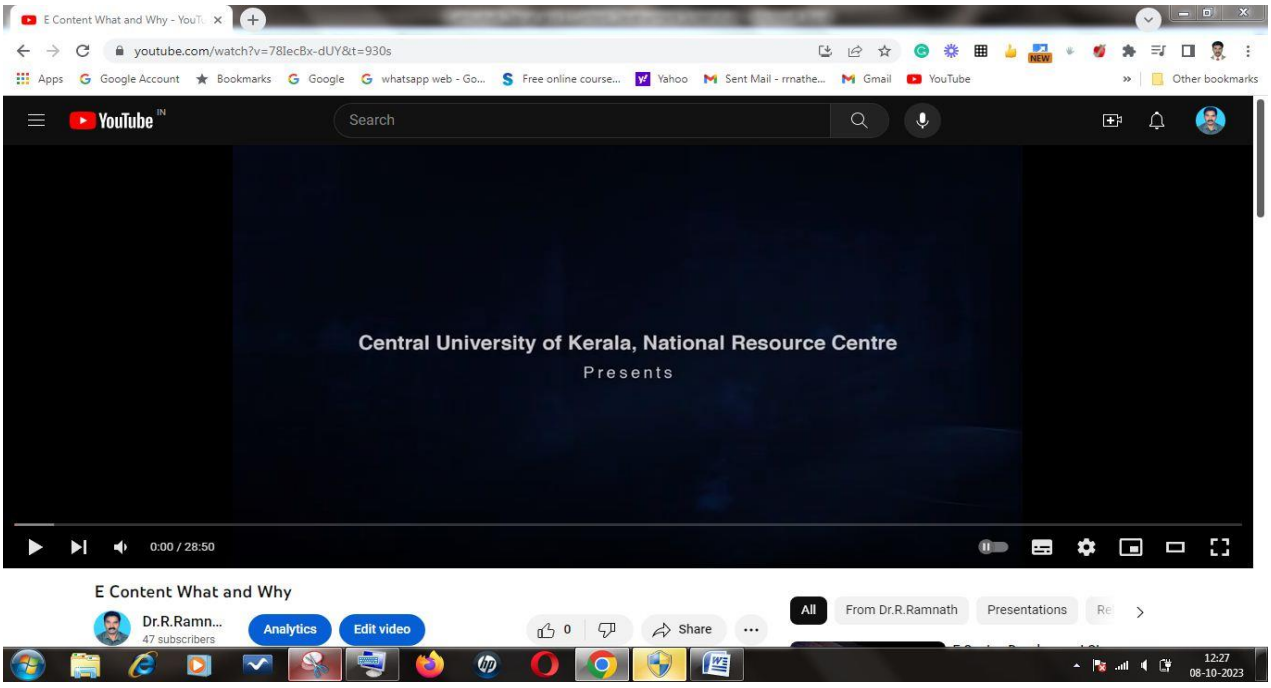

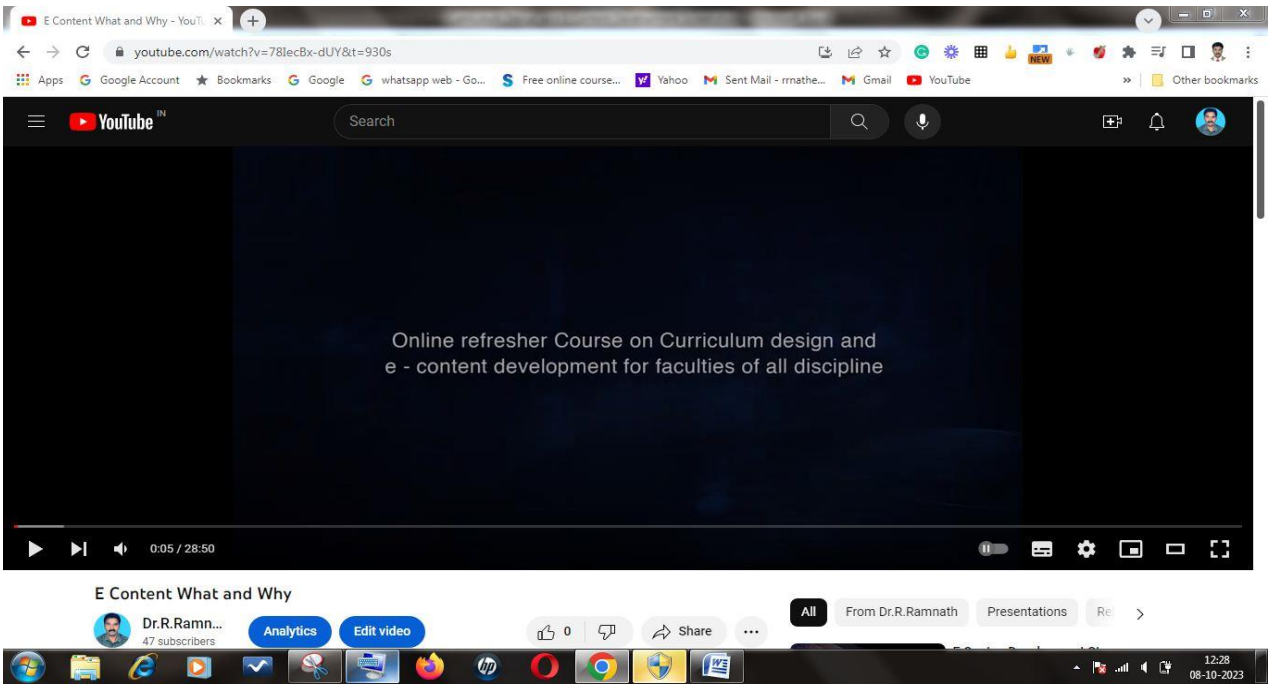

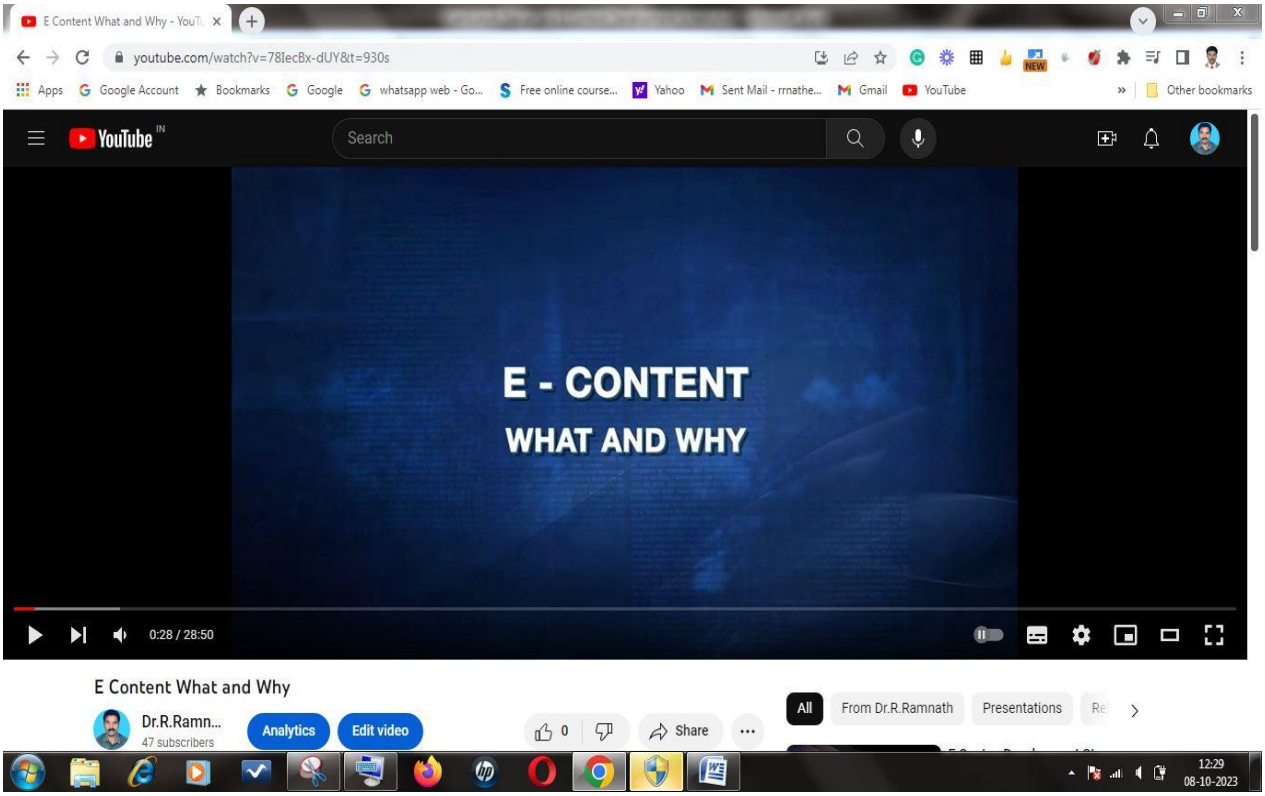
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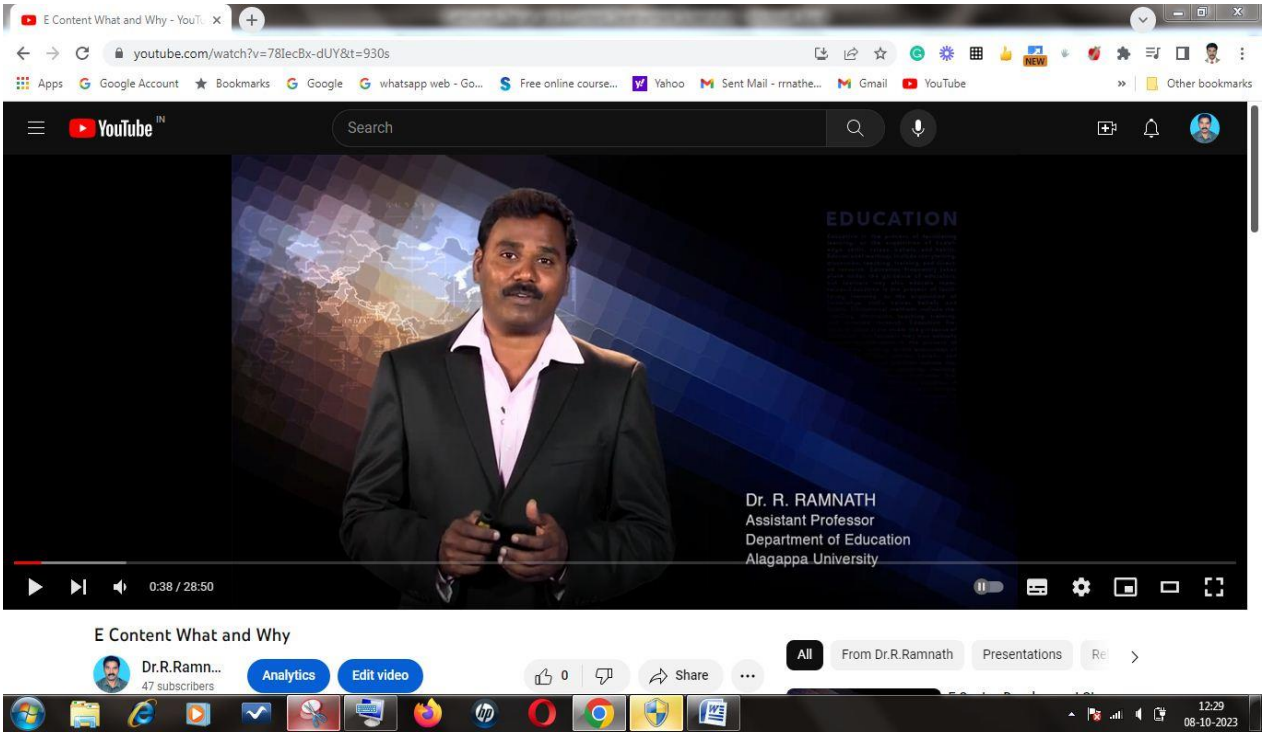
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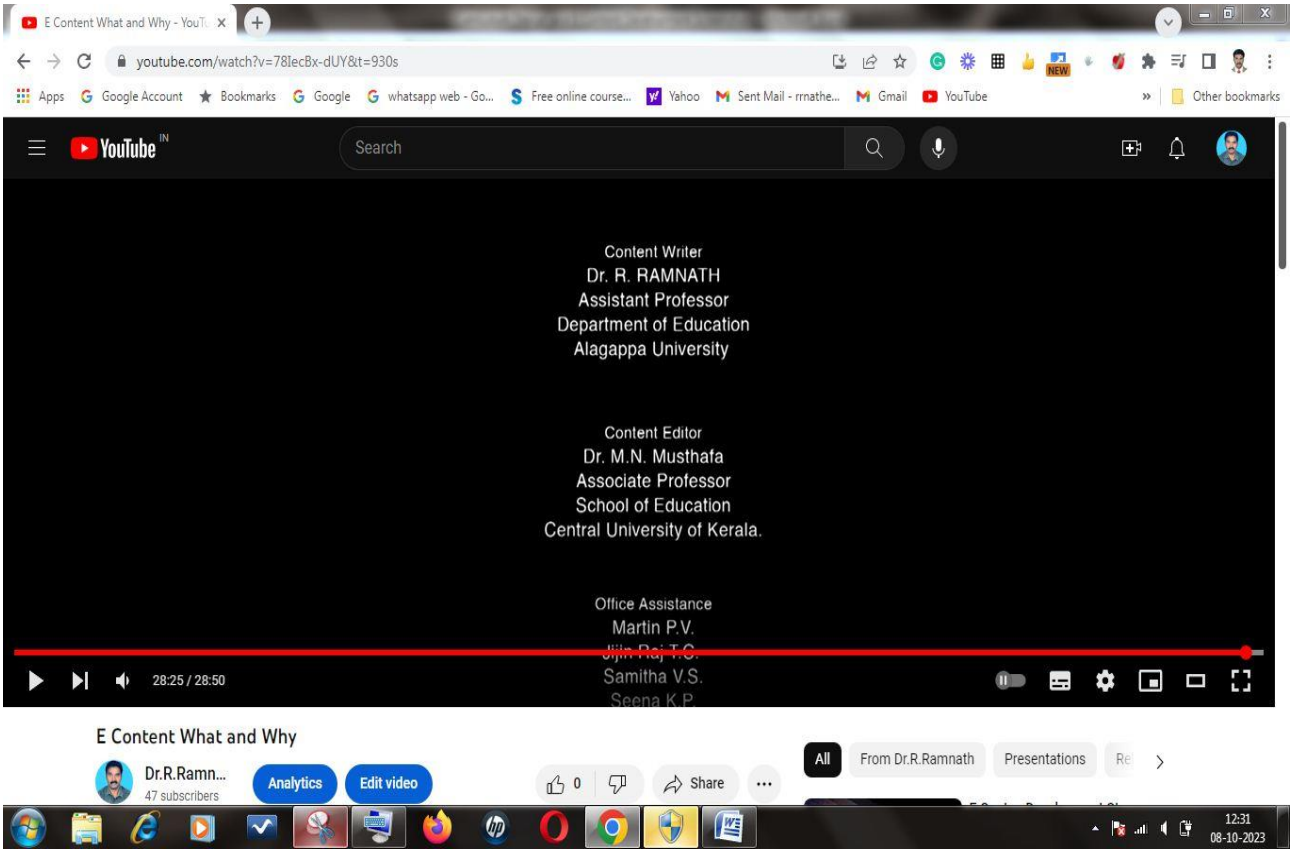
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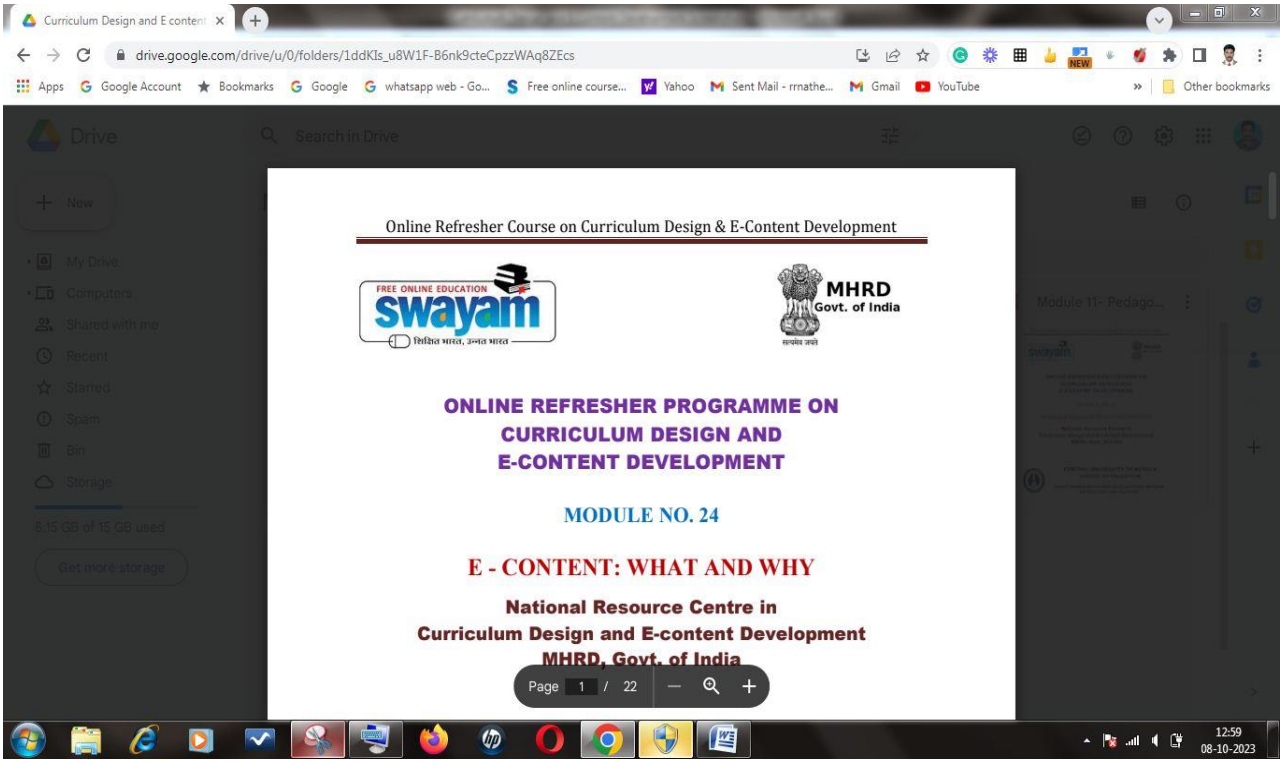
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Page 1 / 22
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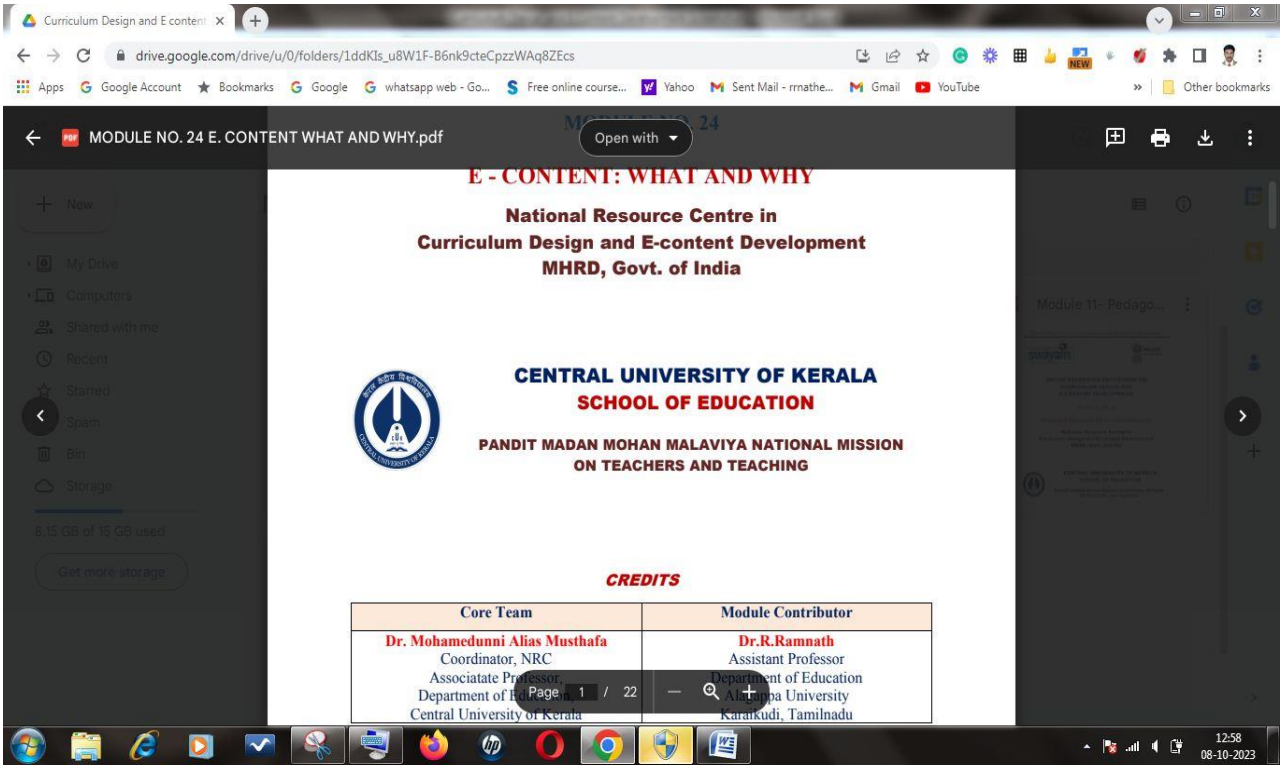

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Page 1 / 22

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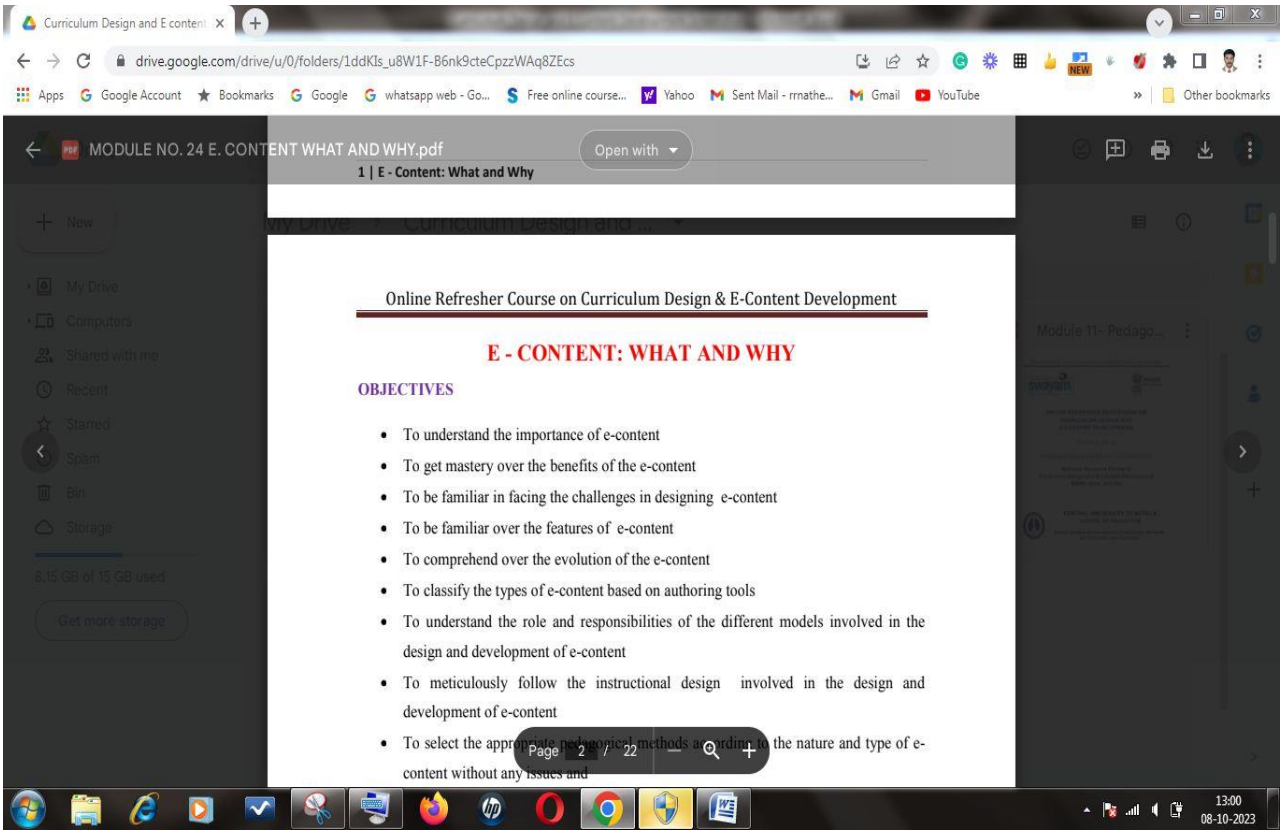

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E - CONTENT: WHAT AND WHY

OBJECTIVES

- To understand the importance of e-content
- To get mastery over the benefits of the e-content
- To be familiar in facing the challenges in designing e-content
- To be familiar over the features of e-content
- To comprehend over the evolution of the e-content
- To classify the types of e-content based on authoring tools
- To understand the role and responsibilities of the different models involved in the design and development of e-content
- To meticulously follow the instructional design involved in the design and development of e-content
- To select the appropriate pedagogical methods according to the nature and type of e-content without any issues and

Page 2 / 22

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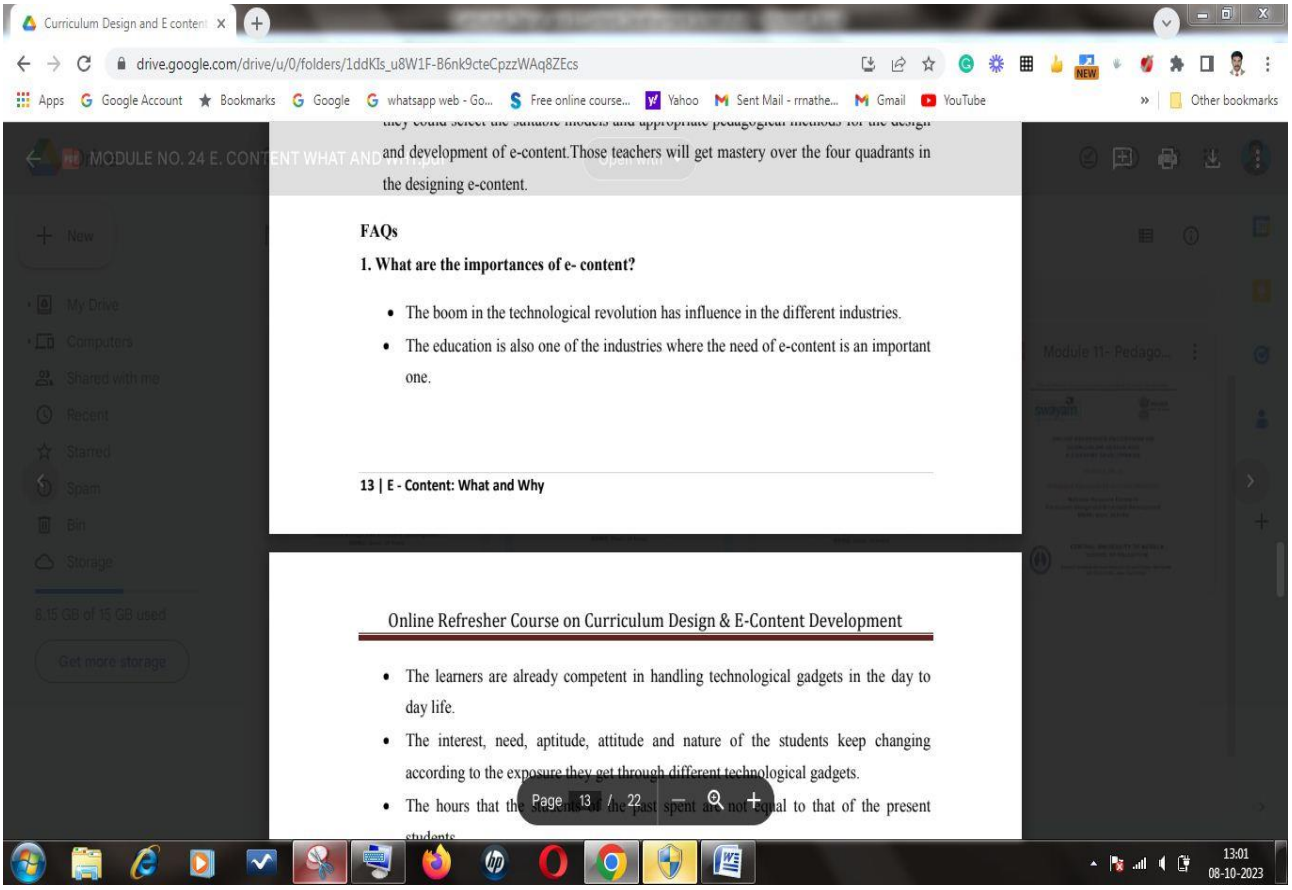

and development of e-content.Those teachers will get mastery over the four quadrants in the designing e-content.

FAQs

1. What are the importances of e- content?

- The boom in the technological revolution has influence in the different industries.
- The education is also one of the industries where the need of e-content is an important one.

- The learners are already competent in handling technological gadgets in the day to day life.
- The interest, need, aptitude, attitude and nature of the students keep changing according to the exposure they get through different technological gadgets.
- The hours that the students of the past spent are not equal to that of the present students.

5. E-CONTENT DEVELOPMENT: STAGES AND STEPS

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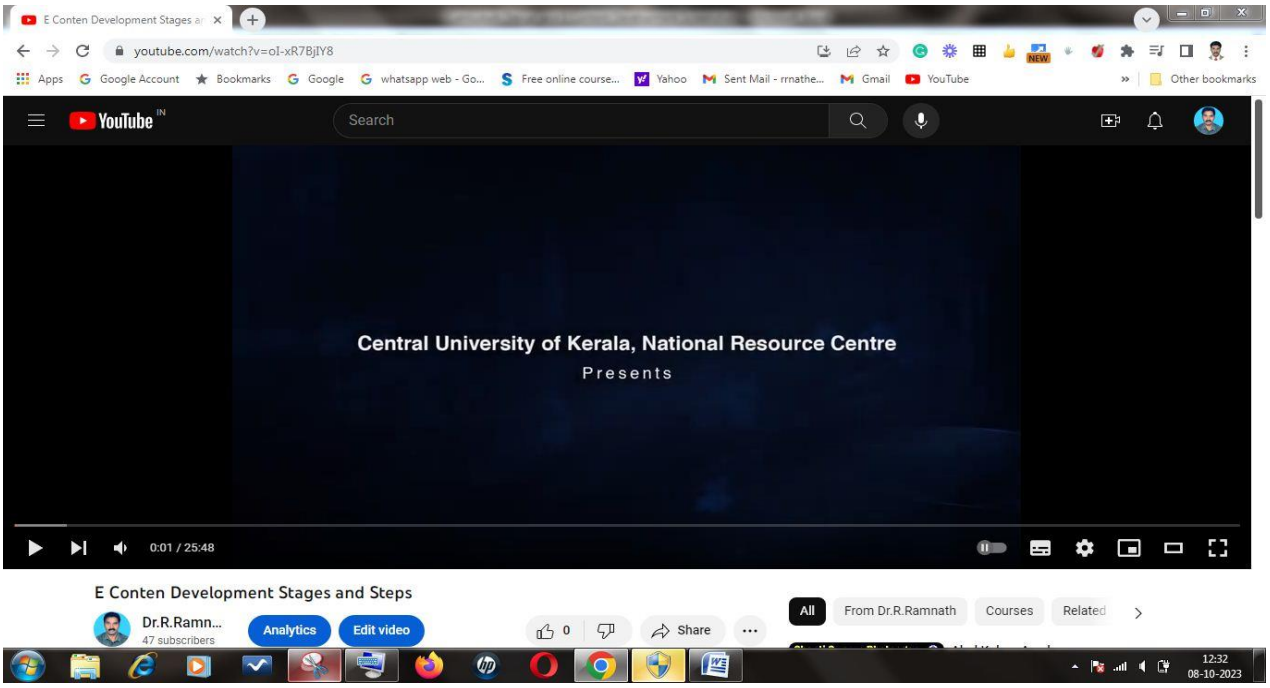

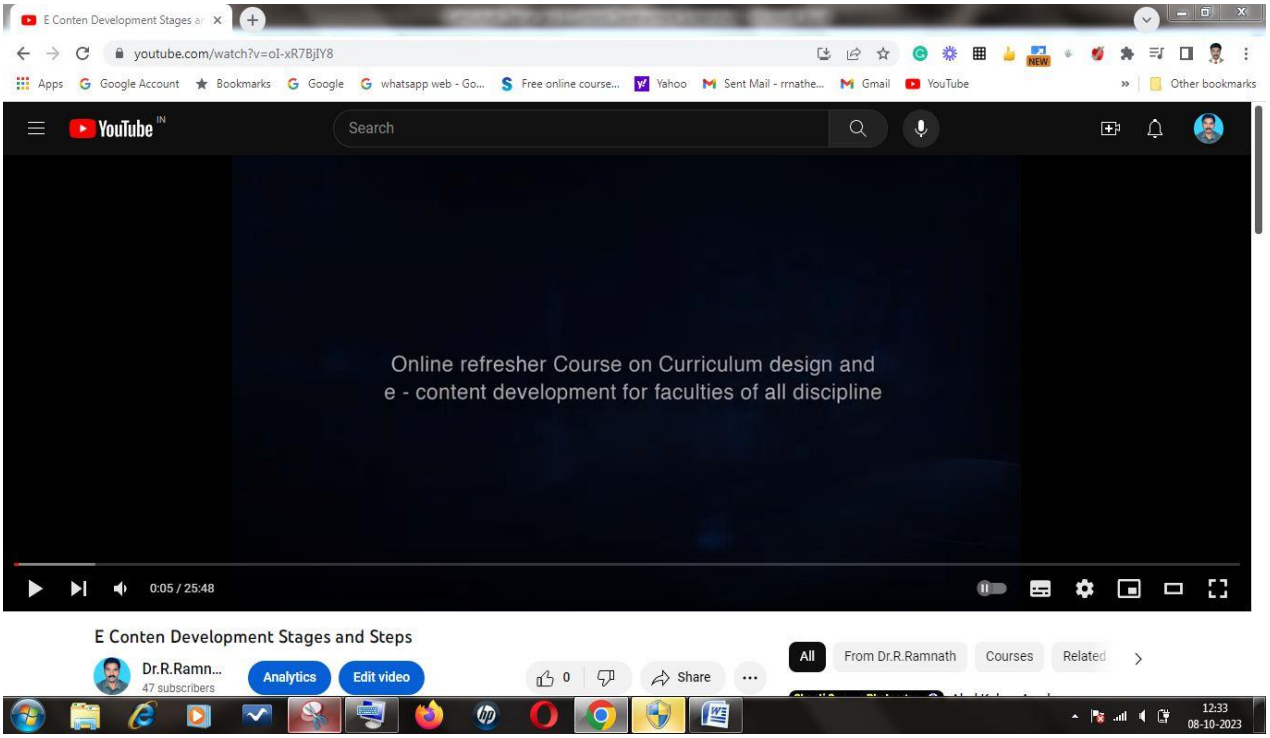

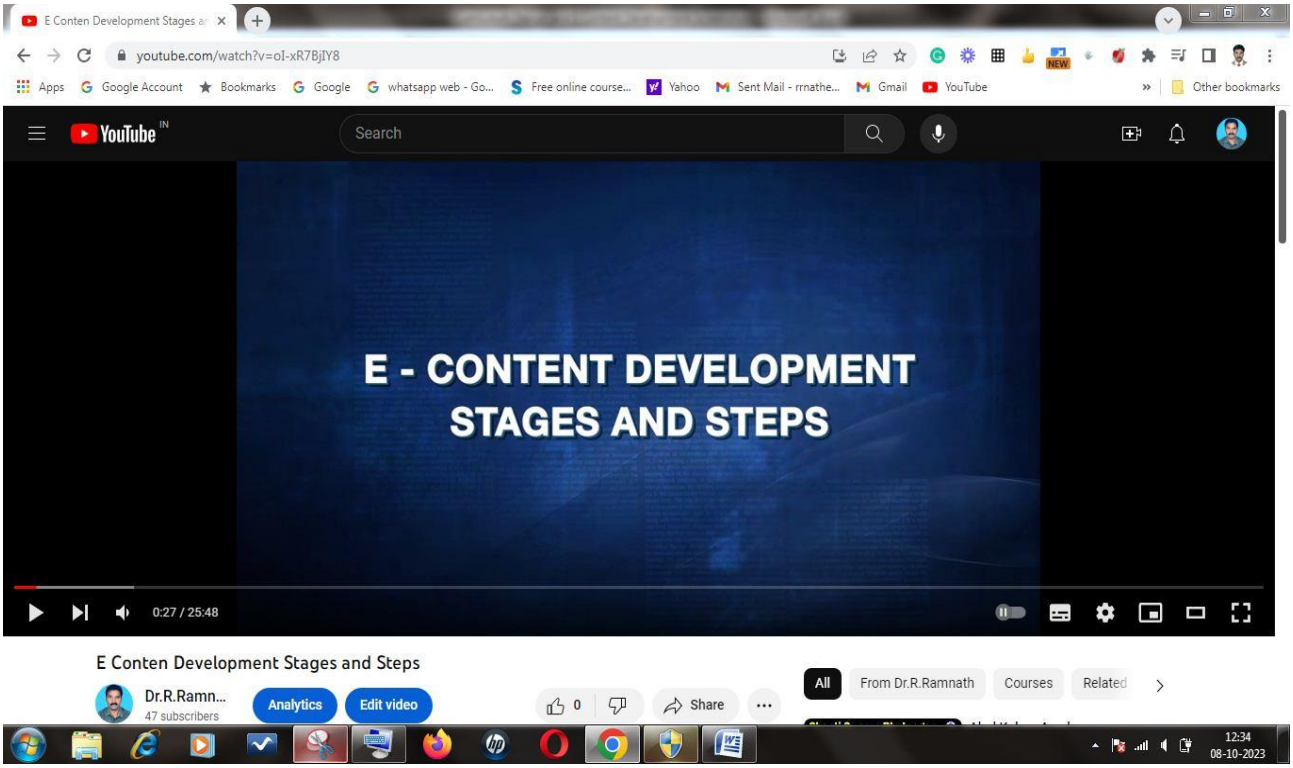
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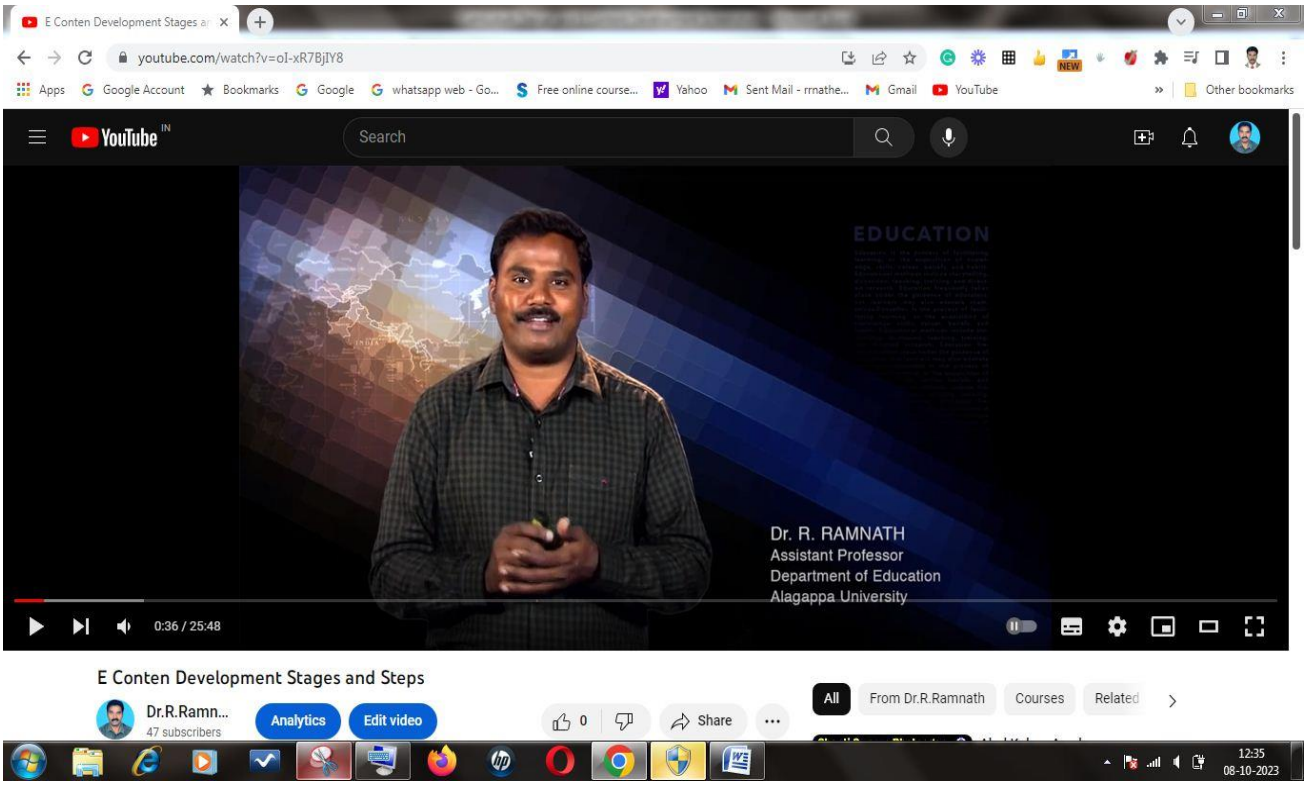
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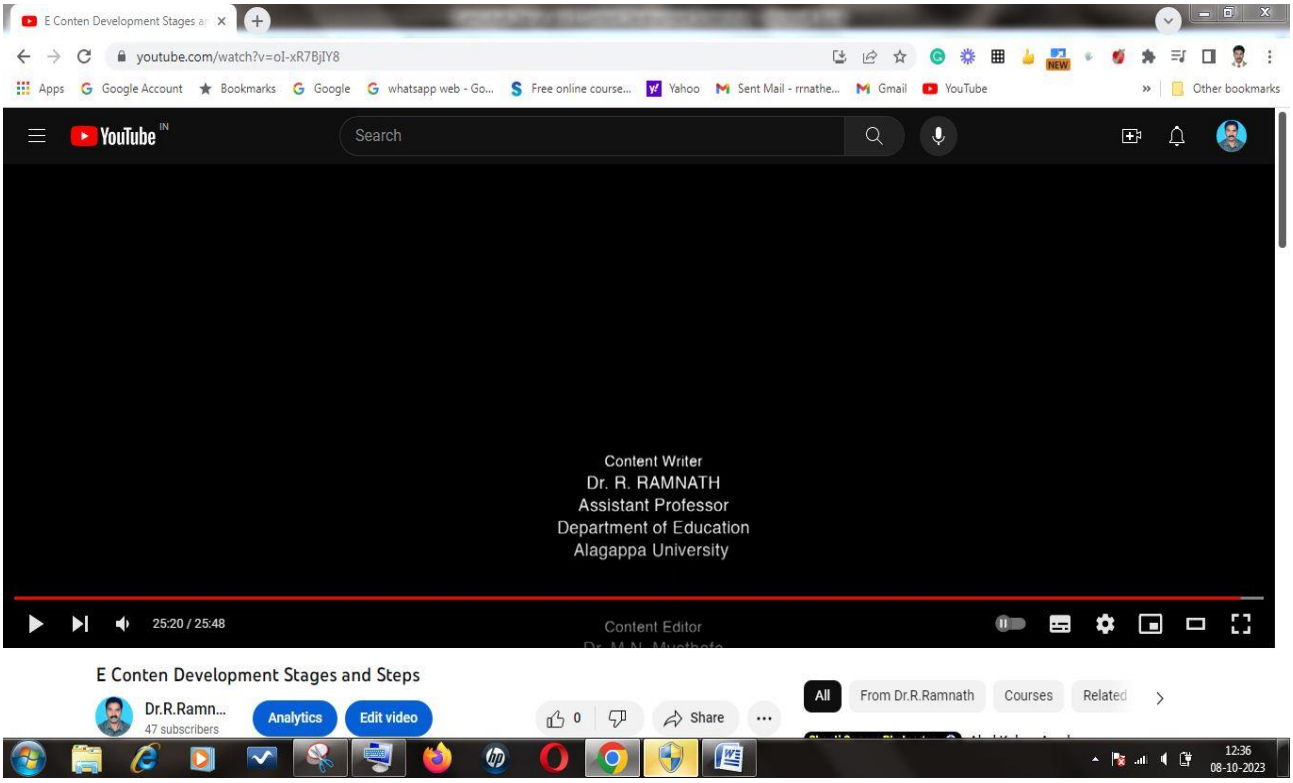
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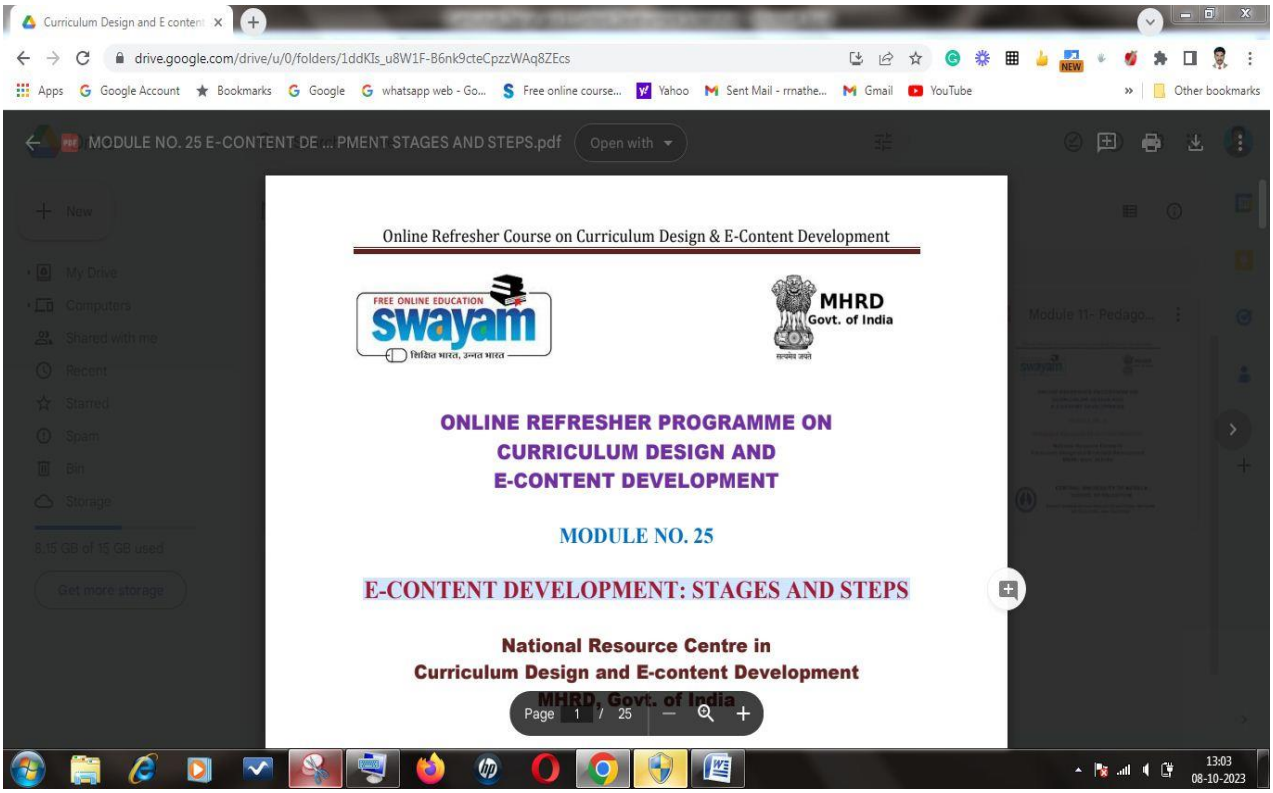
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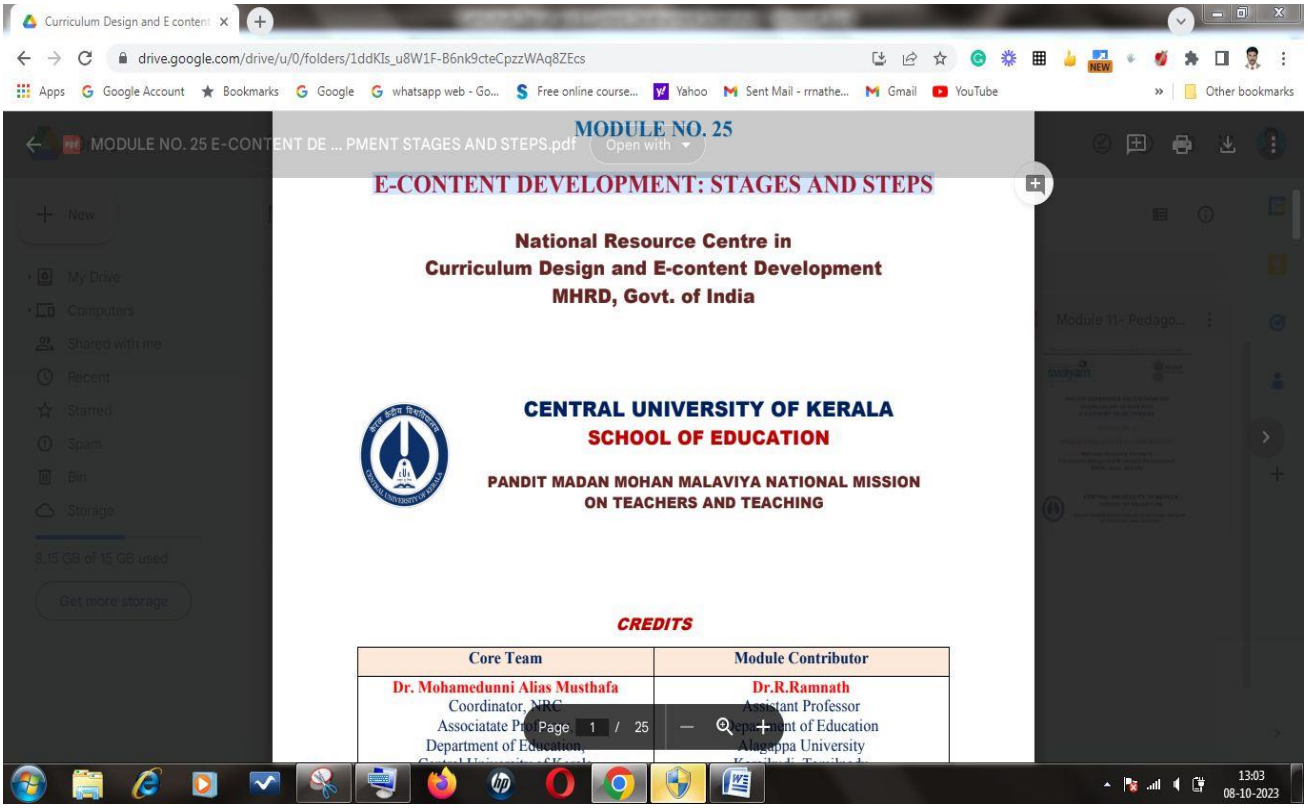

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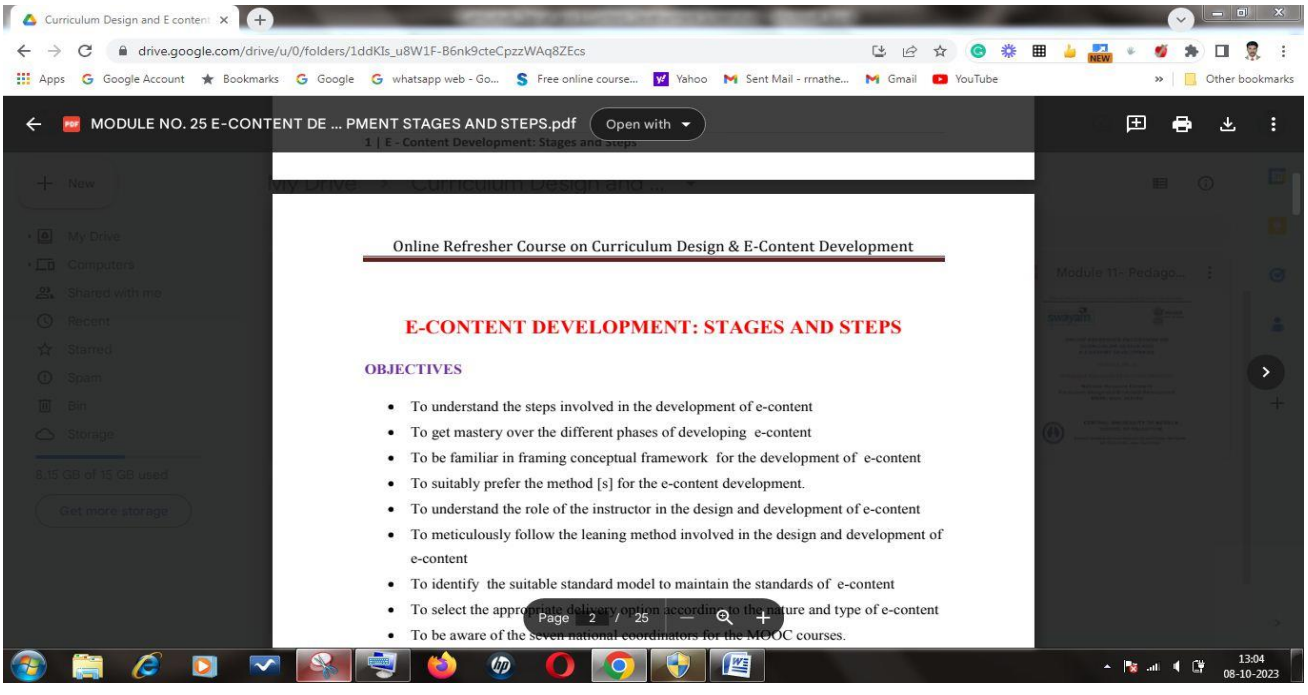

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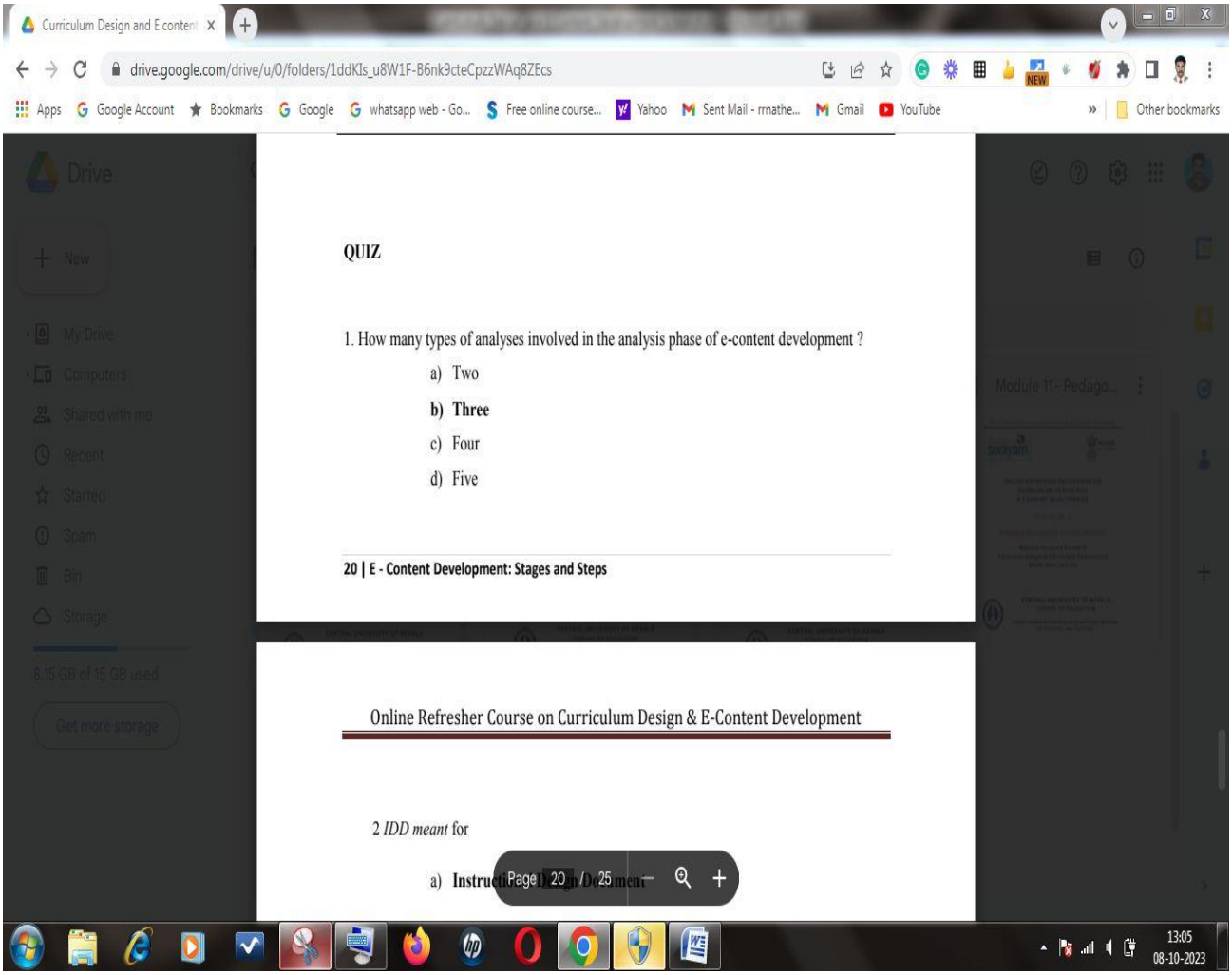
E-CONTENT DEVELOPMENT: STAGES AND STEPS

OBJECTIVES

- To understand the steps involved in the development of e-content
- To get mastery over the different phases of developing e-content
- To be familiar in framing conceptual framework for the development of e-content
- To suitably prefer the method [s] for the e-content development.
- To understand the role of the instructor in the design and development of e-content
- To meticulously follow the leaning method involved in the design and development of e-content
- To identify the suitable standard model to maintain the standards of e-content
- To select the appropriate delivery option according to the nature and type of e-content
- To be aware of the seven national coordinators for the MOOC courses.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QUIZ
1. How many types of analyses involved in the analysis phase of e-content development ?
a) Two
b) Three
c) Four
d) Five
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