

**NATIONAL INSTITUTE OF  
TECHNICAL TEACHERS TRAINING AND RESEARCH  
TARAMANI, CHENNAI – 600113, INDIA**

**ADVANCED CERTIFICATE COURSE IN IT, WEB DESIGNING, ENGLISH COMMUNICATION SKILLS AND  
PEDAGOGY**

**23-5-2016 to 18-7-2016**

**RATIONALE:**

Teachers and trainers are the backbone of the education and training system and the society, as they facilitate learning for the students, to enable them achieve the set objectives and the competencies, in the curriculum. In the traditional system of instruction, the learners had to live with the teachers for acquiring the competencies on a full time basis. Later, Chalk and Talk was a dominating methodology of instruction, as it covers a large dosage of content, in a limited time, in the mass educational scenario.

Popularisation and promotion of self learning phenomenon, with the facilitation by the teacher, has been gaining a lot of momentum, in which, full mastery is aimed at, for which, learning at own pace has become very vital. It is in this connection, the ICT plays an inevitable role. Internet is not only an information source, but has become a resource tool for e-learning, as it is a common man's tool, of late. Teachers should necessarily be proficient, in browsing the web, acquiring relevant information, as well as even in the skill of web design, for dissemination of information and relevant content to the clientele.

Due to the Phenomena of Liberalisation, Privatisation and Globalisation (LPG), having a common language as an effective platform for communication at the international level, has become an indispensable criterion. Obviously, English language has emerged to that status. Effective communication skills in all aspects, especially in English, are unavoidable to effectively communicate, at the national and international arena, particularly for teachers at any level.

Learning today demands new pedagogical and technological approaches to use Information and Communication Technologies (ICT). Educational leaders and teachers have the responsibility to prepare students for the demands of an ever-changing world by facilitating learning in a technology-rich environment. They learn about technology and how to use it to achieve effective learning, teaching and administration, and thereby improve student learning outcomes.

Any teacher should be proficient in three basic domains, namely, subject matter content, communication aspects as well as pedagogical aspects, which could be construed to be the three vertices of an equilateral triangle, with the teacher at its centroid, elevating the student vertically upwards, from the entry behaviour towards the outcome, expected out of them, by the society at large, in the said triangular prism model of teaching and learning.

Keeping all these emerging requirements in the international scenario, as well as those of the Bangladeshi teachers in mind, this tailor made programme has been designed for upgrading the competencies of the same.

**BROAD PROGRAMME OBJECTIVES:**

At the end of the programme, the participant will be able to

- 1.0 Obtain adequate proficiency in English language communication.
- 2.0 Employ ICT features in their day to day teaching activities.
- 3.0 Design a suitable web for their regular requirements.
- 4.0 Adopt appropriate pedagogical skills, in the regular teaching learning process.

**UNIT-1: Communication Aspects.**

**Unit Objectives:**

- 1.0 Master the essential elements of general and class room communication aspects.
  - 1.1 Distinguish the types and modes of communication skills.
  - 1.2 Enhance competencies in reading, writing and speaking aspects.
  - 1.3 Adopt the techniques of appropriate gestures, body language, posture, Facial expressions and eye contact in communication.
  - 1.4 Improve the questioning skills and conversational skills, during communication.
  - 1.5 Use grammatically fit language, in both formal and informal sense, with the integration of idiomatic expressions.
  - 1.6 Expose to the basic aspects and intricacies of stress, rhythm, intonation, voice level, voice modulation, mannerisms and fluency.
  - 1.7 Grasp the regional variations in pronunciation and accent as well as superimposition of mother tongue over English.
  - 1.8 Practice tongue twisters to improve fluency and pronunciation.
  - 1.9 Develop Intensive Reading and comprehension skills
  - 1.10 Promote Active Listening skills
  - 1.11 Integrate media communication, in class room teaching.
  - 1.12 Integrate Project Based learning in the academic schedule
  - 1.13 Prepare a detailed report depending upon the need

- 1.14 Promote critical and creative thinking skills
- 1.15 Apply remedial teaching as a pedagogical approach
- 1.16 Adopt the strategies for personality development
- 1.17 Inculcate self directed learning for students
- 1.18 Appreciate the significance of class room communication strategies.
- 1.19 Enhance communication skills through micro teaching practice.
- 1.20 Explain the crux of communication theory, with the help of a standard model for the same.

**Unit Content:**

General and class room communication aspects - types of communication aspects- - One to one, one to many, Many to one, many to many communication types – communication within a group and Group discussion – modes of communication skills – oral, written, media, gestural, facial, body language, posture, telepathic modes and eye contact - competencies in reading, writing and speaking aspects - questioning skills and conversational skills, during communication - Grammatically fit language, in both formal and informal sense, with the integration of idiomatic expressions - the basic aspects and intricacies of stress, rhythm, intonation, voice level, voice modulation, mannerisms and fluency - regional variations in pronunciation and accent as well as superimposition of mother tongue over English – tongue twisters – comprehension skills – active listening skills – extensive reading skills – advanced listening skills – project based learning – report writing – critical and creative thinking – remedial teaching – action research – advanced writing skills for media and for book reviews – technical communication - appropriate media communication - Class room communication strategies – Micro teaching practice - standard model for communication theory.

**Unit 2: ICT in Education**

**Unit Objectives:**

**2.0 Employ the IT features in teaching and learning**

- 2.1 Explore ICT tools for teaching and learning
- 2.2 Integrate and use appropriate hardware and software for effective presentation
- 2.3 Appreciate the concept of IT applications in educational administration and management
- 2.4 Use e-learning technologies and tools
- 2.5 Explore MOOCs as a space for continuous learning
- 2.6 Participate in the activities of teachers' network
- 2.7 Use social media for education
- 2.8 Design and develop Video lessons

- 2.9 Explore audio video editing tools
- 2.10 Use open and online tools for developing e-content
- 2.11 Appreciate the cloud computing services
- 2.12 Practice safe, ethical and legal ways of using ICT

**Unit Content:**

ICT in classroom-Hardware and software tools for ICT – Handling Text, Data and Media elements – Presentation Tools - ICT showcase – Video Conferencing Tools- Role of IT applications in educational administration management –Process and Tools - Databases and EMIS – Digital Literacy - E-learning – Web based learning – Online learning – Mobile learning -Open Educational Resources – MOOC – Taxonomy, Major initiatives – Architecture of a MOOC – Lectures, interaction, assessment, certificate, identity management and analytics – Collaborating and creating Online communities for Education. – Social media – Blogs, Wikis, Wordpress, LinkedIn, Facebook and Twitter. Educational Media – Types, characteristics – Classification of Educational Video films - Basic procedure for video production -Design principles and approaches – games and simulation – Audio & Video Tools and equipment – Online and Open tools – E-content creation - online assessment and evaluation items. Cloud computing – functions, characteristics and services, application in Education. Intellectual property and copyrights – Secure and protect digital information.

**Unit 3: Web Design and Development**

**Unit Objectives:**

**3.0 Design and Develop web pages for regular requirements**

- 3.1 Comprehend the Web technologies
- 3.2 Design web pages using HTML, DHTML
- 3.3 Explore Web authoring software
- 3.4 Develop and deploy websites.
- 3.5 Discuss the different Instructional design models for e-content development
- 3.6 Appreciate the features of Content Management system and Learning Management System
- 3.7 Develop Moodle LMS

**Unit Contents:**

Introduction to web – Intranet and Internet – different types of websites – Webserver --Designing and planning web pages – Creating webpages with HTML, Formatting Web pages with Style sheets - Multimedia Elements – Introduction to Web Authoring software – Website development and Web deployment – Different Instructional Design Model – Framework for developing e-content - Moodle LMS installation- Online course creation.

#### **UNIT-4: Pedagogical Aspects.**

##### **Unit Objectives:**

- 4.0 Master the essential elements of basic Pedagogical aspects.
- 4.1 Develop Instructional Objectives, for a given unit of instruction, using Gronlund's method.
- 4.2 Write a typical workable lesson plan, for a class room instruction.
- 4.3 Integrate appropriate instructional methods, media and materials for a typical Class room instruction.
- 4.4 Promote concept, principle based and application oriented learning.
- 4.5 Build in appropriate evaluation methodology, for class room instruction to enhance effective learning.
- 4.6 Appreciate Outcome Based Education and Competency Based Training modes.

##### **Unit Content:**

Basic Pedagogical aspects - Instructional Objectives - Gronlund's method - lesson plan, for a class room instruction - Instructional methods, media and materials for a typical Class room instruction.- concept, principle based and application oriented learning – concrete and abstract concepts and principles – linking the learning to field applications – basic concepts and strategies of evaluation – outcome based education and competency based training

##### **Instructional Strategies:**

The following instructional strategies will be adopted, in the training programme.

- Lectures
- Demonstrations
- Discussions
- Video lessons
- Laboratory practices
- Assignments
- Technical and Cultural visits
- Study tour
- Project work
- Integrated evaluation

Comprehensive training materials and text books will be given to the participants.

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