SNDT Women's University

Shreemati Nathibai Damodar Thackersey Women's University

NAAC - SSR
CRITERION II SUPPORTING DOCUMENTS for

2.6.1.3 Sample Question Papers based on POs COs, & LOs

Mapping of Level of Learning Outcomes and Content in

Final Semester-end Examination

M.A./M.Sc. (eLearning)

Course 120013: Instructional Systems Design: Basics
Credits, 100 marks

Course Outcomes: Learners will be able to

- Define Instructional Design
- Trace the historical development of the Instructional Design
- Explain the need for and importance of Instructional Design
- Explain various steps in ADDIE approach
- Prepare an ID note on given topic using ADDIE approach.
- Select media appropriate to objectives and Instructional strategies

Module 131: Instructional Design: Concept and Views **Credit 1**

LOs: Learners will be able to

1.1 Define Instructional Design

1.2 Trace the historical development of the Instructional Design

1.3 Compare different views on Instructional Design

1.4 Explain the need for and importance of Instructional Design

Module 132: ADDIE Approach for ILT **Credit 1**

LOs: Learners will be able to

2.1 Describe ADDIE approach of Instructional Design

2.2 Explain various steps in ADDIE approach (Analysis, Design, Develop, Implement, Evaluate)

2.3 Prepare an ID note on given topic using ADDIE approach.

Module 133: Development of Instructional Material and Media **Credit 1**

LOs: Learners will be able to

3.1 Describe the process of material development for the ILT

3.2 Select media appropriate to objectives and Instructional strategies

Module 134: Preparation and Implementation of session Plan **Credit 1**

LO: Learners will be able to

4.1 Design template for session plan

4.2 Develop Session Plan for the face-to-face session using ADDIE approach

Day & Date	Semester	Subject Name	Time	Code	Max.Marks
Tuesday 29/11/2018	I Fresh	Instructional System Design: Basic	11.00 AM to 01.00 PM	120013	50

Note: All the Questions are compulsory.
Figures to the right indicate marks.
Mention only question number and alphabet of answer in case of Objective type questions.

Q 1. A. Select the correct alternatives **10**

		LO and Level as per RBT	
	Module		**Marks**
1. The following country is the first country to initiate discipline of Instructional Design. a. United Kingdom b. United States of America c. India d. Canada	**1**	**1.2 Remember**	**1**
2. Which of the following models considers Active Learning as an essential component of ID? a. ASSURE b. ADDIE c. Kirk and Gustafson d. Gerlach Ely	**1**	**1.3 Analyse**	**1**
3. Preparing Assessment tools is a task at ..... stage. a. Analysis b. Implementation c. Evaluation d. Design	**1**	**2.3 Understand**	**1**
4. "To develop a new software for time-table management of schools" is an objective of - a. Analyse level b. Application level c. Evaluation level d. Create level	**2**	**2.2 Analysis**	**1**
5. 'Interviewing prospective learners to understand what they wish to learn' will be the task at _____level.	**2**	**2.1 Analysis**	**1**

a. Implementation b. Evaluation c. Analysis d. Design			
6. Reviewing given image repository to identify to create a poster on the assigned topic of poster is an assignment of _____ level. a. Application level b. Analyse level c. Evaluation level d. Create level	**2**	**2.2 Analysis**	**1**
7. Determining final structure of all chunks of the given content is a task at _____ level. a. Analysis b. Design c. Development d. Implementation	**2**	**2.1 Analysis**	**1**
8. Which of the following material would you prefer to prepare a chart you wish to carry to nearby villages? a. plastic b. thermocol c. wooden ply d. cardboard	**3**	**3.2 Understand**	**1**
9. Which of the following quality is essential for an effective Instructional Designer? a. Aware of all theories and principles of ID b. Knowledge of handling all current tools and technologies c. Skill of designing learner-centred environments d. Skill of developing online courses	**1**	**1.1 Understand**	**1**
10. How does a Session plan benefit teachers? a. it allows teachers to think of systematic sequencing b. it helps in assessing learners. c. it helps in recalling teaching content easily by referring to session plan d. it helps in teacher's promotions to show her/his creative planning to others	**1**	**1.3 Understand**	**1**
B. Arrange the following steps in an appropriate sequence. Write only alphabets in the correct sequence. a. Prepare multimedia integrating text, graphics and audio b. Allow 3-4 colleges to use the multimedia	**3**	**3.1 Apply**	**5**

material on their students and administer them the test you have prepared. c. Give the multimedia material to 6-7 students and check their doubts d. Draw sketches for learning material e. Upload the learning material on the web-portal for wider use f. Write specific learning outcomes g. Draw concept map of all possible sub-concepts h. Prepare blueprint and the achievement test			
C. State whether the statements are True or False a. Field Tryout is done with 6-7 students.	**3**	**3.2 Apply**	
b. Formative evaluation can be done during classroom sessions.	**2**	**2.2 Understand**	
c. Systems approach has contributed to the field of Instructional Design.	**1**	**1.4 Understand**	
d. Content Analysis means preparing index of sub-topics.	**2**	**2.1 Understand**	
e. Higher level cognitive skills can be tested only through essay type items.	**3**	**2.2 Analysis**	
Q. 2 Write short answers of any ONE of the following questions. ('A' or 'B') **A.** "Though we have crossed the fifth generation of media, we need to follow basic criteria of any effective media or material even today." Justify the statement with the help of at least 5 criteria which are applicable to any media/material. (in about 300-350 words) OR **B.** 1. You are aware of previous generations of media. The fifth generation began with computers. What kind of media and tools do you wish to include in this generation? Mention briefly in about 200-250 words. AND 2. Differentiate between teaching and instructional design by using any 2 criteria. Give at least 2 examples of each.	**3**	**3.1 Analysis**	**10**

Q. 2 Select any one situation from 'A' or 'B' and attempt all questions below. A. NGO "Anandaghan" wishes to train primary teachers of a village school in learner-centred teaching-learning strategies such as games, small group and cooperative learning, use of internet, etc. The NGO plans to design a Saturday teacher-training programme of about 40 hours spread over 3 months. A team of instructional designers is approached to design the programme. OR B. State Government wishes to design a special programme of about 40 hours for all undergraduate college students on basic communication skills in English. The detailed session plans alongwith the learning material will be available for all colleges of Maharashtra State free of cost. It may include some online material of about 10 hours. A team of instructional designers is approached to design the programme. Assume that you are part of the team and you have finished the first phase of Analysis. You are now writing a report and suggest further modalities of the programme. Considering any ONE situation from the 'A' or 'B', write the following sections of the report:			
1. Analyse prospective learners in about 200 words.	**2**	**2.3 5**	**Create**
2. Analyse the Context of learners in about 200 words.	**2**	**2.3 5**	**Create**
3. Identify any 5 of the sub-modules to be included in the programme with an approximate time allotment in terms of number of hours covering at least 10-12 hours of the training.	**4**	**4.2 5**	**Create**
4. Suggest any 2 training strategies suitable for the given situation.	**4**	**4.2 5**	**Create**

Mapping of Level of Learning Outcomes and Content in

Final Semester-end Examination

M.A./M.Sc. (eLearning)

Course 120013: Instructional Systems Design: Basics
Credits, 100 marks

Course Objectives: Learners will be able to

- Define Instructional Design
- Trace the historical development of the Instructional Design
- Explain the need for and importance of Instructional Design
- Explain various steps in ADDIE approach
- Prepare an ID note on given topic using ADDIE approach.
- Select media appropriate to objectives and Instructional strategies

Module 131: Instructional Design: Concept and Views **Credit 1**

LOs: Learners will be able to

1.1 Define Instructional Design

1.2 Trace the historical development of the Instructional Design

1.3 Compare different views on Instructional Design

1.4 Explain the need for and importance of Instructional Design

Module 132: ADDIE Approach for ILT **Credit 1**

LOs: Learners will be able to

2.1 Describe ADDIE approach of Instructional Design

2.2 Explain various steps in ADDIE approach (Analysis, Design, Develop, Implement, Evaluate)

2.3 Prepare an ID note on given topic using ADDIE approach.

Module 133: Development of Instructional Material and Media **Credit 1**

LOs: Learners will be able to

3.1 Describe the process of material development for the ILT

3.2 Select media appropriate to objectives and Instructional strategies

Module 134: Preparation and Implementation of session Plan **Credit 1**

LO: Learners will be able to

4.1 Design template for session plan

4.2 Develop Session Plan for the face-to-face session using ADDIE approach

Day & Date	Semester	Subject Name	Time	Code	Max. Marks
Tuesday 29/11/2018	I Fresh	Instructional System Design: Basic	11.00 AM to 01.00 PM	120013	50

Note: All the Questions are compulsory.
Figures to the right indicate marks.
Mention only question number and alphabet of answer in case of Objective type questions.

Q 1. A. Select the correct alternatives **10**

		LO and Level as per RBT	
	Module		**Marks**
1. The following country is the first country to initiate discipline of Instructional Design. a. United Kingdom b. United States of America c. India d. Canada	**1**	**1.2 Remember**	**1**
2. Which of the following models considers Active Learning as an essential component of ID? a. ASSURE b. ADDIE c. Kirk and Gustafson d. Gerlach Ely	**1**	**1.3 Analyse**	**1**
3. Preparing Assessment tools is a task at ..... stage. a. Analysis b. Implementation c. Evaluation d. Design	**1**	**2.3 Understand**	**1**
4. "To develop a new software for time-table management of schools" is an objective of - a. Analyse level b. Application level c. Evaluation level d. Create level	**2**	**2.2 Analysis**	**1**
5. 'Interviewing prospective learners to understand what they wish to learn' will be the task at _____level.	**2**	**2.1 Analysis**	**1**

a. Implementation b. Evaluation c. Analysis d. Design			
6. Reviewing given image repository to identify to create a poster on the assigned topic of poster is an assignment of _____ level. a. Application level b. Analyse level c. Evaluation level d. Create level	**2**	**2.2 Analysis**	**1**
7. Determining final structure of all chunks of the given content is a task at _____ level. a. Analysis b. Design c. Development d. Implementation	**2**	**2.1 Analysis**	**1**
8. Which of the following material would you prefer to prepare a chart you wish to carry to nearby villages? a. plastic b. thermocol c. wooden ply d. cardboard	**3**	**3.2 Understand**	**1**
9. Which of the following quality is essential for an effective Instructional Designer? a. Aware of all theories and principles of ID b. Knowledge of handling all current tools and technologies c. Skill of designing learner-centred environments d. Skill of developing online courses	**1**	**1.1 Understand**	**1**
10. How does a Session plan benefit teachers? a. it allows teachers to think of systematic sequencing b. it helps in assessing learners. c. it helps in recalling teaching content easily by referring to session plan d. it helps in teacher's promotions to show her/his creative planning to others	**1**	**1.3 Understand**	**1**
B. Arrange the following steps in an appropriate sequence. 5 Write only alphabets in the correct sequence. a. Prepare multimedia integrating text, graphics and audio	**3**	**3.1 Apply**	**5**

b. Allow 3-4 colleges to use the multimedia material on their students and administer them the test you have prepared. c. Give the multimedia material to 6-7 students and check their doubts d. Draw sketches for learning material e. Upload the learning material on the web-portal for wider use f. Write specific learning outcomes g. Draw concept map of all possible sub-concepts h. Prepare blueprint and the achievement test			
C. State whether the statements are True or False 5 a. Field Tryout is done with 6-7 students.	**3**	**3.2 Apply**	
b. Formative evaluation can be done during classroom sessions.	**2**	**2.2 Understand**	
c. Systems approach has contributed to the field of Instructional Design.	**1**	**1.4 Understand**	
d. Content Analysis means preparing index of sub-topics.	**2**	**2.1 Understand**	
e. Higher level cognitive skills can be tested only through essay type items.	**3**	**2.2 Analysis**	
Q. 2 Write short answers of any ONE of the following questions. ('A' or 'B') **A.** "Though we have crossed the fifth generation of media, we need to follow basic criteria of any effective media or material even today." Justify the statement with the help of at least 5 criteria which are applicable to any media/material. (in about 300-350 words) OR **B.** 1. You are aware of previous generations of media. The fifth generation began with computers. What kind of media and tools do you wish to include in this generation? Mention briefly in about 200-250 words. 5 AND 2. Differentiate between teaching and instructional design by using any 2 criteria. Give at least 2 examples of each. 5	**3**	**3.1 Analysis**	**10**

Q. 2 Select any one situation from 'A' or 'B' and attempt all questions below. 10 A. NGO "Anandaghan" wishes to train primary teachers of a village school in learner-centred teaching-learning strategies such as games, small group and cooperative learning, use of internet, etc. The NGO plans to design a Saturday teacher-training programme of about 40 hours spread over 3 months. A team of instructional designers is approached to design the programme. OR B. State Government wishes to design a special programme of about 40 hours for all undergraduate college students on basic communication skills in English. The detailed session plans alongwith the learning material will be available for all colleges of Maharashtra State free of cost. It may include some online material of about 10 hours. A team of instructional designers is approached to design the programme. Assume that you are part of the team and you have finished the first phase of Analysis. You are now writing a report and suggest further modalities of the programme. Considering any ONE situation from the 'A' or 'B', write the following sections of the report:			
1. Analyse prospective learners in about 200 words. (5)	**2**	**2.3 5**	**Create**
2. Analyse the Context of learners in about 200 words. (5)	**2**	**2.3 5**	**Create**
3. Identify any 5 of the sub-modules to be included in the programme (5) with an approximate time allotment in terms of number of hours covering at least 10-12 hours of the training.	**4**	**4.2 5**	**Create**
4. Suggest any 2 training strategies suitable for the given situation.	**4**	**4.2 5**	**Create**

Sample

POs, COs, LOs and Mapping with Internal Assessment (Continuous Comprehensive Evaluation)

Master of Arts/ Master of Science (eLearning)
(MA/ MSc - eLearning)

Programme Outcomes

Apply basic theories and models of Instructional Design

Plan face-to-face, online as well as blended learning environments

Design, develop and implement eLearning courses

Contribute effectively to the field of quality OER

Undertake Research in the field of educational technology and eLearning

Design co-operative and constructivist learning environments

Generate knowledge by co-creation

Semester II

Courses	Internal	External	Credits
220011 Instructional System Design: Theories and Models	50	50	4
220012 Instructional Strategies for Face-to-face learning	50	50	4
220016 eLearning	50 (Pract)	50 (Pract)	4
220014 Research Methodology	50	50	4
220015 OER Development	50 (Pract)	50 (Pract)	4

Course 220015: OER Development

4 Credits, 100 marks

Course Outcomes: Learners will be able to

- Define OER
- Map OER movements across the world
- Explore OER repositories
- Design OER for various platforms and devices
- Develop OER for various platforms and devices

Module 251: Conceptual Framework **Credit: 1**

LOs: Learners will be able to

- Define OER
- Differentiate FOSS, OER and OCW
- Trace historical movements of OER
- Compare Creative Commons licenses

Content:

Concept of FOSS, OER, OCW

Characteristics of OER

Open Knowledge, IMS, Learning Objects

Historical development of OER

Copyright Issues, Creative Commons Licenses

Module 252: OER Movement **Credit: 1**

LOs: Learners will be able to

- Map OER movements across the world
- Explore OER repositories
- Compatibility Guidelines (IEEE standards)

Content:

OER Movements

Global Initiatives such as OER University, COL, OER Asia

OER standards

Module 253: Types of OER **Credit 1**

LOs: Learners will be able to

- Explore OER formats in eContents
- Compare different formats of OER

Content:

Video, Audio, Interactive animations, simulation formats in eContents

Digitized Library Collections

Open Textbooks

OER Courseware

Module 254: Design and Development of OER **Credit 1**

LOs: Learners will be able to

- Prepare a Storyboard for eContent
- Develop eContent for OER

Content:

Storyboarding for eContent

Multimedia development of eContent

Authoring tools for eContent development

Practical/ Internal Assignment:

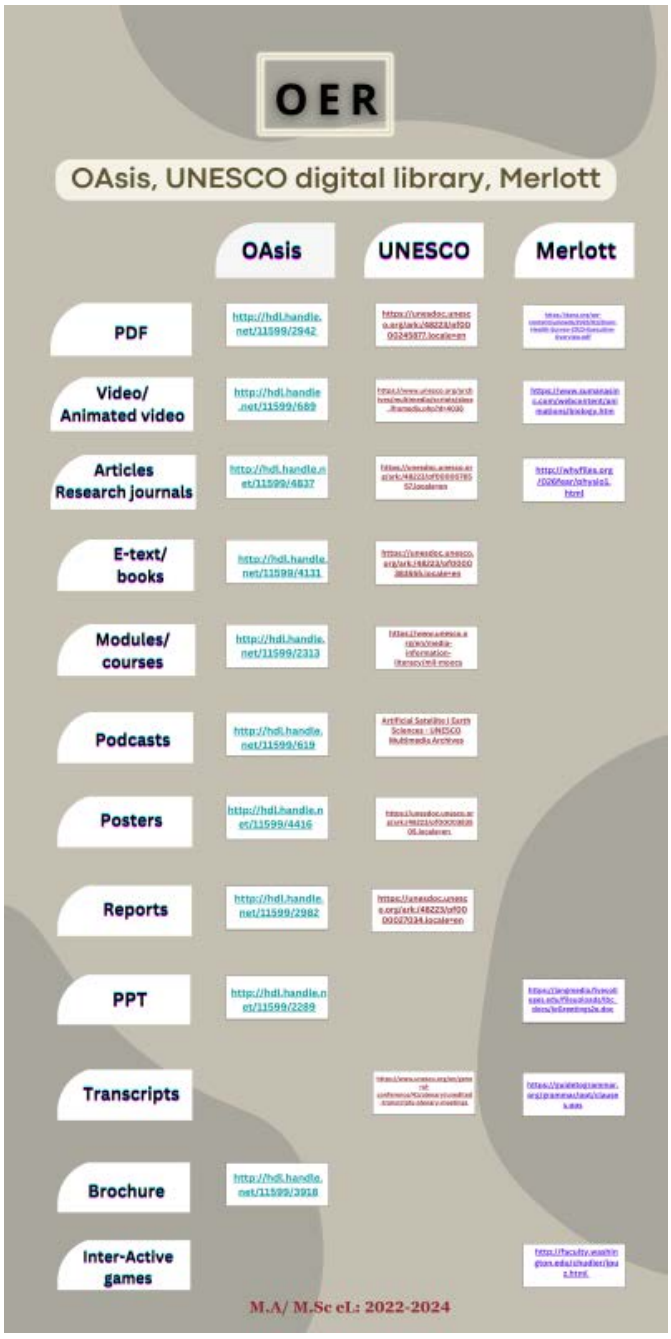
Explore and elaborate one Global OER initiative

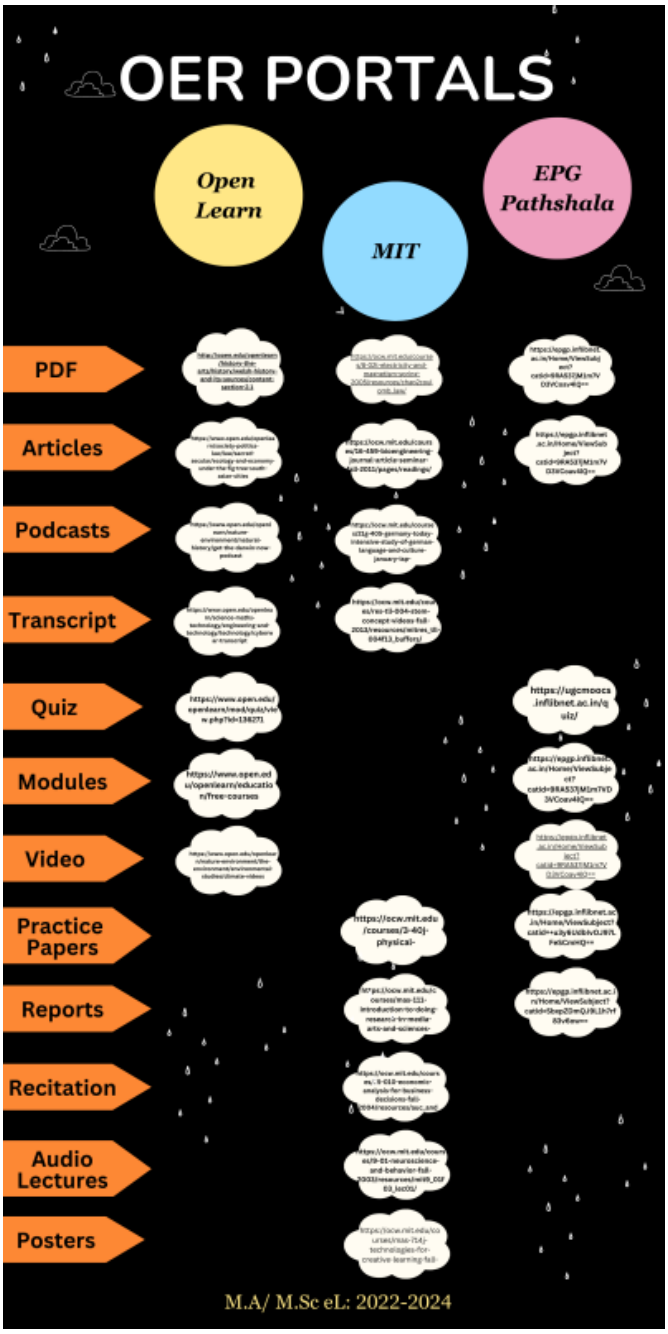
Identify and compare at least two OER repositories

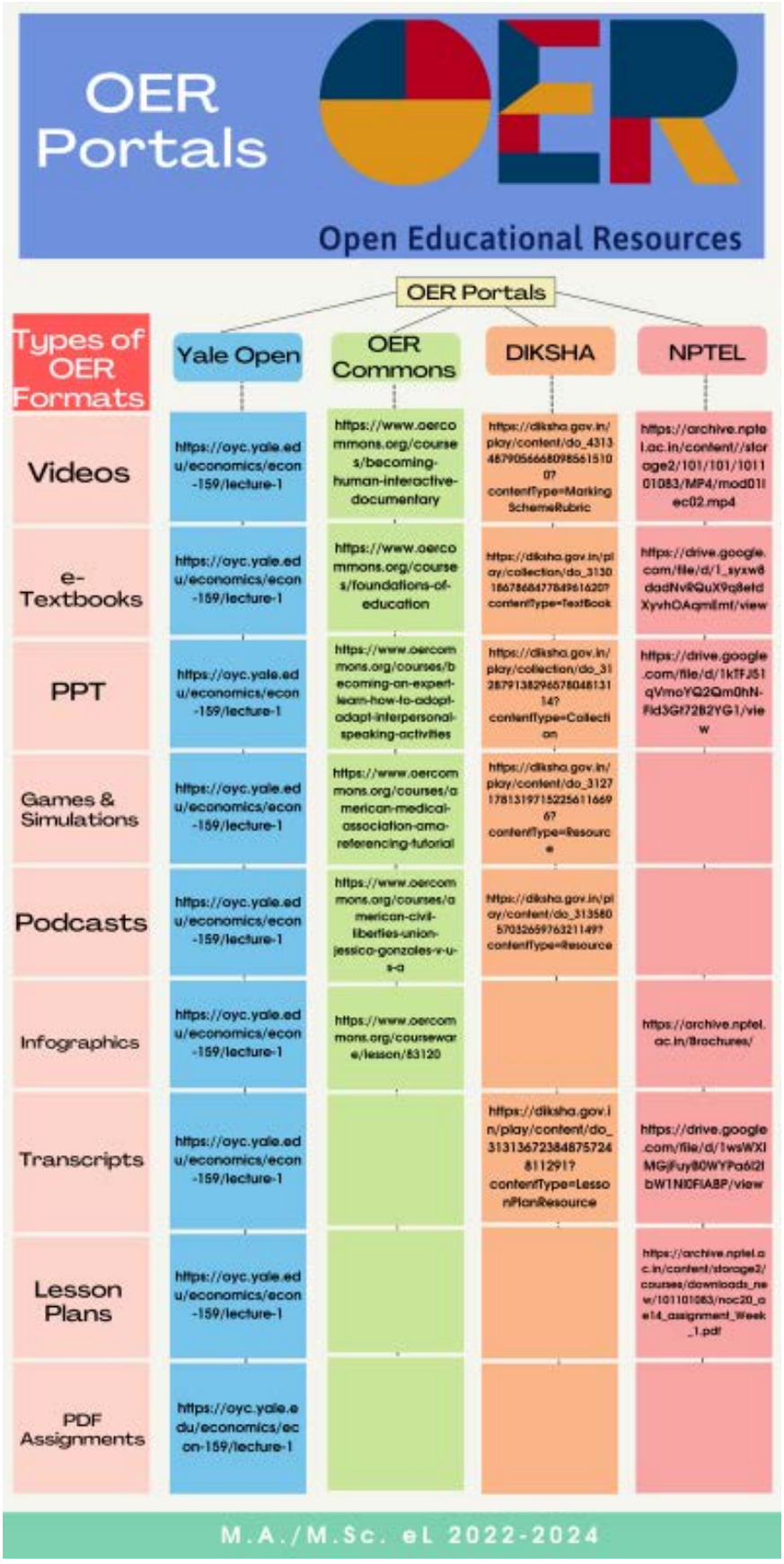
Identify and analyse at least 3 types of existing OER.

Design and develop at least 2 types of OER modules.

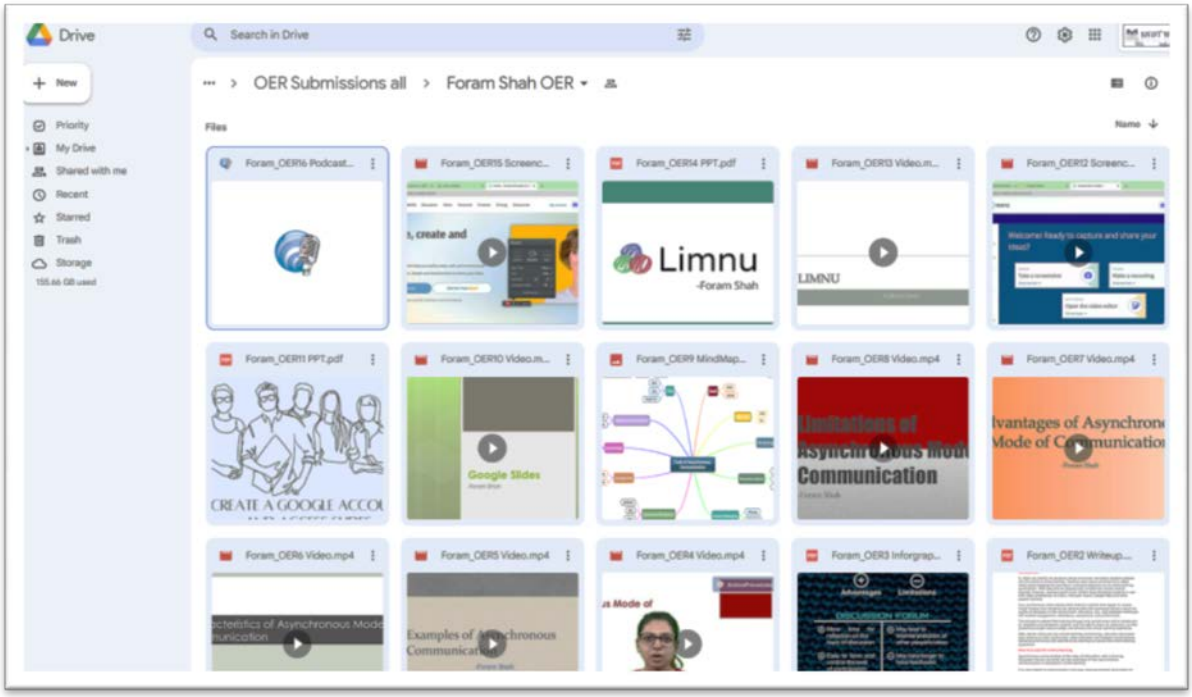
LOs	Evaluation
♦ Map OER movements across the world ♦ Explore OER repositories ♦ Compatibility Guidelines (IEEE standards)	Identify and compare at least two OER repositories
♦ Explore OER formats in eContents ♦ Compare different formats of OER	Identify and analyse at least 3 types of existing OER.
♦ Prepare a Storyboard for eContent ♦ Develop eContent for OER	Design and develop at least 2 types of OER modules.


OER
OAsis, UNESCO digital library, Merlott
OAsis
UNESCO
Merlott
PDF
Video/ Animated video
Articles Research journals
E-text/ books
Modules/ courses
Podcasts
Posters
Reports
PPT
Transcripts
Brochure
Inter-Active games
M.A/ M.Sc eL: 2022-2024

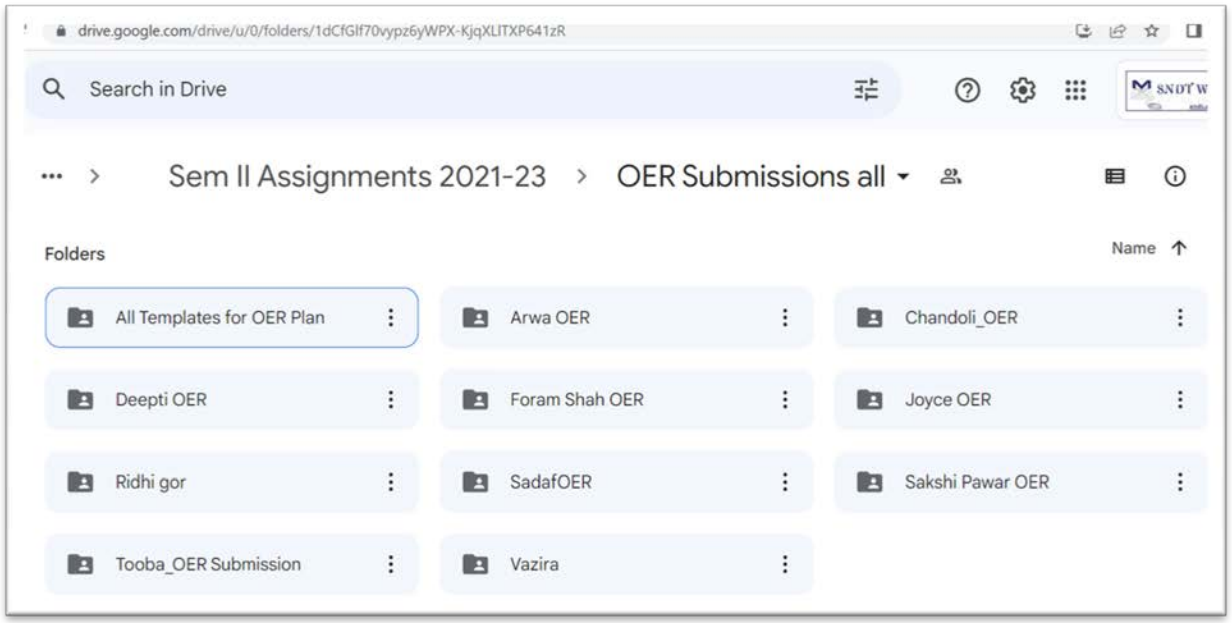

OER PORTALS
Open Learn
MIT
EPG Pathshala
PDF
Articles
Podcasts
Transcript
Quiz
Modules
Video
Practice Papers
Reports
Recitation
Audio Lectures
Posters
M.A/ M.Sc eL: 2022-2024


OER Portals
Open Educational Resources
OER Portals
Types of OER Formats
Yale Open
OER Commons
DIKSHA
NPTEL
Videos
https://oyc.yale.edu/economics/econ-159/lecture-1
https://www.oercommons.org/courses/becoming-human-interactive-documentary
https://diksha.gov.in/play/content/do_4313487905666809856151007?contentType=MarkingSchemeRubric
https://archive.nptel.ac.in/content//storage2/101/101/101101083/MP4/mod01lec02.mp4
e-Textbooks
https://oyc.yale.edu/economics/econ-159/lecture-1
https://www.oercommons.org/courses/foundations-of-education
https://diksha.gov.in/play/collection/do_3130186786847784961620?contentType=TextBook
https://drive.google.com/file/d/1_syxw8dadNv8QuX9q8etdXyvhOAqmEmt/view
PPT
https://oyc.yale.edu/economics/econ-159/lecture-1
https://www.oercommons.org/courses/becoming-an-expert-learn-how-to-adopt-adapt-interpersonal-speaking-activities
https://diksha.gov.in/play/collection/do_31287913829657804813114?contentType=Collection
https://drive.google.com/file/d/1kTFJ51qVmoYQ2QmGhN-fid3GH72B2YG1/view
Games & Simulations
https://oyc.yale.edu/economics/econ-159/lecture-1
https://www.oercommons.org/courses/american-medical-association-ama-referencing-tutorial
https://diksha.gov.in/play/content/do_31271781319715225611669?contentType=Resource
Podcasts
https://oyc.yale.edu/economics/econ-159/lecture-1
https://www.oercommons.org/courses/american-civil-liberties-union-jessica-gonzales-v-u-s-a
https://diksha.gov.in/play/content/do_31358057032659763211497?contentType=Resource
Infographics
https://oyc.yale.edu/economics/econ-159/lecture-1
https://www.oercommons.org/courseware/lesson/83120
https://archive.nptel.ac.in/Brochures/
Transcripts
https://oyc.yale.edu/economics/econ-159/lecture-1
https://diksha.gov.in/play/content/do_31313672384875724811291?contentType=LessonPlanResource
https://drive.google.com/file/d/1wsWXIMGjFuy80WYPa6l2IbW1NI0FIABP/view
Lesson Plans
https://oyc.yale.edu/economics/econ-159/lecture-1
https://archive.nptel.ac.in/content/storage2/courses/downloads_new/101101083/noc20_ce14_assignment_Week_1.pdf
PDF Assignments
https://oyc.yale.edu/economics/econ-159/lecture-1
M.A./M.Sc. eL 2022-2024

LOs	Evaluation
♦ Prepare a Storyboard for eContent ♦ Develop eContent for OER	Design and develop at least 2 types of OER modules.



Different formats of OER developed by individual student



Individual Assignment of development of OER with at least 5 formats

https://drive.google.com/drive/folders/1dCfGlf70vypz6yWPX-KjqXLITXP641zR?usp=share_link

Sample

POs, COs, LOs and Mapping with Internal Assessment (Continuous Comprehensive Evaluation)

Master of Arts/ Master of Science (eLearning) (MA/ MSc - eLearning)

Programme Outcomes

Apply basic theories and models of Instructional Design
Plan face-to-face, online as well as blended learning environments
Design, develop and implement eLearning courses
Contribute effectively to the field of quality OER
Undertake Research in the field of educational technology and eLearning
Design co-operative and constructivist learning environments
Generate knowledge by co-creation

Semester II

Courses	Internal	External	Credits
220011 Instructional System Design: Theories and Models	50	50	4
220012 Instructional Strategies for Face-to-face learning	50	50	4
220016 eLearning	50 (Pract)	50 (Pract)	4
220014 Research Methodology	50	50	4
220015 OER Development	50 (Pract)	50 (Pract)	4

Course 220015: OER Development

4 Credits, 100 marks

Course Outcomes: Learners will be able to

- Define OER
- Map OER movements across the world
- Explore OER repositories
- Design OER for various platforms and devices
- Develop OER for various platforms and devices

Module 251: Conceptual Framework **Credit: 1**

LOs: Learners will be able to

- Define OER
- Differentiate FOSS, OER and OCW
- Trace historical movements of OER
- Compare Creative Commons licenses

Content:

Concept of FOSS, OER, OCW

Characteristics of OER

Open Knowledge, IMS, Learning Objects

Historical development of OER

Copyright Issues, Creative Commons Licenses

Module 252: OER Movement **Credit: 1**

LOs: Learners will be able to

- Map OER movements across the world
- Explore OER repositories
- Compatibility Guidelines (IEEE standards)

Content:

OER Movements

Global Initiatives such as OER University, COL, OER Asia

OER standards

Module 253: Types of OER **Credit 1**

LOs: Learners will be able to

- Explore OER formats in eContents
- Compare different formats of OER

Content:

Video, Audio, Interactive animations, simulation formats in eContents

Digitized Library Collections

Open Textbooks

OER Courseware

Module 254: Design and Development of OER **Credit 1**

LOs: Learners will be able to

- Prepare a Storyboard for eContent
- Develop eContent for OER

Content:

Storyboarding for eContent

Multimedia development of eContent

Authoring tools for eContent development

Practical/ Internal Assignment:

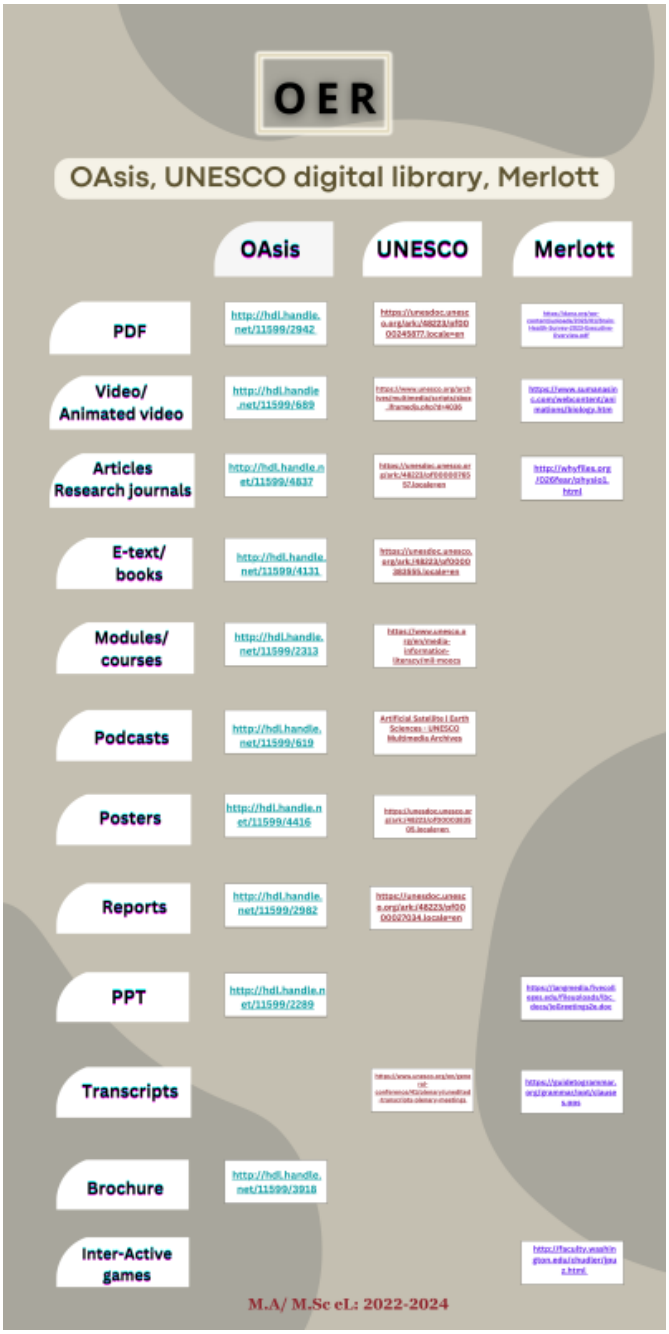
Explore and elaborate one Global OER initiative

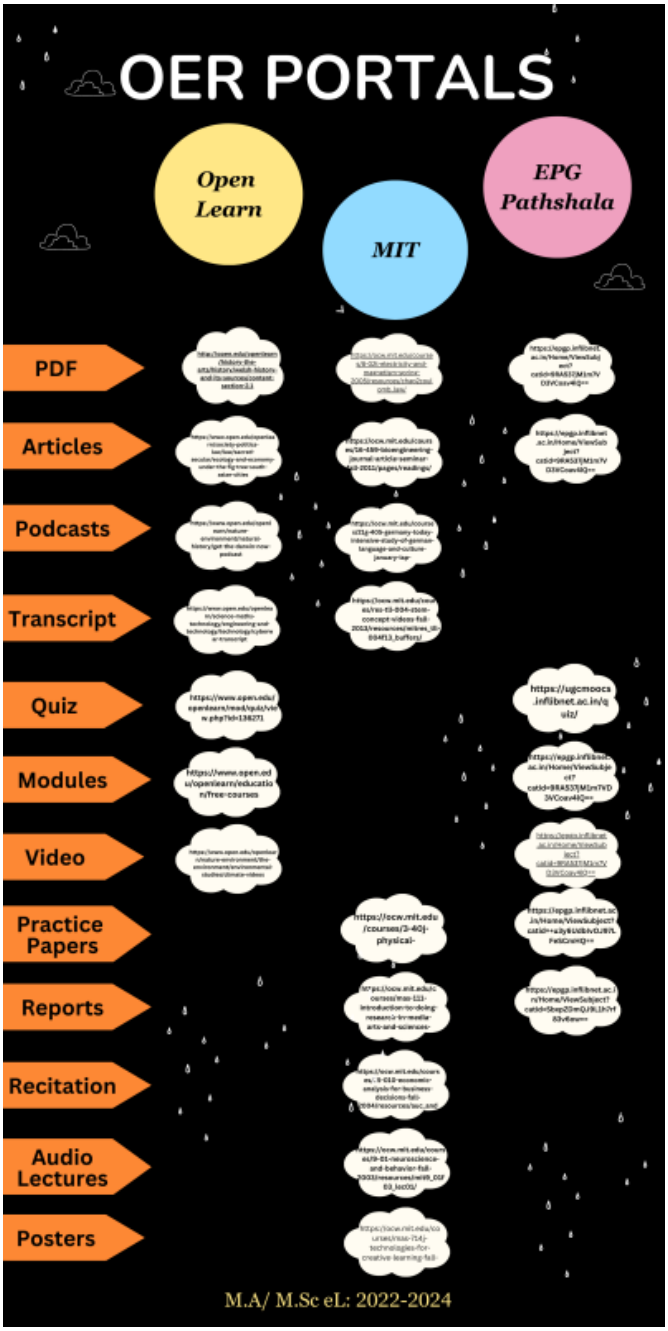
Identify and compare at least two OER repositories

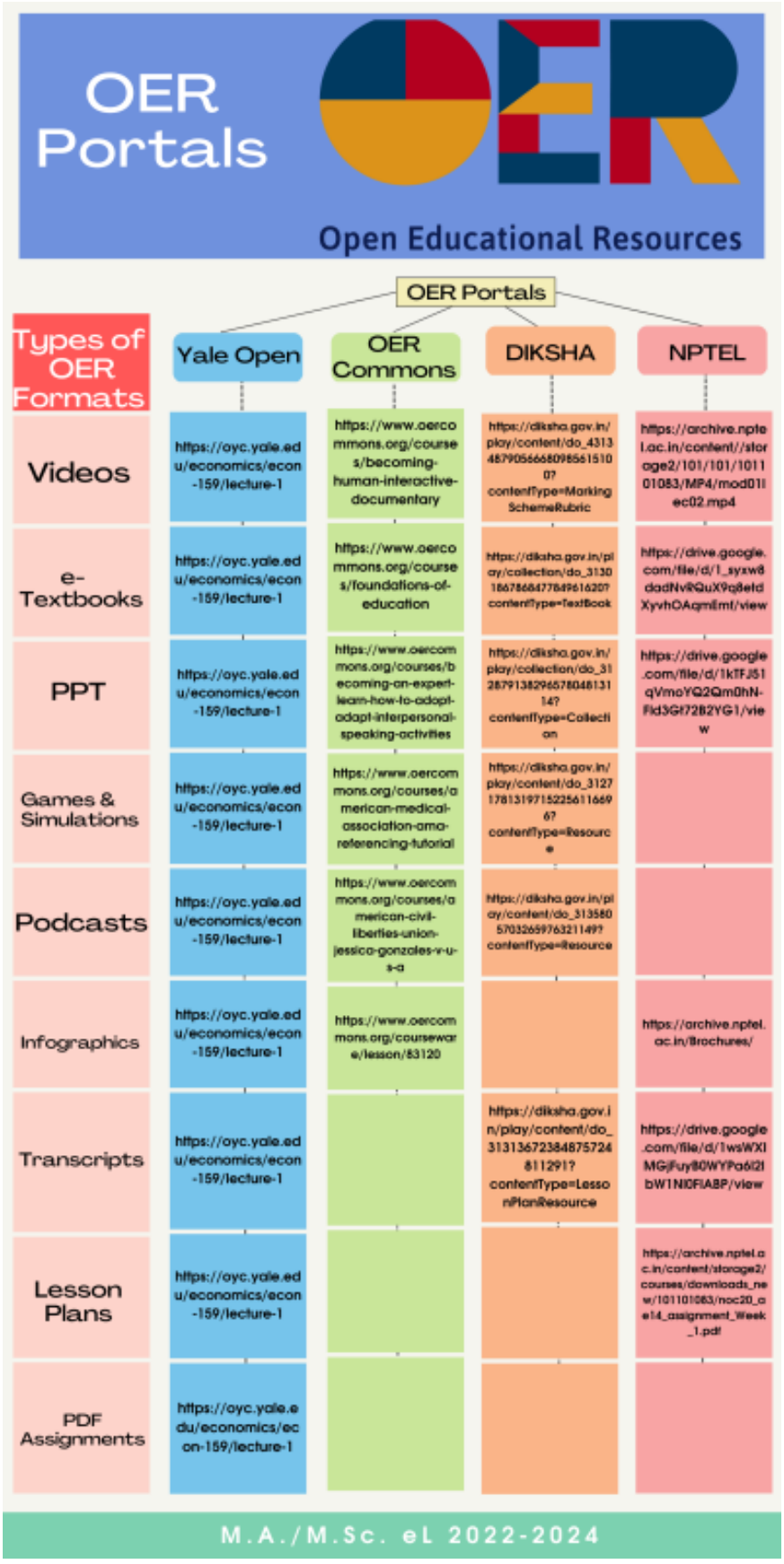
Identify and analyse at least 3 types of existing OER.

Design and develop at least 2 types of OER modules.

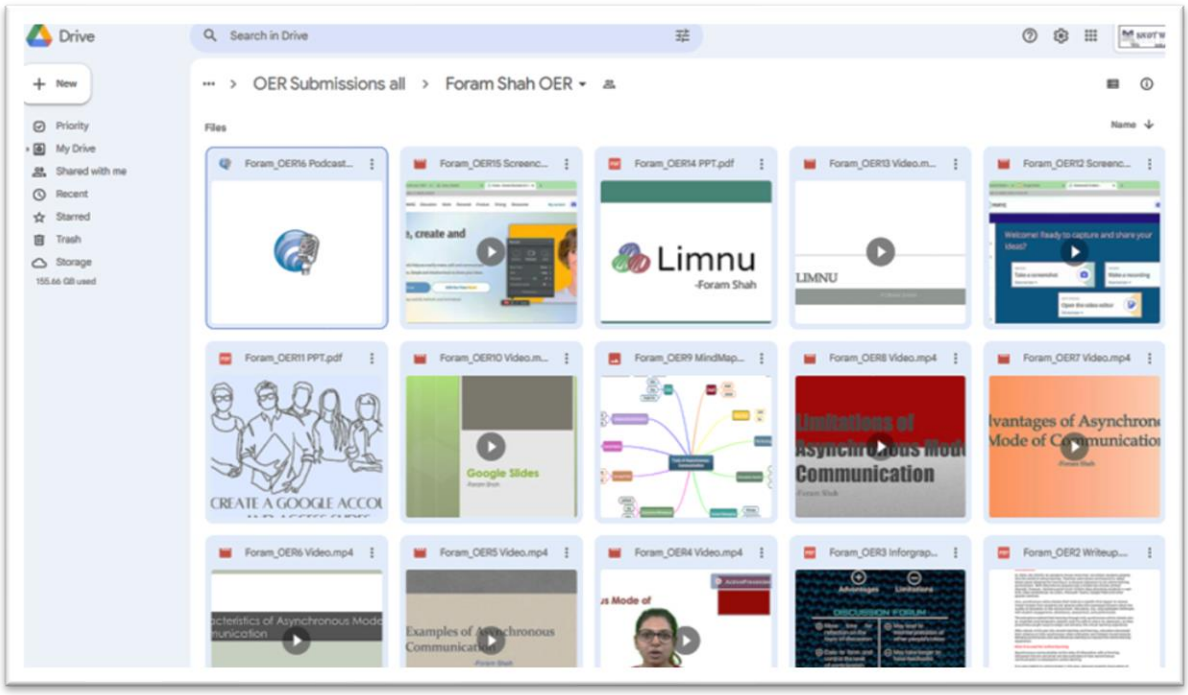
LOs	Evaluation
♦ Map OER movements across the world ♦ Explore OER repositories ♦ Compatibility Guidelines (IEEE standards)	Identify and compare at least two OER repositories
♦ Explore OER formats in eContents ♦ Compare different formats of OER	Identify and analyse at least 3 types of existing OER.
♦ Prepare a Storyboard for eContent ♦ Develop eContent for OER	Design and develop at least 2 types of OER modules.


OER
OAsis, UNESCO digital library, Merlott
OAsis
UNESCO
Merlott
PDF
Video/ Animated video
Articles Research journals
E-text/ books
Modules/ courses
Podcasts
Posters
Reports
PPT
Transcripts
Brochure
Inter-Active games
M.A/ M.Sc eL: 2022-2024

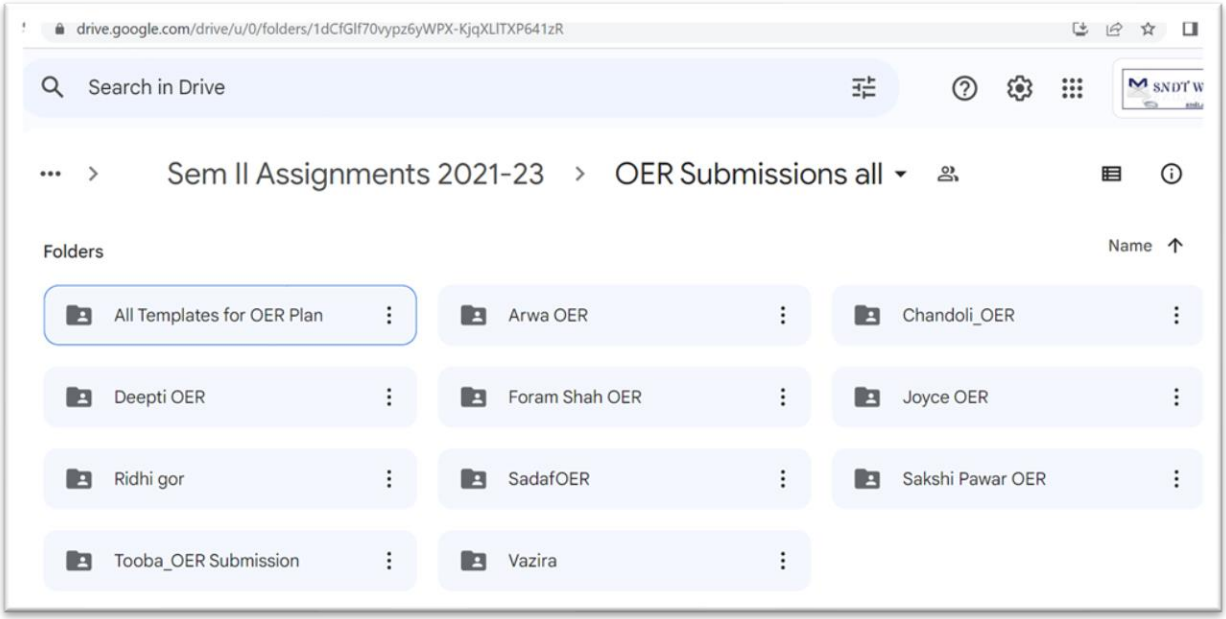

OER PORTALS
Open Learn
MIT
EPG Pathshala
PDF
Articles
Podcasts
Transcript
Quiz
Modules
Video
Practice Papers
Reports
Recitation
Audio Lectures
Posters
M.A/ M.Sc eL: 2022-2024


OER Portals
Open Educational Resources
OER Portals
Types of OER Formats
Yale Open
OER Commons
DIKSHA
NPTEL
Videos
https://oyc.yale.edu/economics/econ-159/lecture-1
https://www.oercommons.org/courses/becoming-human-interactive-documentary
https://diksha.gov.in/play/content/do_4313487905666809856151007?contentType=MarkingSchemeRubric
https://archive.nptel.ac.in/content//storage2/101/101/101101083/MP4/mod01lec02.mp4
e-Textbooks
https://oyc.yale.edu/economics/econ-159/lecture-1
https://www.oercommons.org/courses/foundations-of-education
https://diksha.gov.in/play/collection/do_3130186786847784961620?contentType=TextBook
https://drive.google.com/file/d/1_syxw8dadNvRQuX9q8etdXyvhOAqmEmt/view
PPT
https://oyc.yale.edu/economics/econ-159/lecture-1
https://www.oercommons.org/courses/becoming-an-expert-learn-how-to-adopt-adapt-interpersonal-speaking-activities
https://diksha.gov.in/play/collection/do_31287913829657804813114?contentType=Collection
https://drive.google.com/file/d/1kTFJ51qVmoYQ2QmGhN-Fid3GI72B2YG1/view
Games & Simulations
https://oyc.yale.edu/economics/econ-159/lecture-1
https://www.oercommons.org/courses/american-medical-association-ama-referencing-tutorial
https://diksha.gov.in/play/content/do_31271781319715225611669676?contentType=Resource
Podcasts
https://oyc.yale.edu/economics/econ-159/lecture-1
https://www.oercommons.org/courses/american-civil-liberties-union-jessica-gonzales-v-u-s-a
https://diksha.gov.in/play/content/do_31358057032659763211497?contentType=Resource
Infographics
https://oyc.yale.edu/economics/econ-159/lecture-1
https://www.oercommons.org/coursework/lesson/83120
https://archive.nptel.ac.in/Brochures/
Transcripts
https://oyc.yale.edu/economics/econ-159/lecture-1
https://diksha.gov.in/play/content/do_31313672384875724811291?contentType=LessonPlanResource
https://drive.google.com/file/d/1wsWXIMGjFuy80WYPa6l2IbW1NIOFIABP/view
Lesson Plans
https://oyc.yale.edu/economics/econ-159/lecture-1
https://archive.nptel.ac.in/content/storage2/courses/downloads_new/101101083/noc20_ce14_assignment_Week_1.pdf
PDF Assignments
https://oyc.yale.edu/economics/econ-159/lecture-1
M.A./M.Sc. eL 2022-2024

LOs	Evaluation
♦ Prepare a Storyboard for eContent ♦ Develop eContent for OER	Design and develop at least 2 types of OER modules.



Different formats of OER developed by individual student



Individual Assignment of development of OER with at least 5 formats

https://drive.google.com/drive/folders/1dCfGlf70vypz6yWPX-KjqXLITXP641zR?usp=share_link

Master in Library and Information Science

2017-2019

Semester I

Paper C 1: Fundamentals of Library and Information Science

Objectives: Upon successful completion of this course, the students will be able

1) To explain nature and scope of information and Information Science
2) To describe five laws of Library Science
3) To distinguish between different types of libraries
4) To describe role and functions of libraries and Information Centres
5) To describe the contribution of different professional associations and international agencies
6) To explain historical contribution of Indian information centres and Knowledge commission
7) To describe implications of library legislation in India

Class Contact: 60 Hours **Credits**: 4

	Topic
Unit 1	**Introduction to Library and information Science** Definition, Characteristics and importance of information Nature & Scope of Library & Information Science, Definition, role & functions of libraries and information centres Five Laws of Library Science.
Unit 2	**Types of Libraries and Documents** a)Types of Libraries: Academic, School, Special, Public, Research Libraries Role, functions and services of different types of libraries and information centres. (with examples of important libraries of the world) b) Types of Documents : Books, periodicals, theses, patents etc
Unit 3	**Professional Associations and International Agencies** ILA, IASLIC, IATLIS, LA, ALA, IFLA, UNESCO, ASLIB, etc.: their contributions to growth of libraries & library activities.
Unit 4	**Library Scene in India** Historical development of libraries in India with special reference to the post –independence period- Historical contribution of RRRLF, NISSAT, INSDOC, NISCAIR; National Knowledge Commission, Digital library of India, Library legislation -IPR-Right to information

MLISc Syllabus 2017-19 for Paper code 1001

SHREEMATI NATHIBAI DAMODAR THACKERSEY
WOMEN'S UNIVERSITY
Pariksha Bhavan, Sir Vithaldas Vidyavihar,
Juhu Road, Santacruz (West), Mumbai-400 049.
www.sndt.ac.in E-mail : doee@sndt.ac.in; drexam@sndt.ac.in
E-mail : arexam@sndt.ac.in; ar2exam@sndt.ac.in

DOEE (D) : 2661 5159
Dy. Registrar : 2661 1524
Asst. Registrar : 2661 5138
Asst. Registrar 2 : 2660 3259
M.A., B.Ed., H. Sc., Nsg. : 2660 3322
B.A., B. Com., M. Com., Law : 2661 1595
Accounts : 2660 8374
Degree, Mgm., Certi. : 2661 2677
M.Phil., Ph.D : 2660 3259
Confidential : 2661 2265
Tech., Pharm., BCA, BMS : 2661 5985

Ref. No./Exam/MLISC/2018-2019/61

Date – 24.07.2018

PROGRAMME FOR
MASTER OF LIBRARY & INFORMATION SCIENCE
SEMESTER – I (FRESH/REPEATER)
EXAMINATION OCTOBER – 2018.

THEORY

DAY/DATE	CODE	SUBJECT	MARKS	TIME
Friday 12/10/2018	1001	Fundamentals of Library and Information Science	50	11.00 a.m. to 01.00 p.m.
Monday 15/10/2018	1002	Cataloging & Classification Part-I	50	11.00 a.m. to 01.00 p.m.
Wednesday 17/10/2018	1003	Library Management Part – I	50	11.00 a.m. to 01.00 p.m.
Saturday 20/10/2018	1004	Reference & Information Sources Services Part – I	50	11.00 a.m. to 01.00 p.m.

PRACTICAL

DAY/DATE	CODE	SUBJECT	MARKS	TIME
Thursday 11/10/2018	1005	Information Organization & Retrieval - I	50	11.00 a.m.to 01.00 p.m. & 2.00 p.m. to 04.00 p.m.

25/7/18

(Dr. Subhash Waghmare)
Director
Board of Examinations and Evaluation

24/7/18

Exam Timetable October 2018

Question Paper

Day & Date	Semester	Subject Name	Time	Code	Max.Marks
Friday 12/10/2018	**I**	**Fundamental of LIS**	**11.00 a.m. to 01.00 p.m.**	**1001**	**50**

Instruction:
I)Question number one is compulsory
II)Attempt any four from the Q.2 to Q.7
III)Each question carry 10 marks

Q.1 Solve following (one mark each) **(10)**

a) RRRLF headquarter is situated at _____

b) Name the second law of library science

c) What is the full form of IASLIC?

d) Find the odd one: ALA, CILIP, NISSAT, IFLA

e) Name any one agricultural network

f) Name any one association that gives awards to Library Science Teachers

g) _____ was the chairman of the Knowledge Commission

h) Shodhganga is initiated by _____

i) What is a digital library?

j) Patent is issued for the term of _____years

Q. 2 What skills of librarianship are required in the 21st century (10)

Q.3 What are the primary sources of information? Discuss briefly any four types of primary sources (10)

Q.4 Highlight the role of IFLA in the development of the librarianship field (10)

Q.5 What is fair use? Discuss the fair use practices in the libraries (10)

Q.6 Explain any two information networks useful in libraries (10)

Q.7 Write a brief note on the National Library of India (10)

****

Mapping of COs in University External Theory Examination in October2018

Paper Code: 1001- Fundamentals of LIS

Q. No.	Question	Marks	Module	Learning Objective
Q1 (MCQ)	a) RRRLF headquarter is situated at _____	1	Unit 4	To describe the contribution of different professional associations and international agencies
Q1 (MCQ)	b) Name the second law of library science	1	Unit 1	To explain nature and scope of information and Information Science To describe five laws of Library Science
Q1 (MCQ)	c) What is the full form of IASLIC?	1	Unit 3	To describe the contribution of different professional associations and international agencies
Q1 (MCQ)	d) Find the odd one: ALA, CILIP, NISSAT, IFLA	1	Unit 3	To describe the contribution of different professional associations and international agencies
Q1 (MCQ)	e) Name any one agricultural network	1	Unit 3	To describe the contribution of different professional associations and international agencies
Q1 (MCQ)	f) Name any one association that gives awards to Library Science Teachers	1	Unit 3	To describe the contribution of different professional associations and international agencies
Q1 (MCQ)	g) _____ was the chairman of the Knowledge Commission	1	Unit 4	To explain historical contribution of Indian information centres and Knowledge Commission
Q1 (MCQ)	h) Shodhganga is initiated by _____	1	Unit 2	To distinguish between different types of Information Sources To examine different types of information sources
Q1 (MCQ)	i) What is a digital library?	1	Unit 4	To explain historical contribution of Indian information centres and Knowledge Commission

Q1 (MCQ)	j) Patent is issued for the term of _____years	1	Unit 2	To distinguish between different types of Information Sources To examine different types of information sources
Q2	What skills of librarianship are required in the 21st century	10	Unit 1	To explain nature and scope of information and Information Science
Q3	What are the primary sources of information? Discuss briefly any four types of primary sources	10	Unit 2	To distinguish between different types of Information Sources
Q4	Highlight the role of IFLA in the development of the librarianship field	10	Unit 3	To explain historical contribution of Indian information centres and Knowledge Commission
Q5	What is fair use? Discuss the fair use practices in the libraries	10	Unit 4	To describe implications of library legislation in India
Q6	Explain any two information networks useful in libraries	10	Unit 4	To explain historical contribution of Indian information centres and Knowledge Commission
Q7	Write a brief note on the National Library of India	10	Unit 2	To distinguish between different types of libraries To describe role and functions of libraries and Information Centres