

## 1. Course in Translational skill

**Sector: Language**

**Duration: 60 Hrs.**

**Credits: 4**

**Objective:**

1. Trainee translates text from source language to target language with appropriate representation of intended meaning.
2. Trainee translates legal, administrative documents using appropriate register of language.
3. Trainee translates commercials in vernacular and English with attractive captions.

**Course Content:**

<b>Sr. No.</b>	<b>Theory</b>	<b>Practical</b>	<b>Credits</b>
1.	Grammar and vocabulary of source language and target language, lexicography	Exercises in essential grammar, use of dictionary, using online dictionary	1
2.	Theories of translation, principles and techniques of translation, translating complex, lengthy sentences precisely. Interaction with professional translators. Study of some famous translational works- Ignited Minds by Dr. A. P. J. Abdul Kalam, Ek Hota Carver by Veena Gavankar	Practice sessions for translation of simple, complex as well as peculiar sentences.	1
3.	Registers in language: e.g. register of law. Translation of literature from print media, legal documents, government circulars	Practice sessions on translation of newspaper articles, legal documents	1
4.	Study of popular commercials from source language, attractive captions, maximum information in minimum words	Translating popular commercials, writing attractive captions	1

**References:**

1. Sulabh Bhashavidnyan, D. D. Punde, Snehwardhan Prakashan, Pune.
2. Sociolinguistics, Peter Trudgil, Penguin Publications
3. Translation Studies, Susan Bassnett, Third edition, Routledge, Taylor and Francis Group

## 2. Desk Top Publishing

**Sector: Information & Communication Technology (ICT) .**

**Objective in terms of learning outcome:**

After completion of the training, participants would be able to apply various software used for Desktop Publishing and would be able to create documents with text and graphics like news paper ad, visiting cards, greeting cards etc. using PageMaker, CorelDraw & Photoshop.

**Course Structure:**

Practical Competencies	Theory	Credits
<p><b>1. PageMaker</b></p> <p>tool bar, Settings, Opening, saving and closing publications Inserting and removing pages            Flowing text, resizing the object,            Adjusting graphics or text objects            Select multiple elements,            Selecting elements behind the others            Mask and group, unmask and ungroup.            Constrain move vertically/horizontally            Paste items, editing objects, rotating text box            Layout window, viewing pages, changing previous and next pages, zooming and hyperlinks            Font style, size, case            Subscript and superscript            Inserting Special characters, bullets, page numbering            Spacing of character, line, word and paragraph            Breaking and non breaking            Text editing – selecting word, paragraph and a range of text            Indenting/Tabs            Find and change dialogue box            Text recomposition            Compress paint, JPG and GIF files            Using Palletes control, colour palletes, styles palet and master pages pallet            Removing master page objects from pages, control pallets            Making tables, editing data in tables.            Filing, stroking, frames, arranging, text            Wrapping, grouping and ungrouping, locking and unlocking, mask/unmask image,</p>	<p><b>PageMaker</b></p> <p>introduction to various versions, concepts and applications of PageMaker</p>	<p><b>2</b></p>

<p>polygon setting, rounded corners</p> <p>PageMaker</p> <p>introduction to various versions, concepts and applications of PageMaker</p>		
<p><b>2.Corel Draw</b></p> <p>Use of various tools such as Pick tools, Zoom tools, Free hand tool, square tool, rectangle tool, Text tool, Fill tool etc. and all fonts used in designing of monograms, logos, posters, stickers, greeting cards, visiting cards, etc.</p>	<p><b>Corel Draw</b></p> <p><b>Photo Shop:</b></p> <p>Introduction to various versions, concepts</p> <p>And applications of Corel Draw.</p>	<b>1</b>
<p><b>3.Photo Shop</b></p> <p>Photo editing /inserting starting with Setting Up</p> <p>The Interface</p> <p>Managing Palettes</p> <p>Working With Photoshop Tools</p> <p>Working With Layers</p>	<p><b>Photo Shop:</b></p> <p>Introduction to various versions, concepts and applications of Photoshop</p>	<b>1</b>

**System Requirements:**

**Hardware**

PCs With latest configuration, Laser Printer

**Software**

Microsoft Windows,

PageMaker Latest Version , PageMaker, Latest Version Adobe Photoshop, latest version Corel Draw

**References:**

1.Aaland, Mikkell. *Photoshop Elements Solutions*. Sybex, 2001. Harness the power of Photoshop with a guide to the new Adobe Photoshop Elements program. Trial version on the included CD

2.The Adobe Photoshop CS3 Book for Digital Photographers (Voices That Matter)

by Scott Kelby, New Rider's Publishing.

3.Rapidex DTP Course, Shirish Chavan, Unicorn books pvt. Ltd.

4. Training & Development: Theory & Practice, Jaico Publishing House

5. Desktop Publishing Application: Using PageMaker Version 5

By Author: Earline Cocke, Pam Darnell

### 3. Web Designing

**Sector:** Information & Communication Technology (ICT)

**Objective in terms of learning outcome:**

After completion of the training, participants would be able to: Open different Internet sites using Search Engine, Use different Browsers , Create Web Pages using HTML, Insert animations using DHTML

**Duration:** 60 hrs. (4 credits)

Practical Competencies	Theory	Credits
<p>1. Connecting to Internet. Browsing popular sites and using Search engines.</p> <p>2.Using HTML editor, creating simple HTML documents, containing heading, body text and comments</p> <p>3.Creating web pages with all the Features and effects.</p> <p>4. Converting MS Office documents to HTML.</p>	<p>1. Introduction Internet and Web pages, home page, Web browsers, search Engines, web sites and servers.</p> <p>2. Introduction to HTML. HTML features and uses, structure of an HTML Document, creating HTML document, adding body text and comments.</p> <p>3. Using all the features, colors and other effects of HTML.</p> <p>4. Converting MS Office documents to HTML.</p>	1
<p>5.Creation of web pages containing Tables of different formats. Practice on modification of tables. Creating Lists using Bullets and Numbers.</p> <p>6. Using HTML for creating web pages with links to other pages different points of a page and link to tables and list.</p> <p>7.Creating web pages containing Images, Animation graphics using GIF animator or some other software.</p> <p>8. Inserting Images, Video &amp; Sound Effects. Marquees of Scrolling text.</p> <p>9.Setting and releasing different types of Frames.</p>	<p>5.Tables &amp; Lists – Creating Tables and Lists in HTML documents.</p> <p>6.Links - Creating links to local range, other pages, specific part of page</p> <p>7.Images - Including icon and picture in HTML Document. Creation of animated GIF. Sizing the pictures.</p> <p>8.Multimedia Objects: Adding external images, video, and sound file Including (DVI) files. Add marquees of scrolling text.</p> <p>9. Frames – Setting and releasing frames. Using one frame to index another. Creating floating frames, borderless frames and frames with borders.</p>	2

<p>10.Using HTML to design different types of forms, incorporating different type of Boxes, buttons, menus and fields. Processing the form.</p> <p>11.Designing web pages with taught elements along with style elements for Different characteristics. Practice cascading style sheets.</p> <p>12.Creating animation in the web pages Using layers.</p>	<p>10.Forms – Creating basic forms. Adding text box, check box, Radio buttons, pull-down menus, single-line text field and password field. Processing the forms.</p> <p>11.Style sheets – Creating style sheets to other HTML element, Altering different characteristics and features. Cascading HTML style sheets.</p> <p>12.DHTML – Creating layers using style sheet syntax. Create Animation.</p>	<p>1</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------

**References:**

- Burgstahle, Sheryl. *Universal Design in Higher Education: From Principles to Practice*, Harvard Education Press, 2008.
- Byrne, Jim. *60 hot to touch Accessible Web Design tips – the tips no web developer can live without!*, Jim Byrne, 2006, (ISBN: 978-1-4116-6729-7).
- Chisholm, and May. *Universal Design for Web Applications: Web Applications That Reach Everyone*, O'Reilly Media, 2008.
- Clark, Joe. *Building Accessible Websites*, New Riders Publishing, 2002.

Dream Weaver CS5 Training Guide, BPB Publications.

Learning Web Design, Jennifer Niederst Robbins, Kindle Edition

**4. Course in Developing E-learning Material**  
**4 credits (60 hours)**

**Objective in terms of learning outcome:**

Teacher working in the educational institute develops appropriate e-learning course based on the selected content.

**System requirements:**

- 1.P.C. with latest configuration and multimedia facility
2. Operating and application software (e-learning tools)
  - 3. Laser printer

**Course Structure**

Sr. No.	Content	Practical	Credits
1.	<b>E-learning: Concept</b>	-	1
	<b>Steps in developing e-learning course:</b> Assessment Convert and create content Online learning management system Implementation Evaluation Modification Monitoring	Selecting a suitable content and analysis, preparing draft	
2.	<b>E-learning tools:</b> online learning management systems, adobe e-learning tools, adapt, articulate, MKCL's era framework	Viewing sample programmes, practicing features in system software such as animations, drag and drop mouse etc,	
3.	<b>Learning Content Management System</b>	Organizing content in LMS	1
4.	<b>Content Design and Integration Tool</b>	Integration of available multimedia into content	1
5.	<b>Online Evaluation Framework</b>	Preparing tests for learner's assessment	1
6.	<b>Assignment Management System (AMS)</b>	Providing access to assignments, references, corrective feedback, reports	

**References:**

1. E-Learning: A Guide Book of principles, Procedures and Practices by Som Naidu, CEMCA, 2003
2. The book: Effective E-learning by Madhuri Dubey, University Press.

## 5. Event Management

### Sector: Management

**Objective:** After completion of the course, a trainee would be able to manage the events- social, cultural, co-curricular for school/community.

**Duration: 60 Hrs. (4 credits)**

Sr. No.	Components	Credits
1	<b>Concept of Event Management</b> 5 G's of Events, Event Designing  Relationship Building, Creating Opportunities for Better Deals with Different Media, Events and the Economy	1
2.	<b>Facets of Event Management</b> Event Infrastructure, Core Concept, Core People, Core Talent, Core Structure, Set Objectives for the Event, Negotiating Contracts with Event Organisers, Locating Interaction Points, Banners , Displays etc., at the Event, Preparing the Staff for the Event, Post-event Follow-up Event Organisers Targeting Clients, Selecting Event Categories to Serve, Selecting and Contracting with Other Key Elements in Chosen Categories. Venue : In-house Venue, External Venue	1
3.	<b>Activities in Event Management</b> Networking Components, Print Media, Radio Television, The Internet, Cable Network, Outdoor Media, Direct Marketing, Sales Promotions, Audience Interaction, Public Relations, Merchandising, In-venue Publicity, Activities in Event Management, Pre-event Activities, During-event Activities, Post-event Activities, Planning, Organizing, Staffing, Leading and Coordination, Controlling, Event Management Information System, Setting Objectives, Development of the Strategic Market Plan, Environmental Assessment, Competitive Assessment, Gaining Competitive Advantages, Business Potential, Assessment, Market Attractiveness, Business Strengths	1
4.	<b>Practical:</b> Manage,carry out an event with appropriate systems as described in above components such as advertising, staffing, networking etc.	1

**References:** Tallon, A.F. Fashion Marketing and Marchandising, 3rd ed., Sequoia Books, 1986.

Panwar, J.S. Marketing in the New Era, Sage Publications India Pvt. Ltd., 1998. Avvich, Barry, Event and Entertainment Marketing ,Delhi, Vision Books 1994

## 6. Yoga Therapy

**Sector: Health**

**Objective:** After completion of the course, a trainee would be able to apply yogic asanas, pranayam, kriya for physical, mental and spiritual well-being of the individuals as well as train the students in performing yoga.

**Duration:** 60 hours

**Credits:** 4

Sr. No.	Theory	Practical	Hours
1.	Study of human anatomy and physiology	Study of human anatomy and physiology with models and charts	5
2.	Study of concept of health and diseases		5
3.	Study of disorders such as diabetes, hypertension, asthma, joint pain, cardiac diseases, obesity		
4.	Textual basis of yoga Various darshanas and approach to self-realisation, Patanjali yogsutra		1
5.	Techniques of practicing yogic practice and their role in human health	Preparation of room for yogic practice	1
6.	Basic principles and methods of various asanas and their applications in curing various ailments	Performing asanas	20
7.	Principles and methods of Pranayam Meditation, relaxation techniques	Performing pranayam Meditation, self-relaxation exercises	20
8.	Shuddhikriya: principles, methods, equipments, techniques, uses	Performing shuddhikriya using equipments	8

### Requirements:

1. Room for yogic practice
2. Carpets for asanas, pranayam, dhyana
3. Charts, models of human systems

### References:

1. Yoga Therapy: A Guide to the Therapeutic Use of Yoga and Ayurveda for Health and Fitness, A. G. Mohan, Shambhala Publications, 2004

2. Light on Pranayam, Yogacharya B K S Iyengar

3. Arogya Yoga, Yogacharya B K S Iyengar

### 7. Course in First Aid

**Sector : Health and Medicine**

**Duration: 60 Hrs.**

**Credits: 4**

**Terminal Competency: After completion of the course a trainee would be able to employ appropriate first aid measure to a casualty ( child or adult).**

Sr. No.	Content	Practical	Credits
1	The role of the first aider		1
2.	Contents of first aid kits (and avoid cross infection)		
3.	Managing an emergency		
4.	Communication and casualty care		
5.	Recording of incidents and accidents		
6.	Assess the situation and circumstances in order to act safely, promptly and effectively in an emergency		
7.	<b>First aid measures to a casualty who;</b>  is unconscious - child and adult  requires cardio pulmonary resuscitation (CPR) - child and	<b>Administer first aid to a casualty who;</b>  is unconscious - child and adult  requires cardio pulmonary resuscitation (CPR) - child and	3

	<p>adult</p> <p>has minor conditions - to include: minor cuts, grazes and bruises, minor burns &amp; scalds, small splinters</p> <p>Allergic reaction</p> <p>Asthma</p> <p>Bleeding</p> <p>Bone, muscle and joint injuries</p> <p>Burns</p> <p>Choking</p> <p>Head injuries</p>	<p>adult</p> <p>has minor conditions - to include: minor cuts, grazes and bruises, minor burns &amp; scalds, small splinters</p> <p>Allergic reaction</p> <p>Asthma</p> <p>Bleeding</p> <p>Bone, muscle and joint injuries</p> <p>Burns</p> <p>Choking</p> <p>Head injuries</p> <p>Poisoning</p>	
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

**Collaboration/support with industry/ NGO: The Indian Red Cross Society, Pune.**

## 8. WEB PUBLISHING

**Sector : Information & Communication Technology (ICT)**

**Objective::** After completion of training, trainee would be able to design interactive Web sites, communicate subject content and other useful material among educators and the students.

Create attractive web layouts.

**Duration : 60 hrs**

### **1.Computer Graphics: Credits-1**

#### **Theory**

Understanding how images are formed, image file formats and their properties.

#### **Practical:**

Know the difference between Vector Graphics and Raster Graphics.

Know the difference between Screen Graphics and Pixel Graphics.

Understand the following formats :-

.ai,, .pdf, .eps, .svg, .svgz, .psd,.bmp, .gif, .jpg, .pcx, .pct,.png, .raw, .sct, .tga, .tiff, .vst

### **2.Understanding Design principles and color theory: Credit-1**

#### **Practical:**

Primary and Secondary in both RGB & CMYK schemes/modes. Importance of each primary and secondary color. Proper Application of colors. Analyze colors applied in different print media.

Visualize look and feel of a print or a web to apply colors.

### **3.Web Design Basics: Theory: Credit: 1**

Understanding design issues in Web medium and visualizing web designs

Design Professional Web Layouts, Author and Publish websites on the internet using Dreamweaver.

Typography- Study different fonts and typo issues with Web design

#### **Practical:**

Open web pages using URL and domain name. Save web pages. Store web pages as favorites. Set-up for Chat. Practice chatting.

Practice chatting with Video. Join News group.

### **4.Digital Imaging: Credit-1**

Images in Photoshop. with Palettes, i.e., layers palette, navigator palette, info palette, color palette, Swatches palette, Styles palette, History palette, Actions Palette, Tool preset palette, Channels Palette and Path Palette.

Working with Layers. Photo editing.

Image adjustment options – Labels, Auto labels, Auto contrasts, Curves, Color balance, Brightness / Contrast, Posterize , Variations.

Preparing the file and work area.

Creating different shapes.

Creating three Dimensional effects using Layers. Working with the magic wand tool and lasso tool.  
Creating images using Symbol Sprayer Tool. Edit the images using options of Warp Tool. Using Dodge tool, Burn tool, Sponge Tool and Clone Stamp Tool.  
Editing Selections. Creating images and giving special effects using Filters. Using Layer Styles.  
Produce an image by mixing two or more different images using Layer Masking & Vector Masking.  
Typography  
Study different fonts and typo issues with Web design.  
Design Professional Web Layouts, Author and Publish websites on the internet using Dreamweaver.

### References:

- Burgstahle, Sheryl. *Universal Design in Higher Education: From Principles to Practice*, Harvard Education Press, 2008.
- Byrne, Jim. *60 hot to touch Accessible Web Design tips – the tips no web developer can live without!*, Jim Byrne, 2006, (ISBN: 978-1-4116-6729-7).
- Chisholm, and May. *Universal Design for Web Applications: Web Applications That Reach Everyone*, O'Reilly Media, 2008.
- Clark, Joe. *Building Accessible Websites*, New Riders Publishing, 2002.

Dream Weaver CS5 Training Guide, BPB Publications.

Learning Web Design, Jennifer Niederst Robbins, Kindle Edition

## 9. Enhancing Communication Skills and Personality

**Objective in terms of learning outcome:**

1. Trainee speaks regional language/ English language effectively using proper gestures.
2. Trainee drafts formal/ informal letters in appropriate format and language.
3. Trainee creates and gives effective presentation in front of peer group.
4. Trainee identifies his/her own strengths and makes maximum use for success in tasks.

Sr.No.	Theory	Practical	No. of Hrs.
1	<p><b>Development of competency/proficiency in English</b></p> <p>Practice on Oral/spoken communication skill &amp; testing - voice and accent, voice clarity, voice modulation &amp; intonation, word stress, etc.</p> <p>Feedback &amp; questioning technique :</p> <p>Objectiveness in argument (Both one on one and in groups )</p> <p>Components of effective Communication Development Etiquette and manners</p>	<p><b>Concept of Effective Communication</b></p> <p>Communication – Composing effective messages.</p> <p>Exercises on listening skills: Listen to recorded speech. Provide special attention to accent, intonation. Practice small speech such as self-introduction. Observe Facial Expression, Posture, Gesture, eye contact of peers and mark in evaluation sheets.</p>	12
	<p><b>Written Communication skill Practice for</b></p> <p>Correction of errors Making of sentences Paragraph writing Leave application &amp; Simple Letter writing</p>	<p>Use worksheets for exercises on grammatical usage e.g. singular-plural, direct/ indirect speech, subject-verb agreement</p>	12

	<p><b>Presentation skill practice</b>          Preparing in presentation          Delivery of presentation :-</p> <ul style="list-style-type: none"> <li>☑ Plan your presentation/communication</li> <li>☑ Select proper channel/medium</li> <li>☑ Set ease your environment</li> <li>☑ Encode/decode</li> <li>☑ Follow up your communication</li> </ul> <p>Ensure action</p>	<p><b>Concept of 4 step method for presentation</b>          preparation &amp; introduction,          presentation          Evaluation/feedback          summarization / conclusion</p> <p>TOCSE Process for presentation.</p>	12
	<p><b>Self Management</b>          Self Evaluation,          self discipline,          self criticism          Recognition of one's own limits and deficiencies ,          Independency etc.          Thoughtful &amp; Responsible</p> <p>Self Awareness</p>	<p><b>Self Management</b>          Identifying one's strengths and weakness          Planning &amp; Goal setting          Managing self – emotions, ego, pride Use Jo Hary window for self-analysis.</p>	12
	<p><b>Team building / Coordinating skills</b>          Team building practices through group exercises, team task /Role play.          Ability to – Mixing &amp; accommodation          Ability to work together</p>	<p><b>Concept of</b>          Group,          Group Dynamics          Team building</p>	12

**Assessment Plan:** Four Practicals on presentation on given topics of 15 minutes each:

**15 marks each**

**Written exam : 40 marks which includes writing leave application for job, informal letters,**

**Report writing**

