

# 1.Course in Developing E-learning Material

**Course Duration: 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>	-	<b>1</b>
	<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	<b>1</b>
4.	<b>Content Design and Integration Tool</b>	Integration of available multimedia into content	<b>1</b>
5.	<b>Online Evaluation Framework</b>	Preparing tests for learner's assessment	<b>1</b>
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.

## 2. Child and Adolescent Counselor

**Sector: Counseling**

**Objective of the course in terms of learning outcome:**

After completion of the course a trainee is able to assist the counselor in school, non-government organization working with children, in child care institutions/ provide primary counseling to the students.

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

Sr.No.	Content	Practical	Hrs.
<b>1.</b>	<p><b>UNDERSTANDING THE DIFFERENT NEEDS OF CHILDREN</b> Objective: To understand needs of children</p> <ul style="list-style-type: none"> <li>☑ To understand primary and secondary needs of children</li> <li>☑ Rights of children</li> <li>☑ Role of parents/ caregivers in fulfilling these needs</li> <li>☑ Consequences of not meeting these needs</li> </ul>	Discussion on the different needs of children and how to identify them	<b>2</b>
<b>2.</b>	<p><b>DEVELOPMENT OF CHILDREN</b> Objective: To understand the developmental areas of children</p> <ul style="list-style-type: none"> <li>☑ To understand physical development of children</li> <li>☑ To understand social development of children</li> <li>☑ To understand mental development of children</li> </ul>	Discussion on the development of children as described by different developmental psychologist.	<b>4</b>
<b>3.</b>	<p><b>DEVELOPMENTAL PROBLEMS IN CHILDREN</b> Objective: To understand the concept developmental problems in children.</p> <ul style="list-style-type: none"> <li>☑ To understand the need and importance of counselling the parents and care givers in managing children with developmental problems.</li> <li>☑ To understand the techniques used to help children with developmental disorders (DD).</li> </ul>	Practice session on identification and various techniques used in managing developmental disorders in children. ☑ Practice session on the various techniques to be taught to parents, teachers and care givers in managing children with DD at home and in school.	<b>6</b>

4.	<p><b>LEARNING DISABILITIES IN CHILDREN</b></p> <p>Objective: To understand the concept of learning disabilities(LD)</p> <ul style="list-style-type: none"> <li>☑ To understand the causes, signs and symptoms of Learning disabilities</li> <li>☑ To understand the different types of learning disabilities</li> <li>☑ To learn the techniques of handling children with Learning disabilities</li> <li>☑ How to educate and support schools with learning disability children</li> </ul>	<p>Get the group to use the techniques of managing children with learning disabilities</p> <ul style="list-style-type: none"> <li>☑ To visit institutions and schools handling children with learning disabilities</li> </ul>	6
5.	<p><b>UNDERSTANDING ADOLESCENTS</b></p> <p>Objective: To understand adolescents and the techniques of counseling adolescents</p> <ul style="list-style-type: none"> <li>☑ To understand the different needs of adolescents.</li> <li>☑ To understand the need and importance of counseling the youth.</li> </ul>	<p>Gather in circle. Let two trainee be in the centre facing each other. One will be the youth and the other counselor. Practice the various techniques used in counseling the adolescents and the youth.</p>	4
6.	<p><b>UNDERSTANDING DIFFERENT MENTAL DISORDERS IN CHILDREN &amp; ADOLESCENTS. (NEUROSIS &amp; PSYCHOSIS)</b></p> <p>Objective: To understand the concept of different mental disorders in children and adolescents.</p> <ul style="list-style-type: none"> <li>☑ To understand the different mental disorders that may occur in children and adolescents</li> <li>☑ To understand the difference between neurosis and psychosis.</li> <li>☑ Management of mental disorders</li> </ul>	<p>Discussion on the different neurosis and psychosis in children and adolescents and ways to treat them</p>	4
7.	<p><b>CBT FOR CHILDREN AND ADOLESCENTS</b></p> <p>Objective: To understand cognitive behavior therapy and how to use it with children and adolescents</p> <ul style="list-style-type: none"> <li>☑ To understand the concept of CBT</li> <li>☑ To develop skills to use CBT with children</li> </ul>	<p>Practice session on CBT techniques</p>	4
8.	<p><b>LIFE SKILLS TRAINING</b></p> <p>Objective: To orient on Life Skills</p> <ul style="list-style-type: none"> <li>☑ To understand the concept of Life Skills.</li> <li>☑ To use the methodology of using Life Skills with children and adolescents.</li> </ul>	<p>Practice session on the various methods of using Life Skills</p>	6

9.	<b>CASE STUDY</b> Objective: To understand meaning of case study and how to write a case study ☑ To understand what is case study ☑ How a counsellor develops a case study ☑ Format to write case study.	Use of CD/ movie clips for case discussion to understand the real life situation and how different issues are resolved ☑ To practice writing case studies.	4
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**References:**

1. Problems of Behavior in Children and adolescents, 4<sup>th</sup> edn, M. S. Bhatia, P. K. Singhal, CBS Publishers, New Delhi.
2. Introduction to Counseling and guidance, Robert Gibson, Mariannne Mitchell, Jain Book Depot, 2003

### 3. Enhancing Communication Skills and Personality

#### Sector: Soft Skills

#### 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.</p> <p>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> <p>Plan your presentation/communication <input type="checkbox"/>          Select proper channel/medium <input type="checkbox"/>          Set ease your environment <input type="checkbox"/>          Encode/decode <input type="checkbox"/>          Follow up your communication <input type="checkbox"/>          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</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 Group, Group Dynamics</b>          Team building</p>	12

**Methodology:-**

Above practices may be imparted by using

1. movie clips, games, examples, story/sharing questionnaire/role play/exercises/ Task , Video/Audio recording

## 4.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)**

<b>Sr. No.</b>	<b>Components</b>	<b>Credits</b>
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

## 5.First Aid Course For Teachers

**Sector : Health and Medicine**

**Duration: 60 Hrs.**

**Credits: 4**

**Objective: 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  2.  3.  4.  5.  6.	The role of the first aider  Contents of first aid kits (and avoid cross infection)  Managing an emergency  Communication and casualty care  Recording of incidents and accidents  Assess the situation and circumstances in order to act safely, promptly and effectively in an emergency		1
7.	<b>First aid measures to a casualty who;</b>  is unconscious - child and adult  requires cardio pulmonary resuscitation (CPR) - child and adult  has minor conditions - to include: minor cuts, grazes and bruises, minor burns & scalds, small splinters  Allergic reaction	<b>Administer first aid to a casualty who;</b>  is unconscious - child and adult  requires cardio pulmonary resuscitation (CPR) - child and adult  has minor conditions - to include: minor cuts, grazes and bruises, minor burns & scalds, small splinters	3

	Asthma	Allergic reaction	
	Bleeding	Asthma	
	Bone, muscle and joint injuries	Bleeding	
	Burns	Bone, muscle and joint injuries	
	Choking	Burns	
	Head injuries	Choking	
		Head injuries	
		Poisoning	

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

**References:**

- 1. "First Aid Manual,10<sup>th</sup> Edn", by Ambulance, St. John, Peguin UK**
- 2. "First aid", Collins Gem, Harper Collins Publishers**

## 6.Web Designing

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

**Terminal Competency:**

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

## 7.Computer Networking

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

**Objective in terms of learning outcome:** After completion of the training, participants would be able to Interconnect computers using switch and establish peer-to- peer, client-server connection, Create user's groups. Duration : 60 Hrs (4 credits)

Practical Competencies	Theory	Credits
<p>I.Computer parts and peripherals - Identify the controls of each of these devices including the system (CPU) unit.</p> <p>Practice windows operating system. Identify system specifications.</p> <p>Identify physically devices interfaces installed with a PC, Check status of installed devices using system information and device manager.</p> <p>Practice facilities provided by the device manager.</p> <p>Install a new device (internal/external) to the PC and carryout necessary setting.</p>	<p>I.Basic blocks of a digital computer. Function of each block.</p> <p>Personal computer organization.</p> <p>Introduction to various generations of PCs.</p> <p>Brief working and usage of I/O and memory devices used in a PC.</p> <p>Working with computer using windows operating system, Interfacing I/O device to motherboard.</p> <p>Need and function of driver.</p> <p>Identifying devices installed in the PC.</p> <p>Enabling, disabling, refreshing, checking properties of devices installed.</p> <p>Installing new devices, setting and testing Serial data communication, principle, standards/protocols and devices/ applications.</p> <p>Parallel data communication, principle, standards/protocols and devices/ applications.</p> <p>Features of Networked computers, Components required for networking, Network Topologies.</p> <p>Comparison. Network Protocols, applications,</p>	1
<p>II. Identify components of a simple LAN environment.</p> <p>Identify different types of cables used for networking.</p> <p>Identify the protocols installed in an existing LAN setup, Draw LAN diagram, Identify the NIC installed &amp; MAC address ,Install of NIC card.</p>	<p>II. Physical components planning for a small LAN.</p> <p>Network operating systems and features.</p> <p>Network cables, types,</p>	1

<p>Make UTP cross cable and testing using continuity tester.  Establish connection between two computers using a cross cable.  Make a UTP straight patch cord and testing using continuity tester.  Connect and test a straight cable using a N-port switch and computers.</p>	<p>specifications, standards, application.</p>	
<p>III. Establish a peer-to-peer connection. Configure a router  Add/ Delete entries in configuration task.  Create work groups.  Set IP address and subnet mask.  Establish connection.  Use of Ping command.  Establish sub networks using subnet mask.  Share resources in LAN.  Fault find and troubleshoot network problems.  Trace a network route.  Create users, allocate rights and testing  Implement security in LAN.  Use Linux commands.  Install and uninstall devices using Linux command.  Set-up LAN under Linux.</p>	<p>III. Peer- to -peer connection.  Client -server connection, comparison, applications.  What is router, its function, configuration table.  Concept of work groups and uses. UTP Cross cable for testing connection between two computers.  UTP straight cable and connecting through N-port Switch. Allocation of IP address and Subnet mask.  Cabling procedures and introduction to structured cabling. Resource sharing in LAN environment.  Creating users in Widows server. Resource sharing and Security. Sharing a single internet connection in LAN, with or without the use of Proxy. Multi user OS.</p>	<p>2</p>

**Tools & Equipment :Hardware**

PCs – Server and Clients with latest configuration, Networking tools ie. Hub, Switch, Cables, Modem, Router etc. Internet Connection.

**Software:** Microsoft Windows Server, Windows OS, Linux Server Antivirus and Network trouble shooting utilities.

**References:**

1. Networking: The Complete Reference, Tata McGraw-Hill Education, 01-Jan-2001
2. Computer Networks and Internets, Fourth Edition, Douglas E. Comer, Pearson / Prentice Hall, Upper Saddle River NJ, © 2004
3. Computer Networking: A Top-Down Approach, James F. Kurose and Keith W. Ross, Pearson / Addison-Wesley, Boston MA , © 2008.

## 8.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, polygon            setting, rounded corners</p>	<p><b>PageMaker</b></p> <p>introduction to various versions, concepts and applications of PageMaker</p>	<p><b>2</b></p>

PageMaker introduction to various versions, concepts and applications of PageMaker		
<b>2.Corel Draw</b> 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.	<b>Corel Draw</b> <b>Photo Shop:</b> Introduction to various versions, concepts and applications of Corel Draw.	<b>1</b>
<b>3.Photo Shop</b> Photo editing /inserting starting with Setting Up The Interface Managing Palettes Working With Photoshop Tools Working With Layers	<b>Photo Shop:</b> Introduction to various versions, concepts and applications of Photoshop	<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

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## 9.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 VectorGraphics 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.

**Requirements:**

- a) Hardware: PCs, (Multimedia Enabled, and Windows 8), Scanner, Printer
- b) Software: MS word, Corel Draw12, Adobe Photoshop CS3 and Adobe PageMaker 7.0 and Adobe 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