



National University Student' Skill Development (NUSSD) Programme

Tata Institute of Social Sciences (TISS)
G-10 Malti and Jal A.D. Naoroji Campus
Deonar Farm Road, Deonar, Mumbai 400088
Email: nussd@tiss.edu
Visit: www.tiss.edu ■ www.nussd.tiss.edu



COMMISSIONERATE OF COLLEGIATE EDUCATION
Government of A.P., India



National University Students' Skill Development Programme

Digital Literacy Course

Empower resource material for master trainers



Tata Institute of Social Sciences
Homi Bhabha Centre For Science education



Digital Literacy Course Information Booklet

Version 3.0

The Digital Literacy Team

January 2015

- **Community Engagement:** The digital artefacts that participants will produce as a part of each project will be publicly available under Creative Commons license. This will include digital artefacts like information in Indic languages, surveys, maps, photos, and videos which are useful contributions to the society.
- **Exclusive use of Free and Open Source Software (FOSS):** All the modules outlined below will be implemented using GNU/Linux operating system and FOSS applications. This will include support for reading and writing in English and Indian languages.

These principles provide different learning experiences in contrast to what students would have experienced during their schooling. In most of the schools instructionism and rote learning are used as they are convenient for students, teachers and administrators. This is because instructionism involves dishing out knowledge in small portions and testing for retention rather than understanding. This practice creates a disinterested learner whose only objective is to clear exams, and not to develop any direct relationship to the knowledge and life.

Assessment and Evaluation

Being a skill based course, the assessment will not be done on the basis of a written examination at end of the course. This should be communicated to the students during the orientation programme. The assessment is continuous and will be done by the peers, trainers and the platform. The platform includes the necessary infrastructure for providing activity profiles of the students.

The project/task deliverables are clearly stated making it easy for the student as well as the trainer to assess the results. Each learner or team will have a unique learning experience and the outcomes of the projects that they produce will reflect their learning. Boosting the confidence of the learners is a real expected outcome of the course: that they too can be creators and participators in creative endeavours. In short they should feel like a *Digital Ustaad*.

The learners will be assessed for:

- the completed tasks, this would include submitting the required files for each assignment
- updating their wikipage online with the work they have done (this is the most important source of assessment for this course ensure that this part is not neglected by the students)

- for sharing the completed tasks with the peers
- for communicating on the forum
- for giving feedback for peer work
- writing comments and suggestions of others' work
- contributions to Open Street Map
- for the quality of the work completed

Eventually the online platform will have analytics about the contributions of all kinds including comments from the students. Since some of the students may also act as trainers their contribution will be marked accordingly by the local trainers and volunteers.

The Digital Literacy course carries a total of 180 marks. Out of this 60% (108 marks) will be based on completing the tasks through a transparent, *continuous* and peer-to-peer logging of the work. 20% (36 marks) of this will given for accurate *self-assessment*. The remaining 20% (36 marks) will be done by the trainers who will monitor the progress and *quality* of the materials. If some of the students do very well in the course, these are the marks to give. Students who do not score well in the previous two categories of assessment should not score well in this part.

For each of the 36 sessions there is an assessment card like the one shown in Figure 2. Each of the cards will have checkboxes for the skills learned in that session. The card also has 3 blocks for entering the marks for Continuous, Self and Quality assessments.

A student will get a maximum of 5 marks for each session, thus for 36 sessions a total maximum of 180 marks can be obtained. The distribution of marks is as follows:

Continuous Assessment 60% (based on what the student writes on the wikipage)

A maximum of 3 marks for completion of *all* the tasks required for the skill as evidenced by the entries on the wikipage.

- If the student has completed all the skill set award 3 marks
- If the student has completed more than half of the skills on the card, award 2 marks
- If the student has completed less than half of the skills on the card, award 1 mark

Session No. 8		Digital Literacy Course, NUSSD	
Working in our languages 3		Student Assessment Card	
Student Name:	Enrol. No.	Email:	
Continuous Assessment	<input type="text" value="/3"/>	Self Assessment	<input type="text" value="/1"/>
		Trainer Assessment	<input type="text" value="/1"/>
		Total	<input type="text" value="/5"/>
Please check the tick boxes for activities that you can perform.			
Add the date on which you were able to do the activity.			
<input type="checkbox"/> Transfer audio and picture files from camera or phone to the computer.			
<input type="checkbox"/> Rename the transferred files on the computer.			
<input type="checkbox"/> Upload the renamed files to http://studio.tiss.edu .			
<input type="checkbox"/> Add title, description, tags and location to the uploaded files.			
<input type="checkbox"/> Add information about the upload to your wikipage.			

Figure 2: A sample of the student assessment card.

- If the student has not completed any skill task, award 0.

The marks be awarded after checking the students' workspace on studio.tiss.edu.

Self Assessment 20%

This marks are obtained from regular submission of the filled cards by the student.

- a maximum of 1 mark for submission of the filled card
- No marks to be awarded if submission is not made
- a half mark may be awarded if partial submission is done

Trainer Assessment 20%

This part includes the quality of the work which will be assessed by the trainer.

- 1 mark be awarded if the quality of work is good.
- If the student work is not up to the mark, half mark to be given.

- If the student has not completed any skill task, 0 marks to be given.
- A students should not be awarded marks in this category if the student did not score any marks in the continuous and self-assessment.

The student will have to score a minimum 60% (108 marks) to successfully complete the course.

Learner who has successfully completed the projects will graduate to become a *Digital Ustaad*.

Course Structure

The Digital Literacy course is project based. There are six projects which are designed to touch upon different aspects of digital media and devices and the community that surrounds them. The intervention which is created in a context will provide the students with meaningful opportunities to interact with the digital medium, rather than creating very artificial circumstances.

We have provided contexts in which the project will be carried out for each of the projects and the associated skills learned . The contexts are varied and are close-to-life. The course is designed to make both online and offline collaboration between the students an integral part of learning process. At the end of the course the learners will have necessary skills to use the digital medium in a variety of ways.

Groups

One of the first activities for the course would be to make groups of students. The groups size should be around 5-10, with students of mixed abilities in each group. By mixed ability it is meant that each group should have some learners who are already familiar with computers and digital devices. This will be achieved by informal interactions with the learners and facilitated by the trainers and fellows.

The group size will also be dependent on the number of computers that are available for use. Please ensure that every student has access to a dedicated computer. Ensuring access to computers is essential for the success of this course.

Infrastructure Requirements

As the Digital Literacy course is dependent on the infrastructure in the colleges, assessment of the college facilities is important. The NUSSD Project Officers will

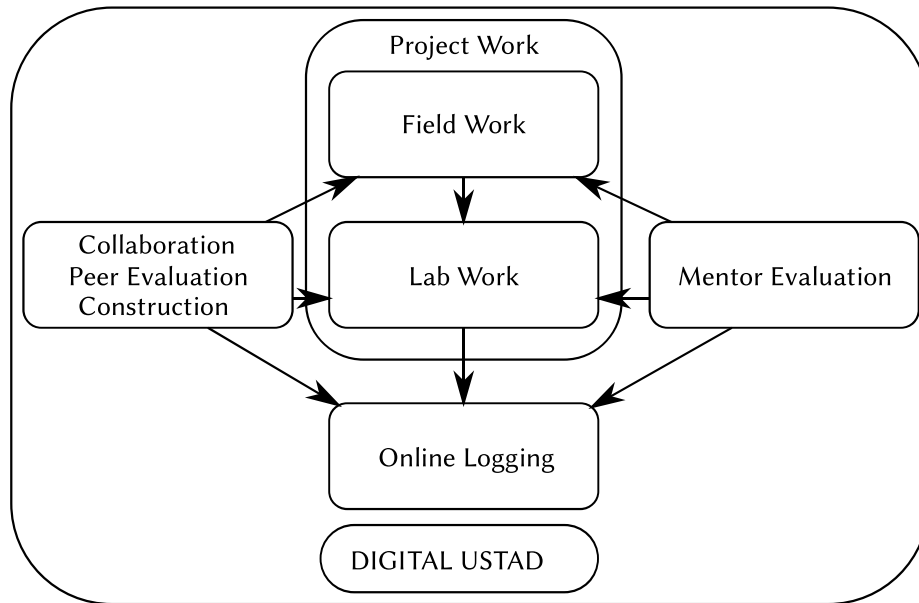


Figure 3: The workflow for the Digital Literacy course.

play a crucial part in the providing the access to the computer labs and planning of time table keeping local constraints in mind.

The local constraints may include:

- number of students
- number of computers in the lab
- time during which the lab is available
- time available to the students etc.

The Project Officers in consultation with college authorities will plan the exact time table for the course.

The FOSS applications and operating system (GNU/Linux) called as Learning Studios required for completing the projects will be provided for the computers in the lab allotted for the Digital Literacy course. In addition to this the trainers and students are encouraged to install the same applications and operating system on their own computers whenever possible.

Infrastructure requirements for the course are listed below:

- Computers with speaker and headphones and mic (32 or 64 bit) with minimum 1 GB RAM, and a partition of at least 20 GB for the installation of the Learning Studios through DVD or USB drive.



Figure 4: The Learning Studios operating system and applications.

- Continuous power supply. In places where continuous supply is a problem generators may be made available.
- Internet connectivity on the computers, minimum 4 Mbps connectivity dedicated for the computer lab.
- Common scanner and a printer.

Course Platforms (studio.tiss.edu and courses.metastudio.org)

The Digital Literacy course will be facilitated by two online platforms namely <http://courses.metastudio.org> for the courseware and for submitting the files of different tasks and maintaining blog of the work done <http://studio.tiss.edu>.

courses.metastudio.org

This site has the entire courseware containing course modules which includes task lists and check lists for self-learning. As more and more multimedia tutorials are developed the courseware will be enriched to ensure self-learning. Eventually the courseware will be available in local languages. The teachers have to ensure that the students go through the task list and update their checklists as a part of self-assesment.

studio.tiss.edu

All the registered students information and their outcomes are recorded at this site. The students are required to upload their documents created periodically on this site. They are also required to check other students' work documents and rate them. The site has a forum for the students to talk to each other and the trainers.

Trainers

The course will be facilitated by trainers. The trainer is seen as a co-exploring member of the group rather than a teacher in the conventional sense. The role of the trainers is to facilitate the completion of the activities and assignments. The trainers for the course can be any one who has the following skills:

- Typing in English and Indic language in Unicode, inscript input method is desirable
- Should be comfortable in using computers and digital devices like mobile phones, digital cameras, pen drives etc.
- Should be able to transfer files from one device to another.
- Well versed with internet and online communications
- Good soft skills (communication skill in English and their local language, friendly and helping nature)
- Should ensure that they have mastered the modules that are part of the course.
- When more than one trainer is available the trainers together could provide competent guidance to the students for all the modules.

Training of Trainers

Since the course is project based, it is essential that the trainers are also well versed with the working of the software applications to be used. This would require orientation and hands-on workshops for the prospective trainers. The orientation would include the concept of FOSS and the method of learning used in this course. Both of these might be new to the prospective trainers.

Responsibilities of the trainers

The regular responsibilities of the trainers includes the following:

- Explain students basics of turning ON and OFF Computers.
- Help students in making email ids if they do not have one.
- Register students on following sites:
 1. <http://studio.tiss.edu>, after registration ask students to join the group of their own college.
 2. <http://courses.metastudio.org>, register for Digital Literacy Course
 3. <http://osm.org> Register students on the Open Street Map
 4. <http://fieldpapers.org>
- New students tend to forget both their user names and passwords, please ask them to write these (somewhere safe) initially so that they can revert to them.
- All the assignment files are to be uploaded on <http://studio.tiss.edu> in area dedicated to each student.
- Assignments should also be collected and/or linked on the *Home Page* of the students at <http://studio.tiss.edu>
- In case of OSM and Field Papers assignments, the user ID of students on both OSM and Field Papers and the changes they did on the map should be provided on their *Home Page*. The Field Papers scans with markings made by students should also be uploaded on <http://studio.tiss.edu>.
- In case of group work students should link the common file on their Home Page. One of the students from the group should upload the file on <http://studio.tiss.edu> A file can be uploaded only once, if others try to upload the *same* file it will result in error. The students can submit only their work.
- For each assignment there are checklists on <http://courses.metastudio.org> for each skill that they are supposed to learn. Making sure that students have regularly checked this while doing the assignments.

- Each student is provided with report cards, one card for each session. Trainers are required to collect them after each session, or in the following session. The trainer is required to grade the card for each student and file them. This marking is continuous, and will be used for calculating the final score by each student. See the assessment section below for more details.
- Communicating with Digital Literacy team *in writing*, through forums or emails regarding your problems and queries about mentoring students.

Additionally from each group of learners some students with appropriate skills and experience could be selected as trainers for the next batch. Thus we could create a sustainable supply of future trainers for the course. Students trainers may be selected module wise, so that they are not required for all the sessions. Such mentoring students may be given additional appreciation certificate for their support. You may recommend and contact the NUSSD central office for generating and issuing such a certificate.

Syllabus for Digital Literacy

The Digital Literacy course will have both lab sessions and field sessions. The field work for each project will be preceding the lab work. The field work is scheduled on the days on which there are no lab sessions. For the field work the fellows and trainers in the college need to make the logistical arrangements for the students. The logistical arrangements will include:

- Finding people, places and themes as per requirement for the projects.
- Planning and executing the field work keeping in mind the local constraints.
- Taking necessary permissions from the concerned authorities or people.

There will be a total of about 30 lab sessions of a minimum of 1.5 hours each for the course, totalling a minimum of 45 hours in the lab. The template for executing the sessions is provided below. It is required that each student has 2 lab sessions of 1.5 hours each week. A total of 5 field work sessions totaling 30 hours are to be done for the course. Please do not adjust both the sessions of the lab of each week on a single day. If you do so, the students will not have enough time to assimilate the skills, making the course ineffective. Completing the number of hours is not the objective of the course. Imparting the skills to the students is the objective.



Figure 5: The projects of the Digital Literacy Course.

The online platforms of metaStudio (<http://studio.tiss.edu>) and edX (courses.metastudio.org) are software requirements for all the assignments.

The brief outline of the lab session plans are described below. The detailed contents of the course along with the associated help videos and required activities can be seen at the website <http://courses.metastudio.org>.

Any change to the following plan should be discussed with the NUSSD Central Team and the Digital Literacy course developers from Gnowledge Lab.

Theme 1: Introduction to Digital Literacy

Objective is to introduce the students to the Digital Literacy course, its duration, design principles and resources required for the course.

Session 1: Introduction to Digital Literacy

Introducing the students to the Digital Literacy course.

Topics covered:

What skills can be learnt?

Duration of the course

Course Design principles

Resources and softwares used for the course

Concepts of free software and free culture

GPL and Creative Commons Licenses

Theme 2: Preparations for Digital Literacy

Objective is to prepare students who are not already familiar with computers and Internet. The students will also learn to use the course platform, and will be familiarised to Creative Commons resources on the Internet.

Skill Set Achieved:

At the end of this section of the course the students will have the following skills:

- Starting and shutting down a computer
- Using keyboard and mouse
- Using the internet, browsing for information
- Creating and using email
- Registering on various sites
- Using the Course Platform <http://studio.tiss.edu>
 - Familiarisation with pages, files and links
 - Creating your page, uploading, downloading files
 - Using Forum feature for asking and answering questions
 - Rating and commenting on other pages, files

Softwares Used: Firefox internet browser, File manager

The session plan for this module are given below.

Session 2: Preparing for Digital Literacy 1

Preparing the students for Digital Literacy course.

Topics covered:

Basics of computers: turning ON and OFF

Logging in a computer

Using the keyboard and the mouse: using keyboard tutor

(Note: For students familiar with computers, they will become mentors for their colleagues.)

Session 3: Preparing for Digital Literacy 2

Preparing the students for Digital Literacy course.

Topics covered:

Basics of internet browsing

Opening an internet browser

Creating and using email

Where to search for information?

Search engines, Free resources on the internet:

Wikipedia, Internet Archive

Session 4: Preparing for Digital Literacy 3

Preparing the students for Digital Literacy course.

Topics covered:

Introducing the features of the course platform

Watch the introduction video of edX

Registering on different course sites:

Studio.tiss.edu, courses.metastudio.org Osm.org

Session 5: Preparing for Digital Literacy 4

Preparing the students for Digital Literacy course.

Topics covered:

Starting to use the course platform

Uploading files with title description, location and tags

Creating and editing your own page

Formatting text, adding images, videos, adding hyperlinks

Checking the wikipages of your colleagues

Theme 3: Working in our languages

Objective is to familiarize students with Indic typing, audio recording and editing in English and Indian languages.

In this task the students visit a person who is 70+ years of age, and record an interview about their childhood and the changes that they have observed since then. The content of this interview will be used for the rest of the tasks. Any device (Mobiles/voice recorder/camera) accessible to the students could be used to record the interview.

Skill Set Achieved:

At the end of this section of the course the students will have the following skills:

- Conducting and recording an interview
- Transferring the audio files to a computer
- File management on computer
- Basic editing of sound files
- Transcribing of audio files
- Adding and changing keyboard layouts,
- Familiarising with inscript keymap

- Using Writer for typing text
- Indic typing
- Adding files and information to the course site

Softwares Used: Firefox internet browser, File manager, Audacity, Libre Office Writer The session plan for this module are given below.

Session 6: Working in our languages 1

Introducing working in our languages

Topics covered:

Watch video *Digitising in Indian Languages* 17 mins

Discussion on the video, questions

Watch video *Creating local oral histories* 23 mins

Discussion on the video, questions

Watch video *Young historians* 5 mins

Distribute printed copies of keyboard layout and the questionnaire

Allocate the person to be interviewed for each group of students

Adding this information to wikipage

Session 7: Working in our languages 2

Field Work: Conducting the oral history interview (Total Time 6 hours)

Task includes:

Testing the audio recorder, charging batteries, camera for photographs

Visiting the elder

Introducing your group and purpose of the interview to the elder

Conducting the interview (15 to 30 mins)

Facilitate the elder with small token gift like a flower

Taking a group photo with the elder

Session 8: Working in our languages 3

Preparing the students for Digital Literacy course.

Topics covered:

Transferring audio and picture files to the computer (to be done by one person from the group)

Renaming the files (to be done by one person from the group)

Upload the audio and picture files to studio.tiss.edu (to be done by one person from the group)

Adding title, description and tags to the uploaded file (to be done by one person from the group)

Listen to the file and mark the time for each question and answer

Distribute the questions and answers among the students for transcription

Adding this information to your wikipage

Homework: Transcribe the audio file for your part

Session 9: Working in our languages 4

Introducing students to Audacity.

Topics covered:

Basic editing with audacity

Creating a new project

Adding files to project

Understanding the time line

Recording with audacity

Cut-copy-paste

Inserting, removing silence

Saving and exporting in different formats

Filters and sound effects

Cutting the file at the marked time for creating small files, one for each question

Saving the smaller files with name

Upload your audio files with name, description and tags on

<http://studio.tiss.edu>

Adding this information to your wikipage

Session 10: Working in our languages 5

Introducing students to Indic typing.

Topics covered:

Changing keyboard layout

Opening Writer for typing text

Practicing and typing the transcript

Adding information about you in your language to your wikipage

Session 11: Working in our languages 6

Introducing students to Indic typing (continued).

Topics covered:

Practicing and typing the transcript

Creating a new page for your transcript
Pasting the completed typed text on the page with links to audio files
Adding this information to your wikipedia
Checking the work of your colleagues on studio.tiss.edu and comment,
rate, discuss the work

Theme 4: Working with maps

Objective is to familiarize the students with their surrounding and environment, representation of data on maps.

In this task the students study the satellite images of their area and mark various geographical and landmark features. The students will work on site Open Street Map (<http://osm.org>) for this task.

Skill Set Achieved:

At the end of this section of the course the students will have the following skills:

- Logging in and out of Open Street Map, Field Papers
- Finding a landmarks on the map
- Using the point. line and area tools on OSM
- Adding labels and other information for marked items on OSM
- Editing existing maps with OSM
- Finding landmarks on given fieldpapers
- Marking information and places on fieldpapers
- Scanning a picture
- Uploading marked fieldpapers
- Editing OSM using marked fieldpapers as background
- Adding files and information to the course site
- Rating and commenting on colleagues work

Softwares Used: Firefox internet browser, File manager, OSM, Fieldpapers
The session plan for this module are given below.

Session 12: Working with maps 1

Introducing maps to students 1

Topics covered:

Watch video *Introduction to OSM* 6 mins

Discussion on the video Watch video *Working with OSM* 16 mins

Discussion on the video

Logging into OSM

Locate famous places in your town

Finding and marking your home, school etc.

Marking a line (road, river, railways etc.), area (playgrounds, parks, farms, factories, campuses etc.)

Taking a screenshot of your edits OSM

Uploading this picture to studio.tiss.edu with title, description and tags

Adding this information to your wikipage

Session 13: Working with maps 2

Introducing maps to students 2

Topics covered:

Locate and mark places not in the map

Taking a screenshot of your edits on OSM

Uploading this picture to studio.tiss.edu with title, description and tags

Adding this information to your wikipage

Checking the work of your colleagues on studio.tiss.edu and comment, rate, discuss the work

Session 14: Working with maps 3

Introducing field papers

Topics covered:

Watch video *Working with Field Papers* 16 mins

Discussion on the video

Allocate and distribute the field papers to student groups

Explain students how to work with field papers

Adding information about the allocated area to your wikipage

Session 15: Working with maps 4

Field work: Taking field papers to the field. (Total Time 10 hours over 2 days)

Task includes:

Students visit the allocated area
Marking and taking notes on field papers
Taking pictures while working with field papers

Session 16: Working with maps 5

Working with field papers.

Topics covered:

Scanning or taking photos of the marked field papers
Uploading the marked field papers on fieldpapers.org and studio.edu
Editing the OSM using the marked field papers
Taking a screenshot of your edits on OSM
Uploading this picture to studio.tiss.edu with title, description and tags
Adding this information to your wikipage

Session 17: Working with maps 6

Working with field papers (continued)

Topics covered:

Editing the OSM using the marked field papers
Taking a screenshot of your edits on OSM
Uploading this picture to studio.tiss.edu with title, description and tags
Adding this information to your wikipage
Checking the work of your colleagues on studio.tiss.edu and comment, rate, discuss the work

Theme 5: Working with graphics

Objective is to familiarize the students with vector and raster editing and graphic design.

Skill Set Achieved:

At the end of this section of the course the students will have the following skills:

- Difference between vector and raster graphics, and their formats
- Basic editing of svg files
- Saving, exporting file to different formats
- Adding text, colours, shapes
- Using different tools in Inkscape

- Composing digital pictures
- Making a visiting card
- Basic photo manipulation using GIMP
- Scaling, cropping, resizing, adding text
- Using different tools in GIMP
- Enhancing the image by using colour tools and filters
- Creating a collage
- Making a poster

Softwares Used: Inkscape, GIMP (GNU Image Manipulation Program), File manager, Firefox internet browser

The session plan for this module are given below.

Session 18: Working with graphics 1

Introducing vector graphics

Topics covered:

Watch the video *Working with vector graphics* 21 mins

Basic editing with Inkscape

Creating new files, adding text, moving objects

Selecting, changing fonts, changing colours, adding shapes

Cut-copy-paste, scaling, duplicate, transform

Export to different formats

Creating a visiting card

Uploading your visiting card to studio.tiss.edu with title, description and tags

Adding this information to your wikipage

Session 19: Working with graphics 2

Introducing vector graphics 2

Topics covered:

Watch the video *Working with vector graphics 2* 9 mins

Advanced editing with Inkscape

Editing paths, filters, alignments

Pen tool, spray tool, calligraphy tool

Editing gradients
Adding pictures
Visit the Digital Literacy group for resources on <http://studio.tiss.edu>
Creating a drawing using these tools
Uploading your drawing to studio.tiss.edu with title, description and tags
Adding this information to your wikipage
Checking the work of your colleagues on studio.tiss.edu and comment, rate, discuss the work

Session 20: Working with graphics 3

Working with pictures and photos
Topics covered:
Watch the video *Working with pictures and photos* 7 mins
Basic editing with GIMP
Opening and saving images, creating new files
Selecting tool, cut-copy-paste
Resizing and scaling, cropping
Enhancing image using colour tools
Adding text and shapes
Using Filters for special effects
Exporting to different formats
Adding, arranging layers
Make a collage from multiple photos (your own photos or photos from resources to be used), add filter effects and save it as png
Uploading your collage to studio.tiss.edu with title, description and tags
Adding this information to your wikipage

Session 21: Working with graphics 4

Field work: Finding information and pictures for poster. (Total Time 4 hours)
Task includes:
Students visit a place/event for collecting information and pictures to be put in the poster
Collect information about the place/event
Take pictures to be put in the poster

Session 22: Working with graphics 5

Making a poster

Topics covered:

Transferring the pictures and information collected to computer

(If information is in the form of hand written notes, take a photo and upload this photo)

Uploading the pictures taken by you to studio.tiss.edu with title, description and tags

Adding this information to your wikipage

Creating poster using the information and pictures that you have taken

Use different options in GIMP and Inkscape to make the poster

Session 23: Working with graphics 6

Making a poster (continued)

Topics covered:

Creating poster using the information and pictures that you have taken

Use different options in GIMP and Inkscape to make the poster

Uploading the poster made by you to studio.tiss.edu with title, description and tags

Adding this information to your wikipage

Checking the work of your colleagues on studio.tiss.edu and comment, rate, discuss the work

Theme 6: Working with videos

Objective is to introduce students to video recording, editing and post production techniques.

In this task the students make a short film of 3 to 5 minutes duration. The students decide upon the subject of the film and record accordingly. The recorded video is edited for the film with addition of titles and effects.

Skill Set Achieved:

At the end of this section of the course the students will have the following skills:

- Planning for a video shoot
- Recording a video
- Transferring video file to the computer
- Basic video editing with OpenShot

- Creating a New Project
- Adding Files to Project
- Adding files to the timeline
- Creating Image Sequence
- Cutting and Joining Clips
- Adding titles and text overlays
- Adding background music
- Openshot Advanced
- Adding multiple video, audio tracks
- Rendering the video
- Sharing video files by uploading

Softwares Used: OpenShot, Inkscape, GIMP (GNU Image Manipulation Program), File manager, Firefox internet browser The session plan for this module are given below.

Session 24: Working with videos 1

Introducing OpenShot 1

Topics covered:

Basic editing with OpenShot

Creating, saving new project, adding files to project

Adding files to timeline

Moving files on time line

Adding photos to timeline

Editing the photos in GIMP if required

Rendering video as webm

Creating a image sequence in OpenShot

Uploading your image sequence to studio.tiss.edu with title, description and tags

Adding this information to your wikipage

Session 25: Working with videos 2

Introducing OpenShot 2

Topics covered:

Advanced features of OpenShot

Cutting and joining files

Filters and transition effects

Adding titles

Editing titles in Inkscape

Rendering video as webm, export options

Creating a video mix from (wetube.gnowledge.org, Internet Archive) in openShot (not more than 3 mins), add titles with Creative Commons logo

Uploading your video mix to studio.tiss.edu with title, description and tags

Adding this information to your wikipage

Session 26: Working with videos 3

Introducing OpenShot 3

Topics covered:

Advanced features of OpenShot

Multiple tracks

Adding background music (from internet archive)

Creating unique titles

Rendering video as webm, export options

Creating a video mix from (wetube.gnowledge.org) in openShot (not more than 3 mins), add titles

Uploading your video mix to studio.tiss.edu with title, description and tags

Adding this information to your wikipage

Session 27: Working with videos 4

Field Work: Group Discussion (2 hours)

Task includes:

Initial preparations: choosing and testing equipment

Choosing a subject

Writing a script

How to record: taking care about sound and light

Session 28: Working with videos 5

Field Work: Recording the video (Total Time 3 hours)

Task includes:

Students will record the video as planned in the previous group discussion

Taking pictures while shooting the video

Session 29: Working with videos 6

Making a video

Topics covered:

Transferring your video clip and pictures to the computer

Uploading the video clip and pictures to studio.tiss.edu with title, description and tags

Adding this information to your home page

Starting a new project for making video

Editing and making the film using different tools

Saving your project

Session 30: Working with videos 7

Making a video (continued)

Topics covered:

Reopening your project

Editing and making the film using different tools

Adding titles with Creative Commons logo

Rendering video as webm

Uploading your video to studio.tiss.edu with title, description and tags

Adding this information to your wikipage

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Theme 7: Working with spreadsheet

Objective is to familiarise students with using spreadsheet for data recording, storing, processing and analysing.

Skill Set Achieved:

At the end of this section of the course the students will have the following skills:

- Understanding spreadsheets
- Basic editing with spreadsheets
- Formatting and editing the entered data
- Simple statistical operations in spreadsheets
- Data entry from manual sources
- Creating simple graphs from data
- Exporting graphs as files
- Adding multiple sheets

Softwares Used: Libre Office Calc, Firefox internet browser The session plan

for this module are given below.

Session 31: Working with spreadsheets 1

Introducing spreadsheets 1

Topics covered:

Basics of spreadsheets

Navigating rows, columns

Entering data in rows and columns

Formatting the cells

Cut-copy-paste, paste special

Transpose rows and columns

Use sample spreadsheet to practice

Uploading your spreadsheet to studio.tiss.edu with title, description and tags

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Session 32: Working with spreadsheets 2

Introducing spreadsheets 2

Topics covered:

Data formats

Sorting data in descending and ascending order

Adding, deleting rows and columns

Combining cells

Adding sheets

Freezing view
Use sample spreadsheet to practice
Uploading your spreadsheet to studio.tiss.edu with title, description and tags
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Session 33: Working with spreadsheets 3

Introducing spreadsheets 3
Topics covered:
Simple graphs with spreadsheets
Selecting rows or columns for plotting data
Create simple graphs like line, pie, bar types
Changing properties of graphs
Creating correlation graphs
Use sample spreadsheet to practice
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Session 34: Working with spreadsheets 4

Introducing spreadsheets 4
Task includes:
Simple statistics with spreadsheets
Finding sum
Finding average
Finding median
Percentage formula
Count function
Writing your own formulas
Linking different sheets
Use sample spreadsheet to practice
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Session 35: Working with spreadsheets 5

Field Work: Survey from T20 cricket match (Total Time 5 hours)
Task Includes:
Deciding which T20 match to analyse
Collecting data from T20 cricket match

Deciding how to enter data

Session 36: Working with spreadsheets 6

Analysing with spreadsheet

Topics covered:

Entering data from manual sources

Enter runs scored in each over

Average and total runs per over in rows and columns

Draw a bar graph of runs scored in each over for both teams

Draw the average run rate of the two teams as line graphs with wickets

Uploading your analysis on studio.tiss.edu with title, description and tags

Adding this information to your wikipage

Important Sites for the course:

Course sites

- <http://studio.tiss.edu>
- <http://courses.metastudio.org>

Open Street Map

- <http://osm.org>
- <http://fieldpapers.org>

Free re-usable Resources

- <http://commons.wikimedia.org>
- <http://archive.org>
- <http://wetube.gnowledge.org>
- <http://www.metastudio.org>
- <http://data.gov.in>

Contact

Any questions, suggestions or queries may be sent to us at:
dlteam@gnowledge.org

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VISAKHA GOVT.DEGREE COLLEGE FOR WOMEN
LIST OF STUDENTS ENROLLED FOR TISS-III Year

S.NO	NAME OF THE STUDENT	GROUP	CONTACT NUMBER	CASTE CATEGORY	JKC BATCH	DEGREE PASSOUT
1	SK SAGUFA	B.Sc	9290577440	BC	TISS	2017
2	S SANTHI PRABHA	B.Sc	9848403441	SC	TISS	2017
3	B SANTOSHI	B.Sc	9642122541	BC	TISS	2017
4	B SUMA	B.Sc	9959427293	BC	TISS	2017
5	V ANUSHA	B.Sc	9100676054	BC	TISS	2017
6	N LAKSHMI	B.Sc	7288801465	BC	TISS	2017
7	SHAIK BASHEERA	B.Sc	9030995070	BC	TISS	2017
8	V RAMYA	B.Sc	9573580590	BC	TISS	2017
9	ROOTHU	B.Sc	9492973537	BC	TISS	2017
10	K ROJA	B.Sc	9849986152	BC	TISS	2017
11	I SASI PRIYA	B.Sc	9494138644	BC	TISS	2017
12	LATHA	B.Sc	8008272463	BC	TISS	2017
13	V RAJYA LAXMI	B.Sc	8977936693	OC	TISS	2017
14	K CHINNARI	B.Sc	7702163857	OC	TISS	2017
15	B LEELAVATHI	B.Sc	9963583621	BC	TISS	2017
16	SUNANDHA	B.Sc	9010547287	BC	TISS	2017
17	LAKSHMI	B.Sc	7386517950	OC	TISS	2017
18	G NAVYA	B.Sc	9533228242	SC	TISS	2017
19	G NAGA LAXMI	B.Sc	9246040409	BC	TISS	2017
20	D TULASI	B.Sc	8522902993	OC	TISS	2017
21	D GOWTHAMI	B.Sc	9966216043	SC	TISS	2017
22	S SUNITHA	B.Sc	9515144067	BC	TISS	2017
23	B JAYA SREE	B.Sc	8019231150	BC	TISS	2017
24	D SOWJANYA	B.Sc	7893385803	SC	TISS	2017
25	J NEERAJA	B.Sc	9618804496	BC	TISS	2017
26	T NAMRATHA	B.Sc	7288801465	BC	TISS	2017
27	B.Hema Priya	B.Com	9246065910	SC	TISS	2017
28	K RAMYA	B.Com	8008250129	BC	TISS	2017
29	Sasi Kala	B.sc	8374078953	BC	TISS	2017
30	Md Rabiya Begum	B.sc	7702062362	BC	TISS	2017
31	V PRIYANKA	B.Sc	9177747900	BC	TISS	2018
32	K NIIKARATNAM	B.Sc	9542971377	SC	TISS	2018
33	N SANDHYA RANI	B.Sc	7095933242	SC	TISS	2018
34	K LAVANYA	B.Sc	9885216597	BC	TISS	2018
35	P SARALA KUMARI	B.Sc	9705769801	SC	TISS	2018
36	V NAGA LAKSHMI	B.Sc	9440218307	SC	TISS	2018
37	N REVATHI	B.Sc	7893459073	BC	TISS	2018
38	M SANDHYA	B.Sc	9491469263	SC	TISS	2018
39	P SARANYA	B.Sc	9949141493	BC	TISS	2018
40	P LALITHA RANI	B.Sc	9010185527	SC	TISS	2018
41	P PRIYANKA	B.Sc	9652450950	OC	TISS	2018
42	Y LAKSHMI	B.Sc	9885095370	BC	TISS	2018
43	M KALYANI	B.Sc	9652080920	BC	TISS	2018
44	D RENUKA	B.Sc	9676647757	OC	TISS	2018
45	K KRISHNAVENI	B.Sc	7893851252	OC	TISS	2018
46	T SHARMILA	B.Sc	8125603442	OC	TISS	2018
47	P NANDINI	B.Sc	9959947579	BC	TISS	2018

48	M NAGA LAKSHMI	B.Sc	9989010315	SC	TISS	2018
49	E SOUJANYA	B.Sc	9848726214	OC	TISS	2018
50	CH SATYA SAI	B.Sc	9393806551	OC	TISS	2018
51	M SAI LAKSHMI	B.Sc	9989847441	BC	TISS	2018
52	K RAMANAMMA	B.Sc	9652662418	BC	TISS	2018
53	P HARITHA	B.Sc	9704778592	BC	TISS	2018
54	G LAKSHMI PRIYA	B.Sc	9704199579	BC	TISS	2018
55	V NEELIMA	B.Sc	7386660032	BC	TISS	2018
56	SK KATIJA BEGUM	B.Sc	9989591633	BC	TISS	2018
57	D ADILAKSHMI	B.Sc	9154144458	BC	TISS	2018
58	J JHANSI RANI	B.Sc	9640784188	BC	TISS	2018
59	P APARNA	B.Com	9849029533	OC	TISS	2018
60	P USHA RANI	B.Com	7730979206	SC	TISS	2018
61	K SUDHA RANI	B.Com	8185848063	SC	TISS	2018
62	A UMA	B.Com	9494196755	BC	TISS	2018
63	B MADHURANI	B.Com	9676443882	BC	TISS	2018
64	K VIJAYA LAKSHMI	B.Com	8886782697	BC	TISS	2018
65	R DEVI	B.Com	9989307270	BC	TISS	2018
66	A ARUNA	B.Com	8096969491	BC	TISS	2018
67	E SATYA KARUNA	B.Com	9912299789	BC	TISS	2018
68	K GANGA BHAVANI	B.Com	9581391124	BC	TISS	2018
69	K RAMYA	B.Com	8008250129	BC	TISS	2018
70	CH HEERA KUMARI	B.Com	9581778092	BC	TISS	2018
71	B LAKSHMI	B.Com	9989553817	BC	TISS	2018
72	S NOOKARATNAM	B.Com	9030670897	BC	TISS	2018
73	K PRIYANKA	B.Com	7893814051	OC	TISS	2018
74	CH PALLAVI	B.Com	9951389800	SC	TISS	2018
75	D ANNAPURNA	B.Com	9581584193	BC	TISS	2018
76	P SAI GAYATRI	B.Com	9014251896	OC	TISS	2018
77	P TRILOCHANA	B.Com	8160652676	SC	TISS	2018
78	P BAHARATHI	B.Com	8688118939	BC	TISS	2018
79	K SRIDEVI	B.Com	8341235269	BC	TISS	2018
80	G VARA LAKSHMI	B.Com	9573967068	BC	TISS	2018
81	T VIJAYA LAKSHMI	B.Com	97044711326	BC	TISS	2018
82	G LAVANYA	B.Com	9553213073	BC	TISS	2018
83	S TULASI	B.Com	9908884691	BC	TISS	2018
84	G SONY	B.Com	9581778092	SC	TISS	2018
85	A LILLY	B.Com	8096077704	BC	TISS	2018
86	O ALEKHYA	B.Com	9959366029	SC	TISS	2018
87	A NAGAMANI	B.Com	9494373307	ST	TISS	2018
88	M RADHA	B.Com	8106028888	BC	TISS	2018
89	Y DEMUDAMMA	B.Com	8499924287	BC	TISS	2018
90	D VASANTHA	B.Com	9297055456	BC	TISS	2018
91	Y KRISHADEVI	B.Com	9000432508	BC	TISS	2018
92	B INDUMADHAVI	B.Com	9948599829	OC	TISS	2018
93	E KANAKA MAHALAKSHMI	B.SC	9701827402	BC	TISS	2018
94	K TABU	B.SC	9052573475	BC	TISS	2018
95	V BHANU	B.SC	9676920732	bc	TISS	2018
96	N TULASI	B.SC	7286049158	BC	TISS	2018
97	G GAYATRI	B.SC	9177542035	BC	TISS	2018
98	K NAGA JASWANTHI	B.SC	7886845256	BC	TISS	2018
99	T Hemapriya	B.SC	9030160102	bc	TISS	2018



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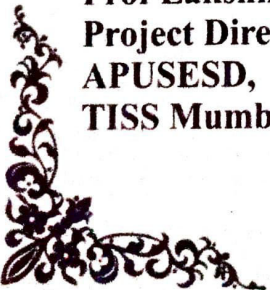
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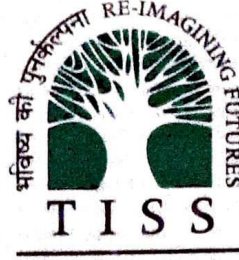
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This is to certify that

Ms. S. GRACE

student of

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**Prof Lakshmi Lingam
Project Director
APUSESD,
TISS Mumbai**

1st August 2019



**TATA INSTITUTE OF SOCIAL SCIENCES
MUMBAI**

**ANDHRA PRADESH UNIVERSITY STUDENT'S EMPLOYABILITY &
SKILL DEVELOPMENT PROGRAMME (APUSESD)**

Participation Certificate

This is to certify that

Ms. M.YAMINI

student of

Visakha Government Degree College- Visakhapatnam (Women's)

has attended and participated in the
Certificate in Management & Soft skills programme
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Participation Certificate

This is to certify that

M. K. BHARATHI

student of

Visakha Government Degree College- Visakhapatnam (Women's)

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Participation Certificate

This is to certify that

Ms. A. RENUKA

student of

Visakha Government Degree College- Visakhapatnam (Women's)

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This is to certify that

Ms. N. NAGA JASWANTHI

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This is to certify that

Ms.G.GAYATRI

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Visakha Government Degree College- Visakhapatnam (Women's)

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student of

Visakha Government Degree College- Visakhapatnam (Women's)

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student of

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Participation Certificate

This is to certify that

Ms. V .RAJA MANI

student of

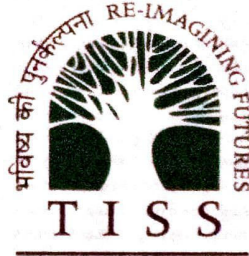
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Tata Institute of Social Sciences

Andhra Pradesh University Students' Employability Skill Development Programme

Certificate

This is to certify that

MS. P. LALITHA RANI

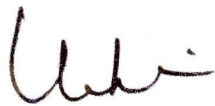
from Visakha Government College for Women, Visakhapatnam

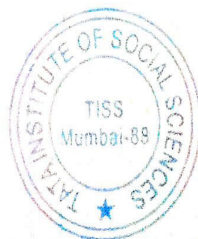
Andhra University, Visakhapatnam


has successfully completed

Certificate in Management and Soft Skills

Academic Year 2017-18


Project Director
APUSESD




Director
TISS



Tata Institute of Social Sciences

Andhra Pradesh University Students' Employability Skill Development Programme

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This is to certify that

MS. D. RENUKA


from Visakha Government College for Women, Visakhapatnam

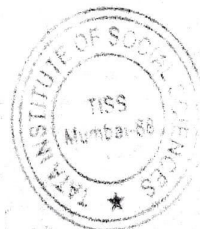
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Academic Year 2017-18


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MS. S. ROHINI APARNA

from Visakha Government College for Women, Visakhapatnam
Andhra University, Visakhapatnam


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MS. CH. SUPRIYA


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Andhra University, Visakhapatnam

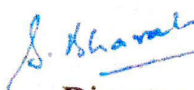
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Director
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MS. P. HARITHA

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MS. MD. RABIYA BEGUM

from Visakha Government College for Women, Visakhapatnam
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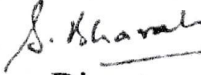
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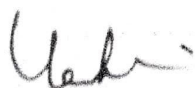
MS. M. MOUNIKA

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