

# Diploma in English Language Teaching with ICT Integration

## Syllabus

**Program Code: BU– DP-DELT**



**2025 – 2026 Onwards**

**BHARATHIAR UNIVERSITY**

(A State University, Accredited with "A++" Grade by NAAC,  
Ranked 46<sup>th</sup> among Indian Universities by MHRD-NIRF,  
Coimbatore - 641 046, Tamil Nadu, India

**BHARATHIAR UNIVERSITY, COIMBATORE - 641 046**  
**ENGLISH, CDOE - BU**

**VISION**

Bestow globally comparable quality education on youth, embodied with character building, to invoke the University's motto "Educate to Elevate" and uphold the secular ideals of the nation as envisioned by Mahakavi Subramania Bharathiar.

**MISSION**

- To be innovative and inclusive, committed to excelling in teaching, research and knowledge transfer and to serving the social, cultural and economic needs of the nation.
- To innovate and offer academic programmes in various disciplines through synergistic interaction with the industry and society.
- To impart knowledge and skills and to provide a learning environment to acquire attitudes to students and equip them to face the emerging challenges of the knowledge era.
- To provide equal opportunity to women students, differently abled, and minorities and prepare them to be equal partners in accomplishing the scientific and technological demands of the nation.
- To contribute to the advancement of knowledge through applied research leading to newer products and processes.
- To prepare the students to work for societal transformation with a commitment to justice and equality and emerge as job providers.
- To inculcate in students a global vision with skills of international competence.

**TITLE OF THE PROGRAM: Diploma in English Language Teaching**

**DURATION**

- **Minimum Duration:** One Year (Two Semesters)
- **Maximum Duration:** Four years (with provision for Re-registration if required)

**CREDIT DISTRIBUTION: Total Credits:** 40 credits (as per UGC credit framework)

**ELIGIBILITY:** 12 (HSC) or equivalent from a recognized board unless otherwise specified.

**MEDIUM OF INSTRUCTION: English**

**MODE OF LEARNING : ODL/OL**

• **Open and Distance Learning (ODL)**

The programme shall be conducted through remote learning using a blend of print and digital learning materials, supplemented by occasional Personal Contact Program (PCP) sessions to facilitate learner interaction and academic support.

• **Online Mode: (OL)**

The programme shall be conducted using digital learning materials, supplemented by 12 hours / course (mandatory) of Interactive Live Lectures (online sessions) to facilitate learner interaction and academic support.

**FEES STRUCTURE**

Fee structure as approved by the Centre for Distance and Online Education, Bharathiar University, Coimbatore.

## ATTENDANCE

Particulars	Requirement for Certificate Programme	Requirement for Diploma Programme
Number of Personal Contact Programs (PCPs)	12 PCPs	12 PCPs
Duration of Each PCP	6 Hours per PCP	6 Hours per PCP
Total Contact Hours	12 Hours per course (60 hours)	12 Hours per course (120 hours)
Total study hours of learners	60 Hours	120 Hours
Mandatory Participation	75% in each course	75% in each course

## REQUIREMENT TO APPEAR FOR THE EXAMINATIONS

A candidate enrolled for the programme must have the minimum period of attendance in theory and practical classes prescribed to appear for the examinations with the fees prescribed and fulfills all other conditions stipulated from time to time.

## CONDITIONS TO APPEAR FOR THE EXAMINATIONS

The learner appearing for the examination for the first time should register for all the course by remitting the fee

### ODL

- **First Appearance:** Learners appearing for the examination for the first time shall register for all the prescribed courses of that semester by remitting the requisite examination fee.
- **Examination Centre:** Learners must specify their preferred examination centre in the examination application form. Once selected, the examination centre cannot be changed under any circumstances.
- **E-Hall Ticket:** Learners shall download their E-Hall Tickets from the University website and obtain the signature of the Chief Superintendent of the opted examination centre upon submission of their valid identity card. This process must be completed during the three working days preceding the commencement of the examinations.

### OL

- **First Appearance:** Learners appearing for the examination for the first time shall register for all the prescribed courses of that semester by remitting the requisite examination fee.
- **E-Hall Ticket:** Learners shall download their E-Hall Tickets from the University website for the examination and write the examinations through online mode.
- **Examination :** The learners can download the question paper and scan & upload their answer script from their registered user id.

## EVALUATION PATTERN

a. **Distribution of Marks in Continuous Internal Assessments (CIA):** 25% weightage

The following procedure shall be followed for awarding internal marks for theory courses.

Continuous Internal Assessment (CIA) Test	15 Marks
Assignment / Seminar	05 Marks
Participation	05 Marks
<b>Total</b>	<b>25 Marks</b>

### 1. CIA Test and Question Pattern :

Two Continuous Internal Assessments (CIA-I & CIA II) must be conducted. Better of the TWO will be counted for Test Marks (10 Marks)

<b>Section A – Objective Question</b>	<b>4 x1 = 4 marks</b>
<b>Section B – Short Answer Questions Essay Type ( Either or type)</b>	<b>2 x 5 = 10 marks</b>
<b>Section C – Long Answer Questions Essay Type ( Either or type)</b>	<b>2x 8 = 16 marks</b>

### 2. Assignments/ Seminar.

Assignments (I/II)/ Better of the TWO will be counted for Assignment Marks (5 Marks)  
**OR Seminar** will be conducted for 5 Marks.

### 3. Participation (which includes attendance) – 5 Marks

### b. Practical (4 Credits) – At the end of Each Semester

- Practical (100 marks) - **Internal – 25 Marks & External – 75 Marks**

### c. End-Semester Examination (ESE): 75% weightage

#### ODL Mode and Duration of Examinations

1. **Mode of Examination:** All examinations (Pen-Paper) shall be conducted offline at designated physical locations such as the University campus or approved Learner Support Centres (LSCs), under the supervision of duly appointed invigilators and as per the fixed examination schedule notified by the University.
2. **Duration:** Each examination shall be of **Three (3)** hours' duration, covering both theoretical concepts and their practical applications.

#### OL Mode and Duration of Examinations

1. **Mode of Examination:** All examinations shall be conducted through an online/proctored computer-based examination pen-and-paper methods) under the supervision of duly appointed invigilators and as per the fixed examination schedule notified by the University.
2. **Duration:** Each examination shall be of three (3) hours' duration, covering both theoretical concepts and their practical applications.

#### Distribution of marks in the End-Semester Examination - Question Paper Pattern:

Section	Type of question	No. of questions	Marks	Total
<b>A</b>	Objective Question	10 (Compulsory) Two from each Unit	1	10
<b>B</b>	Short Essay (300 words each)	5 out of 5 (Either or Type) Two from each Unit	5	25
<b>C</b>	Essay Type (1000 words each)	5 Questions (Either or Type) Two from each Unit	8	40
			<b>Total</b>	<b>75</b>

#### d. Passing Criteria:

- Minimum 40% passing marks (Internal (CIA) + External (ESE) ) in each course.
- Minimum 30% in External (ESE) is mandatory in each course
- Minimum 40% passing marks in practical / project component
- Aggregate of 40% marks required for successful completion of the diploma programme.

#### e. Grading System : (As per 10-point UGC Credit Framework)

The following table gives the marks, grade points, letter, grades and classification to indicate the performance of the candidate.

**For the entire programme:**

- CGPA = Sum of the multiplication of grade points by the credits of the entire programme / Sum of the credits of the courses for the entire programme.

$$\text{Cumulative Grade Point Average [CGPA]} = \frac{\sum n \sum i C_{ni} G_{ni}}{\sum n \sum i C_{ni}}$$

RANGE	CGPA	Grade	Classification of Result
95-100	9.5-10.0	O <sup>+</sup>	First Class- Exemplary*
90-94	9.0 and above but below 9.5	O	
85-89	8.5 and above but below 9.0	D <sup>++</sup>	First Class with Distinction*
80-84	8.0 and above but below 8.5	D <sup>+</sup>	
75-79	7.5 and above but below 8.0	D	
70-74	7.0 and above but below 7.5	A <sup>++</sup>	First Class
65-69	6.5 and above but below 7.0	A <sup>+</sup>	
60-64	6.0 and above but below 6.5	A	
55-59	5.5 and above but below 6.0	B <sup>+</sup>	Second Class
50-54	5.0 and above but below 5.5	B	
45-49	4.5 and above but below 5.0	C <sup>+</sup>	Third Class
40-44	4.0 and above but below 4.5	C	
0-39	0.0 and above but below 4.0	U	Re-appear

- A candidate who has passed all the courses in the first appearance within the prescribed duration of the diploma programmes and secured a CGPA of 9 to 10 and equivalent grades “O” or “O<sup>+</sup>” in Core and Project courses shall be placed in the category of “**First Class – Exemplary**”.
- A candidate who has passed all the courses in the first appearance within the prescribed duration of the Diploma programmes and secured a CGPA of 7.5 to 9 and equivalent grades “D” or “D<sup>+</sup>” or “D<sup>++</sup>” in Core and Project courses shall be placed in the category of “**First Class with Distinction**”.
- A candidate who has passed all the courses of the Diploma programmes and secured a CGPA of 6 to 7.4 and equivalent grades “A” or “A<sup>+</sup>” or “A<sup>++</sup>” in Core and Project courses shall be declared to have passed in “**First Class**”.
- A candidate who has passed all the courses examination of the Diploma programmes and secured a CGPA of 5.0 to 5.9 and equivalent grades “B” or “B<sup>+</sup>” in Core and Project courses shall be declared to have passed in “**Second Class**”.
- A candidate who has passed all the courses examination of the Diploma programmes and secured a CGPA of 4.0 to 4.9 and equivalent grades “C” or “C<sup>+</sup>” in Core and Project courses shall be declared to have passed in “**Third Class**”.

**BHARATHIAR UNIVERSITY, COIMBATORE 641 046**

**English, CDOE - BU**

*(For the Candidates admitted during the academic year 2025-2026 onwards)*

**PROGRAMME STRUCTURE**

Course Code	Title of the Course	Credits	CIA	ESE	Total
<b>FIRST SEMESTER</b>					
DELT 11A	Foundations of English Language Teaching	4	25	75	100
DELT 12B	ESL Pedagogy and Curriculum Design	4	25	75	100
DELT 13C	Classroom Management and Assessment	4	25	75	100
DELT 14D	ICT Tools for English Language Teaching	4	25	75	100
DELT 15E	Teaching Practice Workshop - I	4	50	50	100
<b>Total</b>		<b>20</b>	<b>150</b>	<b>350</b>	<b>500</b>
<b>SECOND SEMESTER</b>					
DELT 21A	e-Learning Platforms and Multimedia in ELT	4	25	75	100
DELT 22B	Lesson Planning and Digital Resource Development	4	25	75	100
DELT 23C	Advanced Classroom Techniques and Learner Engagement	4	25	75	100
DELT 24D	Assessment and Evaluation with Technology	4	25	75	100
DELT 25E	Teaching Practice Workshop- II	4	50	50	100
<b>Total</b>		<b>20</b>	<b>150</b>	<b>350</b>	<b>500</b>
<b>Grand Total</b>		<b>40</b>	<b>300</b>	<b>700</b>	<b>1000</b>

**PROGRAM EDUCATIONAL OBJECTIVES (PEOs)**

<i>These are broader goals describing what graduates are expected to achieve a few years after completing the diploma — typically in their professional careers, community roles, and lifelong learning. The graduates will</i>	
PEO1	Apply strong foundational knowledge of English Language Teaching (ELT) theories, methodologies, and linguistic principles in diverse teaching contexts.
PEO2	Implement learner-centred, innovative teaching strategies that foster active participation and meaningful language acquisition.
PEO3	Use digital tools, e-learning platforms, and multimedia technologies effectively to enhance teaching, learning, and assessment.
PEO4	Develop and adapt English language syllabi, lesson plans, and digital learning resources suited to various learner needs and proficiency levels.
PEO5	Communicate professionally and collaborate productively with students, colleagues, and educational stakeholders.
PEO6	Promote inclusivity, equity, and cultural sensitivity while upholding ethical principles in classroom and community settings.
PEO7	Use critical reflection, self-evaluation, and classroom evidence to improve teaching performance and learner outcomes.
PEO8	Pursue lifelong learning, attend training programmes, seek certifications, and stay updated with emerging trends in ELT and educational technology.
PEO9	Utilise ELT and ICT skills to support institutional initiatives, community-based language programmes, and digital literacy efforts
PEO10	Take initiative in leading teaching projects, implementing ICT-enabled innovations, and contributing to the evolution of language education practices.

## PROGRAMME OUTCOMES (POs)

<b>Program outcomes reflect the expected knowledge, skills, and attitudes of graduates.</b>	
<b>PO1</b>	Apply key concepts in linguistics, language acquisition, and English language teaching methodologies.
<b>PO2</b>	Plan and deliver lessons using interactive, communicative, and student-centred approaches.
<b>PO3</b>	Use digital tools, e-learning platforms, multimedia resources, and educational technologies to enhance teaching and learning.
<b>PO4</b>	Develop syllabi, lesson plans, worksheets, multimedia content, and digital learning resources suited to learner needs.
<b>PO5</b>	Demonstrate effective oral and written communication skills in academic, classroom, and professional contexts.
<b>PO6</b>	Apply appropriate classroom management strategies to handle diverse learner groups, maintain discipline, and ensure a positive learning environment.
<b>PO7</b>	Conduct formative and summative assessments using traditional, digital, and alternative evaluation techniques.
<b>PO8</b>	Use feedback, classroom data, and self-evaluation techniques to improve instructional effectiveness.
<b>PO9</b>	Demonstrate professionalism, respect for diversity, and commitment to accessible, equitable education
<b>PO10</b>	Work collaboratively with peers, innovate in teaching practices, and take initiative in educational activities and institutional development.

## PROGRAM SPECIFIC OUTCOMES (PSOs)

<b>PROGRAM SPECIFIC OUTCOMES (PSOs)</b>	
<b>The Specific teaching and classroom-related outcomes tied to the D.P.Ed curriculum are</b>	
<b>PSO1</b>	Use appropriate language teaching approaches (CLT, TBLT, PPP, Eclectic Method, etc.) to meet varied classroom needs.
<b>PSO2</b>	Deliver well-structured lessons in listening, speaking, reading, and writing using pedagogically sound techniques.
<b>PSO3</b>	Use digital platforms, educational apps, LMS tools, interactive multimedia, and virtual classrooms to support language acquisition.
<b>PSO4</b>	Create worksheets, e-content, audio–video materials, interactive quizzes, and multimedia presentations for language teaching.
<b>PSO5</b>	Conduct group work, pair activities, role plays, discussions, and collaborative online tasks to promote active engagement.
<b>PSO6</b>	Design and administer online tests, digital rubrics, e-portfolios, and performance-based assessments.
<b>PSO7</b>	Demonstrate effective classroom control, handle diverse learner groups, and create supportive learning environments—both physical and virtual.
<b>PSO8</b>	Identify difficulties in pronunciation, grammar, vocabulary, and comprehension, and design remedial strategies using ICT and ELT techniques.
<b>PSO9</b>	Use learner feedback, assessment results, and digital analytics to refine teaching practices and improve learning outcomes.
<b>PSO10</b>	Plan, execute, record, and reflect on microteaching sessions using integrated ICT tools, demonstrating readiness for real-world teaching.

## FIRST SEMESTER

Course Code	<b>DELT 11A</b>	<b>Title of the Course</b>	
Core	I	<b>FOUNDATIONS OF ENGLISH LANGUAGE TEACHING</b>	
Pre-requisite	Basic proficiency in English and the ability to comprehend spoken and written texts.		Syllabus Version <b>2025-2026</b>
<b>Course Objectives:</b>			
<b>The main objectives of this course are to:</b>			
<ul style="list-style-type: none"> <li>• Introduce foundational principles, methods, and historical developments in English Language Teaching.</li> <li>• Illustrate major theories of language acquisition and their implications for classroom practice.</li> <li>• Demonstrate key components of lesson planning, material development, and classroom management.</li> <li>• Unveil approaches to teaching the four language skills—LSRW—effectively.</li> <li>• Expose learners to contemporary trends in ELT, including technology-enhanced teaching, evaluation, and inclusive pedagogies.</li> </ul>			
<b>Expected Course Outcomes:</b>			
<b>On the successful completion of the course, student will be able to:</b>			
1.	Identify core concepts, principles, and historical foundations of ELT.		K1
2.	Explain theories of language learning and relate them to practical teaching contexts.		K2
3.	Apply appropriate methods, strategies, and techniques in designing ELT lessons and materials.		K3
4.	Examine and evaluate the effectiveness of pedagogical approaches and classroom practices in ELT.		K5
5.	Create instructional plans and digital learning resources integrating innovative ELT practices.		K6
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6- Create</b>			
Block-I	<b>FOUNDATIONS OF ELT</b>		
Unit 1: Nature, Scope, and Importance of ELT Unit 2: History and Development of ELT Unit 3: Key Concepts in ELT: Approach, Method, and Technique			
Block-II	<b>THEORIES OF LANGUAGE LEARNING AND ACQUISITION</b>		
Unit 4: Behaviourist, Cognitive, and Constructivist Theories Unit 5: Krashen's Monitor Model and Input Hypothesis Unit 6: Socio-cultural Theories and Communicative Competence			
Block-III	<b>TEACHING OF LANGUAGE SKILLS</b>		
Unit 7: Teaching Listening and Speaking Unit 8: Teaching Reading: Intensive and Extensive Reading Unit 9: Teaching Writing: Process and Product Approaches			
Block-IV	<b>CLASSROOM STRATEGIES</b>		
Unit 10: Teaching Grammar and Vocabulary Effectively Unit 12: Classroom Management, Interaction Patterns, and Error Correction			
Block-V	<b>CONTEMPORARY TRENDS AND ASSESSMENT</b>		
Unit 13: Technology-Enhanced ELT: ICT, Multimedia, and Online Tools Unit 14: Inclusive Education, Multilingual Classrooms, and Learner Diversity Unit 15: Evaluation and Assessment in ELT: Tests, Rubrics, and Alternative Assessment			
<b>Course Designed by</b>			
Dr. V.SURESH, Assistant Professor of English, CDOE, Bharathiar University, Coimbatore			
<b>Reference Books</b>			

- Richards, J. C., & Rodgers, T. S. Approaches and Methods in Language Teaching. CUP.
- Brown, H. D. Principles of Language Learning and Teaching. Pearson.
- Harmer, Jeremy. The Practice of English Language Teaching. Longman.
- Larsen-Freeman, Diane. Techniques and Principles in Language Teaching. OUP.
- Richards, J. C. Curriculum Development in Language Teaching. CUP.
- Nunan, David. Language Teaching Methodology. Prentice-Hall.
- Krashen, Stephen. Second Language Acquisition and Second Language Learning. Pergamon.
- Thornbury, Scott. How to Teach Grammar. Longman.
- Ur, Penny. A Course in Language Teaching: Practice and Theory. CUP.
- Littlewood, William. Communicative Language Teaching. CUP.
- Scrivener, Jim. Learning Teaching. Macmillan.
- Nation, I. S. P. Teaching ESL/EFL Reading and Writing. Routledge.
- Lightbown, P. M., & Spada, N. How Languages are Learned. OUP.
- Hedge, Tricia. Teaching and Learning in the Language Classroom. OUP.
- Hughes, Arthur. Testing for Language Teachers. CUP.

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]

- NPTEL – Introduction to ELT <https://nptel.ac.in/courses/109/104/109104038/>
- SWAYAM – Second Language Acquisition <https://swayam.gov.in>
- SWAYAM – Teaching and Learning in the Digital World <https://swayam.gov.in>
- NPTEL – Introduction to Linguistics <https://nptel.ac.in/courses>
- MOOC – Coursera: TESOL Certificate, Arizona State University <https://www.coursera.org/specializations/tesol>

#### • Websites & Digital Resources

- British Council Teaching English – <https://www.teachingenglish.org.uk>
- Cambridge English Teacher Development – <https://www.cambridgeenglish.org/teaching-english>
- TESOL International Association – <https://www.tesol.org>
- OUP ELT Resources – <https://elt.oup.com>
- BBC Learning English – <https://www.bbc.co.uk/learningenglish>
- Education Resources Information Centre (ERIC) – <https://eric.ed.gov>
- MERLOT ELT Collection – <https://www.merlot.org>
- UNICEF Inclusive Education Resources – <https://www.unicef.org>
- Edutopia Classroom Strategies – <https://www.edutopia.org>
- ASCD Classroom Management Resources – <https://www.ascd.org>

Course Code	<b>DELT 1B2</b>	<b>Title of the Course</b>	
Core	II	<b>ENGLISH LANGUAGE PEDAGOGY AND CURRICULUM DESIGN</b>	
Pre-requisite	A basic understanding of language learning theories, teaching methodologies, and proficiency in English at an undergraduate level.		Syllabus Version <b>2025-2026</b>
<b>Course Objectives:</b>			
<b>The main objectives of this course are to:</b>			
<ul style="list-style-type: none"> <li>• Demonstrate foundational principles, theories, and approaches in language pedagogy.</li> <li>• Unveil the processes involved in systematic curriculum planning, development, and evaluation.</li> <li>• Illustrate learner-centred teaching strategies and materials development for effective language instruction.</li> <li>• Examine assessment tools, testing techniques, and reflective practices in language education.</li> <li>• Explore contemporary issues, digital trends, and innovations influencing language curriculum design.</li> </ul>			
<b>Expected Course Outcomes:</b>			
<b>On the successful completion of the course, student will be able to:</b>			
1.	Explain major theories, principles, and methods in language pedagogy.		K2
2.	Apply curriculum design models and principles to language teaching contexts.		K3
3.	Analyse a variety of instructional strategies and teaching resources for diverse learners.		K4
4.	Evaluate language assessment tools, test formats, and pedagogical practices.		K5
5.	Develop a mini-curriculum, lesson plan set, or instructional module for language learners.		K6
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6- Create</b>			
Block-I	<b>FOUNDATIONS OF ESL PEDAGOGY</b>		
Unit 1: Nature and Scope of ESL Pedagogy Unit 2: Principles of ESL Teaching Unit 3: Linguistic, Psychological, and Sociocultural Bases of Language Learning			
Block-II	<b>APPROACHES AND METHODS IN LANGUAGE TEACHING</b>		
Unit 4: Traditional Approaches: Grammar-Translation, Direct Method, Audio-Lingual Method Unit 5: Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) Unit 6: Post-method Pedagogy, Eclectic Approaches and Multiple Intelligence Theory on ELT a Cognitive Approach to Language Learning			
Block-III	<b>CURRICULUM PLANNING AND CONTENT DEVELOPMENT</b>		
Unit 7: Concepts, Types, and Principles of Curriculum Unit 8: Curriculum Design Models: Tyler, Taba, and Constructivist Models Unit 9: Syllabus Types: Structural, Functional, Situational, Notional, and Skills-based Syllabi			
Block-IV	<b>MATERIALS, TECHNOLOGY, AND ASSESSMENT</b>		
Unit 10: Instructional Materials: Print, Digital, Multimedia Unit 11: Technology-Enhanced Language Learning (TELL) Unit 12: Language Testing and Assessment: Principles, Tools, and Techniques			
Block-V	<b>CONTEMPORARY ISSUES AND PRACTICAL APPLICATIONS</b>		
Unit 13: Inclusive Education and Differentiated Instruction in Language Classrooms Unit 14: Reflective Teaching, Teaching Competency, and Professional Development Unit 15: Curriculum Evaluation, Feedback Mechanisms, and Innovation in Language Teaching			
<b>Course Designed by</b>			
Dr. V.SURESH, Assistant Professor of English, CDOE, Bharathiar University, Coimbatore			
<b>Reference Books</b>			
<ul style="list-style-type: none"> <li>• Richards, Jack C. &amp; Rodgers, Theodore S. Approaches and Methods in Language Teaching. CUP.</li> <li>• Brown, H. Douglas. Principles of Language Learning and Teaching. Pearson.</li> <li>• Nunan, David. Syllabus Design. OUP.</li> </ul>			

- Nation, I. S. P. & Macalister, John. Language Curriculum Design. Routledge.
- Kumaravadivelu, B. Understanding Language Teaching: From Method to Postmethod. Routledge.
- Brumfit, C. J. & Johnson, K. The Communicative Approach to Language Teaching. OUP.
- Harmer, Jeremy. The Practice of English Language Teaching. Pearson Longman.
- Richards, Jack C. Curriculum Development in Language Teaching. CUP.
- Tomlinson, Brian (Ed.). Materials Development in Language Teaching. CUP.
- Graves, Kathleen. Designing Language Courses: A Guide for Teachers. Heinle & Heinle.
- Alderson, J. Charles. Assessing Reading. CUP.
- Bachman, Lyle F. Fundamental Considerations in Language Testing. OUP.
- Ellis, Rod. Task-Based Language Learning and Teaching. OUP.
- Larsen-Freeman, Diane. Techniques and Principles in Language Teaching. OUP.
- Richards, Jack C. Key Issues in Language Teaching. CUP.

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]

- **MOOC / NPTEL / SWAYAM Courses**
- NPTEL: Introduction to Linguistics (IIT Madras) – <https://nptel.ac.in>
- NPTEL: Language and Society (IIT Guwahati) – <https://nptel.ac.in>
- SWAYAM: Communication Skills for Teachers – <https://swayam.gov.in>
- SWAYAM: Innovations in Teaching and Learning – <https://swayam.gov.in>
- IGNOU eGyanKosh: Language Teaching Materials & Curriculum – <https://egyankosh.ac.in>
- **Websites / Online Learning Resources**
- British Council TeachingEnglish – <https://www.teachingenglish.org.uk>
- Cambridge English Teacher Development – <https://www.cambridgeenglish.org>
- TESOL International Association – <https://www.tesol.org>
- Coursera: TESOL / Second Language Acquisition Courses – <https://www.coursera.org>
- UNESCO: Guidelines on Curriculum Design & Literacy – <https://www.unesco.org>

MAPPING WITH PROGRAMME OUTCOMES										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	M	S	S	S	M	S	S	M
CO2	S	S	S	S	M	S	S	S	S	S
CO3	S	M	S	S	S	S	S	M	S	S
CO4	S	S	S	S	S	M	S	S	S	S
CO5	S	S	S	S	S	S	S	S	S	S

(S – Strong, M – Medium, L – Low)

Course Code	<b>DELT 13C</b>	<b>Title of the Course</b>	
Core	III	<b>CLASSROOM MANAGEMENT AND ASSESSMENT</b>	
Pre-requisite	A basic understanding of educational psychology, teaching–learning processes, and foundational pedagogical concepts.		Syllabus Version <b>2025-2026</b>
<b>Course Objectives:</b>			
<b>The main objectives of this course are to:</b>			
<ul style="list-style-type: none"> <li>• Provide a conceptual understanding of effective classroom organisation and learner behaviour.</li> <li>• Illustrate strategies for managing diverse classrooms to enhance participation and learning.</li> <li>• Unveil various assessment techniques, tools, and approaches used in educational settings.</li> <li>• Demonstrate the role of assessment data in improving instructional practices.</li> <li>• Expose ethical, inclusive, and reflective practices in both classroom management and assessment.</li> </ul>			
<b>Expected Course Outcomes:</b>			
<b>On the successful completion of the course, student will be able to:</b>			
1.	Interpret fundamental principles of classroom management and behaviour regulation.		K2
2.	Apply classroom management strategies suitable for varied learning environments.		K3
3.	Analyse assessment tools, techniques, and methods for their relevance and effectiveness.		K4
4.	Evaluate classroom practices and assessment data to make informed pedagogical decisions.		K5
5.	Design an integrated classroom management and assessment plan for real classroom set-ups.		K6
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6– Create</b>			
Block-I	<b>FOUNDATIONS OF CLASSROOM MANAGEMENT</b>		
Unit 1: Meaning, nature, and scope of classroom management Unit 2: Theoretical perspectives on classroom behaviour Unit 3: Physical, psychological, and social organisation of the classroom			
Block-II	<b>UNDERSTANDING LEARNERS: DIVERSITY, BEHAVIOUR, AND RELATIONSHIPS</b>		
Unit 4: Understanding learner diversity and needs Unit 5: Behavioural problems and intervention strategies Unit 6: Building positive teacher–student relationships			
Block-III	<b>APPROACHES TO CLASSROOM MANAGEMENT</b>		
Unit 7: Preventive, supportive, and corrective management approaches Unit 8: Time management and instructional management Unit 9: Creating inclusive, safe, and participatory learning environments			
Block-IV	<b>ASSESSMENT IN EDUCATION</b>		
Unit 10: Meaning, concept, and purpose of assessment Unit 11: Types of assessment – formative, summative, diagnostic, continuous assessment Unit 12: Tools and techniques – tests, observations, portfolios, rubrics			
Block-V	<b>ASSESSMENT PRACTICES AND DATA USE</b>		
Unit 13: Designing effective assessment tasks and test items Unit 14: Recording, interpreting, and reporting learner performance Unit 15: Using assessment data to improve teaching and learning			
<b>Total Lecture Hours</b>			<b>12 Hours</b>
<b>Course Designed by</b>			
Dr. V.SURESH, Assistant Professor of English, CDOE, Bharathiar University, Coimbatore			
<b>Reference Books</b>			
<ul style="list-style-type: none"> <li>• Charles, C. M. Building Classroom Discipline. Pearson.</li> <li>• Emmer, E. T., &amp; Sabornie, E. J. Handbook of Classroom Management. Routledge.</li> <li>• Marzano, R. J. Classroom Management That Works. ASCD.</li> <li>• Evertson, C. M., &amp; Weinstein, C.S. Handbook of Classroom Management: Research, Practice. Routledge.</li> </ul>			

- Kyriacou, C. Effective Teaching in Schools. Nelson Thornes.
- Borich, G. Effective Teaching Methods. Pearson.
- Popham, W. J. Classroom Assessment: What Teachers Need to Know. Pearson.
- Linn, R. L., & Miller, M. D. Measurement and Assessment in Teaching. Pearson.
- Black, P., & Wiliam, D. Inside the Black Box: Raising Standards Through Classroom Assessment. GL Assessment.
- McMillan, J.H. Classroom Assessment: Principles & Practice for Effective Standards-Based Instruction. Pearson.
- Ornstein, A. C., & Lasley, T. Strategies for Effective Teaching. McGraw Hill.
- Snowman, J., McCown, R., & Biehler, R. Psychology Applied to Teaching. Wadsworth.
- Wragg, E. C. Class Management in the Primary School. Routledge.
- Biggs, J., & Tang, C. Teaching for Quality Learning at University. McGraw Hill.
- Harlen, W. Assessment in Education: Principles, Policy and Practice. Routledge.,

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]

### SWAYAM / NPTEL

Classroom Management – SWAYAM <https://swayam.gov.in>

Assessment for Learning – SWAYAM (NCERT) <https://swayam.gov.in/>

Effective Teaching Strategies – NPTEL <https://nptel.ac.in/>

Instructional Design and Assessment – SWAYAM <https://swayam.gov.in/>

### MOOC Platforms

Coursera – Classroom Management Essentials <https://www.coursera.org>

edX – Assessment and Teaching of 21st Century Skills <https://www.edx.org>

FutureLearn – Managing Behaviour for Learning <https://www.futurelearn.com>

### Useful Websites

UNESCO Teaching Resources: <https://www.unesco.org>

Edutopia Classroom Management: <https://www.edutopia.org>

OECD Education Assessment Reports: <https://www.oecd.org/education>

Teaching Channel Strategies: <https://www.teachingchannel.com>

NCERT Teacher Resources: <https://ncert.nic.in>

### MAPPING WITH PROGRAMME OUTCOMES

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	M	S	S	M	M	S	S	M
CO2	S	S	S	M	S	M	S	S	S	M
CO3	S	M	S	S	S	S	S	M	S	S
CO4	S	S	S	S	M	S	S	S	S	S
CO5	S	S	S	M	S	S	S	S	M	S

Course Code	<b>DELT 14D</b>	<b>Title of the Course</b>	
Core	IV	<b>ICT TOOLS FOR ELT</b>	
Pre-requisite	Learners are expected to have basic computer literacy, familiarity with internet browsing, and foundational knowledge of language teaching methodologies at the school or undergraduate level.		Syllabus Version <b>2025-2026</b>
<b>Course Objectives:</b>			
<b>The main objectives of this course are to:</b>			
<ul style="list-style-type: none"> <li>• Introduce digital tools, platforms, and resources relevant to contemporary language teaching.</li> <li>• Examine the pedagogical applications of ICT tools to enhance linguistic skills—LSRW.</li> <li>• Illustrate effective integration of multimedia, evaluation software, and online collaborative environments in language classrooms.</li> <li>• Demonstrate methods for designing ICT-enabled lesson plans, assessments, and interactive learning modules.</li> <li>• Evaluate challenges, opportunities, and ethical considerations related to ICT-based language instruction.</li> </ul>			
<b>Expected Course Outcomes:</b>			
<b>On the successful completion of the course, student will be able to:</b>			
1.	Identify various ICT tools and describe their functions in language teaching.		K1
2.	Explain the pedagogical uses of ICT resources for teaching LSRW skills.		K2
3.	Apply suitable digital tools to create ICT-based instructional materials and assessments.		K3
4.	Analyse the effectiveness of multimedia and interactive platforms in enhancing learning outcomes.		K4
5.	Design and evaluate ICT-integrated lesson plans and technology-supported language modules.		K6
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6- Create</b>			
Block-I	<b>FOUNDATIONS OF ICT IN LANGUAGE EDUCATION</b>		
Unit 1: Concept of ICT and Its Role in English Language Teaching Unit 2: Evolution of Technology in Second Language Education Unit 3: Digital Pedagogy: Models, Frameworks, and Approaches (TPACK, SAMR)			
Block-II	<b>TOOLS FOR LISTENING AND SPEAKING SKILLS</b>		
Unit 4: ICT Tools for Teaching Listening (Podcasts, Audio Libraries, Apps) Unit 5: Tools for Teaching Speaking (Speech Recognition, AI Tools, Pronunciation Software) Unit 6: Virtual Classrooms for Oral Communication (Zoom, Google Meet, MS Teams)			
Block-III	<b>TOOLS FOR READING AND WRITING SKILLS</b>		
Unit 7: E-books, Digital Libraries, and Online Reading Platforms Unit 8: ICT Tools for Teaching Writing (Blogs, Wikis, Digital Storytelling Tools) Unit 9: Grammar, Vocabulary, and Language-Learning Apps (Duolingo, Quizlet, Memrise)			
Block-IV	<b>MULTIMEDIA TOOLS AND ASSESSMENT TECHNOLOGIES</b>		
Unit 10: Using Multimedia in Language Teaching (Audio-Visual Aids, Infographics) Unit 11: Learning Management Systems (LMS): Moodle, Google Classroom Unit 12: ICT Tools for Assessment and Feedback (Kahoot, Google Forms, EdPuzzle)			
Block-V	<b>DESIGNING ICT-ENABLED LANGUAGE LESSONS</b>		
Unit 13: Creating Interactive Learning Materials (Canva, H5P, Genially) Unit 14: Integrating ICT Tools into Lesson Planning Unit 15: Challenges, Ethics, and Best Practices in ICT-Integrated Language Teaching			
<b>Total Lecture Hours</b>			<b>12 Hours</b>
<b>Course Designed by</b>			
Dr. V.SURESH, Assistant Professor of English, CDOE, Bharathiar University, Coimbatore			

## Reference Books

- Bates, T. (2015). Teaching in a Digital Age.
- Chapelle, C. A. (2010). Computer Applications in Second Language Acquisition. CUP.
- Dudeney, G., Hockly, N., & Pegrum, M. (2013). Digital Literacies. Routledge.
- Dudeney, G. & Hockly, N. (2007). How to Teach English with Technology. Pearson.
- Egbert, J. (2005). CALL Essentials. TESOL Publications.
- Hubbard, P. & Levy, M. (Eds.). (2006). Teacher Education in CALL. John Benjamins.
- Levy, M. & Stockwell, G. (2006). CALL Dimensions. Lawrence Erlbaum.
- Mishra, S. & Sharma, R. (2005). Interactive Multimedia in Education and Training. Idea Group.
- Richards, J. C. & Renandya, W. A. (Eds.). (2002). Methodology in Language Teaching. CUP.
- Warschauer, M. & Healey, D. (1998). Computers and Language Learning.
- Laurillard, D. (2012). Teaching as a Design Science. Routledge.
- Brown, H. D. (2007). Principles of Language Learning and Teaching. Pearson.
- Selwyn, N. (2016). Education and Technology: Key Issues and Debates. Bloomsbury.
- Beatty, K. (2013). Teaching & Researching: CALL. Routledge.
- Godwin-Jones, R. (2018). Emerging Technologies in Language Learning. TESOL.

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]

### MOOCs / SWAYAM / NPTEL Courses

- SWAYAM – ICT in Teaching and Learning: <https://swayam.gov.in>
- SWAYAM – Educational Technology: <https://swayam.gov.in>
- NPTEL – ICT in Teaching and Learning: <https://nptel.ac.in>
- Coursera – Technology for Language Teaching: <https://www.coursera.org>
- edX – Digital Learning Platforms and Teaching: <https://www.edx.org>
- British Council – Teaching with Technology Courses: <https://www.teachingenglish.org.uk>

### Useful Websites and Tools

- Quizlet: <https://quizlet.com>
- Kahoot: <https://kahoot.com>
- Moodle LMS: <https://moodle.org>
- TESOL Technology Resources: <https://www.tesol.org>
- BBC Learning English: <https://www.bbc.co.uk/learningenglish>
- Duolingo: <https://www.duolingo.com>
- VoiceThread: <https://voicethread.com>
- Padlet: <https://padlet.com>

### MAPPING WITH PROGRAMME OUTCOMES

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	M	S	S	M	M	S	S	M
CO2	S	M	S	S	S	S	S	M	S	S
CO3	S	M	S	S	S	S	S	M	S	S
CO4	S	S	S	S	M	S	S	S	S	S
CO5	S	S	S	M	S	S	S	S	M	S

Course Code	<b>DELT 15E</b>	<b>Title of the Course</b>	
Core	<b>V</b>	<b>TEACHING PRACTICE WORKSHOP - I</b>	
Pre-requisite	Basic understanding of educational psychology, classroom communication, and foundational pedagogic approaches.		Syllabus Version <b>2025-2026</b>
<b>Course Objectives:</b>			
<b>The main objectives of this course are to:</b>			
<ul style="list-style-type: none"> <li>• Introduce students to the practical principles of effective classroom teaching.</li> <li>• Familiarise learners with planning and executing structured micro-lessons.</li> <li>• Develop essential classroom management and instructional delivery skills.</li> <li>• Illustrate observation-based analysis of teaching behaviours and learner responses.</li> <li>• Enable students to design reflective teaching portfolios for professional growth.</li> </ul>			
<b>Expected Course Outcomes:</b>			
<b>On the successful completion of the course, student will be able to:</b>			
1.	Recall key teaching skills, lesson components, and micro-teaching fundamentals.		K1
2.	Explain principles of classroom communication, learner engagement, and teaching aids.		K2
3.	Apply appropriate teaching skills in micro-teaching and simulated classroom situations.		K3
4.	Analyse classroom behaviours, learner responses, and teaching-learning interactions.		K4
5.	Develop structured lesson plans, reflective notes, and teaching portfolios using best practices.		K6
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6- Create</b>			
Block-I	<b>FOUNDATIONS OF TEACHING PRACTICE</b>		
Unit 1: Orientation to Teaching Practice in English Language Teaching (Meaning, nature, scope, and objectives of teaching practice in ELT)			
Unit 2: Core and Support Teaching Skills in English Language Teaching (Explaining, questioning, reinforcement, stimulus variation)			
Unit 3: Components of an Effective English Language Lesson (Objectives, presentation, practice, evaluation, closure)			
Block-II	<b>LESSON PLANNING AND INSTRUCTIONAL STRATEGIES</b>		
Unit 4: Lesson Planning for ELT: (Principles, formats, and steps of lesson planning)			
Unit 5: Use of Teaching Aids and ICT Tools in ELT:(Blackboard, charts, flashcards, AVaids, digital tools)			
Block-III	<b>MICRO-TEACHING AND SKILL DEVELOPMENT</b>		
Unit 6: Micro-Teaching Cycle in ELT: (Plan, teach, feedback, re-plan, re-teach, REFeedback)			
Unit 7: Practice of Micro Teaching Skills: (Introduction, Explaining, questioning, illustration and reinforcement)			
Unit 9: Peer Observation and Feedback:(Observation schedules, feedback techniques, reflective discussion)			
Block-IV	<b>CLASSROOM MANAGEMENT AND OBSERVATION</b>		
Unit 10: Classroom Management Strategies in English Language Classrooms: (Managing time, discipline, interaction, and participation)			
Unit 11: Teaching Diverse and Inclusive English Language Learners: (Mixed-ability classrooms, slow learners, inclusive practices)			
Unit 12: Observation of Teaching-Learning Processes: (Observation techniques, tools, and post-observation discussions)			
Block-V	<b>ACTIVITY BASED LANGUAGE TEACHING PRACTICE</b>		
Unit 13: Reflective Teaching in English Language Teaching: (Meaning, importance, and models of reflective practice)			
Unit 14: Writing Reflective Notes and Teaching English Language Skills (Lesson reflections, self-evaluation, improvement strategies)			
<b>Teaching Practice Regulations</b>			
Teaching Practice shall be organised as a supervised practical component for a minimum of six working days,			

with two hours of teaching practice per day, including micro-teaching, peer teaching, classroom observation, feedback, and reflective practice.

### Mode of Training

Demonstrations, micro-teaching sessions, peer teaching, classroom simulations, guided practice, observation, and reflective writing.

### Suggested Assessment Components

- Continuous Assessment of Teaching Practice
- Micro-teaching performance
- Teaching Portfolio Submission
- Viva voce / Reflective Presentation

### Course Designed by

Dr. V.SURESH, Assistant Professor of English, CDOE, Bharathiar University, Coimbatore

### Reference Books

- Kyriacou, C. Essential Teaching Skills. Nelson Thornes.
- Richards, J. C., & Lockhart, C. Reflective Teaching in Second Language Classrooms. CUP.
- Pollard, A. Reflective Teaching in Schools. Bloomsbury.
- Joyce, B., Weil, M., & Calhoun, E. Models of Teaching. Pearson.
- Passi, B. K. Becoming Better Teachers: Micro-Teaching Approach. Sahitya Mudranalaya.
- Ornstein, A., & Lasley, T. Strategies for Effective Teaching. McGraw-Hill.
- Brualdi, A. Classroom Management Strategies. ERIC Digest.
- Killen, R. Effective Teaching Strategies. Cengage.
- Eggen, P., & Kauchak, D. Educational Psychology: Windows on Classrooms. Pearson.
- Loughran, J. Developing Reflective Practice. Routledge.
- Arends, R. Learning to Teach. McGraw-Hill.
- Popham, W. J. Classroom Assessment: What Teachers Need to Know. Pearson.

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]

### SWAYAM / MOOCs

- Enhancing Teacher Education – SWAYAM <https://swayam.gov.in>
- Learning and Teaching Processes – SWAYAM
- Instructional Planning for Effective Teaching – SWAYAM

### NPTEL

- Effective Teaching Strategies – NPTEL <https://nptel.ac.in>
- Behavioural and Cognitive Approaches to Teaching – NPTEL

### Other Online Resources

- UNESCO Teacher Education Portal – <https://www.unesco.org>
- British Council Teaching Resources – <https://www.teachingenglish.org.uk>
- Coursera – Foundations of Teaching for Learning
- MIT OpenCourseWare Education Courses – <https://ocw.mit.edu>

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	M	M	S	M	M	S	M	S
CO2	S	M	S	M	M	S	S	M	S	S
CO3	M	S	S	M	S	S	M	S	M	S
CO4	S	S	S	S	M	S	M	S	S	S
CO5	S	S	S	M	S	S	S	S	M	S

## SECOND SEMESTER

Course Code	<b>DELT21A</b>	<b>Title of the Course</b>	
Core	VI	<b>e-LEARNING PLATFORMS AND MULTIMEDIA IN ELT</b>	
Pre-requisite	A basic understanding of English Language Teaching principles, familiarity with digital tools, and the ability to navigate standard computer and mobile interfaces.		Syllabus Version <b>2025-2026</b>
<b>Course Objectives:</b>			
<b>The main objectives of this course are to:</b>			
<ul style="list-style-type: none"> <li>• Introduce key e-learning platforms, digital ecosystems, and their pedagogical relevance to ELT.</li> <li>• Develop learners' competence in integrating multimedia tools for language learning and teaching.</li> <li>• Demonstrate effective instructional design principles for creating digital ELT materials.</li> <li>• Illustrate strategies for assessing learners through online and multimodal tools.</li> <li>• Expose students to emerging trends, innovations, and research in technology-enhanced ELT.</li> </ul>			
<b>Expected Course Outcomes:</b>			
<b>On the successful completion of the course, student will be able to:</b>			
1.	Identify major e-learning platforms and their features relevant to ELT.		K1
2.	Explain the pedagogical uses of multimedia tools for enhancing ELT activities.		K2
3.	Apply instructional design principles to create simple online ELT modules.		K3
4.	Analyse digital resources for their appropriateness, effectiveness, and accessibility in ELT.		K4
5.	Design and evaluate technology-enhanced ELT lessons with assessment components.		K5
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6- Create</b>			
Block-I	<b>FOUNDATIONS OF e-LEARNING IN ELT</b>		
Unit 1: Introduction to E-Learning and Digital Pedagogy Unit 2: ELT in the Digital Era – Need, Scope, and Challenges Unit 3: Overview of e-Learning Platforms (LMS, CMS, VLE)			
Block-II	<b>MULTIMEDIA TOOLS FOR ELT</b>		
Unit 4: Audio & Video Tools for Listening and Speaking Unit 5: Interactive Multimedia (Animations, Simulations, AR/VR basics) Unit 6: Designing Digital Visual Aids (Slides, Infographics, Storyboards)			
Block-III	<b>INSTRUCTIONAL DESIGN FOR ONLINE ELT</b>		
Unit 7: Principles of Online Content Development Unit 8: Creating ELT Modules (Text, Image, Video, Interactive tasks) Unit 9: Tools for Content Authoring (Canva, H5P, Storyline, Genially)			
Block-IV	<b>ASSESSMENT AND FEEDBACK IN e-LEARNING</b>		
Unit 10: Online Assessment Tools (Google Forms, LMS Quizzes) Unit 11: Rubrics, Peer Assessment, and Automated Feedback Unit 12: Tracking Learner Progress through Analytics			
Block-V	<b>EMERGING TRENDS IN TECHNOLOGY-ENHANCED ELT</b>		
Unit 13: Mobile-Assisted Language Learning (MALL) Unit 14: AI Tools in ELT (Chatbots, Automated Writing Evaluation, Adaptive Learning) Unit 15: Open Educational Resources, MOOCs, and Global ELT Communities			
<b>Course Designed by</b>			
Dr. V.SURESH, Assistant Professor of English, CDOE, Bharathiar University, Coimbatore			

## Reference Books

- Hubbard, P., & Levy, M. (Eds.). The Scope of CALL Education.
- Chapelle, C. A. Computer Applications in Second Language Acquisition.
- Dudeney, G., & Hockly, N. How to Teach English with Technology.
- Warschauer, M., & Healey, D. Computers and Language Learning.
- Godwin-Jones, R. Emerging Technologies in Language Learning.
- Blake, R. Brave New Digital Classroom: Technology and Foreign Language Learning.
- Garrett, N. Technology in Language Teaching.
- Levy, M. CALL: Context and Conceptualisation.
- Stockwell, G. Mobile-Assisted Language Learning.
- Hockly, N. Digital Literacies in ELT.
- Bates, T. Teaching in a Digital Age.
- Mayer, R. E. Multimedia Learning.
- Selwyn, N. Education and Technology: Key Issues and Debates.
- Reinders, H. (Ed.). Innovation in Language Learning and Teaching.
- Beatty, K. Teaching and Researching Computer-Assisted Language Learning.,

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]

### MOOC / SWAYAM / NPTEL

- SWAYAM: ICT in Education
- SWAYAM: E-Content Creation Tools
- NPTEL: Educational Technology
- Coursera: Learning to Teach Online – UNSW
- FutureLearn: Blended Learning Essentials
- EdX: Instructional Design and Technology

### Websites & ELT Platforms

- British Council – TeachingEnglish
- Cambridge English Teacher Development
- TESOL International Association
- Duolingo for Schools
- H5P Interactive Content
- Canva for Education
- Moodle LMS Official Guides
- (Links intentionally not shown due to policy, but all are easily searchable.)

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	S	M	W	M	S	M	S
CO2	M	S	M	M	S	M	M	S	S	M
CO3	S	S	S	M	S	M	M	S	M	S
CO4	M	S	S	S	M	S	M	S	S	S
CO5	S	S	S	S	S	M	S	S	M	S

Course Code	<b>DELT22B</b>	<b>Title of the Course</b>	
Core	VII	<b>LESSON PLANNING AND DIGITAL RESOURCE DEVELOPMENT</b>	
Pre-requisite	Basic familiarity with teaching–learning processes, foundational pedagogical concepts, and essential computer literacy skills.		Syllabus Version <b>2025-2026</b>
<b>Course Objectives:</b>			
<b>The main objectives of this course are to:</b>			
<ul style="list-style-type: none"> <li>• Introduce the principles and components of effective lesson planning.</li> <li>• Illustrate diverse instructional strategies suitable for digital and blended classrooms.</li> <li>• Demonstrate the methods for designing, developing, and evaluating digital learning resources.</li> <li>• Expose tools and platforms for creating interactive multimedia content.</li> <li>• Unmask best practices for integrating technology to enhance learner engagement and outcomes.</li> </ul>			
<b>Expected Course Outcomes:</b>			
<b>On the successful completion of the course, student will be able to:</b>			
1.	Explain the fundamentals of lesson planning and instructional design.		K1
2.	Analyse a variety of pedagogical approaches for face-to-face, blended, and online settings.		K4
3.	Apply digital tools and technologies to create effective teaching–learning resources.		K3
4.	Evaluate the quality, accessibility, and usability of digital learning materials.		K5
5.	Design comprehensive lesson plans and multimedia resources for diverse learners.		K6
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6– Create</b>			
Block-I	<b>FOUNDATIONS OF LESSON PLANNING</b>		
Unit 1: Concepts, Importance, and Principles of Lesson Planning Unit 2: Components of Effective Lesson Plans Unit 3: Learning Objectives and Outcomes (Bloom’s Taxonomy)			
Block-II	<b>PEDAGOGICAL APPROACHES AND CLASSROOM STRATEGIES</b>		
Unit 4: Constructivism, Collaborative Learning, and Activity-Based Approaches Unit 5: Inquiry-Based, Problem-Based, and Project-Based Learning Unit 6: Classroom Management and Differentiated Instruction			
Block-III	<b>DIGITAL LEARNING TOOLS AND TECHNOLOGIES</b>		
Unit 7: LMS Platforms (Moodle, Google Classroom, Canvas) Unit 8: Digital Content Creation Tools (Canva, Powtoon, OBS, H5P) Unit 9: Multimedia Integration: Audio, Video, Infographics, Animations			
Block-IV	<b>DESIGNING AND DEVELOPING DIGITAL RESOURCES</b>		
Unit 10: Principles of Digital Pedagogy Unit 11: Designing E-Content: Script, Storyboard, and Production Unit 13: Creating Interactive Learning Objects (Quizzes, Simulations, AR/VR basics)			
Block-V	<b>IMPLEMENTATION, EVALUATION, AND QUALITY ASSURANCE</b>		
Unit 13: Digital Resource Evaluation Models (Rubrics, Accessibility Standards, UDL) Unit 14: Open Educational Resources (OER), Copyright, Creative Commons Unit 15: Technology Integration for Assessment and Feedback			
<b>Course Designed by</b>			
Dr. V.SURESH, Assistant Professor of English, CDOE, Bharathiar University, Coimbatore			
<b>Reference Books</b>			

- Anderson, L. W., & Krathwohl, D. R. A Taxonomy for Learning, Teaching, and Assessing.
- Brown, G. Teaching with Technology.
- Gagne, R. M. Principles of Instructional Design.
- Clark, R. C., & Mayer, R. E. E-Learning and the Science of Instruction.
- Bates, A. W. Teaching in a Digital Age.
- Larson, M., & Lockee, B. Streamlined Instructional Design.
- Mishra, P., & Koehler, M. TPACK Framework Studies.
- Laurillard, D. Teaching as a Design Science.
- Heinich, R. Instructional Media and Technologies for Learning.
- Horton, W. E-Learning by Design.
- Merrill, M. D. First Principles of Instruction.
- Siemens, G. Connectivism: Learning Theory for the Digital Age.
- Jonassen, D. Designing Constructivist Learning Environments.
- Harasim, L. Learning Theory and Online Technologies.
- Reiser, R., & Dempsey, J. Trends and Issues in Instructional Design and Technology.

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]

### MOOC & SWAYAM

- **SWAYAM: Instructional Design** – <https://swayam.gov.in>
- **SWAYAM: Learning Outcomes and Competency-Based Education**
- **SWAYAM: E-Content Development**
- **NPTEL: Introduction to Educational Technology** – <https://nptel.ac.in>
- **NPTEL: Design and Implementation of Human-Computer Interaction**

### International MOOC (Coursera / edX)

- **Coursera: Foundations of Teaching for Learning** – University of London
- **Coursera: Blended Learning Essentials**
- **edX: Designing and Developing Online Learning** – UQx
- **edX: Instructional Design and Technology MicroMasters**

### Useful Websites

- **UNESCO ICT in Education:** <https://unesco.org/ict>
- **OER Commons:** <https://oercommons.org>
- **MERLOT:** <https://merlot.org>
- **Alison:** <https://alison.com>

CO / PO	1	2	3	4	5	6	7	8	9	10
CO1	S	S	M	S	M	M	M	S	S	M
CO2	S	S	S	S	M	S	S	M	S	S
CO3	S	M	S	S	S	S	S	M	S	S
CO4	S	S	S	M	S	S	S	S	M	S
CO5	S	S	S	S	S	M	S	S	M	S

Course Code	DELT23C	<b>Title of the Course</b>	
Core	VIII	<b>ADVANCED CLASSROOM TECHNIQUES AND LEARNER ENGAGEMENT</b>	
Pre-requisite	A basic understanding of teaching methodologies, learner psychology, and classroom management practices.		Syllabus Version <b>2025-2026</b>
<b>Course Objectives:</b>			
<b>The main objectives of this course are to:</b>			
<ul style="list-style-type: none"> <li>• Develop an advanced understanding of innovative and research-informed classroom techniques.</li> <li>• Examine strategies that enhance learner engagement, motivation, and participation.</li> <li>• Demonstrate methods for integrating technology effectively into classroom instruction.</li> <li>• Unveil reflective and data-driven approaches to improve teaching efficiency and learner outcomes.</li> <li>• Illustrate methods for inclusive, differentiated, and collaborative learning environments.</li> </ul>			
<b>Expected Course Outcomes:</b>			
<b>On the successful completion of the course, student will be able to:</b>			
1.	Explain advanced classroom practices and learner engagement theories.		K2
2.	Apply effective instructional strategies that elevate active learning.		K3
3.	Analyse learner behaviour, motivation, and participation patterns for improved planning.		K4
4.	Evaluate instructional methods using reflective and evidence-based approaches.		K5
5.	Design innovative, inclusive, and technology-integrated learning experiences for diverse learners.		K6
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6- Create</b>			
Block-I	<b>THEORETICAL FOUNDATIONS OF ADVANCED CLASSROOM TECHNIQUES</b>		
Unit 1: Principles of Effective Teaching and Learning Unit 2: Modern Pedagogical Approaches (Constructivism, Connectivism, Andragogy) Unit 3: Learner Engagement: Concepts, Dimensions, and Theories			
Block-II	<b>STRATEGIES FOR LEARNER MOTIVATION AND ENGAGEMENT</b>		
Unit 4: Active Learning Strategies Unit 5: Collaborative and Cooperative Learning Unit 6: Enhancing Motivation: Intrinsic, Extrinsic, and Situated Motivation			
Block-III	<b>TECHNOLOGY-INTEGRATED CLASSROOM TECHNIQUES</b>		
Unit 7: Digital Tools for Engagement Unit 8: Blended Learning, Flipped Classroom, and Hybrid Approaches Unit 9: Gamification and Game-Based Learning			
Block-IV	<b>INCLUSIVE AND DIFFERENTIATED LEARNING TECHNIQUES</b>		
Unit 10: Universal Design for Learning (UDL) Unit 11: Differentiated Instruction for Diverse Learners Unit 12: Classroom Strategies for Supporting Slow and Advanced Learners			
Block-V	<b>ASSESSMENT, AND EVIDENCE-BASED PRACTICES</b>		
Unit 13: Formative and Summative Assessment Techniques Unit 14: Evidence-Based Teaching and Data-Driven Decision-Making			
<b>Course Designed by</b>			
Dr. V.SURESH, Assistant Professor of English, CDOE, Bharathiar University, Coimbatore			
<b>Reference Books</b>			

- Brookfield, S. D. The Skillful Teacher. Jossey-Bass.
- Hattie, J. Visible Learning: A Synthesis of Over 800 Meta-Analyses. Routledge.
- Marzano, R. J. The Art and Science of Teaching. ASCD.
- Bransford, J., et al. How People Learn. National Academies Press.
- Biggs, J. & Tang, C. Teaching for Quality Learning at University. Open University Press.
- Barkley, E. F. Student Engagement Techniques. Jossey-Bass.
- Race, P. The Lecturer's Toolkit. Routledge.
- Laurillard, D. Teaching as a Design Science. Routledge.
- Tomlinson, C. A. The Differentiated Classroom. ASCD.
- Brown, S. & Knight, P. Assessing Learners in Higher Education. Routledge.
- Ramsden, P. Learning to Teach in Higher Education. Routledge.
- Bonwell, C. & Eison, J. Active Learning: Creating Excitement in the Classroom. ASHE-ERIC.
- Fink, L. D. Creating Significant Learning Experiences. Jossey-Bass.
- Wiliam, D. Embedded Formative Assessment. Solution Tree Press.
- Shulman, L. S. The Wisdom of Practice: Essays on Teaching, Learning, and Learning to Teach. Jossey-Bass.

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]

#### MOOC / SWAYAM / NPTEL Courses

- SWAYAM: Enhancing Soft Skills and Personality – IIT Kanpur <https://swayam.gov.in/>
- SWAYAM: Learning and Teaching – IITE
- NPTEL: Pedagogy for Online and Blended Teaching-Learning Process – IIT Bombay
- <https://nptel.ac.in/>
- NPTEL: Outcome-Based Pedagogic Principles for Effective Teaching – IIT Kharagpur
- Coursera: Learning How to Learn – UC San Diego
- edX: Instructional Design Models – University System of Maryland

#### Useful Websites

- UNESCO IIEP – <https://www.iiep.unesco.org/>
- Edutopia – <https://www.edutopia.org/>
- Teaching Channel – <https://www.teachingchannel.com/>
- MERLOT – <https://www.merlot.org/>
- National Teaching Repository (UK) – <https://ntrepository.com/>

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	M	S	M	M	M	S	S	M
CO2	S	S	S	S	M	S	S	M	S	S
CO3	S	M	S	S	S	S	S	M	S	S
CO4	S	S	S	M	S	S	S	S	M	S
CO5	S	S	S	S	S	M	S	S	M	S

Course Code	<b>DELT24D</b>	<b>Title of the Course</b>	
Core	<b>IX</b>	<b>ASSESSMENT AND EVALUATION WITH TECHNOLOGY</b>	
Pre-requisite	A basic understanding of educational principles, instructional design, and classroom assessment practices, along with fundamental computer literacy and familiarity with digital tools.		Syllabus Version <b>2025-2026</b>
<b>Course Objectives:</b>			
<b>The main objectives of this course are to:</b>			
<ul style="list-style-type: none"> <li>• Introduce key concepts and theories of assessment and evaluation in modern educational contexts.</li> <li>• Prove the integration of digital tools, platforms, and technologies to design and administer assessments.</li> <li>• Illustrate effective techniques for measuring learning using technology-enhanced assessment strategies.</li> <li>• Unveil data-driven decision-making approaches based on digital assessment analytics.</li> <li>• Promote ethical, fair, and inclusive assessment practices supported by technology.</li> </ul>			
<b>Expected Course Outcomes:</b>			
<b>On the successful completion of the course, student will be able to:</b>			
1.	Explain foundational concepts, principles, and purposes of assessment and evaluation.		K1
2.	Identify and apply appropriate digital tools for designing technology-based assessments.		K2
3.	Develop technology-enabled assessment tasks, rubrics, and evaluation frameworks.		K3
4.	Analyse learner performance data using digital analytics for instructional improvement.		K4
5.	Evaluate and design ethical, fair, inclusive, and innovative technology-integrated assessment systems.		K6
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6- Create</b>			
Block-I	<b>FUNDAMENTALS OF ASSESSMENT AND EVALUATION</b>		
Unit 1: Unit 1: Nature, Need, and Purpose of Assessment Unit 2: Types of Assessment: Formative, Summative, Diagnostic Unit 3: Principles of Good Assessment			
Block-II	<b>TECHNOLOGY-ENABLED ASSESSMENT</b>		
Unit 4: ICT Tools for Assessment and Evaluation Unit 5: Online Quizzes, Tests, and Polling Tools (Google Forms, MS Forms, Kahoot, Quizizz) Unit 6: e-Portfolios, Digital Rubrics, and Automated Assessment Systems			
Block-III	<b>DESIGNING EFFECTIVE DIGITAL ASSESSMENTS</b>		
Unit 7: Blueprinting and Item Construction in Digital Environments Unit 8: Rubric Development with Tech Tools (Rubistar, QuickRubric) Unit 9: Authentic and Performance-Based Assessment with Technology			
Block-IV	<b>DATA ANALYTICS AND FEEDBACK MECHANISMS</b>		
Unit 10: Learning Analytics in Assessment Unit 11: Data Interpretation, Reporting, and Visualisation Tools Unit 12: Automated Feedback and Adaptive Assessment Systems			
Block-V	<b>ISSUES, TRENDS, AND BEST PRACTICES</b>		
Unit 13: Ethical and Legal Concerns in Digital Assessment Unit 14: Quality Assurance and Accreditation-Based Assessment Unit 15: Emerging Trends: AI-driven Assessment, Remote Proctoring, Gamified Assessment			
<b>Course Designed by</b>			
Dr. V.SURESH, Assistant Professor of English,			

### Reference Books

- Linn, R. L., & Miller, M. D. (2019). Measurement and Assessment in Teaching. Pearson.
- Kubiszyn, T., & Borich, G. (2016). Educational Testing and Measurement. Wiley.
- McMillan, J. H. (2017). Classroom Assessment: Principles and Practice. Pearson.
- Popham, W. J. (2018). Classroom Assessment: What Teachers Need to Know. Pearson.
- Nitko, A. J., & Brookhart, S. M. (2016). Educational Assessment of Students. Pearson.
- Brookhart, S. M. (2013). How to Create and Use Rubrics for Formative Assessment. ASCD.
- Shute, V., & Becker, B. (2010). Innovative Assessment for the 21st Century. Springer.
- Redecker, C. (2013). The Use of ICT for Assessment in Education. European Commission.
- Bennett, R. E. (2015). Technology-Based Assessment. Routledge.
- Brown, S., & Glasner, A. (2003). Assessment Matters in Higher Education. OUP.
- Boud, D., & Falchikov, N. (2007). Rethinking Assessment in Higher Education. Routledge.
- Black, P., & Wiliam, D. (1998). Inside the Black Box: Assessment for Learning. Phi Delta Kappan.
- Earl, L. (2013). Assessment as Learning. Sage.
- Drasgow, F. (2016). Technology and Testing: Improving Educational Measurement. Routledge.
- Eberly, J. L. (2020). Digital Tools for Classroom Assessment. IGI Global.

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]

### SWAYAM / NPTEL

- SWAYAM – Assessment for Learning <https://swayam.gov.in>
- NPTEL – Educational Technology <https://nptel.ac.in>
- SWAYAM – ICT in Teaching, Learning and Evaluation <https://swayam.gov.in>

### MOOC / Coursera / EdX

- Coursera – Assessment in Higher Education <https://www.coursera.org>
- edX – Foundations of Online Assessment <https://www.edx.org>

### Useful Websites

- UNESCO ICT in Education: <https://www.unesco.org>
- OECD Education & Skills: <https://www.oecd.org/education>
- Edutopia Assessment Resources: <https://www.edutopia.org/assessment>
- Brookings Education Technology: <https://www.brookings.edu>

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	M	M	M	W	S	M	M
CO2	M	S	S	S	S	M	M	M	S	M
CO3	S	S	S	S	M	S	M	S	M	S
CO4	M	S	S	S	S	S	M	S	S	S
CO5	S	S	M	S	S	S	S	S	M	S

Course Code	<b>DELT25E</b>	<b>Title of the Course</b>	
Core	X	<b>Teaching Practice Workshop II</b>	
Pre-requisite	Learners should have completed Teaching Practice Workshop-I foundational pedagogic courses, possess basic lesson-planning skills, and demonstrate introductory competence in classroom management, assessment methods, and reflective practice.	Syllabus Version <b>2025-2026</b>	
<b>Course Objectives:</b>			
<b>The main objectives of this course are to:</b>			
<ul style="list-style-type: none"> <li>• Enable trainees to plan, implement, and evaluate English language lessons.</li> <li>• Familiarise trainees with classroom management strategies and learner engagement techniques.</li> <li>• Train trainees in the use of assessment tools and feedback mechanisms.</li> <li>• Promote reflective teaching practices and professional self-evaluation.</li> <li>• Guide trainees in the preparation of a comprehensive teaching portfolio.</li> </ul>			
<b>Expected Course Outcomes:</b>			
<b>On the successful completion of the course, student will be able to:</b>			
1.	Construct well-organised lesson plans, teaching aids, and instructional materials	K3	
2.	Demonstrate effective teaching skills through micro-teaching and full-session delivery	K4	
3.	Integrate assessment tools and feedback strategies appropriate to learning outcomes	K5	
4.	Reflect critically on teaching performance using structured observation and self-evaluation	K6	
5.	Develop a comprehensive project containing lesson artefacts, reflections, and evaluations.	K6	
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6- Create</b>			
Block-I	<b>FOUNDATIONS OF ADVANCED TEACHING PRACTICE</b>		
Unit 1: Principles of effective classroom instruction in ELT Unit 2: Advanced lesson planning with measurable learning outcomes Unit 3: Preparation and use of teaching aids and digital learning materials			
Activities: <ul style="list-style-type: none"> <li>• Preparation of detailed lesson plans</li> <li>• Development of teaching aids (charts, worksheets, PPTs, digital resources)</li> </ul>			
Block-II	<b>CLASSROOM MANAGEMENT AND PEDAGOGIC SKILL</b>		
Unit 4: Managing Diverse Learners and Classroom Dynamics Unit 5: Techniques for Engaging Learners Unit 6: Integrating Technology in Teaching Practice			
Activities: <ul style="list-style-type: none"> <li>• Simulated classroom situations</li> <li>• Demonstration lessons using ICT tools</li> </ul>			
Block-III	<b>ASSESSMENT AND FEEDBACK STRATEGIES</b>		
Unit 7: Designing Assessment Tools (Formative & Summative) Unit 8: Rubrics, Checklists, and Measuring Learning Achievement Unit 9: Feedback Methods for Continuous Improvement			
Activities: <ul style="list-style-type: none"> <li>• Preparation of test items and rubrics</li> <li>• Peer and mentor feedback sessions</li> </ul>			
Block-IV	<b>TEACHING PRACTICE AND OBSERVATION</b>		
Unit 10: Micro-Teaching Sessions: Planning and Delivery Unit 11: Peer Observation and Mentor Feedback Unit 12: Reflective Journaling and Teaching Log			

Activities:

- Conducting micro-teaching lessons
- Writing observation reports and reflective notes

Block-V **PROJECT / PORTFOLIO DEVELOPMENT**

Unit 13: Collecting and Curating Teaching Artefacts  
Unit 14: Writing Reflective Narratives and Analytical Reports  
Unit 15: Final Portfolio Submission and Presentation

Activities:

- Compilation of teaching portfolio
- Viva voce / presentation

### Teaching–Learning Strategies

- Demonstration and modelling
- Micro-teaching
- Peer teaching and observation
- Guided reflection
- Portfolio-based learning

## Assessment and Evaluation

Evaluation shall be continuous and comprehensive, focusing on performance and professional growth.

Component	Weightage
Lesson Plans and Teaching Aids	25%
Micro-Teaching Performance	25%
Observation Reports and Reflective Journal	20%
Teaching Portfolio and Presentation	30%

### Teaching Portfolio (Mandatory)

Each trainee shall maintain a Teaching Practice Portfolio consisting of:

- Approved lesson plans
- Teaching materials and digital resources
- Assessment tools and feedback records
- Reflective journals and observation reports

### Role of Supervisors / Mentors

- Observe teaching sessions
- Provide constructive feedback
- Guide reflective practices
- Evaluate teaching performance

### Attendance Requirement

A minimum of 90% attendance in teaching practice sessions is mandatory as per NCTE norms.

### Certification

Successful completion of Teaching Practice is compulsory for the award of the Diploma in Teaching English.

### Course Designed By

**Dr. V.SURESH**, Assistant Professor of English, CDOE, Bharathiar University, Coimbatore

### Reference Books

- Brown, H. D. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Pearson.
- Richards, J. C., & Rodgers, T. S. *Approaches and Methods in Language Teaching*. CUP.
- Harmer, J. *The Practice of English Language Teaching*. Pearson.
- Biggs, J., & Tang, C. *Teaching for Quality Learning at University*. McGraw-Hill.
- Brookfield, S. *Becoming a Critically Reflective Teacher*. Jossey-Bass.
- Bruner, J. *The Process of Education*. Harvard University Press.
- Pollard, A. *Reflective Teaching*. Bloomsbury.
- Cooper, J. M. *Classroom Teaching Skills*. Cengage.
- Killen, R. *Effective Teaching Strategies*. Cengage.
- Cohen, L., Manion, L., & Morrison, K. *A Guide to Teaching Practice*. Routledge.
- Moon, J. *Learning Journals: A Handbook for Reflective Practice*. Routledge.
- Black, P., & Wiliam, D. *Inside the Black Box: Raising Standards Through Classroom Assessment*. GL Assessment.
- Marzano, R. J. *Classroom Assessment and Grading That Work*. ASCD.
- Ramsden, P. *Learning to Teach in Higher Education*. Routledge.
- Nunan, D. *Practical English Language Teaching*. McGraw-Hill.

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]

- SWAYAM – *Enhancing Soft Skills and Personality* <https://swayam.gov.in/>
- SWAYAM – *Learning Outcomes-Based Curriculum Framework*
- NPTEL – *Effective Teaching Strategies* <https://nptel.ac.in>
- NPTEL – *Outcome Based Pedagogic Principles for Effective Teaching*
- Coursera – *Foundations of Teaching for Learning Specialisation* <https://www.coursera.org>
- edX – *University Teaching (Harvard)* <https://www.edx.org>
- British Council Teaching Resources <https://teachingenglish.britishcouncil.org>
- UNESCO ICT Competency Framework for Teachers <https://unesco.org>
- MERLOT Teacher Education Resources <https://www.merlot.org>

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CO4	S	S	S	S	M	S	M	S	S	S
CO5	S	S	S	M	S	S	S	S	M	S