

**CERTIFICATE COURSE IN ONLINE TEACHING  
(CCOT)  
COURSE PROPOSAL**

Nature of the Program: **Certificate Course**

Eligibility Conditions for the Admission: **XII Pass**

Duration of the Program: **6 Months**

Program Structure:

Number of Courses/Papers: **5 Course/Papers**

Number of Units per Paper: **5 Units**

Number of Credits Paper: **4 Credits**

Total Credits: **20 Credits**

Hours of Study Input: **12 Hours/Paper**

Total Study Hours: **12X5 =60 Hours**

Scheme of Examination: **Similar to conventional mode (Online / Offline)**

<b>Pape r</b>	<b>Title</b>	<b>Durati on (in hours)</b>	<b>Maximu m Marks</b>	<b>Passing Minimum Marks</b>	<b>Credit s</b>
I	Introduction To Online Teaching	3	100	40	4
II	Types Of Online Teaching	3	100	40	4
III	Content For Online Teaching	3	100	40	4
IV	Online Assessment	3	100	40	4
V	Innovations In Online Teaching	3	100	40	4
<b>Study Hours/Study Input: 60 Hours</b>					
<b>Category</b>			<b>Theory (Marks)</b>		
<b>Internal Assessment</b>			<b>25</b>		
<b>End Semester (University) Examination</b>			<b>75</b>		
<b>Total</b>			<b>100</b>		

This course includes the content under the title Online Teaching with the objective of imparting knowledge to the candidates about the basic concepts and application knowledge related to a very up-to-the-minute development and also a need of the hour field called Online teaching. The course will help you develop a working understanding of successful online teaching strategies that you can apply in your own teaching.

The course will certainly impart the related knowledge to the candidates to make them know, understand, develop and apply the course content in the teaching practice. This course will benefit both the prospective teachers and also the teachers who are in the profession by providing some basic as well as updated information about the notion of online teaching which will direct you through your drive of understanding how online technologies can enhance your teaching profession.

### **Syllabus (Program Content)**

## **PAPER 1 INTRODUCTION TO ONLINE TEACHING**

#### **Unit 1:**

Online Teaching- The origin of Online Teaching - Development of Online Teaching in recent times

#### **Unit 2:**

Need and Significance of Online Teaching - Advantages and limitations of Online Teaching- Teacher student relationship in online classes- Building Productive relationships with the students

#### **Unit 3:**

The scope of Online Teaching-Status of Online Teaching-Applications of Online Teaching - Communication in Online classes- Ways to improve the teacher-Student Communication in the Online Classrooms strategies

#### **Unit 4: Types of Modern Teaching**

Modern Classroom Concept- Flipped Learning/ Flipped Classroom- Effective Online teaching Strategies- Differentiated Lesson plans

#### **Unit 5: Types of Modern Learning**

E-learning- U- Learning- Mobile learning/M – learning- Blended Learning- Web based learning- Game based learning- Digital learning

## **PAPER 2**

### **TYPES OF ONLINE TEACHING**

**Unit 1:**

Various types of Online Teaching-Methods and ways of Online Teaching

**Unit 2:**

Online Learning Platforms- Delivery of the content

**Unit 3:**

Google Sites- Google classroom- Zoom-G.Meet-MsTeams.etc

**Unit 4:**

Massive Open and Online Courses (MOOC)– Types of MOOCs- Initiatives by the central Government-

**Unit 5:**

Learning Management Systems/LMS- Blogs- WhatsApp- Social Media in Online Teaching

## **PAPER 3**

### **CONTENT FOR ONLINE TEACHING**

**Unit 1:**

Nature of Content- E-content- Characteristics of Online Teaching- Specific Skills for Online Teaching

**Unit 2:**

Online Teachingcontent- Development of the Content- Apps for Online Teaching content development

**Unit 3:**

Training in Content development- Simple forms of Online Teaching content

**Unit 4:**

Content types in Online Teaching- Text-Image-Audio-Video-Games- Internet- Sources of Digital Content

**Unit 5:**

Need for Engaging Content for Online Teaching- Need for Varied Content for Online Teaching- Types of Learners- Visual Learners- Auditory learners- Read-and -Write learners-Kinesthetic learners

## **PAPER 4 ONLINE ASSESSMENT**

**Unit 1:**

Online Assessment - E- Assessment- Need and Importance of Online Assessment- Online Assessment in Education

**Unit 2:**

Types of Online Tests- Formative Assessment methods-Discussion posts(Boards/Blogs/Chats)- Quiz (Pop-up Quizzes) -Summative Assessment methods- Online Assessment Platforms – Projects-Portfolios-Presentations

**Unit 3:**

Online Assessment methods for Cognitive levels in Bloom's taxonomy of Educational Objectives- MCQ- Simulations- Open Book Exam- Online MCQ- Forums and Online Discussions-

**Unit 4:**

Applications of Online Assessment- Online Assessment in schools- Qualitative Online assessment tools for students-task-based Simulations- Online Group collaboration Projects- Online Interviews- Open-ended Questions

**Unit 5:**

Reflective Journal for student assessment –Some familiar Online Assessment tools for students (Google Forms- Socrative, Mentimeter, Kahoot, Nearpod, edpuzzle) - Limitations of Online assessment- Ways to overcome the limitations of Online assessment

## PAPER 5 INNOVATIONS IN ONLINE TEACHING

### Unit 1:

21<sup>st</sup> century Skills for Modern teachers- Digital Age Teacher - Techno-Pedagogy- Digigogy (Digital Age Pedagogy)- Digital Age Education- Knowing the New-Gen.

### Unit 2:

Paperless Classrooms- Flipped Classrooms- Virtual Reality (VR) and Very Real Learning

### Unit 3:

Innovative methods of Teaching- Smart Boards –Digital textbooks- Video Streaming- ETV- Transformative pedagogy

### Unit 4:

Competency based learning- Game-based learning –Gamification- Project based learning -Situated learning- Multimodal learning -Thinking based learning

### Unit 5:

STEAM- Artificial Intelligence (AI) and Machine learning (ML)-

### References:

Aggarwal, A. (2000). *Web-Based Learning and Teaching Technologies*. New Delhi: Idea Group Publishing.

Kelley, F.S., Cain Mc Ted & Juken, I. (2009). *Teaching the digital generation*. California: Corwin.

### INTERNET RESOURCES

- <http://depts.washington.edu/cidrweb/Video.html/Microteaching>
- [http://web.mit.edu/tll/services/better teaching/microworkshops.htm](http://web.mit.edu/tll/services/better%20teaching/microworkshops.htm)
- [http://web.mit.edu/tll/services/better teaching/giving feedback.htm](http://web.mit.edu/tll/services/better%20teaching/giving%20feedback.htm)
- <http://www.aets.unr.edu/AETS/aetsabs/v4nl/htm>
- <http://www.healthlibrary.com/reading/principles/ch05/ch05.htm>
- [www.ignousolutions.com](http://www.ignousolutions.com)
- [www.languageinindia.com](http://www.languageinindia.com)
- [www.indianetzone.com](http://www.indianetzone.com)
- [www.india-reports.com](http://www.india-reports.com)
- [www.en.wikipedia.org](http://www.en.wikipedia.org)
- [www.studyenglishtoday.net](http://www.studyenglishtoday.net)
- [www.a-z-dictionaries.com](http://www.a-z-dictionaries.com)

- [www.schools.papyrusclubs.com](http://www.schools.papyrusclubs.com)
- [www.britishcouncil.org](http://www.britishcouncil.org)
- <http://www.ncela.gwu.edu/pubs/ncrcdssl/index.htm>
- [www.ncoenglish.wordpress.com](http://www.ncoenglish.wordpress.com)
- [www.philosophy.lander.edu](http://www.philosophy.lander.edu)
- [www.cepr.org](http://www.cepr.org)
- [www.en.wikipedia.org](http://www.en.wikipedia.org)
- <http://www.cambridge.org>
- [www.percepp.com](http://www.percepp.com)
- [www.grammar.about.com](http://www.grammar.about.com)