छत्रपति शाहू जी महाराज विश्वविद्यालय, कानपुर
CHHATRAPATI SHAHU JI MAHRAJ UNIVERSITY, KANPUR
(पूर्ववर्ती कानपुर विश्वविद्यालय, कानपुर)
Formerly Kanpur University, Kanpur – 208024

Academic Ordinance

for

Certificate Course

on

Digigogy

6 Months/1 Semester | 12 Credits | CBCS Pattern

Department of Education
Chhatrapati Shahu Ji Maharaj University, Kanpur UP
(2025)

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Chhatrapati Shahu Ji Maharaj University, Kanpur: A Legacy of Excellence and Innovation

Situated in the heart of Kanpur, Uttar Pradesh, **Chhatrapati Shahu Ji Maharaj University (CSJMU)** stands as a monumental pillar of higher education, embodying a rich legacy of academic brilliance, innovation, and societal transformation. Established with the vision of fostering knowledge and empowering young minds, the university has emerged as a dynamic learning center that bridges tradition with modernity, ensuring holistic development and intellectual enrichment for students across diverse disciplines.

CSJMU takes immense pride in being **accredited with the prestigious NAAC A++ Grade**, a testament to its unwavering commitment to quality education, research, and institutional integrity. This highest accreditation grade underscores the university's dedication to academic excellence, innovative pedagogy, and student-centric policies. The university further solidifies its stature with its esteemed **NIRF and QS rankings**, reinforcing its place among the leading institutions in India and on the global academic map. As a **UGC Category-1 institution**, CSJMU enjoys academic autonomy, enabling it to design cutting-edge curricula, spearhead groundbreaking research, and create an ecosystem that nurtures intellectual curiosity and critical thinking.

Beyond these accolades, CSJMU is deeply rooted in the visionary ideals of **Chhatrapati Shahu Ji Maharaj**, the great social reformer and progressive ruler known for his relentless efforts toward education, social justice, and empowerment. Inspired by his legacy, the university fosters an inclusive learning environment, ensuring equitable access to knowledge and opportunities for students from all backgrounds.

Spanning a vast and picturesque campus, CSJMU offers a world-class educational experience through its state-of-the-art infrastructure, advanced research facilities, and a distinguished faculty comprising leading academicians and industry experts. With a diverse academic portfolio covering disciplines such as science, humanities, commerce, law, management, engineering, and medical sciences, the university stands as a hub of multidisciplinary learning and innovation.

CSJMU is not just an institution; it is a **center of transformation**—where knowledge meets ambition, where innovation drives progress, and where students are shaped into leaders of tomorrow. As it continues to expand its horizons and set new benchmarks in education and research, the university remains steadfast in its mission to inspire generations, contribute to societal progress, and uphold its reputation as a premier institution of higher learning.

Department of Education;
Nurturing Excellence in Education, Research, and Leadership

Established in 1980 with the introduction of the M.Phil (Education) programme, the Department of Education at Chhatrapati Shahu Ji Maharaj University (CSJMU), Kanpur, has evolved into a distinguished center of academic and research excellence. Aligned with the university's commitment to transformative education and innovation, the department upholds the highest standards of learning and pedagogy, fostering an environment that shapes the future of education.

The department offers a robust academic framework through its B.Ed., M.Ed., and Ph.D. programmes, catering to the aspirations of future educators, scholars, and policymakers. Accredited with the prestigious NAAC A++ Grade, CSJMU stands as a hallmark of quality and integrity in higher education, further

strengthened by its NIRF and QS rankings and its recognition as a UGC Category-1 institution. These accolades affirm the department's dedication to academic rigor, progressive research, and professional development in the field of education.

The alumni of the Department of Education have established themselves in esteemed positions across university departments, government teachers' training colleges, DIETs, and various private and trust-run teacher training institutions. Many of its graduates contribute significantly as educators in Kendriya Vidyalayas, primary, upper primary, and secondary schools of various state governments. Beyond the education sector, the department takes immense pride in its alumni serving in Provincial and Union Civil Services, as well as premier institutions like the UGC, demonstrating the department's role in shaping leaders and change-makers.

The department is a hub of cutting-edge research, with its focal areas encompassing the psychological aspects of learning and learners, gender issues in education, policies for disadvantaged groups, educational policy analysis, teacher professional development, curriculum design, and educational management and administration. With a strong commitment to advancing knowledge and addressing contemporary educational challenges, the department continually contributes to shaping national and global discourse in education.

With its legacy of excellence, dynamic research culture, and commitment to educational transformation, the Department of Education at CSJMU continues to inspire and equip future educators, researchers, and policymakers to lead the evolving landscape of education with vision and purpose.

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Formerly Kanpur University, Kanpur – 208024

Academic Ordinance
for
Certificate Course on Digigogy
(6 Months/1 Semester | 12 Credits | CBCS Pattern)

1. Preamble

The Certificate Course on Digigogy aims to equip learners with essential digital pedagogy skills, blending technology with education to create innovative and interactive learning experiences. The program integrates ICT tools, e-learning platforms, virtual classrooms, and digital content creation methodologies. It is designed to meet the needs of students, teachers, educators, trainers, and professionals in the digital era, ensuring skill enhancement and professional growth.

2. Programme Outcomes

Upon successful completion of this course, learners will be able to:

1. understand digital pedagogy concepts and their role in education.
2. utilize ICT tools for creating interactive and engaging learning experiences.
3. develop digital lesson plans and multimedia instructional materials.
4. implement online assessment strategies for effective learning evaluation.
5. leverage AI, AR/VR, and other emerging technologies in digital classrooms.

3. Programme Details

Course Name	**Certificate Course on Digigogy**
Cycle	July – December & January - June
Duration	6 Months / 1 Semester
Credits	12 Credits
Total Teaching Hours	270 Hours
Theory Hours	90 Hours

Course Name	**Certificate Course on Digigogy**
Practical Hours	180 Hours
Mode of Teaching	Blended Mode (Online + Offline)
Number of Seats	25
Fee Structure	₹6000
Mode of Admission	Merit Basis

4. Eligibility Criteria

Minimum Qualification	Intermediate
Target Learners	Teachers, Educators, Students, and Professionals

5. Course Structure & Credit Distribution

Course Code	Title of the Course	Credits	Theory (Hours)	Practical (Hours)
CCD-101	Pedagogy 4.0	4	30	60
CCD-102	Digital Content Creation	4	30	60
CCD-103	Field Based Practicum	4	30	60

*Total Credits: 12
**Total Hours: 270 (Theory: 90, Practical: 180)

6. Examination & Evaluation

6.1 Internal Assessment (25 Marks); CCD-101 & CCD-102

Components	Marks
Mid-Term Exam	15
Presentation/Assignment	5
Attendance (>75%)	5

6.2 End-Semester Examination (75 Marks); CCD-101 & CCD-102

Components	Marks
Written Exam (Theory)	50
Practical Exam	25

Passing Criteria: Minimum Aggregate of 6 CGPA (10 Point Assessment)

**If a candidate does not secure passing marks/grades, then only one (1) chance will be given for appearing in a Back Paper Examination as per university rules.

***The maximum period for the completion of the Certificate Course on Digigogy shall not exceed twelve (12) months from the date of admission. Under no circumstances shall any extension beyond this period be granted, except in cases expressly approved by the competent authority of the University under exceptional circumstances.

Grading System: As per CBCS guidelines of the University.

6.2.1 Examination and Evaluation Pattern: CCD-103

Course Code	Title of the Course	Credits	Maximum Marks	Assessment Procedure
CCD-103	Field-Based Practicum	4	100	Internal Viva

6.3 CBCS Grading System

Percentage Range	Grade	Grade Point	Result Status
90 – 100	O	10	Outstanding
80 – 89	A+	9	Excellent

Percentage Range	Grade	Grade Point	Result Status
70 – 79	A	8	Very Good
60 – 69	B+	7	Good
50 – 59	B	6	Above Average
40 – 49	C	5	Average
Below 40	F	0	Fail

*Conversion of CGPA into Percentage:

**Percentage = CGPA × 10

7. Course Delivery & Teaching-Learning Methodology

Teaching Mode	Details
Online Mode	LMS (Google Classroom, Moodle), Virtual Classrooms, Digital Assignments
Offline Mode	Classroom Sessions, Hands-on Digital Teaching Demonstrations
Practical Training	Digital Lesson Planning, Content Creation, AI-based Teaching Tools
Assessment Methods	Online Tests, Assignments, Presentations, Project Work

8. Attendance Requirement

- Minimum 75% attendance is mandatory for appearing in examinations.
- Attendance records will be maintained through manual and online tracking systems.

9. Feedback & Quality Assurance

Feedback Mechanism	Purpose
Student Surveys	Continuous improvement based on learner feedback
Peer Review	Enhancing teaching effectiveness through collaborative learning
Instructor Feedback	Evaluation of students' digital teaching methodologies
Self-Reflection Activities	Helping learners assess their progress in digital teaching

10. Certification

Upon successful completion, candidates will be awarded a "Certificate in Digigogy" under Chhatrapati Shahu Ji Maharaj University, Kanpur, UP.

Certification Type	Eligibility Criteria
Certificate of Completion	Minimum Aggregate of 6 CGPA
Certificate of Excellence	7.5 CGPA and above in overall assessment

This Academic Ordinance ensures a structured, flexible, and skill-oriented course framework, aligning with NEP 2020 and CBCS norms.

11. Authority Clause

In the event of any dispute(s) or disagreement(s) arising in connection with the provisions of this Ordinance or its interpretation, the decision of the Hon'ble Vice Chancellor, Chhatrapati Shahu Ji Maharaj University, Kanpur, shall be final and binding on all parties concerned.

12. Jurisdiction

In the event of any dispute, difference, or discrepancy arising out of the interpretation, application, or implementation of this Ordinance or any matter incidental thereto, the same shall be subject to the exclusive jurisdiction of the competent courts at Allahabad, and no other court shall have jurisdiction in such matters.

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Annexure – 1

Effective from Session 2024 – 25					
Course Code	CCD101	Title of the Course	Theory (Hours)	Practical (Hours)	Total (Hours)
Duration	6 Months/ 1 Semester	Pedagogy 4.0	30	60	90
Pre-requisite	Intermediate		Credit		04

Course Objectives	
CO1	To introduce learners to the concept of **Digigogy** (Digital Pedagogy)**.**
CO2	To familiarize learners with **ICT tools and e-learning platforms** in education.
CO3	To explore the role of **Artificial Intelligence, AR/VR, and Gamification** in teaching.
CO4	To enable students to design and implement **digital lesson plans** effectively.

Unit No.	**Topics**	**Teaching Hours**	**Practical Hours**	**Mapped CO**
1.	Pedagogy 4.0: Evolution, Meaning, Scope, and Importance of Digigogy, Techno-Pedagogy vs Digigogy	5	15	1
2.	ICT in Education: Tools, Resources, and Digital Classrooms	7	10	2
3.	E-learning Platforms: LMS, MOOCs, Virtual Learning	6	10	
4.	Emerging Technologies: AI, AR/VR, Gamification in Education	7	15	3
5.	Digital Lesson Planning and Online Teaching Strategies	5	10	4

Course Learning Outcomes

1. Explain the fundamentals of **Digigogy and Digital Learning**.
2. Apply **ICT tools** for interactive teaching and learning.
3. Integrate **e-learning platforms** into the educational framework.
4. Design and implement **online and blended learning strategies**.
5. Utilize **AI, AR/VR, and Gamification** in digital classrooms.

Suggested Reading

1. Mishra, S., & Sharma, R. C. (2020). *Interactive Digital Pedagogy*. Pearson Education.
2. Anderson, T. (2019). *The Theory and Practice of Online Learning*. AU Press.
3. Siemens, G. (2018). *Digital Learning and the Future of Education*. Routledge.
4. Bates, A. W. (2020). *Teaching in a Digital Age*. Open University Press.

PO-CO Mapping (CCD101)					
PO/CO	PO1	PO2	PO3	PO4	PO5
CO1	3	3	2	2	2
CO2	2	3	2	2	2
CO3	2	3	2	2	3
CO4	2	2	3	2	2
*		High Correlation		3	
*		Moderate Correlation		2	
*		Low Correlation		1	

Annexure – 2

Effective from Session 2024 – 25					
Course Code	CCD102	Title of the Course	Theory (Hours)	Practical (Hours)	Total (Hours)
Duration	6 Months/ 1 Semester	Digital Content Creation	30	60	90
Pre-requisite	Intermediate		Credit		04

Course Objectives	
CO1	To develop **digital content creation skills** using various tools and platforms**.**
CO2	To enable students to create **multimedia learning materials** for digital classrooms**.**
CO3	To introduce **graphic design, video editing, animation, and interactive content** tools.
CO4	To implement **AI-driven and AR-based content** for enhanced learning experiences.
CO5	To use **assessment and engagement tools** for online learning.

Unit No.	**Topics**	**Teaching Hours**	**Practical Hours**	**Mapped CO**
1.	Basics of Digital Content Creation, Digital Instruction Model	7	14	1
2.	Graphic Design, Infographics & Mind Map	5	12	2
3.	Video Editing and Animation for Education	6	12	3
4.	AI-Powered Content and Digital Accessibility, Cyberethics	7	12	4
5.	Interactive Content, Internet of Things	5	10	5

Course Learning Outcomes

1. Utilize **digital content creation tools.**
2. Develop **interactive e-learning materials** such as quizzes, infographics, and blogs.
3. Create and edit **educational videos and animations** using **Filmora, Powtoon, and Animaker**.
4. Implement **AI-based learning tools** and **AR/VR applications** in digital content.
5. Use **online assessment tools** like **Kahoot, Mentimeter, Quizizz, and Google Forms**.

Suggested Reading

1. Lambert, J. (2021). *Digital Storytelling: Capturing Lives, Creating Community*. Routledge.
2. Mayer, R. E. (2020). *Multimedia Learning*. Cambridge University Press.
3. Horton, W. (2019). *E-learning by Design*. Wiley.

4. Sharma, R. (2021). *Creating Digital Content for Teaching and Learning*. SAGE Publications.
5. Pappas, C. (2021). *The eLearning Designer's Handbook: Creating Engaging Learning Experiences*. Wiley.

PO-CO Mapping (CCD101)

PO/CO	PO1	PO2	PO3	PO4	PO5
CO1	2	3	3	2	2
CO2	2	3	2	3	2
CO3	3	3	2	2	3
CO4	2	2	3	2	3
CO5	3	2	2	3	2

*	High Correlation	3
*	Moderate Correlation	2
*	Low Correlation	1

Annexure – 3

Effective from Session 2024 – 25					
Course Code	CCD103	Title of the Course	Theory (Hours)	Practical (Hours)	Total (Hours)
Duration	6 Months/ 1 Semester	Field Based Practicum	30	60	90
Pre-requisite	Intermediate		Credit		04

Course Objectives	
CO1	To apply **digital pedagogy** concepts in **real-world educational settings**.
CO2	To provide hands-on experience with **e-learning tools**, **content creation**, and **teaching technology integration**
CO3	To introduce **graphic design, video editing, animation, and interactive content** tools.
CO4	To bridge the gap between **theory and practice** through field-based assignments.

Sl. No.	**Field Based Activity**	**Teaching Hours**	**Practical Hours**	**Mapped CO**
1.	**Institutional Visit & Digital Audit**: Visit a school/college/NGO/EdTech center and document existing digital practices (ICT tools, LMS use, barriers).	7	12	2
2.	**Peer Tutoring/Lesson Planning & Demonstration**: Design and deliver at least **5 digitally integrated lesson**.	5	14	3
3.	**Content Creation Portfolio**: Create a repository of 3 digital content items	6	10	5
4.	**Peer Review & Feedback Workshop**: Conduct a digital peer-review session of each other's content or lesson using collaborative tools.	7	10	4
5.	**Digital Awareness Campaign**: Design and execute a small campaign (online or offline) on **Safe and Responsible Use of Technology in Learning**.	5	14	1

Course Learning Outcomes

1. Conduct a digital audit of an educational or training institution and report on its use of technology.
2. Design and deliver a digitally integrated lesson/training session using ICT tools.
3. Create and curate educational digital content aligned with target learner needs.
4. Provide and incorporate peer feedback using collaborative digital platforms.

5. Organize a basic digital awareness or digital literacy outreach activity.
6. Reflect critically on field experiences and present a structured practicum report.

Suggested Reading

1. **UNESCO (2022) –** *ICT Competency Framework for Teachers*
2. **National Education Policy 2020 (Govt. of India) –** Sections on Digital Infrastructure
3. Bates, A. W. (2020). *Teaching in a Digital Age*.
4. Edutopia.org **–** *Teacher-Authored Articles on EdTech in Classrooms*
5. Official documentation/tutorials from **Canva**, **Google for Education**, **Kahoot**, **Moodle**, etc.

PO-CO Mapping (CCD101)

PO/CO	PO1	PO2	PO3	PO4	PO5
CO1	1	2	3	3	2
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2. Programme Outcomes

Upon successful completion of this course, learners will be able to:

1. understand digital pedagogy concepts and their role in education.
2. utilize ICT tools for creating interactive and engaging learning experiences.
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5. leverage AI, AR/VR, and other emerging technologies in digital classrooms.

3. Programme Details

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Duration	6 Months / 1 Semester
Credits	12 Credits
Total Teaching Hours	270 Hours
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Course Name	**Certificate Course on Digigogy**
Practical Hours	180 Hours
Mode of Teaching	Blended Mode (Online + Offline)
Number of Seats	25
Fee Structure	₹6000
Mode of Admission	Merit Basis

4. Eligibility Criteria

Minimum Qualification	Intermediate
Target Learners	Teachers, Educators, Students, and Professionals

5. Course Structure & Credit Distribution

Course Code	Title of the Course	Credits	Theory (Hours)	Practical (Hours)
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CCD-102	Digital Content Creation	4	30	60
CCD-103	Field Based Practicum	4	30	60

*Total Credits: 12
**Total Hours: 270 (Theory: 90, Practical: 180)

6. Examination & Evaluation

6.1 Internal Assessment (25 Marks); CCD-101 & CCD-102

Components	Marks
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Passing Criteria: Minimum Aggregate of 6 CGPA (10 Point Assessment)

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Grading System: As per CBCS guidelines of the University.

6.2.1 Examination and Evaluation Pattern: CCD-103

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Percentage Range	Grade	Grade Point	Result Status
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Online Mode	LMS (Google Classroom, Moodle), Virtual Classrooms, Digital Assignments
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Annexure – 1

Effective from Session 2024 – 25					
Course Code	CCD-101	Title of the Course	Theory (Hours)	Practical (Hours)	Total (Hours)
Duration	6 Months/ 1 Semester	Pedagogy 4.0	30	60	90
Pre-requisite	Intermediate		Credit		04

Course Objectives	
CO1	To introduce learners to the concept of **Digigogy** (Digital Pedagogy).
CO2	To familiarize learners with **ICT tools and e-learning platforms** in education.
CO3	To explore the role of **Artificial Intelligence, AR/VR, and Gamification** in teaching**.**
CO4	To enable students to design and implement **digital lesson plans** effectively**.**

Unit No.	**Topics**	**Teaching Hours**	**Practical Hours**	**Mapped CO**
1.	Pedagogy 4.0: Evolution, Meaning, Scope, and Importance of Digigogy, Techno-Pedagogy vs Digigogy	5	15	1
2.	ICT in Education: Tools, Resources, and Digital Classrooms	7	10	2
3.	E-learning Platforms: LMS, MOOCs, Virtual Learning	6	10	
4.	Emerging Technologies: AI, AR/VR, Gamification in Education	7	15	3
5.	Digital Lesson Planning and Online Teaching Strategies	5	10	4

Course Learning Outcomes

1. Explain the fundamentals of **Digigogy and Digital Learning**.
2. Apply **ICT tools** for interactive teaching and learning.
3. Integrate **e-learning platforms** into the educational framework.
4. Design and implement **online and blended learning strategies**.
5. Utilize **AI, AR/VR, and Gamification** in digital classrooms.

Suggested Reading

1. Mishra, S., & Sharma, R. C. (2020). *Interactive Digital Pedagogy*. Pearson Education.
2. Anderson, T. (2019). *The Theory and Practice of Online Learning*. AU Press.
3. Siemens, G. (2018). *Digital Learning and the Future of Education*. Routledge.
4. Bates, A. W. (2020). *Teaching in a Digital Age*. Open University Press.

PO-CO Mapping (CCD-101)					
PO/CO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**
CO1	3	3	2	2	2
CO2	2	3	2	2	2
CO3	2	3	2	2	3
CO4	2	2	3	2	2
*		High Correlation		3	
*		Moderate Correlation		2	
*		Low Correlation		1	

Annexure – 2

Effective from Session 2024 – 25					
Course Code	CCD-102	Title of the Course	Theory (Hours)	Practical (Hours)	Total (Hours)
Duration	6 Months/ 1 Semester	Digital Content Creation	30	60	90
Pre-requisite	Intermediate		Credit		04

Course Objectives	
CO1	To develop **digital content creation skills** using various tools and platforms**.**
CO2	To enable students to create **multimedia learning materials** for digital classrooms.
CO3	To introduce **graphic design, video editing, animation, and interactive content** tools.
CO4	To implement **AI-driven and AR-based content** for enhanced learning experiences.
CO5	To use **assessment and engagement tools** for online learning.

Unit No.	**Topics**	**Teaching Hours**	**Practical Hours**	**Mapped CO**
1.	Basics of Digital Content Creation, Digital Instruction Model	7	14	1
2.	Graphic Design, Infographics & Mind Map	5	12	2
3.	Video Editing and Animation for Education	6	12	3
4.	AI-Powered Content and Digital Accessibility, Cyberethics	7	12	4
5.	Interactive Content, Internet of Things	5	10	5

Course Learning Outcomes

1. Utilize **digital content creation tools.**
2. Develop **interactive e-learning materials** such as quizzes, infographics, and blogs.
3. Create and edit **educational videos and animations** using **Filmora, Powtoon, and Animaker**.
4. Implement **AI-based learning tools** and **AR/VR applications** in digital content.
5. Use **online assessment tools** like **Kahoot, Mentimeter, Quizizz, and Google Forms**.

Suggested Reading

1. Lambert, J. (2021). *Digital Storytelling: Capturing Lives, Creating Community*. Routledge.
2. Mayer, R. E. (2020). *Multimedia Learning*. Cambridge University Press.
3. Horton, W. (2019). *E-learning by Design*. Wiley.

4. Sharma, R. (2021). *Creating Digital Content for Teaching and Learning*. SAGE Publications.
5. Pappas, C. (2021). *The eLearning Designer's Handbook: Creating Engaging Learning Experiences*. Wiley.

PO-CO Mapping (CCD-102)

PO/CO	PO1	PO2	PO3	PO4	PO5
CO1	2	3	3	2	2
CO2	2	3	2	3	2
CO3	3	3	2	2	3
CO4	2	2	3	2	3
CO5	3	2	2	3	2

*	High Correlation	3
*	Moderate Correlation	2
*	Low Correlation	1

Annexure – 3

Effective from Session 2024 – 25					
Course Code	CCD-103	Title of the Course	Theory (Hours)	Practical (Hours)	Total (Hours)
Duration	6 Months/ 1 Semester	Field Based Practicum	30	60	90
Pre-requisite	Intermediate		Credit		04

Course Objectives	
CO1	To apply **digital pedagogy** concepts in **real-world educational settings**.
CO2	To provide hands-on experience with **e-learning tools**, **content creation**, and **teaching technology integration**
CO3	To introduce **graphic design, video editing, animation, and interactive content** tools.
CO4	To bridge the gap between **theory and practice** through field-based assignments.

Sl. No.	**Field Based Activity**	**Teaching Hours**	**Practical Hours**	**Mapped CO**
1.	**Institutional Visit & Digital Audit**: Visit a school/college/NGO/EdTech center and document existing digital practices (ICT tools, LMS use, barriers).	7	12	2
2.	**Peer Tutoring/Lesson Planning & Demonstration**: Design and deliver at least **5 digitally integrated lesson**.	5	14	3
3.	**Content Creation Portfolio**: Create a repository of 3 digital content items	6	10	5
4.	**Peer Review & Feedback Workshop**: Conduct a digital peer-review session of each other's content or lesson using collaborative tools.	7	10	4
5.	**Digital Awareness Campaign**: Design and execute a small campaign (online or offline) on **Safe and Responsible Use of Technology in Learning**.	5	14	1

Course Learning Outcomes

1. Conduct a digital audit of an educational or training institution and report on its use of technology.
2. Design and deliver a digitally integrated lesson/training session using ICT tools.
3. Create and curate educational digital content aligned with target learner needs.
4. Provide and incorporate peer feedback using collaborative digital platforms.

5. Organize a basic digital awareness or digital literacy outreach activity.
6. Reflect critically on field experiences and present a structured practicum report.

Suggested Reading

1. **UNESCO (2022) –** *ICT Competency Framework for Teachers*
2. **National Education Policy 2020 (Govt. of India) –** Sections on Digital Infrastructure
3. Bates, A. W. (2020). *Teaching in a Digital Age*.
4. Edutopia.org – *Teacher-Authored Articles on EdTech in Classrooms*
5. Official documentation/tutorials from **Canva**, **Google for Education**, **Kahoot**, **Moodle**, etc.

PO-CO Mapping (CCD-103)

PO/CO	PO1	PO2	PO3	PO4	PO5
CO1	1	2	3	3	2
CO2	2	3	3	3	2
CO3	3	2	2	3	3
CO4	3	3	3	2	3

*	High Correlation	3
*	Moderate Correlation	2
*	Low Correlation	1