

Paper-I Knowledge and Curriculum

Objectives:

The student teacher will be able to:

- **To understand the way in which the curriculum is driven by assessment.**
- **To critically analyse various samples of textbook**
- **To identify various dimensions of the curriculum and their relationship with the aims of Education.**
- **To examine the epistemological basis of education.**
- **To discuss the basics of modern child centred education.**
- **To identify relationship between the curriculum framework and syllabus.**
- **To understand the relationship between power, ideology and the curriculum.**
- **To help prospective teachers to take decisions about and shape educational and pedagogic practice with greater awareness of the theoretical and conceptual underpinning's that inform it,**
- **To discuss the basis of modern child-centred education**
- **To understand education in relation to modern values like equity and equality, individual opportunity and social justice and dignity.**

COURSE CONTENT

Unit -I: Knowledge Generation:-

1. Epistemology-Meaning, philosophical basis of knowledge according to Indian & Western philosophy.

2. Distinction between

(a) knowledge and skill

(b) Teaching and Training

(c) Knowledge and wisdom

(d) Reason and belief.

3. Chronological review on Knowledge generation, myth based faith and logical based knowledge.

Unit -II: Child- Centred education:-

1. Modern Child-Centred Education,; Meaning, Concept and its basis.

2. Educational Thoughts on child centred Education – Shri Aurbindo, Giju Bhai, Maria Montessori, Frobel.

Unit -III: Process of knowing and forms of knowledge:-

1. Process of construction of knowledge, factors involved in construction of knowledge, role of knower & known in construction and transmission of knowledge, the role of culture in knowing

2. Categorisation of knowledge; basis of categorisation, the essential forms of knowledge, basis of selection of categories of knowledge in school education.

Unit -IV: Curriculum & Its Determinants:-

1. Meaning & need of curriculum, differentiations between curriculum framework, curriculum , syllabus and text books; facets of core curriculum in Indian context.

2. Determinants of curriculum: (a) Social-political-cultural-economic diversity(b) socio-political aspirations including ideologies (c) Economic necessities & technological possibilities. (d) National priorities and international Context

Unit -V: Curriculum Development & Textbooks:-

1.Different approaches of curriculum development: Subject centred: learner centred and constructivist

2.Role of external agencies in providing curriculum and pedagogic supports to teachers within schools; teachers' role in transacting, developing and researching curriculum.

3.Operationalization of curriculum into learning situations: Selection & development of learning resources i.e. textbooks, teaching learning materials and resources outside the school-local environment, community & media.

Practicum/Field Work (Any one from the following)

1.Analysis of social myths in the light of scientific values and culture.

2. Plan a child centred activity for enhancement of children education and values based on Shri Aurbindo or Giju Bhai thoughts.

3. Conduct a survey on feedback of curriculum from learners and teachers. Prepare a report.

4. Critical review of a text book in reference to gender issues social sensitivity and the local contexts/references included in the book.

5. Critical review or analysis of the text book at upper primary and senior secondary level.

References

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Paper-II Gender Issues in Education

Objectives:

The student teacher will be able to:

- **To develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism.**
- **To understand the gradual paradigm shift from women’s studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period.**
- **To learn about gender issues in school, curriculum and textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region.**
- **To understand how gender, power and sexuality are related to education (in terms of access, curriculum and pedagogy).**
- **To develop an understanding of the paradigm shift from women studies to gender studies, based on the historical backdrop.**
- **To student to construct critically the impact of policies, programmes and scheme for promotion of gender equality and empowerment.**
- **To apply the conceptual tools learnt regarding gender and sexuality to understand issues related to Sexual Harassment at the workplace and Child Sexual Abuse.**
- **To develop an understanding of different theories on gender and education and relate it to power relations. The institutions involved in socialisation processes would be analysed to see how socialisation practices impact power relations and identity formation.**
- **To understand how gender relates to education and schooling. The students will be able to understand on how school as an institution addresses gender concerns in curriculum, textual materials and pedagogy. It will enable the student to draw linkages between life skills and sexuality.**

COURSE CONTENT

Unit 1: Gender Issues: Key Concepts

1. Concepts and terms – Relate them with their context in understanding the power relations: Gender, Sex, Sexuality, Patriarchy, Masculinity and Feminism

2. Gender Bias, Gender Stereo typing and empowerment.

3. Equity and equality in relation with caste, class, religion, ethnicity, disability and regional disparity.

Unit 2: Gender Studies: Paradigm Shifts

- 1. Paradigm shift from women's studies to gender studies.**
- 2. Historical background: Some landmarks from social reform movements of the nineteenth and twentieth centuries with focus on women's experiences of education.**
- 3. Contemporary period: Recommendations of policy initiatives, commissions and committees, schemes, programmes and plans.**

Unit 3: Gender And Education

- 1. Theories on Gender and Education: Socialisation, Gender difference, Structural and Deconstructive.**
- 2. Gender Identities and Socialisation Practices in: Family, Schools and Society.**
- 3. Schooling of Girls: Inequalities and resistances (issues of access, retention and exclusion).**

Unit 4: Gender Issues In Curriculum

- 1. Gender, Culture and Institution: Intersection of class, caste, religion and region.**
- 2. Gender stereotypes in curriculum framework & Text-Books.**
- 3. Role of Teacher in the context of gender sensitivity.**

Unit 5: Gender, Sexuality, Sexual Harassment and Abuse

- 1. Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models).**
- 2. Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions.**
- 3. Agencies perpetuating violence: Family, school, work place and media (print and electronic), Institutions redressing sexual harassment and abuse.**

Practicum/Field Work(Any one from the following)

1. Observe a co-educational class room and pick out the gender biased behaviour/situation/comments and conclude the report.
2. List some examples of gender discrimination in the prevalent society.
3. Conduct an interview of a girl student facing inequality and resistances in family and society and also mention how it affects her aspirations.
4. Debate on women role models in various fields with emphasis on women in unconventional roles.
5. Prepare a biography a women role model of yours and also mention how she phased out her life struggle.

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Paper-III Understanding Inclusive Education

Objectives:

The student teacher will be able to:

- **To understand concept, meaning and significance of inclusive education**
- **To bring about an understanding of the culture, policies and practices that needs to be addressed in order to create an inclusive school.**
- **To appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.**
- **To develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education, understand the nature of difficulties encountered by children.**
- **To prepare teachers for inclusive schools.**
- **To analyze special education, integrated education, mainstream and inclusive education practices.**
- **To identify and utilize existing resources for promoting inclusive practice.**
- **To develop a positive attitude and sense of commitment towards actualizing the right to education of all learners.**
- **To prepare a conducive teaching learning environment in varied school settings.**
- **To develop the ability to conduct and supervise action research activities.**

COURSE CONTENT

Unit I: Introduction, Issues & perspectives of Inclusive Education

- 1. Definitions, concept and importance of inclusion and disability.**
- 2. Difference between special education, integrated education and inclusive education.**
- 3. Advantages of inclusive education for education for all children in the context of RTE.**

Unit II: Policy Perspective

- 1. Recommendations of the Indian Education Commission (1964-66), NPE (1986-92), NCF (2005).**
- 2. Rights of person with disabilities Act, 2016**
- 3. UNESCO Conventions, declaration and recommendations related to Rights of persons with Disabilities.**

UNIT III: Diversity in The Classroom

- 1. Diversity- Meaning and definition.**

2.Disability – concept, meaning, causes, models of disability.

3.Concept, Nature, and Characteristics of Multiple Disabilities.

UNIT IV: Curriculum, Pedagogy and Assessment in Inclusive School

1.Inclusive curriculum- Meaning and characteristics.

2.Teaching and learning environment with special reference to inclusive school

3.Utilization of records/ case profiles for identification, assessment and intervention for inclusive classrooms.

4.Techniques and methods used for adaptation of infrastructure, laboratory skills and play material in inclusive classroom.

Unit V: Teacher Preparation and Inclusive Education

1.Role of responsibility of resources teachers in inclusive setting.

2.N.C.F 2005 and curriculum for teacher preparation and transaction modes in inclusive setting.

3.Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.

Practicum/Field Work(Any one from the following):

1.Observe inclusive teaching strategies in an inclusive classroom and report your observations.

2.With the help of teacher educators, conduct an extension/expert lecture on emerging issues on inclusive education and prepare a report on it.

3.To study the educational resources for persons with disability (POD) in local schools and report your observations.

4.Prepare an instructional design for your pedagogy subject basing it on inclusive learners.

5.Find out the facts about inclusive education in existing scenario with reference to our Nation through internet search compile a summarized report.

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Paper-IV Assessment for Learning

Objectives:

The student teacher will be able to:

- To understand assessing children's progress, both in terms of their psychological development and the criteria provided by the curriculum.
- To provide broad outlook to go beyond the limited context of syllabus-based achievement testing, achievement scores in a subject linked with the child's overall development.
- To introduce student teachers to the history of evaluation and current practices.
- To understand the different dimensions of learning and related assessment procedures, tools and techniques. Analyse, Manage and interpret assessment data.
- To understanding the policy perspectives on examination and evaluation and their implementation practices. Assessment for culturally responsive in diverse classroom.
- To develop critical understanding of issues in assessment and explore, realistic, comprehensive and dynamic assessment process which are culturally responsive for use in the classroom.
- To develop enabling processes which lead to better learning and more confident and creative learners.
- To understand the critical role of assessment in enhancing learning Critiques the traditional purpose of assessment (as a mechanism to filter learners as per their abilities or potentials and thus reducing learning to a limited set of expertise that can be displayed on papers, assessment as a selective and competitive act and achievement as an outcome of individual's innate factors.

COURSE CONTENT

Unit 1 Concept of Assessment:-

1. Assessment, Measurement and Evaluation: Meaning, Concept and Their Interrelationship.

2. Assessment: Purpose, Principles and Perspectives.

Unit 2 Classification of Assessment

1. Classification of assessment: Based on purpose, Scope, Attribute measured, Nature of information gathered, and Mode of response and Nature of interpretation.

2. Assessment of Cognitive Learning: Types and levels, understanding and application.

3. Thinking Skills – convergent, divergent, critical, problem solving and decision making.

Unit 3 Continuous and Comprehensive Evaluation (CCE)

1.CCE: Concept, Need and Process.

2.Assessment of affective learning: Attitude, values, interest, self – concept; Procedures for their assessment.

3.Grading: Concept, types and Application.

4.Individual appraisal through portfolio.

Unit 4 Assessment Devices:-

1.Use of projects, Assignments, Worksheet, Practical Work, and Performance based activities, seminars and reports as assessment devices.

2.Assessment of Group Processes – Cooperative Learning and Social Skills.

3.Self, Peer and Teacher Assessment.

Unit 5 Assessment Practices:-

1. Analysis and interpretation of student's performance; calculation of percentage, measure of central tendency, percentile & percentile rank.

2. Concept and construction of achievement test.

Practicum/Field Work(Any one from the following)

1.Prepare any one assessment device for the students and senior secondary level.

2.Presentation of papers on examination and evaluation policies.

3.Individual appraisal of a school student through portfolio.

4.Prepare an annual plan for continuous and comprehensive evaluation at upper primary to senior secondary level any subject.

5.Construction, administration and interpretation of self made achievement text.

References

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Paper-V Schooling, Socialisation and Identity

Objectives:

The student teacher will be able to:

- **To become aware of the processes of socialisation at home and school that act as shaping factors in identity formation of the school-going child (in Indian contexts);**
- **To reflect critically on factors that shape identity formation and influence sense of self of the growing ‘student’ as well as ‘teacher’ in school as well as in out of school situations;**
- **To begin to understand the processes that have shaped/continue to shape one’s own sense of identity as ‘student’ and a ‘person’ located in multiple social contexts and roles;**
- **To begin to become critically aware of ‘self’ and ‘identity’ and ‘free’ oneself through self-understanding, from tendencies that lead to crystallising and limiting of one’s identity as a teacher and a human being; and**
- **To reflect on one’s aspirations and possibilities in order to develop a growing sense of agency as a ‘teacher’, a ‘professional’, as well as a ‘human being’.**

COURSE CONTENT

UNIT 1: SOCIALISATION

1. Socialisation: Meaning, Nature and Processes.

(i) At home: family as a social institution; parenting styles and their impact; transmission of parental expectations and values.

(ii) At school: School as a social institution, value-formation.

(iii) In Society: Neighbourhood and Community.

UNIT 2: EMERGENCE OF ‘PERSON’ AND ‘IDENTITY’

1. Aspirations: Meaning, positive & negative aspirations, realistic & unrealistic aspiration, Factors influencing aspirations.

2. Self Concept: Meaning and Factors Affecting Self concept of Child.

3. Identity Formation: Meaning, Influence of technology and globalisation.

UNIT 3: SCHOOLING AND IDENTITY FORMATION:

- 1.Schooling as a process of identity formation: ascribed, acquired and evolving.**
- 2.Factors influencing teacher-student relationship, early school experiences in Identity formation**
- 3.Role of the school in developing national, secular and humanistic Identities**

UNIT-4: SOCIAL COMPLEXITIES & EDUCATION

- 1.Social Complexities: Meaning, Concept and Causes.**
- 2.Role of teacher in coping with Social Complexities.**

UNIT 5: EVOLVING AN “IDENTITY” AS A TEACHER

- 1.The impact of one’s own socialisation processes; awareness of one’s own shifting identities as ‘student’, ‘adult’ and ‘student-teacher’ and influences that have acted/continue to act on oneself.**
- 2. Reflections on one’s own aspirations and efforts in becoming a ‘teacher’.**

Practicum/Field Work(Any one from the following)

- 1.Prepare a reflective journal mentioning how the school teachers formed yourself concept.**
- 2.Recall your childhood experiences about your social surroundings & recollect the persons who played an imposing role in forming yourself & identity.**
- 3.Organise a Brain-storming session on the topic values can’t be taught they are caught mention who was the prominent speakers & contributors.**
- 4.Recall a situation where you find yourself ill treated write your experiences.**
- 5.What you thought of teaching profession before joining this B.Ed. Program & what you think now after experiencing internship program. Prepare a note focusing on your weaknesses & strengths.**

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Paper-VI

S.No.	Paper Name
1	Pedagogy of Hindi (Part-II)
2	Pedagogy of English(Part II)
3	Pedagogy of Sanskrit (Part-II)
4	Pedagogy of Mathematics (Part-II)
5	Pedagogy of Physical Science (Part-II)
6	Pedagogy of Chemistry(Part II)
7	Pedagogy of Biological Science(Part II)
8	Pedagogy of General Science(Part II)
9	Pedagogy of Home Science(Part II)
10	Pedagogy of Social Sciences(Part II)
11	Pedagogy of Civics(Part II)
12	Pedagogy of Geography(Part II)
13	Pedagogy of History(Part II)
14	Pedagogy of Economics(Part II)
15	Pedagogy of Business Studies(Part II)
16	Pedagogy of Financial Accounting(Part II)

Paper-VII

S.No.	Paper Name
1	Pedagogy of Hindi (Part-II)
2	Pedagogy of English (Part-II)
3	Pedagogy of Sanskrit (Part-II)
4	Pedagogy of Mathematics (Part-II)
5	Pedagogy of Physical Science (Part-II)
6	Pedagogy of Chemistry (Part-II)
7	Pedagogy of Biological Science (Part-II)
8	Pedagogy of General Science (Part-II)
9	Pedagogy of Home Science (Part-II)
10	Pedagogy of Social Science (Part-II)
11	Pedagogy of Civics (Part-II)
12	Pedagogy of Geography (Part-II)
13	Pedagogy of History (Part-II)
14	Pedagogy of Economics (Part-II)
15	Pedagogy of Business Studies(Part-II)
16	Pedagogy of Financial Accounts (Part-II)

Paper VIII Art and Aesthetics (Part-II)

Objectives:

The student teacher will be able to:

- Understand the important concepts and Prepare unit plan, Lesson plan and yearly plan for different classes.
- Critically evaluate existing school syllabuses and textbooks.
- Prepare suitable teaching aids and use them in the classroom effectively.
- Fulfilment of an individual's potentials through fine art.
- Deepen understanding, appreciation and skills in one chosen medium through self work and evaluate self as an artist and art educator.
- Appreciate and engage with a diverse range of art processes, products and performances – folk and classical through exposure and exchange.
- Experiment and create pieces of art using different medium. Focus on colours, textures, composition and thematic content.
- Understanding basics of different Art forms – impact of Art forms on the human mind.
- Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression.
- Enhance skills for integrating different Art forms across school curriculum at secondary level

COURSE CONTENT

Unit – 1 Art and Creative Teaching

1. Indian Folk art and Creative Art.
2. Contribution of Art Teaching.
3. Co-relation with other Subject.

Unit – 2 Methods and Techniques of Art Teaching

1. Lecture cum demonstration, Question-answer techniques.
2. Discussion, Group work and Assignments.
3. Use of ICT in art teaching.

Unit – 3 Learning Resources of Art Education

1. Types of primary and secondary resources: data from field, textual material, journals, magazines, newspaper.

2. Teaching Aids- Meaning, Importance and types of teaching Aids.

3. Art laboratory.

Unit – 4 Developing Aesthetic Values

1. Arts in the classroom, Music in the classroom, Drama as a teaching technique.

2. Developing Aesthetic Values through Music, Dance and Drama.

Unit – 5 Continuous & Comprehensive Evaluation of Music Dance & Drama

1. Continuous and Comprehensive Evaluation (CCE) in art education.

2. Characteristics of Assessment in art education: Types of questions for testing quantitative and qualitative skill.

3. Qualities of a good Art Teacher.

Practicum/Field work(Any five from the following) :-

1. Viewing/listening to live and recorded performances of Classical and Regional Art forms & compile your personal feelings on it.

2. Local field trip for understanding working process of any art work or Art gallery/art form & mention experiences.

3. Organize an exhibition on Hand made things

4. Documentation of the processes of any one Art or Craft form with the pedagogical basis such as weaving or printing of textiles, folk performances in the community.

5. Planning and establishment of an art gallery in school.

6. Make five different teaching materials using different type of teaching aids (chart,

7. Individual appraisal through aesthetic portfolio.

8. While you were in internship if you found any student worth evaluating on any of the aesthetic arts (Music, Dance, and Drama) make an individual portfolio & submit it in college.

9. Draw Caricatures of three renowned Historical personalities.

10.Pick out art based articles and paintings from famous newspapers and compile the collected information.

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Paper-IX Health and Physical Education Part II

Objectives:

The student teacher will be able to:

- **To help the students to understand the complexities with growth and development.**
- **To enable the students to understand & manage stress and strain.**
- **To develop a positive self concept & keep a healthy relationship with family members & peers.**
- **To develop healthy sports-man-ship & responsible sexual behaviour.**
- **To be able to understand the causes of pollution & measures to prevent them.**
- **To be able to prevent occupational Health Hazards.**
- **To develop physical fitness and gaming skills.**
- **To develop health practices and help them in understanding the interdisciplinary nature of Health & Physical Education.**

COURSE CONTENT

Unit -I Growth and Development

- 1.Growth and development of children at different ages, their needs.**
- 2.Psycho-Social Development; Physical, emotional and mental changes during adolescence.**
- 3.Parent-peer-adolescent relationship; Myths and misconceptions regarding growing-up.**

Unit -II Diseases

- 1.Communicable and Non-communicable diseases: Meaning, Causes, Types and Preventive Measures.**
- 2.Reproductive and sexual health, hygiene, Harmful effects of self-medication and patient's rights.**

Unit -III Health Hazards

- 1.Occupational health hazards and its prevention.**
- 2.Types of Intoxicants and Prevention.**
- 3.Anti-mosquito and anti-rodent measures.**
- 4.Health Hazard due to modern life style and its effect on biological clock.**

Unit -IV Fundamentals of Games and Sports

1.Fundamentals skills of games and sports; Sports for recreation and competition; Rules and regulations of sports; sports ethics; sports awards and scholarships, sports-personship

2.Development of physical fitness; Postures; Importance of relaxation; Fitness tests; Resources and services for games and sports

Unit -V Health Practices and its Interdisciplinary Nature

1.Health and physical Education and its relationship with other school subjects.

2.Management of stress and strain and life skills.

Practicum/Field Work(Any five from the following):

1.List out some Myths and misconceptions regarding growing-up.

2.Arrange doctor's talks either in a school/college with the help of teacher educators & mention how it benefited the attendants.

3.Generally there are many trends of self-medication by home-prepared prescriptions. List such prescriptions & experiences associated with it prepare.

4.It prepares a dietary plan for a child of pre-adolescent age with the help of doctor/expert & displays it in school & prepares it as a document.

5.Prepare a survey report of any area find out the cases of pollution & suggest some remedies.

6.Visit any industry to find out the health hazards for the workers there.

7.Organise a recreational sport in group & share how it was recreational.

8.Demonstrate some fitness exercises to students/peers & mention how it helps in developing physique & mental health.

9.Perform at least 10 yogasanas in group and share your experiences.

10.Organize an exhibition on the theme -Importance of yoga

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Paper-X Learning Enrichment through Information And Communication Technology

Objectives:

The student teacher will be able to:

- **Understand the concept of Educational Technology and Information Technology and its role in construction of knowledge**
- **Prepare teachers for ICT class room**
- **Develop the abilities and the skills to use computer as a learning device.**
- **Develop the professional skills related to ICT**
- **Develop an spirit of appreciation towards ICT**
- **Develop the professional ethics in uses of ICT**
- **Develop the competencies for generating information through internet**

COURSE CONTENT

UNIT 1: RELEVANCE OF ICT IN EDUCATION

1.Role of Information technology in ‘construction of knowledge’

2.Concept of Educational technology

3.Computer assisted Learning, online education, Virtual classroom

UNIT 2: VISUALISING LEARNING SITUATIONS USING AUDIO-VISUAL AND OTHER MEDIA

1.Use of audio Medias in Education.

2.Use of television and video in education.

3.Use of newspaper in education.

UNIT 3: USE OF COMPUTERS IN SCHOOLS

1.Functional knowledge of operating computers–on/off, word processing, use of power point, excel, Computer as a learning tool.

2.Effective browsing of the internet for discerning and selecting relevant information, Survey of educational sites based in India, Downloading relevant material.

UNIT 4: VISUALISING TECHNOLOGY-SUPPORTED LEARNING SITUATIONS

1. Interactive use of audio-visual programme, Use of available software or CDs with LCD projection for subject learning interactions.

2. Collaborative learning tasks: Participation in Yahoo groups, creation of ‘blogs’, etc.

3. Engaging in professional self-development through ICT.

UNIT 5: TECHNOLOGICAL ADVANCEMENTS IN EDUCATION

1. Innovative usage of technology: Use of technology integration in resource-plenty as well as resource-scarce situations.

2. Critical issues in ‘internet usage’ – authenticity of information, addiction, demerits of social networking group.

3. Cyber Crime: Types and legal issues.

Practicum/Field Work(Any five from the following):

1. Organize a symposium about ‘construction of knowledge’ and prepare the minutes.

2. Prepare a power point presentation on any 2 general topics and present them before peers.

3. Prepare a five minutes programme of teaching with a video recording of self and put the content on CD and submit it for appraisal.

4. Watch a programme broadcast on television on educational topics & prepare an interpretational report.

5. Collect & analyse news matter related to educational issues in local context (At least 7 days news).

6. Conduct an extempore session about various issues of social media & draft summaries in the form of report.

7. Through an intensive search on internet find out some Educational apps and mention their utilities.

8. Conduct an informative session with the help of the Teacher Educator on the topic, ‘how to use search engines efficiently and precisely’. List the outcomes (session to be conducted in the presence of expert).

9. How a mobile as a device can be used as teaching tool write a note on it on your self experiences.

10. Search at least four free educational e-books and write them on CD and submit it.

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