

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

Course Description for B.Ed English

Course title	Child Development and Child Psychology (Perspectives in Education)
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course with 25% Revision b. New chapter included : 1. Classical approaches-view on theories of Intelligence 2. Creating and nurturing creativity among children 3. Psychology Practical's a. NVGIT b. Creativity tests
Course code	BEDE FE 300
Semester	I
Number of credits	04
Maximum intake	50
Day/Time	Monday 12-1, Wednesday 10-11, Thursday 2-3 and Friday 11-1
Name of the teacher/s	Dr. Repudi Vijayalatha
Course Description	i) A brief overview of the course The school teachers need to have a complete and deep understanding about the children they are expected to teach. This course offers an introduction to the study of childhood, child development and adolescence. It aims to develop understanding about children of different age groups, through close observation and interaction with children from diverse socioeconomic and cultural backgrounds. The main focus in the course would be to enable student teachers to arrive at an understanding of how different socio-political realities construct different childhoods, within childrens' lived contexts: family, schools, neighborhoods and community. The students would read about theories of child development, childhoods and adolescence as constructed in different social-economic and cultural settings. The course would importantly include perspective building on the issues of marginalization, of difference and diversity, and stereotyping. These ideas would be revisited in other courses too; but are posited here to essentially underline children's lived experiences. For instance, living in an urban slum, growing up as a girl and growing up in a Dalit household. ii. Objectives of the course in terms of programme specific outcomes (POS of the programme under which the course is being offered) • Knowledge about psychology as a discipline and importance of Educational psychology in teaching learning process. (<i>aligns with PO1, PO3, PO8</i>) • To understand about child and childhood, different aspects of a child's physical, motor, cognitive, emotional, moral and social development. (<i>aligns with PO1, PO6, PO8</i>) • To evaluate various theories of development, intelligence and creativity of the children and draw out their educational implications (<i>aligns with PO1, PO3, PO6</i>) • To observe and interact with children from diverse socio-economic and cultural backgrounds. (<i>aligns with PO10, PO11, PO12</i>) • To understand how social-political realities construct different childhoods (<i>aligns with PO1</i>) • To explore children's lived contexts: family, school, neighborhoods and community. (<i>aligns with PO12, PO10, PO6</i>)

iii. Learning Outcomes

1. The student-teacher will understand the need and importance of Psychology as a discipline and apply concepts, theories in classroom context and principles(*Domain Specific outcome*)
2. The student-teachers will identify and select a child reared in diverse context using case profile approach examine and understand multiple childhood experiences (*Skill Enhancement*)
3. The student teachers will interview parents from different socio cultural and economic backgrounds and understand the parenting styles, child rearing practices (*Skill enhancement*)
4. The student-teachers will observe children play, aesthetic expression and link it with their physical, cognitive, emotional, moral, social and language development. (*Value addition*)
5. The student teachers will appreciate various theories of development and contextualize the knowledge in understanding the psychological nature of the child in the classroom.(*Value addition*)
6. The student-teachers will analyze teaching as a noble profession, reflect on the psychological principles, theories, apply them in an institutionalized setting and emerge as a competent and committed teacher. (*Employability Quotient*)

Course Contents:

Unit I: Negotiating Childhood: An Interdisciplinary Inquiry

1. Introduction to Psychology and Educational Psychology
2. Principles of Growth & Development - Educational Implications
3. Growth & development across the lifespan
4. Factors influencing growth & development

Unit II: Understanding the nature and Development of a learner: Childhood and Adolescence.

1. Learner as a developing individual - stages of development
2. Understanding Multiple Childhoods
3. Early Experience and Early Childhood Development
4. Theories of Growth & Development
 - Freud's system of psychology
 - Piaget's theory of cognitive developments
 - Kohlberg's theory of moral development
 - Erickson's theory of psychosocial development

Unit III: Understanding differences in learners: Childhood and Adolescence.

1. Meaning, definition and types of Individual differences
2. Exploring causes for individual differences in addressing children.
3. Aesthetic experiences in childhood- Creative Activity and play of children.
4. Adolescence, Sexual development and Identity crises

Unit IV: Intelligence and creativity

1. Classical Approaches – view on Intelligence
 - Unifactor theory
 - Spearman two factor theory
 - Group factor theory
 - Multiple factor theory
 - Guilford SOI model
2. Intelligence tests and Assessment of Intelligence – Individual verbal

	Tests. Individual performance tests. The group verbal tests. Group Non verbal tests. 3. Creativity, meaning process, Assessment of creativity 4. Nurturing creativity among children Unit-V: Psychology Practicals: 1. Teacher attitude scale 2. Educational Interest, Record 3. Value inventory
Course delivery	• Classroom discussions for developing conceptual understanding. • Individual and group presentations • Use of narratives and case studies • Integrating ICT (Video, Films, Documentaries)
Evaluation scheme	Internal (modes of evaluation): 1. Field based assignments 2. Group / paired project works / presentations 3. Psychology practicals 4. Classroom participation and attendance (10 weightage) } 30 weightage End-semester (mode of evaluation): 60 weightages Sit and write exam
Reading list	Essential reading • Brooks & Brooks. 1999. <i>The case for constructivism</i>. Virginia: ASCD • NCERT. (2005). <i>National Curriculum Framework</i>. Chapter 2 • Balagopalan, S. (2002): Constructing indigenous childhoods: colonialism, vocational education and the working child. <i>Childhood</i>, Vol. 9. • Mukunda, Kamala, V. (2009). <i>What Did You Ask in School Today? A Handbook on Child Learning</i>. Noida: Harper Collins. • Budheka, G. (1990). Divasvapna. New Delhi: National Book Trust India. • Csikszentmihalyi, M. (2005). <i>Thoughts about Education</i>. www.newhorizons.org • Danger school. (1996). Mapusa, Goa, India: Other India Press. • Dewey, J. (1952). <i>The School and the Child</i>. New York: The Macmillan Company. • Erikson, E. H. (1972). <i>Play and Development</i>. New York: W.W. Norton. • Holt, J. (1995). <i>How Children Fail</i>. Addison-Wesley Pub. Co. • Kuranyangi, T. (1993). Totochan. New Delhi, India: National Book Trust. • Neill, A S. (1992). Summerhill School – A new view of childhood. New York: St. Martin's Griffin. • Sahi, J. and Sahi, R. (2009). <i>Learning Through Art</i>. Eklavya. Chapter 1: Introduction. • Holt, J. (1967). <i>How Children Learn</i>. London: Penguin. • Santrock, John W.(2011), Educational Psychology, Tata McGraw-Hill: New Delhi. • Woolfolk, Anita (2011), Educational Psychology, Pearson: New Delhi.

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD
Course Description for B.Ed English

Course title	Philosophical Perspectives of Education (Perspectives in Education)
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course with 10% Revision Perspective in Education
Course code	BEDE FE 301
Semester	I
Number of credits	04
Maximum intake	50
Day/Time	Monday 10-11, Tuesday 12-1, Wednesday 2-3, Thursday 12-1, and Friday 2-3
Name of the teacher/s	Dr. K. Sindhu Bhavani
Course description	The course on Philosophy Perspective of Education aims to develop an Understand the concept and meaning of Philosophy and Education relationship between philosophy and education, functions and specific aims of education. Educational implications of schools of thoughts with regard to idealism, naturalism, pragmatism, Existentialism and an emphasis on history of Indian Education and its development. Objectives: 1. To help the students understand and analyze different aspects related to philosophy of education 2. To discuss perspectives in education 3. To understand various functions of education 4. To enable them to understand educational implications of the schools of thoughts with India and western perspectives. 5. To understand the specific aims of philosophy of education 6. To make the student acquaint with the relationship between philosophy and education. Learning Outcomes: 1. Keen understanding of philosophy of educational concepts 2. Being able to analyze different aspects such as art, science, ethics and philosophy of education. 3. Students can understand specific issues of idealism, naturalism and pragmatism, 4. Students acquaint with the relationship between philosophy and education and self-improvement, perseverance, truth seeking and innovation finally they try to seek a way of seeing something and understanding of the relative importance of things in educative process.

	<u>Course Content:</u> UNIT- I Introduction to Philosophy of Education: 1. Education: Conceptions on Meaning, Nature, and Types of Education. 2. Philosophy: Conceptions on Meaning, Nature, and Scope of Philosophy. 3. Relation between philosophy and education. 4. Scope of Philosophy of Education with respect to aims, curriculum, methods of education, teacher, student, discipline, and assessment. UNIT- II Understanding Philosophy and Education 1. Scope of Philosophy of Education 2. Meaning and Nature of Philosophy of Education 3. Functions of Education 4. Specific aims of education UNIT-III Educational Implications of the schools of thoughts with Indian and Western Perspectives 1. Idealism 2. Naturalism 3. Pragmatism 4. Existentialism UNIT-IV History of Indian Educations 1. A brief inductions to history of education in India 2. Ancient period of education 3. Medieval period of education 4. Modern period of education Unit-V: Indian and Western Educational Thinkers vision on best Educational Practices Indian 1. Swami Vivekananda 2. Sri Aurobindo Ghosh 3. Rabindranath Tagore 4. Jiddu Krishnamurthi 5. Pandit Madan Mohan Malviya
Course delivery	Lecture –Discussion–Demonstration-Experiential Learning-Teacher-student collaboration
Evaluation scheme	Internal mode of evaluation Internal Test-Assignments- Project work & Presentation 40 weightage End-semester mode of evaluation : 60 weightage Sit and write exam
Reading list	Essential Reading: 1. Ramesh Sharma - Philosophy of Education

	2. Aggarawal JC –Philosophical and Sociological, Basis of Education 3. Bhatia and Bhatia- Philosophical and Sociological Foundations of Education 4. Bhatia K K-Principals and Practice of Education 5. Viswarajan Purohit – Mile Stones in Indian Education 6. Dewey John – Democracy of Education Additional Reading: 1. Kocahr S K – Pivotal issues in Indian Education 2. Mohanty J –Current issues in Indian Education 3. NCERT – National Policy on Education 1986 and Documents I, II and POA 4. Safaya and Shaida- Development of Education theory and Practice
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THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

Course Description for B.Ed English

Course title	Pedagogy of English Language Skills (Curriculum and Pedagogic Studies)
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes
Course code	BEDE-DC-302
Semester	I
Number of credits	04
Maximum intake	50
Day/Time	Monday 11-12, Tuesday 10-11, Wednesday 12-1, and Thursday 11-12
Name of the teacher/s	Prof. R.V. Anuradha
Course description	i) A brief overview of the course ‘Pedagogy of English Language Education Skills’ introduces the trainee teachers to the teaching learning process in a L2 classroom. This course first enables the participants to encounter the teaching of English in its various aspects. This course helps them to develop knowledge of teaching LSRW skills, integrating skills and Communicative Language Teaching. This course enables them to encounter the various techniques of teaching these skills and provides them theoretical knowledge blended with practical skills. ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) <i>The course will enable the Student-Teachers to:</i> • become conversant in English language teaching process (<i>aligns with PO1, PO2</i>) • create sensitivity to the language diversity that exists in the classrooms (<i>aligns with PO1, PO2</i>) • design tasks to develop all the language skills of their students, i.e. Listening, Speaking, Reading, and Writing. (<i>aligns with PO3, PO4, PO5</i>) • distinguish between "form" and "function" (<i>aligns with PO3, PO4, PO5</i>) • enable their students to use language in various contexts (<i>aligns with PO6, PO8</i>) • apply the approach of "Communicative Language Teaching" in the Classroom (<i>aligns with PO11, PO12</i>) • provide appropriate feedback to students in all the skills (<i>aligns with PO11, PO12</i>) iii) Learning outcomes—a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient (Please highlight the portion that subscribes to a/b/c/d)

	At the end of the semester, a student completing this course should be able to: 1. Explain some of the important concepts and issues in language teaching (Domain specific outcome) 2. Demonstrate knowledge of designing some tasks to develop language skills among students (Skill enhancement) 3. Showcase the conversant ability to teach English language (Domain specific outcome) 4. Plan, design, trial, and administer lesson plans related to skill teaching with special reference to listening, speaking, reading, (Skill enhancement and development of employability skills) Course Content: Module 1: Developing Listening Skills 1. Sub-skills of listening 2. Stages of Listening lesson 3. Techniques of and materials for teaching listening skills 4. Adapting Listening activities Module 2: Developing Speaking Skills 1. Contexts of Speaking 2. Sub-skills of Speaking 3. Techniques of and materials to develop Speaking Skills 4. Discussion activities Module 3: Developing Reading Skill 1. Ways of reading 2. Types of reading activities 3. Characteristics of efficient reading and implications for teaching 4. Improving Reading skills Module 4: Developing Writing Skill 1. Differences between speaking and writing 2. Teaching techniques of writing 3. Mechanics of writing and cohesion 4. Usefulness of Integrating skills in a lesson Practicum: 1. Enumerate, study and analyse activities in course books 2. Prepare activities suitable to various levels involving the stages: pre-listening, while-listening and post-listening
Course delivery	• The course would be transacted through participatory approaches including group discussion, group work, pair work and whole class interaction, seminar presentation by students to name some. • The classroom work would involve use of narratives, case studies, documents, videos, documentaries and films • Students would be encouraged for self study by providing resources • The course would be integrated with ICT skills
Evaluation scheme	• All the practicum tasks are compulsory. However, for the sake of

	assigning grades, three best practicum tasks would be chosen for assigning internal marks (40 Marks) Semester end Examination- Sit and Write exam (60 Marks)
Reading list	Essential Reading: - Byrne, D., (1975) <i>Teaching Oral Skills</i>, London: Longman - Doff, A (1981) <i>Teach English</i>, Cambridge: CUP - Ellis, R (1985) <i>Understanding Second Language Acquisition</i>, Oxford: OUP - Goner, Roper, Diane Phillips and Steve Waltes 2005, <i>Teaching Practice</i>, Oxford: Macmillan. - Grellet, F (1983) <i>Developing Reading Skills</i>, Cambridge: CUP - Hedge, T. (1988) <i>Writing</i> Oxford:, OUP - Hughes, A (1989) <i>Testing for Language Teachers</i>, Cambridge: CUP - Krishnaswamy, N, and T Sriraman (1994) <i>Teaching English in India</i> Chennai, T R Publishers Richards, J.C., and T Rogers. (1998) <i>Approaches and Methods to Language Teaching</i>, Cambridge: CUP M. L. Tickoo (2003): <i>Teaching and Learning English</i>. Hyderabad: Orient Longman. Additional Reading: - Nunan, D., & Miller, L. (Eds.). (1995). <i>New ways in teaching listening</i>. Alexandria, VA: TESOL. - Parrott, M. (1993): <i>Developing Reading Comprehension</i>, Oxford: Pergamon Press. - Richards, J.C. (1983). 'Listening Comprehension: Approach, Design, Procedure'. <i>TESOL Quarterly</i>, 17, 219-240. - Richards, J.C. and T. Rogers (1998): <i>Approaches and Methods to Language Teaching</i>. Cambridge: CUP - Rixon, S. (1981). The design of materials to foster particular linguistic skills. <i>The teaching of listening comprehension</i>. (ERIC Document Reproduction Service No. ED 258 465). - Group of Editors (2013). <i>Sills Annex: Functional English for Success</i>. Hyderabad: Orient Black Swan Pvt. Ltd. - JayashreeMohanraj (2015). <i>Let Us Hear them Speak: Developing Speaking-Listening Skills in English</i>. UK: SAGE Publications Ltd. - Penny Mc Kay and Jerni Guse (2007). <i>Five Minutes Activities for Young Learners</i>. Cambridge: CUP - Diana Larsen-Freeman (2000). <i>Techniques and Principles in Language Teaching</i>. Oxford: OUP - Penny Ur and Andrew Wright (1992). <i>Five-minutes activities: a resource book for language teachers</i>. Cambridge: CUP - Jon Chandler and Mark Stone (2006). <i>The Resourceful English Teacher</i>. New Delhi: Viva Books Pvt. Ltd. - Chris Sion (2006) <i>Creating Conversation in Class</i>. New Delhi: Viva Books Pvt. Ltd.

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

Course Description for B.Ed English

Course title	Approaches, Methods in ELT (Curriculum and Pedagogic Studies)
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes
Course code	BEDE-DC-303
Semester	I
Number of credits	4
Maximum intake	50
Day/Time	Monday 2-3, Tuesday 11-12, Wednesday 11-12, Thursday 3-4 and Friday 10-11
Name of the teacher/s	Dr. Noor Askari
Course description	iv) A brief overview of the course This introductory course is designed to equip pre-service ESL teachers with foundational knowledge of the major approaches, methods, and techniques that have shaped the teaching and learning of English as a second language over time. It enables students to critically engage with the evolution of language pedagogy, from structuralist and behaviourist traditions to communicative and post-method paradigms. Emphasis is placed on understanding how beliefs about language and language learning are reflected in instructional practices, and how theories become classrooms. The course situates each method or approach within its historical, sociocultural, and theoretical context, allowing student-teachers to appreciate how educational ideologies, learner profiles, and institutional demands influence method adoption and classroom dynamics. Through hands-on analysis, collaborative seminars, method demonstrations, and reflective discussion, students examine how learner variables such as age, proficiency, motivation, and background inform teaching decisions. Further, the course encourages the development of a pedagogic repertoire by engaging students in analysing ESL materials, experimenting with teaching techniques, and designing targeted classroom tasks. The goal is to foster in students the ability to make informed instructional choices, tailored to learner needs and institutional realities, while ensuring theoretical grounding and pedagogical flexibility. v) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) By the end of the course, student-teachers will be able to:

	1. Differentiate between approach, method, and technique in the context of ESL, using theoretical models (e.g., Anthony's framework; Richards & Rodgers' expanded model) to explain their interrelation and classroom implications. 2. Critically evaluate a range of ESL methods, including Grammar Translation, Direct Method, Audiolingualism, CLT, Task-Based Learning, and Post-method perspectives, with a focus on their assumptions about language, learning, and learners. 3. Incorporate suitable teaching techniques into classroom practice, based on learner needs and the methodological principles underlying selected approaches. 4. Ensure alignment between approaches, methods, and instructional materials, recognizing how pedagogic choices are mediated by textbooks, teacher roles, and learning objectives. vi) Learning outcomes—a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient (a) Domain-Specific Learning Outcomes <i>(Aligned with Dimensions: Knowledge and understanding; Skills related to one's specialization)</i> By the end of the course, students will be able to: 1. Demonstrate theoretical understanding of the major approaches, methods, and techniques in ESL teaching, with reference to their historical, psychological, and philosophical foundations. <i>Aligns with PO1: theoretical knowledge in educational perspectives</i> <i>Aligns with PO2: procedural knowledge to teach English</i> 2. Distinguish between 'approach', 'method', and 'technique' and apply these frameworks to analyze instructional design. <i>Aligns with PO2 and PO4: conceptual clarity and pedagogic analysis</i> 3. Evaluate language teaching methods in terms of their learning theory assumptions, linguistic focus, classroom procedures, and suitability for different learner profiles. <i>Aligns with PO3: pedagogic skills</i> <i>Aligns with PO4: analytical and problem-solving skills</i> 4. Critically analyze ESL instructional materials to identify embedded methods and assess alignment between content, learner goals, and teaching techniques. <i>Aligns with PO3 and PO5: curriculum evaluation and planning</i> (b) Value Addition Learning Outcomes 5. Develop intercultural awareness and ethical reflection by comparing how teaching methods respond to cultural contexts, learner diversity, and institutional demands. <i>Aligns with PO10: inclusivity and global citizenship</i> 6. Reflect on the ideological assumptions behind methods (e.g., views on grammar, communication, accuracy/fluency) and
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	their implications for teaching in multilingual Indian classrooms. <i>Aligns with PO6: reflective teaching</i> <i>Aligns with PO12: autonomous learning practices</i> 7. Appreciate the dynamic nature of pedagogic change and engage in informed professional debates about language teaching reforms and innovations. <i>Aligns with PO12: lifelong learning and professional growth</i> (c) Skill Enhancement Learning Outcomes (Aligned with Dimension: Skills related to specialization; Application of knowledge) 8. Design lesson plans and tasks aligned with different methods, tailored to real-world learner needs and contexts (e.g., proficiency level, setting, learning goals). <i>Aligns with PO3 and PO6: lesson design and application in real classrooms</i> 9. Simulate teaching demonstrations using a range of techniques and strategies, adapting roles, materials, and procedures for different methods. <i>Aligns with PO3 and PO6: practice-based learning and adaptive teaching skills</i> 10. Use analytical tools (KWL tables, method checklists, textbook audits) to reflectively assess the suitability and effectiveness of teaching materials and classroom practices. <i>Aligns with PO4 and PO8: evidence-based reflection and problem-solving</i> (d) Employability Quotient Learning Outcomes (Aligned with Dimensions: Application of knowledge and skills; Generic learning outcomes) 11. Make method-informed decisions when designing language programs, courses, and teaching sequences in school or institutional settings. <i>Aligns with PO6 and PO8: applying theory to classroom issues</i> 12. Communicate pedagogic decisions clearly through lesson plans, presentations, and teaching demonstrations, using professional terminology and evidence-based justification. <i>Aligns with PO11: professional communication</i> <i>Aligns with PO9: collaboration in seminars and peer-led tasks</i> 13. Adapt teaching strategies to suit diverse learner populations (children, adults, professionals) and varied teaching contexts (urban, rural, multilingual), enhancing readiness for school or training centre placements. <i>Aligns with PO10 and PO6: inclusivity and applied pedagogy</i>
Course delivery	Lectures, group and individual projects and student-led seminars
Evaluation scheme	Internal (modes of evaluation): 40 weightage 1. Student-led Seminars ○ Each group presents and demonstrates a selected

	ESL method (e.g., Direct Method, TPR, CLT), contextualizing it within its theoretical framework and showcasing a sample classroom activity. Peer feedback and class discussion follow. 2. Instructional Material Analysis - Students choose a textbook or teaching module and analyze its underlying method/approach. They identify embedded assumptions about language and learning, sequencing of content, and teacher-learner roles. 3. Theory-Based Lesson Plan - Students create a complete lesson plan aligned with a specific method or approach, justifying their choice in light of learner context, objectives, and content focus. 4. Reading Responses - Short written responses to assigned readings, focusing on critical reflections, comparisons between methods, and application of theory to imagined classroom contexts. End-semester (mode of evaluation): 60 weightage sit and write exam
Reading list	Essential reading Richards, J. C., & Rodgers, T. S. (2014). <i>Approaches and Methods in Language Teaching</i> (3rd ed.). Cambridge University Press. Larsen-Freeman, D., & Anderson, M. (2011). <i>Techniques and Principles in Language Teaching</i> (3rd ed.). Oxford University Press. Brown, H. D. (2007). <i>Teaching by Principles: An Interactive Approach to Language Pedagogy</i> (3rd ed.). Pearson Education. Additional reading Howatt, A. P. R., & Widdowson, H. G. (2004). <i>A History of English Language Teaching</i> (2nd ed.). Oxford University Press. Anthony, E. M. (1963). <i>Approach, Method and Technique</i>. <i>English Language Teaching</i>, 17(2), 63–67. Kumaravadivelu, B. (2006). <i>Understanding Language Teaching: From Method to Postmethod</i>. Lawrence Erlbaum Associates. Graves, K. (2000). <i>Designing Language Courses: A Guide for Teachers</i>. Heinle & Heinle. Mohanty, A. K. (2009). <i>Multilingual Education for Social Justice: Globalising the Local</i>. Orient BlackSwan. NCERT (2005). <i>Position Paper: National Focus Group on Teaching of English</i>.

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD
Course Description for B.Ed English

Course title	Micro Teaching (Ability Enhancement and Value Added Course)
Category (Mention the appropriate category (a/b/c) in the course description.)	New course
Course code	BEDE-AEVA-333
Semester	I
Number of credits	02
Maximum intake	50
Day/Time	Monday 3-4, Tuesday 2-3, Wednesday 3-4, Thursday 10-11 and Friday 3-4
Name of the teacher/s	Dr. Hureen Wasifa Siddiqui
Course description	<u>A Brief overview of the course:</u> The course Micro Teaching trains the student-teachers in teaching techniques in a super scaled-down and low-stake settings. This helps them in macro teaching and builds skills and confidence in them. Instead of teaching a full length lesson for a class, they focus on one skill at a time and teach for 5-10 minutes for a small group of five to ten students. <u>Objectives:</u> Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) • To help the trainee teachers master a specific teaching skill one at a time (aligns with PO1, PO2) • To reduce anxiety by practicing in a simplified setting before facing a full classroom (aligns with PO3, PO4, PO5) • To make teaching more effective by refining teaching techniques (aligns with PO6, PO8) • Enable trainee teachers to analyze their own teaching and identify their strengths and weaknesses (aligns with PO11, PO12) <u>Learning Outcomes:</u> 1. The student-teacher will develop a comprehensive understanding of specific teaching skills (domain specific outcome) 2. The student-teacher will critically examine the need for refining teaching techniques (skill enhancement) 3. The student-teacher will improve confidence and identify their own strengths and limitations (value addition) Course Content: Unit I: Concept & Fundamentals of Micro Teaching 1. Concept of Micro Teaching - Meaning, definition, and characteristics - Objectives of micro teaching - general & specific - Principles and assumptions of micro teaching

	2. Cycle of Micro Teaching - Plan → Teach → Feedback → Re-plan → Re-teach → Re-feedback - Phases of teaching: Pre-active, Interactive, Post-active 3. Importance of Micro Teaching- Skill refinement, confidence-building, immediate feedback - Preparation for real classroom situations Unit II: Micro Teaching Skills Core teaching skills practiced through 6 skills 1. Skill of Questioning - meaning, components, types 2. Skill of Stimulus Variation - meaning and components 3. Skill of Reinforcement - meaning and components 4. Skill of Explaining/Explanation 5. Skill of Black Board Work 6. Skill of Introduction Unit III: Integration, Simulation & Practice 1. Integration of Skills - 6 integration lessons of 10 minutes each after practicing individual skills - Combining 2-3 skills in one lesson 2. Lesson plan for Micro teaching 3. Assessment in Micro Teaching-Observation schedules and feedback forms
Course delivery	Practice and Presentation of Micro Teaching Skills
Evaluation scheme	Practice of micro teaching skills and project writing 30 weightage Final lesson (Integration of micro teaching skills) 20 weightage