

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD
TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	Child Development and Child Psychology
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 Practicals a. NVGIT b. Creativity tests
Course code	BEDE FE 300
Semester	I
Number of credits	04
Maximum intake	50
Day/Time	Monday 12-1 & 3-4, Wednesday 10-11, Thursday 12-1, Friday 10-11
Name of the teacher/s	Dr. Repudi Vijayalatha
Course Description	<p>i) A brief overview of the course</p> <p>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 children's lived contexts: family, schools, neighborhoods and community.</p> <p>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.</p> <p>The concept of adolescence would be situated in realistic and contextual frames. Do children across different cultures experience adolescence similarly? How does urbanization and economic change impact its construction and experience? Representations of gender, class and poverty in media can be brought to the</p>

	<p>classroom to understand lived realities, assumptions of notions of childhood and stereotypes. This course also may provide windows into looking at ideas of work and childhood; children in difficult circumstances and an understanding of them, with a critical deconstruction of significant events that media highlights and creates.</p> <p>The pedagogy draws from student teachers themselves, readings about childhood from diverse contexts, and engaging with children. The course posits the student-teachers as a resource themselves, as they bring their own experiences to the classroom discussions. Opportunities would be provided to engage with children's lived realities in many ways, through biographies, stories, narrations of growing up in different cultures, observations about children by parents and teachers, children's diaries, testimonies and the media.</p> <p>The assessment of the paper would be organized around student-teachers' developing capacities to look at, understand, interpret notions about children and childhood, about growing up in realistic contexts and arriving at a critique of the universalistic normative notions of childhood and children and adolescents; to be able to interpret how gender, caste and social class may impact the lived experiences of children.</p> <p>ii. Objectives of the course in terms of programme specific outcomes (POS of the programme under which the course is being offered)</p> <ul style="list-style-type: none"> • 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> <p>iii. Learning Outcomes</p> <ol style="list-style-type: none"> 1. The student-teacher will understand the need and Importance of Psychology as a discipline and apply concepts, theories in classroom context and principles <i>(Domain Specific outcome)</i>
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	<ol style="list-style-type: none"> The student-teachers will identify and select a child reared in diverse context using case profile approach examine and understand multiple childhood experiences (<i>Skill Enhancement</i>) The student teachers will interview parents from different socio cultural and economic backgrounds and understand the parenting styles, child rearing practices (<i>Skill enhancement</i>) The student-teachers will observe children play, Aesthetic expression and link it with their physical, cognitive, Emotional, moral, social and language development. (<i>Value addition</i>) The student's teachers will appreciate various theories of development and contextualize the knowledge in understanding the psychology nature of the child in the classroom. (<i>Value addition</i>) The student-teachers will analyze teaching as a noble profession, reflect on the psychological principles, theories, apply them in a institutionalized sitting and emerge as a competent and committed teacher. (<i>Employability Quotient</i>)
Course delivery	<ul style="list-style-type: none"> Classroom discussions for developing conceptual understanding. Individual and group presentations Use of narratives and case studies Integrating ICT (video, Films, Documentaries)
Evaluation scheme	<p>Internal (modes of evaluation):</p> <ol style="list-style-type: none"> Field based assignments Group / paired project works / presentations Psychology practicals Classroom participation and attendance (10 weightage) <p>End-semester (mode of evaluation): 60 weightages Sit and write exam</p>
Reading list	<p>Essential reading</p> <ul style="list-style-type: none"> 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
TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	Philosophical Perspectives of Education
Category (Mention the appropriate category (a/b/c) in the course description.)	c. Existing course with 10% Revision Perspective in Education
Course code	BEDE FE 301
Semester	I
Number of credits	03
Maximum intake	50
Day/Time	Monday 2-3, Tuesday 3-4, Thursday 10-11, Friday 12-1
Name of the teacher/s	Dr. S. Nageswara Rao
Course description	<p>The course on Philosophy Perspective of Education aims to develop an Understanding of Philosophy of Educational concepts of India and Western and Education in narrow and broder meanings and certain accept related to educational perspectives, functions and specific aims of education.</p> <p>Educational implications of schools of thoughts with regard to idealism, naturalism, pragmatism, Existentialism and an emphasis on history of Indian Education and its development.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To help the students understand and analyze different accepts related to Philosophy of Education 2. To discuss Perspectives in Education 3. To understand various functions of Education <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Kean 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, pragmatism, 4. Students acquainted 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.
Course delivery	Lecture –Discussion–Demonstration-Experiential Learning-Teacher-student collaboration
Evaluation scheme	Internal mode of evaluation Internal 25% Test-Assignments- Project work & Presentation End-semester mode of evaluation 50% Written examination
Reading list	<p>Essential Reading:</p> <ol style="list-style-type: none"> 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 <p>Additional Reading:</p> <ol style="list-style-type: none"> 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 Shaيدا- Development of Education theory and Practice

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD
TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	Pedagogy of English Language Skills
Category (Mention the appropriate category (a/b/c) in the course description.)	d. Existing course without changes
Course code	BEDE-DC-302
Semester	I
Number of credits	04
Maximum intake	50 + Super numery
Day/Time	Monday 11-12, Tuesday 10-11, Wednesday 12-1, Thursday 11-12
Name of the teacher/s	Prof. R.V. Anuradha
Course description	<p>ii) A brief overview of the course</p> <p>‘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.</p> <p>iii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</p> <p><i>The course will enable the Student-Teachers to:</i></p> <ul style="list-style-type: none"> • <i>Become conversant in English language teaching process</i> • <i>create sensitivity to the language diversity that exists in the classrooms</i> • <i>design tasks to develop all the language skills of their students, i.e. Listening, Speaking, Reading, and Writing.</i> • <i>distinguish between "form" and "function"</i> • <i>enable their students to use language in various contexts</i> • <i>apply the approach of "Communicative Language Teaching" in the Classroom</i> • <i>provide appropriate feedback to students in all the skills</i>

	<p>iv) 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)</p> <p>At the end of the semester, a student completing this course should be able to:</p> <ol style="list-style-type: none"> 7. Explain some of the important concepts and issues in language teaching (Domain specific outcome) 8. Demonstrate knowledge of designing some tasks to develop language skills among students (Skill enhancement) 9. Showcase the conversant ability to teach English language (Domain specific outcome) 10. 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 delivery	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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% weight) • Semester end Examination (60% weight)
Reading list	<p>Essential Reading:</p> <ol style="list-style-type: none"> 1. Byrne, D., (1975) <i>Teaching Oral Skills</i>, London: Longman 2. Doff, A (1981) <i>Teach English</i>, Cambridge: CUP 3. Ellis, R (1985) <i>Understanding Second Language Acquisition</i>, Oxford: OUP 4. Goner, Roper, Diane Phillips and Steve Waltes 2005, <i>Teaching Practice</i>, Oxford: Macmillan. 5. Grellet, F (1983) <i>Developing Reading Skills</i>, Cambridge: CUP 6. Hedge, T. (1988) <i>Writing</i> Oxford:, OUP 7. Hughes, A (1989) <i>Testing for Language Teachers</i>, Cambridge: CUP

8. Krishnaswamy, N, and T Sriraman (1994) *Teaching English in India* Chennai, T R Publishers Richards, J.C., and T Rogers. (1998) *Approaches and Methods to Language Teaching*, Cambridge: CUP
9. M. L. Tickoo (2003): *Teaching and Learning English*. Hyderabad: Orient Longman.

Additional Reading:

1. Nunan, D., & Miller, L. (Eds.). (1995). *New ways in teaching listening*. Alexandria, VA: TESOL.
2. Parrott, M. (1993): *Developing Reading Comprehension*, Oxford: Pergamon Press.
3. Richards, J.C. (1983). 'Listening Comprehension: Approach, Design, Procedure'. *TESOL Quarterly*, 17, 219-240.
4. Richards, J.C. and T. Rogers (1998): *Approaches and Methods to Language Teaching*. Cambridge: CUP
5. Rixon, S. (1981). The design of materials to foster particular linguistic skills. *The teaching of listening comprehension*. (ERIC Document Reproduction Service No. ED 258 465).
6. Group of Editors (2013). *Sills Annex: Functional English for Success*. Hyderabad: Orient Black Swan Pvt. Ltd.
7. Jayashree Mohanraj (2015). *Let Us Hear them Speak: Developing Speaking-Listening Skills in English*. UK: SAGE Publications Ltd.
8. Penny Mc Kay and Jerni Guse (2007). *Five Minutes Activities for Young Learners*. Cambridge: CUP
9. Diana Larsen-Freeman (2000). *Techniques and Principles in Language Teaching*. Oxford: OUP
10. Penny Ur and Andrew Wright (1992). *Five-minutes activities: a resource book for language teachers*. Cambridge: CUP
11. Jon Chandler and Mark Stone (2006). *The Resourceful English Teacher*. New Delhi: Viva Books Pvt. Ltd.
12. Chris Sion (2006) *Creating Conversation in Class*. New Delhi: Viva Books Pvt. Ltd.

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD
TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	Approaches, Methods in ELT (Curriculum and Pedagogic Studies)
Category (Mention the appropriate category (a/b/c) in the course description.)	<p>e. Existing course without changes</p> <p>f. Existing course with revision. Mention the percentage of revision and highlight the changes made</p> <p>g. New course</p>
Course code	BEDE-DC-303
Semester	I
Number of credits	4
Maximum intake	Whole class
Day/Time	Tuesday 11-1 and Thursday 2-4
Name of the teacher/s	Dr. Kshema Jose
Course description	<p>v) A brief overview of the course</p> <p>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.</p> <p>vi) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</p> <p>By the end of the course, student-teachers will be able to:</p>

	<ol style="list-style-type: none"> 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. <p>vii) Learning outcomes—a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient</p> <p>(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:</p> <ol style="list-style-type: none"> 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> <p>(b) Value Addition Learning Outcomes</p>
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	<p>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></p> <p>6. Reflect on the ideological assumptions behind methods (e.g., views on grammar, communication, accuracy/fluency) and their implications for teaching in multilingual Indian classrooms. <i>Aligns with PO6: reflective teaching</i> <i>Aligns with PO12: autonomous learning practices</i></p> <p>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></p> <p>(c) Skill Enhancement Learning Outcomes <i>(Aligned with Dimension: Skills related to specialization; Application of knowledge)</i></p> <p>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></p> <p>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></p> <p>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></p> <p>(d) Employability Quotient Learning Outcomes <i>(Aligned with Dimensions: Application of knowledge and skills; Generic learning outcomes)</i></p> <p>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></p> <p>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></p> <p>13. Adapt teaching strategies to suit diverse learner populations (children, adults, professionals) and varied</p>
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	<p>teaching contexts (urban, rural, multilingual), enhancing readiness for school or training centre placements.</p> <p><i>Aligns with PO10 and PO6: inclusivity and applied pedagogy</i></p>
Course delivery	Lectures, group and individual projects and student-led seminars
Evaluation scheme	<p>Internal (modes of evaluation):</p> <ol style="list-style-type: none"> 1. Student-led Seminars <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ Short written responses to assigned readings, focusing on critical reflections, comparisons between methods, and application of theory to imagined classroom contexts. <p>End-semester (mode of evaluation):</p> <p>Open Book Examination: Students answer application-based questions and analyse excerpts from sample lessons, textbook pages, or teacher talk transcripts.</p> <p>This encourages higher-order thinking, including evaluation, comparison, and contextual application rather than rote recall. It also reinforces concept integration, method awareness, and analytical clarity.</p> <p>Sample question types:</p> <ul style="list-style-type: none"> ○ "Compare how the Audio-lingual Method and Task-Based Learning address fluency development in a beginner-level class." ○ "Here is a classroom transcript. Identify the teaching techniques and infer the underlying method. Justify your answer." ○ Task Design for Target Learners Given a learner profile (e.g., adult business learners, Grade 5 students in a rural school),

	<p>students design supplementary activities that demonstrate methodological flexibility and sensitivity to context.</p> <ul style="list-style-type: none"> ○ Case Study Analysis <p>Students are presented with realistic teaching scenarios (e.g., a rural school with multilingual learners, an urban language institute serving migrant workers).</p> <p>They are asked to analyze the context, identify learner variables, and propose suitable methods or adaptations. Responses are structured as brief reports (800–1000 words) and may include lesson sketches, rationale for method selection, and reflections on constraints.</p> <p>Builds situational awareness, problem-solving, and the ability to think strategically about method application in diverse contexts.</p>
Reading list	<p>Essential reading</p> <p>Richards, J. C., & Rodgers, T. S. (2014). <i>Approaches and Methods in Language Teaching</i> (3rd ed.). Cambridge University Press.</p> <p>Larsen-Freeman, D., & Anderson, M. (2011). <i>Techniques and Principles in Language Teaching</i> (3rd ed.). Oxford University Press.</p> <p>Brown, H. D. (2007). <i>Teaching by Principles: An Interactive Approach to Language Pedagogy</i> (3rd ed.). Pearson Education.</p> <p>Additional reading</p> <p>Howatt, A. P. R., & Widdowson, H. G. (2004). <i>A History of English Language Teaching</i> (2nd ed.). Oxford University Press.</p> <p>Anthony, E. M. (1963). <i>Approach, Method and Technique</i>. <i>English Language Teaching</i>, 17(2), 63–67.</p> <p>Kumaravadivelu, B. (2006). <i>Understanding Language Teaching: From Method to Postmethod</i>. Lawrence Erlbaum Associates.</p> <p>Graves, K. (2000). <i>Designing Language Courses: A Guide for Teachers</i>. Heinle & Heinle.</p> <p>Mohanty, A. K. (2009). <i>Multilingual Education for Social Justice: Globalising the Local</i>. Orient BlackSwan.</p> <p>NCERT (2005). <i>Position Paper: National Focus Group on Teaching of English</i>.</p>

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD
TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	Basics in Education
Category (Mention the appropriate category (a/b/c) in the course description.)	C, New Course
Course code	BEDE FE 324
Semester	I
Number of credits	03
Maximum intake	50
Day/Time	Monday 10-11, Tuesday 2-3, Wednesday 11-12, Friday 11-12
Name of the teacher/s	Prof. C. Jangaiah
Course description	<p><u>A Brief overview of the course:</u> What is Education? What is its primary purpose, and what is not? Which approaches support it, and at which levels of cognition? So many basic questions that in the minds of our trained teachers arise. The new trainees who have joined B.Ed (English) programme need to equip on basic concepts and introductions to various relevant theories of education. The two-year B.Ed programme introduced by NCERT. It aims to help the students – teachers understand and analyse diverse concepts related to education, their premises and contexts. It discusses critical concepts like the nature and goals of education, the process of knowing, organization of knowledge in school curriculum, autonomy of the teachers and the learners, and the role of education in inculcating values among children. Hope this course would provide the student teachers with considerable scope for engaging in the process of inquiry, critical analysis and intellectual discourse.</p> <p><u>Objectives:</u></p> <ol style="list-style-type: none"> 1. to enable the trainees to understand the concept of education, various dimensions and their relevance. (aligns with PO1, PO2) 2. to examine the rationale of educational goals articulated in the reports of various commissions and policy documents of education. (aligns with PO3) 3. to enable the trainees to differentiate between different moods of education. (aligns with PO3, PO4) 4. to make them classify knowledge into different forms and identify different ways of knowing. (aligns with PO4, PO6, PO8) 5. to enable them to critically evaluate the contemporary scenario with respect to teacher Autonomy and Accountability. (aligns with PO5, PO8) 6. to help them to describe how learner Autonomy can be fostered in the school context. (aligns with PO11, PO12)

	<p>7. to make them to reflect on the necessity of values in human life and the process of development of values and ultimately convert the education value oriented one.</p> <p><u>Learning Outcomes:</u></p> <ol style="list-style-type: none"> 1. Domain specific – After accomplishment of the programme the student – teachers would become good Teachers to serve the society. (aligns with PO1 <i>Knowledge and Understand</i>) 2. Their personalities would be value-oriented ones. (aligns with PO3, PO4) 3. They will be equipped with pedagogical skills and succeed fairly in the job market. (aligns with PO6, PO8) 4. By means of mastery of the subject and professional competencies they would become highly useful to the society in particular and prove to be real builders of the nation in general. (aligns with PO9, PO10, PO11, PO12)
Course delivery	<p>Lectures (on concepts, modes, approaches–goal of education in an extensive manner)</p> <p>Seminar (on selected themes from the syllabus-Active participation by the trainees)</p> <p>Experiential (sincere inquiry – Critical Analysis-Intellectual discourse – Enjoy Teacher -Learner Autonomy)</p>
Evaluation scheme	<p>Internal: (Tests -Assignments-Presentations-Group Discussion -Panel Discussion-Sharing novel ideas-concepts which are pragmatic ones)</p> <p>External: Sit and Write-Written Exam</p>
Reading list	<p>Essential:</p> <ol style="list-style-type: none"> 1. NCERT, New Delhi (1983) – The Teacher Education in Emerging Indian Society. 2. NCERT, New Delhi (2014) – Basics in Education 3. Peters R.S. (1967) – The concepts of Education Rut ledge & Kegan Paul Ltd., 4. NCERT, New Delhi (2005) – National Curriculum Frame Work 5. Fosnot C.T. (2005) 0 Constructionism Theory-Perspectives and Practice -Cambodia University Press. 6. Russel – Bert rand (2003) – Human Knowledge -Rutledge – London 7. Heim: M. (1995) – Accountability in Education – Honolulu 8. Iida -A (2009) Teacher Autonomy & Professional Teacher Development – Japanese Context Asian EFL-Journal. 9. Rao M.G. and Rao P.S. (1996) – Attitudes, Values and Perception – Kanishka Publishers. 10. Rokeach M. (1973) – The Nature of Human Values – The Free Press – London 11. Ruhela S.P. (2000) – (Edu) – Values in Modern Indian Educational Thought – Indian Publishers Distribution New Delhi.

	<p>12. Seshdri C. (2005) – An approach to Value Orientation of Teachers Education – Journal of Value Education, New Delhi.</p> <p>Additional Reading:</p> <ol style="list-style-type: none"> 1. Krishna Murthy J. (1994) – Education and the significance of life by Krishna Murthy Foundation 2. UNESCO, (1996) – Learning – the Treasure Within – Report of the UNESCO Commission on Education in the 21st Century – Paris 3. UNESCO – (1996) – International Consultative Forum on Education for All – Paris 4. Scaife – Jon – (2012) – Constructivism in Action Teaching for Learning – Routledge. 5. Vygotsky – (1978) – Mind in Society Harvard University Press – London 6. Naylor C. (2011) – The Rights and Responsibilities of Teacher Professional Autonomy – BC Teachers’ Federation Report – Vancouver 7. Tort – Moloney. D. (1997): Teacher Autonomy: A Vygotskian Theoretical Frame Work – CLCS Dublin 8. Singh. Y – (2000) – Cultural change in India – Rawat Publication Jaipur 9. Bharadwaj. I – (2005) – Value Oriented Education – Journal of Value Education -Delhi NCERT. 10. NCERT- (1979) – List of Values – Suggested by the Document – New Delhi.
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