

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

Course title	<b>Psychology of Education: Cognition, Language and Learning (Perspectives in Education)</b>
Category (Mention the appropriate category (a/b/c) in the course description.)	<ul style="list-style-type: none"> <li>a. Existing course with 30% Revision</li> <li>b. New chapter included : <ul style="list-style-type: none"> <li>1. Psychology of Motivation</li> <li>2. Psychology of Adjustment</li> <li>3. Psychology Practical's <ul style="list-style-type: none"> <li>a. Meaningful Learning Vs Rote Learning</li> <li>b. Emotional Intelligent Scale</li> <li>c. Personality Inventory</li> </ul> </li> </ul> </li> </ul>
Course code	<b>BEDE FE 305</b>
Semester	<b>II</b>
Number of credits	<b>04</b>
Maximum intake	50
Day/Time	Monday 2-4, Thursday 10-11 & 2-3, Friday 11-12
Name of the teacher/s	<b>Dr. Repudi Vijayalatha</b>
Course Description	<p>i) A brief overview of the course</p> <p>This course enables students to raise questions about the relationship of language to thinking and most importantly how this relationship is inscribed and manifested in the dynamics of human development (biological, physical, socio-cultural, cognitive, emotional etc.). This course facilitate students to examine the development of cognition, thinking, and language in children, with implications for education. Leading learning theories will be presented and applied to better understand how to facilitate children's learning and individual differences in cognition.</p> <p>The course is aimed towards helping student-teachers understand various theories about how children learn and how learning and cognition are understood by various theorists. This would lead student-teachers to construct an understanding of learning for their own selves which they would be able to use in the classroom. This, it is hoped would help the teacher become more of a supporter and facilitator rather than an instructor. Another pertinent aim is to enable the students develop an understanding of the research methods employed to understand children in their multiple contexts. It is envisaged that the students would use some of these methods not only to hone their skills in the same but also in learning about reflection and analysis on the data gathered through these means.</p> <p>This implies strengthening linkages between theory and practice through various field-based assignments.</p> <p>ii. Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</p> <ul style="list-style-type: none"> <li>• To understand the process of thinking, language and learning in children through different theories/ perspectives and reflect on their relevance in the teaching-learning process. (<i>aligns with PO2,PO3,PO6</i>)</li> </ul>

- To understand how different perspectives/theories contribute to an overall understanding of development and the child as a socio-cultural, universal. *(aligns with PO4, PO12)*
- To bring the implications of theory into the center of the study of children; to provide for opportunities such that the student teacher is able to visualize the linkages with theory in the real life interactions with children. *(aligns with PO6, PO8, PO12)*

### **iii. Learning Outcomes**

1. Student-teachers will understand theories of learning as conceptualized currently within psychology and cognitive science Demonstrate knowledge of some approaches in the construction, administration and evaluation of tests *(Domain Specific outcome)*
2. Student-teachers will engage theoretically and through observation with the notion of learning as construction of knowledge. *(Domain Specific outcome)*
3. They will also investigate the differences and connections between learning in school and learning outside school *(Skill enhancement)*
4. Student teachers develop a strong images of what powerful learning in a classroom can be, its relationship with learners' motivation, and develop analytical tools to understand such learning. *(Skill enhancement)*
5. Student-teachers will appreciate that all teaching is directed at learning, and that the learner is at the heart of teaching analyze and interpret the results of the tests. *(Value addition)*
6. They will explore the activity of teaching in a formal setting, and appreciate it as a contextually located, highly complex enterprise, that cannot be reduced to techniques. *(Value addition)*
7. Student-teachers will analyze teaching as a profession, reflect on their beliefs and practices, multiple responsibilities located in an institutionalized setting, and the need and opportunities for professional growth *(Employability Quotient)*

### **Course Content:**

#### **Unit-I : Cognition, Memory and Thinking**

1. Contemporary Developments in Cognitive Psychology -Complexity and Diversity in Cognitive Processes.
2. Cognition and Human Memory –Mechanism of the process of memorization –Types of memory – Economy in memorizing – Training in memory – Forgetting –Types of forgetting – Theories of forgetting.
3. Psychology of thinking and Reasoning – Nature of thinking – Elements of thought – Types of thinking –Reasoning – Types of Reasoning.

#### **Unit-II: Learning, Theories of Learning and Teaching**

1. Introduction to Learning: Nature of Learning – Types of learning – outcomes of learning – Facts Affecting Learning.
2. Perspectives in Learning: Behavioral (Classical and Operant Conditioning), Cognitive and Social and Constructivist Views of Learning and other contemporary perspectives on learning.
3. Teaching and Learning: Learning Styles and Learning and Instructional Strategies- Transfer of learning-Types and theories of learning.

	<p><b>Unit-III: Psychology of Adjustment.</b></p> <ol style="list-style-type: none"> <li>1. Meaning and definition of Adjustment</li> <li>2. Characteristics of well adjusted person</li> <li>3. Methods of adjustment</li> <li>4. Stress-Sources of stress</li> <li>5. Mechanism for resolving stress</li> </ol> <p><b>Unit- IV: Psychology of Motivation</b></p> <ol style="list-style-type: none"> <li>1. Motivation definition-characteristics</li> <li>2. Theories of motivation</li> <li>3. Attention-Types of Attention-factors or Determents of attention</li> <li>4. Perception-phenomenological and Gestalt view</li> </ol> <p><b>Unit -V: Psychology Practical's</b></p> <ol style="list-style-type: none"> <li>a. Meaningful Learning Vs Rote Learning</li> <li>b. Emotional Intelligent Scale</li> <li>c. Personality Inventory</li> <li>d. Stress Inventory</li> </ol>			
Course delivery	<ul style="list-style-type: none"> <li>• Classroom discussions for developing conceptual understanding.</li> <li>• Individual and group presentations of issues and concerns raised in assignments</li> <li>• Theoretical and practical activities/exercises/investigations; and analysis interpretation of collated observations.</li> </ul>			
Evaluation scheme	<p>Internal (modes of evaluation):</p> <table style="border: none;"> <tr> <td style="vertical-align: top;"> <ol style="list-style-type: none"> <li>1. Field based assignments</li> <li>2. Group / paired project works / presentations</li> <li>3. Psychology practical's</li> </ol> </td> <td style="font-size: 3em; vertical-align: middle; padding: 0 10px;">}</td> <td style="vertical-align: middle;">(30 weightage)</td> </tr> </table> <p>4. Classroom participation and attendance (10 weightage)</p> <p>End-semester (mode of evaluation): Sit and write exam (60 weightage)</p>	<ol style="list-style-type: none"> <li>1. Field based assignments</li> <li>2. Group / paired project works / presentations</li> <li>3. Psychology practical's</li> </ol>	}	(30 weightage)
<ol style="list-style-type: none"> <li>1. Field based assignments</li> <li>2. Group / paired project works / presentations</li> <li>3. Psychology practical's</li> </ol>	}	(30 weightage)		
Reading list	<p><b>Essential reading</b></p> <ol style="list-style-type: none"> <li>1. Crain, W. (1992). Theories of Development: Concepts and Applications (3<sup>rd</sup> Edition). New Jersey: Prentice Hall.</li> <li>2. Elkind, D. (1976). Child Development and Education. Oxford University Press.</li> <li>3. Harris, M. and Butterworth, G. (2002). Developmental Psychology: a student's handbook. New York: Taylor &amp; Francis.</li> <li>4. Lefrancois, G. (1991). Psychology for Teaching. Wadsworth Publishing Co.</li> <li>5. Mukunda, Kamala, V. (2009). What Did You Ask in School Today? A Handbook on Child Learning. Noida: Harper Collins.</li> <li>6. Snowman, B. R. and Snowman, J. (1996). Psychology Applied to Teaching. 8th edition. Boston: USA: Houghton Mifflin.</li> </ol>			

7. Santrock, John W. (2011), Educational Psychology, Tata McGraw-Hill : New Delhi.
8. Woolfolk ,Anita (2011) ,Educational Psychology, Pearson: New Delhi

**Advanced Readings**

1. Gardner, H. (1985). Frames of Mind: The Theory of Multiple Intelligences. London: Paladin Books.
2. Piaget, J. (1926). Psychology of Intelligence. New York: Basic Books.
3. Pollard, A. and Filer, A. (1996). The Social World of Children's Learning. London: Cassell.
4. Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Cambridge, Massachusetts: Harvard University Press.
5. Wood, D. (1988). How Children Think and Learn. Oxford: Blackwell. Practicum: Peep into the Child' world: What and How II

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

Course title	<b>Sociological Perspectives of Education (Perspectives in Education)</b>
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course with 10% Revision Perspective in Education
Course code	<b>BEDE FE 306</b>
Semester	II
Number of credits	<b>03</b>
Maximum intake	50
Day/Time	Tuesday 2-3, Wednesday 12-1, Thursday 10-11, Friday 12-1
Name of the teacher/s	<b>Dr. S. Nageswara Rao</b>
Course description	<p>The course on sociological perspectives of Education (Engagement with the field) aims to develop an understanding of sociology of educational concepts, society, social equity, culture, socialization, social change, factors that determine social change in education, social stratification, social transformation, national development, modernization, general characteristics of traditional and modern society and certain aspects related to relationship between culture and education, social class, educational implications and functions of educational sociology besides attributes of modernization, and modernity.</p> <p>Education implications of community and society, an emphasis on study the culturally practices prevailing in the local community, the diversities existing in the community, the social stratification in the village and social mobility in a village, ward and its impact on the society.</p> <p>The above aspects are given importance for engagement with the field and to know more about Indian society.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To help students understand and analyze different aspects related to sociology of education</li> <li>• To discuss perspectives in education.</li> <li>• To understand various implications of sociology of education</li> <li>• To understand specific concepts of society</li> <li>• To make the students acquainted with the engagement with the field to conduct survey in a village/ward/ slum areas.</li> <li>• To create awareness with regard to social, economic, cultural and political accepts of the society.</li> </ul> <p><b>Learning outcomes:</b></p> <ul style="list-style-type: none"> <li>• Keen understanding of sociology of educational concepts.</li> <li>• Being able to analyze different aspects of sociology of education.</li> </ul>

	<ul style="list-style-type: none"> <li>• Hands-on the specific concept of society, social equity and culture.</li> <li>• Acquaintance with the field work on social change in connection with SEP (Social, Economic, Political, cultural changes and to know more about Indian Society.</li> </ul> <p><b>UNIT 1</b></p> <p><b>I <u>Sociology of Education</u></b></p> <ol style="list-style-type: none"> <li>a. Nature of Sociology</li> <li>b. Meaning and scope of Sociology of Education</li> <li>c. Definitions of Sociology of Education</li> <li>d. Scope of Educational sociology</li> <li>e. Relation between education &amp; sociology, society-social equity</li> </ol> <p><b>UNIT -2</b></p> <p><b>II <u>Culture, Socialization and Education</u></b></p> <ol style="list-style-type: none"> <li>a. Meaning and characteristics of culture</li> <li>b. Relationship between culture and education</li> <li>c. Education in the process of socialization</li> <li>d. Definition of socialization and culture pluralism</li> <li>e. Social stratification and Education (Social class, social status, groups)</li> </ol> <p><b>UNIT-3</b></p> <p><b>III <u>Social Change and Education</u></b></p> <ol style="list-style-type: none"> <li>a. Social change meaning</li> <li>b. Factors that determine social change</li> <li>c. Social change in India</li> <li>d. Role of Teachers in social transformation</li> <li>e. Education and National development, National Integrity and international understanding</li> </ol> <p><b>UNIT-4</b></p> <p><b>IV <u>Meaning and Attributes of Modernization</u></b></p> <ol style="list-style-type: none"> <li>a. Concept of modernization</li> <li>b. Attributes of modernization</li> <li>c. Role of Indian Education in the process of modernization</li> <li>d. General Characteristics of traditional, and modern society</li> <li>e. Modernity and Indian Education</li> </ol>
Course delivery	Lecture –Discussion–Demonstration-Experiential Learning-Teacher-student collaboration
Evaluation scheme	<p>Internal mode of evaluation</p> <p>Internal 25% Test-Assignments- Project work &amp; Presentation</p> <p>End-semester mode of evaluation 50% Written examination</p>
Reading list	<p><b>Essential Reading:</b></p> <ol style="list-style-type: none"> <li>1. Brown - F.J. Education Sociology</li> <li>2. Bhatnagar CP- The Crisis In Indian Society</li> <li>3. Cook L.A and Cook E.F- Sociological approach to Education</li> <li>4. Moore W. E- Social change</li> </ol>

5. Rose E A-Principles of Sociology
6. Shipman M.D. - Education and modernization
7. Tumin M.M.- Social stratification
8. N R Swaroop Saxena- Philosophical and Sociological foundation of education

**Additional Reading:**

1. Dewey John -Democracy and Education
2. Harton Paul B-and Chester L Hunt -Sociology
3. Ottaway AK –Education and society “an introduction to the Sociology of Education”
4. Ogburn and Nimcoff -A hand book of Sociology
5. Russell Bergrand- The impact of science on Sociology
6. D.L. Sharma -Education in emerging Indian society
7. Suresh Bhatnagar -Modern Indian education

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

Course title	<b>English Language Pedagogy I (Curriculum and Pedagogic Studies)</b>
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course without changes
Course code	<b>BEDE-DC-307</b>
Semester	II
Number of credits	04
Maximum intake	50 (on first-come-first-served-basis <b>for B.Ed (English) course only</b> )
Day/Time	Monday 10-11 am, Tuesday 12-1 pm, Wednesday 2-3 pm and Thursday 11-12 noon
Name of the teacher/s	<b>Prof. R.V. Anuradha</b>
Course description	<p>Include the following in the course description</p> <p>i) A brief overview of the course  Pedagogy of English Language Education – III 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. The student teachers would learn various techniques of teaching the elements of language: grammar, poetry, vocabulary etc.</p> <p>Second Language Acquisition theories also prepare them to be ready to pursue the various pedagogy courses offered in the B.Ed (English) programme. Student teachers get to know different classroom interaction patters. Knowledge of Bloom’s Taxonomy, Edgar Dale’s Cone of Experience and Learning Outcomes for Language Teaching make them understand the basic tenets of language teaching.</p> <p>This course provides them theoretical knowledge blended with practical skills.A distinct feature of the course is its approach to learning and teaching, through which student teachers develop the skills of reflection, reflexivity and critical thinking in a supportive professional environment.</p> <p>ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</p> <p><b>The course will enable the B.Ed. Participants (Student-Teachers) to:</b></p> <ul style="list-style-type: none"> <li>• become conversant with English language teaching process (POs 1 and 2)</li> <li>• understand the nature and purpose of language teaching (POs 1 and 2)</li> </ul>

- develop the skills necessary to engage with a poem's components and thus enable their students to come to an initial and then refined understanding of the meaning of that poem.(POs 3 and 4)
- understand what vocabulary needs to be taught and why.(Pos 3 and 4)
- grapple with some practical techniques of teaching vocabulary and to increase awareness of obstacles to vocabulary learning (Pos 5 and 6)
- appreciate the problems of learning a second language Pos 3,4,5, and 6)
- become familiar with current trends in teaching grammar and organize grammar teaching in a systematic and meaningful manner in the classroom. (POs POs 9,10 and 12)

iii) Learning outcomes—

a) domain specific outcomes

The course will enable the student teacher to understand the English language teaching process and the nature and purpose of language teaching

b) value addition

The student teachers learn to appreciate the problems of learning a second language and become familiar with current trends in teaching English language at the secondary level.

c) skill-enhancement

At the end of the course the student teacher will develop the skills necessary to teach prose, poetry, vocabular and grammar

d) employability quotient

The course will enable the students

(Please highlight the portion that subscribes to a/b/c/d)

### **Unit I: Teaching of Vocabulary**

- Knowing a vocabulary item
- Selecting words to teach
- Techniques of presenting vocabulary
- Helping learners with retention of vocabulary

### **Unit II: Teaching Prose and Poetry**

- Aims of teaching poetry
- Techniques of teaching a poem
- Aims of teaching prose
- Approaches to the teaching of prose

### **Unit III: Teaching of Grammar**

- What is grammar and why to teach grammar
- Techniques of teaching grammar
- Grammar games and activities
- Using authentic materials to teach grammar

	<p><b>Unit IV: Context of Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Annual plan, Unit Plan, Lesson plan and Period Plan</li> <li>• Academic standards and competencies</li> <li>• Bloom’s Taxonomy</li> <li>• Edgar Dale’s Cone of Experience</li> </ul>
Course delivery	<p>Lecture/Seminar/Experiential learning (highlight the portion in the course description that lends itself to these)</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The classroom work would involve use of narratives, case studies, documents, videos, documentaries and films</li> <li>• Students would be encouraged for self-study by providing resources</li> <li>• The course would be integrated with ICT skills</li> </ul>
Evaluation scheme	<p>Internal (modes of evaluation): End-semester (mode of evaluation):</p> <ul style="list-style-type: none"> <li>• All the practicum tasks are compulsory. However, two best practicum tasks would be chosen for assigning internal marks (40% weight)</li> <li>• Semester end Examination (60% weight)</li> </ul>
Reading list	<p><b>Essential Reading</b></p> <ol style="list-style-type: none"> <li>1. Richards, J.C., and T Rogers. (1998) <i>Approaches and Methods to Language Teaching</i>, Cambridge, CUP</li> <li>2. Doff, A (1981) <i>Teach English</i>, Cambridge, CUP</li> <li>3. Krishnaswamy, N, and T Sriraman (1994) <i>Teaching English in India</i> Chennai, T R Publishers</li> <li>4. M L Tickoo. (2003) <i>Teaching and Learning English</i>. Hyderabad: Orient Longman Pvt. Ltd.</li> <li>5. Ur. Penny (1991): <i>A Course in Language Teaching</i>, Cambridge; Cambridge University Press</li> </ol> <p><b>Additional Reading</b></p> <ol style="list-style-type: none"> <li>1. Frank, C. &amp; Rinovoluceri, Mario (1983): <i>Grammar in Action</i>, Oxford; Pergamum Press.</li> <li>2. Diane Larsen-Freeman (2010) <i>Techniques and Principles in Language Teaching (Indian Edition)</i>, Published by Oxford University Press in India</li> </ol>

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|  | <ol style="list-style-type: none"><li>3. Graham Butt (2008): <i>Lesson Planning</i>, Continuum International Publishing Group New York</li><li>4. Cruttenden Allan. (VII Ed.). (2008). <i>Pronunciation of English</i>. Hodder Education: UK.</li><li>5. Roach Peter. (III Ed.). (2007). <i>English Phonetics and Phonology</i>. Cambridge University Press: Cambridge</li><li>6. Jack C.Richards and Thomas S.C. Farrell(2005). <i>Professional Development for Language Teachers</i>. Cambridge University Press: Cambridge</li><li>7. Duncan Foord (2011). <i>The Developing Teacher: Practical Activities for Professional Development</i>. Viva Books: New Delhi</li></ol> |
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**THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD**  
**TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)**

Course title	<b>Phonetics and English Language Pedagogy (Curriculum and Pedagogic Studies)</b>
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course with revision. b. Quantum of Revision: 20 %
Course code	<b>BEDE - DC- 309</b>
Semester	II
Number of credits	04
Maximum intake	50
Day/Time	Tuesday (2pm-3pm), Wednesday (11am–1pm) Thursday (12pm–1pm)
Name of the teacher/s	<b>Prof. Salivendra Jayaraju</b>
Course description	<p><b>Overview:</b>  This course is designed to introduce the basics of English phonetics, train students in pronunciation, and make them aware of the issues of intelligibility, through lectures, tutorials, and lab sessions. Some of the topics covered in this course are the speech mechanism, the respiratory-phonatory-articulatory systems, phoneme vs allophone, the IPA chart, the criteria for description of consonants and vowels (with special focus on English – RP (Received Pronunciation)), phoneme distribution, syllable, word accent, and the prosodic systems of rhythm and intonation. The evaluation is based on theoretical knowledge, its application, and the production and perception skills.</p> <p><b>Course Outcomes:</b>  By the end of the course, the students will</p> <ol style="list-style-type: none"> <li>1. obtain a sound theoretical knowledge of the Phonetics of English;</li> <li>2. receive thorough training to identify and describe the phonemes of English language;</li> <li>3. appreciate the patterns of word accent, sentence rhythm, and intonation (in various contexts) of English (RP) for better appreciation of the language and its efficient use;</li> <li>4. acquire pronunciation skills through the use of English dictionary;</li> <li>5. overcome L1 interference and improve the intelligibility of their speech;</li> </ol>

6. develop their Spoken English skills to augment their employability; and
7. experience teaching English pronunciation skills in the Indian classroom.

**Module 1:**

- a. Introduction: Language; Learning a Second Language; The English Language; Standards of Pronunciation of English; Spoken English in India; pronunciation and intelligibility
- b. The Speech Chain; The Speech Organs; The Speech Mechanism: Initiation, Phonation, and Articulation
- c. The phoneme; phoneme vs allophone; distribution
- d. Description of speech sounds (in general): consonants & vowels; IPA: the consonant and vowels (cardinal) charts; the use of diacritics

**Module 2:**

- a. Description of speech sounds of RP (standard British English): Consonants
- b. Description of speech sounds of RP: Vowels
- c. Use of phonetic symbols; broad vs narrow transcription; use of a Pronouncing Dictionary; practice in phonemic (broad) transcription
- d. Practice in Tutorial & Language Lab sessions: Perception and Production exercises on vowels and consonants of RP

**Module 3:**

- a. Phoneme vs syllable; the syllable structure in RP; Consonant cluster rules
- b. Accent vs Stress; primary vs secondary accent; word-accentual patterns in English (rules)
- c. Sentence rhythm: types of rhythm; sentence rhythm of English; strong vs weak forms (rules); contracted forms
- d. Practice in Tutorial & Language Lab sessions: Perception and Production exercises on Word Accent and Sentence Rhythm

**Module 4:**

- a. Intonation: melodic contours; three aspects of intonation
- b. Tonality: Tone groups; rules for chunking of information into tone groups; neutral vs marked (basic)
- c. Tonicity: stressed syllable vs tonic syllable; criteria for identifying the tonic syllable; neutral vs marked (basic)
- d. Tones: types of tones (four); pitch contours of these tones
- e. Functions of Intonation: accentual; attitudinal; grammatical
- f. Practice in Tutorial and Language Lab sessions: Intonation patterns; oral reading of passages, including conversations.

	<p><b>Module 5:</b></p> <ol style="list-style-type: none"> <li>a. Methods for Teaching English Pronunciation</li> <li>b. Accent Neutralization in Indian Classroom</li> <li>c. Materials for Teaching English Pronunciation</li> <li>d. Teaching and Testing with reference to English Pronunciation</li> <li>e. Practice teaching English Pronunciation</li> </ol>
Course delivery	Lecture/Seminar/Experiential learning (highlight the portion in the course description that lends itself to these)
Evaluation scheme	<p>Internal: 40% Mode of assessment: 3 Internals (both theory and tutorials)</p> <p>Final: 60%: Mode of assessment: Written Exam + Ear Training test + Peer-teaching + Orals</p>
Reading list	<ol style="list-style-type: none"> <li>1. Gimson, A.C. 2008. <i>Gimson's Pronunciation of English</i>, 7<sup>th</sup> ed. Revised by A Cruttenden. London: Hodder Education.</li> <li>2. Hewings, M. 2004. <i>Pronunciation Practice Activities: A resource book for teaching English pronunciation</i>, First South Asian Edition, Cambridge: Cambridge University Press.</li> <li>3. Kenworthy, J. 1988. <i>Teaching English Pronunciation</i>, London: Longman.</li> <li>4. Martha, C.P. &amp; Pamela, R. 2019. <i>English Pronunciation Teaching and Research: Contemporary Perspectives</i>, London: Palgrave Macmillan.</li> <li>5. Roach, P. 2009. <i>English Phonetics and Phonology: A Practical Course</i>, 4<sup>th</sup> ed. Cambridge: Cambridge University Press.</li> </ol> <p><b>Dictionary:</b></p> <ol style="list-style-type: none"> <li>1. Jones, D. 2011. <i>Cambridge English Pronouncing Dictionary</i>, 18<sup>th</sup> ed. Cambridge: Cambridge University Press.</li> </ol>

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

Course title	<b>Learning Resource Development (Ability Enhancement and Value Added Course)</b>
Category (Mention the appropriate category (a/b/c) in the course description.)	c. New course
Course code	<b>BEDE-AEVA-327</b>
Semester	<b>II</b>
Number of credits	<b>2</b>
Maximum intake	50 (on first-come-first-served-basis <b>for B.Ed (English) course only</b> )
Day/Time	Monday 11-12, Tuesday 11-12, Wednesday 10-11
Name of the teacher/s	<b>Prof. R.V. Anuradha and Dr. R. Vijayalatha</b>
Course description	<p>Include the following in the course description</p> <p>i) A brief overview of the course  Teaching learning materials occupy a pivotal position in teacher education. They are like tools in the hands of a language teacher. They help to teach language more effectively and make learning better and easy. Teaching Learning Material can be any material that teacher can use to make the concept easy for the learner to understand. This course helps the student teachers to prepare low cost teaching learning materials relevant to the language teaching.</p> <p>ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</p> <p>The course will enable the student-teachers to:</p> <ul style="list-style-type: none"> <li>• Utilize the knowledge gained through the course to prepare low cost Teaching Learning Material (<i>aligns with PO6</i>)</li> <li>• Obtain comprehensive, theoretical and hands on experience in preparing Teaching Learning Material (<i>aligns with PO1</i>)</li> </ul> <p>iii) Learning outcomes:  The student teacher will:</p> <ol style="list-style-type: none"> <li>1. Develop a comprehensive and the theoretical understanding about Teaching Learning Materials (<i>Domain Specific Outcome</i>)</li> <li>2. Prepare/develop learning resources related to language teaching (<i>Skill enhancement</i>)</li> <li>3. Develop the ability to prepare low cost, echo friendly Teaching Learning materials (<i>Value Added</i>)</li> </ol>

	<p><b>Learning Resources Development Content:</b></p> <ul style="list-style-type: none"> <li>❖ Preparing Teaching Learning Material</li> <li>❖ Educational Toys/ Story Boards/Working Models/Craft based Materials/3D Materials</li> </ul> <p><b>Concept Mapping Models/ Digital Stories/ Animated Pictures /Audio-Visual Aids / Videos / Digital Repositories / Virtual / Augmented Reality integrated resources etc.</b></p> <p><b>Student-teacher should prepare/develop learning resources (referring to above list) in each Content cum Pedagogy paper.</b></p> <p style="text-align: center;"><b>Format to report Learning Resource Development</b></p> <ol style="list-style-type: none"> <li>1. Name of the Material/Resource</li> <li>2. Objective(s)</li> <li>3. Materials Required</li> <li>4. Procedure</li> <li>5. Learning Outcomes</li> <li>6. Remarks/Feedback by Teacher Educator</li> </ol> <p><b>II. Local &amp; Traditional Vocations/Visits to local Artisans. Student should learn at least one vocation and has to develop and exhibit/resource/material.</b></p> <p style="text-align: center;"><b>III. Format to report Learning Resource Development</b></p> <ol style="list-style-type: none"> <li>1. Name of Vocation learned</li> <li>2. Objective(s)</li> <li>3. Details of the Artisan Visited</li> <li>4. Materials Required</li> <li>5. Procedure</li> <li>6. Learning Outcomes</li> <li>7. Remarks/Feedback by Teacher Educator</li> </ol>
Course delivery	-Hands on Experience, Field Visit
Evaluation scheme	<p>Internal assessment: All the practicum tasks are compulsory. However, for the sake of assigning grades, the two best practicum tasks would be chosen for assigning internal marks (20 weight)</p> <ul style="list-style-type: none"> <li>- Preparing / developing a Teaching Learning Material and showcase during Teaching aids exhibition (30 weight)</li> </ul>