



MAHARASHTRA EDUCATIONAL SOCIETY'S
HUMERA KHAN COLLEGE OF EDUCATION

H.K. CAMPUS, Adjacent to MHADA Complex, Pratiksha Nagar, Oshiwara, Jogeshwari (W)
Affiliated to University of Mumbai & Approved by NCTE (NCTE Code No: 123082)
Tel (022)26776221, Fax: (022)26790095

Email: principal@hkce.edu.in Website: www.hkce.edu.in

NAAC-accredited 'B' Grade

Consolidated Report of "Teaching Competency Enhancement Workshop (Micro-Teaching Workshop)"
F.Y.B.Ed. (2025 – 27)



Maharashtra Educational Society's
HUMERA KHAN COLLEGE OF EDUCATION

NAAC Accredited Grade B

**Workshop on Microteaching Skills
Organized under IQAC Cell**

Skills Covered

Set Induction • Questioning • Explanation • Illustration with Examples • Stimulus Variation • Blackboard Writing • Use of Teaching Aids • Recapitulation • Evaluation

Highlights

Skill-based training • Demonstration & practice • Feedback sessions

Venue: Room No. 501

Time: 9:30 a.m. – 3:30 p.m.

Dates: 19–28 January 2026

Target Audience: F.Y.B.Ed. Student-Teachers

"Enhance your teaching skills through structured

microteaching practice."

Resource Persons

Dr. Sandhya Sarwade

Dr. Avani Kanakia

Asst. Prof. Sehnaz Khan

Dr. Madhuri Bendale

Asst. Prof. Shana Bano Shaikh



Dr. Madhuri Bendale

Event Incharge

Dr. Varsha Maru

I/C Principal

Vision: Shaping the pupil teacher to shoulder the responsibility by shaping youth of the nation.



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Introduction

Microteaching is a systematic and skill-oriented teacher training technique that plays a vital role in enhancing the professional competencies of prospective and in-service teachers. In the present learner-centric and outcome-based educational framework, effective teaching is not merely the transmission of content but the thoughtful application of well-defined teaching skills. A microteaching workshop provides a structured platform for teachers to practice, refine, and master these essential skills in a controlled and supportive environment.

The organization of this microteaching workshop aims to strengthen core teaching competencies by breaking down the complex act of teaching into manageable and observable skills such as set induction, questioning, explanation, illustration with examples, stimulus variation, use of teaching aids, blackboard writing, reinforcement, recapitulation, and evaluation. Practicing these skills enables teachers to gain confidence, improve classroom interaction, enhance clarity of concepts, and respond effectively to diverse learner needs.

Furthermore, microteaching fosters reflective practice by encouraging self-evaluation and constructive peer feedback, leading to continuous professional growth. By focusing on skill development, the workshop aligns with contemporary teacher education goals and the principles of NEP 2020, which emphasize experiential learning, competency-based training, and quality teaching-learning processes. Thus, the microteaching workshop serves as a crucial step toward preparing competent, confident, and reflective educators capable of delivering meaningful and effective instruction.

Objectives of the Workshop

The Micro-Teaching Workshop was organized with the following objectives:

1. To enhance teaching competencies among F.Y.B.Ed. student-teachers.
2. To develop specific teaching skills through demonstration and practice.
3. To familiarize student-teachers with structured lesson planning.
4. To improve classroom communication, interaction, and instructional strategies.
5. To bridge theory and practice in teacher education.

Duration and Schedule

The workshop was conducted from 19th January 2026 to 28th January 2026 as per the pre-planned schedule. Each session was conducted for 30 minutes to 1 hour, focusing on a specific micro-teaching skill.

Resource Persons

The workshop was conducted by experienced faculty members of the college, who acted as resource persons and faculty in-charge for different micro-teaching skills.



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Details of Sessions Conducted

Micro-Teaching Orientation

- **Resource Person:** Dr. Varsha Maru
- **Date:** 19th January 2026
- **Time:** 10:00 a.m. to 10:30 a.m.

Details of the Skill

Micro-Teaching Orientation serves as an introductory session that familiarizes student-teachers with the concept, purpose, and process of micro-teaching. It explains the philosophy of skill-based teaching, the phases of micro-teaching (planning, teaching, feedback, re-planning, re-teaching, and re-feedback), and the importance of focused practice in teacher education. This orientation helps student-teachers understand how complex teaching can be broken into smaller, manageable skills for effective mastery.

Outcomes of the Skill

- Student-teachers gained conceptual clarity about micro-teaching.
- They developed an understanding of skill-based lesson planning.
- Anxiety related to teaching practice was reduced.
- Student-teachers became mentally prepared for practice teaching sessions.
- Awareness about professional teaching standards was developed.

1. Set Induction Skill

Resource Person: Dr. Sandhya Sarwade
Date: 19th January 2026
Time: 10:30 a.m. to 11:30 a.m

Details of the Skill

Set Induction Skill focuses on creating readiness among learners at the beginning of a lesson. It involves techniques such as asking introductory questions, using short stories, real-life situations, previous knowledge links, statements, or teaching aids. The skill helps in establishing a psychological connection between the teacher and learners while smoothly introducing new content.

Outcomes of the Skill

- Student-teachers learned how to attract and sustain students' attention.
- They understood the importance of linking previous knowledge with new concepts.
- Improved confidence in starting lessons effectively.
- Enhanced classroom interaction from the beginning of the lesson.
- Learners' curiosity and interest in the topic increased.



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2. Questioning Skill

Resource Person: Dr. Avani Kanakia

Date: 20th January 2026

Time: 12:00 p.m. to 1:00 p.m.

Details of the Skill

Questioning Skill involves the art of asking relevant, clear, and thought-provoking questions during teaching. The focus is on proper framing, logical sequencing, appropriate distribution, prompting, and probing questions. This skill encourages student participation and helps in assessing learners' understanding.

Outcomes of the Skill

- Student-teachers developed the ability to frame purposeful questions.
- Improved classroom interaction and learner involvement.
- Enhanced critical and analytical thinking among learners.
- Better assessment of students' understanding and learning levels.
- Reduction in teacher-dominated teaching.

3. Explanation Skill

Resource Person: Dr. Madhuri Bendale

Date: 21st January 2026

Time: 12:00 p.m. to 1:00 p.m.

Details of the Skill

Explanation Skill emphasizes clarity, continuity, and coherence while presenting subject matter. It includes logical sequencing of ideas, use of simple language, fluency, meaningful repetition, appropriate examples, and linking statements. The skill helps in making abstract concepts simple and understandable.

Outcomes of the Skill

- Student-teachers improved their clarity of expression.
- Concepts were explained in a logical and systematic manner.
- Improved confidence in content delivery.
- Learners' understanding of concepts was enhanced.
- Communication skills and subject mastery were strengthened.



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4. Illustration with Examples Skill

Resource Person: Asst. Prof. Shehnaz Khan

Date: 22nd January 2026

Time: 12:00 p.m. to 1:00 p.m.

Details of the Skill

This skill focuses on supporting explanations with relevant, simple, and real-life examples. Illustrations make learning meaningful by connecting theoretical knowledge with practical situations. The skill emphasizes appropriateness, simplicity, and relevance of examples to the topic and learners' level.

Outcomes of the Skill

- Student-teachers learned to select suitable examples.
- Learners' comprehension and retention improved.
- Abstract concepts became concrete and relatable.
- Interest and motivation among learners increased.
- Teaching became more learner-centered.

5. Stimulus Variation Skill

Resource Person: Dr. Varsha Maru

Date: 23rd January 2026

Time: 12:00 p.m. to 1:00 p.m.

Details of the Skill

Stimulus Variation Skill aims to maintain students' attention throughout the lesson by varying teacher behavior. It includes change in voice modulation, gestures, facial expressions, movement, interaction patterns, and use of teaching aids. This skill prevents monotony and enhances engagement.

Outcomes of the Skill

- Student-teachers developed dynamic classroom behavior.
- Learners' attention and participation were sustained.
- Classroom atmosphere became lively and interactive.
- Reduced boredom and passive listening.
- Improved teacher-student rapport.



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6. Black Board Writing Skill

Resource Person: Dr. Avani Kanakia

Date: 24th January 2026

Time: 12:00 p.m. to 1:00 p.m.

Details of the Skill

Black Board Writing Skill emphasizes effective use of the blackboard for teaching. It includes neat handwriting, proper spacing, alignment, organization of content, correct spelling, visibility, and synchronization of speech and writing. The blackboard acts as a visual reinforcement tool.

Outcomes of the Skill

- Student-teachers improved handwriting and presentation.
- Content became well-organized and easy to follow.
- Enhanced clarity and reinforcement of learning.
- Better time management during teaching.
- Improved classroom discipline and focus.

7. Use of Teaching Aids Skill

Resource Person: Asst. Prof. Shana Bano Khan

Date: 27th January 2026

Time: 12:00 p.m. to 1:00 p.m.

Details of the Skill

This skill focuses on the selection, preparation, and effective use of teaching aids such as charts, models, flashcards, PPTs, and digital tools. Teaching aids support sensory learning and make teaching more engaging and effective.

Outcomes of the Skill

- Student-teachers developed creativity in preparing teaching aids.
- Learning became more interesting and meaningful.
- Improved retention and understanding among learners.
- Enhanced multisensory learning experiences.
- Encouraged innovative teaching practices.



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Overall Impact of Micro-Teaching Skills

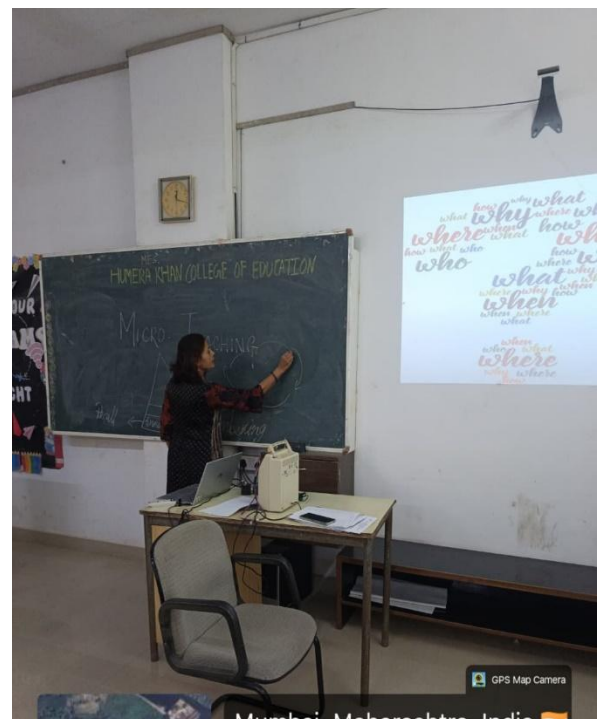
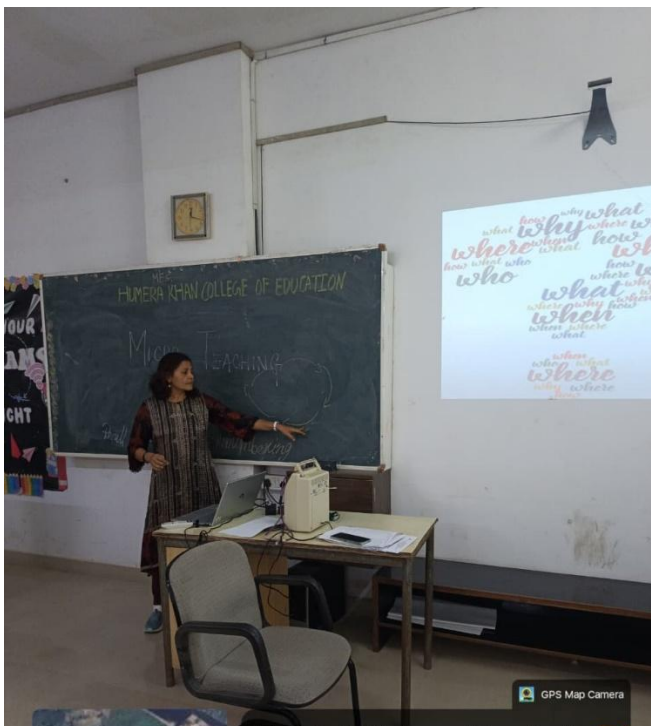
- Holistic development of teaching competencies.
- Increased confidence and professional readiness.
- Improved classroom management and communication.
- Prepared student-teachers for internship and real classroom teaching.

Conclusion (Aligned with NEP 2020)

The Micro-Teaching Workshop was a purposeful and outcome-oriented initiative aligned with the vision of NEP 2020, emphasizing competency-based teacher education, experiential learning, and reflective practice. By systematically training student-teachers in core micro-teaching skills, the workshop enabled the integration of pedagogical theory with classroom practice, thereby strengthening foundational teaching competencies.

The hands-on demonstrations and guided practice sessions promoted learner-centric pedagogy, effective communication, and inclusive classroom strategies, as envisaged in NEP 2020. The focus on skills such as questioning, explanation, stimulus variation, and use of teaching aids fostered critical thinking, creativity, and engagement among future teachers. Continuous feedback and reflection encouraged student-teachers to become self-directed, adaptive, and professionally competent educators.

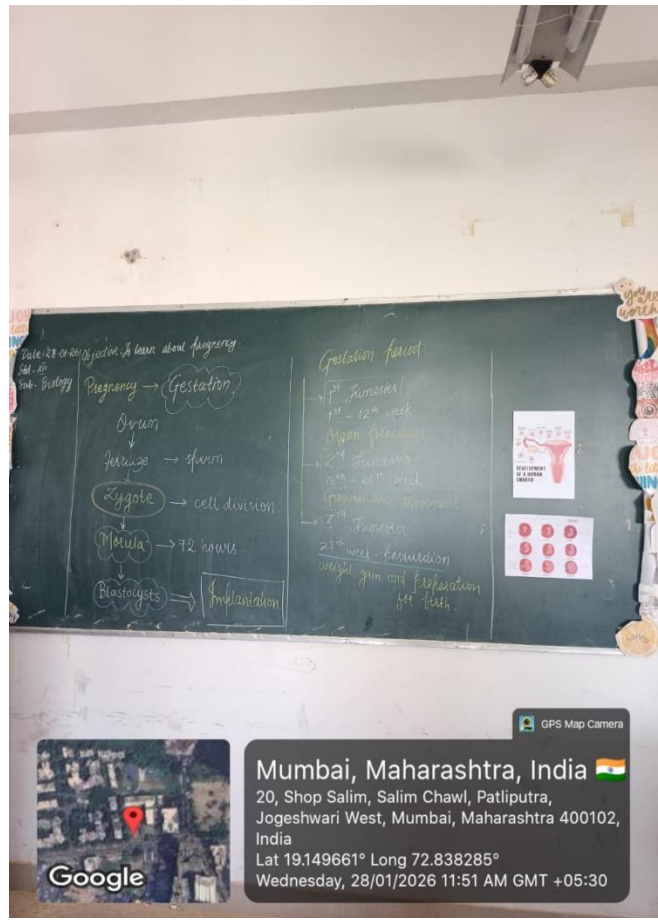
Overall, the workshop significantly contributed to the holistic professional development of student-teachers by nurturing pedagogical competence, ethical responsibility, and classroom readiness. It laid a strong foundation for internship, school-based practice, and lifelong professional learning, reinforcing the institution's commitment to quality teacher education and the transformative goals of NEP 2020.





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20, Shop Salim, Salim Chawl, Patliputra,
Jogeshwari West, Mumbai, Maharashtra 400102,
India
Lat 19.149887° Long 72.838144°
Wednesday, 28/01/2026 12:42 PM GMT +05:30



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20, Shop Salim, Salim Chawl, Patliputra,
Jogeshwari West, Mumbai, Maharashtra 400102,
India
Lat 19.149873° Long 72.838185°
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मुंबई, महाराष्ट्र, India 
Tower B, Imperial Heights 2, बेस्ट नगर, गोरेगांव वेस्ट,
मुंबई, महाराष्ट्र 400104, India
Lat 19.151902° Long 72.839887°
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