



VASAVI COLLEGE OF ENGINEERING (AUTONOMOUS)
DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES

M.E – II SEMESTER AUDIT COURSE-II
PEDAGOGY STUDIES

L : T : P (Hrs/Week) : 2	SEE Marks : 60	Course Code: P121AC210EH
Credits: Nil	CIE Marks : 40	Duration of SEE : Hours : 03

COURSE OBJECTIVES	COURSE OUTCOMES
The course will enable the students to -	At the end of the course the students will be able to -
Understand the essential pedagogical methods	Design the Curriculum in accordance to the needs of the students, teacher beliefs, building on the pedagogical practices.
Use technology to lead to enrichment of Teaching-Learning Methods	Implement Modern and Innovative Methods in the teaching-learning environment.
Conduct research on learning methods	Utilize wide variety of techniques to conduct research and develop lesson plans, course plans for effective teaching.

Units	Content
1a.	Introduction and Methodology : <ul style="list-style-type: none">➤ Theories of learning, Curriculum, Teacher education.➤ Conceptual framework, Research questions.➤ Overview of methodology and Searching.➤ Pedagogic theory and pedagogical approaches.➤ Teachers' attitudes and beliefs and Pedagogic strategies.
b.	Thematic overview: <ul style="list-style-type: none">➤ Pedagogical practices that are being used by teachers.➤ Curriculum, Teacher education. How can teacher education (curriculum and practicum) and the curriculum and guidance materials best support effective pedagogy.
2	• Research gaps and future directions <ul style="list-style-type: none">➤ Research design- Lesson plans, Course plans➤ Teacher education➤ Curriculum and assessment

LEARNING RESOURCES:

1. Ackers J, Hardman F (2001) Classroom interaction in Kenyan primary schools, Compare, 31 (2):245-261.
2. Agrawal M (2004) Curricular reform in schools: The importance of evaluation, Journal of Curriculum Studies, 36 (3): 361-379.
3. Akyeamong K (2003) Teacher training in Ghana - does it count? Multi-site teacher education research project (MUSTER) country report 1. London: DFID.
4. Akyeamong K, Lussier K, Pryor J, Westbrook J (2013) Improving teaching and learning of basic maths and reading in Africa: Does teacher preparation count? International Journal Educational Development, 33 (3): 272-282.
5. Alexander RJ (2001) Culture and pedagogy: International comparisons in primary education. Oxford and Boston: Blackwell.

6. Chavan M (2003) Read India: A mass scale, rapid, 'learning to read' campaign.


Online Resource

* www.pratham.org/mages/resource%20working%20paper%202.pdf.

The break-up of marks for CIE: Internal Tests + Assignments + Quiz Tests

1. No. of Internal Tests	:	<input type="text" value="2"/>	Max. Marks for each Internal Tests	:	<input type="text" value="30"/>
2. No. of Assignments	:	<input type="text" value="2"/>	Max. Marks for each Assignments	:	<input type="text" value="5"/>
3. No. of Quizzes	:	<input type="text" value="2"/>	Max. Marks for each Quiz Tests	:	<input type="text" value="5"/>

Duration of Internal Tests : 90 minutes


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