INSTITUTE OF AERONAUTICAL ENGINEERING
(Autonomous)
Dundigal - 500 043, Hyderabad, Telangana

COURSE CONTENT

PEDAGOGY STUDIES							
III Semester: AE, CSE, ES, EPS, STE							
Course Code	**Category**	**Hours / Week**			**Credits**	**Maximum Marks**	

Course Code	Category	L	T	P	C	CIA	SEE	Total
BHSE07	**Audit**	2	-	-	-	-	-	-

Contact Classes: Nil	**Total Tutorials: Nil**	**Total Practical Classes: Nil**	**Total Classes: Nil**
Prerequisite: NIL			

I. COURSE OVERVIEW:

In this course in pedagogy studies, students gain a solid foundation in educational principles and practices. They develop a deep understanding of effective teaching and learning strategies, empowering them to create engaging and meaningful learning experiences for their future students. Whether pursuing a career in teaching or any other field that involves knowledge transfer, students emerge with the knowledge and skills to inspire and facilitate learning, making a positive impact on the lives of others.

II. COUSE OBJECTIVES:
The students will try to learn:
I.   Review existing evidence on the review topic to inform program design and policy making undertaken by the DFID, other agencies and researchers.
II. The critical evidence gaps to guide the development.

III. COURSE OUTCOMES:
After successful completion of the course, students should be able to:

CO 1   Identify the Methodology and conceptual framework of teacher's education

CO 2   Understand pedagogical practices are being used by teachers in formal and informal classrooms in developing countries

CO 3   Interpret the evidence on the effectiveness of these pedagogical practices, in what conditions, and with what population of learners

CO 4   Classify the importance of class room practice, curriculum and learning in Professional Development.

CO 5   Summarize teacher education (curriculum and practicum) and the school curriculum and guidance materials best support effective pedagogy

IV. COURSE CONTENT:

MODULE – I: INTRODUCTION
Introduction And Methodology: Aims and rationale, Policy background, Conceptual framework and terminology. Theories of learning, Curriculum, Teacher education. Conceptual framework, Research questions. Overview of methodology and searching.

MODULE – II: THEMATIC OVERVIEW
Thematic overview: Pedagogical practices are being used by teachers in formal and informal classrooms in developing countries. Curriculum, Teacher education.

MODULE – III: PEDAGOGICAL PRACTICES
Evidence on the effectiveness of pedagogical practices. Methodology for the in-depth stage: quality assessment of included studies. How can teacher education (curriculum and practicum) and the school curriculum and guidance materials best support effective pedagogy? Theory of change.

Strength and nature of the body of evidence for effective pedagogical practices. Pedagogic theory and pedagogical approaches. Teachers' attitudes and beliefs and Pedagogic strategies.

MODULE – IV: PROFESSIONAL DEVELOPMENT
Professional Development: alignment with classroom practices and follows up Support. Peer support. Support from the head teacher and the community. Curriculum and assessment Barriers to learning: limited resources
and large class sizes.

MODULE – V: RESEARCH GAPS
Research gaps and future directions, Research design, Contexts, Pedagogy. Teacher education. Curriculum and assessment. Dissemination and research impact.

V. TEXT BOOKS:
1. Ackers J, Hardman F, "Classroom interaction in Kenyan primary schools", Compare, 31 (2), 245-261.
2. Agrawal M, "Curricular reform in schools: The importance of evaluation", Journal of Curriculum Studies, 36 (3): 361-379.

VI. REFERENCE BOOKS:
1. AkyeampongK, "Teacher training in Ghana - does it count?" Multi-site teacher education research project (MUSTER) country report 1. London: DFID.
2. Akyeampong K, Lussier K, Pryor J, Westbrook J, "Improving Teaching and Learning of Basic Maths and
   Rreading in Africa: Does teacher preparation count?" International Journal Educational Development, 33 (3): 272–282.

VII. WEB REFERENCE:
1. www.pratham.org/images/resource%20working%20paper%202.pdf.
2. Alexander RJ (2001) Culture and pedagogy: International comparisons in primary education Oxford and Boston: Blackwell

VIII. E-TEXT BOOKS:
1. www.pratham.org/images/resource%20working%20paper%202.pdf.