

Audit Courses

AUD18R5001	ENGLISH FOR RESEARCH PAPER WRITING	L	T	P	C
		3	0	0	3

Course objectives:

Students will be able to:

1. Understand that how to improve your writing skills and level of readability
2. Learn about what to write in each section
3. Understand the skills needed when writing a Title Ensure the good quality of paper at very first-time submission

Syllabus		
Units	CONTENTS	Hours
1	Planning and Preparation, Word Order, Breaking up long sentences, Structuring Paragraphs and Sentences, Being Concise and Removing Redundancy, Avoiding Ambiguity and Vagueness	4
2	Clarifying Who Did What, Highlighting Your Findings, Hedging and Criticising, Paraphrasing and Plagiarism, Sections of a Paper, Abstracts. Introduction	4
3	Review of the Literature, Methods, Results, Discussion, Conclusions, The Final Check.	4
4	key skills are needed when writing a Title, key skills are needed when writing an Abstract, key skills are needed when writing an Introduction, skills needed when writing a Review of the Literature,	4
5	skills are needed when writing the Methods, skills needed when writing the Results, skills are needed when writing the Discussion, skills are needed when writing the Conclusions	4
6	useful phrases, how to ensure paper is as good as it could possibly be the first- time submission	4

Suggested Studies:

1. Goldbort R (2006) Writing for Science, Yale University Press (available on Google Books)
2. Day R (2006) How to Write and Publish a Scientific Paper, Cambridge University Press
3. Highman N (1998), Handbook of Writing for the Mathematical Sciences, SIAM. Highman's book .
4. Adrian Wallwork , English for Writing Research Papers, Springer New York Dordrecht Heidelberg London, 2011

AUD18R5002	PEDAGOGY STUDIES	L	T	P	C
		3	0	0	3

Course Objectives:

To enable the students to understand the concepts of pedagogy and the improvement of teaching methods

Course outcomes:

Upon successful completion of this course, students will be able to:

CO1. understand the basics of pedagogy

CO2. know the pedagogical practices used by teachers in formal and informal classrooms in developing countries.

CO3. realize the effectiveness of pedagogical practices.

CO4. support for class room management

CO5. know the methods for improving teaching methodologies

SYLLABUS:

Unit I: 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.

Unit II: Thematic overview: Pedagogical practices are being used by teachers in formal and informal classrooms in developing countries.- Curriculum, Teacher education.

Unit III: 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.

Unit IV: Professional development: alignment with classroom practices and follow-up support - Peer support - Support from the head teacher and the community -

Curriculum and assessment - Barriers to learning: limited resources and large class sizes

Unit V: Research gaps and future directions: Research design – Contexts - Pedagogy - Teacher education - Curriculum and assessment - Dissemination and research impact.

REFERENCES:

1. Agrawal M (2004) Curricular reform in schools: The importance of evaluation, *Journal of Curriculum Studies*, 36 (3): 361-379.
2. Akyeampong K (2003) Teacher training in Ghana - does it count? Multi-site teacher education research project (MUSTER) country report 1. London: DFID.
3. Akyeampong 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.
4. Alexander RJ (2001) *Culture and pedagogy: International comparisons in primary education*. Oxford and Boston: Blackwell.
5. Chavan M (2003) *Read India: A mass scale, rapid, 'learning to read' campaign*.