

THIRD SEMESTER

Type of Course	Course Code	Name of the Course	Marks			Total Credits
			Int.	Ext.	Total	
PC	MS3PC5	Sociology of Education	30	70	100	4
	MS3PC6	Advanced Techniques of Instruction	30	70	100	4
TC	MS3TC3	Educational Measurement and Evaluation	30	70	100	4
SCC	MS3SC1	Curriculum, Pedagogy and Assessment at Elementary Level	30	70	100	4
	MS3SC2	Curriculum, Pedagogy and Assessment at Secondary Level				
Dissertation	MS3DN3	Selection/Development of Research Instruments and Data Collection	25	-	25	1
Practicum	MS3PM5	Field Based Internship in Co-operative Schools (5 Working Days)	25	-	25	1
	MS3PM6	Field Based Internship in Teacher Education Institutes (15 Working Days)	50	-	50	2
Total			220	280	500	20

Dissertation:

In the third semester, each prospective teacher educator has to select/develop the research tools/instruments and collect the data pertaining to his/her research problem. The Principal / Head shall arrange a Research Colloquium to enable each student give a presentation on adoption/development of research tools/instruments related his/her research. The Research Advisory Committee shall evaluate the process involved in the adoption/development of tools/instruments by the candidates and award the internal marks to him/her.

Practicum: (a) Field based Internship in Co-operative Schools (5 Working Days)

The prospective teacher educators shall observe the teaching and other co-curricular activities of students both at Level I & II in the Co-operative Schools and submit their reflective records to the concerned College / Department.

(b) Field Based Internship in the Teacher Education Institution (15 Working Days)

Each prospective teacher educator shall be attached with their parent Teacher Education Institution or any one of the Teacher Education Institutions for field immersion for a period of 15 days continuously to undertake the activities specified below.

The prospective teacher educators shall be engaged handling 12 classes during the field immersion in their parent Teacher Education Institution or nearby Teacher Education Institution affiliated to TNTEU offering B.Ed Programme.

Each prospective teacher educator shall submit their field based/attachment appraisal reports duly endorsed by the Mentor as well as by the Head of the Institution, where he/she is attached with and the same is to be submitted to the concerned College / Department. The three members Evaluation Committee shall assess the practicum related works/records and award the internal marks for the students.

SEMESTER-III

COURSE CODE: MS3PC5

CREDITS: 4

SOCIOLOGY OF EDUCATION

COURSE OBJECTIVES:

CO1: Enable the students to understand the basic concepts of sociology of education

CO2: Motivate the students to explore the relationship between social system and education

CO3: Make the students to analyze the role of education in cultural change

CO4: Enable the students to identify various agencies of education

CO5: Make the students to examine the role of education in promoting national integration and international understanding

UNIT – I: SOCIOLOGY AND EDUCATION

Sociology of Education: Meaning, concept and importance –Sociology and Education -Basic concepts of sociology and education. - Difference between sociology of education and Educational Sociology– Scope and functions of educational Sociology.

UNIT-II: SOCIAL SYSTEM AND EDUCATION

Social System: Meaning, Concept and Characteristics, Education as a Subsystem – Education and Social change; Social mobility, Social stratification, Social deviants; Constraints on social change in India (Caste, ethnicity, class, language, religion, regionalism).

UNIT – III: PROCESS OF SOCIALISATION

Agencies of socialization - Family, School, Religion, Community - Education as a social system, social process and social progress; Technological change – Industrialization, Modernization and Urbanization.

UNIT IV: EDUCATION AND DEMOCRACY

Democracy: Meaning and concept- Education and Democracy - Education for national integration and International understanding - Constitutional Ideals of education– Social equity and equality of educational opportunities – Education for socially and economically disadvantaged section of the society: SC/ST/OBC/Women/Disabled and rural population.

UNIT V: EDUCATION IN CULTURAL CONTEXT

Culture: Meaning, concept and characteristics - Education and cultural change -Cultural lag – Meaning, concept, major causes and its effect on education –Education for multi-lingual and multi- cultural Indian society.

SUGGESTED ACTIVITIES:

1. Discussion on the relationship between Sociology and Education.
2. Analyse the Constraints on social change in India.
3. Collect details on the type of Educational facilities available for socially and economically disadvantaged section of the society in India
4. Discussion on social equity and equality of educational opportunities
5. Power Point presentation on educational sociology and their educational implications

TEXT BOOKS:

1. Agarwal, J.C. (2002). *Philosophical and sociological perspectives on education*. Shipra.
2. Jayapalan, N. (2001). *Sociological theories*. Atlantic Publishers.
3. MujibulHasan Siddiqui (2009). *Philosophical and sociological perspectives in Education*. Neeraj.
4. Ruhela, S.P. (1970). *Sociological foundation of education in contemporary India*, DhanpatRai.
5. Shukla Sureshchandra. (1985). *Sociological perspectives in education*. Chanakya.

SUPPLEMENTARY READINGS:

1. Agarwal, J.C. (2002). *Theory and principles of education*. Vikas.
2. Gore, M.S. (1967). *Papers in the sociology: Education in India*. NCERT.

3. Mathur, S.S. (2001). *A Sociological approach to Indian education*. Vinod PustakMandir.
4. Shepard Jon M. (1981). *Sociology*. West Publishing Co. St. Paul Publishers.
5. SwaroopSaxena, N. R & Dutt, N. K. (2013). *Philosophical & sociological foundation of education*. Lall Book Depot.

E – RESOURCES:

1. www.wikipedia.org
2. study.com/directory/.
3. <https://supriyapraphapanotesoneducationalsociology.wordpress.com>
4. www.yourarticlelibrary.com/education
5. www.fpri.org/wp-content/
6. www.teindia.nic.in/mhrd

COURSE OUTCOMES:

After completing this course, the students will be able to:

1. Describe the scope and functions of Educational Sociology
2. Interpret the Social system and its impact on Education
3. Examine the relationship between education and cultural change
4. Analyze the impacts of Liberalization, Privatization and Globalization on Education.
5. Discriminate the concept of social equity and equality

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓	✓							✓	✓							✓
CO2	✓	✓							✓	✓							✓
CO3	✓	✓							✓	✓							✓
CO4	✓	✓							✓	✓							✓
CO5	✓	✓							✓	✓							✓

SEMESTER - II

COURSE CODE: MS3PC6

CREDITS: 4

ADVANCED TECHNIQUES OF INSTRUCTION

COURSE OBJECTIVES:

CO1: Gain knowledge of instructional technology

CO2: Differentiate software and hardware

CO3: Apply learning theories in instruction

CO4: Understand the meaning and definitions of mobile technology

CO5: Develop the skill of using mobile learning in the class room

CO6: Describe digital assistive technology

CO7: Develop skills of using white board in teaching

CO9: Understand online and offline learning systems

CO10: Identify the various instructional tools

UNIT - I: CONCEPTUAL BASES OF EDUCATIONAL AND INSTRUCTIONAL TECHNOLOGY

Meaning, nature and scope – Instructional Technology: Scope and Objectives, Differences between Educational Technology and Instructional Technology. – Historical development of Educational Technology– programmed learning stage; media application stage and computer application stage – Components of educational technology: Software and hard ware.

UNIT - II: LEARNING THEORIES AND MODELS FOR INSTRUCTIONAL DESIGN

Behavioural Learning Theories, Social Learning Theories– Cognitive and constructivist Learning Theories –Theory of multiple intelligences and its implications for instructional design – Developing a personal learning theory -Instructional Design Models: ADDIE

Model, System model, ASSURE Model, ARCS Model, Reflective instructional design models

UNIT - III: MOBILE LEARNING

Meaning and Definition of mobile technologies – Use of Smart Phones in learning-applications of android phone, tablets in teaching learning- - Smart Phones in Schools, Colleges and Universities – Smart Phones in Open schools, Colleges and Universities – Mobile phones in distance learning -Role of social media, – Smart class room: Features, prerequisite, importance and advantages

UNIT - IV: TECHNOLOGY INTEGRATION- TRENDS AND ISSUES

Increased online access and connectivity, Digital assistive technology – Emerging role for augmented and virtual reality in education– Blended Teaching Learning Methodologies: Use of learning management Systems (LMS) – E-folios in Learning management Systems –On line and Offline learning management Systems: Moodle and Edmodo Basics – Podcasts, wikis and reflection blogs as Teaching Learning methodologies.

UNIT - V: INTERACTIVE WHITEBOARD BASED LEARNING

Computer, Projector and Whiteboard – How to use it – Interactive Whiteboard for Higher Education- As an Instructional tool- features available when using an Interactive Whiteboard Interactive teaching- Group Interaction.

SUGGESTED ACTIVITIES:

1. Discussion on mobile learning.
2. A group discussion on peer tutoring.
3. Seminar presentation on the student-centred teaching.
4. A debate on various models of teaching-learning process.
5. Invited a talk on neuro-linguistic programming in education.

TEXTBOOKS:

1. Anderson, R.H. (1976). *Selection and developing media instruction*. Van Nostrand Reinhold Company.

2. Behera, S.C. (1991). *Educational television programmes*. Deep and Deep.
3. Bhushan, A. and Ahuja, M. (2003). *Educational technology: Theory and practice*. Bawa
4. Brown, J.W., Lewis, R.B. and Harcle Road, F.F. (1985). *AV Instruction Technology, Media and Methods*. McGraw Hill.
5. C.M. Reigeluth (Ed.) (1999). *Instructional Design Theories and Models: A New Paradigm of Instructional Theory*. Lawrence Erlbaum Associates.
6. Cropper, G.L. (1974.). *Instructional strategies*. Englewood Cliff, N.J. Educational Technology Publications.
7. Mayer Richard E. (2001). *Multimedia learning*. Cambridge University Press.
8. Schwatz & Schultz (2000). *Office 2000*. BPB Publications.

SUPPLEMENTARY READING:

1. Kapp, K. M. (2012). *The gamification of learning and instruction: Game based methods*. John & Wiley sons Publishers.
2. Norton Peter (2000). *Introduction to computers*. Tata McGraw Hill.
3. Sabhu, S. D. (2014). *Schooling the mobile generation*. Shipra Publications.
4. Schwatz & Schultz (2000). *Office 2000*. BPB Publications.
5. Sinha P K (1992). *Computer Fundamentals*. BPB Publication.

E – RESOURCES:

1. <http://www.usciences.edu/teaching/Learner-centered>
2. <http://ctl.byu.edu/tip/active-learning-techniques>
3. <http://indahtrastuti1.blogspot.in/2013/06/neurolinguistic-programming.html>

COURSE OUTCOMES:

After completing this course, the students will be able to

1. Submit a report on LMS with anyone mode and present it
2. Prepare content for mobile learning
3. Use mobile learning in the classroom
4. Use white board in the classroom instruction

5. Implement online evaluation in their students
6. Develop E – portfolios
7. Debate the pros and cons of social media
8. List the online courses pertaining to education
9. Gain knowledge on blended learning
10. Differentiate hardware and software

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓						✓		✓	✓							✓
CO2	✓						✓		✓	✓							✓
CO3	✓						✓		✓	✓							✓
CO4	✓						✓		✓	✓							✓
CO5	✓						✓		✓	✓							✓

SEMESTER-III

COURSE CODE: MS3TC3

CREDITS: 4

EDUCATIONAL MEASUREMENT AND EVALUATION

COURSE OBJECTIVES:

CO1: Comprehend the concept, meaning and nature of measurement and evaluation.

CO2: Understand the relationship between measurement and evaluation.

CO3: Acquire knowledge about various tools of measurement and evaluation in existence.

CO4: Develop skills on using psychological test for measurement and evaluation.

CO5: Get hands on SPSS to learn various statistical measurement and its analysis.

CO6: Enable to distinct various competencies in standardizing different types of measuring instrument.

CO7: Familiarize to construct different kinds of tests and tools.

CO8: Obtain knowledge on statistical concepts, test scores and its transformation.

CO9: Assimilate the new trends in evaluation in terms of grading, semester, CCE and online test.

CO10: Prepare question banks and other self-study materials.

UNIT - I: CONCEPT OF MEASUREMENT AND EVALUATION

Measurement and Evaluation – Concept, Meaning, nature and need. Relationship between measurement and evaluation, Functions of measurement and evaluation.

UNIT - II: TOOLS OF MEASUREMENT AND EVALUATION

Subjective and objective tools - Tests: Essay tests, objective test, scales, questioners, schedules, inventories, observation, interviews, performance tests, oral tests-diagnostic tests and remedial measures.

UNIT - III: PSYCHOLOGICAL TESTING

Construction and Standardization of Psychological tests, Aptitude, Attitude, personality tests. Intelligence and its nature - Theories: Spearman, Thorndike, Thurston and Guilford - Types of intelligence test - their functions and uses.

UNIT - IV: STATISTICAL CONCEPTS

Test scores and their transformation: Z and T Scores, percentile-Interpretation of qualitative data Correlation analysis, Item analysis – Basic assumption, Methods

UNIT - V: NEW TRENDS IN EVALUATION

Grading System, Semester system, Continuous Comprehensive Evaluation, Question Bank, uses of computer in evaluation.

SUGGESTED ACTIVITIES:

1. Give experts talk on various aspects of measurement and evaluation.
2. Prepare self-made tools such as questionnaire, scales, survey materials for any interested topic.
3. Visit various well-equipped educational institutions like IITs, NITs, IIMs, IISCs, Universities (Central/State/Deemed to be) and Autonomous Colleges to know about the multifaceted measurement and evaluation system in existence.
4. Provide hands on using SPSS to apply statistical techniques and methods.
5. Conduct various psychometric tests and other psychological tests available in the laboratory.

TEXTBOOKS:

- 1 Adams, G. S. (1964). *Measurement and evaluation in education, psychology and guidance*. Holt, Rinehart & Winstone.
- 2 Anastasi. (1984). *Anne psychological testing*. The MacMillan.
- 3 Aggarwal, Y.P. (1998). *Statistical methods*. Sterling.
- 4 Cooper, D. (2007). *Talk about assessment, strategy and tools to improve learning*. Thomson Nelson.

- 5 Earl, L. M. (2006). *Assessment as learning: Using class room assessment to maximize student learning*. Corvine Press.

SUPPLIMENTARY READINGS:

1. Ferguson, G. A. (1981). *Statistical analysis in psychology and education*, McGraw Hill International Book.
2. Gupta, S. (2014). *Educational Evaluation*, A.P.H.
3. Reynolds, C.R., Livingston, R. B, & Willson, V. (2009). *Measurement and Assessment in Education*. PHI Learning.
4. Singh, B. (2004). *Modern Educational Measurement and evaluation System*. Anmol.
5. Taba & Hilda. (1962). *Curriculum development: Theory and practice*. Harcourt Brace.

E-RESOURCES:

1. <http://www.adprima.com>
2. <http://www.tc.columba.edu>
3. <http://www.scribd.com>

COURSE OUTCOMES:

After completion of this course, the students will be able to

CO1: Comprehend the concept, meaning and nature of measurement and evaluation.

CO2: Understand the relationship between measurement and evaluation.

CO3: Acquire knowledge about various tools of measurement and evaluation in existence.

CO4: Develop skills on using psychological test for measurement and evaluation.

CO5: Get hands on SPSS to learn various statistical measurement and its analysis.

CO6: Enable to distinct various competencies in standardizing different types of measuring instrument.

CO7: Familiarize to construct different kinds of tests and tools.

CO8: Obtain knowledge on statistical concepts, test scores and its transformation.

CO9: Assimilate the new trends in evaluation in terms of grading, semester, CCE and online test.

CO10: Prepare question banks and other self-study materials.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1.	✓							✓	✓	✓							✓
2.	✓							✓	✓	✓							✓
3.	✓							✓	✓	✓							✓
4.	✓							✓	✓	✓							✓
5.	✓							✓	✓	✓							✓
6.	✓							✓	✓	✓							✓
7.	✓							✓	✓	✓							✓
8.	✓			✓	✓			✓	✓	✓							✓
9.	✓			✓	✓			✓	✓	✓							✓
10.	✓			✓	✓			✓	✓	✓							✓

SEMESTER-III

COURSE CODE: MS3SC1

CREDITS: 4

CURRICULUM, PEDAGOGY AND ASSESSMENT: ELEMENTARY LEVEL

COURSE OBJECTIVES:

CO1: To acquire the knowledge of curriculum planning and alignment

CO2: To understand the dimensions of knowledge and cognitive processes

CO3: To analyze the curriculum and pedagogy as envisaged by various educational pioneers

CO4: To understand the planning, management and support practices of pedagogy

CO5: To evaluate the effectiveness of students' learning outcomes

UNIT- I: CURRICULUM PLANNING AND ALIGNMENT

Forms of Curriculum Planning: ideological, Formal, Sanctioned, Perceived, Operational and Experiential Curricula. Basic types of curricula: Traditional, Thematic Units, Programmed, Classical and Technological curricula. Issues in curriculum Alignment: Recommended, Written, Taught, and Supported, Learned, Assessed and Hidden Curricula – School Curriculum – Nature and direction of change in the development of school curriculum - Elementary school curriculum in Tamil Nadu- Role of teacher in curriculum planning and alignment.

UNIT- II: DIMENSIONS OF KNOWLEDGE AND COGNITIVE PROCESS

Definition of Knowledge, Process of knowing and ways of knowing- Knowledge dimensions: Major forms or types of knowledge – Factual, conceptual, Procedural, Meta-cognitive knowledge and their sub-types - Dimensions of Cognitive Process – Categories of major cognitive dimensions – Remember, Understand, Apply, Analyze, Evaluate, Create and their related second order cognition.

UNIT – III: CURRICULUM AND PEDAGOGY IN THE PERSPECTIVE OF EDUCATIONAL PIONEERS

Meaning of Pedagogy – Curriculum and Pedagogy as envisaged by educational pioneers: Swami Dayananda- Mahatma Gandhi – Tagore - Paramhansa Yogananda – Gijibhai - Annie Besant - Badhaka — Karl Mark - Herbert Spencer - Montessori – Pestalozzi – John Dewey –Kilpatric- Frobel- Martin Luther Christen

Mikkelsen Kold, John Amos Comenius, Mohammad Iqbal, John Locke – Bonewell & Eison – Pedagogical Models : Productive Pedagogies, Primary and Middle school inquiry faced model – Multi literacies model.

UNIT – IV: PLANNING, MANAGEMENT AND SUPPORT PRACTICES OF PEDAGOGY

Issues related to Instructional planning – steps in instructional planning –Evolving instructional strategy – Determining most appropriate strategy – Management and Instruction – Managing a classrooms, Time Management, Instructional resources: Print-based and Non-Print based resources. Need and importance of Instructional support practices –Virtual Learning - Flipped classroom – Blended Learning – Personalized Learning- Instructional Scaffolding – Individualizing curriculum – Enhancing and extending learning through ICT – Impact of ICT teaching and learning – Auto tutorial system – STEM strategy.

UNIT - V: ASSESSMENT FOR LEARNING

Test, Examination, Measurement, Assessment and Evaluation – Areas of Assessment framework – Purpose of assessment and Learning indicators – Types of learning indicators: Assessment of activity, Presentation, Group work and Collaborative learning – Techniques of Assessment : CCE - Test of Achievements, Oral Examination, Written Examination, Practical Examination, Peer assessment, Test of Ability, Test of Personality and Portfolio.

SUGGESTED ACTIVITIES:

1. Think, Pair & Share among the prospective teachers on different forms of Curriculum planning.
2. Conferencing on the knowledge dimensions and types of cognitive processes.
3. Brain storming and peer partner learning on curriculum and pedagogy as visualized by educational pioneers.
4. Information processing and social interaction among the prospective teachers on planning, management and support practices of pedagogy.
5. Case studies on impact of curriculum upon the accomplishment of students scholastic and non-scholastic areas.

TEXTBOOKS:

1. Aggarwal & Deepak. (2007). *Curriculum development: Concept, methods and techniques*. Book Enclave
2. Allan Glatthorn, A., Floyd Boschee, Bruce M.Whitehead. (2009). *Curriculum leadership*. SAGE.
3. Anderson, Lorin Wet al., (Ed.) (2001). *A taxonomy for learning, teaching and assessing*. Longman
4. Galen Saylor & William Alexander, M., (1956). *Curriculum planning for better teaching and learning*. Rinehart Company, Inc.
5. Hilda Taba. (1962). *Curriculum development theory and practice*. Harcourt, Brace & World, Inc.
6. Jagdish Chand. (2013). *Great Indian thinkers on education*. Anshah Publishing House.
7. McKernan & James. (2007). *Curriculum and imagination: Process, theory, pedagogy and action research*. Routledge.
8. Orestein A.C., & Hunkins, F.P. (1988). *Curriculum: Foundations, principles and issues*. Prentice Hall
9. Pinar,W.,(Ed) (2015). *Curriculum Studies in India*. Springer

SUPPLEMENTARY READINGS:

1. Arora, G.L. (1984). *Reflections on curriculum*. NCERT.
2. Chikumbu, T.J., & Makamure, R. (2000). *Curriculum theory, design and assignment (Module 13)*. The Common wealth of Learning.
3. Daniel Tanner & Laurel Tanner, N. (1975). *Curriculum development theory into practice*. Macmillan.
4. Dinn Wahyudin. (2019). *Curriculum development and teaching philosophy*. LAMBERT.
5. Yu, Shengquan, Ally, (Eds) (2020). *Emerging technologies and pedagogies in the curriculum*. Springer.

E- RESOURCES:

1. <https://eppi.ioe.ac.uk/cms/LinkClick.aspx?fileticket=XHbLcIohFq0%3D&tabid=3437>
2. <https://dera.ioe.ac.uk/7800/1/AssessmentforLearning.pdf>
3. <https://courses.lumenlearning.com/educationalpsychology/chapter/major-theories-and-models-of-learning/>
4. <https://tophat.com/blog/instructional-strategies/>
5. https://cd.edb.gov.hk/la_03/chi/curr_guides/Maladjusted/ema-3.htm

COURSE OUTCOMES:

After completing this course, the students will be able to

CO1: Recognize the basic types of curricula and issues in curriculum alignment.

CO2: Explain the knowledge dimensions and categories of major cognitive processes.

CO3: Summarize the Perspectives of Educational Pioneers on Curriculum and Pedagogy.

CO4: Implement the various types of instructional planning and support practices.

CO5: Evaluate the students' performance by applying various types of assessment techniques.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓			✓	✓				✓	✓							✓
CO2	✓			✓	✓				✓	✓							✓
CO3	✓			✓	✓				✓	✓							✓
CO4	✓			✓	✓				✓	✓							✓
CO5	✓			✓	✓				✓	✓							✓

SEMESTER –III

COURSE CODE: MS3SC2

CREDITS: 4

CURRICULUM, PEDAGOGY AND ASSESSMENT: SECONDARY LEVEL

COURSE OBJECTIVES:

CO1: To understand the theory and practice of curriculum

CO2: To acquire knowledge of philosophical perspectives of curriculum

CO3: To analyze the curriculum and pedagogy in the perspectives of educational pioneers

CO4: To understand views of constructivist thinkers on pedagogy

CO5: To recognize the different assessment techniques and evaluation models

UNIT - I: CURRICULUM THEORY AND PRACTICE

The ways of Approaching Curriculum Theory and Practice-Curriculum Theories: Formal Theory, Event Theory, Valuational Theory and Praxiological Theory- Future and Futurism - Directions for the Future - Challenge of Dealing with future - Censored, Compensatory, Irrelevant and Emerging Curricula. Models of Curriculum Theory: Johnson's Model, McDonald's Model and Wilson's Open Access Curriculum Model - Structure of secondary school curriculum in Tamil Nadu.

UNIT - II: PHILOSOPHICAL PERSPECTIVES AND CURRICULUM

ORIENTATION

Philosophical Perspectives: Progressivism, Perennialism, Essentialism, Reconstructionism, Reconceptualism and its educational implications – Curriculum Orientation: Academic Rationalism, Social relevance, Personal Relevance, Cognitive Process and Technological Orientations.

UNIT – III: CURRICULUM AND PEDAGOGY IN THE PERSPECTIVES OF EDUCATIONAL PIONEERS

Sri Aurobindo Ghose, J.Krishnamurthi, S.Radhakrishnan, Swami Vivekananda, Plato, Socrates, Herbart, Aristotle, Bertrand Russell , Sri Thomas Percy Nunn, Desiderius Erasmus Roterodamus , Paulo Freire and David Kolb.

UNIT - IV: PEDAGOGY AS ENVISAGED BY CONSTRUCTIVIST THINKERS

Constructivism - Constructivist Epistemology – Constructivist thinkers – Giambattista Vico – Immanuel Kant – John Dewey – Jean Piaget – Lev Semyonovich Vygotsky – Jerome Seymour Bruner – Ernst Von Glasersfeld – Kenneth J. Gergen- Current Developments Across the Curriculum

UNIT - V: ASSESSMENT TECHNIQUES AND EVALUATION MODELS

Measurement, Assessment and Evaluation: Concept, meaning and definitions – Assessment for learning and Assessment of learning – Techniques of Assessment: Observation, interview, questionnaire and rating scales - Semester System – Marks, Grading system, Types of Grading and their relative advantages and Computer in Evaluation- Models of Curriculum Evaluation: Metfessel- Michael Evaluation Model, Provus's Discrepancy Evaluation Model, Stufflebeam's Macro Evaluation Model and Stake's Responsive Evaluation Model.

SUGGESTED ACTIVITIES:

1. Compare and contrast by tutorial groups on curriculum theory and practice.
2. Mastery lecture and structured overview on philosophical perspectives and curriculum orientation.
3. Debate on curriculum and pedagogy in the perspectives of educational pioneers.
4. Small group interaction on constructivist thinkers.
5. Inquiry based learning on usefulness of various assessment techniques and evaluation models.

TEXT BOOKS:

1. Aggarwal & Deepak. (2007). *Curriculum development: concept, methods and techniques*. Book Enclave
2. Allan A.Glatthorn, Floyd Boschee, Bruce, M. Whitehead. (2009). *Curriculum leadership*. SAGE.
3. Arbind Kumar Jha. (2009). *Constructivist epistemology and pedagogy*. Atlantic.
4. Daniel Tanner & Laurel N.Tanner. (1975). *Curriculum development theory into practice*. Macmillan.

5. Galen Saylor & William M. Alexander. (1956). *Curriculum planning for better teaching and learning*. Rinehart Company, Inc
6. Hilda Taba. (1962). *Curriculum development theory and practice*. Harcourt, Brace & World, Inc.
7. Jagdish Chand. (2013). *Great Indian thinkers on education*. Anshah.
8. Mc Kernan & James. (2007). *Curriculum and imagination: Process, theory, pedagogy and action research*. Routledge.
9. Oresteian, A.C., & Hunkins, F.P. (1988). *Curriculum: Foundations, principles and issues*. Prentice Hall
10. Pinar, W., (Ed) (2015). *Curriculum studies in India*. Springer
11. Pravat Kumar Dhal. (2012). *Pioneers in education*. APH Publishing Corporation

SUPPLEMENTARY READINGS:

1. Anderson & Lorin, W., et al., (Ed.)(2001). *A taxonomy for learning, teaching and assessing*. Longman
2. Arora, G.L. (1984). *Reflections on curriculum*. NCERT
3. Chikumbu, T.J., & Makamure, R. (2000). *Curriculum theory, design and assignment (Module 13)* The Commonwealth of Learning.
4. Dinn Wahyudin. (2019). *Curriculum development and teaching philosophy*. LAMBERT
5. Yu, Shengquan, Ally. (Eds)(2020). *Emerging technologies and pedagogies in the curriculum*. Springer

E-RESOURCES:

1. https://en.wikipedia.org/wiki/Philosophy_of_education
2. [https://en.wikipedia.org/wiki/Constructivism_\(philosophy_of_education\)](https://en.wikipedia.org/wiki/Constructivism_(philosophy_of_education))
3. https://cd.edb.gov.hk/la_03/chi/curr_guides/Maladjusted/ema-3.htm
4. https://cd1.edb.hkedcity.net/cd/cns/sscg_web/html/english/main04.html
5. <http://anneinglisteachingphilosophy.weebly.com/curriculum-pedagogy-and-assessment.html>
6. <https://dera.ioe.ac.uk/7800/1/AssessmentforLearning.pdf>

