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://supriyaprathapannotesoneducationalsociology.wordpress.com
4. www.yourarticlelibrary.com/education
5. www.fpri.org/wp-content/
6. www.teindia.nic.in/mhrd

SEMESTER - III

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://indahtriastuti1.blogspot.in/2013/06/neurolinguistic-programming.html

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 uss.

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.

SUPPLIMENTRY 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-R ESOURCES:

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

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. Orestein, 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., etal., *(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 Common wealth 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-R ESOURCES:

1. https://en.wikipedia.org/wiki/Philosophy_of_education
2. 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