

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.


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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.


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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., 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 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-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>

COURSE OUTCOMES:

After completing this course, the students will be able to

CO1: Recognize the various approaches of curriculum theory and practice.

CO2: Generalize the philosophical perspectives of curriculum Orientation.

CO3: Summarize the different types of curriculum and pedagogy in the perspectives of educational pioneers.

CO4: Explain constructivists view on pedagogy and implement the current developments across the different levels of secondary curriculum.

CO5: Evaluate the merit and worth of various assessment techniques and evaluation models in the secondary level classroom context.

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	✓			✓	✓				✓	✓								✓

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