



E-Content

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Subject / Course – English

Paper : Aspects of Language
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DEVELOPMENT TEAM

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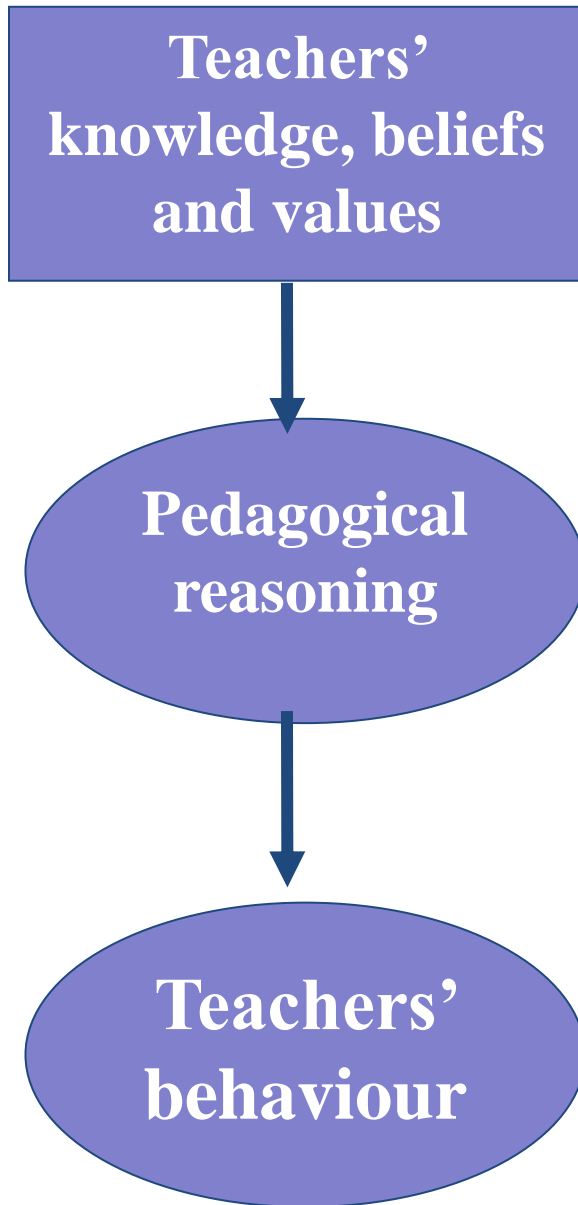
WHAT IS PEDAGOGY?

- **“The Science of Teaching” - Oxford English Dictionary**
- **Alexander(1992)** defines Pedagogy is teaching methods and pupil organisation within a framework for educational practice.
- According to **Watkins and Mortimore(1999)**
“Pedagogy is developments in our understanding of cognition and meta-cognition .”

PEDAGOGY.....continuous

- **Shulman's model (1987)** of pedagogical reasoning focuses on the processes involved in teaching including the transformation of knowledge so that it can be taught.
- Conceptions of pedagogy held by academics have become more complex over time.
- Knowledge is more differentiated and more integrated.

A FRAMEWORK FOR EXAMINING PEDAGOGIES

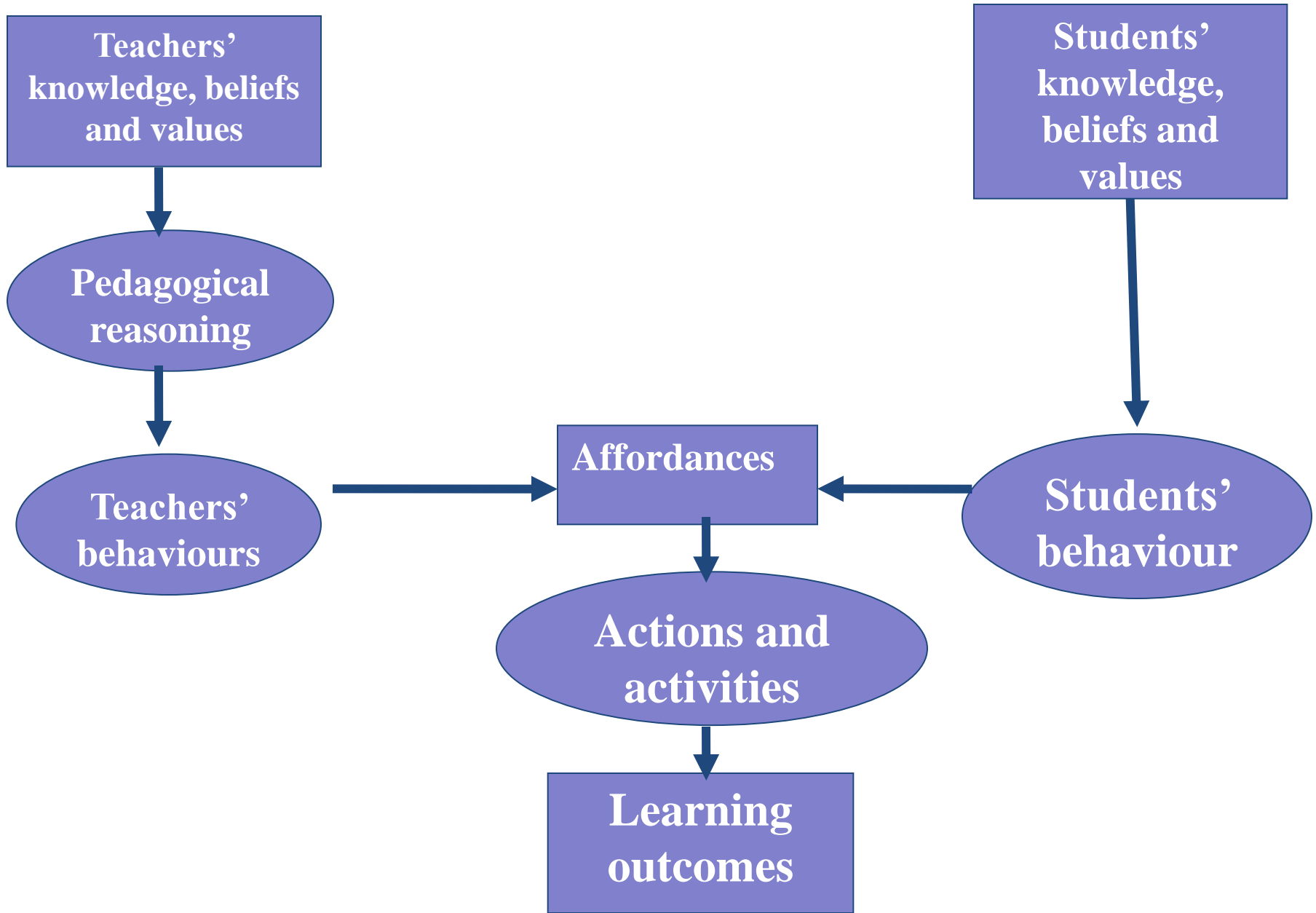


Teachers' ideas, beliefs and values influence practice -**Fang, 1996, Moseley et al., 1999**

- Planning, teaching, assessing & evaluating
- Transformation of knowledge
 - Planning
 - Teaching
- Pedagogical concepts are interpreted in a subject-specific manner.

(Bromme, 1995)

A FRAMEWORK FOR EXAMINING PEDAGOGIES



CURRICULUM

- Curriculum is the crux of the whole educational process. Without curriculum, we cannot conceive any educational Endeavour.
- The curriculum in a literal sense, a pathway towards a goal.
- Curriculum is actually what happens during a course i.e. lecture, demonstrations, field visits, the work with client and so on.
- Curriculum also means a written description of what happens.

Curriculum.....continuous

- Curriculum is an important element of education. Aims of education are reflected in the curriculum. In other words curriculum is determined by the aims of life and society.
- The term ‘**curriculum**’ has been derived from a **Latin word** ‘**Currere**’ which means ‘*a race course or a run way on which one runs to reach goal*’.
- If the teacher is the guide, the curriculum is the path.
- Curriculum is the total structure of ideas and activities.

Definition of Curriculum

- **Dictionary meaning** - “A course, especially the course of study in a university”-
- According to **Blond’s Encyclopedia (1969) Curriculum** is “All the experiences of the students which has undertaken in the guidance of the school”
- **Stenhouse(1980)** says **Curriculum** is all educational ideas must find expression in curricula before we can tell whether they are day dreams or contributions to practice. Many educational ideas are not found wanting because they cannot be found at all.

Definition of Curriculum.....Continuous

- **Kerr (1968)** defines Curriculum as ‘All the learning activities which are planned and guided by the school, whether they are carried out in groups or individually, inside and outside the school’.
- **According to Cunningham:** ‘Curriculum is a tool in the hand of artist(teacher) to mould his material in accordance with his ideas in the school’.
- A curriculum is an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice.

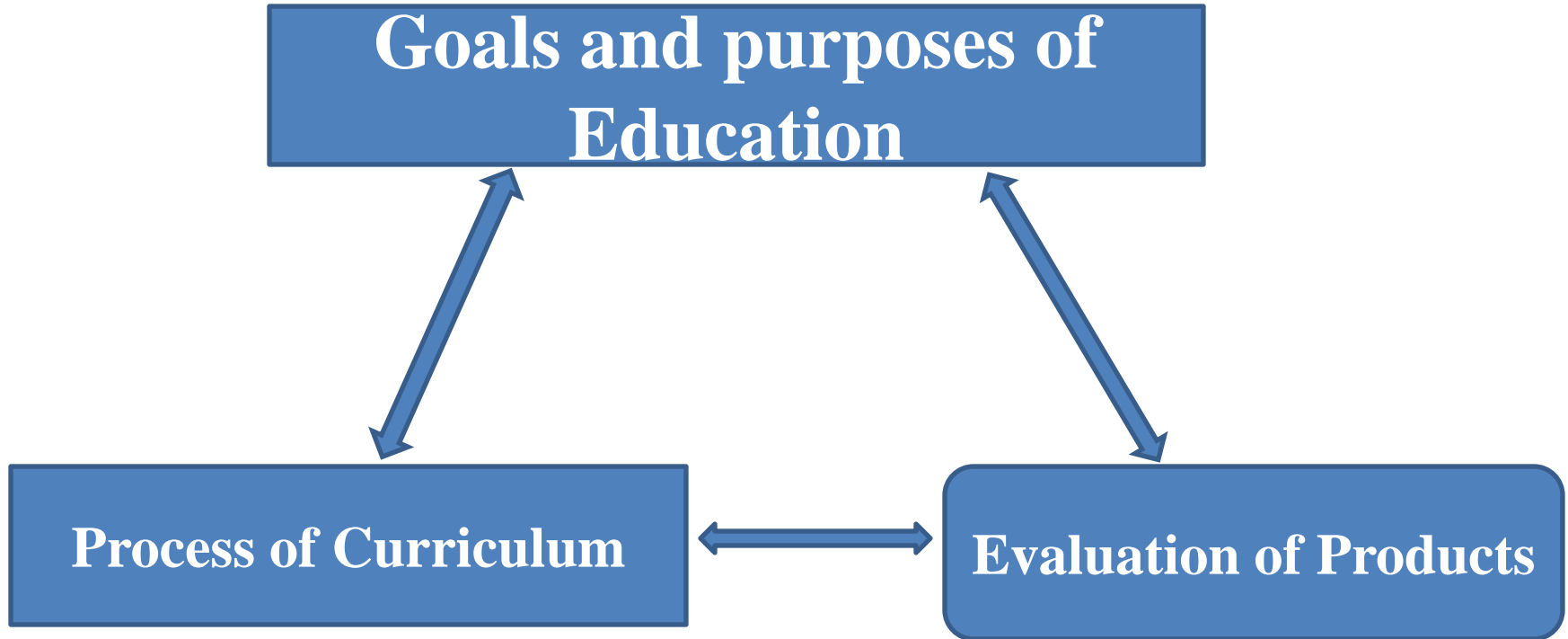
CONCEPT OF CURRICULUM

- We define **Curriculum** as a plan that provides learning opportunities for students. Since **education** is an orderly and deliberate effort, curriculum planning is essential.
- According to **Purita.P.Bilbo Ed.D.** “The concept of the curriculum is dynamic as the changes that occurs in the society. In its narrow sense, curriculum is viewed merely as a listing of subject to be taught in school. In a border sense, it refers to the total learning experiences of individuals not only in schools but in society .”

Concept of curriculum.....continuous

- **Curriculum** provides the students with guided experiences and planned learning environment and instruction.
- **Curriculum** anticipates the intended learning outcomes. To achieve these learning outcomes, the curriculum formulates certain objectives.
- However, no teacher confines herself/himself exclusively to the stated objectives and aims of the curriculum as it limits the process; adequate freedom is necessary for a teacher to be creative.
- Thus, the curriculum and instruction are inseparable; they are interrelated.

THREE FACETS OF CURRICULUM

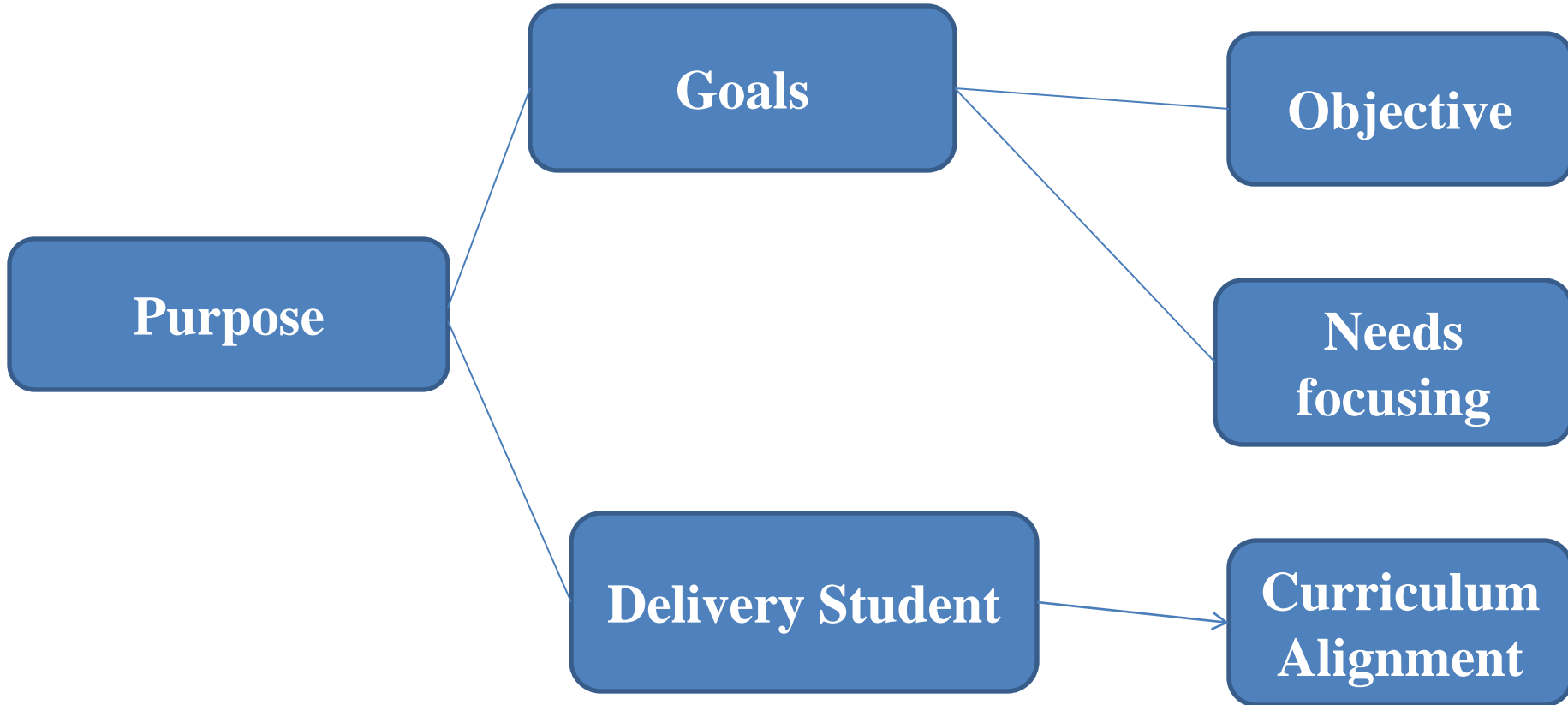


Curriculum includes courses of studies. Methods of teaching extra and co-curricular activities in addition the regular programmes.

NATURE OF A CURRICULUM

- Basic needs
- Social Aspects
- Cultural Factors
- Individual Talents
- Ideals: Intellectual, Moral
- Religious
- Traditional

Basic tasks of Curriculum Development



PRINCIPLES OF CURRICULUM CONSTRUCTION

- A curriculum can be successful only if certain principles are involved in its planning.
- Many educationalists have suggested the difficulty level, interest and logical sequence as criteria to select the subject matter.
- As a minimum, a curriculum should provide a basis for planning a course.

Taba suggests a **seven-step model** which is popularly used in the curriculum construction. They are as follows;

Step1: Diagnosis of needs :What needs to be taught?

Step2: Formulation of objectives: What objectives should be taught?

Step3: Selection of Content: What information or data will be taught and where will it come from?

Step4: Organization of the Content: How will the information be organized? Will it be a textbook, using the internet, etc?

Step5: Selection of Learning Experiences: What learning experiences? { role play, cooperative or team learning, lecture etc} Will the instructor incorporate into the subject taught?

Step6: Organization of Learning Experiences: How will these learning experiences be organized?

Step7: Determination of what to evaluate and of the ways and means of doing it. How will learning be accessed?

ORIENTATIONS TO CURRICULUM

There are three important orientations are there in Curriculum. They are as follows

- 1. Child-centered**
- 2. Society-centered**
- 3. Knowledge-centered**

CURRICULUM DEVELOPMENT

PROCESS OF CURRICULUM DEVELOPMENT:

In a broad sense, the curriculum development process includes

1. The Design,
2. Development,
3. Implementation and
4. Evaluation curricula.

The Curriculum Development Process also involves:

Monitoring, Evaluation, Review, Design, Development and Implement

Phases in Curriculum

Phase	Steps
1. Development Phase	Planning, Developing
2. Implement Phase	Management, Implementation
3. Evaluate Phase	Assessment of teaching learning process

CURRICULUM COMMITTEE

Curriculum Committee involves many things:

- Curriculum policy maker and developers
- Curriculum administrators
- School & College Principals
- Communities
- Law-maker
- Educational Researchers
- Teacher Educators
- Publishers
- Project directors

STEPS IN CURRICULUM CONSTRUCTION

Planning

- Planning to determine the need and purposes, identification and analysis of existing situation has to be done.
- Formulate the philosophy of educational programme.
- Constitute a committee for curriculum preparation.

The four C's of Curriculum Planning

- 1. Cooperative:** Programmed prepared jointly by a group of persons will be less liable to error than one prepared by a single person.
- 2. Continuous:** The preparation of a programme is not a one-shot operation, provision should be made for its continuous revision.
- 3. Comprehensive:** All the programme components must be defined with requisite precision.
- 4. Concrete:** General and abstract consideration are not a sufficient basis for drawing up a programme that constitutes the essential structure of a relevant programme.

- Decide the philosophy and policy of the organization

e.g. **Student Recruitment involves:**

- Type of educational programme
- Methods of teaching
- Group involved
- Duration of the period

Where as Staff Requirement involves:

e.g. Teaching, supervised clinical practice, teaching-learning activities, selection of learning experience-theory and practice

Developmental Phase

Organization and sequencing of:

- Theory.
- Practicals.
- Supervised clinical practice.
- Individual student rotation plan.
- Preparation of teaching-learning materials and audio visual aids.
- Curriculum committee, reviews the progress identifies constraints, assess needs for modification and formation for the other standing committees for management of the curriculum.

Curriculum Design

- Analysis of social needs
- Translating the needs into course/general/learning/terminal objectives
- Splitting the objectives into specific objectives
- Grouping the specific objectives into subjects
- Deriving the subjects from the above classification
- Specifying objectives
- Unitizing each subject matter
- Specification of required time
- Syllabus formulation

CURRICULUM EVALUATION

Evaluation describes how to assess the nature, impact and value of an activity through the systematic collection, analysis and interpretation of information with a view to making an informed decision.

Evaluation involves 3 activities:

- Outlining clear purposes
- Gathering evidences
- Judgment

Evaluation is part of development rather than from it.

- It is process of assessment: certain specific characteristics of the programme, individual or an institution described, these will serve as the basis for making an assessment about the individual programme or the situation.
- It is a continuous process, helps in making decisions about student, teaching-learning techniques, facilities, objectives to be realized.
- It helps into clarify objectives and also to know the extent of objectives achieved. It leads to improvement of instruction and the teaching learning process motivates the student, determine the students level of knowledge and skills.

Two-fold Points of view of Evaluation

1. Curriculum evaluation is concerned with the measurement of the achievement of objectives.
2. Curriculum evaluation is the collection and use of information to make decisions about the educational programme.

METHODS AND TECHNIQUES OF CURRICULUM EVALUATION

There are many Methods and Techniques involve in Curriculum Evaluation:

- Discussions.
- Experiments.
- Interviews-individual and group.
- Opinions.
- Observations.
- Questionnaire.
- Schedules.
- Practical performance.
- Anecdotal records.

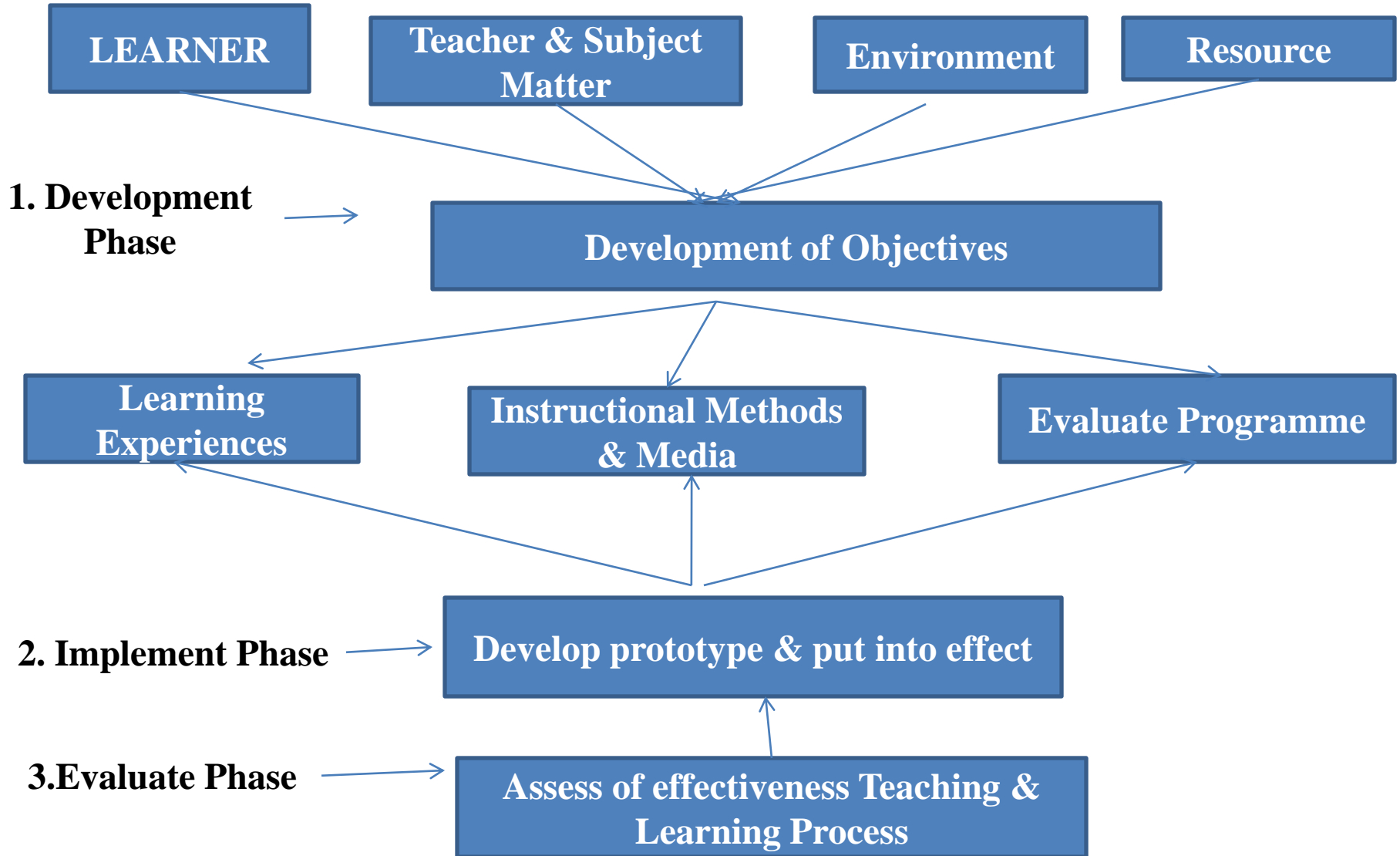
Implementation of the Curriculum

- Instructional scheme of each subject to be completed in the semester.
- Planning the lessons as per the timetable.
- Using the transactional strategies.
- Using the appropriate media.
- Providing the learning resources.
- Promoting classroom learning experiences.
- Progressive testing.

Types of Curriculum Evaluation

- Intra-curricular evaluation
- Teacher evaluation of students
- Student evaluation of teachers
- Materials evaluation
- Verification of methods
- Evaluation of tests and examinations
- Checking the learning outcomes while on the field
- Curriculum review/improvement/change/modification
- System revision

Flow chart showing relationship of survey factors and phases



Need for Curriculum Revision

- To restructure the curriculum according to the needs of learners society.
- To eliminate unnecessary units. Teaching methods and contents.
- To introduce latest and update methods of teaching and content, new knowledge and practices.
- To add or delete number of clinical hours of instruction.