

Course Code: SMSC
CURRICULUM, PEDAGOGY AND ASSESSMENT AT SECONDARY LEVEL

Course Objectives:

The prospective teacher-educators will be able to:

1. differentiate the curriculum and syllabus
2. understand the theoretical perspectives of curriculum
3. understand the models of curriculum theory
4. understand the models of curriculum design
5. understand the implication of educational theories for today's classroom teachers
6. understand the influence of views of educational pioneers on today's school
7. analyse the various pedagogical approaches
8. understand the different types of assessment techniques
9. recognize the different methods of curriculum evaluation
10. understand the future directions for curriculum development.

Unit I: Nature of Curriculum

Curriculum: Concept, meaning and definitions - Difference between curriculum and syllabus.
Curriculum approaches: Behavioral, Managerial, System, Academic, Re-conceptualist and Humanistic – Structure of secondary school curriculum in Tamil Nadu.

Unit II: Curriculum Theory


Theoretical Perspectives of Curriculum: Realms of knowledge, Indian and Western Theories of Knowledge, Categories of knowledge – Curriculum Theories: Formal Theory, Event Theory, Volitional Theory and Praxiological Theory.

Unit III: Models of Curriculum Theory

Models of Curriculum Theory: Johnson's Model, McDonald's Model and Wilson's Open Access Curriculum Model.

Unit IV: Models of Curriculum Design

Curriculum Design Models: Tyler's Model, Taba's Model, Wheeler's Model, Freire's Model and Bruner's Model.


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Unit V: 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 VI: Educational Thinkers and Curriculum Transactions

Views of Educational thinkers on Curriculum, methods of instruction, principles of teaching and learning - Role of teachers with special reference to Rousseau, Froebel, Dewey, Montessori, Swami Vivekananda, Rabindranath Tagore and J. Krishnamurthy.

Unit VII: Curriculum and Pedagogy

Universal design for learning (UDL) - Project-based learning - Assessment as learning - Formative Assessment - Mastery learning - Personal learning environments and the classroom of the future.

Unit VIII: Assessment Techniques

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 - CCE – Marks, Grading system, types of Grading and their relative advantages and Computer in Evaluation.

Unit IX: Curriculum Evaluation

Curriculum Evaluation: Meaning, nature and scope – Models of Curriculum Evaluation: Metfessel - Michael Evaluation Model, Provus's Discrepancy Evaluation Model, Stufflebeam's Macro Evaluation Model and Stake's Responsive Evaluation Model.


Unit X: Current Trends in the Curriculum

Current Developments in the subject fields - Current Developments Across the Curriculum - Individualizing the curriculum - Curriculum of the future: Digital delivery, interest-driven - Internet connectivity.


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Suggested Activities:

1. Talk by teacher educators on various approaches of curriculum.
2. A debate on various models of curriculum design.
3. Seminar on educational implications of educational philosophies.
4. Invited talk on the views of educational pioneers and their influence on today's classroom.
5. Discussion on emerging trends in curriculum evaluation.

References:

1. Glatthorn, A.A; Boschee, F and Whitehead, B.M. (2009) Curriculum Leadership: Strategies for Development and Implementation, New Delhi: Sage
2. Hewitt, W Thomas. (2006). *Understanding and shaping curriculum*, New Delhi: Sage.
3. Janardan Prasad & Vijay Kumar Kanshik. (2007), *Advanced curriculum construction*, New Delhi: Kanishka Publishers.
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5. McKernan, James. (2007). *Curriculum and imagination: process, theory, pedagogy and action research*. London: Routledge.
6. Orenstein, A.C. and Hunkins, F.P. (1988). *Curriculum: foundations, principles and issues*. New Jersey: Prentice Hall International.
7. Saylor, G.J and Alexander, W. (1965) *Planning curriculum for school*, New York: Holt Richard and Winston.
8. Srivastava, H. (2006) *Curriculum and methods of teaching*, New Delhi: Shipra Publication.
9. Taba, Hilda. (1962). *Curriculum development: Theory and practice*, New York: Harcourt Brace, Jovanovich.
10. <https://eppi.ioe.ac.uk/cms/LinkClick.aspx?fileticket=XHbLcl0hFq0%3D>
11. http://www.moe.gov.mv/assets/.../Pedagogy_Assessment_Key_Stage_1.pdf



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12. <https://www.scribd.com/.../Curriculum-Development-Assessment-and-Evaluation> pdf



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