

SPECIALISATION: CORE COURSE

SEMESTER – IV

SCC 2– CURRICULUM, PEDAGOGY AND ASSESSMENT AT THE SECONDARY LEVEL

Credits: 4

Internal: 40

Hours/Week: 4 Hrs

External: 60

Objectives

At the end of the course, the prospective teacher educators will be able to:

- comprehend the concept, principles and strategies of curriculum development ;
- analyse the various curriculum approaches in schools at the secondary level ;
- gain knowledge on the theory of curriculum transaction ;
- acquire a comprehensive picture of pedagogy practices at the secondary level ;
- understand the concept of curriculum evaluation ;
- gain insight into the assessment of learners at the secondary level.

Unit 1: Concept, Principles and Strategies of Curriculum Development

Concept (Meaning and Characteristics), Need and Principles of Curriculum development-Components of curriculum: objectives, content, transaction mode and evaluation-Strategies of Curriculum development-Curriculum and Instruction- Curriculum Process and Products- Stages in the Process of Curriculum development- Guiding principles of Curriculum development: from the theoretical to the practical approach

Unit II: Curriculum Approaches in Schools at the Secondary Level

National Knowledge Commission – Right to Education (2009) - National Curriculum Framework (2005) by NCERT - Role of UGC, NCERT and SCERT in curriculum development - Curricular approaches – activity based/ play-way, child-centered, theme-based, holistic, joyful, inclusive using story-telling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and explorations as methods of transaction in specific contexts – Managing learning experiences – Integration of knowledge and skills

Unit III: Curriculum Transaction

Meaning and Definition of Curriculum Transaction – Main Components of Curriculum Transaction : bases of curriculum transaction, teaching-learning process and creating an effective environment – Effective Teaching – Factors influencing effective teaching – Lesson Planning and Preparation : need, techniques and format for lesson planning, teacher’s diaries, planning and use of teaching aids – Actual Classroom Teaching: observing classroom teaching, teaching styles and behaviour, student’s participation in the classroom learning process, classroom practices – Effective Guidance and Supervision of Classroom Practices – Role of ICT in Curriculum Transaction – Role of Teachers in Curriculum Transaction.

Unit IV: Pedagogy at the Secondary Level

Assessing learner needs and characteristics – Determination of general and specific objectives : Learning objectives, reasons for specifying objectives, selection of learning activities and experiences – Facilitating instruction employing transfer of training - Instructional Methodologies and Resources : Improved Lecture Method, Lecture Demonstration, Discussion Method, Role Play, Field Trips – Teaching and Learning Styles

Unit V: Curriculum Evaluation

Concept, definition, need, importance and sources of Curriculum Evaluation – Approaches of Curriculum Evaluation: Bureaucratic, Autocratic, Democratic, Norm – referenced and Criterion – referenced Evaluation – Qualitative and Quantitative Evaluation – Functions of Curriculum Evaluation – Forms of Evaluation: Formative and Summative Evaluation – Focuses of Evaluation – Evaluation during curriculum development and Evaluation during curriculum implementation – Methods of Curriculum Evaluation: Tyler’s Objectives Centered Model – Stufflebeam’s CIPP Model and Robert Stake’s Congruence – Contingency Model

Unit VI: Assessment of Learners at the Secondary Level

Role of Assessment – Techniques of Assessment - Distinction between Assessment for learning and Assessment of Learning - School-based assessment, comprehensive and dynamic assessment procedures - Continuous and Comprehensive Evaluation : perspectives and practices - Assessment tools and role of feedback - Assessment tools and their characteristics, Construction of Assessment tools - Choice Based Credit System : Concept, features and significance of CBCS, advantages and disadvantages of CBCS - Types of teacher feedback : Written comments, Oral, Peer feedback-Place of marks: grades and qualitative descriptions, Using assessment feedback for furthering learning.

Suggested References:

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- ❖ Aggarwal, J.C. (1990). *Curriculum Reform in India – World Overviews*. Doba World Education Series – 3. Delhi: Doba House, Book Seller and Publisher.
- ❖ Aiken, L.R. & Gary Groth Marhant, (2011). *Psychological Testing and Assessment (12th edition)*. New Delhi: Pearson. 3
- ❖ Anastasi, Anne and Urbina, Susana (2008). *Psychological Testing*. New Delhi: Prentice Hall of India Pvt. Ltd.
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