

Course Code: FSCPA

CURRICULUM, PEDAGOGY AND ASSESSMENT AT ELEMENTARY LEVEL

Course objectives:

The prospective teacher-educators will be able to:

1. understand the basic features of curriculum
2. understand the process knowledge construction
3. comprehend the organization of knowledge in schools
4. understand school curriculum
5. recognise the curriculum planning
6. analyse the issues in curriculum alignment
7. understand the educational theories in pedagogy
8. understand the planning and management of instruction
9. recognise the instructional support practices
10. understand the techniques assessment for learning.

UNIT - I: BASIC FEATURE OF CURRICULUM

Curriculum Conceptualizations: Humanistic, the Social Reconstructionist, the Technological, the Academic and the Cognitive process approach conceptions of curriculum – need and scope of curriculum - Linear conceptualization of curriculum from the narrow to the broad. Realms of Meaning – Spiral curriculum – Elementary school curriculum in Tamil Nadu.

UNIT-II: KNOWLEDGE AND KNOWING

Definition of Knowledge, Process of Knowing and Ways of knowing, Forms of knowledge, Characteristics and Classification of knowledge, Facts of knowledge, Process of knowledge construction and Process of constructivism.

UNIT-III: ORGANIZATION OF KNOWLEDGE IN SCHOOLS

Meaning of knowledge organization, Forms of knowledge included in school education, Selection of knowledge categories in school education, Agencies for selection and organization

of categories of knowledge in schools, Process for developing curricula, Syllabi and Textbooks

– Principles of formulating syllabus, Characteristics of a good syllabus - The process of curriculum development in India.

UNIT-IV: SCHOOL CURRICULUM

History of development of curriculum framework – Curriculum framework, School Curriculum – Nature and direction of change in the development of school curriculum – Recommendations of NCFs (1975, 1988, 2000, 2005) on school curriculum - Role of teacher

in curriculum development.

UNIT-V: CURRICULUM PLANNING

Forms of Curriculum Planning: Ideological, Formal, Sanctioned, Perceived, Operational and Experiential curricula. Basic types of curricula: Traditional, Thematic Units, Programmed, Classical and Technological curricula.

UNIT –VI: ALIGNING THE CURRICULUM

Issues in curriculum Alignment: Recommended, Written, Taught, and Supported, Learned, Assessed and Hidden curricula - Issues in curriculum Development.

UNIT –VII: GENERAL EDUCATIONAL THEORIES IN PEDAGOGY

Active learning – Critical pedagogy – Eco pedagogy – Concept development teaching strategy – Cognitive learning theory – Discovery learning – Experiential learning – Guided learning and Meta-cognition - Constructivism – Learning Styles – Multicultural Education – Science- Technology society.

UNIT- VIII: PLANNING AND MANAGEMENT OF INSTRUCTION

Issues related to Instructional planning – Steps in instructional planning – Teacher as planner – Evolving instructional strategy – Determining most appropriate strategy – Management and Instruction – Managing a classroom, Time Management, Instructional resources: Print-based and Non-print based resources.

UNIT – IX: INSTRUCTIONAL SUPPORT PRACTICES

Need for Instructional support practices, Important support practices – Library Seminar, Cluster school system, Instruction collaboration, Flipped classroom, Interactive multimedia instruction, Community support, Guest lectures – Agencies involved in Instructional support.

UNIT – X: ASSESSMENT FOR LEARNING

Test, Examination, Measurement, Assessment and Evaluation - Areas of Assessment framework – Purpose of assessment and Learning indicators – Types of learning indicators: Assessment of activity, Presentation, Group work and Collaborative learning – Techniques of Assessment: Test of Achievements, Oral Examination, Written Examination, Practical Examination, Peer assessment, Test of Ability, Test of Personality and Portfolio.

SUGGESTED ACTIVITIES:

1. Talk by teacher educators on different forms of knowledge.
2. Prepare a report on the process of curriculum development in India.
3. A debate on basic types of curricula.
4. Participate and present the paper in seminar /workshop on issues in curriculum alignment.
5. Discussion on types of learning indicators and techniques of assessment.

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