

DISCIPLINE SPECIFIC CORE COURSE (DSC 7): Curriculum, Pedagogy, and Assessment

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ practice		
Curriculum, Pedagogy and Assessment (DSC 7)	4	3	1	0	Class XII th pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

1. To make students develop a conceptual understanding of curriculum, its relationship with the aims of education and other tenets namely, syllabus, pedagogy, textbook as one of the curricular materials and assessment.
2. To enable students to develop a familiarity with various national curriculum frameworks as policy documents.
3. To enable students to understand pedagogy, assessment, content and time as constituent units of curriculum and as a selection of knowledge and processes to teach.
4. To enable students to understand assessment as a constituent unit of curriculum which enables a revisioning of curriculum and its dimensions.

Learning outcomes

After completion of the course student will be able to:

1. develop a theoretical understanding of curriculum, pedagogy, and assessment
2. develop analytical abilities to study the policy documents
3. identify the forces that shape curricula
4. analyse how school knowledge gets selected in different historical phases
5. develop an ability to investigate and examine school with a critical perspective

Total Hours: 45

Unit I: Curriculum: An Investigation of Schooling

(15 hours)

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- Curriculum as understanding of state schooling; difference between curriculum societies and syllabus societies.
- Difference between curriculum, syllabus, and textbooks in the Indian context.
- Decolonizing and democratizing the curriculum
- curriculum as content/subjects' planning and curriculum for equality.

Unit II: Understanding Pedagogy

(10 hours)

- Pedagogy: Concept and Process
- Transformation from teaching to pedagogy.
- pedagogy as transaction vs developing intellectual skills
- socially responsive and inclusive pedagogy.

Unit III: Assessment of, for, and as Learning

(10 hours)

- Types of assessment: formative, summative, diagnostic, authentic
- influence of prevalent assessment systems and approaches on curriculum and pedagogy
- Standardized testing vs. classroom-based assessment
- Inclusive and equitable assessment practices

Unit IV: Re-envisioning curriculum, pedagogy and assessment (10 hours)

- Curriculum for digital literacy, critical thinking, and creativity
- Blended, hybrid, and flipped learning models
- Pedagogy in multilingual and multicultural classrooms
- Technology-enabled assessment and alternative assessments: portfolios, exhibitions, narrative reports, self-assessment

Practicum/ Suggested Projects / Assignments (Any Two)

1. Interview teachers to understand their conceptualization of curriculum.
2. Analyse curriculum documents of another country and identify the aims of education and issues emphasised in it.
3. Interview Geography, physics or history teachers to investigate their ideas about teaching-Learning material.
4. Analyse the curriculum of a progressive school such as Blue Mountains in Ooty; Sholai School, Kodaikanal; Rajghat Besant School, Varanasi and Mahatma Gandhi International School, Ahmedabad.
5. Analyse time tables used in different schools to draw out the weightage given to different fields of knowledge and skills in school

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Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Acharya, Poromesh. 1986. "Development of Modern Language Text-Books and the Social Context in 19th Century Bengal." *Economic and Political Weekly* 21 (17): 745-51.
- Alexander, R.J. (2004) 'Still no pedagogy? Principle, pragmatism and compliance in primary education, *Cambridge Journal of Education*, 34(1), pp 7-34.
- Balagopalan, Sarada. 2003. "Understanding Educational Innovation in India: The Case of Eklavya." *Education Dialogue* 1 (1): 97-121.
- Batra, Poonam, ed. 2010. *Social Science Learning in Schools: Perspective and Challenges*. New Delhi: SAGE.
- Black, P., & Wiliam, D. (1998). *Assessment and classroom learning*. *Assessment in Education*, 5(1), 7-74.
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- David Scott (Ed), *Curriculum Studies: Major themes in education*, Routledge, London, 2003.
- Earl, L. M. (2003). *Assessment as Learning: Using Classroom Assessment to Maximize Student Learning*. Corwin Press.
- Government of India. (2020). *National Education Policy 2020*.
- Kumar, Krishna. 1992/2009. *What Is Worth Teaching?* 4th ed. New Delhi: Orient BlackSwan.
- Kumar, Krishna. 2005. "Quality of Education at the Beginning of the 21st Century: Lessons from India." *Indian Educational Review* 40 (1): 3-28.
- Kumar, Krishna. 2010b. "Quality in Education: Competing Concepts." *Contemporary Education Dialogue* 7 (1): 7-18.
- NCERT NCERT. NCERT. (1993) "Learning without Burden: Yashpal Committee Report." New Delhi: NCERT.
- NCERT. (2007) *National Focus Group Paper on Habitat and Learning*. Delhi:
- NCERT. 2000. *National Curriculum Framework for School Education (NCFSE)*. New Delhi:
- NCERT. 2005. "National Curriculum Framework, 2005 (NCF)." New Delhi: NCERT
- Pinar, F. William (Ed) 2015 *Curriculum Studies in India: Intellectual Histories, Present Circumstances*, Palgrave Macmillan
- Schwab, J. (1959) The "Impossible" Role of the Teacher in Progressive Education *The School Review*, Summer, 1959, Vol. 67, No. 2, Dewey Centennial Issue (Summer, 1959), pp. 139-159
- Stenhouse, L. *An Introduction to Curriculum Research and Development*. Great Britain: Athenaeum Press Ltd, Newcastle upon Tyne.

- Stiggins, R. J. (2005). From formative assessment to assessment FOR learning. *Phi Delta Kappan*, 87(4), 324–328.

Additional Readings:

- Acharya, Poromesh. 1982. "Abolition of English at Primary Level in West Bengal." *Economic and Political Weekly* 17 (4): 124–28.
- Alexander, R.J. (1996) *Other Primary Schools and Ours: hazards of international comparison*, Warwick, CREPE. Alexander, R.J. (1997) *Policy and Practice in Primary Education: local initiative, national agenda*, London, Routledge.
- Bhattacharya, Neeladri. 2009. "Teaching History in Schools: The Politics of Textbooks in India." *History Workshop Journal* (67): 99–110
- Bhog, D. 2002. "Gender and Curriculum." *Economic and Political Weekly*, April 27:1638–1642
- Dottrens, W. (1962) *The Primary School Curriculum*. UNESCO: France
- Eklavya Team. 2010. "Dynamics of Knowledge and Praxis: A View from the Field." In *Social Science Learning in Schools: Perspective and Challenges*, edited by Poonam Batra, 265–86. New Delhi: SAGE.
- Freire, Paulo. 1970. *Pedagogy of the Oppressed*. New York: Continuum.
- Madan, Amman. 2010. "Civics Curriculum and Textbooks." In *Social Science Learning in Schools: Perspective and Challenges*, edited by Poonam Batra, 107–26. New Delhi: Sage Publications
- Paliwal, Rashmi, and C. N. Subramaniam. 1992. "Ideology and Pedagogy." *Seminar* 400 (December): 33–35.
- Paliwal, Rashmi, and C. N. Subramaniam. 2006. "Contextualising the Curriculum." *Contemporary Education Dialogue* 4 (1): 25–51
- Saxena, Sadhna. 2006. "Questions of Epistemology: Re-Evaluating Constructivism and the NCF 2005." *Contemporary Education Dialogue* 4 (1) Monsoon.
- Thapan, Meenakshi. 1988. "Some Aspects of Cultural Reproduction and Pedagogic Communication," *Economic and Political Weekly of India* 23 (13): 592–96.

Teaching Learning Process:

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Keywords: Curriculum, Pedagogy, Assessment

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

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