

MODEL CURRICULUM CONSTRUCTION

1. Introduction

The term is curriculum used to refer to the content which will be dealt with in a class or seminar. Yet it is important to make a distinction between “curriculum” and “teaching.” The short definition of each is that curriculum is “what you teach,” while teaching is “how you teach.” This is true, but to leave the definition at that level of simplicity is not particularly helpful for effective curriculum planning in judicial education. Then, the work the faculty does in the classroom is the heart of the curriculum. This view also takes into account the opportunities for learning which surround and relate to the formal sessions. One model for curriculum is planning and attempts to demonstrate where planning the content of courses, as well as the actual teaching, fits into curriculum development.

2. Definition

- “We cannot become what we need to be, by remaining what we are.”
Max De Pree, 1987
- Curriculum is those subjects that are most useful for living in contemporary society.
Marsh, C. J. & Willis, G.
- Curriculum is all planned learnings for which the school is responsible.
Marsh, C. J. & Willis, G.
- Curriculum is all the experiences learners have under the guidance of the school.
Marsh, C. J. & Willis, G.
- Curriculum, more than ever before, is now viewed as being at the centre of daily life and the responsibility of society as a whole. De Coninck (2008),

3. Importance of curriculum

- It forms the basis for a contract among the student, instructor, and institution, identifying the expectations which will serve as the basis of the student’s grade and giving the fundamental required components of the course which the student is guaranteed to receive from the instructor and institution.
- It is a document with defined legal standing which is read by many more eyes than just those of the instructor and student.
- It assists faculty in presenting their courses in a format which accurately reflects the quality instruction they are providing.
- It states the content and level of rigor for which students – across all sections of the course – will held accountable.
- It states the prerequisites students need to advance successfully through a series of courses.
- It is used to satisfy the State Chancellor’s office that all of the required components are present in the course to the required degree of rigor as specified in Title 5 and the Curriculum Standards Handbook.

- It serves as the basis for transfer or articulation agreements with individual 4-year colleges and universities and with the CSU and UC systems.

4. Curriculum Reform

Target

To enhance the knowledge and abilities of all students, and to help them develop positive values and attitudes, so as to establish a solid foundation for life-long learning and whole-person development.

Seven Learning Goals

In line with the aims of education and the overall aims of school curriculum, the Curriculum Development Council (CDC) has set out the seven learning goals that our students should achieve in 10 years' time.

1. Healthy life style
2. Breadth of knowledge
3. Learning skills
4. Language skills
5. Habit of reading
6. National identity
7. Responsibility

Short-term Targets of Curriculum Reforms (2001-2006)

To achieve the above seven learning goals, schools should

- use the 4 key tasks to promote learning to learn;
 - A) Reading to Learn
 - B) Moral civic Education
 - C) Project Learning;
 - D) IT for interactive Learning
- infuse the priority generic skills (i.e. communication skills, critical thinking skills and creativity, etc) into the learning and teaching of existing subjects/ Key Learning Areas (KLAs) to develop students' independent learning capabilities in the acquisition and construction of knowledge;
- formulate the whole-school curriculum plan (e.g. schools' five year plan) by adopting the KLA curriculum framework and initiating school-based components.

Last Year's Progress

- (1) Curriculum Guides for Schools and Other Curriculum Reviews
- (2) Primary School Master/Mistress (Curriculum Development) [PSM(CD)]
- (3) Teachers' Professional Development and Training
- (4) Seed (Research & Development) Projects
- (5) Learning and Teaching Resources
- (6) On-site Support to Schools

Tasks Ahead for the Coming Year

In 2003/04, the CDC/CDI will focus on the following:

- (1) Curriculum Guides for Schools and Other Curriculum Reviews
- (2) Primary School Master/Mistress(Curriculum Development) [PSM(CD)]
- (3) Teachers' Professional Development and Training
- (4) Seed (Research & Development) Projects.
- (5) Learning and Teaching Resources
- (6) On-site Support to Schools

5. Model curriculum for college:

Title of the Paper:

SEMESTER I: ED207 CONTENT CUM METHODOLOGY OF TEACHING
COMPUTER EDUCATION – I

SEMESTER II: ED214 CONTENT CUM METHODOLOGY OF TEACHING
COMPUTER EDUCATION – II

ED207 CONTENT CUM METHODOLOGY OF TEACHING COMPUTER EDUCATION - I

Credit: 4:0:0

Marks: 40+60

Objectives: To enable the Teachers:

1. To acquire the knowledge of computer science
2. To understand computer, its kinds, its parts and uses in secondary and higher secondary schools (Hardware and Software)
3. To understand the general and specific skills in teaching computer science.
4. To acquire the knowledge of lesson Plan Writing and Micro-Teaching skills.
5. To familiarize with the various methods of teaching computer science.
6. To acquire the knowledge of tests, Blue print, Evaluation and remedial measure.
7. To develop skill in Office Automation: MS Office 2000, MS Word 2000 and MS Excel 2000.

Unit I : Nature and Scope

Brief history of development of computers - Nature and scope of computer science - Types of computers - Uses of computers in school teaching - Computer Hardware, its parts and importance of computer - Computer Software, its importance and uses - The computer generations - Printers : Laser and Jet Printers.

Unit II : Aims, Objectives, Microteaching And Lesson Planning

General and Specific instructional objectives of teaching computer science, Bloom's Taxonomy. Herbartian steps and Lesson Plan Writing at Primary, Secondary and Higher Secondary levels. Micro-teaching skills : Explaining, Reinforcement, Probing- questions.

Unit III : Methods

Inductive and Deductive methods of Teaching Computer Science Heuristic method. Laboratory method. Programming Learning : linear Programming and Branching Programming. Computer Assisted Instructions (CAI) and Computer Managed Learning (CAL)

Unit IV : Applications

MS Office Introduction, Editing in Office, Selecting, Moving, Copying, working with files, fonts and font styles, editing document texts. MS Word 2000 Introduction, typing letters and editing, printing. Using spell check and Thesaurus. Designing a cover page and word art. MS Excel Entering and changing information and formula, Admission detail of students in various courses. Printing graphs and charts for the given data.

Unit V : Curriculum and Evaluation

Principles of curriculum development – criteria of selection of content and principles of organizing the selected content. The concept of evaluation – evaluation for achievement diagnosis and prediction – various kind of test – principles of construction and administration of an achievement test characteristic of a good test – Blue print – On-line examination.

Text Books:

1. Siddigi, N.N. and Siddigi,M.N., Teaching of science4 Today and Tomorrow, Doaba House, New Delhi-1998.
2. Stanley Progrow, Education in the computer age, Sage Publications, India – 1983.

Reference Books:

1. Chauhan, S.S., Innovations in teaching Learning Process, Vikas, Publishing house, New Delhi-1985.
2. Gear, C.W., Computer Organization and programming, McGraw Hill Publishing Company – 1986.
3. GregPerry, Teach yourself Windows in 24 Hours, Techmedia Publishing company – 1998.
4. Gorden, B.Davis, introduction to computers, McGrew-Hill Publishing company-1982.
5. Passi, B.K., Becoming a better Teacher and Micro Teaching approaches, Sahitya Mundralaya, Ahamadabad, 1976.
6. Rajaraman, V. Fundamentals of computers, Prentice Hall of India Pvt. Ltd., New Delhi-1996.
7. Stephen L.Nelson, Office 2000. The Complete Reference, Tata McGraw Hill Publishing Co.Ltd.
8. Taxali,R.K., PC Software for windows made simple, Tata McGraw Hill India Ltd., New Delhi - 1998.

Description for units:

Unit I:

This unit entitled “ **Nature and scope**” it refers nature of the computer science and it focus the history of the computer system,then it deals importance of the computer education.

Unit II:

This chapter entitled “**Aims, Objectives, Microteaching And Lesson Planning**” it focus the various type of the skills.

Unit III:

This chapter entitled “**Methods**” it focus about the various mthods for computer science Teaching.

Unit IV:

This chapter entitled “**Applications**” it deals various application in current situation.

Unit V:

This chapter entitled “**Curriculum and Evaluation**” it tells about the evaluation pattern and it provides knowledge about the measurement.

ED214 CONTENT CUM METHODOLOGY OF TEACHING COMPUTER EDUCATION – II

Credit: 4

Max.Marks: 60+40

Objectives: To enable the Teachers

1. To develop the ability to prepare and use the audio-visual aids and mass media effectively.
2. To develop the competency to construct and administer diagnostic and achievement tests and to develop competence in evaluation techniques applied to computer science.
3. To understand the principles of curriculum construction with emphasis on content and organization.

Unit I Curriculum Designing in Computer Education

Curriculum – Content – Principles - Selection of content - content organization - logical and psychological, spiral and topical.

Unit II Equipments and Resources for Computers

Text books - Importance, qualities, Library - Importance and need. Computer teacher - Qualification, special qualities of computer teacher.

Unit II Computer Education

Programming - Flow chart – MS office tools: MS Word, MS PowerPoint, MS Excel, MS Front page, Web designing.

Unit IV Analysis of Content

Analysis of content prescribed for computer textbook XI and XII of Tamilnadu text book committee.

Unit V Recent Trends in Computer Education

Recent trends in computer education - need for research in computer education - online learning, e-learning, virtual learning.

References

1. Adam, D.M, Computers and Teacher Training: A Practical guide, New York: Haworth Prentice, 1985.
2. Behera, S.C, Educational Television Programmes, New Delhi: Deep and Deep Publications, 1991.
3. Coburn, P and et al, Practical Guide to computers in Education, Addison: Wesley Publications, 1985.
4. Desmonde, W.H, Computers and uses, New Delhi: Prentice Hall, 1985.
5. Graeme, K, Blackboard to Computers: A Guide to Educational Aids, London: Ward Lock, 1969.
6. Harley, Hahn, The Internet complete reference, New Delhi: McGraw Hill, 1996.
7. Leon Alexis and Leon Mathews, Fundamentals of Information Technology, Chennai: Leon Press, 1999.
8. Rebecca J.Fiala, Jeff Grisenthwaite, Marin reid, Karl Schwartz, Cathy vescky, Microsoft office 2000, PB Publications, New Delhi,2003.
9. Saxena, Sanjay, A First course in Computers, New Delhi: Vikas Pub., 2004.
10. Tauber, B, Mastering Front 2000, New Delhi: PB Publications, 2004.

Description for units:

Unit I:

This unit entitled “**Curriculum Designing in Computer Education**” it refers curriculum design of the computer science and it focus the content organization of the computer system, then it deals selection of the computer education.

Unit II:

This chapter entitled “**Equipments and Resources for Computers**” it focus the various type of the equipments for computer science teaching like, text book, library and so on.

Unit III:

This chapter entitled “**Computer Education**” it focus about the various concept for computer science Teaching. It refers the computer education like the recent software’s and frequent software’s like programming and ms office.

Unit IV:

This chapter entitled “**Analysis of Content**” it deals about the school text book analysis.

Unit V:

This chapter entitled “**Recent Trends in Computer Education**” it tells about the recent trends in computer education and it provides knowledge about the computerized learning.

6.0 Attendance

Every student has to attend a minimum of 75% of the classes conducted of each course. If a candidate has failed to put in a minimum of 75% attendance in a course, he is deemed to have dropped the course and is not allowed to write the semester end examination of that course. He has to attend the classes of that course in the subsequent years whenever it is offered.

7.0 Medium of Instruction:

The medium of instruction and examination shall be English.

8.3 Duration and question pattern:

Duration of semester end examination for all theory courses will be of 2 hours and for practical examination, it is of 3 hours.

8.3.1 Question Paper Pattern:

- Each theory paper comprises of 5 questions of 10 marks each with internal choice covering the entire syllabus.
- Each theory paper comprises of 3 questions of 5 marks each with internal choice covering the entire syllabus.

9.0 Question paper setting.

(i) There shall be a separate Board of Examiners for each subject for preparing, scrutinising and approving the question papers and scheme of valuation for the use at the next examination/s.

(ii) The question papers shall be drawn from the question bank, through a computer.

10.0 SCHEME OF EXAMINATION

The scheme of examination for **REGULAR** candidates shall be as follows.

s.no	Paper Code	Paper	Duration of Exam	Internal Marks Maximum	External Marks Maximum	Total Maximum Marks	Total Minimum pass
1	ED207	CONTENT CUM METHODOLOGY OF TEACHING COMPUTER EDUCATION – I	3 hrs	40	60	100	50
2	ED214	CONTENT CUM METHODOLOGY OF TEACHING COMPUTER EDUCATION – II	3 hrs	40	60	100	50
Total				80	120	200	100

10.1 Distribution of marks for Practical

Teaching Competency

s.no	Paper code	Paper	Internal		External		Total	
			Max	Min	Max	Min	Max	Min
1	ED207	CONTENT CUM METHODOLOGY OF TEACHING COMPUTER EDUCATION – I	50	25	50	25	100	50
2	ED214	CONTENT CUM METHODOLOGY OF TEACHING COMPUTER EDUCATION – II	50	25	50	25	100	50
Total			100	50	100	50	200	100

11.0 Coding of Answer Scripts:

Before valuation, the answer scripts shall be coded using false numbers.

12.0 Evaluation:

Evaluation done through the external examiners

13.0 Marks Cards:

The marks card shall be laminated after affixing the hologram only when a candidate passes (at the time of passing) all papers of a particular semester.

14.0 Award of Class/Division/Grade

Candidates will be awarded separate Class/Division/Grade in Theory and Practical Examinations

Division % of Marks Grade

Outstanding	80% and above	O
First Class with Distinction	75% and above but less than 79%	A
First Class	60% and above but less than 74%	B
Second Class	50% and above and less than 59%	C
Pass Division	50% and above	
Fail	Less than 50%	D

Minimum Pass marks in Theory Papers : 50%

Minimum Pass marks in Practical Examinations / Projects / Records : 50%

Note:

Candidates who have not passed the examinations in the first attempt along with the batch in which they were admitted are not eligible for *Rank Certificates / Gold Medals / Prizes*

15.0 Conclusion:

In this curriculum provides knowledge about the teaching skills, Methods and so on. Mainly the student teachers should understand the concept of teaching and evaluation. The student teachers gain knowledge through this curriculum model.

Reference:

Bharathiar university(2013-2014) “ B Ed Syllabus” Coimbatore, Bharathiar university

Osmania university(2013-2014) “ B Ed Syllabus” Coimbatore, Osamnia university

Bharathiar university(2013-2014) “ B Ed Syllabus” Coimbatore, Bharathiar university

Bharathiar university(2013-2014) “ B Ed Syllabus” Coimbatore, Bharathiar university