

REVAMPING CURRICULUM CONTENT : STEPS AND STRATEGIES

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- **Syllabus, text books, teaching and testing strategies are always **dynamic** in nature.**
- **This dynamism is directly proportional to the **ever changing learning objectives and need.****
- **Need based curriculum will be always more **functional and active.****

NINE PRIMARY FEATURES OF A FUNCTIONAL CURRICULUM

- 1. Creative and flexible approaches to learning and teaching.**
- 2. Innovative curriculum which can cater to the aspirations and interests of the students.**
- 3. Curricular provision to make effective use of new technologies in order to motivate and inspire students.**

- 4. Curricular provision to nurture close partnerships with local and international organizations, giving students a wide range of opportunities to experience the world of work.**
- 5. Opportunities for students to extend their learning outside of the formal curriculum**
- 6. An intended behavior change that a learner is expected to exhibit after undergoing a learning experience.**

7.Help select content and desirable learning experience.

8.Curriculum to serve as an implicit contract between the facilitator and the student setting up basis for accountability.

9.The student is motivated not by the teacher but by his underlying values as a reflection of the curriculum guided behavior.

- **With these objectives there are two steps for revamping of the given curriculum.**
- **STEP 1:**
- **Introduce Action Research.**
- **STEP 2:**
- **Restructure the curricular components as per the utility and diffusibility in the teaching/ learning environment.**

- **What is action research?**
- **It is a flexible spiral process allows action and subsequent change, improvement, research understanding, knowledge to improve educational process.**

(Dick, 2002 and Bassegy,1998)

Role of the Teacher in Action Research.

- **The teacher should shift his /her position from theory driven practice to data driven practice.**
- **The vital need for this is learner centered, achievement oriented practical knowledge in teaching combined with emotional maturity.**
- **This is an assessment compatible guideline.**

- **Classroom Action Research (CAR) is more specific than basic research.**
- **More concerned on the teaching process itself than on the topics taught.**
- **CAR is a form of practitioner research on the current situation.**
- **The teacher is the person who conducts active research on what his or her class truly needs.**

- **Basic Model of Action Research.**

FOUR POINTS TO REMEMBER

OBSERVE.

PLAN.

ACT.

REFLECT.

ACTION RESEARCH AND CURRICULUM REVAMPING.

- **Teacher can undertake this by establishing a vertical link for the following 12 components significant for undertaking any teaching assignment including language teaching.**

- 1. Learner objectives: short time and long time.**
- 2. Curriculum.**
- 3. Syllabus.**
- 4. Text book.**
- 5. Teaching strategies.**
- 6. Learner's learning strategies.**
- 7. Learner achievement**
- 8. Testing strategies.**
- 9. Evaluation techniques.**

10. Gap identification.

11. Remedial strategies.

12. Back wash.

- **STEP 2:**
- **Restructuring the curricular components as per the utility and diffusibility in the teaching/ learning environment.**
- **The revamping strategy with this objective should mound on the following 6 bases/platforms.**

1. Philosophical basis : Three strategies

Strategy I: *Democratization of educational process.*

Through Social Learning Theory

- **Humans learn from other people's behavior.**

- **If the outcomes of others' actions are positive, onlookers are more likely to try and replicate these.**
- **Teacher to make a closer interpersonal relationship with one and another in the class.**

Strategy 2 *Individualized instruction.*

Give importance to learning styles of individuals.

Students learn in different ways.

Some by seeing.

Some by listening.

Others by reading.

Some even by doing it themselves.

- **Curricular provision for this should be available**

Strategy 3 *Self evaluation and self referenced judgments.*

Higher-order comparison.

- **Give a task compare and contrast activity.**
- **Make them evaluate which object or concept is better and why it is better.**
- **This makes the students analyze the reasons. and make their own comparative judgments.**

2. Societal basis : three strategies.

Strategy I *Relationship between curriculum/ syllabus vs. the societal needs of the learners and values.*

Character education.

Values-based education.

Key concepts: Honesty, Respect, Happiness, Peace, Responsibility, Love and practicality of education.

Strategy 2: *Impact of examinations on the personality of the learners.*

Pros and cons of

- **Semester vs. annual examination system.**
- **Indian vs. American types of examination system.**

Strategy 3: Curriculum and teaching strategies and their impact on uniformity of learning and gender equality

- **Rights-based approach to education**
- **Revamping teaching strategies in the co-education classes by giving emphasis to socio-psychological approach**

3. Psychological basis : six strategies

- Provision in the curriculum to develop teaching strategies related to:

1. Student involvement

2. Self paced learning

3. Diagnostic testing

4. Developing self confidence among the poor performers involving more formative evaluation rather than judgmental evaluation

5.Emphasis on self assessment.

6.Use of letter grades not mark sheets.

4.Functional basis : six strategies.

Strategy 1: *Continuity of teacher pupil relationship.*

Strategy 2: *Greater teacher participation in formulating policies of the programme.*

Strategy 3: *Development of core courses based on student participation with an objective of bringing in vocational education/ career education.*

- **Development of critical thinking skills in all the rubrics and lesson plans.**
- **Critical thinking skills can be taught in any classroom and in any subject with a bit of creativity.**

TEN steps for the process of critical thinking.

1. Deep analysis.

2. Compare and contrast.

3. Open ended questions.

4. Evaluation.

5. Synthesis (combining two concepts)

6. Critique.

7. Paraphrase.

8. Debate.

9. Application.

**10. Higher order comparison of
unequal ideologies/objects etc.**

Strategy 4:

- **Use wide variety of sources of information.**

Strategy 5:

- **Teacher to teacher planning in periodic evaluation of the curriculum.**

Strategy 6:

- **Relate the college activities to the community.**

5. Scientific basis :

- *Periodic five way updating and revamping of the tools and techniques used for testing and evaluation with an objective of holistic assessment and evaluation.*

a) Curriculum vs. student performance.

b) Teaching strategies vs. student performance.

c) Examination system vs. student performance.

d) Grading techniques vs. student performance.

e) Teacher attitude vs. student performance.