

Subject-Centered Curriculum & Student-Centered Curriculum

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Subject - Centered Curriculum

Curriculum on the whole conveys the various aspects of learning and vexing stratagems around the developing brains of the processed complete cycle of childhood until adulthood is progressed further into original writings and expressive manners towards verbal and written projects for the social and family developments across the ministries' acquirable real civilizations' advents into successes around the globe. Furthermore, it is the systematic emission of a government's knowledge towards the new generations of artificial intelligence growth of technologies from and towards the human living from poverty to wealth in the under-developed and developing social civilizations and political budgets with constructive industrial creations with awareness of each adventive tool of progressive world.

The subject-centered curriculum defines the identity of one alphabetical research towards a sentence formation with the progressive fortress of the creations of knowledgeable books. Moreover, each student has a right to learn according to his pace the subjective curriculum of each country's ministry of education's provided cultivations of matter and developing new knowledge of the science and literature with even commercial coherences by seaming the words together into a better memory center development in the brain by some forms of learning therapies such as the traditional rote learning, color and word significant progressive recognition, tools' use with new understandings, advents from shapes administrations for instance, graphics with researches of learning abilities in the ICT sector with programs developed for brain developments, psychiatric helps with medications, sectorized cyber-supports and road acquisitive writings towards engineering the mindful abilities of concentration in himself rather than developing rashes in learning methodologies as reported by model types of teaching professionals in their researches for the ministry of educational systems to acquire and re-create educational projective documents.

However, the subject-centered approach of learning does the immediate process of notes consumption by the brain capabilities to recover itself into memorial standards; the students usually find themselves into verbal aggressive bullying by the teachers which may form a negative further advance of interest in them. The level of studying methodology of oneself as university or secondary leveled student, one may get abusive language in the achievement in the lessons to be written despite concise scientific approaches. This is the reason for the literature and grammatical aspects of fundamentalism of learning in therapies compelled to students by the educational authorities.

Furthermore, an alleviation of coward learning is also necessary in the curriculum learning abilities. More various kinds of subject learning centered types of analysis by one student or by standard global-wide students' forum may be the Disc approach or the Clock distant approach. The Disc approach may compel students to focus on the cycle of antiseptic learning systems of real knowledgeable notes to a standardized way of developing the libraries' books' learning abilities of taking which is not appropriate to an eradication, whereas, the Clock distant approach may develop the therapies of learning by the emphasis of positive learning towards the negative understanding finalized systems of answering questions.

Student-Centered Curriculum

The student-centered curriculum may approach the syllabus of a document in a ministry as a staff's understanding of a student's dependence in learning towards his further concepts of focus on the teacher or vice versa as per the role in the class when teaching is being processed in a classroom. University students, however, progress in an erring manner of void when studying which the lecturer describes in his progress reports when consequences are recorded by the examinations' results. Still, this situation can be altered as per the curriculum focus forces.

Then, as a standard teaching focus to elaborate the subjects in the classrooms, the teachers may stand still on their psychology developments of each student's abilities in responding on paper and on verbal processes in both pros and cons systems of methodologies of acquisitions of the professors' voicing out of career approaches of notes into a simpler and singular manner of teaching and learning systems into a grammatical concise and literary and scientific equation of progressive successes.

Moreover, the different approaches of subject-center could vary as learning disfunctions into teaching, wrong systems of submissive approaches in focusing on student's behavior, developed eye-to-eye approaches in teaching and learning dealings, and computer-based teaching therapies into zoom or software as the AI standardized video forums and tele-conferencing methods.

To deal with failures, the governments of the global educational ministries concept usually admissions from former grades and marks' allocations into a void of defects of wrong successes by developing systems such as Technical schools and institutions for residential purposes into further education lesson-provision facilities during off hours. Hence, life can be saved by further approaches into studies at any locations of schooling sites by online systems as well as by personal visionary approaches towards the student-centered approaches techniques provided and available in the world's teacher's teaching curriculum manual and student's learning manuals as demonstrated by the laureate schemes in Cambridge university results for countries like the Republic of Mauritius and India.

Orthography

For the subject-centered curriculum where all the attention goes to and comes from the syllabus as grammaticized in the curriculum of the ministry of education revised as per the latest political advents in the country; concise on the 'Logical Analysis of Orientation of the grammar & literature' as well as the 'Conceptual Analysis of the reviewed subject's syllabus'.

As for the Tamil curriculum, it has a choice of whether grammatical mistakes among Mauritian students should be adverted into Grade 9 textbooks to explain to the students which is to be edited and to be corrected wisely in their learning on the self-motion basis of subject-oriented curriculum including grammatical advancements as per the dictionary's progresses in the latter subject proclaimed into ancient scripted textbooks re-published into the curriculum ministerial textbooks.

The content of the Tamil grammar is often seen from a linguistic point of view as science proves it as a complex historical rich resource in alphabetical graphics.

that give the meanings. For example, 'Aa' means the sound expression of pain while it can also mean a 'cow' in Dravidian languages such as Tamil. In all, we have 28 Dravidian languages such as Choliga, Telungu to name a few.

The short vowels are A,I,O,É,U and in Tamil, it is written as the graphic of standardized Tamil same as it is written upwards: Eg:- அ,இ,உ,எ,ஓ. The long vowels are : 'Aa', 'Ie', 'Uu', 'Ée', 'Ai', 'Ò'; that is: ஆ, ஈ, ஊ, ஏ, ஐ, ஔ. For the demonstrative letters, morphoses as subjects like the correction of words to be researched as vocabulary sections in textbooks as passages. For instance, if the simple word 'அப்பக்கம்' comes which means 'that side' as it is written in an Indian classical morphological type of script; then, the educator should be in a position to have already learnt and have to be able to split the word as linguists have demonstrated how to digest the Tamil language. For example, 'A', plus, 'pakkam' where 'A' is a demonstrative letter for the meaning, 'that', whereas 'pakkam' means book, side, area, page as a mastered word of various meanings.

Moreover, Tamil contains differentiations with the northern-known Asian languages of about the interrogative ways of asking questions. For example, in Andhra Pradesh a question ends up with the pronunciation 'Ù'. However, Tamil ends up alphabetical renunciative vowels and a consonantal vowel alphabet like: 'E', 'É', 'Ā', 'Ò' and lastly 'Yaa'. In English, an interrogation is simple as just taught by linguists as to be articulated as a doubt in a question with a question mark or sound of a complexity of understanding by putting an interrogative mark like '?'- the key formation of alphabet-symbol. The examples of an interrogative verb are as such: 'Varuvaan' which means 'will come' as a question and the same word comes as 1) 'Varuvaan'+ 'ā' becoming hence, as, 'varuvaana?' or 2) 'ketpaay' which changes as 'ketpaaya'.

Furthermore, according to the subject-oriented curriculum, what the teacher needs to make the students learn and assess in their own comprehension after the evaluative explanation, is the different lengthened and shortened vowels and consonants along with mixtures of words, syntax of the words and verbs as 'Solvaan', 'Solvaana' complexed with adjectivity of effect on the audible pronunciation of the word giving : 'V̂'+a as VA or 'Ŝ'+O='SO' or 'Ĺ'+ 'V̂'+ 'a'+ 'ñ', gives solvaan; but when complex new vocabulary is being found out in carvings and scriptures isolated away in old histories before the last disasters of the world by the submergement of the Indian Oceanic continent along with the environmental calamities; the

long sounds of the mixable adverbs, verbs, nouns, subjects and adjectives also tend to shorten such as 1) 'தூக்கு', in primary schools, students learn the word 'lift' a 'Tookkou' but in secondary level it is being pronounced as 'Tookku' with the sound 'oo' shortened to 'U'.

As linguists convey the researches of what they have been toiling for about the languages' existence and realities, it gives centuries of more scientific theory and study to reach the source of the existence towards the target language. Therefore, as a report, English and French could be a translative method of developing the Tamil language into reportive developments of researches as per the systems of learning and teaching approaches for the primary standards until the research-based lecturing classrooms' clearances of failures into progresses off the tables for inventing new methods of developing the lingual teaching and learning capacities in learners.

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