

## Curriculum Development, Planning, Evaluation, and Pedagogy in Education

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### Abstract

Curriculum is a plan for learning and curriculum development is the process of structuring learning. Curriculum development is a dynamic process and its ultimate purpose both practical and theoretical is to improve the knowledge, skills, and attitudes of human beings. It intends to enhance one's capability to find meaning in one's life. Curriculum development is a comprehensive, ongoing, cyclic process to determine the needs of a group of learners to develop aims and objectives for a program to address those needs to determine an appropriate syllabus, course structure, teaching method, and materials to carry out an evaluation process. The pedagogical values are seen as personal principles of thinking and practicing absolute pedagogical identities.

**Keywords:** Dynamic, Curriculum development, Planning, Method, Cyclic process

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## 1. Introduction

“All the learning which is planned or guided by the school, it is carried on in groups or individually, inside or outside the school, is known as curriculum.”

- John F.Kerr

Curriculum development should be viewed as an ongoing, dynamic process, always in a state of planned changes. The process of curriculum design should be adaptable and applicable to many different subjects and situations. The teacher should have a primary role in the educational process of teaching, training, and instructional activities. Teaching activities are performed by a teacher. The teaching activities are planned or designed by the teacher in view of four elements-(i) Teaching-learning objectives, (ii) Teaching content, (iii) Teaching methods, and (iv) Evaluation of learning outcomes. The curriculum development level of the pupil's needs of the society and nation, the nature of the content, and the means of providing learning experiences are considered crucial factors. These factors are essential in identifying the objectives of teaching-learning. Several types of teaching objectives are attained by the exact content. Teaching is organized from cognitive to affective level on the essential content of the subject matter content. The specific objectives are realized by organizing specific teaching tasks and activities. According to Belly, Curriculum is a continuous process. The curriculum development involves four basic components- (i) Objectives, (ii) Content, (iii) Method of teaching, and (iv)Evaluation.

- (i) **Objectives:** The subject's content structure, level of pupils, and type of examination components are considered in the identification of goals of teaching and learning. The objectives are specific and written in behavior terms to develop learning structures and apply conditions.
- (ii) **Content:**The Content of any subject is usually broad. It is analyzed into sub Content and further into its elements. These elements are arranged in a logical sequence. The behavioral objectives are written with the help of these elements of the Content.
- (iii) **Method of teaching:** The specific objectives of teaching are attained with the help of an appropriate teaching strategy. The behavioral purposes provide awareness and insight into particular learning conditions. The system is employed for providing learning experiences and bringing desirable behavioral change.
- (iv) **Evaluation:** The level of student attainment is evaluated by employing criteria-referenced tests. It shows the effectiveness of the strategy of teaching and other components. The interpretation of the Evaluation provides feedback on the curriculum and its features. These components are improved and modified to attain the objectives of teaching and learning. It is an empirical basis for curriculum development.

## 2. Aims and Objectives of Curriculum Development

The curriculum is the totality of experiences that the child gains through the diverse activities in the school system. The curriculum helps the learners in gaining knowledge, developing content and concepts, and inculcate skills, attitudes, values, discipline, and habits that are conducive to the all-around development of their personality. So, many aims and objectives of curriculum development are given below-

### 2.1 Communication and learning skills:

- Pupils shall acquire to the extent of their individual physical, mental, intellectual, and emotional capacities, a mastery of the basic skills required in obtaining and expressing ideas.
- Pupils shall achieve a working knowledge of reading, writing, and speaking during elementary school. Pupils also progress into the broader fields of Mathematics, Science, Language, and Humanities.
- Pupils shall develop the ability and motivation for continuing self-evaluation, self-dependent, self-instruction, and adoption to a changing environment.

### 2.2 Career Planning Education:

- Pupils shall acquire knowledge and develop an understanding of the fundamental structure and process of the Indian economic system.
- Pupils shall develop occupational competencies, consistent with their interests, aptitudes, and abilities, which are necessary for entry and advancement in the economic system.
- Pupils shall develop ability in the application of economic knowledge to practical economic functions i.e., planning and budgeting for the investment of personal income, calculating tax(GST), financing major purchases, and obtaining desirable employment.
- Pupils shall develop an awareness of the relevance of the curriculum to the world of work and our social existence.

### 2.3 Mental and Physical Health:

- Pupils shall develop an understanding of the requirements of personal hygiene, adequate nutrition, and leisure time activities essential to maintaining physical health and knowledge of the dangers to mental and physical health from addiction and other aversive practices.
- Pupils shall develop skills in sports and other forms of recreation which will provide for lifelong enjoyment of participation according to their own preferences and competence.

- Pupils shall acquire knowledge of fundamental psychological and sociological factors affecting human behavior and mental health and shall develop the ability to adjust to changes in personal status and social patterns.

### **3. Citizenship Education:**

- Pupils shall acquire knowledge of various political systems with an emphasis on democratic institutions, the heritage of India, the contributions of our diverse cultural backgrounds, responsibilities, and privileges of citizenship.
- Pupils shall develop the skills required for participation in the political process of our country.
- Pupils shall develop the competence and desire to become informed technology and critical participants in the electoral process of this country.
- Pupils shall acquire those attributes necessary for functioning daily as good citizens in their own school and community settings.

### **4. Aesthetic and Cultural Appreciations:**

- Pupils shall acquire knowledge and appreciation for major arts, music, literary and drama forms and their place in the cultural heritage.
- Pupils shall develop skills for the creative use of leisure time and interest in becoming active in one or more areas of creative endeavor.
- Pupils shall develop discrimination skills in the critically evaluating of cultural offerings and opportunities.

### **5. Human Relations:**

- Pupils shall develop those skills and attitudes necessary for positive interpersonal and group relationships and shall recognize the importance of ethical and moral standards of behavior.
- Pupils shall recognize the value of that level of group discipline and self-discipline that promotes a sense of worth of the individual while contributing to the collective benefit of all involved.

### **6. Home and Family Relationships:**

- Pupils shall develop an appreciation of the as a social institution.
- Pupils shall develop an understanding of the role of the family as a basic unit in society.
- Pupils shall develop an awareness of the diversity of family patterns and the value of the contributions of the individuals to family and community living.

## 1.2 Process of Curriculum Planning:

A curriculum plan is an advanced collection of learning opportunities for a particular population of learners. Curriculum planning is the process whereby the arrangements of curriculum learning opportunities are created. It is preparing for the teaching duties, deciding upon goals, and emphases, determining curriculum content, selecting learning resources and classroom procedures, and evaluating progress.

According to Goodland, Curriculum can be planned at three levels-

- (i) Societal Curriculum, (ii) Institutional Curriculum, and (iii) Instructional Curriculum

### (i) Societal Curriculum:

- According to Carlos Cortes- “Massive ongoing informal curriculum of family, peer groups, Churches organization, Occupations, mass media, and other social forces that educate all of us throughout our lives.”
- Curriculum planning at the societal level is helpful for schools through stimulating, initiating, and supporting curriculum studies.
- The social curriculum is approached as one would teach any other element of the curriculum, by providing a clear presentation of the material to be learned, opportunities for meaningful practice, and timely feedback on performance.
- Social curriculum help to immediate Curriculum can influence students in many ways, from their behavior to their career choice.

### (ii) Institutional Curriculum:

- Planned by faculty for a clearly identified group of students who will spend a specified period in a particular institution.
- It requires a high degree of self-discipline, the integrity of personal character, and the ability to cooperate with others.
- The Institutional Curriculum was designed to provide a universal curriculum to all programs.
- It reveals the multiple opportunities that students have to make progress on collectively agreed learning goals, beginning with their first day in school.

- The place of the institutional curriculum in teachers' professional understanding of content can be expounded through a curriculum-making framework articulated by Doyle and Westbury from the perspective of schooling as an institution. Curriculum making, broadly construed, operates across three types of context, the policy (educational policies and discourse), the programmatic (programs, school subjects, school types, streams or tracks), and the classroom (teacher-student interactions, classroom activities, instructional events), yielding three distinct kinds of curriculum.

### **(iii) Instructional Curriculum:**

- The teaching methods and learning activities that a teacher uses to deliver the curriculum in the classroom.
- Instructional methods are deliberate, planned, and learning outcomes-oriented pedagogical approaches that function to facilitate student learning success.
- Planned day by day a specific teacher for a particular group of students' activity necessary for development. For example, one teacher can smoothly control, observe, guide, and use valuable methods in teaching, supervising, and evaluating any one small student group.
- Curriculum and Instruction is a field within education that seeks to research, develop, and implement curriculum changes that increase learner achievement in education settings.

### **1.3 Approaches to Curriculum Planning:**

The approach means a way of dealing with a situation. It is an initial proposal or request made to someone. The curriculum practitioners and implementers may use one or more approaches in planning, implementing, and evaluating the curriculum.

According to Ornstein and Hunkins (2009), the curriculum approach can be six types are given below-

(i). Behavioral Approach, (ii). Managerial Approach, (iii). System Approach, (iv). Academic Approach, (v). Reconceptualist Approach, (vi). Humanistic Approach

**(i). Behavioral Approach:** It is based on the behavioral Principles, aims, and objectives are specified content, and activities are arranged with learning objectives. Learning outcomes are evaluated in terms of the goals and objectives set at the beginning.

**(ii). Managerial Approach:**

- To help in the development of the school's educational goals.
- To plan a curriculum with students, parents, teachers, and other stakeholders.
- To design programs of the study by grade level.

**(iii). System Approach:** System Approach is an essential tool in curriculum development. A curriculum plan using this approach stresses the use of organizational diagrams, flow charts, and committee structures, including subjects, courses, unit plans, and lesson plans.

**(iv). Academic Approach:** The Academic approach was founded on the theories of John Dewey, Henry Morrison, and Boyd Bode. This approach to curriculum is based on centering curriculum that is non-traditional such as historical knowledge, philosophical, social, and political. Schools adopting this approach can develop a student's sense of self beyond subject matter and pedagogy.

**(v). Reconceptualist Approach:** The religion teacher acknowledges the reality of student's lives identifies the learner's levels of thinking, and builds on the attributes each student brings to the religion classroom.

**(vi). Humanistic Approach:** Humanistic learning is student-centered, so students are encouraged to take control of their education. They make choices that can range from regular activities to future aims. Students are encouraged to focus on a specific content area of interest for a reasonable time that they choose.

**1.4 Curriculum Development Cycle:**

Curriculum development is fundamentally a plan of structuring the environment to coordinate in an orderly manner the elements of time, space, materials, equipment, and personnel. The basic cycle includes analysis, design, implementation, and evaluation for guides the curriculum improvement process. Now briefly discuss the steps of the curriculum development cycle given below:

- **Analysis:**

The process of clearly identifying value and setting goals, though time-consuming. To make clear and correct decisions in planning curriculum development, the situation must be analyzed, and the ultimate goals identified.

- **Design:**

After analysis, the curriculum design involves planning activities, readings, lessons, and assessments to achieve educational goals. The plan should clearly identify what is to be done, the order of changes to be made, and the time schedule needed to incorporate the changes.

- **Implementation:**

Implementation involves the application of resources and training for those in need of skills. The well-conceived plans of curriculum development have to be executed effectively. Many implementation functions involved are given below-

i. Helping teachers to use the curriculum effectively by holding in-service workshops, Seminar, and orientation courses.

ii. Improving the provision of Laboratories and equipment.

iii. Introducing a more appropriate form of examination for students who had completed the Course.

- **Evaluation:**

Evaluating a curriculum development program helps assess the achievement of desired objectives. Also, provides information on progress.

### 1.5 Determinant of Curriculum:

The curriculum is not static as it would ordinarily mean to many, it is dynamic and susceptible to change. Planning a curriculum is problematic rather than something which can easily be taken for granted. The proposed change in the curriculum has to be examined and re-examined in the light of the past and present experience. The following are the important factors that determine the nature of the curriculum being made.

- Philosophical determinants of curriculum:** philosophy is one of the most important determinants of the curriculum because it influences our educational aims and goals. It helps us to deal with our own personal system of beliefs, ethics, and values. It enables



- ii. the learners to learn the desirable cultural values, intellectual abilities, social norms, and moral principles. The philosophical foundation of education, i.e., Idealism, Naturalism, Pragmatism, Realism, Existentialism, Essentialism, and Progressivism.
- iii. **Psychological determinants of curriculum:** Curriculum development is influenced by Psychology. Psychology provides information about the teaching-learning process. It gives knowledge of the nature of the learner and the learning process. Curriculum to be child-centered, learning experiences should be provided by the mental development of the learner.
- iv. **Sociological determinants of curriculum:** There is a mutual relationship between society and curriculum because the school has established various formal and informal agencies to educate the youngest learners to become cultural and social beings.

According to Sociologists, schools are social institutions specially set up for the preservation and transmission of culture by society. A school seeks to discharge this function through the curriculum. The curriculum, therefore, includes learning experiences based on the ways of life, kinds of knowledge, attitudes, and beliefs that are considered important by society. The curriculum planning thus becomes a way for the selection of various elements.
- v. **Scientific determinants of curriculum:** The progress of any nation depends to a large extent upon its scientific progress. The country needs scientists from all branches for its scientific progress. A developing country like India needs advancement in science and technology. To achieve complete development of an individual and to prepare for human activities in five categories – Self-preservation, self-protection, promoting human safety, social, and political protection, and proper utilization of leisure time.
- vi. **Political determinants of curriculum:** Political set-up or the forms of Government in a country play a vital role in curriculum construction. The political climate prevailing in a country is very significant in determining the type of schooling, and curriculum for the learners. To develop democratic values of social justice, equity, socialism rights, and duties.

- vii. **Historical determinants of curriculum:** Historical determinants of curriculum refer to those influences on the curriculum that are derived from developments in the past. They form the basis for decision-making and systematic growth of the education system.

### 1.6 Curriculum Evaluation:

Evaluation of the curriculum is a vital phase in the curriculum-development process. Even if all the steps are followed in the development process, it is when the curriculum is implemented that it becomes clear whether or not the objectives have been met and to what degree the students have made progress academically. As an alternative to pre-packaged programs, teachers can be involved in the evaluation or review process if they are part of a collaborative process. Another purpose of curriculum evaluation is to gather data that will help in identifying areas in need of improvement or change. There are several parties, or stakeholders, interested in the process and results of curriculum evaluation.

Parents are interested because they want to be assured that their children receive a sound, practical education.

Teachers are interested because they want to know that what they teach in the classroom will effectively help them cover the standards and achieve the results they know parents and administration are expecting.

The general public is interested because they need to be sure that their local schools are doing their best to provide solid and effective education programs for the children in the local area.

Administrators are interested because they need feedback on the effectiveness of their curricular decisions.

Curriculum publishers are interested because they can use the data and feedback from a curriculum evaluation to drive changes and upgrades in the materials they provide.

Education prepares future generations to take their due place in society. It becomes essential that substandard educational goals, materials, and methods of instruction are not retained but updated in consonance with the advances in the social, cultural, and scientific fields.

Curriculum evaluation monitors and reports on the quality of education. Accordance to Cronbach (1963), distinguishes three types of decisions for which evaluation is used by

- **Course improvement:** Deciding what instructional material and methods are satisfactory and where changes are needed.
- **Decisions about individuals:** Identifying the needs of the pupil for the sale of planning of instruction and grouping, acquainting the pupil with his own deficiencies.

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- **Administrative regulations:** Judging how good the school system is, and how good individual teachers are. The goal of evaluation must be to answer questions of selection, adoption, support, and worth of educational materials and activities. It helps in identifying the necessary improvements to be made in content, teaching methods, teaching strategies, learning experiences, educational facilities, staff selection, and development of educational aims, and objectives.

#### **Objectives of Curriculum Evaluation:-**

- ❖ To determine the learning outcomes of a program.
- ❖ To help in deciding whether to accept or reject a program.
- ❖ To ascertain the need for the revision of the course content or syllabus.
- ❖ The future development of the curriculum material for continuous improvement.
- ❖ To improve various methods of teaching and instructional techniques.

According to Scriven, following are the three main types of evaluation are given below-

**i. Formative Evaluation:** It occurs during curriculum development. Its purpose is to contribute to the improvement of the educational program or content. The merits of programs are evaluated during the process of their development. The evaluation results inform the program developers and enable them to correct flaws detected in the courses.

**ii. Summative Evaluation:** In summative evaluation, the final effects of a curriculum are evaluated based on its stated objectives. It takes place or grades after the curriculum has been fully developed and put into operation.

**iii. Diagnostic Evaluation:** Diagnostic evaluation is directed towards two purposes either for placement of students properly at the outset of an instructional level (such as secondary school) or to discover the underlying cause of deviancies in student learning in any field of study.

#### **Techniques of Evaluation:**

A variety of techniques are employed i.e. questionnaire, checklist, interview, group discussions evaluation workshops and Delphi styles are the major ones-

- **Observation:** It is related to curriculum transactions. The observation schedule helps the evaluator to focus his/her attention on the aspects of the process that are most relevant to his/her investigation. This method gains credibility when it contains

- both subjective and objective methods. Interviews and feedback and other documentary evidence may supplement observations as well as this technique is very effective for scientists, and science students.
- **Questionnaire:** It is used to obtain the reaction of curriculum users namely pupils, teachers, administrators, parents, and other educational research scholars concerning various aspects of the prescribed curriculum to be ascertained.
- **Checklist:** It can be used as a part of a questionnaire and interview. It provides number of responses out of which the most appropriate responses are to be checked by the respondent.
- **Interview:** It is a basic technique of evaluation and gathering information. It may be formal or informal in nature. The information required should be suitably defined and the presentation of questions should in no case betray and sort of bias the part of the interviewer. The interview technique also helps researchers, as well as evaluators, evaluate a client.
- **Workshops & Group discussion:** In this technique, a Resource person, instructor, or experts are invited to one place to deliberate upon syllabi, curriculum, NEP-2020, Research Skill Development, materials, etc, and to arrive at a consensus regarding the quality of the same. The materials may be evaluated against a set of criteria that might have been prepared by the evaluator or expert.

### 1.7 Pedagogy in Education:

“Teaching is not a lost art, but the regard for it is a lost tradition.”

– Jacques Barzun.

**Teaching principles and methods:** Teaching principles and methods are both art and science. A teacher creates an interactive learning environment to inspire children using art. In schools, children learn different language skills and develop critical thinking, problem-solving abilities. Educationists require the right tools, techniques, and methodologies to teach children, which is a science. Thus, teaching is an act of learning through discovery and different methods. Since art and science are constantly evolving variants, the concept of ‘pedagogy in education’ is now often discussed. But, what is pedagogy, and how does it impact development in education? Pedagogy is coined from the Greek words “paidagogos”, in which ‘pada’ means “child” and ‘agog’ means “to lead the child.” So, pedagogy studies teaching and how the content is presented to students. It is the development of an educational process that helps learners gain knowledge. Pedagogy definition includes the teaching practice and theories deployed to teach. It stimulates the unique interaction between teachers and students. Pedagogy in education demonstrates teaching methods for both academic and theoretical aspects through micro and macro skills.

Pedagogies help to improve higher-order thinking and cognitive abilities among students. Effective pedagogies are an amalgamation of various teaching techniques, such as:-

- A complete guide for Teachers
- Assessment practice
- Individual activities
- Group activities
- Whole-class activities, etc.

Pedagogy in education can impact learners and the learning process as follows:-

**i. Student-centered learning:**

Pedagogy is based on Student-centered learning. In this approach, students can learn at their own pace and take full responsibility for learning.

**ii. Constant performance assessment:**

Pedagogy allows teachers to evaluate individual students' performance regularly. This will help teachers understand if a student is moving toward their target learning outcomes or not.

**iii. Fuel teamwork:**

This learning method encourages teamwork and collaborative learning among students. Pedagogy allows students to meet like-minded people and learn from their peer groups.

**iv. Boost cognitive skills:**

Pedagogy in education focuses on the evaluation, analysis, synthesis, and compression that help students develop cognitive skills.

Pedagogy in the teaching sector can play a game-changer role. Here are some benefits that teachers and students can find in pedagogy learning programs:-

- **Improves quality of education:** If a student-centered pedagogy is deployed in the classroom, it can boost the quality of education. It allows students to take full responsibility for their learning. In addition, students can understand complex educational concepts at their momentum. In that case, the teacher can use a pedagogy based on the child's development to clear the images.
- **Harnesses team learning:** Pedagogy in education can motivate students to achieve a preset goal. This allows students to interact with like-minded people and gain a fresh perspective from other students. Peer learning has always positively impacted students' grades and overall development.
- **No monotonous learning:** It is not common knowledge that pedagogy and child development move together. It empowers students to consider different avenues and go

- beyond traditional learning methods. Memorizing or cramming lessons will help students up to a certain extent. But when students learn to implement academic, assignments in the real world, they will invoke creative thinking and analytical behavior.
- **Learn in your way:** A well-constructed pedagogy can allow students to capture education in several courses. First, teachers can use different pedagogies to teach students. Students can follow their desired way of learning and better understand the subject.
- **Convenient for special students:** Pedagogy in education can benefit students with exceptional needs to acquire knowledge. Using suitable pedagogies, teachers can help special students to learn and encourage them to adopt mainstream learning communities.
- **Improves student and teacher communication:** Pedagogy means understanding your students and then helping them. To this, teachers and students have to communicate a lot. It will allow teachers to focus on student's weaknesses and create a curriculum to guide them better.
- **Teaching is a skilled job:** Teaching is a professional job and great art. Knowledge of the subject matter is not enough for a teacher to effectively teach. A teacher needs different skills for successful teaching. Teachers can bring desired behavioral change among students using appropriate professional teaching.

### Popular Pedagogy Approaches for Teachers

Pedagogy in teaching helps create a self-paced, engaged and immersed learning environment. But that's only possible when the core components of pedagogy are used to build a progressive learning environment. Here are standard pedagogy approaches that teachers can use:-

**1. Constructivist:** This is an innovative pedagogy approach in education where students are present in the process of gaining and understanding knowledge. When students are involved in the educational curriculum creation process. They can receive information faster. Constructivist approaches also nurture critical thinking capabilities among students. They can learn in a comfortable and familiar environment.

**2. Collaborative:** The students form a group of like-minded pupils to learn together. They can build strategies, complete projects, solve problems, and brainstorm new ideas. Collaborative pedagogy can enhance the intellectual efforts of students and help them gain fresh perceptions. This pedagogy also boosts team spirit and builds peer relationships.

**3. Integrative:** The integrative pedagogy approach allows students to learn by connecting their learning across horizons. Integrative teaching methods have four main objectives:-

- Understand the learning process
- Divide problems based on relevancy
- Showing the use of the theoretical lessons in practical scenarios
- Incorporating concepts into regular routines

**4. Reflective:** This is an exciting approach in which students evaluate themselves. It means students will observe the activities of teachers and other students in the classroom. This will help students understand why they do certain things and how it works. Reflective pedagogy is the best way for students to self-learn. In addition, it can develop analytical skills among students.

**5. Inquiry-based Learning:** This is an approach for educators. They answer not only questions of the students but also create a culture for students to explore, challenge, and refine themselves. The inquiry-based learning method aims to shift students from aimlessly questioning to understanding the answers and then raising questions. This strategy provides confidence to students to ask questions without any hesitation.

Besides the standard of many pedagogy approaches in education, different perspectives of pedagogy are essential to learning. For instance:-

**i. Social Pedagogy:** Social pedagogy provides a holistic perspective for children and their families. This helps teachers to focus on a child's well-being and academic growth. An example of social pedagogy is how countries adopt social education to teach the importance of compassion, empathy, etc.

**ii. Critical Pedagogy:** It is a philosophy that persuades a teacher to motivate students to follow a critique structure of power and oppression. Paulo Freire, the father of critical pedagogy, advocates that critically conscious people are the founders of social changes and liberation. Teachers can include critical pedagogy, using audio-visual aids to encourage learners to look into global issues like war and religion.

### **iii. Culturally Responsive Pedagogy:**

In culturally responsive teaching, teachers take inspiration from the student's culture and teach them cultural values accordingly. Educational institutions often change policies and procedures to support cultural pedagogy. Culturally responsive pedagogy encourages students to understand different cultures and races and develop open attitudes toward diversity.

## **7. Innovative Ideas to Practice Pedagogy in Education**

Pedagogy enables teachers to capture students' interests and create a progressive learning environment. Using different pedagogical methods, teachers can help students learn at their own pace.

However, teachers have to use innovative strategies to leverage pedagogy in education:

## **1. Touch creativity**

One of the most straightforward yet innovative pedagogy strategies is to use creativity to improve students' engagement levels. Using innovative teaching methods, you can excite the artistry bone in your students. Today, you have numerous creative tools available to teach your students, such as visual exercises, video games, interactive videos, etc. Using digital innovative tools, you can hold your student's interest for more extended periods, and teach them different lessons easily.

## **2. Brainstorming**

Brainstorming is an inclusive pedagogy in education to build a confident personality in students. When students can share ideas with their teachers without fear or hesitation, it will boost their confidence. They will brainstorm more ideas and present them to teachers. This practice will build a confident character in students, but it will also challenge their brains to think of new ideas to approach the same problem.

## **3. Use Audio-Visual teaching tools**

According to Kinder S. James- "AV aids are any device which can be used to make the learning experiences more concrete, realistic and more dynamic."The education sector has accepted technological advancements for a long time now. You can find various technologies in the educational sector today, such as artificial intelligence, machine learning, and more. For pedagogical strengthening, audio and video tools are highly useful. These tools not only improve the listening and observing skills of students. But they can also enhance their imagination with visual effects, graphical interpretations, and brain mapping. Students can understand concepts better with video and audio support. They can explore topics in-depth with proper teaching tools.

## **4. Outdoor classrooms**

Taking your class outdoors can improve their imagination and senses. They can run through seeing things, experiencing new adventures, and interacting with real people. This pedagogy approach will strengthen the interaction and engagement of students in your class to a great extent.

## **5. Exploit hobbies**

When you cannot teach a student with traditional teaching methods, you should take a personalized approach to understand the students first and then teach them. Under this method, you can use students' hobbies to teach them a new lesson. For example, making students understand the life cycle of a butterfly is a bit tricky. But, if you organize a drawing competition in your classroom to draw a butterfly life cycle, this artistic approach will greatly help you.



## **8. The Future of Pedagogy in Education**

The education sector has evolved a lot in the last few years. Many factors have contributed to this change, such as female empowerment, technological advancement, social changes, etc. Therefore, teachers can't drive desired output from students using only traditional teaching methods. A student-centered approach is the foundation of a new educational environment. Teachers need to develop a personal relationship with students to understand their strengths and weaknesses to create a progressive school culture. So, pedagogy in education that offers meaningful learning via educational concepts, competencies, content, and evaluation is paramount. In parting words, we would like to suggest teachers think of pedagogy as a sharp weapon that can help them create innovative students for tomorrow.

## 9. Conclusion

The determination of curriculum is influenced by various factors, commonly referred to as curriculum determinants. These determinants are essential in shaping the content, structure, and delivery of an educational curriculum. Curriculum determinants play a crucial role in the development and implementation of a curriculum, ensuring that it meets the educational aims and objectives of a particular system or institution. If we want to take the education system of our country to an advanced level, we need to change the curriculum in accordance with the education system of different Countries and keep in mind the current needs. As a result of which we see changes in national education policy at various times in India. As the curriculum changes, students need to have skills and perfection that can result in students competing in the International context. Determinants consider the educational philosophy and theoretical frameworks that guide the curriculum development process. They take into account different pedagogical approaches, learning theories, and educational trends to shape the curriculum's overall design.

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