



# INFLUENCE OF PEDAGOGICAL APPROACHES ON CURRICULUM TRANSACTION AND EVALUATION IN HIGHER EDUCATION DURING THE PANDEMIC SITUATION OF COVID-19.

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## Abstract:

Pedagogy is the arts and science of teaching, which decided the teaching-learning strategies for the curriculum transaction, and the evaluation for various levels of higher education. For curriculum transaction and evaluation of transacted curriculum pedagogical approach given the direction throughout the programme how to maintain teaching-learning process regards to pre-determine objective of a particular programme.

Curriculum is the compact disk of scholastics and co-scholastics activities for achieving the educational goals and it's work as a path way for the transforming of instructional objectives to behavioral objectives in an educational atmosphere by the transaction of curriculum content, evaluation of curriculum and throughout the continuous monitoring the total process of curriculum transaction in higher education. For the formal transaction of curriculum we follow the traditional atmosphere in normal situation but the pandemic situation, now it is totally shifted in virtual classroom atmosphere. So pedagogical approaches are most important for effective and efficient transaction and evaluation of curriculum in various levels of higher education during this COVID-19.

**Key Words:** Pedagogical approach; Curriculum transaction; Curriculum evaluation; Higher education; COVID-19 situation.

## INTRODUCTION:

Accomplishments depend on planning and using of appropriate pedagogical approach throughout the curriculum transaction and evaluation session in every level of education, higher education is not out of this. During this pandemic situation transaction process is changed and continuously growing the online virtual classroom based pedagogical approaches for achieving the learning outcome throughout the curriculum transaction process and it's also monitoring by the teacher in online mode.

Through the virtual class in this situation teacher should followed the social constructivist pedagogical approach for curriculum transaction in virtually, where the student actively participated according to their physical and psychological setting arrangement, which is barrier in traditional class room management in our country. Here teacher also ensure that the democratic interaction for curriculum transaction in each and every student, which indicate that attentive engagement of participant throughout the online session, so it is possible to maintain the child centric pedagogical approach in online class as like as traditional constructive class. In this pandemic situation using the personal, social and educational online platform by the student teacher both can communicate the learning experiences in very well and effective manner for achieving the content outcome.

## STATEMENT OF PROBLEM:

After review of the related literature researcher has selected the problem entitled as “Influence of Pedagogical Approaches on Curriculum Transaction and Evaluation in Higher Education during the Pandemic Situation of Covid-19” for the study. In this study Pedagogical Approaches is independent variable and Curriculum Transaction and Evaluation, are criterion variable.

## OPERATIONAL DEFINITION OF THE KEY TERMS:

**Pedagogical Approach:** Pedagogical approaches is the combination of a newly online based planned strategies, taken by the instructors according to considering the pupils need and their psychological factor of learning for achieving the instructional objective as a behavioral form.

**Curriculum Transaction:** Curriculum transaction is an ongoing process of implementation and monitoring of plan and non-plan scholastic as well as co-scholastic activities in Bachelor degree programme throughout the appropriate using of virtual mode during the pandemic situation.

**Curriculum Evaluation:** Assesses the suitable Curriculum transaction setting and degree of implementation of scholastic and co-scholastic curriculum of Bachelor degree programme as a part of higher education offered by the educational institution in a virtual mode which is pull out positive instructional objective of lesson curriculum, transacted by the teacher as a learning experience of the student during in a pandemic situation.

**Higher Education:** Higher education is a post-secondary education system with considering the formal way of education, students can enrolled in Bachelor degree programme and after completing gets certificate.

**COVID-19:** COVID-19 is the acronym and the full name is coronavirus disease of 2019. The abbreviation was designated by the World Health Organization. Which is effecting the every field of every nation, mostly in the field of education system, throughout this condition learning experiences sharing by the virtual mode through using the new pedagogical approaches, for the purpose of maintaining the continuity of educational system during the lock down phases of pandemic situation.

### **OBJECTIVES OF THE STUDY:**

The study will be undertaken keeping in view the following objectives:

1. To find out the newly pedagogical approaches for curriculum transaction and evaluation in higher education.
2. To find out the effectiveness of newly pedagogical approaches or methods for curriculum transaction and evaluation in higher education.

### **RESEARCH QUESTIONS OF THE STUDY:**

1. What are the newly pedagogical approaches or methods for curriculum transaction and evaluation in higher education?
2. What is the effectiveness of newly pedagogical approaches or methods for curriculum transaction and evaluation in higher education?

**DELIMITATION OF THE STUDY:** The study has been delimited to Bachelor degree programme in West Bengal.

### **METHODOLOGY OF THE STUDY:**

**Method:** The descriptive survey method was used for data collection.

**Population of The Study:** Bachelor degree programme offering institution in West Bengal in India has been considered as a population for this study.

**Sample:** For this study researcher has been selected 40 teachers and 100 students from arts and science stream of Bachelor degree programme from West Bengal. In this study researcher followed quota sampling technique for sample selection.

**Tools and Technique for Data Collection:** For the data collection researcher had been used following tool and techniques-

- a. Flanders interaction analysis also used for virtual observational data collection from the recorded class in an asynchronies way.
- b. Self-constructed semi-structure interview schedule used for data collection and also used open-ended questionnaire for data collection.

## DATA ANALYSIS, INTERPRETATION AND DISCUSSION:

### OBJECTIVE -1

Higher educational institution take initiative to the transaction and evaluation of curriculum by the using of online based newly pedagogical approaches in this pandemic situation. Those approaches are-

**1. Online Discussion:** it is a new pedagogical approach, which used to the transaction and evaluation of transacted curricular activities in the form of dialectical conversations in online mode through using of synchronies medium of instruction. Where the teacher and students share their views and engage in mutual and reciprocal critique as a learning experience. Through this pedagogical approach student and teacher can interactively exchange opinions, ideas, question related to their specific topic of prescribed curriculum.

**2. Virtual Collaborative Learning Method :** Virtual collaborative learning is an online based educational pedagogical approach to transact and evaluate curriculum .Here involves groups of students in synchronies way and they are working together to solve a problem, complete a task, or draw a productive output under the expert teacher's supervision.

**3. ICT Based Pedagogical Approach: Information and Communication Technology (ICT) based pedagogical approach,** work as an interactive mode of curriculum transaction and evaluation through online platform. in this pandemic situation information and communications technology to support, enhance, and optimise the delivery of content knowledge and ICT can lead to an improved student learning and better teaching methods through the using power point presentation, online programme learning, online evaluation instrument etc.

**4. Mobile- Learning:** Mobile learning or M-learning is newly introduces pedagogical approach via the internet or broadband network using personal android mobile devices, like tablets smartphone to obtain learning materials through mobile apps, social interactions and online educational hubs, (like- Whats app, YouTube, shilled-share) It is flexible, allowing students access to education anywhere, any time and also according to their need they can retrieve the content and through this they are able to do their self-evaluation and also able to know the significant position in the of their learning.

**5. Online Flipped Teaching Pedagogical Approach:** Online flipped teaching is the process of moving recorded lecture, text content via personal device (like Email, Whats app) from face-to-face online class time to before class by assigning it as homework. This allows for more interactive forms of learning to take place during online interactional session through the online media. Flipped teaching often involves students watching lecture videos as a homework. Flipped teaching is also known as flip teaching, reverse teaching and the inverted online classroom. The main goal of flipped teaching is to make time for meaningful discussions, interaction, activities and application of course content during face-to-face sessions.

**6. Video Conferencing:** A video conference is a live, visual connection between teacher and student residing in separate locations, for the purpose of curriculum transaction and evaluation they are come together through online mode. Through this way teacher can share instructional objective, which is audible and visible for student. Video Conferencing provides the opportunity to have face-to-face, high definition conversations between teacher and student which reduces the certain level social distancing between them.

**7. Teleconferencing:** Teleconference is a telephone or video meeting between the consumers (student) in two or more location. Teleconference are similar to telephone calls, through this teacher can expand discussion to their class if it is small. Teleconference uses communication network technology to connect student' voices it is a two way radio system of curriculum transaction over the telephone. It is possible in two mode -

**a. Audio teleconference:** Through audio teleconference content transacted only through voice it means it is only audible that why sometimes called conference calling.

**b. Video teleconference:** Video teleconference combines audio and video to provide voice communications and video images of curriculum content. In two-way video systems a common application is to show the social presence that resembles face-to-face meeting and classes and enables participants to see the facial expression in a non-verbal way.

## OBJECTIVE-2

**i.** Through the virtual online based pedagogical approaches help to transaction and evaluation of prescribe curriculum appropriately throughout the maintaining of instructional objectives of course content and shape into behavioral objectives in a virtual classroom environment. This virtual classroom is shared online space where the instructor and the pupils can work together simultaneously for curriculum transaction and evaluation.

**ii.** This creates a positive learning environment and helps the pupils to achieve the expected outcomes interactively.

**iii.** During the virtual class, and using of newly pedagogical approaches are create the opportunities to frequent interaction between learner and teacher, learner and other learners, and learner and content for curriculum transaction and evaluation. Over the virtual session, the teacher also encourage the students to participate attentively through such activities such as brainstorming, small group discussion, collaborative and individual tasks, Q&A sessions (Question –Answer), etc.

**iv.** Collaborative learning pedagogical approach are also transacted co-scholastic activities as an instructional objectives to behavioral outcome. Through this approach the learners work together to achieve a common goal of curriculum transaction, exchange their views, there have to scope to clarify the meaning of the concepts, or solve problems together. It creates opportunities to develop the cooperation skills.

v. Applied of newly approach in the virtual classroom, this approach is associated the student with an active process of the collective construction of knowledge using the group as a source of information, a motivational agent, and a means of mutual support.

vi. Some pedagogical approach is more applicable for asynchronous virtual teaching – here the instructor creates video lectures and self-directed activities, which the learners cover at their own pace. Through this higher educational institution give flexibility in time table, online class room management, for remove the student’s anxiety, boringness and their psychological willingness. It also good for slow learner because they have time to learn their own pace.

vi. For synchronous virtual class, teacher can maintaining the student-centered pedagogical approach, which help to develop good relationship between the learners and the teacher like traditional class relationship. For this student can interact equally through the active participation, collaborative work, communication, sharing the learning experience and now they are also encouraged in this type of classroom.

vii. The teacher creates opportunities for both independent learning and learning from one another, and guides the learners for developing and practicing the skills they need in future as subject expert. This increases the motivation level of the learners, as well as their interest in the online learning activities.

viii. When a teacher uses various sources to present the content – text, images, diagrams, audio, video, etc. in an online mode – this can greatly improve the learning process by providing a flexible learning experience that is tailored to the various needs and preferences of the students. Presenting the content through various types of media retains the attention and interest of the learners.

ix. In a virtual classroom learners usually participate from the comfort of their homes. The learning process is much more focused because of the absence of the usual physical distractions that are found in the conventional classroom.

x. Unlike asynchronous virtual platforms, the synchronous virtual classroom allows for immediate feedback from both the teacher and the students in both an individual and a general way in regard to curriculum transaction and evaluation.

### **FINDING & CONCLUSION:**

In modern scenario every student have android smartphone and internet connection, through the using of this personal device and various online platform (like zoom app, Google meet, skype, audio conferencing, telephonic conversation etc.) curriculum transaction and evaluation go ahead and content also share in the form of text, image, PPT, video clips, audio clips and evaluation also occur in the form of assignment, Project, online test, online viva-voice. The new pedagogical approaches work effectively and efficiently in this

pandemic situation of COVID-19. But in some cases it is not possible, like for economically backward student, because of their unavailability of physical resources, and remote area's student for lack of good internet connectivity.

### EDUCATIONAL IMPLICATION:

The new pedagogical approaches help full for curriculum transaction and evaluation in this pandemic COVID-19 situation in regard to-

- a. sharing the learning experiences according to course content through online mode interactively.
- b. student can take content knowledge and justify the knowledge through virtual pedagogical approach.
- c. student can use their personal devices for educational purpose through this newly online pedagogical approach.
- d. through this approach higher educational institution to maintain the continuity in educational process, absent of traditional system of curriculum transaction and now it is shipped in virtual mode. Etc.

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