

SKILL DEVELOPMENT THROUGH CURRICULUM

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Abstract:

In 2008-2009 the government of India launched The National Skilled Development Corporation (NSDC). Globalization and the ongoing changes in information and communication technologies have greatly influenced the demands of the employment sector. One of these has been a move to add a vocational component to general education at the degree level in order to enhance the employability of graduates. Vocationalisation of education is seen as an extending way to develop courses that will address the mismatch between what a typical graduate is capable of doing and what is needed in the employment scenario. Policy decisions to initiate a change in degree Education in India according to the 'The National Policy of Education 1986 and Programme of Action 1992 by Ministry of Human Resource Development, India emphasized the need to expose the degree students to the world of work by including practically oriented courses in the curriculum. Mark Warschauer (1996) lists the advantages of technology in the curriculum. "First of all, a more learning authentic environment is created since listening combined with seeing just like in real world. The topics provide the context in which language skills and language content are taught and developed in an integrated manner.

Keywords: Core skills, LSRW skills, Employability skills, Technology & tools, Learner-centered syllabus & curriculum.

Introduction:

Globalization and the ongoing changes in information and communication technologies have greatly influenced the demands of the employment sector. One of these has been a move to add a vocational component to general education at the degree level in order to enhance the employability of graduates. Vocationalisation of education is seen as an extending way to develop courses that will address the mismatch between what a typical graduate is capable of doing and what is needed in the employment scenario. Policy decisions to initiate a change in degree Education in India according to the 'The National Policy of Education 1986 and Programme of Action 1992 by Ministry of Human Resource Development, India emphasized the need to expose the degree students to the world of work by including practically oriented courses in the curriculum. In 1995 The UGC initiated 35 Vocational courses in engineering, humanities, and social sciences. The objective is to enhance employability to a student at degree level. According to the University Grants Commission, the English Language emerges as a Vocational subject that could contribute to skill development.

The English Language skill levels acquired by the graduate students through their prescribed syllabus do not match the levels required for employability. Preliminary studies revealed that all media can be effectively used in English Language Teaching aids for enhancing Listening, Speaking, Reading and Writing (LSRW) Teaching Learning process is learner-centered. Therefore becoming employable can also be learner-centered. The need for Higher Education in the 21st century is to first integrate the classrooms with multimedia technologies. Effective integration of technology and tools in curriculum enhances the student's performance and the learning process. The four key components of learning achieved through technology are active engagement, participation in groups, frequent interaction, and connection to real-world experts. Without the ability to use digital technology the students of higher education will not be able to access, understand, analyze and apply knowledge concepts, question knowledge and create new knowledge as envisaged by The National Knowledge Commission 2009. The multimedia technology-enhanced classroom will help and develop 21st-century skills and improve the learning style of the students pursuing Higher Education. A set of technology operating skills, make it benefit for changing knowledge into practical skill. Beaudin and Hudden (2004) defined techno pedagogical skilled teachers and meta-teaching technology exposures enhance instruction and also change curriculum and evaluation. The key priority areas of curriculum and content, delivery mechanism, faculty and assessor development. The barriers are 1. a perception that English is a barrier to entry 2. level of literacies, Oral, Visual and written 3. Language level English and vernacular. Curricula and syllabi can be designed to the set of standards to meet industry expectations and requirement.

Either face- to- face teaching, online and blended learning and quality provision for marginalized groups is important. Exposure to English is also limited, so learners lack an environment in which to practice and learn from their mistakes.

M-learning solutions can address both needs. Developing their skills in formative and summative assessment, using standards identify by target students is another area of priority.

Language Skill Development through Multimedia Curriculum:

The English language can be divided into four sections. Semantics is the study of meaning. It focuses on the relation between words, phrases, signs and symbols and what they stand for. Phonetics is the study of sounds of human speech and deals with the spelling and pronunciation of words. The graphics are the written shapes form of a language, in the linear writing method in which writing is composed of words in lines. The phonetic-cum-graphic deals with the reading of the language i.e. the graphic word text. All the four characteristics have to function in unison for comprehension and use of English language. The purpose of the ELT is to develop the ability of students to listen, speak, read and write in English fluently and efficiently. These abilities are classified in skills. It is the intention of every ELT teacher to impart these four skills to the students. The advent of multimedia into teaching and learning has distinctive advantages for learners.

Mark Warschaucer (1996) lists the advantages of technology in the curriculum. "First of all, a more learning authentic environment is created since listening combined with seeing just like in real world. Secondly, the skills are easily integrated, since the variety of media makes it natural to combine reading, writing, speaking and listening in a single activity." Multimedia helps in creating context and also developing content for ELT teachers. The topics provide the context in which language skills and language content are taught and developed in an integrated manner. "This method of content creation provides context, correlation embedded text, synchronic text, and super text to make it a benefit, for changing knowledge into a practical skill (Henige & Zamora 1989) multimedia enables the learners to visualize the content and help the imagination and also encourages creativity. Overhead projectors and computers with appropriate software are the most used tools to develop writing skills. The computer and internet help the student to keep the main lesson in backdrop while accessing a variety of links, to permit, grammatical checks, vocabulary glossary scans, clarification on pronunciations etc

Learned centered curriculum OR The Postmodern ELT curriculum and syllabus :

The syllabus should be designed taking into consideration classroom-based need assessment by self, peer and tutor, social and collaborative learning balanced by autonomous learning and reflective learning which is experiential. (Finch,2006) ELT Curriculum should be in multimedia

formate and the learner to become a wise consumer and responsible producer. This will lead to the cherished dream of students higher education to be a profession in all the L SR W skills for availing themselves of the vast for employment and entrepreneurship.

Computer-assisted language learning (CALL) – Learner-centered curriculum – Audio video improves learning skills.

Web-based language learning (WBLL)- multi-modal curriculum – audio clips improve speaking skills.

Online learning – multi-disciplinary curriculum – text to speech improves reading skills.

M – learning syllabus content – writing projects improve writing skills.

Internet /www.2.0- role place in simulations improves all skills.

Fb, Twitter,WhatsApp,etc individual assignments – reflective writing skill development.

Cd –rooms,films – digital communication skills enhancement.

Digital lab – 3d gaming skills in virtual reality.

LSRW skills grammar,spelling, vocabulary and paralinguistics like volume, speak, intonation, tone, pronunciation, articulation pause and punctuation are also important for improving English language skills.

Conclusion:

Students need the skills beyond the classroom, without these skills they will not be able to get successful. 21st-century skills are mainly divided into 4. They are learning skills; literary skills, Life skills, and social skills .21st century skills are 1.critical thinking 2.creativity 3.collaboration4.Communication5.Information 6 .literacy 7.media literacy 8. Technology literacy 9. Flexibility10. Leadership 11. Initiative 12. Productivity 13. Social skills. These skills are intended to help students keep up with the lightning pace of today`s markets. Each skill is unique the students will have the adaptive qualities to keep up with the present environment.

It must be noted that the NSDC STAR scheme aims to encourage skill development for youth by providing monetary rewards for successful completion of approved training programs and could be extended to cover English language skills. English and IT skills are the two key enabling skills, which with harder to define soft skills would enable the delivery to a higher level of quality at scale in order to support India in achieving its ambition.

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